

**THE EFFECTIVENESS OF GENERATING INTERACTION BETWEEN
SCHEMATA AND TEXT (GIST) STRATEGY ON READING
DESCRIPTIVE TEXT COMPREHENSION ABILITY OF THE SEVENTH
GRADE STUDENTS AT MTS AL HUDA KEDUNGWARU**

THESIS



By

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FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES (IAIN)**

TULUNGAGUNG

2014

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THESIS

Presented to

State Institute of Islamic Studies of Tulungagung in partial fulfillment of the
requirements for the degree of Sarjana Pendidikan Islam in English
Education Department



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2014

ADVISOR'S APPROVAL SHEET

This thesis entitled "The Effectiveness of Generating Interaction Between Schemata and Text (GIST) Strategy on Reading Descriptive Text Comprehension Ability of the Seventh Grade Students at MTs Al Huda Kedungwaru" written by Muhamad Fajar Junanto. Students Registered number 3213103109 has been approved by thesis advisor for further approval by the Board of Examiners

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MOTTO

Whoever is eager for paradise will ignore the lusts.

DEDICATION

I would like dedicate this thesis and give special thanks to:

1. Allah SWT who has given blessing and mercing.
2. My Father Noer 'Aini, my mother Miatun, my brother Ramon Febrianto and my sister Nailly Zahrotun Nisa' who always pray and give motivation to me.
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6. All the member of TBI – 8C who I love.

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State that the thesis entitled “The Effectiveness of Generating Interaction between Schemata and Text (GIST) Strategy on Reading Descriptive Text Comprehension Ability of the Seventh Grade Students at MTs Al Huda Kedungwaru” is truly my original work and helped by the expert of this matter. It is written and published as requirement for the degree of Sarjana Pendidikan Islam in English Education Department, Faculty of Tarbiyah and Teacher Training State Institute of Islamic Studies (IAIN) of Tulungagung in 2013/2014 academic year. Due to fact, I am responsible for the thesis, if there is any objection of claim from other.

Tulungagung, July 2014

The Writer

Muhamad Fajar Junanto
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ABSTRACT

Junanto, Fajar Muhamad. Registered Student. 3213103109. 2014. The Effectiveness of Generating Interaction between Schemata and Text (GIST) Strategy on Reading Descriptive Text Comprehension Ability of the Seventh Grade Students at MTs Al Huda Kedungwaru. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training. State Institute of Islamic Studies (IAIN) of Tulungagung. Advisor: Dr. Susanto, S.S, M.Pd.

Keywords : Effectiveness, GIST strategy, Reading comprehension and Pre-experimental.

Reading is one of language skills which is important for academic success. Reading is the process of reconstructing the writer's idea written in a text or printed symbols based on the reader's background knowledge and experience. In reading activity, we are not only reading the text, but also trying to understand what we are reading. Now, students are not able to understand the text when they encounter words that actually have been taught or told to them. To improve the students' reading ability, the teacher must have an appropriate strategy of teaching to help the students learn it. Therefore, the researcher applied one of strategies which can cope it by using GIST Strategy, to know whether the strategy is effective to improve students' ability.

The formulation of the research problems were (1) How is the students' reading descriptive text comprehension ability before being taught by using Generating Interaction between Schemata and Text (GIST) strategy? (2) How is the students' reading descriptive text comprehension ability after being taught by using Generating Interaction between Schemata and Text (GIST) strategy? (3) Is there any significant different score of the students' reading descriptive text comprehension ability before and after being taught by using Generating Interaction between Schemata and Text (GIST) strategy?

The objectives of the research were (1) To know the students' reading descriptive text comprehension ability before being taught by using Generating Interaction between Schemata and Text (GIST) strategy. (2) To know the students' reading descriptive text comprehension ability after being taught by using Generating Interaction between Schemata and Text (GIST) strategy. (3) To know whether there is any significant different scores of the students' reading descriptive text comprehension ability before and after being taught by using Generating Interaction between Schemata and Text (GIST) strategy.

In this study, the writer applied pre experimental with One Group Pretest-Posttest design. The population of this research was population study. Means that the subject of the research were the seventh grade students of MTs Al

Huda Kedungwaru consisted of one class also as a population. The instrument used in this researcher was test. The data analysis of this study was using T test.

The result showed that there was a significant different between the result of the pretest and posttest score. The mean score of the post-test was higher (80,80) than pre-test (70,16). The t-test value was higher than the value of t-table ($3.970 > 1.711$). It indicated that the alternative hypothesis (H_a) saying that there is significant different score of the students' reading descriptive text comprehension ability before and after being taught by using Generating Interaction between Schemata and Text (GIST) strategy of the seventh grade students at MTs Al Huda Kedungwaru was accepted and the null hypothesis (H_0) saying that there is no significant different score of the students' reading descriptive text comprehension ability before and after being taught by using Generating Interaction between Schemata and Text (GIST) strategy of the seventh grade students at MTs Al Huda Kedungwaru was rejected. It could be concluded that the GIST strategy was effective used in teaching reading descriptive text comprehension.

ABSTRAK

Junanto, Fajar Muhamad. Nomor Induk Mahasiswa. 3213103109. 2014. The Effectiveness of Generating Interaction between Schemata and Text (GIST) Strategy on Reading Descriptive Text Comprehension Ability of the Seventh Grade Students at MTs Al Huda Kedungwaru. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu keguruan. Institut Agama Islam Negeri (IAIN) Tulungagung. Pembimbing : Dr. Susanto, S.S, M.Pd.

Kata Kunci : Efektivitas, Strategi GIST, Pemahaman membaca, Pre-experimental.

Membaca adalah salah satu keahlian dalam bahasa yang sangat penting untuk kesuksesan dalam bidang akademis. Membaca adalah proses merekonstruksi tulisan ide penulis ke dalam suatu teks atau media cetak. Berdasarkan latar belakang pengetahuan dan pengalaman pembaca. Dalam aktivitas membaca, kita tidak hanya membaca suatu teks tetapi juga mencoba untuk memahami apa yang sudah kita baca. Sekarang, para siswa tidak mampu untuk memahami suatu teks ketika mereka mendapati kata-kata yang sebenarnya sudah diajarkan kepada mereka. Untuk meningkatkan kemampuan membaca siswa, guru harus mempunyai sebuah strategi yang tepat dalam mengajar untuk membantu siswa mempelajarinya. Oleh karena itu, peneliti mengaplikasikan salah satu strategi yang dapat mengatasi hal tersebut dengan menggunakan strategi GIST, untuk mengetahui apakah strategi tersebut efektif meningkatkan kemampuan membaca siswa.

Rumusan masalah penelitian ini adalah (1) Bagaimanakah kemampuan pemahaman membaca teks deskriptif siswa sebelum diajar dengan menggunakan strategi Generating Interaction between Schemata and Text (GIST)? (2) Bagaimanakah kemampuan pemahaman membaca teks deskriptif siswa setelah diajar dengan menggunakan strategi Generating Interaction between Schemata and Text (GIST)? (3) Apakah ada perbedaan nilai yang mendasar dari kemampuan pemahaman membaca teks deskriptif siswa baik sebelum dan sesudah diajar dengan menggunakan strategi Generating Interaction between Schemata and Text (GIST)?

Tujuan penelitian ini adalah (1) Untuk mengetahui kemampuan pemahaman membaca teks deskriptif siswa sebelum diajar dengan menggunakan strategi Generating Interaction between Schemata and Text (GIST). (2) Untuk mengetahui kemampuan pemahaman membaca teks deskriptif siswa setelah diajar dengan menggunakan strategi Generating Interaction between Schemata and Text (GIST). (3) Untuk mengetahui apakah ada perbedaan nilai yang mendasar dari kemampuan pemahaman membaca teks deskriptif siswa baik sebelum dan

sesudah diajar dengan menggunakan strategi Generating Interaction between Schemata and Text (GIST).

Dalam penelitian ini, penulis mengaplikasikan pre-experimental dengan desain one group pretest-posttest. Populasi dari penelitian ini adalah studi populasi. Maksudnya subjek penelitian ini adalah siswa kelas tujuh MTs Al Huda Kedungwaru yang terdiri dari satu kelas yang juga sebagai populasi. Instrumen yang digunakan peneliti adalah tes. Analisis data penelitian ini menggunakan uji T.

Hasil penelitian menunjukkan adanya perbedaan yang mendasar antara hasil nilai pre-test dan nilai post-test. Nilai rata-rata dari post-test lebih tinggi (80,80) dari pada nilai rata-rata pre-test (70,16). Nilai uji T lebih tinggi dari pada nilai T table ($3.970 > 1.711$). Ini mengindikasikan bahwa alternative hypothesis (H_a) yang berbunyi ada perbedaan nilai yang mendasar dari kemampuan pemahaman membaca teks deskriptif siswa baik sebelum dan sesudah diajar dengan menggunakan strategi Generating Interaction between Schemata and Text (GIST) pada siswa kelas tujuh MTs Al Huda Kedungwaru diterima dan null hypothesis (H_o) yang berbunyi tidak ada perbedaan nilai yang mendasar dari kemampuan pemahaman membaca teks deskriptif siswa baik sebelum dan sesudah diajar dengan menggunakan strategi Generating Interaction between Schemata and Text (GIST) pada siswa kelas tujuh MTs Al Huda Kedungwaru ditolak. Ini dapat disimpulkan bahwa strategi GIST efektif digunakan dalam mengajar pemahaman membaca teks deskriptif.

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In the name of Allah SWT, The Most Beneficent and The Most Merciful, All praises are to Allah SWT for all the blesses, so the writer can accomplish the thesis. In addition, may Peace and Salutation always be given to the prophet Muhammad (pbuh), who has taken all human being from the Darkness to the Lightness.

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The writer realizes that this research is far from being perfect. Therefore any constructive criticism and suggestion will be gladly accepted.

Tulungagung, July 2014

The writer,

MUHAMAD FAJAR JUNANTO
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Appendix II Lesson plan, syllabus, pre test, try out, post test, answer key

Distribusi Nilai t_{tabel}

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$
1	3.078	6.314	12.71	31.82	63.66
2	1.886	2.920	4.303	6.965	9.925
3	1.638	2.353	3.182	4.541	5.841
4	1.533	2.132	2.776	3.747	4.604
5	1.476	2.015	2.571	3.365	4.032
6	1.440	1.943	2.447	3.143	3.707
7	1.415	1.895	2.365	2.998	3.499
8	1.397	1.860	2.306	2.896	3.355
9	1.383	1.833	2.262	2.821	3.250
10	1.372	1.812	2.228	2.764	3.169
11	1.363	1.796	2.201	2.718	3.106
12	1.356	1.782	2.179	2.681	3.055
13	1.350	1.771	2.160	2.650	3.012
14	1.345	1.761	2.145	2.624	2.977
15	1.341	1.753	2.131	2.602	2.947
16	1.337	1.746	2.120	2.583	2.921
17	1.333	1.740	2.110	2.567	2.898
18	1.330	1.734	2.101	2.552	2.878
19	1.328	1.729	2.093	2.539	2.861
20	1.325	1.725	2.086	2.528	2.845
21	1.323	1.721	2.080	2.518	2.831
22	1.321	1.717	2.074	2.508	2.819
23	1.319	1.714	2.069	2.500	2.807
24	1.318	1.711	2.064	2.492	2.797
25	1.316	1.708	2.060	2.485	2.787
26	1.315	1.706	2.056	2.479	2.779
27	1.314	1.703	2.052	2.473	2.771
28	1.313	1.701	2.048	2.467	2.763
29	1.311	1.699	2.045	2.462	2.756
30	1.310	1.697	2.042	2.457	2.750
31	1.309	1.696	2.040	2.453	2.744
32	1.309	1.694	2.037	2.449	2.738
33	1.308	1.692	2.035	2.445	2.733
34	1.307	1.691	2.032	2.441	2.728
35	1.306	1.690	2.030	2.438	2.724
36	1.306	1.688	2.028	2.434	2.719
37	1.305	1.687	2.026	2.431	2.715
38	1.304	1.686	2.024	2.429	2.712
39	1.304	1.685	2.023	2.426	2.708
40	1.303	1.684	2.021	2.423	2.704
41	1.303	1.683	2.020	2.421	2.701
42	1.302	1.682	2.018	2.418	2.698
43	1.302	1.681	2.017	2.416	2.695
44	1.301	1.680	2.015	2.414	2.692
45	1.301	1.679	2.014	2.412	2.690
46	1.300	1.679	2.013	2.410	2.687
47	1.300	1.678	2.012	2.408	2.685
48	1.299	1.677	2.011	2.407	2.682
49	1.299	1.677	2.010	2.405	2.680
50	1.299	1.676	2.009	2.403	2.678
51	1.298	1.675	2.008	2.402	2.676
52	1.298	1.675	2.007	2.400	2.674
53	1.298	1.674	2.006	2.399	2.672
54	1.297	1.674	2.005	2.397	2.670

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$
61	1.296	1.671	2.000	2.390	2.659
62	1.296	1.671	1.999	2.389	2.659
63	1.296	1.670	1.999	2.389	2.658
64	1.296	1.670	1.999	2.388	2.657
65	1.296	1.670	1.998	2.388	2.657
66	1.295	1.670	1.998	2.387	2.656
67	1.295	1.670	1.998	2.387	2.655
68	1.295	1.670	1.997	2.386	2.655
69	1.295	1.669	1.997	2.386	2.654
70	1.295	1.669	1.997	2.385	2.653
71	1.295	1.669	1.996	2.385	2.653
72	1.295	1.669	1.996	2.384	2.652
73	1.295	1.669	1.996	2.384	2.651
74	1.295	1.668	1.995	2.383	2.651
75	1.295	1.668	1.995	2.383	2.650
76	1.294	1.668	1.995	2.382	2.649
77	1.294	1.668	1.994	2.382	2.649
78	1.294	1.668	1.994	2.381	2.648
79	1.294	1.668	1.994	2.381	2.647
80	1.294	1.667	1.993	2.380	2.647
81	1.294	1.667	1.993	2.380	2.646
82	1.294	1.667	1.993	2.379	2.645
83	1.294	1.667	1.992	2.379	2.645
84	1.294	1.667	1.992	2.378	2.644
85	1.294	1.666	1.992	2.378	2.643
86	1.293	1.666	1.991	2.377	2.643
87	1.293	1.666	1.991	2.377	2.642
88	1.293	1.666	1.991	2.376	2.641
89	1.293	1.666	1.990	2.376	2.641
90	1.293	1.666	1.990	2.375	2.640
91	1.293	1.665	1.990	2.374	2.639
92	1.293	1.665	1.989	2.374	2.639
93	1.293	1.665	1.989	2.373	2.638
94	1.293	1.665	1.989	2.373	2.637
95	1.293	1.665	1.988	2.372	2.637
96	1.292	1.664	1.988	2.372	2.636
97	1.292	1.664	1.988	2.371	2.635
98	1.292	1.664	1.987	2.371	2.635
99	1.292	1.664	1.987	2.370	2.634
100	1.292	1.664	1.987	2.370	2.633
101	1.292	1.663	1.986	2.369	2.633
102	1.292	1.663	1.986	2.369	2.632
103	1.292	1.663	1.986	2.368	2.631
104	1.292	1.663	1.985	2.368	2.631
105	1.292	1.663	1.985	2.367	2.630
106	1.291	1.663	1.985	2.367	2.629
107	1.291	1.662	1.984	2.366	2.629
108	1.291	1.662	1.984	2.366	2.628
109	1.291	1.662	1.984	2.365	2.627
110	1.291	1.662	1.983	2.365	2.627
111	1.291	1.662	1.983	2.364	2.626
112	1.291	1.661	1.983	2.364	2.625
113	1.291	1.661	1.982	2.363	2.625
114	1.291	1.661	1.982	2.363	2.624

55	1.297	1.673	2.004	2.396	2.668	115	1.291	1.661	1.982	2.362	2.623
56	1.297	1.673	2.003	2.395	2.667	116	1.290	1.661	1.981	2.362	2.623
57	1.297	1.672	2.002	2.394	2.665	117	1.290	1.661	1.981	2.361	2.622
58	1.296	1.672	2.002	2.392	2.663	118	1.290	1.660	1.981	2.361	2.621
59	1.296	1.671	2.001	2.391	2.662	119	1.290	1.660	1.980	2.360	2.621
60	1.296	1.671	2.000	2.390	2.660	120	1.290	1.660	1.980	2.360	2.620

Dari "Table of Percentage Points of the t-Distribution." Biometrika, Vol. 32. (1941), p. 300. Reproduced by permission of the Biometrika Trustees.

Distribution Tabel Nilai $F_{0,05}$ Degrees of freedom for Nominator

	1	2	3	4	5	6	7	8	9	10	12	15	20	24	30	40	60	120	∞
1	161	200	216	225	230	234	237	239	241	242	244	246	248	249	250	251	252	253	254
2	18,5	19,0	19,2	19,2	19,3	19,3	19,4	19,4	19,4	19,4	19,4	19,4	19,4	19,5	19,5	19,5	19,5	19,5	19,5
3	10,1	9,55	9,28	9,12	9,01	8,94	8,89	8,85	8,81	8,79	8,74	8,70	8,66	8,64	8,62	8,59	8,57	8,55	8,53
4	7,71	6,94	6,59	6,39	6,26	6,16	6,09	6,04	6,00	5,96	5,91	5,86	5,80	5,77	5,75	5,72	5,69	5,66	5,63
5	6,61	5,79	5,41	5,19	5,05	4,95	4,88	4,82	4,77	4,74	4,68	4,62	4,56	4,53	4,50	4,46	4,43	4,40	4,37
6	5,99	5,14	4,76	4,53	4,39	4,28	4,21	4,15	4,10	4,06	4,00	3,94	3,87	3,84	3,81	3,77	3,74	3,70	3,67
7	5,59	4,74	4,35	4,12	3,97	3,87	3,79	3,73	3,68	3,64	3,57	3,51	3,44	3,41	3,38	3,34	3,30	3,27	3,23
8	5,32	4,46	4,07	3,84	3,69	3,58	3,50	3,44	3,39	3,35	3,28	3,22	3,15	3,12	3,08	3,04	3,01	2,97	2,93
9	5,12	4,26	3,86	3,63	3,48	3,37	3,29	3,23	3,18	3,14	3,07	3,01	2,94	2,90	2,86	2,83	2,79	2,75	2,71
10	4,96	4,10	3,71	3,48	3,33	3,22	3,14	3,07	3,02	2,98	2,91	2,85	2,77	2,74	2,70	2,66	2,62	2,58	2,54
11	4,84	3,98	3,59	3,36	3,20	3,09	3,01	2,95	2,90	2,85	2,79	2,72	2,65	2,61	2,57	2,53	2,49	2,45	2,40
12	4,75	3,89	3,49	3,26	3,11	3,00	2,91	2,85	2,80	2,75	2,69	2,62	2,54	2,51	2,47	2,43	2,38	2,34	2,30
13	4,67	3,81	3,41	3,13	3,03	2,92	2,83	2,77	2,71	2,67	2,60	2,53	2,46	2,42	2,38	2,34	2,30	2,25	2,21
14	4,60	3,74	3,34	3,11	2,96	2,85	2,76	2,70	2,65	2,60	2,53	2,46	2,39	2,35	2,31	2,27	2,22	2,18	2,13
15	4,54	3,68	3,29	3,06	2,90	2,79	2,71	2,64	2,59	2,54	2,48	2,40	2,33	2,29	2,25	2,20	2,16	2,11	2,07
16	4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,59	2,54	2,49	2,42	2,35	2,28	2,24	2,19	2,15	2,11	2,06	2,01
17	4,45	3,59	3,20	2,96	2,81	2,70	2,61	2,55	2,49	2,45	2,38	2,31	2,23	2,19	2,15	2,10	2,06	2,01	1,96
18	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,46	2,41	2,34	2,27	2,19	2,15	2,11	2,06	2,02	1,97	1,92
19	4,38	3,52	3,13	2,90	2,74	2,63	2,54	2,48	2,42	2,38	2,31	2,23	2,16	2,11	2,07	2,03	1,98	1,93	1,88
20	4,35	3,49	3,10	2,87	2,71	2,60	2,51	2,45	2,39	2,35	2,28	2,20	2,12	2,08	2,04	1,99	1,95	1,90	1,84
21	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,37	2,32	2,25	2,18	2,10	2,05	2,01	1,96	1,92	1,87	1,81
22	4,30	3,44	3,05	2,82	2,66	2,55	2,46	2,40	2,34	2,30	2,23	2,15	2,07	2,03	1,98	1,94	1,89	1,84	1,78
23	4,28	3,42	3,03	2,80	2,64	2,53	2,44	2,37	2,32	2,27	2,20	2,13	2,05	2,01	1,96	1,91	1,86	1,81	1,76
24	4,26	3,40	3,01	2,78	2,62	2,51	2,42	2,36	2,30	2,25	2,18	2,11	2,03	1,98	1,94	1,89	1,84	1,79	1,73
25	4,24	3,39	2,99	2,76	2,60	2,49	2,40	2,34	2,28	2,24	2,16	2,09	2,01	1,96	1,92	1,87	1,82	1,77	1,71
30	4,17	3,32	2,92	2,69	2,53	2,42	2,33	2,27	2,21	2,16	2,09	2,01	1,93	1,89	1,84	1,79	1,74	1,68	1,62
40	4,08	3,23	2,84	2,61	2,45	2,34	2,25	2,18	2,12	2,08	2,00	1,92	1,84	1,79	1,74	1,69	1,64	1,58	1,51
50	4,08	3,18	2,79	2,56	2,40	2,29	2,20	2,13	2,07	2,02	1,95	1,87	1,78	1,74	1,69	1,63	1,56	1,50	1,41
60	4,00	3,15	2,76	2,53	2,37	2,25	2,17	2,10	2,04	1,99	1,92	1,84	1,75	1,70	1,65	1,59	1,53	1,47	1,39
100	3,94	3,09	2,70	2,46	2,30	2,19	2,10	2,03	1,97	1,92	1,85	1,80	1,68	1,63	1,57	1,51	1,46	1,40	1,28
120	3,92	3,07	2,68	2,45	2,29	2,18	2,09	2,02	1,96	1,91	1,83	1,75	1,66	1,61	1,55	1,50	1,43	1,35	1,22
∞	3,84	3,00	2,60	2,37	2,21	2,10	2,01	1,94	1,88	1,83	1,75	1,67	1,57	1,52	1,46	1,39	1,32	1,22	1,00

Distribusi nilai r_{tabel} Signifikansi 5% dan 1%

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

PRE TEST

A. Read the text carefully and choose the correct answer!

My best friend

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

1. What does the second paragraph tell you about?
 - a. Rohmi and her family
 - b. Rohmi and her father
 - c. Rohmi and her brother
 - d. Rohmi and her friends

2. Where did the writer sit ?
 - a. in front of Rohmi
 - b. behind Rohmi
 - c. next to Rohmi
 - d. far from Rohmi

The Terrifying Headmaster

Mr. Tucker is the headmaster of my school. He does not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.

He always washes his hands in an enamel basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind is looking at the pupils while he dries his hands on a small, white towel. He dries each finger separately, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes. He really terrifies me.

3. What is the purpose of the text?
 - a. to terrify the readers
 - b. to describe the writer's headmaster
 - c. to promote the writer's headmaster career
 - d. to inform the readers about a terrifying school

4. Where does Mr. Tucker usually wash his hands?
- corner of the room
 - in front of the room
 - beside of the room
 - behind of the room

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called *yojigen-pocket*, or fourth- dimensional pocket. Doraemon's favorite food is *dorayaki*, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

5. What does the text mainly talk about?
- Doraemon
 - Fujiko Fujio
 - Robotic cats
 - Nobita
6. What the main idea on first paragraph?
- Doraemon is one of the characters in a Japanese manga series
 - Doraemon is a robotic cat
 - Doraemon has no ears
 - He has a magic pocket
7. What is the weakness of Doraemon?
- He has a magic pocket
 - He gets panic easily
 - He is only a robotic cat
 - He likes eating *Dorayaki*

My Doll

My favorite toy is a doll. I named my doll Becky. I got in in my 12th birthday. My dad bought it for me when he was in England. Becky is 16 cm tall doll with plastic head, arms, and legs and a white cloth stuffed body. Her body is covered with yellow, orange, and green flower bud prints. She has a long auburn-red brush-able hair, green eyes. There are freckles on her cheek. There are also two dimples near her mouth on the left and on the right. They make her more beautiful. I put her at my side when I sleep at night. I like my doll very much. I sometimes ask my friends to come to my house and play with Becky. They like

Becky

too.

8. What does the text tell us about?

- A. My favorite toy.
- B. The writer's favorite doll.
- C. A birthday party.
- D. A doll

9. What are on Becky's face?

- A. White cloth.
- B. Auburn red hair.
- C. Freckles and dimples.
- D. Flower bud prints

10. What is Becky?

- A. My favorite doll
- B. Green eyes.
- C. My favorite friend
- D. The dimples.

B. Read the text carefully and answer these question.

Kediri is a name of a town. It is situated in a valley between the Kelud and Wilis mountains and inhabited by about 1.3 million people. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the center of the town.

Besides temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is a delicacy of Kediri and has a distinctive taste. The cigarette factory dominates the town's economy and employs the majority of the women labor force. Kediri and the cigarette factory are inseparable and it is considered the biggest cigarette factory in Indonesia.

1. What is Kediri?
2. Why Kediri is called a chilly town?
3. What is the big river in Kediri?
4. What is the cigarette factory dominated?
5. What is the main idea of paragraph 2?

Losari Beach is a beautiful beach located in the western part of Makassar, South Sulawesi. The beach has been an icon of Makassar for years and well-known for its beautiful sunset scenery. Many people spend their afternoon and evening times enjoying the panorama when the reddish sun looks like to sink to the sea.

Located near the center of Makassar city, Losari Beach is easy to access. It only takes 10 minutes to drive from the harbor of Makassar and 30 minutes to drive from Sultan Hasanuddin Airport. Residents in Makassar usually go to Losari Beach by car, motorcycle or on foot.

6. What is Losari Beach?
7. What the people do in Losari Beach?
8. Where the location of Losari Beach?
9. What is the main idea of paragraph 1?
10. How can we go there?

TRY OUT

A. Read the text carefully and choose the correct answer.

My Cat

I have some pets. However my favorite pet is Miouw. Miouw is a male cat I call it Miouw because his fur is grey. He is adorable with his soft stripes. He has innocent round eyes and feeble sweet voice. He always meow when he feels hungry. Actually his voice is not suitable with his giant body. When I come home, he usually gives me a kiss.

Miouw is a nice playmate. I'm happy to spend my time with him. Most of the time, he's a good pet. It's almost impossible for me to be angry with him. In the morning he always wakes me up early. When he wakes up early, he waits quietly by me beside until I wake up.

1. Why is the pet called Miouw?
 - a. Because it has got sweet voice.
 - b. Because it is a male cat
 - c. Because it is adorable
 - d. Because of the color of his fur

2. Based on the text we know that...
 - a. Miouw always kisses the writer in the morning
 - b. Every morning, the writer always wakes Miouw up
 - c. Miouw is a big cat
 - d. Miouw is female

3. What does Miouw do when he hungry?
 - a. Always meow
 - b. Always angry
 - c. Always sleep
 - d. Always kiss

4. What is the purpose of the text ?
 - a. To entertain the reader
 - b. To describe about the Miouw
 - c. To describe how to look after the Miouw
 - b. To give inform about The Miouw

5. We can find the physical description of Miouw in the....paragraph.
 - a. first
 - b. second
 - c. third
 - d. fourth

6. When does Miouw gives a kiss to the writer?
 - a. When the writer comes
 - b. When Miouw feels hungry
 - c. When the writer wakes up
 - d. When Miouw wakes up earlier

Nabila is the youngest in our family. She is fourteen years old and four years. She is younger than me. He has long, straight hair, bright eyes, and a friendly smile.

Sometimes, he is rather naughty at home, but he usually does what she is to do. Nabila is interested in drawing very much. She likes to draw some kind of flowers.

Everyday, she draws flowers and coloring well. She often takes parts in drawing competition.

7. What is the text mostly about?
 - a. Nabila
 - b. Nabila's hobby
 - c. Nabila's family
 - d. Nabila's elder sister
8. From the text we know that...
 - a. The writer's youngest sister
 - b. The writer's elder sister
 - c. A naughty girl
 - d. A trendy girl
9. Based on the text we know that the writer is...years old.
 - a. fourteen
 - b. sixteen
 - c. eighteen
 - d. nineteen
10. What is the main idea of the second paragraph...?
 - a. Nabila
 - b. Nabila's family
 - c. Nabila's sister
 - d. Nabila's hobby

B. Read the text carefully and answer these question.

Koes Plus was well known as a pop music group in the seventies until the eighties. At that time, most Indonesian people were crazy about their songs because they were nice and simple. Every radio station broadcasted their songs and always put them in the top of music. Their music shows were always full of audience.

1. What is the purpose of the text?
2. Why were Indonesian people crazy about their songs?
3. Who is Koes Plus?
4. How about Koes Plus songs in radio station?
5. How the Koes Plus' music show?

The wonder boy, **Wayne Rooney** is a very popular footballer in the world. At the age of 16, Rooney was a top goal scorer for Everton. That is his first team.

Wayne Rooney was born on October 24th, 1985 in Liverpool. He is the son of a working class family. He grew up in Croxteth. He was brought up in a three bedroom house with his parents, Jeanette and Wayne had a dream. He wanted to be the best footballer. His family were Everton lovers and Rooney's old bedroom window was filled with Everton flags.

His debut in Everton Football Club was in August 2002. His first league goal came in October 2002 when he became the youngest goal scorer in the story of the Premier League at the age of 16 years. In 2004, he joined Manchester United. Now days he becomes the world's most expensive teenager football player.

6. What is the text mostly about?
7. What is the main idea of paragraph 1?
8. When he was born?
9. When Rooney's first league goal?
10. Who is Wayne Rooney nowadays?

POST TEST

A. Read the text carefully and choose the correct answer.

Sherina

Her name is Sinna Sherina Munaf, but you can call her Sherina only. He was born in Bandung 11th June 1990 as the middle child from 3 siblings. Her big sister is Virania Devarainy, and little sister is Mayzura Restalia.

Sherina's parents are Triawan and Luki. Her father's full name is Triawan Munaf, works as ads designer and ex-musician. Her mother's full name is Luki Ariani.

Sherina is a singer. She has a lovely voice. She began to sing since he was child. One of her famous song is "Petualangan Sherina". Sherina has ever sung duet with Westlife in 1998.

1. How many sisters does Sherina have?
 - a. one
 - b. two
 - c. three
 - d. four

2. What is Sherina's father? She is a...
 - a. singer
 - b. musician
 - c. designer
 - d. designer and musician

3. How old is Sherina in 2010 ? She is...
 - a. 18 years old.
 - b. 19 years old
 - c. 20 years old
 - d. 21 years old

4. What is the main idea of the second paragraph?
 - a. Sherina
 - b. Sherina's parents
 - c. Sherina's carrer
 - d. Sherina's appearance

The rafflesia arnoldi is the biggest flower in the world. It is unusual because of its large

size. The flower is almost 100 centimeters in diameter and 140 centimeters in height.

"Rafflesia" is derived from the name of the British Governor General, Sir Thomas Stamford Raffles, who once governed and built the Botanical Garden in Bogor. Though it is called Rafflesia after Raffles, the man who discovered the plant was Beccary, an Italian botanist who visited Sumatra in 1928.

Rafflesia consists of two parts : the stick-like part which grows in the middle and the petals around and below it.

While the flower is blossoming, it has a very unpleasant smell which affects insects, especially green flies. They seem eager to explore the flower. But if the flies touch the bottom part of the sticklike centre, they die.

5. What is the suitable title for the text?
 - a. Stamford Raffles
 - b. Italian Botanist
 - c. Rafflesia Arnoldi
 - d. Botanical Garden

6. The identification of the text can be found in
 - a. 1st sentence of paragraph 1
 - b. 2nd sentence of paragraph 1
 - c. 1st sentence of paragraph 2
 - d. 2nd sentence paragraph 2

7. Which statement is correct based on the text?
 - a. Rafflesia Arnoldi has a very nice smell.
 - b. Beccary built the Botanical Garden.
 - c. Stamford Raffles is an Italian botanist.
 - d. Berccary discovered Rafflesia Arnoldi.

8. Rafflesia arnoldi is unusual because of its.... size.
 - a. small
 - b. tiny
 - c. big
 - d. long

JAVAN RHINOCEROS

Javan rhinoceros is one kind of the rare rhinoceroses in the world. It is comparatively small and slender. It's about 1.7 meters high. Males have a single horn up to 10 inches in length. Females are usually hornless. Like other kinds of rhinoceros, javan rhinoceros eats grass and spends most time in water.

Formerly the Javan rhinoceros lived in Myanmar, Indocina, the Malay Peninsula,

Java, and Sumatra. It's now relatively scarce. People hunted them for their horns. We only find them in Ujungkulon, West Java now.

Answer the following questions based on the text.

9. The identification part of the text are found in
 - a. the 1st sentence of the 2nd paragraph
 - b. the last sentence of the 2nd paragraph
 - c. the 1st sentence of the 1st paragraph
 - d. the last sentence of the 1st paragraph

10. Based on the text, which one of the following statements is correct?
 - a. Javan rhinoceros is very big.
 - b. Javan rhinoceroses are rare animals.
 - c. People hunted Javan rhinoceroses for their skin.
 - d. Male Javan rhinoceroses are hornless.

B. Read the text carefully and answer these question.

Ondel-ondel is a very popular giant doll with a horrible face. We can find it in Jakarta. The male ondel-ondel is dressed like a man. He has a sword at his hip and a shawl over his shoulder. Its head is decorated with colourful paper strings.

Ondel-ondel is made of bamboo structure. Its face is made of wood-mask. Its hair is made of palm-fibre. A man inside the structure moves it. The movement is very clumsy. Its arms are dropping.

A pair of ondel-ondels are usually performed to celebrate a child circumcision. Traditional music, i e. gambang kromong, gasidah, tanjidor, or gendang pencak, accompanies the procession. Of course children are interested in following it.

Now ondel-ondel is performed to welcome guests in opening ceremonies held in Jakarta and places nearby.

1. What is the purpose of the text?
2. What is the identification of Ondel-Ondel?
3. What is Ondel-Ondel?
4. What are the traditional music in Ondel-Ondel?
5. What for Ondel-Ondel is performed now?

Jakarta, formerly Batavia, is the capital and largest city of the Republic of Indonesia. It is located on the northwest coast of Java Island at the

mouth of the Ciliwung River. Jakarta dominates Indonesia's administrative, economic, and cultural activities, and is a major commercial and transportation hub within Asia. The climate is hot and humid. Rainfall occurs throughout the year. The heaviest rainfall occurs from November to May. The city lies on a flat and low plain. That is why flood disaster often happens during the periods of heavy rainfall.

Jakarta is a magnet for migrants from other areas of Indonesia; during the late 1980s an estimated two hundreds and fifty migrants arrived daily.

At the 1990 census, DKI Jakarta had a population of 8,259,266. The 1997 population was 9,341,400. These figures do not include seasonal residents who may number more than 1 million.

6. How is the climate in Jakarta?
7. What is the main idea of paragraph 1?
8. Why flood often happens in Jakarta?
9. Where is Jakarta located?
10. What is dominated in Jakarta?

ANSWER KEY

PRE TEST

- A.** 1. A 6. A
2. C 7. B
3. B 8. B
4. A 9. C
5. A 10. A

- B.** 1. Kediri is a name of a town.
2. Because of the topography of the region.
3. The big river in Kediri is Brantas.
4. The cigarette factory dominates the town's economy and employs the majority of the women labor force.
5. Besides temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd.
6. Losari Beach is a beautiful beach located in the western part of Makassar, South Sulawesi.
7. They enjoy the panorama when the reddish sun looks like to sink to the sea.
8. Western part of Makassar, South Sulawesi.
9. Losari Beach is a beautiful beach located in the western part of Makassar, South Sulawesi.
10. Aeroplane, ship, car, motorcycle or on foot.

TRY OUT

- A.** 1. D 6. A
2. C 7. A
3. A 8. B
4. B 9. C
5. A 10. D

- B.** 1. Describe about Koes Plus as a pop music group.
2. Because they were nice and simple.
3. Koes Plus was a pop music group in the seventies until the eighties.
4. Every radio station broadcasted their songs and always put them in the top of music.
5. Their music shows were always full of audience.
6. Describe about Wayne Rooney as a popular footballer.
7. The wonder boy, Wayne Rooney is a very popular footballer in the world.
8. Wayne Rooney was born on October 24th, 1985 in Liverpool.
9. His first league goal came in October 2002.
10. He becomes the world's most expensive teenager football player.

POST TEST

- A. 1. C 6. A
2. D 7. C
3. C 8. C
4. B 9. C
5. C 10. B

- B. 1. Describe about giant doll is called Ondel – ondel.
2. In the 1st sentence of the 1st paragraph.
3. Ondel-ondel is a very popular giant doll with a horrible face.
4. Traditional music are gambang kromong, gasidah, tanjidor, or gendang pencak.
5. Now ondel-ondel is performed to welcome guests in opening ceremonies held in Jakarta and places nearby.
6. The climate is hot and humid.
7. Jakarta, formerly Batavia, is the capital and largest city of the Republic of Indonesia.
8. The city lies on a flat and low plain.
9. It is located on the northwest coast of Java Island at the mouth of the Ciliwung River.
10. Jakarta dominates Indonesia's administrative, economic, and cultural activities, and is a major commercial and transportation hub within Asia.

SILABUS PEMBELAJARAN

Sekolah : MTs Al Huda Kedungwaru

Kelas : VII (tujuh)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (dua)

Standar Kompetensi : 11. Membaca

Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.1. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat	1. Teks fungsional pendek berupa : Instruksi Daftar barang Ucapan selamat pengumuman 2. Tata bahasa - Adverb phrase - Noun Phrase - Adj Phrase	1. Tanya jawab yang berkaitan dengan materi 2. Membahas kosakata dan tata bahasa: noun, noun phrase, adj, verb, adverb 3. Mendengarkan contoh membaca nyaring yang dilakukan guru 4. Berdiskusi dengan teman menjawab pertanyaan bacaan	1. Mengidentifikasi berbagai informasi dalam teks fungsional pendek 2. Merespon makna yang tersirat dalam teks fungsional pendek 3. Mengidentifikasi ide pokok dalam teks fungsional pendek 4. Membaca nyaring	Tes tulis Tes lisan Esai Unjuk kerja	Esai Pilihan Ganda Jawaban Singkat Uji petik membaca	1. <i>write down the answers completely</i> 2. <i>Choose the best answer by crossing a,b,c,d</i> 3. <i>Answer the questions orally</i> 4. <i>Read the text aloud.</i>	4x40 menit	Buku teks Yang relevan Teks otentik

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
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	3. Kosakata - Kata terkait tema dan jenis teks Ungkapan baku - Listen, Please - Attention, please	5 Menjawab pertanyaan bacaan secara lisan individual 6 Membaca nyaring bergiliran	teks fungsional / pendek.		nyaring			
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>) Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>)								