

APPENDIX 1

Translate of the verse (Al – ‘Alaq verse 1-5)

Indonesia Translation	English Translation
Bacalah! Dengan menyebut nama Tuhanmu yang menciptakan. Dia telah menciptakan manusia dari segumpal darah. Bacalah, dan Tuhanmulah yang Maha Pemurah. Yang mengajar (manusia) dengan perantara kalam. Dia mengajar kepada manusia apa yang tidak diketahuinya.	Read! In the Name of your Lord, Who has created. Has created man from a clot. Read! And your Lord is the Most Generous. Who has taught (the writing) by the pen. Has taught man that which he did not know.

APPENDIX 2

PROFILE OF THE SCHOOL

This research is conducted in SMAN 1 Murung which is located in street Veteran no 25, Puruk Cahu, Murung Raya Regency, Central Kalimantan, Indonesia. The profile of the school as follows:

Name of school : SMAN 1 Murung

Address : Street Veteran no 25, Puruk Cahu, Murung Raya
Regency, Central Kalimantan.

City : Puruk Cahu

Subsdistrict : Murung

Regency : Murung Raya

1. Name of organizer : Ministry of Religion Affairs
2. Year of existence : 2003
3. The tool and infrastructure :

The tools that are available in MAN 4 Banjar can be seen in table below: Facilities of the school

No	Facilities	Total
1.	Classroom	23
2.	Office room	2
3.	Head master room	1
4.	Student's toilet	8
5.	Teacher's toilet	2
6.	Laboratorium	1
7.	Library	1
8.	Field	3

APPENDIX 3

RANCANGAN PELAKSANAAN PEMBELAJARAN (RPP) KELAS EKSPERIMEN

SATUAN PENDIDIKAN : SMA N 3 TANGERANG SELATAN MATA
PELAJARAN : Bahasa Inggris
TEMA : Report Text (Factual Report)
KELAS/SEMESTER : XI MIA (Kelas Eksperiment)
PERTEMUAN KE : 1 s.d. 6 (Dalam Penelitian)
WAKTU : 4 X 45 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar

2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.

3.9. Menganalisis struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks ilmiah faktual (*factual report*) dengan menyatakan dan menanyakan tentang teks ilmiah faktual tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, sederhana, sesuai dengan konteks pembelajaran di pelajaran lain di Kelas XI.

4.11 Menyusun teks lisan dan tulis, untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.13 Menangkap makna dalam teks ilmiah faktual (*factual report*), lisan dan tulis, sederhana, tentang orang, binatang, benda, gejala dan peristiwa alam dan sosial, terkait dengan mata pelajaran lain di Kelas XI.

C. Indikator Pencapaian Kompetensi

1. Menunjukkan motivasi untuk mengembangkan kemampuan bahasa Inggris
2. Mengidentifikasi definition, social function, dan generic structure dari teks factual report
3. Mengidentifikasi informasi faktual dari teks yang dibacanya
4. Menjawab pertanyaan dengan informasi rinci dari teks yang dibacanya dari memahami teks tersebut
5. Mengidentifikasi makna kata, frase dalam kalimat atau teks factual report
6. Menyusun teks factual report
7. Mampu menemukan main idea dari setiap paragraf yang ada

D. Tujuan Pembelajaran

1. Menemukan judul dari teks yang dibacanya
2. Menyebutkan definition, social function dan generic structure dari teks
3. Menemukan main idea dari setiap paragraf yang ada
4. Menemukan informasi faktual dari teks
5. Memahami teks report yang diberikan

E. Materi Pembelajaran

Factual Report Text

MANGROVE TREE

A mangrove is a tropical marine tree. Mangroves have special aerial roots and salt-filtering tap roots which enable them to thrive in brackish water. Brackish water is salty but not as salty as sea water. Mangrove trees are commonly planted and found in coastal areas. Mangroves can serve as walls of protection for natural disaster in coastal area like tsunami. According to BBC News, healthy mangrove forests had helped save lives in the Asia disaster tsunami and people tended to respect these natural barriers even more, especially after the tsunami.

There are several species of mangrove tree found all over the world. Some prefer more salinity, while others like to be very-close to a large fresh water source such as river. Some prefer areas that are sheltered from waves. Some species have their roots covered with sea water every day during high tide. Other species grow on dry land but are still part of the ecosystem. The Times of India reported that rare species of mangrove had been found and was also known as the looking-glass tree, probably because the leaves are silver-coated.

Mangroves need to keep their trunk and leave above the surface of the water. Yet they also need to be firmly attached to the ground so they are not moved by waves.

Any part of root that appears above the water flows oxygen to the plant under water surface. As the soil begin to build up, these roots procedure additional roots that become embedded in the soil.

Fungsi Sosial

- Mengamati alam
- Menulis paparan ilmiah mengenai benda,binatang dan gejala/ peristiwa alam

Struktur Teks

1. General Classification :

Pernyataan umum yang menerangkan subjek laporan, keterangan, dan klasifikasinya.

2. Description :

Tells what the phenomenon under discussion ; in terms of parts, qualities, habits or behaviors. Pada bagian ini report text memberikan gambaran fenomena-fenomena yang terjadi; baik bagian-bagiannya, sifat-sifatnya,

kebiasaannya, ataupun tingkah lakunya. Intinya adalah penjabaran dari klasifikasi yang disajikan dengan ilmiah.

Unsur kebahasaan

- Simple Present
- Kata kerja yang menggambarkan binatang/ benda/ gejala alam
- Kata sifat
- Berbagai kata benda terkait dengan benda/ binatang/ gejala alam yang diamati
- ejaan, tanda baca, dan tulisan tangan dan cetak yang jelas dan rapi.
- Rujukan kata

F. Model/ Metode Pembelajaran

Pendekatan : *Scientific Approach*

Metode : Project based learning

Strategi : *Teams Games Tournament*

G. Kegiatan Pembelajaran

Fase	Kegiatan Pembelajaran	Durasi / Waktu
Pembukaan	- Mengucapkan salam - Cek kehadiran siswa - Menjelaskan pada siswa tema apa yang akan dipelajari - Menjelaskan kepada siswa mengenai tahapan recirocal teaching - Menjelaskan dan menyebutkan kegiatan apa saja yang akan dilakukan selama jam pelajaran - Memberikan pre-test (Hanya pada	30 menit

	pertemuan ke-1) - Memberikan post-test (Pada pertemuan ke-6)	
Kegiatan Inti	- Mengamati (Observing) a. Guru menanyakan background knowledge siswa tentang jenis-jenis text dan mengarahkan siswa melalui pertanyaan-pertanyaan menuju pengetahuan report text b. Siswa menyimak penjelasan atau presentasi yang diberikan guru mengenai pengertian, fungsi social text, dan struktur teks tersebut. c. Siswa diperlihatkan contoh-contoh dari report text lengkap dengan strukturnya - Mempertanyakan (Questioning) a. Memandu siswa untuk menanyakan mengenai fungsi social, struktur report text, dan juga mengarahkan siswa untuk kritis terhadap perbedaan report text dan descriptive text. - Mengeksplorasi (Exploration) a. Siswa dibagi ke dalam enam kelompok, masing-masing kelompok berisi 5-6 siswa. b. Setiap kelompok diberi sebuah report text, kemudian mereka diminta menentukan bagian general classification dan description dari teks-teks tersebut.	10 menit 10 menit 10 menit

	sama sebanyak 10 soal	
Penutup	- Guru memberi tanggapan, komentar dan feedback dari seluruh proses pembelajaran. - Membuat kesimpulan pembelajaran hari ini. - Mengevaluasi proses pembelajaran yang dilakukan - Menutup dengan salam	5 menit

H. Sumber/Media Pembelajaran

Sumber : Buku bahasa Inggris SMA XI (Chapter 7 “Natural Disaster”)
pages 27 – 44, Internet resources

Media : Buku pegangan siswa, Laptop, Kertas, Proyektor

I. Penilaian

Nilai = Jml. Betul x 4

Guru Pengampu

HERLI DADANG S. Pd
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APPENDIX 4

TEST

Name :

Class :

Choose the correct answer by crossing (X) A, B, C, D or E!

The following text is for question 1 to 3

Jackfruit

Jackfruit is well-known as an Asian tropical fruit. It belongs to the family of Moraceae. Scientists say that the fruit is native to the Southwestern rain forest of India. It easily grows in tropical humid and rainy climates. It does not survive in cold and frosty conditions. That's why it is largely cultivated only in tropical countries., such as Indonesia, Malaysia, Thailand, Brazil, and the Indian Subcontinent.

The jackfruit is categorized as a big tree, with hard trunk. It may grow as high as 30 meters. During the seasons, the tree can bear 250 large fruits. That is the reason why the tree is listed as the largest tree may vary. They might be oval or round, 10 to 60 cm in length. They can weigh from 3 to 30 kg. They are green when they are still unripe, but they turn light brown when they ripen.

Jackfruit is known for its strong fruity flavor that can be smelt from a distance. Inside the fruit, there are many edible bulbs with a delicious sweet taste.

The flesh is rich in energy, dietary fiber, minerals, vitamins, and is free from saturated fats or cholesterol. It is one of the healthiest summer season fruits. Jackfruit is quite similar to durian fruits. Its outer surface is covered with blunt thorns. The thorns will become soft when it ripens.

1. What is the text about?

- a. A tropical jackfruit
- b. The appearance of Jackfruits.
- c. Some characteristics of Jackfruits d.

The benefit of consuming jackfruit

e. The time when jackfruits are harvested

2. What does a jackfruit look like when it ripens?

- a. It is light brown
- b. It will have a hard trunk c. Its thorn will get harder d. The flesh will turn green
- e. It will reach 60 cm in length

3. Why can we find jackfruits in Indonesia, Malaysia, Thailand, Brazil, and the Indian Subcontinent?

- a. Because the countries are always frosty.
- b. Because the countries are in tropical area
- c. Because the countries have a lot of rain forest
- d. Because jackfruits were first cultivated in those countries
- e. Because people of those countries

The following text is for question 4 to 10

Glaciers are large masses of ice on land that show evidence of past or present movement. They grow by the gradual transformation of snow into glacier ice. A fresh snowfall is a fluffy mass of loosely packed snowflakes, small delicate ice crystals grown in the atmosphere. As the snow ages on the ground for weeks or months, the crystals shrink and become more compact, and the whole mass becomes squeezed together into a more dense form, granular snow. As new snow falls and buries the older snow, usually a year or more old, which has little pore space. Further burial and slow cementation—a process by which crystals at the expense of old ones, the percentage of air is reduced

from about 90 percent for snowflakes to less than 20 percent for glacier ice.

The whole process may take as little as a few years, but more likely ten or twenty years or longer. The snow is usually many meters deep by the time the lower layers are converted ice. In cold glaciers those formed in the coldest regions of the Earth, the entire mass of ice is temperatures below the melting point and no free water exists. In temperate glaciers, the ice is at the melting point at every pressure level within the glacier, and free water is present as small drops or as larger accumulations on tunnels within or beneath the ice.

Formation of a glacier is complete when ice has accumulated to a thickness (and thus weight) sufficient to make it move slowly under pressure, in much the same way that solid rock deep within the earth can change shape without breaking. Once that point is reached, the ice flows downhill, either as a tongue of ice filling a valley or as thick ice cap that flows out in direction from the highest central area where the most snow accumulates. The up down leads to the eventual melting of ice.

4. Which of the following does the passage mainly discuss?

- a. The effect of glaciers on climate

b. Damage from glaciers c.

Glacier formation

d. The location of glaciers e. The
benefit of glacier

5. Which of the following will cause
density within the glacier to increase?

- a. Increased water and air content
- b. Pressure from the weight of new snow
- c. Long period of the darkness and
temperature variations
- d. Movement of the glacier
- e. Heavy Rain

6. From the text above, we can say that
the time when ice has not accumulated to a
thickness mentioned as....

- a. Deep process
- b. Uncompleted process c.
Sufficient process
- d. Breaking process
- e. Complete and perfect process

7. Which of the following will be lost is a
glacier forms?

- a. Air
- b. Pressure c.
Weight d. Rocks
- e. Winds

8. According to the passage, which of the
following is the LEAST amount of time
necessary for glacial ice to form? a. Several
months

- b. Several years
- c. At least fifty years d. A
century
- e. A decade

9. The word “converted” in line 16 is
closest in meaning to...

- a. Changed
- b. Delayed
- c. Promoted d.
Dissolved e.
Created

10. In temperate glaciers, where is water
found?

- a. Only near the surface
- b. In pools a: various depths
- c. In a thin layer below the firm d. In
tunnels
- e. In the edge of glaciers land

The following text is for question 11 to 16

Many ants forage across the countryside in
large numbers and undertake mass migrations;
these activities proceed because

one ant lays a trail on the ground for the others to follow. As a worker ant returns home after finding a source of food, it marks the route by intermittently touching its stinger to the ground and depositing a tiny amount of trail pheromone—a mixture of chemicals that delivers diverse messages as the context changes. These trails incorporate no directional information and may be followed by other ants in either direction.

Unlike some other messages, such as the one arising from a dead ant, a food trail has to be kept secret from members of other species. It is not surprising then that ant species use a wide variety of compounds as trail pheromones. Ants can be extremely sensitive to these signals. Investigators working with the trail pheromone of the leaf cutter ant *Atta texana* calculated that one milligram of this substance would suffice to lead a column of ants three times around Earth.

The vapor of the evaporating pheromone over the trail guides an ant along the way, and the ant detects this signal with receptors in its antennae. A trail pheromone will evaporate to furnish the highest concentration of vapor right over the trail, in what is called a vapor space. In following the trail, the ant moves to the right and left,

oscillating from side to side across the line of the trail itself, bringing first one and then the other antenna into a vapor space. As the ant moves to the right, its left antenna arrives in the vapor space. The signal it receives causes it to swing to the left, and the ant then pursues this new course until its right antenna reaches the vapor space. It then swings back to the right, and so weaves back and forth down the trail.

11. What does the passage mainly discuss?

- a. the mass migration of ants
- b. how ants mark and follow a chemical trail
- c. different species of ants around the world
- d. the information contained in pheromones
- e. ants' food

12. The word “forage” in line 1 is closest in meaning to?

- a. Look up
- b. Walk toward
- c. Revolve around
- d. Search for food
- e. Survive their life

13. The word “intermittently” in line 4 is closest in meaning to?

- a. Periodically

b. Incorrectly c.

Rapidly

d. Roughly e.

Perfectly

14. The author mentions “the trail pheromone of the leafcutter ant” in line 11-12 to point out...

a. How little pheromone is needed to mark a trail

b. The different types of pheromones ants can produce

c. A type of ant that is common in many parts of the world

d. That certain ants can produce up to one milligram of pheromone

e. Types of ant

15. According to the passage, how are ants guided by trail pheromones?

a. They concentrate on the smell of food

b. They follow an ant who is familiar with the trail

c. They avoid the vapor spaces by moving in a straight line

d. They sense the vapor through their antennae

e. They unfollow an ant who is familiar with the trail

16. The word “oscillating” in line 18 is closest in meaning to?

a. Falling

b. Depositing c.

Swinging d.

Starting

e. Flying

The following text is for question 17 to 20

Ethology is concerned with study of adaptive, or survival, value of behavior and its Evolutionary history. Ethological theory began to be applied to research on children in the 1960's but has become even more influential today. The origins of ethology can be traced to the work of Darwin. Its modern foundations were laid by two European zoologist, Konrad Lorenz and Niko Tinbergen.

Watching the behaviours diverse animal species in their natural habitat, Lorenz, and Tinbergen observed behavior patterns that promote survival. The most well-known of these is imprinting, the early following behavior of certain baby birds that ensure that the young will stay close to their mother and be fed and protected from danger. Imprinting takes place during an early, restricted time period of development. If the mother goose is not present during

this time, but an object resembling her in important features is, young goslings may imprint on it instead.

Observations of imprinting led to major concepts that have been applied in child development, the critical period. It refers to a limited times span during which the child is biologically prepared to acquire certain adaptive behavior but needs the support of suitably stimulating environment. Many researchers have conducted studies to find out whether complex cognitive and social behavior must be learned during restricted time periods. For example, if children are deprived of adequate food or physical and social stimulation during the early years of life, will their intelligence be permanently impaired? If language is not mastered during the preschool years, is the child's capacity to acquire it reduced?

Inspired by observations of imprinting, in 1969 the British psychoanalyst John Bowlby applied ethological theory to the understanding of the relationship between an infant and its parents. He argued that attachment behaviors of babies, such as smiling, babbling, grasping, and crying, are built-in social signals that encourages the parents to approach, care for, and interact with the

baby. By keeping a parent near, these behaviors help ensure that the baby will be fed, protected from danger, and provided with the stimulation and affection necessary for healthy growth. The development of attachment in human infants is a lengthy process involving changes in psychological structures that lead to a deep affectional tie between parent and baby.

17. What was Darwin's contribution to ethology?

- a. Darwin improved on the original principles of ethology
- b. Darwin was the professor who taught Lorenz and Tinbergen.
- c. Darwin's work provided the basis for ethology
- d. Darwin was the first person to apply ethological theory to children
- e. Darwin's imagination to treat a child

18. According to the passage, if a mother goose is not present during the time period when imprinting takes place, which of the following will most likely occur?

- a. The gosling will not imprint on any object
- b. The gosling may not find a mate when it matures

- c. The mother will later imprint on the gosling.
- d. The gosling may imprint on another object
- e. The gosling can not imprint

19. The word “it” in line 12 refers to...

- a. Development b.

Goose

- c. Time d.

Object

- e. a, b, c, and d are incorrect

20. The word “suitably” in line 16 is closest in meaning to...

- a. Willingly
- b. Moderately
- c. Appropriately d.
- Emotionally
- e. Importantly

21. The author mentions all of the following as attachment behavior of human infants, except...

- a. Grasping b.
- Crying
- c. Eating d.
- Smiling
- e. a,b,c, and are correct

22. According to the passage, attachment behaviors of infants are intended to...

- a. Get the physical, emotional and social needs of the infant met
- b. Allow the infant to become imprinted on objects that resemble the parent
- c. Provide the infant with a means of self-stimulation
- d. Prepare the infant to cope with separation
- e. Provide the infant and others with a means of self-stimulation

23. The phrase “affectional tie” in line 30 is closest in meaning to...

- a. Cognitive development b.
- Emotional attachment
- c. Psychological need d.
- Behavioral change
- e. Psychological development

The following text is for question 21 to 25

Stars may be spheres, but not every celestial object is spherical. Objects in the universe show a variety of shapes: round planets (some with rings), tailed comets, wispy cosmic gas and dust clouds, ring nebulae, pinwheel-shaped spiral galaxies, and so on. But none of the shapes on this list describes the largest single entitles in the

universe. These are the double radio sources, galaxies with huge clouds of radio emission that dwarf the visible galaxies, sometimes by a factor of a hundred or more. Stretching over distance greater than a million-light years, the radio-emitting regions resemble with turbulent gas clouds, typically forming dumbbell-like shapes with the visible galaxy (when it is visible) in the corner.

These double radio sources present astronomers with a puzzle. Their radio emission arises from the synchrotron process, in which electrons accelerated to nearly the speed of light move through magnetic fields. However, in view of the rate at which the radio sources emit energy, they should disappear in a few million years as their electrons slow down and cease producing radiation. Somehow new electrons must be continually accelerated to nearly the speed of light, otherwise, by now almost none of the double radio sources would be observed.

With the advent of high-resolution radio interferometers during the late 1970's, part of the answer became clear: the electron are produced in jets that are shot out in opposite directions from the center of galaxy. Remarkably narrow and highly directional, the jets move outward at speeds close to the speed of light. When the jets strike the highly rarefied gas that permeates intergalactic space, the fast-moving electrons lose their highly directional motion and form vast clouds of radio-emitting gas.

Cosmic jets have ranked among the hottest topic of astronomical research in recent years as astronomers strive to understand where they come from. Why should a galaxy eject matter at such tremendous speed in two narrow jets? And why are such jets not seen in the Milk Way?

24. According to the passage, scientists do not fully understand why double radio sources...

- a. Have not eventually disappeared
- b. Cannot be observed with a telescope
- c. Are beginning to slow down
- d. Are not as big as some planets and stars
- e. Can observed by naked eyes

25. The word "their" in line 22 refers to...

- a. Speeds
- b. Direction
- c. Electrons
- d. Clouds
- e. Space

APPENDIX 5

The Score of Pre-Test, Post Test, and Gained Scores of Experiment Class

Number of Students	Pre-test	Post-test	Gained
1	72	92	20
2	52	80	28
3	32	60	28
4	64	64	0
5	72	92	20
6	48	76	28
7	60	80	20
8	36	60	24
9	68	76	8
10	56	80	24
11	64	88	24
12	48	76	28
13	56	84	28
14	80	80	0
15	56	64	8
16	36	64	28
17	60	84	24
18	60	60	0
19	60	88	28
20	36	68	32
21	72	92	20
22	56	48	-8
23	44	72	28
24	64	96	32
25	40	52	12

26	56	88	32
27	44	76	32
28	56	88	32
29	52	76	24
Total	1600	2204	604
Mean	55.17241	76	20.8275

APPENDIX 6

The Score of Pre-Test, Post Test, and Gained Scores of Controlled Class

Number of the	Pre-test	Post-test	Gained
1	32	48	16
2	32	48	16
3	56	68	12
4	52	72	20
5	72	84	12
6	48	60	12
7	40	56	16
8	68	80	12
9	56	72	16
10	56	56	0
11	68	68	0
12	56	64	8
13	68	80	12
14	44	52	8
15	36	48	12
16	56	52	-4
17	56	72	16
18	40	56	16
19	60	72	12
20	52	68	16
21	68	76	8
22	72	80	8
23	76	72	-4
24	52	68	16
25	64	76	12

26	48	60	12
27	44	36	-8
28	64	84	20
29	72	68	-4
Total	1608	1896	288
Mean	55.44828	65.3793	9.93103

APPENDIX 7

The Calculation to obtain the mean and standard deviation of the student's score

No	Scores		x	y	x ²	y ²
	Experiment	Control				
1	20	16	-0.82	6.07	0.672	36.84
2	28	16	7.18	6.07	51.55	36.84
3	28	12	7.18	2.07	51.55	4.28
4	0	20	-20.82	10.07	433.47	101.41
5	20	12	-0.82	2.07	0.67	4.28
6	28	12	7.18	2.07	51.55	4.28
7	20	16	-0.82	6.07	0.67	36.84
8	24	12	3.18	2.07	10.11	4.28
9	8	16	-12.82	6.07	164.35	36.84
10	24	0	3.18	-9.93	10.11	98.61
11	24	0	3.18	-9.93	10.11	98.61
12	28	8	7.18	-1.93	51.55	3.72
13	28	12	7.18	2.07	51.55	4.28
14	0	8	-20.82	-1.93	433.47	3.72
15	8	12	-12.82	2.07	164.35	4.28
16	28	-4	7.18	-13.93	51.55	194.05
17	24	16	3.18	6.07	10.11	36.84
18	0	16	-20.82	6.07	433.47	36.84
19	28	12	7.18	2.07	51.55	4.28
20	32	16	11.18	6.07	124.82	36.84
21	20	8	-0.82	-1.93	0.67	3.72
22	-8	8	-28.82	-1.93	830.59	3.72

23	28	-4	7.18	-13.93	51.55	194.05
24	32	16	11.18	6.07	124.82	36.84
25	12	12	-8.82	2.07	77.79	4.28
26	32	12	11.18	2.07	124.82	4.28
27	32	-8	11.18	-17.93	124.82	321.48
28	32	20	11.18	10.07	124.82	101.41
29	24	-4	3.18	-13.93	10.11	194.05
Total	$604 = \sum X$	$288 = \sum Y$	$0 = \sum x$	$0 = \sum y$	3627.22	1651.29
Mean	20.82	9.93				

APPENDIX 8

T- TABLE AND THE RESULT OF SPSS OF NORMALITY TEST AND HOMOGENIETY TEST

T- TABLE					
TABLE A-3	<i>t</i> Distribution: Critical <i>t</i> Values				
	Area in One Tail				
	0.005	0.01	0.025	0.05	0.10
Degrees of Freedom	Area in Two Tails				
	0.01	0.02	0.05	0.10	0.20
1	63.657	31.821	12.706	6.314	3.078
2	9.925	6.965	4.303	2.920	1.886
3	5.841	4.541	3.182	2.353	1.638
4	4.604	3.747	2.776	2.132	1.533
5	4.032	3.365	2.571	2.015	1.476
6	3.707	3.143	2.447	1.943	1.440
7	3.499	2.998	2.365	1.895	1.415
8	3.355	2.896	2.306	1.860	1.397
9	3.250	2.821	2.262	1.833	1.383
10	3.169	2.764	2.228	1.812	1.372
11	3.106	2.718	2.201	1.796	1.363
12	3.055	2.681	2.179	1.782	1.356
13	3.012	2.650	2.160	1.771	1.350
14	2.977	2.624	2.145	1.761	1.345
15	2.947	2.602	2.131	1.753	1.341
16	2.921	2.583	2.120	1.746	1.337
17	2.898	2.567	2.110	1.740	1.333
18	2.878	2.552	2.101	1.734	1.330
19	2.861	2.539	2.093	1.729	1.328
20	2.845	2.528	2.086	1.725	1.325
21	2.831	2.518	2.080	1.721	1.323
22	2.819	2.508	2.074	1.717	1.321
23	2.807	2.500	2.069	1.714	1.319
24	2.797	2.492	2.064	1.711	1.318
25	2.787	2.485	2.060	1.708	1.316
26	2.779	2.479	2.056	1.706	1.315
27	2.771	2.473	2.052	1.703	1.314
28	2.763	2.467	2.048	1.701	1.313
29	2.756	2.462	2.045	1.699	1.311
30	2.750	2.457	2.042	1.697	1.310
31	2.744	2.453	2.040	1.696	1.309
32	2.738	2.449	2.037	1.694	1.309
34	2.728	2.441	2.032	1.691	1.307
36	2.719	2.434	2.028	1.688	1.306
38	2.712	2.429	2.024	1.686	1.304
40	2.704	2.423	2.021	1.684	1.303

45	2.690	2.412	2.014	1.679	1.301
50	2.678	2.403	2.009	1.676	1.299
55	2.668	2.396	2.004	1.673	1.297
60	2.660	2.390	2.000	1.671	1.296
65	2.654	2.385	1.997	1.669	1.295
70	2.648	2.381	1.994	1.667	1.294
75	2.643	2.377	1.992	1.665	1.293
80	2.639	2.374	1.990	1.664	1.292
90	2.632	2.368	1.987	1.662	1.291
100	2.626	2.364	1.984	1.660	1.290
200	2.601	2.345	1.972	1.653	1.286
300	2.592	2.339	1.968	1.650	1.284
400	2.588	2.336	1.966	1.649	1.284
500	2.586	2.334	1.965	1.648	1.283
750	2.582	2.331	1.963	1.647	1.283
1000	2.581	2.330	1.962	1.646	1.282
2000	2.578	2.328	1.961	1.646	1.282
Large	2.576	2.326	1.960	1.645	1.282



Nomor Pendaftaran	180
----------------------	-----

BLANKO PERUBAHAN JUDUL SKRIPSI

Yang bertanda tangan di bawah ini menerangkan :

Nama : Mir'atul Amelia
NIM : 1301240803
Fakultas : Tarbiyah dan Keguruan Banjarmasin
Jurusan : PBI

bahwa judul skripsi yang bersangkutan ~~tidak terjadi~~ mengalami *) perubahan dari :

Judul Semula : IMPROVING STUDENTS' READING COMPREHENSION
THROUGH TEAMS GAMES TOURNAMENT (TGT) OF THE
ELEVENTH GRADE AT SMAN 1 MURUNG ACADEMIC YEAR
2017/2018
Menjadi : IMPROVING STUDENTS' READING COMPREHENSION
ACHIEVEMENT THROUGH TEAMS GAMES TOURNAMENT (TGT)
OF THE ELEVENTH GRADE AT SMAN 1 MURUNG ACADEMIC
YEAR 2017/2018

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Menyetujui
Mhs. ybs.

Mir'atul Amelia
NIM. 130140803

Banjarmasin, 201...
Sekretaris,

Saidil Junaidi, M.Pd
NIP.

Keterangan :

1. Blanko ini diisi dua rangkap
- satu untuk Sub Bagian Akademik dan Kemahasiswaan untuk penulisan judul pada transkripsi nilai
- satu untuk arsip mahasiswa yang bersangkutan
 2. Diserahkan paling lambat 3 (tiga) hari setelah ujian skripsi dilaksanakan, setelah itu ketidaksesuaian judul pada transkripsi nilai tidak menjadi tanggung jawab fakultas.
- *) = coret yang tidak sesuai



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CATATAN SEMINAR PROPOSAL SKRIPSI

1. Nama Mahasiswa
2. N I M
3. Program Studi
4. Judul Proposal Skripsi
5. Dosen Pembimbing
6. Catatan Hasil Seminar

Catatan/saran Penanggap	NO	Catatan/saran Dosen
why did you choose?		1. Give Scientific reason
Why did you choose		2. Class Action Research
TGT and Give		3. Change your title
The reason of re		4. Strategy → method
from reading comp		5. jelaskan kelas yg
feby → why		diambil
do you choose		6. buat soal yg
method		bertubgkan dg TGT
why didn't you chose		
How do you know		
the score has improvement?		

Banjarmasin, 11.10.201...
Moderator,

Sardulmani

tan :
aran seminar ini, diisi oleh moderator



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CATATAN KONSULTASI BIMBINGAN SKRIPSI

- 1 Nama Mahasiswa
2 NIM
3 Program Studi
4 Judul Skripsi

Mirratul Amelia

1301240803

PBI

Improving Students' Achievement in Reading
Comprehension Through Teams Game Tournament
At Eleventh Grade in SMAN 1 MURUNG AY 2017

- 5 Dosen Pembimbing

1. HJ. Wardah Hayati MA
2. H. Nurlatika Kadariah S.Pd. M.Pd.

6 Catatan Konsultasi

Pemb. Konten & Metodologi		Pemb. Bahasa & Teknik Penulisan	
No.		No.	
1.	Revise objective of study. (should be in line with statements of problem (3 items))		
2.	Revise def of key term no 1. Achievement of process.		
3.	p. 16 may kind your quoting.		
4.	Check & revise your subject.		
5.	p. 25 revise your primary data no 1.		
6.	Revise your source of data		
	20/12/2017		

Catatan:

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong



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CATATAN KONSULTASI BIMBINGAN SKRIPSI

- 1 Nama Mahasiswa : Miranul Amella
2 NIM : 1301240803
3 Program Studi : Pgs
4 Judul Skripsi : Improving Students' Achievement in Reading Comprehension Through Teams Games Tournament At Eleventh Grade in SMA N 1 MURUT AY 2017/2018
5 Dosen Pembimbing : 1. Hj. Wardah Hayati MA
2. Hartauraila Kadaruh S.Pd.M.Pd

1. Catatan Konsultasi

Pemb. Konten & Metodologi		No.	Pemb. Bahasa & Teknik Penulisan
Chapter I			
1	in Background of study, it's not only explain the problem of teaching reading, but also explain the students' problems in learning reading. Come generally and at bottom of research	1	write the number pages for each second pa chapter on the second paper at the top right corner
2	the previous study are written not only explain the similarity and the differences of the research but also the result of research	2	Read the guidance book to write thesis, especially how to write Quotation
3	be consistant in using technique, strategy or method for TGT	3	Revise how to write and arrange cover page
4	explain the reason of choosing TGT and reading comprehension		

Catatan:

Setiap konsultasi, lembar catatan ini harus dibawa untuk diisi oleh Pembimbing. Konsultasi berikutnya harus membawa lembar baru yang masih kosong.

Day
Dec 2017



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CATATAN KONSULTASI BIMBINGAN SKRIPSI

1 Nama Mahasiswa

Mir'atul Amelia

2 NIM

130240803

3 Program Studi

PBT

4 Judul Skripsi

5 Dosen Pembimbing

1. H. Wardah Hayati, MA

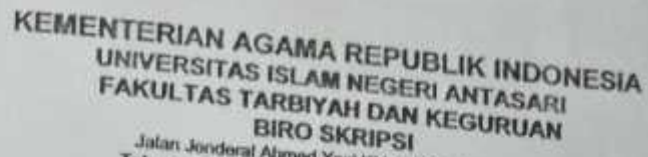
2. H. Hurlaila Kadariyah S.Pd.MPd.

6 Catatan Konsultasi

No.	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
1	Chapter II 1. Revise all titles and subtitles 2. Add the theory of strategy in teaching Reading Comprehension the more explanation and detail about TGT - also explain about reading aloud, then reading Comp - the advantages of TGT in improving Students' Reading Comprehension achievement and - The advantages of TGT in developing Students' Social Skill	1	Please be consistent in using Technique, strategy or method for TGT 3. there are many mistakes in grammar, spelling

Catatan:

1. Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
2. Konsultasi berikutnya harus membawa lembaran baru yang masih kosong



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CATATAN KONSULTASI BIMBINGAN SKRIPSI

- Mir'atul Amelia
1301240803
PBI

- Improving Students' Achievement in Reading Comp
Through Teams Games Tournament of ELKvith
at SDN 1 Muring Academic Year 2017/2018
1. Dn. H. Wardah Hayat, MA.
 2. H. Nurlaila Kadarrah, S. Ag. M. Pd.

3. Catatan Konsultasi

Ans
Dec 20

Setiap konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing Konsultasi berikutnya harus membawa lembaran baru yang masih kosong



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CATATAN KONSULTASI BIMBINGAN SKRIPSI

1. Nama Mahasiswa : Miratul Ameha
2. NIM : 13012408032
3. Program Studi : PDI
4. Judul Skripsi : Improving Students' Reading Comprehension Through Teams Games Tournament of the Eleventh Grade at Smart Learning
5. Dosen Pembimbing : 1. Dra. Hj. Wardah Hayati, MA
2. Hj. Murtana Kadarajah, S. Ag, M.Pd.

1. Catatan Konsultasi

No.	Pemb. Konten & Metodologi	No.	Pemb. Bahasa & Teknik Penulisan
1.	Revise the abstract & conclusion Make them in line with your statements of problem.		
2.	Discussion nya tambah, hendaknya per item bahasan. rumusan masalah. 08/11/2018. 		

catatan konsultasi, lembaran catatan ini harus dibawa untuk diisi oleh Pembimbing
konsultasi berikutnya harus membawa lembaran baru yang masih kosong.

CURRICULUM VITAE

1. Name : Mir'atul Amelia
2. Place and Date of Birth : Puruk Cahu, October 20th, 1995
3. Gender : Female
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5. Nationality : Indonesia
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7. Address : Pandu I street, Km. 4,5 Banjarmasin
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b. SMPN 2 Murung, 2007-2010
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d. S1 English Education Department of Tarbiyah and Teachers Training Faculty of Antasari State Islamic University Banjarmasin Academic Year 2013-2018
9. Organization : a. AFATAR 2013
b. HMI 2013
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10. Parents : a. Father's name : Sabarudin
b. Mother's name : Siti Halimah
11. Siblings : a. Khairunnisa
b. Akbar Anshori