

## APPENDIX 1

### The Score of Pre-test and Post-test

(Experimental-class)

NO.	Student's	Pre-test	Post-test	Gained Score
	Code	X1	X2	X
1.	A	88	88	0
2.	B	92	88	-4
3.	C	84	92	8
4.	D	84	76	-8
5.	E	80	80	0
6.	F	76	84	8
7.	G	76	76	0
8.	H	76	96	20
9.	I	76	92	16
10.	J	72	80	8
11.	K	72	80	8
12.	L	72	76	4
13.	M	72	80	8
14.	N	68	80	12
15.	O	68	64	-4
16.	P	64	84	20
17.	Q	64	80	16
18.	R	64	72	8
19.	S	60	80	20

20.	T	60	76	16
21.	U	60	68	8
22.	V	60	60	0
23.	W	56	76	20
24.	X	56	80	24
25.	Y	56	80	24
26.	Z	56	72	16
27.	AA	52	68	16
28.	BB	52	84	32
29.	CC	52	68	16
30.	DD	52	64	12
Total Score		2020	2344	324
Mean Score (X)		67,3	78.13	10.8
Max		92	96	32
Min		52	60	-8

## APPENDIX 2

### The Score of Pre-test and Post-test

(Controlled class)

No	Student's	Pre-test	Post-test	Gained Score
	Code	(Y1)	(Y2)	(Y)
1.	AB	88	68	-20
2.	CD	80	80	0
3.	EF	80	80	0
4.	GH	80	60	-20
5.	IJ	80	72	-8
6.	KL	80	80	0
7.	MN	80	56	-24
8.	OP	76	76	0
9.	QR	76	72	-4
10.	ST	76	72	-4
11.	UV	76	76	0
12.	WX	72	88	16
13.	YZ	72	84	12
14.	IM	72	80	8
15.	AZ	72	56	-16
16.	FH	68	68	0
17.	IN	68	68	0
18.	SH	64	88	24
19.	AR	64	56	-8

20.	NN	64	76	12
21.	SL	64	72	8
22.	SH	60	84	24
23.	SB	60	72	12
24.	ZR	60	76	16
25.	AL	60	80	20
26.	MD	60	56	-4
27.	AD	60	76	16
28.	GF	56	76	20
29.	UL	52	60	8
30.	NH	52	60	8
Total Score		2072	2168	96
Mean Score (X)		69.06	72.26	3.2
Max		88	88	24
Min		52	56	-24

### APPENDIX 3

#### A. The Calculating of Frequency Distribution, Mean, Variance, Standard Deviation

##### (Pre-test Experimental Class)

1. Sample total (n) 30

2. Distribution of score

52 52 52 52 56 56 56 56 60 60

60 60 64 64 64 68 68 72 72 72

76 76 76 76 76 80 84 84 88 92

3. Maximal Score : 92

Minimum Score : 52

4. Range (R)

$$R = X_{\max} - X_{\min}$$

$$R = 92 - 52 = 40$$

5. Number of class

$$K = 1 + 3.3 \log (n)$$

$$K = 1 + 3.3 \log 30$$

$$1 + 3.3 \cdot 1.477 = 6$$

6. Length of Interval class (P)

$$P = \frac{R}{K} = \frac{40}{6} = 7$$

**Table 1.1 Frequency Distribution (Pre-test Experimental Class)**

NO	Interval	Fi	Xi	$X_i^2$	fixi	fixi <sup>2</sup>	Low class boundary	Upper class boundary	FK
1	52-58	8	55	3025	440	193600	51.5	58.5	8
2	59-65	7	62	3844	434	188356	58.5	65.5	15
3	66-72	6	69	4761	414	171396	65.5	72.5	21
4	73-79	4	76	5776	304	92416	72.5	79.5	25
5	80-87	3	83.5	6972.25	250. 5	62750. 25	79.5	87.5	28
6	88-94	2	91	8281	182	33124	87.5	94.5	30
Jumlah		30		32659.25	2024 .5	741642 .25			

$X_i - X$	$(X_i - X)^2$	$F(X_i - X)^2$
-12,263	152.028	1216.23
-5,33	28.408	198.856
1,67	2.788	16.728
8,67	75.168	300.672
16,17	216.46	649.38
23,67	560.26	1120.52
		3502.386

7. Mean (X)

$$M_x = \frac{\sum X}{N}$$

$$= \frac{2024,5}{30} = 67.48$$

8. Variance ( $S^2$ )

$$S^2 = \frac{\sum f (xi - X)^2}{\sum f}$$

$$= \frac{2420,9}{30} = 80,683$$

9. Standart Deviation

$$S = \sqrt{\frac{\sum f (xi - x)^2}{\sum f}}$$

$$= \sqrt{\frac{2420,9}{30}} = \sqrt{80,683} = 8,982$$

**B. The Calculating of Frequency Distribution, Mean, Variance, Standart Deviation.**

**(Pre-test Controlled class)**

1. Sample Total (n)

2. Distribution of score

52 52 56 60 60 60 60 60 60 64  
 64 64 64 68 68 72 72 72 72 76  
 76 76 76 80 80 80 80 80 80 88

3. Maximal Score : 88

Minimum Score : 52

4. Range (R)

$$R = X_{\max} - X_{\min}$$

$$R = 88 - 52 = 36$$

5. Number of Class

$$K = 1 + 3,3 \log (n)$$

$$K = 1 + 3,3 \log 30$$

$$1 + 3.3. 1,477 = 6$$

6. Length of Interval class (P)

$$P = \frac{R}{K} = \frac{36}{6} = 6$$

**Table 1.2 Freqency Distribution (Pre-test Controlled class)**

N	Interv	Fi	Xi	Xi <sup>2</sup>	fixi	fixi <sup>2</sup>	Low	Upper	Fk
o	al						class	class	
							boundary	bounda	
							ry	ry	

1	52-57	3	54,5	2970,25	163,5	26732,25	51,5	57,5	3
2	58-63	6	60,5	3660,25	363	131769	57,5	63,5	9
3	64-69	6	66,5	4422,25	399	159201	63,5	69,5	15
4	70-75	4	72,5	5256,25	290	84100	69,5	75,5	19
5	76-82	10	79	6241	790	624100	75,5	82,5	29
6	83-88	1	85,5	7310,25	85,5	7310,25	82,5	88,5	30
Total		30		29860,25	2091	1033212,5			

Xi-X	(Xi-X) <sup>2</sup>	F(Xi-X) <sup>2</sup>
-14,56	211,99	635,98
-8,56	73,27	439,62
-2,56	6,55	39,30
3,44	11,83	47,32
9,94	98,8	988
16,44	270,27	270,27
		2420,49

### 7. Mean (X)

$$M_x = \frac{\sum X}{N} = \frac{2091}{30} = 69,7$$

### 8. Variance (S<sup>2</sup>)

$$S^2 = \frac{\sum f (xi-x)^2}{\sum f} = \frac{2420,9}{30} = 80,683$$

### 9. Standart Deviation

$$S = \sqrt{\frac{\sum f (xi-x)^2}{\sum f}}$$



$$= \sqrt{\frac{2420,9}{30}} = \sqrt{80,683} = 8,982$$



o	al						class bounda ry	class bounda ry	
1.	60-66	3	63	3969	189	35721	59,5	66,5	3
2.	67-72	5	69,5	4830,25	347,5	120756,2 5	66,5	77,5	5
3.	73-78	5	75,5	5700,25	377,5	142506,2 5	72,5	78,5	14
4.	79-84	12	81,5	6642,25	978	956484	78,5	84,5	22
5.	85-90	2	87,5	7656,25	175	30625	84,5	90,5	27
6.	91-96	3	93,5	8742,25	280,5	78680,25	90,5	96,5	30
Total		30		33571,25	2347,5	1329052			

Xi-X	(Xi-X) <sup>2</sup>	f(Xi-X) <sup>2</sup>
-15,13	228,91	686,75
-8,63	74,71	372,35
-2,63	6,91	34,55
3,37	11,35	136,2
9,37	87,79	175,58
15,37	236,23	708,69
		2114,12

7. Mean (X)

$$M_x = \frac{x}{N}$$

$$= \frac{2347,5}{30} = 78,25$$

8. Variance ( $S^2$ )

$$s^2 = \frac{\sum f (xi - x)^2}{\sum f}$$

$$= \frac{2114,12}{30} = 70,47$$

9. Standart Deviation

$$S = \sqrt{\frac{\sum f (xi - x)^2}{\sum f}}$$

$$= \sqrt{\frac{2114,12}{30}} = \sqrt{70,470} = 8,394$$

#### D. The Calculating of Frequency Distribution, Mean, Variance, Standart Deviation

(Post-test Controlled Class)

1. Sample Total (n) 30

2. Distribution of Score

56 56 56 56 60 60 60 68 68 68

72 72 72 72 72 72 76 76 76 76

76 80 80 80 80 80 84 84 88 88

3. Maximal Score : 88

Minimum Score : 56

4. Range (R)

$$R = X_{\max} - X_{\min}$$

$$R = 88 - 56 = 32$$

5. Number of class

$$K = 1 + 3,3 \log (n)$$

$$K = 1 + 3,3 \log 30$$

$$1 + 3.3. 1,477 = 6$$

6. Length of Interval Class (P)

$$P = \frac{R}{K} = \frac{32}{6} = 5,3 \sim 5$$

**Table 1.4 Frequency Distribution (Post-test Controlled class)**

N	Interv	Fi	Xi	Xi <sup>2</sup>	fixi	fixi <sup>2</sup>	Low	Upper	Fk
o	al						class	class	
							boundar	bounda	

							y	ry	
1.	56-61	7	58,5	3422,25	409,5	167690,3	55,5	61,5	7
2.	62-67	0	64,5	4160,25	0	0	61,5	67,5	7
3.	68-73	8	70,5	4970,25	564	318096	67,5	73,5	15
4.	74-79	6	76,5	5852,25	459	210681	73,5	79,5	21
5.	80-85	7	82,5	6806,25	577,5	333506,2	79,5	85,5	28
						5			
6.	86-91	2	88,5	7832,25	177	31329	85,5	91,5	30
Total		30		33043,5	2187	1061302,			
						5			

Xi-X	(Xi-X) <sup>2</sup>	f(Xi-X) <sup>2</sup>
-14,4	207,36	1451,52
-8,4	70,56	0
-2,4	5,76	46,08
3,6	12,96	77,76
9,6	92,16	645,12
15,6	243,36	486,72
		2707,2

### 7. Mean (X)

$$M_x = \frac{x}{N}$$

$$= \frac{2187}{30} = 72,9$$

### 8. Variance (S<sup>2</sup>)

$$s^2 = \frac{\sum f (xi - x)^2}{\sum f}$$

$$= \frac{2707,2}{30} = 90,24$$

### 9. Standart Deviation

$$S = \sqrt{\frac{\sum f (x_i - \bar{x})^2}{\sum f}}$$
$$= \sqrt{\frac{2707,2}{30}} = \sqrt{90,24} = 9,499$$

## APPENDIX 5

### Statistical Hypothesis Test Calculating (t-test)

**Table 5.1 Variable, mean, standart deviation, variance (Post-test)**

Variable	(n)	Mean (X)	Standart Deviation (S)	Variance (S <sup>2</sup> )
Experimental Class	30	78.25	8.394	70.47
Controlled Class	30	72.9	9.499	90.24

Descriptions :

$t_{count}$  = the price of  $t$  value

$X_1$  = average score of experiment class

$X_2$  = average score of control class

$S_1^2$  = variant data of experiment class

$S_2^2$  = variant data of control class

$S_{gab}$  = standart deviation of both class

$n_1$  = the total students of experiment class

$n_2$  = the total students of controll class

$$\begin{aligned} S_{gab} &= \sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2}} \\ &= \sqrt{\frac{(30-1)70.47 + (30-1)90.24}{30+30-2}} \end{aligned}$$

$$= \sqrt{\frac{(29)70.47 + (29)90.24}{40}}$$

$$= \sqrt{\frac{4660.59}{40}}$$

$$= \sqrt{116.514}$$

$$= 10.79$$

$$t = \frac{X_1 - X_2}{S_{gab} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{78.25 - 72.9}{10.79 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t = \frac{5.35}{10.79 \sqrt{\frac{2}{30}}}$$

$$t = \frac{5,35}{10.79 \sqrt{0,06}}$$

$$t = \frac{5,35}{10.79 \cdot 0,24}$$

$$t = \frac{5,35}{2,58}$$

$$t = 2.07$$

Based on calculating above, the result of t-test from experimental and controlled class is 2.07

- a. Determining the t-test significance level  $\alpha = 0,05$  by calculating the *degree of freedom*

$$df = (N_1 + N_2) - 2$$

$$df = (30 + 30) - 2$$

$$= 60 - 2$$

$$= 40$$

The *degree of freedom* ( $df$ ) = 16

The Results was comparing t-count (2.07) and t-table (1.684). We know that  $t_{value} > t_{table}$ ;  $2.07 > 1.684$  or  $H_0$  is rejected and  $H_1$  is accepted. It means t-count is higher than t-table



# LESSON PLAN

Name of School	:	SMP Islam Sabilal Muhtadin
Subject	:	English
Class/Semester	:	IX/9
Theme	:	Rock Music
Skill	:	Reading
Sub Skill	:	Reading descriptive text, historical music, and famous artist
Time Allocation	:	90 Minutes

## A. Main Competences :

- KI 1 : Appreciate and practice the teaching of their music.
- KI 2 : Understand and Appreciate honest behavior, discipline responsibility, caring (tolerance, mutual, assistance) polite, confident, in interacting effectively with the social and natural environment in a range of socially and presence.
- KI 3 : Understand knowledge (factual, conceptual, and procedural) based on his curiosity about technology, arts, culture, and events related phenomena seem eye.
- KI 4 : Try, processing, and presenting in the realm of concrete (using, parse, compose, modify, and create) and the realm of the abstract (writing, reading, counting, drawing and fabricated) according to the learned in the schools and the other sources the same in the light/theory.

## B. Basic Competencies :

- KD 1.1 : Appreciate the opportunity to learn English as a language of instruction international communications are realized in the spirit of learning.
- K.D 2.3 : Shows the behavior of responsibility, caring, cooperation, peace, and love, in performing functional communication.
- K.D 3.10 : Understand the social function, the structure of the text and linguistic elements of reading descriptive text, historical building, and landmark with a description starting and asking descriptive text about place, historical building, and landmark are very short and simple, according to its context.
- K.D 4.12 : Grasp the meaning of the spoken and written descriptive text about place, historical building, and landmark are very short and simple.
- K.D 4.13 : Compose descriptive texts spoken and written, is very short and simple, about descriptive text, historical building, and landmark, taking into account the social function, the structure of the text, and linguistic elements, correctly and in context.

C. Indicator :

(spiritual attitude)

1.1.3 : students can show the spirit of learning.

1.1.4 : students can demonstrate the seriousness of the following study.

(social attitude)

2.1.1 : students can show polite behavior in interpersonal communication with teachers and friends.

2.1.2 : students can demonstrate caring behaviors in interpersonal communication with teachers and friends.

(knowledge)

3.3.1 : students can read descriptive text, genre music, and famous artist.

3.3.2 : students can identify the structure and linguistic elements of descriptive text, genre music, and famous artist.

3.3.3 : students can identify specific information about descriptive text about genre music, historical rock music, and famous artist.

3.3.4 : students can analyze the social function, the structure of descriptive text, genre music, and famous artist and the language and format of the submission form.

(application)

4.4.2 : students can compose descriptive text about place, historical building, and landmark passage orally based on context.

D. Teaching Material

Social Function : to describe rock music.

- Example of descriptive text about genre music, rock music, and famous artist:



E. Method

Cognitive and communicative approach, Grammar Translation method, communicative language teaching, and individual works.

F. Media

Book, copy of papers, whiteboard, and marker.

## G. Sources

Passport English SMP 3.

## H. Learning Steps

### 1) Pre-activities

Teacher	Students	Time
<ul style="list-style-type: none"> <li>- Greet students “Good morning students How are you today ?”</li> <li>- Inviting students to pray “Before we start the lesson today, let’s pray together”</li> <li>- Check for the presence of students “Is anybody absent today?”</li> </ul>	<ul style="list-style-type: none"> <li>- Replying greet teachers “Good morning mam I’m fine, thanks”</li> <li>- Pray with teacher “Yes mam”</li> <li>- Starting presence “No one mam”</li> </ul>	1

### 2) Main activities

Teacher	Students	Time
<b>a. Observing</b>		
<ul style="list-style-type: none"> <li>- Introduce the material today to the students by showing some famous picture to them. “Okay before we start the lesson today, have you ever see them ? What’s your favorite music genre ?</li> <li>“Very good students, do you know what we will learn today ?.”</li> </ul>	<ul style="list-style-type: none"> <li>- Students are listening to the teacher “It is The Beatles “Pop,Hiphop,etc”</li> <li>“About music“ (pay attention to the teacher)</li> </ul>	2
<b>b. Questioning</b>		
<ul style="list-style-type: none"> <li>- Give students paper about text. “Okay students, listen to me. There is a text that I will read. Please, don’t be noisy because I will ask some questions and you must answer them. Don’t repeat the text. Just listen.</li> <li>- Asking students to answer</li> </ul>	<ul style="list-style-type: none"> <li>- Listening to the teacher “Alright mam”</li> <li>- Students answer the</li> </ul>	2

the questions.  “Okay students, let’s answer the question. First question, who is started popularity of music rock ? Second question, What the name of famous group ?	teacher’s questions.	
c. Exploring		
- Asking the students to read the material in provided paper about describing Rock Music and identifying the text. “Students, I will give you a copy of paper. It is about Rock Music. Please read and understand it.  - Continuing the students doing their exercise. “Okay now please continuing your task.”	- Pay attention to the teacher “Yes mam”	2
d. Associating		
- Asking students to read the material in provided paper about Rock Music and ask to answer the task together. “Students, I will give you a task. It is about Rock Music. Please read the text. After that let’s discuss the answer together, exchange your answer sheets to your friend.”	- Discussing the answer together “Okay mam”	2
e. Communicating		
- Ask each students to answer the questions. “Okay please Rere first, answer number 1”  - Ask students to keep a journal of learning “Okay enough, you can keep the journal of learning to practice at home”	- Answering the question “Yes mam”  - Keep a journal of learning “Yes mam, thank you”	1

### 3) Closing Activities

Teacher	Students	Time
<ul style="list-style-type: none"> <li>- Giving concluded guide learning outcomes “What do you get from our lesson today students?”</li> <li>- Asking students express opinion or feelings carried over the lesson “Great, so how do you feel about the lesson?”</li> <li>- Delivering the action plan the next meeting “For the next meeting we will learn about dangdut, okay see you next meeting”</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher’s guide concludes with lesson learned “We can read and comprehend descriptive text about Rock Music”</li> <li>- Express opinion or feelings carried over the lesson “Excited mam (expected answer)”</li> <li>- Listen to the teacher’s explanation of the plan of activities next meeting “Yes mam, see you”</li> </ul>	1

I. Assessment :

- 1) Assessment of spiritual and social attitudes
  - a. Spiritual attitude assessment instrument
  - b. Instrument attitude assessment instrument
- 2) Knowledge of research conducted by : a written test
- 3) The application of research by the assessment rubric

Banjarماسin, September 2017

Luthviya Auliya Farahdiny

1201240723

## Appendix 1

### Observation sheet valuation spiritual attitude

No	Indicator	number of students absence grade X													
		1	2	3	4	5	6	7	8	9	10	11	12	...	32
1	students show spirit in the following study														
2	students demonstrate seriousness in the following study														

The spirit of the assessment criteria:

3 = has shown the spirit (not easily give up the face of adversity, respect time, learning wholeheartedly/sincere, diligent study) in the following study.

2 = begin to reveal the spirit (not easily give up the face of adversity, respect time, learning wholeheartedly/sincere, diligent study) in the following study, but not fully.

1 = not reveal the spirit (not easily give up the face of adversity, respect time, learning wholeheartedly/sincere, diligent study) at all in the following learning.

Serious assessment criteria:

3 = has shown serious (committed, willing to work hard, mean it) in the following study.

2 = begin to reveal serious difficulties not easily give up, respect time, learning wholeheartedly/sincere, diligent study) in the following study, but not fully.

1 = not serious do not give up easily reveal the face of adversity, respect time, learning wholeheartedly/sincere, studious at all in the following learning.

Observation sheet valuation spiritual attitude

No	Indicator	number of students absence grade X														
		1	2	3	4	5	6	7	8	9	10	11	12	...	32	
1	students showed polite behavior in conducting interpersonal communication with teacher and friends															
2	students showed polite behavior in conducting interpersonal communication with teacher and friends															

Polite behavior assessment criteria:

- 3 = have shown behavioral manners (saying “please’ and “ thank you”, appreciate and respect for others without discriminating group, looked at people who talk to, using language that does not offend others) in conducting interpersonal communication with teachers and friends.
- 2 = begin to reveal behavioral manners to say “please’ and “ thank you”, appreciate and respect for others without discriminating group, looked at people who talk to, using language that does not offend others) in conducting interpersonal communication with teachers and friends, but not yet wearing the rules of politeness (eg please, thank you, can I ...?)
- 1 = not reveal behavioral manners to say “please’ and “ thank you”, appreciate and respect for others without discriminating group, looked at people who talk to, using language that does not offend others at all in interpersonal communication in carrying out the teacher and friend.

Behavioral assessment criteria matter:

- 3 = has demonstrated caring behaviors (offer help to friends and not selfish) in conducting interpersonal communication with teachers and friends.
- 2 = begin to reveal the behavior of matter (offer help to friends and not selfish) in conducting interpersonal communication with teachers and friends.
- 1 = not reveal the behavior of matter (offer help to friends and not selfish) at once in the carrying out of interpersonal communication with teachers and friends.





Appendix 2:

Lattice and application of knowledge about

No	Main Competence	Basic Competence	Class/ semester	Main Subject	Indicators Matter	Numbers Matter
1	Understand knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, arts, culture, and events related phenomena seem eye.	Understand the social function, the structure of the text and linguistic elements of reading descriptive text, Genre Music, and Famous Artist with a description starting and asking descriptive text about Genre Music, and Famous Artist landmarkare very short and simple, according to its context.	IX/ 1	Reading descriptive text, Genre Music, and Famous Artist	Reading descriptive text, Genre Music, and Famous Artist, so the students can understand.	1-5

Appendix 3:

READING RUBRIC ASSESSMENT

Name: ..... Class/number:  
 ...../.....

KKM: 75

No	Criteria to be assessed	Low Performance 7	Good Performance 8	Very Good Performance 9	Score
1	Pronunciation	Too many mistakes	With 2 until 5 mistakes	Perfect pronunciation	
2	Intonation	Monotonous	Begins to vary the intonation	Accurate intonation	
3	Fluency	Too many mistakes	With 2 until 5 mistakes	No mistakes in grammar	
4	Comprehension	Plain/simple	Begins to add some information	Add more personal information	
	Total score				
	Final score = total score : 4				

## Appendix

### CURRICULUM VITAE

1. Name : Luthviya Auliya Farahdiny
2. Place and Date of Birth : Banjarmasin, June 07 1994
3. Gender : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Marital Status : Single
7. Address : Jl. Simpang Dharma Budi No.119 RT.020 RW.002  
Banjarmasin
8. Email : viyaauliya@ymail.com
9. Contact : 081255646739
10. Parents : Father's name : Jalaluddin  
Mother's name : Noor Adeliyani
11. Siblings : M. Akmal Hanifa and M. Ridho Anugerah
12. Education :  
1998-2000 : TK. Idhata Rantau  
2000-2006 : SDN Kebun Bunga 6  
2006-2009 : SMP Islam Sabilal Muhatdin  
2009-2012 : SMA Islam Sabilal Muhtadin  
2012-2018 : UIN Antasari Banjarmasin