

**IMPROVING STUDENTS' READING SKILL ON DESCRIPTIVE TEXT
THROUGH SCIENTIFIC APPROACH FOR THE TENTH GRADE OF
TKJ AT SMK NEGERI 13 LUWU**

A THESIS

*Submitted as a Part of the Requirements for S.Pd. Degree
in English Language Education Study Program*



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY STATE
ISLAMIC INSTITUTE OF PALOPO**

2022

THESIS APPROVAL

This thesis entitled "Improving Students' Reading Skill On Descriptive Text Through Scientific Approach For the Tenth Grade of TKJ at SMKN 13 Larwu" which is written by Amalia Luxtasiana Reg. Number. 16.0202.0091, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on Tuesday, 26th of April 2022, coincided with 24th Ramadhan 1443 H it is authorized and acceptable as partial fulfillment for S.Pd. degree in English language teaching.

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Stating exactly that:

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In the end, this statement is made truthfully and to be used in accordance with its purpose.

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researcher expects that this thesis can give a lot of contribution for all readers especially for the regional, national and state. Therefore, it can be a charity.

Palopo, Feb 18 2022

The researcher



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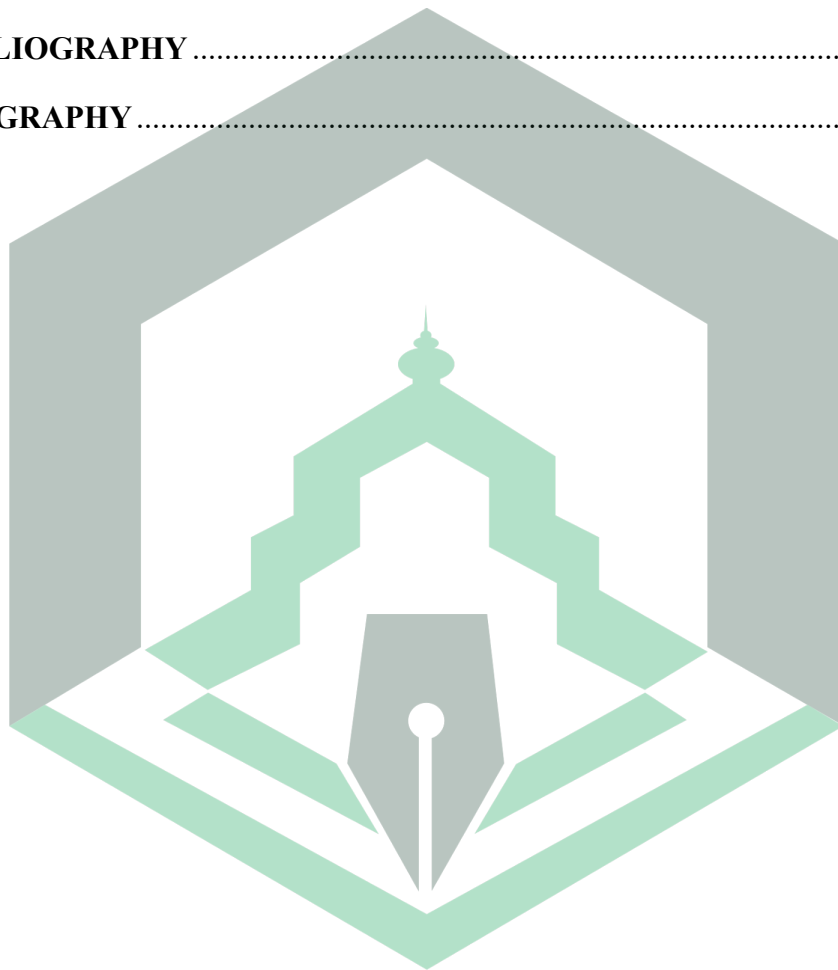
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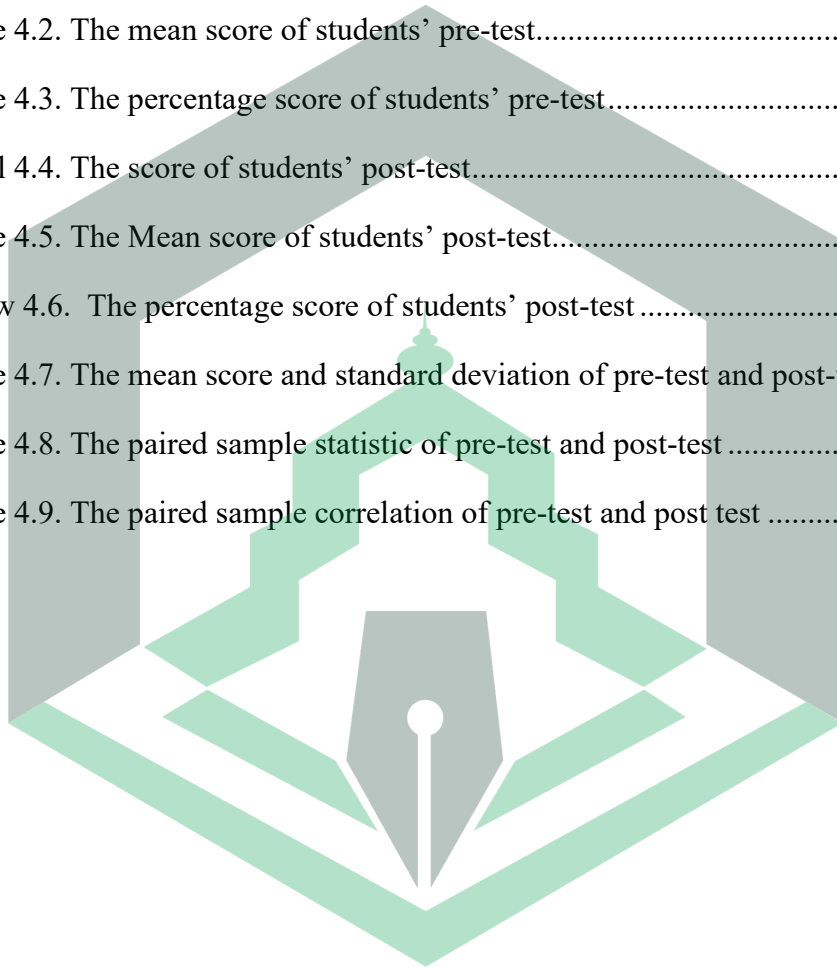
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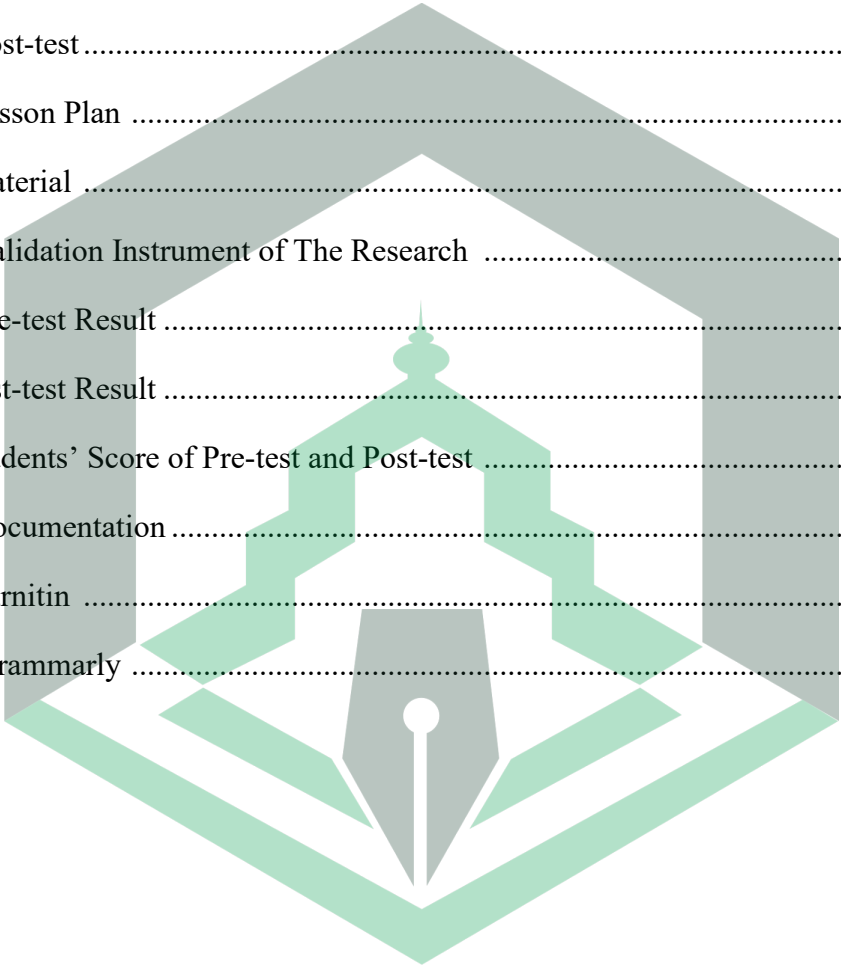
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ABSTRACT

Name : Amalia Luxtasiana
Reg. Number : 16 0202 0091
Title : Improving Students' Reading Skill on
Descriptive Text through Scientific Approach for The
Tenth Grade of TKJ at SMK Negeri 13 Luwu
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This research describes how a scientific approach improved students' reading skills in descriptive text in the tenth grade at SMKN 13 Luwu. The objective of this research is to find out whether or not the use of scientific approach improve students' reading skill on descriptive text in the tenth grade students of SMK N 13 Luwu.

The pre-experimental methode was used in this research. This research was conducted in SMKN 13 Luwu. The population was 46 students, and the sample was 15 students from class B. Pre-test and post-test were utilized as the research instrument. The data was collected in three stages: pretest, treatment, and post-test.

The result of the research concluded that the data had been examined using a level of significance of 0.05 with a degree of freedom (df) of 14, resulting in t_t (t_{table}) 2093, and t_o (t_{count}) 12.126. As a result of this finding, the researcher concluded that the use of scientific approach improve students' reading skill on descriptive text for the tent grade of TKJ students at SMK Negeri Luwu. It was proved by t_o (t_{count}) was found to be more than t_t (t_{table}), $t_o > t_t$, $12.126 > 2093$. The null hypothesis (H_o) was rejected, while the alternative hypothesis (H_a) was accepted. There was a substantial difference in students' reading skill growth before and after treatment.



CHAPTER I

INTRODUCTION

A. Background

Reading is not only a method of pronouncing words or sentences correctly, but it is also a method of gathering information. Reading does not only improve their reading ability but also by having reading activity one can improve his/her knowledge.¹ This activity can provide a wealth of information to many students. Students can increase their vocabulary, grammar, and other skills through Reading; Reading also helps them improve their listening, speaking, and writing skills.

The explanation above is by the statement in the Qur'an surah Al-'Alaq [96:1-5].

أَفْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) أَفْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤)

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥) كَلَّا إِنَّ الْإِنْسَانَ لَيْطَغَى (٦)

Translation:

Read: Create a man from a clot in the name of the Lord Who creates. And thy Lord is the Most Bounteous, and thy Lord is the Most Bounteous, Who teaches man by the pen, Teaches man what he did not know.

When it comes to teaching reading, the technique can impact how effective the teaching and learning is. Based on the researcher's pre-observation, the teacher

¹Fauzal Etfita, "Improving Students' Reading Comprehension of Descriptive Texts through Cognitive Strategy at Grade VII-2 of SMPN 1 Indra Praja Tembilahan", (Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa, Vol 7(2), 2014). P. 75-86. <http://ejournal.unp.ac.id/index.php/linguadidaktika/index>

who was teaching Reading had attempted to utilize a scientific approach, but not to its full extent during the process because the instructor had only applied the approach. The students still have problems in learning Reading. Students cannot respond to the question, even when the answer is given in the passage. Many of them do not understand the meaning of the text on the course, or they do not know how to answer the questions. This method has the advantage of making students more engaged in the learning process. They attempt to gather information on their own. When students have difficulty understanding a term in a text, they use a dictionary or another medium to search for the word's meaning. The students can improve their vocabularies through this activity during the reading teaching-learning process.²

Nowadays, education in Indonesia applies the 2013 curriculum. A scientific approach must be applied to all teaching and learning activities. This method is employed in all subjects, including English. The scientific method is a way of teaching and learning that follows scientific procedures. The processes are designed to make students more engaged in the learning process to comprehend the lesson fully.

Students can learn in a systematic manner using this method. The teacher will provide additional possibilities for pupils to learn on their own. The scientific approach is a more effective learning approach for reinforcing students' learning

²Jeremy Harmer, "The Practice of English Language Teaching," *ELT Journal* (New York: Longman, 2003). P. 27

outcomes; the learner is an active topic of learning or the subject of the learning process.³

The scientific approach is still the new approach applied in teaching and learning language, so it maintains how this approach is used in teaching-learning language, mainly English, and how practical this approach is in teaching English, especially in improving reading ability. The English of at SMK N 13 Luwu has applied this approach. Because this approach newly applied, there is no significance different of the teacher's way in teaching than the previous curriculum. Teacher of This research is designed to determine how effective the scientific method improves students' reading ability. Based on the arguments above, the researcher will research the title **"Improving Students' Reading Skill on Descriptive Text through Scientific Approach for The Tenth Grade of TKJ at SMKN 13 Luwu"**.

B. Research Question

The researcher would like to formulate in the form "Does the use of scientific approach improves students' reading skill on descriptive text at the tenth grade of TKJ at SMKN 13 Luwu?" based on the background explanation.

C. The objective of The Research

The objective of this research is to find out whether or not the use of scientific approach improve students' reading skills on descriptive text in the tenth grade at SMKN 13 Luwu.

³Intan Siti Nugraha and Didi Suherdi, "Scientific Approach: An English Learning-Teaching (Elt) Approach in the 2013 Curriculum," *Journal of English and Education* 5, no. 2 (2017): 112–119, <http://ejournal.upi.edu/index.php/L-E/article/view/9941>.

D. The Significance of Research

The research's relevance can be classified into two groups:

1. Theoretically

The research will use information or contribute to the English teacher in improving language teaching and learning at school and for people who want to know about using the scientific approach in reading skill improvement at SMKN13 Luwu.

2. Practically

The findings will be helpful to the teachers of English in their function as learning facilitators. It was also intended that using a scientific method to enhance reading skills at SMKN 13 Luwu would provide crucial English teaching guidance.

E. Scope of The Research

This research aims to improve students' reading skills on descriptive text especially the students are able to recognize the main idea, specific information, vocabularies and text organization by using a scientific approach to teach the descriptive text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

The researcher discovered research that is closely related to this research in this study, and they are:

1. The research conducted by Maznum under "Improving students' reading skill in reading comprehension on report text through scientific approach at XI MIA.5 SMAN 2 Bangkabintang Kota TP 2016-2017" shows that learning implementation by using scientific approach has a positive effect in improving students' ability in reading comprehension. There was an improvement score of the students in every cycle where 64,52% in process I to 83.87% in cycle II. The improvement score from cycle I to cycle II indicates that the scientific approach can improve students' reading skill. This research and the research conducted by Maznum focus on the same field that uses a scientific approach in improving the Student's reading comprehension in reporting text. The differences of the researcher are the material of Maznum's research focused on writing text and this research focus on descriptive text and the research methodology where Maznum's study used action classroom research and this research use experiment research.⁴

2. The research conducted by Sehatiin and Nugroho under the title of "The implementation of scientific approach in the teaching of narrative text to the tenth-grade students" found that the teacher did not implement scientific approach in the teaching of reading is maximal because the teacher just applied one stage of the

⁴ Maznum Maznum, "Upaya Peningkatan Kemampuan Siswa Dalam Reading Comprehension Pada Text Report Melalui Pedekatan Scientific Di Kelas Xi-Mia.5 Sman 2 Bangkinang Kota Tp 2016-2017," *Jurnal Pendidikan Tambusai* 2, no. 2 (2018): 240.

scientific approach and missed four other stages. This research and the research conducted by Sehattin and Nugroho focus on using a scientific approach in teaching text, but there are some differences. This research uses the experiment method and focuses on descriptive text, but Sehatiin and Nugroho's study used experimental study and focused on narrative text.⁵

3. The research conducted by Sunardi under the title of "Scientific approach in teaching reading to the eighth-grade students of SMP Negeri 2 Mantingan Ngawi in the academic year 2014/2014 found that: 1) In teaching English, the teacher exclusively used a four-step or sometimes three-step scientific approach. 2) The teacher does not use all five steps of the scientific approach when teaching reading. The teachers still do not have strong understanding to scientific approach. This research focus on utilizing a scientific method to teaching reading so this research concludes that the teacher should have good understanding about scientific approach to be able to apply it maximum. The distinction is that this study focuses on enhancing pupils' reading comprehension using a scientific approach. Sunardi's study focused solely on the steps of the teacher's scientific approach to teaching reading.⁶

4. The research conducted by Jaka Dirgantara under the title of "Teaching Reading of Descriptive Text through Jigsaw at Seven Grade of SMPN 1 Kedondong Pesawaran" There was a considerable difference in students' reading

⁵Berliananda Sehatiin and Him'mawan Adi Nugroho, *The Implementation of Scientific Approach of Reading Text to The Tenth Grade Students*, (RETAIN, 4 (2), 2016), p.1.

⁶Sunardi, "Scientific Approach in Teaching Reading To the Eight" (Surakarta: Universitas Muhammadiyah Surakarta, 2017: 1–13, https://eprints.ums.ac.id/58471/14/NASKAH_PUBLIKASI.pdf).

comprehension after they were taught using the jigsaw technique. It is demonstrated that students' mean post-test score (57.97) was higher than the mean pretest score (49.76). As a result, teaching reading skills using the jigsaw method is more engaging for students. This research and the research conducted by JakaDirgantara focus on the same field that teaches reading skills by using descriptive text. Still, this research used a scientific approach, and Jaka DIRTARA's analysis uses the jigsaw technique.⁷

B. Some of the Pertinent Ideas

1. The Concept of Reading

Reading is one of the four abilities required to learn a language, including English. Despite its differences, the English text of Reading is not remarkably different from reading any other language. Reading text requires specific skills, as it does in many languages. There are at least four tips for understanding any language literature, particularly the sentence exposition. First, read through all of the paragraphs or the entire text. Second, make a list of the text's essential points. Third, categorize the essential primary concepts, and fourth, write a conclusion that encompasses all of the text's major firms.

Reading is an activity that involves both the brain and the eyes. The eyes get the message, and the brain then figured out what the message meant. It means that humans acquire information with their eyes and then interpret it through their

⁷Jaka Dirgantara, "Teaching Reading of Descriptive Text through Jigsaw at Seven Grade of SMPN 1 KedondongPesawaran" Lampung, no. Universitas Lampung (2013).P. 9.

brains. According to Jack Richards, Reading is the perception of a written text to comprehend the context.⁸

Reading concerns a person's capacity to speak a written text and comprehend its meaning. As a result, the teacher will pick up on the concept by changing their language and thinking. Reading is more than just reciting the words in a sentence. Furthermore, the reader will comprehend the entire message communicated by the writer through written text. They also linked the meanings of sentences in each paragraph together. A well-versed reader in different vocabularies will find comprehending and interpreting the author's ideas easier.

Reading is an active process (rather than a result, such as a history). Readers shift between sources of information, develop meaning and methods, double-check their interpretation (revising as necessary), and focus their response on the social context.

Meanwhile, Reading is the process of interpreting or comprehending something. Reading does not imply that the reader just comprehends the words and grammar. It isn't only a matter of translating. Reading is a form of thinking, and to read well in English, you must believe in the language.

The other authorshave given a explained that the first part of the definition, reading between the lines, refers to reading beyond the lines to construct the author's primary message; the second part, reading between the lines, refers to reading beyond the lines to construct the author's primary message; and the third

⁸Jack C. Richards and Willy A. Renadya, "Methodology in Language Teaching" (UK: Cambridge University, 2002).P. 127.

part, reading between the lines, refers to reading beyond the lines to construct the author's primary message.

Reading is based primarily upon what he has read in a popular magazine, newspaper, and occasional bestseller. A person may read for many different reasons. He may read for the pleasure he wants from the author's use of words. A reader may wish to gain information about people's thinks or events.

Harmer (1991) mentions that Reading is therapy dominated by the eye and the brain. The writer communicated their idea through written text. That is written communication. Reading is a form of communication. The writer expresses their thought on paper with language, using whatever skill he pr she has personally. The reader attempts to retrieve meaning from the written text that provides some information to the fluent reader.⁹

2. Theories of Reading Skill

Reading is required to find the terms "skill and reading" before moving on to the definition of reading skill. According to Lamuhidin in Hasriani, Reading is a complex activity in which the reader employs mental content to derive meaning from the written content. The ability to improve the quality of the reading process necessitates an understanding of one's abilities.¹⁰

Reading is a selective process in which minimum language clues from perceptual input on the expectation are used in part. As the incomplete data is evaluated, preliminary decisions are made that will be affirmed, rejected, or

⁹Harmer, "The Practice of English Language Teaching.," P. 190

¹⁰Hadrian, *The Ability of Reading of The First Year Students of SMA Negeri 1 Walenrang to Distinguish Between Skimming and Scanning*, (Palopo: Thesis STAIN Palopo, 2007), p. 4.

refined as the Reading progresses. Reading is a tool for learning a language, communicating, and sharing ideas and information. Reading is often thought solitary activity in which the reader engages with the text alone.¹¹

Reading is also a skill the teacher expects the students to master when learning a foreign language. As we build an assessment of general language competence, Reading is undoubtedly the most critical skill to succeed in all education.¹²

The majority of reading tasks start with a specific orientation or prediction activities. These tactics will range from skimming a material for the gist to reading extensively for in-depth understanding. In some cases, students can be forced to read the book twice.

Reading skills make the readers turn writing into achieving independence, meaning, fluency, and comprehension.

Reading skills are abilities that allow a reader to read:

- a) To interpret the written forms as if they were written in a meaningful language;
- b) To read independently, comprehensively, and fluently anything is written;
- c) To engage in a mental dialogue with the message.¹³

¹¹[http://en.Wikipedia.Org/wiki/reading\(process\)](http://en.Wikipedia.Org/wiki/reading(process)). It was accessed on October 17th 2019.

¹²H. Douglas Brown, "Language Testing Book: Principles and Classroom Practice," (*Book* San Franci: Longman, 2004. P. 185

¹³*Ibid*, p.185.

3. The Purpose of Reading

Reading the text may be natural or derived from sources, just like listening to text. The reading methods required in the job will be determined by the type of text and the goal of Reading. Reading must be viewed as a learned skill that requires numerous repetitions, a strong vocabulary foundation, good speed and intonation, and some comprehension skills.

Some reading objectives:

- a) Personal reason and pleasure
- b) To obtain general information, such as the main topic of a book.
- c) To locate a specific topic in a book or article
- d) To learn material that is required for class.¹⁴

4. Teaching reading Skill

Reading receives a particular focus for many seconds in a foreign language teaching situation. This is for various reasons: Many foreign language students prioritize reading as their primary goal, for starters. The students want to read the information and enjoyment to advance their careers and further their education. Second, the written material is used for a variety of educational objectives.¹⁵

- a) Reading skill in the communicative language teaching (CTL)

1) According to Mahmud's desire, there are four general requirements for learning to occur, including acquiring reading skills.

¹⁴<http://www.en.wikipedia.org/wiki/readingpurpose>. Accessed on October 17th 2019.

¹⁵Richards and Renadya, "Methodology in Language Teaching." P. 273

2) The state of the exposure Reading and the students' language as rephrased, explained, or reduced by the teacher are examples of exposure activities.

3) The condition of being able to use the language. This chance allows students to practice the language they have learnt and produce significant output for their language development.

4) The state of motivation. The cause of the students could be integrative. Whatever the case may be, students must experience accomplishment and happiness to retain long-term learning motivation.

5) Instructional condition. The instruction itself. Education is essential in the ELF context because English exposure is limited at school, and teaching can help to accelerate language skill development.¹⁶

5. Reading Assessment

According to J. B. Heaton in Triyana, the types of reading tests are:

- a) Matching Test
 - 1) Word matching
 - 2) Sentence matching
 - 3) Picture and sentence matching
- b) True /False Reading Test
- c) Multiple-Choice Item (Short Text)
- d) Multiple Choice (Longer Text)

¹⁶Murni Mahmud, P.D., *Teaching and Learning in Contemporary Society* (Makassar: Language Center State University of Makassar, 2009), p. 10.
<http://eprints.unm.ac.id/21167/1/teaching%20and%20learning%20languages%20in%20contemporary%20society.pdf>

- e) Completion Items
- f) Close Procedure
- g) Cursory Reading.¹⁷

Brown in Kartawijaya several types of reading performance are typically identified, and this will serve as organizers of various assessment task. The four types are:

a) Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphenic symbol. Bottom up processing is implied.

b) Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple choice, etc. Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well.

c) Interactive

Interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistics sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to

¹⁷I I S Teti Triyana, "An Evaluation of Reading Test in English Assessment Test Based on School Level-Based Curriculum," (Surakarta: Universitas Muhammadiyah Surakarta, 2013). P.4 <http://eprints.ums.ac.id/24560/>

the text a set of schemata for understanding it, and in take is the product of that interaction.

d) Extensive

Extensive reading applies to text of more than a page, up to and including professional articles, essays, technical reports, short stories and books.¹⁸

6. Aspect of Reading

Reading is not only about students conventionally reading the text fluency and correct pronunciation, but students should reach all aspects of Reading where the pupils have to find the main idea, make inferences from a text, find the reference word and know the supporting details.¹⁹

a) Determining the main idea

The primary ideas are declarative statements expressing the researcher's viewpoint on the subject. The core idea is the key to understanding a paragraph or short selection. The primary idea is usually found in the first few phrases, but also the last sentence. As a result, finding the critical idea may be more challenging. The students' attention may be drawn to the primary idea passage and the location of the main idea.

b) Locating reference

A pronoun's antecedent is a reference. A pronoun's prototype is a word or phrase to which it refers. Students are expected to grasp what pronouns are used

¹⁸Sukarta Kartawijaya, "Analysis of the Students' Reading Comprehension in," *Analysis of the Students' Reading Comprehension in Comprehending Descriptive Text* 2, no. 3 (2017): 80–87, <http://dx.doi.org/10.22216/jcc.v2i3.2695>.

¹⁹Desy Wulandari and Muhammad Sudirlam Sukilrlan, "Improving Students' Reading Comprehension of Descriptive Text by Using Prediction Strategy," *U-Jet: Unila Journal of English*, 6, no. 1 (2017): 1–7.

in the sentences when recognizing references, such as pronouns used to show people, places, or circumstances.

c) Understanding vocabulary

While reading a paragraph, the Student develops their vocabulary by looking up new terms in the dictionary and estimating the meaning from context. Context aids students in generating a broad assessment of the significance. It means that predicting the context will assist students in comprehending the meaning of a piece without having to stop and look up every new word in a dictionary. One of the issues that readers have while trying to comprehend text is a lack of language..

d) Making inference

Students are expected to comprehend the material to conclude the claims in the text while making inferences. In Hadayat, Kopitski (2007) noted that readers must practice mixing cues from the text with their prior knowledge to make conclusions. It suggests that the text's clues will assist pupils in making assumptions and drawing conclusions so that they can respond to the queries.²⁰

e) Detail information

Detailed questions or information are the last sorts of questions commonly found in reading tests. This question is designed to assess students' comprehension of the text's directly stated material.²¹

In reading comprehension, there some factors that probably lead t a lot of students to feel difficult in comprehending various text books. The first factor is

²⁰Darul Hidayati, "Students Difficulties in Reading Comprehension At," *Thesis: UIN Ar-Raniry* (2018). P 12

²¹Ibid.

related to the limited vocabulary that the students master. Students will not be able to easily digest the information conveyed in the reading text if they lack vocabulary mastery. The second factor is linked to the students' capability in terms of recognizing grammar since being able to compete at grammar also affects the students in understanding texts, such as sentences patterns, syntax, and so forth. Students should be familiar with those terms above. Finally, the last factor concerns students' in activity related to their reading habits. This phenomenon can be viewed from their action when they are assigned to read a text. In fact, they are not interested in reading and exploring more about the information the text provides.²²

7. Concept of Scientific Approach

Nowadays, the ministry of education of Indonesia applied the new curriculum in 2013. This curriculum promoted the scientific approach as the stage in learning. The scientific approach may be called a approach because this approach is the collection of scenes in which the steps should follow the scientific criteria.²³ This focused-on-student approach develops students' affective, cognitive, and performative skills.²⁴

²²Nur Rini, Puspa; Ekaningsih, "Reading Descriptive Text Comprehension Improvement by Jigsaw Teaching Technique," *POMINENT Journal* 3, no. 1 (2020): 244–253, <https://jurnal.umk.ac.id/index.php/Pro/article/view/4671>.

²³Wulandari and Sukilrlan, "Improving Students' Reading Comprehension of Descriptive Text by Using Prediction Strategy."

²⁴Maria Tyasti G C and Ag Bambang Setiyadi, "The Implementation of Scientific Approach on Speaking Skill at Second Grade Students Based on Learning Style in SMAN 1 Pringsewu," *Jurnal FKIP Unila* 6, no. 5 (2017): 1–16, <https://media.neliti.com/media/publications/193553-EN-the-implementation-of-scientific-approac.pdf>.

Learning using a scientific approach have some principle, namely:

1. Students center, it means that the students should be active in building the meaning or understanding the concept and principle during the teaching learning process.

2. Building “student’s self concept”, it means that the students should build a concept based on their own understanding.

3. Giving the students opportunities to assimilate and accomm date a concept and principle.

4. Encouraging the students’ ability in thinking.

5. Increasing the students’ motivation in learning.

6. Giving the students opportunities to practise their communication ability.

7. Involving the science process in constructing the concept and principle.

8. Involving the potential cognitive process in stimulating intellectual development, especially high thinking level ability of the students.²⁵

According to Hosnan (2014) in Haedar said, the scientific learning approach has the following characteristics:

1. Focusing on students (students' centre).

2. Involve process of science comprehensions concept construction, process and law.

3. Involve prospective cognitive processes in encouraging intellectual development, particularly high-level thinking comprehensions in pupils.

4. The Student's character can be developed.²⁶

²⁵ Wulandari and Sukilrlan, “Improving Students’ Reading Comprehension of Descriptive Text by Using Prediction Strategy.”

They are five main steps of learning in the scientific approach based on the 2013 curriculum context, they are:

1. Observing

The first step is to observe. Observing is "an intentional and methodical action employing descriptive expertise to analyze a social phenomenon or real item via the use of the five senses." The teacher contextualizes learning activities for pupils in the classroom at this stage. Interpersonal or transactional text, particular text, and linguistic aspects of a text, film, or recording are examples of materials observed in language learning-teaching. The social purpose of a text, for example, is a teaching material in the form of a concept, but the structure of the text observed is a teaching material in the shape of a procedure. Listening or seeing a video of the conversation, watching a short film, reading a tale book, text are all activities. The activities of the observing stage also include "repeating/copying/imitating guided examples," in which pupils absorb information and repeat and practice the tasks offered by the teacher. As a result, the observing stage plays a vital role in guiding students to the next level, and students' curiosity is piqued due to the exercises

2. Questioning

Questioning is the second step. Questioning is the way of generating knowledge in the form of social function concepts in various topics and the practice of constructing a text through group or class debate. According to the Ministry of Education and Culture (Permendikbud No 81a, 2013), students pose

²⁶Haidar, et al., *The Effect of Scientific Approach in Teaching Reading Comprehension to The Twelfth Grade Students of SMKN 1 Rangas: An Experimental Study*, (Thesis S2, Makassar: UPT Perpustakaan UNM, 2018), p. 7<http://eprints.unm.ac.id/id/print/8103>

questions based on what they saw in the various step to get more information and comprehension about the content.

3. Experimenting

Experimentation is the third stage. Students receive meaningful learning at this stage. They must, for example, conduct experiments. According to Indonesian Ministry of Education and Culture Regulation No. 81/2013, students must read other sources or obtain additional knowledge in various ways, including conducting experiments, observations, and interviews, reading texts or books, or other references or available readers. Experimenting can also start with a new place, trying new things, and gathering information from diverse sources. Its goal is to improve your ability to communicate and get data from various sources. The teacher provides learning resources, workbooks, media, or an experiment tool.

As a result, the teacher's tasks at this step are as controller and director, planning and managing the data collection activity and its process. During the execution of the action, the teacher may provide feedback.

4. Associating

Associating is the fourth stage. At this level, Text analysis and categorization are among the learning tasks students and teachers participate in. To get to a conclusion, the information or data gathered during the preceding activity, experimenting, must be examined. The information from the teachers will next be processed by the students, who will figure out what it means.

5. Networking/Communicating

Networking is the final stage. Students communicate, show, and publish their learning output in this stage, which is a sort of collaborative learning in which they are exposed to various changes. In collaborative learning, learners engage in social interaction and gain meaningful knowledge through empathy and mutual respect and receiving a deficit or surplus. The teacher provides pupils with criticism, ideas, or additional information about their work. There are exchanges between the teacher and the pupils and amongst the students themselves.²⁷

8. Descriptive Text

Descriptive text is written to explain something, a person or a place. Descriptive text describes much information about an object, where the information is about the parts, qualities, characteristics of object, or stting that is described.²⁸ The basic structures of descriptive text are as follows:

1. Introduction: a description of something, a person, or a location.
2. Description: The parts, traits, and attributes of the things.

The descriptive text uses the relational verbs "to be" and "have/has."

Example:

- *Ivan has short hai*
- *Siska is tall*

²⁷Siti Nugraha and Suherdi, "Scientific Approach: An English Learning-Teaching (Elt) Approach in the 2013 Curriculum."

²⁸Walidah Sofyan Siregar et al., "Students ' Reading Comprehension in Descriptive Text" 09, no. 01 (2021): 77–86.

The present tense is used in these sentences.

1. Noun

They appear in (a) the description's subject: a house, and (b) the house's components: doors, windows, kitchen, table, chair, and shoes.

2. Adjective

They have to describe the topic's and sections' features. Size (tiny), colour (red), and quality are examples of characteristics (clean). The house, for example, is described by the adjectives "small" and "clear." "The doors" and "the window" are described by the adjective "red."

Describe someone's vocabulary, such as:

- a) Short,tall,slim,fat,and big.
- b) Face, hair, cheeks, mouth, and lips.
- c) Gray,black,curly,and long.

3. Language focus

- a) Am is, are
- b) Has, have
- c) do, does

4. Noun phrases

There's a mix of adjectives and nouns here (e.g., small and clean house)

Setyarini conducted the research and stated that descriptive text writing is based on a five-step method. The steps were not completed all at once. The teacher had a part in teaching students how to write descriptive texts using a

scientific method. On the other hand, students' roles are that of learning. As a result, kids should participate in activities that will help them learn more.²⁹

C. Teaching Reading by Using Scientif Approach

The scientific approach refers to investigative techniques for a circumstance, acquiring new knowledge, or correcting and assimilating prior knowledge. To be collect scientific approach the method search (method of inquiry) must be based on evidence from object obtained from observation, empiricial, and measured by the principles of particular observations.³⁰

The teacher's roles in teaching reading by using scientific approach are:

1. Motivator

The teacher should motivate the students during the learning process. The teacher support the students by reminding students to not give up, not be lazy in practicing English, especially in reading, not be passive students and give appreciation for the students when the students get high score.

2. Guidance

The implementation of scientific approach in curriculum 2013 is different from the teaching-learning process in KTSP curriculum. The students should be more active during the learning process. The teacher's role is to guide the students

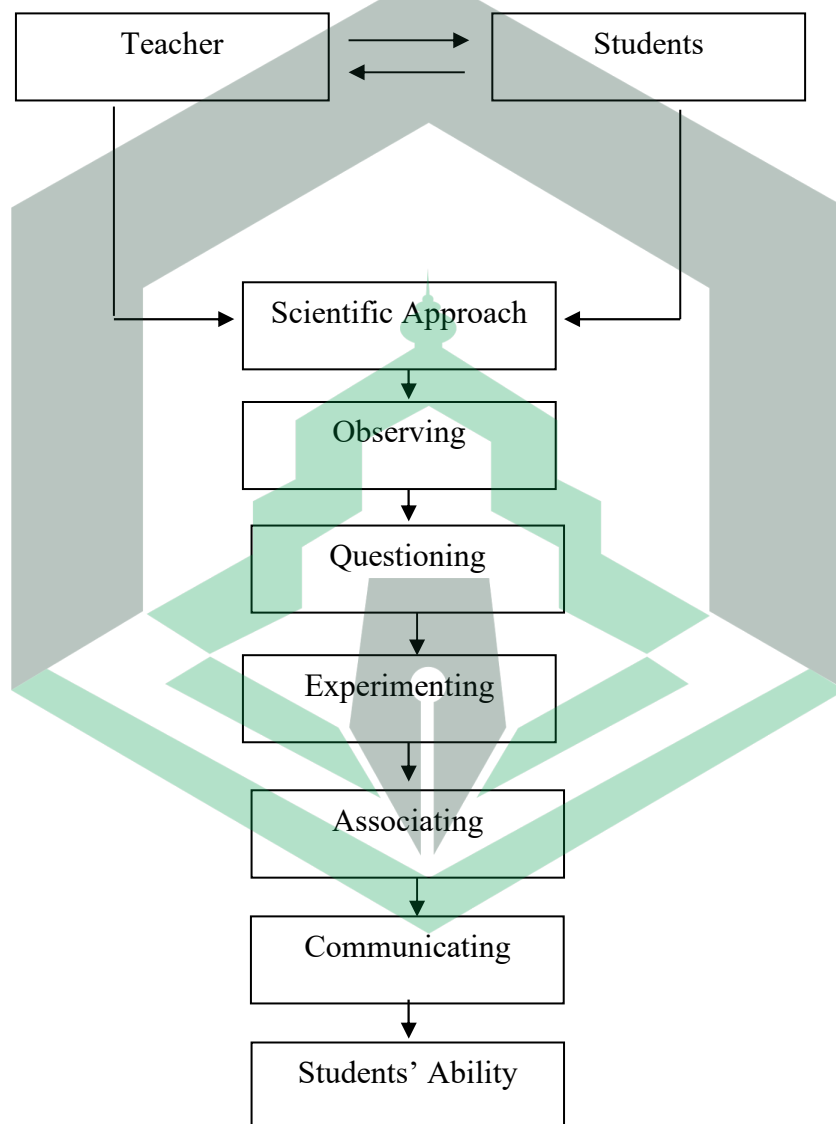
²⁹ IsninSetyarini, *The Implementation of Scientific Approach in Teaching Writing Descriptive Text to The Eight Grade Students of MTsN, three the BoyolaliAcemic Year 2018/2019*, (Thesis: English Education Department IAIN Surakarta, 2019), p. 98.

³⁰Rian Melyadi and Odo Fadloeli, "The Implementation of Scientific Approach in Teaching English Reading Comprehension At 11 Grade Students of Sma Mathla'Ul Anwar," *PROJECT (Professional Journal of English Education)* 2, no. 6 (2019): 816.

during the learning process such as guide the students to realize their mistakes, give advice to support better performance of the students, help the students to solve their problem and create supporting learning environment for the students.³¹

D. Conceptual Framework

The following is the conceptual basis for this study:



³¹Retno D W I Hastuti, "The Implementation of Scientific Approach in Teaching Reading Comprehension At the Eighth Grade of Smp Negeri 1 Sukodono Sragen in the Academic Year of 2019 / 2020" (2021).P. 9.

The picture above shows the conceptual framework of this research. Teachers and students build communication during the process of learning. In learning, the teacher applies the scientific approach in five steps: observing, questioning, experimenting, associating, and communicating. After that, the teacher tests the students to find out the students' ability after learning the descriptive text using a scientific approach.

E. Hypothesis

According to the conceptual frameworks above, the hypothesis of this research are:

H₀: The use of scientific approach does not improve students' reading skill on descriptive text of the tenth grade TKJ students at SMK Negeri 13 Luwu.

H₁: The use of scientific approach improves students' reading skill on descriptive text of the tenth grade TKJ students at SMK Negeri 13 Luwu.

CHAPTER III

RESEARCH METHOD

A. Research Design

The pre-experimental method was used in this research to improve students' English reading comprehension on descriptive text through a scientific approach for the tenth grade of SMKN 13 Luwu. This method was used because it could represent the population at the tenth grade of TKJ students at SMK N 13 Luwu. This research only found there was any improvement after giving treatment or not.

This research has conducted the test, treatment, post-test that is described as follow:

The formulate of the research.

Pattern: D1 x D2

Where: Pattern : Experiment

D1: Pretest

X: Treatment

D2 : Post-test

B. Definition of Term

The researcher would like to propose the following definitions:

1. Reading comprehension refers to students' capacity to comprehend the meaning of the text. Aside from that, students might learn about and identify the researcher's motivation for creating the paper.

2. A scientific approach is used in teaching and learning that has the systematic stage in the teaching and learning process.

3. The description text explains something or someone.

C. Population and sample

1. Population

This research was 46 tenth-grade students from SMKN 13 Luwu in the 2020/2021 school year, divided into classes A, B, and C. There are 27 students in Class A, 15 students in Class B and 4 students in Class C.

2. Sample

The purposive sampling method is used in this research where the research took the tenth grade of SMKN 13 Luwu. It consisted of only one class, that is class B. Therefore, the number of samples used in this research were 15 students. The researcher took class B because the students still low in reading comprehension. Class B could be representative for the whole population because this class has more students than other classes.

D. The procedure of Data Collecting

In this research, collecting data used the steps:

1. Pretest

In this step, the test was given to collect the data from the sample of this research; the researcher gave reading text, especially text descriptive. The researcher asked the students to answer and read the question from multiple choice, consisting of 20 questions.

2. Treatment

After giving the pretest to the students, the researcher gave the treatment. The research conducted treatment for six meetings. Learning process were done offline with covid-19 protocols. The steps are as follows:

a) The first Meeting

Topic	Topic: Characteristic of Descriptive Text	
Stages	Steps	Learning Activities
Opening		<ul style="list-style-type: none"> • The researcher opened the class by greeting and motivate the students • The researcher did the introduction, checked the attendance list and explains the subject will be discussed • The researcher divided the students into 3 or four groups.
Main Activities	Observing	<ul style="list-style-type: none"> • The researcher showed the example of descriptive text

		<ul style="list-style-type: none"> • The researcher explained about descriptive text
	Questioning	<ul style="list-style-type: none"> • The researcher asked students to identify the component and features of the descriptive text
	Experimenting	<ul style="list-style-type: none"> • The researcher asked the students to identify the text by comparing it to the other text.
	Associating	<ul style="list-style-type: none"> • The researcher asked students to find information on the text based on the question given to the students
	Communicating	<ul style="list-style-type: none"> • The researcher asked each group to present the group's observation results.
Closing		<ul style="list-style-type: none"> • The researcher and the students concluded the subject together. • The researcher told the students about next subject • The researcher closed the class by greeting the students.

b) The Second Meeting

Topic	Topic: Generic Structure of Descriptive Text	
Stages	Steps	Learning Activities
Opening		<ul style="list-style-type: none"> • The researcher opened the class by greeting and motivate the students • The researcher checked the list attendance and told the material would be discussed • The researcher reviewed the previous subject • The researcher divided the students in four groups
Main Activities	Observing	<ul style="list-style-type: none"> • The researcher explained the correlation between the previous subject and the current subject • The researcher showed the example of descriptive text completed with the generic structure
	Questioning	<ul style="list-style-type: none"> • The researcher shared descriptive text to each group • The researcher explained the generic structure of descriptive text
	Experimenting	<ul style="list-style-type: none"> • The researcher asked the students to identify the part

		<p>of the generic structure of the text</p> <ul style="list-style-type: none"> • The researcher asked students to find out information about descriptive text through books or the internet.
	Associating	<ul style="list-style-type: none"> • The researcher asked students to find information on the text based on the question given to the students
	Communicating	<ul style="list-style-type: none"> • The researcher asked each group to present the group's work.
Closing		<ul style="list-style-type: none"> • The researcher and the students concluded the subject together. • The researcher told the students about next subject • The researcher closed the class by greeting the students.

c) The Third Meeting

Topic	Topic: Simple Present	
Stages	Steps	Learning Activities
Opening		<ul style="list-style-type: none"> • The researcher opened the class by greeting and motivate the students • The researcher checked the list attendance and tells the material will be discussed • The researcher reviewed the previous subject • The researcher divided the students in four groups
Main Activities	Observing	<ul style="list-style-type: none"> • The researcher explained the correlation between the previous subject and the current subject • The researcher showed the example of sentences in simple present form.
	Questioning	<ul style="list-style-type: none"> • The researcher explained about simple present tense • The researcher asked students to identify the structure of simple present tense sentences.
	Experimenting	<ul style="list-style-type: none"> • The researcher shared descriptive text to each

		<p>group.</p> <ul style="list-style-type: none"> • The researcher asked students to identify simple present tense sentences in descriptive text and underline them
	Associating	<ul style="list-style-type: none"> • The researcher asked students to make sentences in simple present tense. • The researcher asked students to find information on the text based on the question given to the students
	Communicating	<ul style="list-style-type: none"> • The researcher asked each group to present the group's work.
Closing		<ul style="list-style-type: none"> • The researcher and the students concluded the subject together. • The researcher told the students about next subject • The researcher closed the class by greeting the students.

d) The Fourth Meeting

Topic	Topic: Making question based on descriptive text	
Stages	Steps	Learning Activities
Opening		<ul style="list-style-type: none"> • The researcher opened the class by greeting and motivate the students • The researcher checked the list attendance and tells the material would be discussed • The researcher reviewed the previous subject • The researcher divided the students in four groups
Main Activities	Observing	<ul style="list-style-type: none"> • The researcher explained the correlation between the previous subject and the current subject • The researcher showed the example of sentences in simple present interrogative form.
	Questioning	<ul style="list-style-type: none"> • The researcher explained the kinds of questions to find information on descriptive text • The researcher showed the example of questions in descriptive text

	Experimenting	<ul style="list-style-type: none"> • The researcher gave the descriptive text to every group • The researcher asked students to make questions based on the text. • The researcher asked each groups to share the questions the made to other group.
	Associating	<ul style="list-style-type: none"> • The researcher asked students to answer the questions through discussion in the group
	Communicating	<ul style="list-style-type: none"> • The researcher asked each group to present the group's work
Closing		<ul style="list-style-type: none"> • The researcher and the students concluded the subject together. • The researcher told the students about next subject • The researcher closed the class by greeting the students.

e) The Fifth Meeting

Topic	Topic: Reading Comprehension: The Petruk Cave	
Stages	Steps	Learning Activities
Opening		<ul style="list-style-type: none"> • The researcher opened the class by greeting and motivate the students • The researcher checked the list attendance and tells the material would be discussed • The researcher reviewed the previous subject • The researcher divided the students in four groups
Main Activities	Observing	<ul style="list-style-type: none"> • The researcher explained the correlation between the previous subject and the current subject • The researcher showed the example of descriptive text
	Questioning	<ul style="list-style-type: none"> • The researcher explained kinds of information questioned on descriptive text • The researcher gave the descriptive text to the groups
	Experimenting	<ul style="list-style-type: none"> • Teachers asked the students to read the descriptive text carefully
	Associating	<ul style="list-style-type: none"> • Teachers asked students to

		answer the questions based on the text
	Communicating	<ul style="list-style-type: none"> Teachers asked each group to present the group's work.
Closing		<ul style="list-style-type: none"> The teacher and the students concluded the subject together. The teacher told the students about next subject The teacher closed the class by greeting the students.

f) The Sixth Meeting

Topic	Topic: Reading Comprehension: Indonesia Archepilago	
Stages	Steps	Learning Activities
Opening		<ul style="list-style-type: none"> The researcher opened the class by greeting and motivate the students The researcher checked the list attendance and tells the material would be discussed The researcher reviewed the previous subject
Main Activities	Observing	<ul style="list-style-type: none"> The researcher gave the descriptive text to the students
	Questioning	<ul style="list-style-type: none"> The researcher asked the students to read the descriptive text carefully

	Experimenting	<ul style="list-style-type: none"> • The researcher asked students to answer the questions based on the text
	Associating	<ul style="list-style-type: none"> • The researcher and students discussed the correct answer of the questions
	Communicating	<ul style="list-style-type: none"> • The researcher asked students to present what the students get from the learning.
Closing		<ul style="list-style-type: none"> • The researcher and the students concluded the subject together. • The researcher closed the class by greeting the students.

3. Post-test

In this step, the students were given a post-test. The students take a scientific approach to read the text. This post-test took 30 minutes to complete. Using a scientific approach, post-tests were administered to determine the students' comprehension of a reading content. The researcher gave the identical Reading as the pretest but asked different questions in the post-test.

E. Instrument of The Research

Multiple-choice tests is used in this research to find out the research data, especially to identify the descriptive text. Two instruments were used to collect data. Pretest was used to determine the Student's score before the treatment. Pre-test was reading multiple choice test with consisted 20 questions. Post-test was used to determine the Student's achievement after the treatment. Post-test was reading multiple choice consisted 20 questions. Experts validated the instruments. They are an English lecturer and English teacher to know the validation of the instruments.

F. The technique of Data Analysis

In analysis data, the scoring procedure of Harmer in Kadirwas used by the researcher, as follows:

Table 3.1 Rubric to determining the students' point³²

Dimens ion	Correct Answer				
	4	3	2	1	0
Main idea	A straightforward generalization that states or implies the critical idea is included in the solution.	The primary notion from the text is stated or implied in the answer.	The indicator indicates a faulty or insufficient grasp of the critical notion	There is little or no understanding of the key topic in the answer	No answer

³²A. Nurfadillah Kadir, *Improving Students Reading Skill Comprehension Through Q Space Strategy*, (Makassar: Unismuh Makassar, 2019), P. 28. https://digilibadmin.unismuh.ac.id/upload/10535-Full_Text.pdf

Specific Information	Students locate and use all essential information presented explicitly in the text	to answer questions, complete assignments, or exhibit clear understanding. Students locate and employ the most relevant information presented directly in the text to answer questions, accomplish activities, or exhibit explicit knowledge.	To answer questions, complete assignments, or exhibit clear understanding, students locate and use some critical information mentioned directly in the text.	To answer questions, complete assignments, and generally demonstrate clear understanding, students locate and use little or no critical material mentioned explicitly in the text.	No answer
Vocabulary	Students answer all vocabularies replacement on the text and clear understanding of the vocabularies used on the text including synonym, antonym, pronoun preferences.	Students answer some vocabularies replacement on the text and clear understanding of the vocabularies used on the text including synonym, antonym, pronoun	Students answer some vocabularies replacement on text and understand some vocabularies used on the text. The students understand the use of pronoun	Students answer some vocabularies replacement on the text and understand some vocabularies used on the text. The students understand	No answer

		preference	preference and some of the synonym and antonyms.	pronoun preference but do not understand the meaning in synonyms and antonyms.	
Organization	The Student understands the correlation among another paragraph, correlation of central idea of one paragraph to the main idea of another paragraph, the main ideas of one paragraph to another paragraph, correlation of one paragraph to another paragraph, and understanding the text's generic structure	The Student understands the correlation among another paragraph, correlation of central idea of one paragraph to the main idea of another paragraph, the main ideas of one paragraph to another paragraph, and understands the text's generic structure but does not understand the correlation of one to	The Student understands the correlation among another paragraph, the main ideas of one paragraph to another paragraph, and understand the generic structure of the text but do not understand the correlation of the main idea in one paragraph to the main idea of the paragraph and correlation of one	The students only understand the generic structure of the text. They do not understand the correlation of the central idea of one text to the main idea of another text, a correlation on the main idea to the paragraph, and the correlation of one paragraph	No Answer

		another paragraph.	paragraph to another paragraph.	h to another paragraph h.	
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The following steps analyzed the data collected through pretest and post-test:

1. Using the instructions below, score the pupils' accurate answers.:

$$\text{Score} = \frac{\text{correct answer}}{\text{total number}} \times 100$$

2. Using the percentages listed below to classify the students' scores:

$$P = \frac{F}{N} \times 100$$

Where:

P: Percentage

F: Cumulative Frequency

N: Total Number.³³

3. Calculating the mean score of the students:³⁴

$$Me = \frac{\Sigma x}{N}$$

Where :

Me : Mean Score

Σx : Total Score

N : Total Sample

³³Arikunto S., "Prosedur Penelitian Suatu Pendekatan Praktik.," Jakarta: Rineka Cipta, 2006, P. 306. <http://r2kn.litbang.kemkes.go.id:8080/handle/123456789/62880>.

³⁴ Sugiyono, "Statistik Untuk Penelitian" (Bandung: Alfabeta, 2012), P. 49 <https://drive.google.com/file/d/0ByPwHcVompUHVfCzOE5TTlpJMjg/view>.

4. Using the formula below, find the mean of the difference:³⁵

$$MD \frac{\Sigma d}{N}$$

Where:

MD = Mean of Difference

ΣD = the number of points between variables X and Y scores.

N = Total Sample

5. Calculating the standard deviation by using the following formula:

$$SD = \sqrt{\frac{\Sigma D^2}{N} - \left[\frac{\Sigma D}{N}\right]^2}$$

Where:

SD = Standard Deviation

ΣD = Amount of differences between the score of variable X and Y

N = Total Sample

6. The optional data will be analyzed using a statistic called "t_o." The aiming is to examine the truth or false null hypothesis.

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}} \quad t_0 = \frac{MD}{SE_{MD}}$$

Where:

T_o: The coefficients that symbolize degree of mean difference both or Sample group.

MD: Mean of Difference

SE_{MD}: Standard error from mean of differences

SD_D: Standard deviation

³⁵Arikunto S., "Prosedur Penelitian Suatu Pendekatan Praktik."P. 276.

N: Total sample

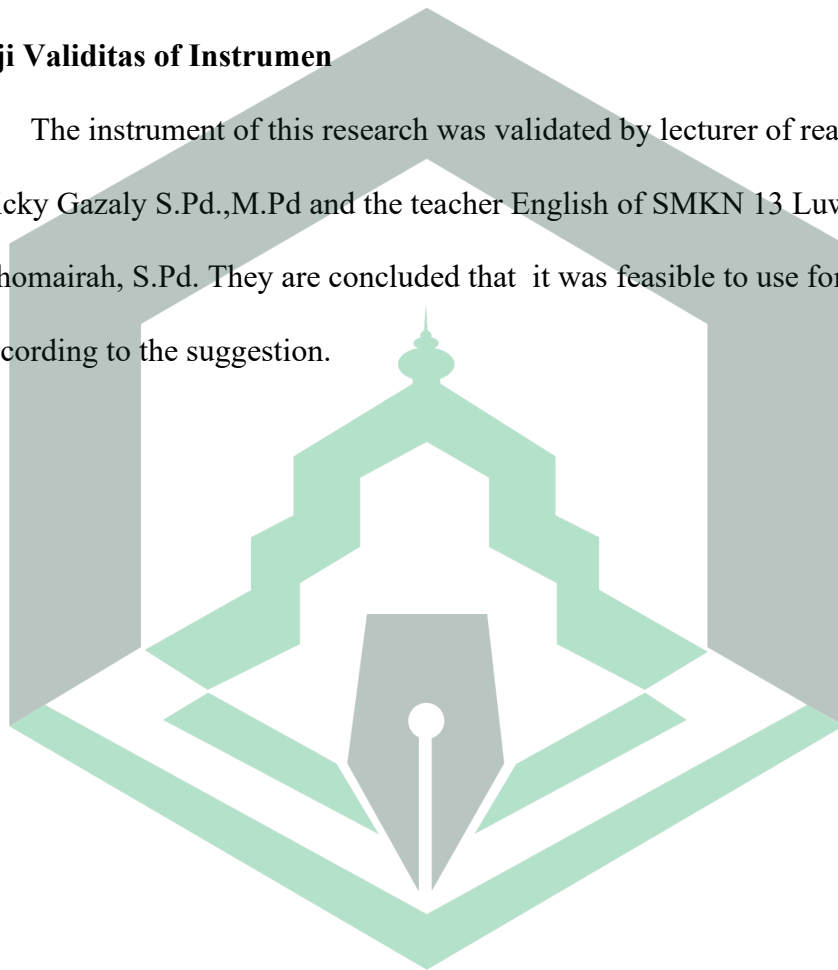
7. Acceptability criteria for hypotheses based on the formula³⁶

IF $t_o > t_t$ = Reject null hypothesis

IF $t_o < t_t$ = Receive null hypothesis

G. Uji Validitas of Instrumen

The instrument of this research was validated by lecturer of reading Mr. Ricky Gazaly S.Pd.,M.Pd and the teacher English of SMKN 13 Luwu is Sitti Khomairah, S.Pd. They are concluded that it was feasible to use for research according to the suggestion.



³⁶Subana and Sudrajat, *Dasar-Dasar Penelitian Ilmiah*, (Cet. 1, Bandung: CV. Pustaka Setia, 2000), p. 173.

CHAPTER IV

FINDING AND DISCUSSION

A. *Finding*

In this case, The research looked at the students' pretest and post-test scores and the mean score and deviation standard of their pretest and post-test. The data collected from students' pre-and post-tests served as the primary instrument in this study. The pretest was administered before the treatment, and the post-test was administered following the treatment—analysis of students' scores before and after the pretest and post-test.

In this section, the researcher displays the total score of students' ability on the pretest, the mean and standard deviation of the students' pretest, and the percentage of students' pretest score. The researcher has presented them in tables and used SPSS 23 to calculate the score.

Table 4.1

The Score of Students Pretest

Respondent	Main Idea	Organization	Specific Information	Vocabulary	Correct Answer	Score
R1	1	0	3	1	5	25
R2	2	1	2	1	6	30
R3	2	1	2	0	5	25
R4	0	2	1	1	4	20
R5	1	1	1	1	4	20
R6	2	1	0	0	3	15
R7	0	0	0	2	2	10
R8	1	1	1	1	4	20
R9	2	0	0	1	3	15
R10	3	1	3	1	8	40
R11	1	1	2	1	5	25
R12	2	2	3	1	8	40
R13	1	2	2	1	6	30
R14	2	3	2	0	7	35
R15	2	0	3	2	7	35

According to the table above, ten scores was obtained by one Student. A 20 score go students, a 25 score got by three students, two students got a 30 score, two students got a 35 score, and two students got a 40score. SPSS 23 was used to

compute the mean score of the students' ability. The result can be seen on the table descriptive below:

Table 4.2
The Students Pre-test Mean Score

	N	Minimum	Maximum	mean	Std.deviation
PRETEST	15	10.00	40.00	25.6667	9.23245
Valid N (listwise)	15				

a) Post-test

According to the result, the Student's grades were evaluated. The data is shown in the tables below:

Table 4.4
The Score of Students Post-Test

Respondent	Main Idea	Organization	Sepecific Information	Vocabulary	Correct Answer	Score
R1	4	3	2	2	11	55
R2	4	4	2	5	15	75
R3	3	5	2	5	15	75
R4	2	3	2	4	11	55
R5	4	4	2	2	12	60
R6	5	5	2	4	16	80
R7	4	4	3	3	14	70
R8	5	5	4	5	19	95
R9	4	4	3	1	12	60
R10	4	3	4	4	15	75
R11	4	3	2	3	12	60
R12	3	3	3	4	13	65
R13	3	4	4	4	15	75
R14	3	4	4	2	13	65
R15	3	4	4	4	15	75

According to the table above, one student got a 95-point score, another student got an 80-point score, a 75-point score got by five students, one Student got a 70-point score, two students got a 65-point score, two students got a 60-point score, and two students got a 55-point score.SPSS 23 was used to compute the mean score of the students' ability:

Table 4.5
The Mean Score of Students Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	mean	Std. Deviation
POSTTEST	15	55.00	95.00	69.3333	10.83425
Valid N (listwise)	15				

Table 4.7
The Mean Score and Standard Deviation of Pretest and Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	15	10.00	40.00	25.6667	9.23245
POSTTEST	15	55.00	95.00	69.3333	10.83425
Valid N (listwise)	15				

The researcher performed Tcount analysis and calculated it using SPSS 23 to determine whether the pretest and post-test were substantially different and the acceptance of the research hypothesis. The paired sample statistic, pair samples correlations, and paired t-test test may be found in the table. The following is how it was laid out on the table:

Table 4.8
Pretest and Post Test of Paired Sample Statistic

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	25.6667	15	9.23245	2.38381
	POSTTEST	69.3333	15	10.83425	2.79739

Table 4.9
Pretest and Post Test of Paired Sample Correlation

Paired Samples Correlations				
		N	correlation	Sig.
Pair 1	PRETEST & POSTTEST	15	.040	.886

Table 4.10
Pretest and Post Test of Paired Sample Correlation

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST – ssPOSTTE ST	-43.66667	13.94718	3.60115	-51.39036	-35.94298	12.126	14	.000

The observed probability value for the Lavene's is greater than .05. In table 4.10 the observed t statistic we use for equal variances is 12.126 with its observed level of significant (sig) = 000. The significance level of t test ($p = .000$) indicated that a difference between the means this large 12.126. The researcher discovered that the to (tcount) is 12.126 and the df (degree of freedom) is 14. The value of tt,

according to Gay, is 2.093.³⁷ The degree of freedom (df) was 14, and the significance threshold was 0.05. The hypothesis is as follows:

H₀: There was no significant improvement in their reading skills after employing a scientific approach to TKJ students at SMK Negeri 13 Luwu in the tenth grade.

H₁: After employing a scientific approach to TKJ students at SMK Negeri 13 Luwu in the tenth grade, there has been a significant improvement in their reading skills


$$12.126 > 2.093$$

According to the result, the researcher fixed that t_{o} was higher than $t_t(t_{table})$
 $t_o > t_t$.

The fact that ($t_o > t_t$) the t_{count} is higher than the t_{table} is related to this finding. It may be inferred that there was a significant difference in teaching reading competence before and after utilizing a scientific approach in teaching reading comprehension to TKJ students of SMK Negeri 13 Luwu in the tenth grade.

B. Discussion

Mastering reading skills are critical for everyone who wishes to pass an English test. Mastering reading skills is one of the most crucial aspects of language learning. Reading is a vital part of learning any language, but it is vital

³⁷Gay. L. R. et. al., *Education Research: Competencies for Analysis and Application*, (New Jersey: Pearson, 2012), P. 354.

when learning a second language. In this instance, the instructor should select a suitable approach, method, and technique to keep the new educational environment engaging to encourage students to learn. Scientific study is one of the approaches that has been used at school.

The research presents a discussion of data presented to the students based on the results of data analysis. Based on the pretest, the students lacked English reading skills, with a mean score of 25.6667. Based on the post-test results, the students with a score of 69.3333 showed progress in their reading skills. It signifies that the total score difference between the pretest and post-test results is significant. This score is demonstrated by calculating the difference between the two tests using t-test analysis. The value 12.126 is more than the t-table value of 2.093 for a significance level of 0.05.

The data mentioned above analysis reveals that a scientific approach impacts the development of reading skills. It signifies that after receiving treatment using a scientific technique, the pupils' reading skills increased, with the highest score being 95 and the lowest being 55. This indicated that a scientific approach positively impacted English teachers' ability to teach students, particularly their ability to master reading skills.

The researcher administered treatment for six meetings after the pretest. The pupils were expected to understand descriptive language and be ready to read and answer questions. The teacher outlined the processes in reading learning steps and the technique used during the reading skill process. All of the actions were carried

out scientifically. The teacher inquired about the pupils' preparedness to learn during.

The first meeting, The teacher then outlined the study's purpose. The teacher applied a scientific approach during the learning process they were observing. The teacher showed the example of descriptive text, questioning where the teacher divided the students into four groups. The teacher asked students to identify the descriptive text. Experimenting, the teachers asked students to identify the text by comparing it to the other text. In associate, the teacher asked students to determine the characteristic of the text by comparing it to the other text and communicating. The teacher asked each group to present the group's results.

*In a second meeting,*The teacher inquired about the students' study readiness. The teacher then outlined the study's purpose. During the learning process that they are seeing, the teacher used a scientific method, explaining about descriptive text and structure of descriptive. The teacher demonstrates how to write a descriptive paragraph with a generic structure. After questioning the students, the teacher separated them into four groups. Teachers distributed descriptive material to each group. Teachers instructed students to identify a section of the text's generic structure and to look up information about descriptive text in books or on the internet as part of an experiment. When pupils were asked to associate, the teacher asked them to name the different parts of the body.

*In the third meeting,*The teacher inquired about the students' study readiness. The teacher then outlined the study's purpose. During the learning

process that they are seeing, the teacher used a scientific method and explained about tenses used in descriptive text. The teacher gives an example of a simple present form statement. The teacher separated the students into four groups after questioning them. Students are asked to identify the structure of the simple present tense by the teacher. The teacher shares descriptive text with each group as an experiment. Teachers instruct students to underline basic present tense sentences in descriptive text. Teachers ask students to make basic present tense statements while associating. Teachers communicate by asking each group to present their work.

In the fourth meeting, The teacher asked for students' readiness for studying. After that, the goal of the study was explained by the teacher. The teacher applied a scientific approach during the learning process they were observing; they explained about descriptive text and types of questions in descriptive text . Questioning, The teacher divided the students into four groups. Teachers show examples of questions in descriptive text. Experimenting, the teacher gives the descriptive text to every group. The teacher asks students to make questions based on the examples. Associating, Teachers share descriptive text, including the questions. The teacher asks students to answer the questions through discussion in the group. Communicating, teachers ask each group to present the group's work.

In the fifth meeting, The teacher inquired about the students' study readiness. The teacher then outlined the study's purpose. They were monitoring the learning process; the teacher used a scientific approach. The teacher share the descriptive

text.. Teachers urge students to answer questions depending on the text when associating. Teachers communicate by asking each group to present their work.

In the sixth meeting, The teacher inquired about the students' study readiness. The teacher then outlined the study's purpose. During the learning process, they were monitoring. The teacher used a scientific approach. The teacher gives the students the descriptive text. Teachers question students and ask them to read the descriptive material carefully. Teachers are experimenting by asking students to answer questions depending on the book. Teachers and students collaborate to debate the correct answers to the questions. Teachers ask students to present what they have learned when it comes to communicating.

After six treatments, the researcher administered a post-test to determine the students' reading ability. Based on the pretest and post-test results, it is clear that the students have made significant progress in their reading abilities. During the learning process and after the students passed the test, they still had some issues and couldn't answer all of the questions correctly, which was generally insignificant.

Some problems that the students faced in Reading by using a scientific approach in teaching reading on the descriptive text at the tenth grade of TKJ in SMKN 13 Luwu, such as:

1. It was challenging for the pupils to comprehend the text's content, particularly determining the passage's precise facts.
2. The students' vocabularies were limited.

3. When students encountered challenges, they were hesitant to ask questions to the teacher.

Based on the students' mean pretest and post-test scores, it was discovered that employing a scientific approach to teaching reading skills enhanced students' reading skill ability. The result of the research shows that applying a scientific approach can lead students to have better performance. Magnum in his study found that the scientific approach positively affected the learning process. It can be seen from the students' activeness during the learning process where the students' got improvement from cycle I 64.52% to cycle II 83.87%. Magnum's research shows the same result on this study where scientific approach can improve students' reading skill. The Student could collaborate with their group to overcome the problems in the group.³⁸ The teacher also should take apart to motivate the students. Sehatiin Said the teachers have to stimulate and build the students' curiosity to propose questions by giving them some motivational and attractive questions.³⁹ the result of Sunardi's research shows that the teacher were difficult to implemment all steps of the scientific approach because many teacher do not have strong understanding in scientific approach but in this research were able to implement all steps of scientific research during learning reading skill. Reading skill also can be improved by using other method such as Dirgantara's research found that reading skill can be improved by using jigsaw method.

³⁸Maznum, "Upaya Peningkatan Kemampuan Siswa Dalam Reading Comprehension Pada Text Report Melalui Pedekatan Scientific Di Kelas Xi-Mia.5 Sman 2 Bangkinang Kota Tp 2016-2017." P. 248

³⁹Berliananda Sehatiin and Him'mawan Adi Nugroho, *The Implementation of Scientific Approach of Reading Text to The Tenth Grade Students*, P.11.

All the researches above focus on improving reading skill but magnum's research focuses in teaching report text and Sehatiin dan Nugroho focuses in narrative text. Sunardi's research only focuses on the implementation steps of scientific approach and do not focuses the effectiveness in teaching reading skill. Dirgantara's research also focuses for teaching reading on descriptive text but it used difference method that is Jigsaw method.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After employing a scientific approach to apply the treatment, the score of students in the post-test was higher than the score of students in the pretest. The data were analyzed with a level of signification 0,05, a degree of freedom (df) is 14, got t_t (t_{table}) 2093, and the result of t_o (t_{count}) were 12.126. From this result, the researcher concluded that using the scientific approach effectively improves students' reading skills at TKJ students in SMKN 13 Luwu in tenth grade. t_o (t_{count}) was found to be more than t_t (t_{table}), $t_o > t_t$, $12.126 > 2093$. The null hypothesis (H_a) has been accepted, while the alternative hypothesis (H_o) rejected. There was a substantial difference in improving students' reading skills before and after treatment.

B. Suggestion

The researcher gives some suggestions based on the data analysis and conclusion above:

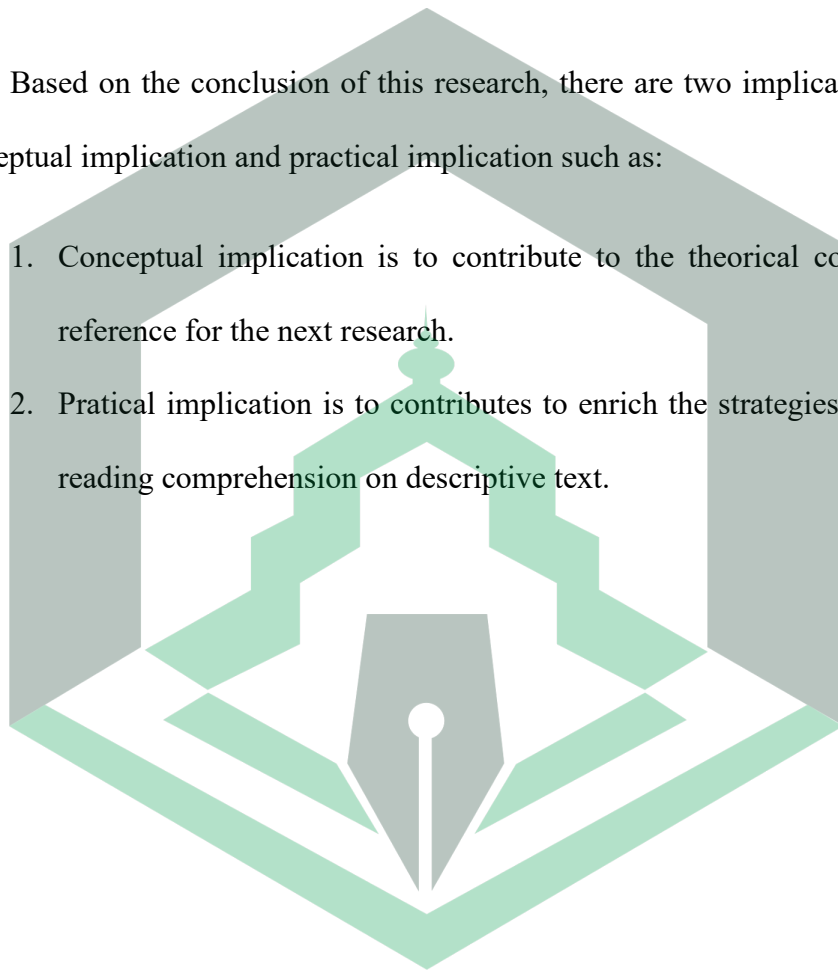
1. The teacher should motivate students to memorize vocabulary.
2. The teacher should give various methods and techniques in using the scientific approach in teaching the skill of Reading.
3. The teacher has to make the Student more active in teaching reading skills using a scientific approach.

4. The students should enrich their vocabularies to help them understanding the text that they read.
5. The students should practice a lot in reading in order to make them familiar in reading text.

C. Implication

Based on the conclusion of this research, there are two implication namely conceptual implication and practical implication such as:

1. Conceptual implication is to contribute to the theoretical conceptual as reference for the next research.
2. Practical implication is to contributes to enrich the strategies in teaching reading comprehension on descriptive text.



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APPENDIXES

A. RESEARCH PERMIT

**PEMERINTAH KABUPATEN LUWU**
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat: Jl. Cdu Daeng Rivatu No. 1, Sempu Tegal, (0471) 3314115

Nomor: 380/PENELITIAN/11.10/DPMPTSP/XX/2021
Lamp: -
Sifat: Biasa
Perihal: Izin Penelitian

Kepada:
Yth. Ka. SMK Negeri 13 Luwu
di -
Tempat

Berdasarkan Surat Dekan Institut Agama Islam Negeri Palopo : 1953/In.18/FTIK/HM.01/10/2021 tanggal 12 Oktober 2021 tentang permohonan Izin Penelitian, Dengan ini disampaikan kepada saudara (i) bahwa yang tersebut di bawah ini:

Nama	Amalia Luatasiana
Tempat/Tgl Lahir	Suli / 12 Oktober 1995
Nim	16 0202 0031
Jurusan	Pendidikan Bahasa Inggris
Alamat	Jl. Andi Taibda Suli Kecamatan Suli

Bermaksud akan mengadakan penelitian di daerah/instansi Saudara (i) dalam rangka penyusunan "Skripsi" dengan judul:

IMPROVING STUDENTS ENGLISH READING COMPREHENSION ON DESCRIPTIVE TEXT THROUGH SCIENTIFIC APPROACH FOR THE TENTH GRADE OF TKJ AT SMK NEGERI 13 LUWU

Yang akan dilaksanakan di **SMK NEGERI 13 LUWU**, pada tanggal **18 Oktober 2021** s.d **18 November 2021**

Sehubungan hal tersebut di atas pada prinsipnya kami dapat menyetujui kegiatan dimaksud dengan ketentuan sbb:

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan harus melaporkan kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
2. Penelitian tidak menyimpang dari izin yang diberikan.
3. Mematuhi semua peraturan perundang-undangan yang berlaku.
4. Menyerahkan 1 (satu) rangkai copy hasil penelitian kepada Bupati Luwu Up. Dinas Penanaman Modal dan PTSP Kab. Luwu.
5. Surat izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin tidak mematuhi ketentuan-ketentuan tersebut di atas.


1 2 0 2 1 1 5 3 1 5 0 0 0 2 4 3





Diterbitkan di Kabupaten Luwu
Pada Tanggal: 18 Oktober 2021
Kepala Dinas:

DR. H. RAHMAT ZULFI PRANA
Pangkat : Pembina Tk. I M/B
NIP. 19641231 199403 1 079

Tersambung
1. Bupati Luwu, sebagai Laksanakan di Bener
2. Kepala Kecamatan dan Lurah Kab. Luwu di Bener
3. Dekan Institut Agama Islam Negeri Palopo
4. Mahasiswa/i: Amalia Luatasiana
5. Aneq

 CamScanner

B. RESEARCH OF COMPLETION LETTER

**PEMERINTAH PROVINSI SULAWESI SELATAN**
DINAS PENDIDIKAN
UPT SMK NEGERI 13 LUWU
Alamat: Jln Pendidikan Desa Buntu Nanna, Kecamatan Bontangi, Kabupaten Luwu 91999 email: upt13@pontangi@gmail.com

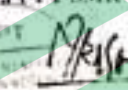
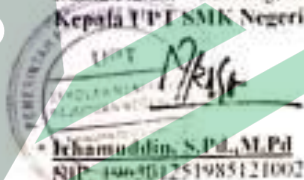
SURAT KETERANGAN SELESAI PENELITIAN
Nomor :421.50047/SMK13/LUWU/DISDIK

Yang bertanda tangan dibawah ini Kepala UPT SMK Negeri 13 Luwu memberikan keterangan kepada:

Nama : Amalia Fustasiana
Nim : 1602020091
Alamat : Jln Andi Taada Suli

Benar-benar telah selesai mengadakan penelitian, pada tanggal 20 November 2021 di instansi kami sehubungan dengan penyusunan skripsi dengan judul **"IMPROVING STUDENTS' ENGLISH READING COMPREHENSION ON DESCRIPTIVE TEXT THROUGH SCIENTIFIC APPROACH FOR THE TENTH GRADE OF TKJ AT SMK NEGERI 13 LUWU"**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya

Buntu Nanna - Pontangi, 20 November 2021
Kepala UPT SMK Negeri 13 Luwu,


H. Hamuddin, S.Pd., M.Pd
NIP. 196301251985121002

C. PRE-TEST

PRE-TEST

For many years people believed that the cleverest animals after man were the chimpanzees. Now, however, there is a proof that dolphins may be even cleverer than these big apes. Although a dolphin lives in the sea, it is not a fish. It is a mammal. It is in many ways, therefore, like a human being.

Dolphins have a simple language. They are able to talk to one another. It may be possible for man to learn how to talk to dolphins. But, this will not be easy because dolphins cannot hear the kind of sounds man can make. If man wants to talk to dolphins, therefore, he will have to make a third language which both he and the dolphins can understand.

Dolphins are also very friendly toward man. They often follow ships. There are many stories about dolphins guiding ships through difficult and dangerous waters.

1. What is the passage above mainly discusses...(comprehend)
 - a. Chimpanzees is cleverer than dolphin
 - b. Dolphin's language
 - c. Dolphins way to speak
 - d. Dolphin is fish
 - e. The explanation of dolphin
2. To tell the factual information, the writer mostly uses...(organization)
 - a. passive voice
 - b. simple past tense
 - c. present perfect tense
 - d. simple present tense
 - e. present continuous tense
3. Why talking to dolphin is not easy?(content)
 - a. dolphins cannot hear the kind of man's sounds
 - b. dolphins cannot think as human
 - c. dolphins like playing with man
 - d. dolphins feel annoyed by man
 - e. dolphins want to be free

4. The word “they” in line 9 refers to?(vocabulary)
- Human
 - Chimpanzee
 - Dolphin
 - Ship
 - People

Questions 5 to 8

Whales are sea-living mammals. They therefore breathe air but cannot survive on land. Some species are very large indeed and the blue whale, which can exceed 30 meter length, is the largest animal which lives on earth. Superficially, the whale looks rather like a fish, but there are important differences in its external structure; its tail consists of a pair of broad, flat horizontal paddles (the tail of a fish is vertical) and it has a single nostril on top of its broad head. The skin is smooth and shiny and beneath it lies a layer of fat (blubber). This is up to 30 meter in thickness and serves to conserve heat and body fluids.

5. What is the text about? (Comprehend)
- sea-living mammals
 - the description of mammals
 - the difference between whales and fish
 - whales
 - how whales survive themselves
6. The length of a whale is..... (Content)
- is generally more than 30 meter
 - may be more than 30 meter
 - is less than 30 meter
 - ranges from 30 meter to more than 30 meter
 - is 30 meter at the most
7. Sentence 1 is..... (organization)
- Main idea of the paragraph
 - The whales description
 - shows the whales size
 - Whales' life
 - elaborates an explanation

8. The word “external structure” is closest meaning to..... (Vocabulary)
- Inside body
 - Outside body
 - Organs
 - Scales
 - Whales

Question 9 to 12

The platypus is a semi-aquatic mammal endemic to East to North Australia, including Tasmania. It is one of the five extreme species of mono-dreams. The only mammal that lays eggs instead of giving birth to live young. The body and the broad flat tail of these animals are covered with dense brown fur, that traps a layer including ear to keep the animals warm. It uses its tail for storage of fat. It has webbed feet and the large robbery's net. These are species that are closer to those of ducks, then to these any known mammals. Weight varies considerably from 0.7 to 2.4 kg with males being larger than females. And male averages 50 cm total length while the female major approximately 45 cm. The platypus has an average temperature of 32 degrees Celsius rather than 37 degrees Celsius that is typical of the placental mammals.

9. What is the main idea of the passage? (comprehend)
- The platypus is a semi-aquatic mammal endemic to East to North Australia, including Tasmania
 - The only mammal that lays eggs instead of giving birth to live young.
 - Species that are closer to those of ducks.
 - The platypus has an average temperature of 32 degree Celsius.
 - Traps a layer including ear to keep the animals warm.
10. Where does the platypus live? (Content)
- Only Tasmania
 - Only East to North Australia
 - East to North Australia including Tasmania
 - Except Australia
 - Deep sea
11. The word “it” in line 4 refers to...(vocabulary)
- Animals
 - Body
 - Platypus
 - Tail
 - Australia
12. The platypus looks like in line...(organization)
- 1 and 2
 - 2 and 3
 - 7 and 8
 - 9 and 10

- e. 3 and 4

Question 13 to 16

The polar bear is a bear native to the Arctic Ocean and its surrounding seas. An adult male weighs about four hundred to six hundred and eighty kilograms, while an adult female is about half that size. Although it is closely related to the brown bear, it has paws to occupy a narrow ecological niche with many bony characteristics adapted to for cold temperatures, for moving across the snow, ice, open water, and for hunting seals which make up most of its diets. Although most of polar bears are born on land, it spends most of its time at sea, hence its name meaning maritime bear and can hunt consistently only from sea ice. It spends much of the year on frozen sea.

- 13. The main idea is in line... (organization)
 - a. 1
 - b. 3
 - c. 5
 - d. 6
 - e. 7
- 14. The word “diets” in line 6 can be replaced with... (vocabulary)
 - a. Food
 - b. Life
 - c. Polar bear
 - d. Brown bear
 - e. Hunting
- 15. How weight is female polar bear? (content)
 - a. Four hundred
 - b. Six hundred
 - c. Eighty kilograms
 - d. Same as male polar bear
 - e. A half of male polar bear
- 16. What does the paragraph mainly discusses? (comprehend)
 - a. The place of polar bear
 - b. The food of polar bear
 - c. The polar bear way to find food
 - d. The general explanation of polar bear
 - e. The descriptive of polar bear

Questions 17 to 20

Snakes are reptiles (cold-blooded creatures). They belong to the same group as lizards (the scaled group, Squamata) but from a sub-group of their own (Serpentes).

Snakes have two legs but a long time ago they had claws to help them slither along. Snakes are not slimy. They are covered in scales which are just bumps on the skin. Their skin is hard and glossy to reduce friction as the snake slithers along

theground.

Snakes often sun bathe on rocks in the warm weather. This is because snakes are cold-blooded; they need the sun's warmth to heat their bodies up.

Most snakes live in the country. Some types of snakes live in trees, some live in water, but most live on the ground in deserted rabbit burrows, in thick, long grass and in old logs. A snake's diet usually consists of frogs, lizards, and mice and other snakes. The Anaconda can eat small crocodiles and even bears. Many snakes protect themselves with their fangs. Some snakes are protected by scaring their enemies away like the Cobra. The flying snakes glide away from danger. Their ribs spread apart and the skin stretches out. Its technique is just like the sugar gliders.

17. Snakes sun bathe on rocks because... (content)
 - a. Snake is reptile
 - b. Snake is cold-blooded
 - c. Reducing friction as the snake slither along the ground
 - d. Snake is same group as lizard
 - e. Snake has two legs
18. What is the best title for the passage? (comprehend)
 - a. The life of snake
 - b. The snake looks like
 - c. The description of snake
 - d. The snake diet
 - e. The types of snake
19. The word "mice" in line 10 is closest meaning to...(vocabulary)
 - a. Chicken
 - b. Lizard
 - c. Mouse
 - d. Goat
 - e. Bear
20. The snakes protects themselves mention in line...(organization)
 - a. 1 to 3
 - b. 4 to 5
 - c. 6 to 9
 - d. 8 to 9
 - e. 10 to 13

D. POST-TEST

POST TEST

Question 1 to 4

Ant-eaters are perhaps the most curious looking animals. Their long head and snout look like tubes, and they have no teeth at all. Their front legs are very strong and armed with heavy curved claws with which they break open the nests of ants and termites and then, when the insects rush out, use their long, sticky tongues to lick them up at great speed.

True ant-eaters are found in the swamps and forests of central and South America. Scaly ant-eaters, or pangolins, are found in Africa and tropical Asia. Various other insect-eating animals are sometimes called ant-eaters, although they really belong to other groups of animals. One of them is the ant-bear, which lives on the plains of South and Central Africa. This has long, erect ears but short blunt claws, an almost hairless tail, yellow brown in color. Unlike the true ant-eaters, it has small teeth.

1. What is paragraph 2 mainly discussed? (Comprehend)
 - a. The general explanation of ant-eater
 - b. The ant-eater looks like
 - c. African and tropical Asia ant
 - d. The life place of ant-eater
 - e. Most curious looking animals.
2. Which is not correct on the passage? (Content)
 - a. Ant-eater is the most curious looking animal.
 - b. True ant-eaters are found in swamps and forests of South and America.
 - c. Ant-bear lives in South and Central Africa
 - d. Ant-eater front legs is not strong
 - e. Pangolins are found in Africa and Tropical Asia.
3. This in line 9 refers to...(vocabulary)
 - a. All ant-eater
 - b. Pangolins
 - c. Ant-bear
 - d. Central Africa
 - e. Animals
4. Ant-bear description found in line...
 - a. 1 and 2
 - b. 3 and 4

- c. 5 and 6
- d. 8 and 9
- e. 10 and 11

Questions 5 to 8

A kangaroo is an animal found only in Australia. It has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and in New Guinea. Kangaroos eat grass and plants. They have short front legs, but very long and strong back legs and a tail. These are used for sitting up and for jumping. Kangaroos have been known to make forward jumps of over eight metres, and leap across fences more than three metres high. They can also run at speeds of over 45 kilometres per hour.

The largest kangaroos are the Great grey kangaroo and the Red Kangaroo. Adult grows to a length of 1.60 metres and weighs over 90 kilos. Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

5. Kangaroos are marsupial means...(content)
 - a. Kangaroo has a smaller relative called wallaby
 - b. Kangaroo is found only in Australia
 - c. They have short front legs.
 - d. Female kangaroo has an external pouch
 - e. A baby kangaroo is tiny.
6. The word "this" in line 8 refers to... (vocabulary)
 - a. Kangaroos
 - b. Marsupial
 - c. Kangaroos are marsupial
 - d. Wallaby
 - e. An Australian animal
7. Kangaroo's speed mention in line...(organization)
 - a. 1
 - b. 3
 - c. 5
 - d. 6
 - e. 8
8. What is the main idea of paragraph 1...(comprehend)
 - a. A kangaroo is an animal in Australia
 - b. Wallaby lives in Australia and New Guinea

- c. Kangaroo runs 34 kilometers per hour
- d. Kangaroo jumps eight meters
- e. Kangaroo has short front legs

Questions 9 to 12

An elephant is the largest and strongest animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tall, little eyes, long white tusks and above all it has a long noise, the trunk.

The trunk is the elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact the trunk serves the elephant as a long arm and hand. An elephant looks very clumsy and heavy and yet it can move very quickly.

The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

9. What is mainly discussed in paragraph 1?
 - a. The feature of elephant
 - b. The description of elephant
 - c. The intelligent of elephant
 - d. The various uses of elephant
 - e. Elephant has long white tusk
10. Elephant is intelligent animal because...(content)
 - a. It is strange
 - b. It uses its trunk to shower bath
 - c. It can move very quickly
 - d. It can be trained to serve various way
 - e. It can carry heavy loads
11. The word "it" in line 7 refers to...(vocabulary)
 - a. Heavy
 - b. Elephant
 - c. Trunk
 - d. Animal
 - e. Body
12. How does the passage organize?

- a. The explanation of elephant intelligent followed by its feature and description.
- b. The elephant feature explanation in paragraph one followed by general description and its intelligent
- c. The elephant general description followed by elephant features in paragraph two then its intelligent in paragraph three.
- d. The general explanation of elephant
- e. The general explanation of elephant followed by its intelligent then its uses.

Questions 13 to 16

Every single rock on the surface of the Earth-whether it is gravestone, a piece of solidified lava from a volcano or a boulder that has broken from a cliff or mountain-is slowly being broken down. This breaking down of rocks at or near the Earth's surface is called weathering. The word is used because the weather is mainly responsible. Weathering turns solid rock into soft materials that may eventually form soil.

Air and water are the cause of most weathering. Sometimes they change the chemical in the rocks, and sometimes they just break apart the rock physically. If water seeps into the cracks in the rocks, for example, it may later freeze if the temperature falls below 0 degrees Celsius. As the water turns to ice, it expands, pushing against the sides of the rock with a pressure believe to be as much as 2,100 kilograms per square centimetre. This forces the cracks open. Repeated freezing and thawing causes the fragments to break away from the original rock, these may slide down a cliff or mountain and form a sloping mass of fragments at the bottom, called scree.

13. What is the paragraph 1 mainly discussed?(comprehend)
 - a. Every rock on earth
 - b. A boulder that has broken from cliff or mountain
 - c. The weather cause the changing rock material
 - d. Rock is solid material
 - e. Rock is soft material
14. What is most causing the weather according to paragraph 2? (content)
 - a. Chemical in the rock
 - b. The temperature fall
 - c. The cracks

- d. Air and water
- e. Sloping mass of fragment

15. The cause of chemical changing mention in line? (organization)

- a. 1 and 2
- b. 3
- c. 6
- d. 8
- e. 11 and 12

16. The word “it” in line 8 refers to...(vocabulary)

- a. Air
- b. Water
- c. Chemical rock
- d. Crack
- e. temperature

Questions 17 to 20

Komodo dragon is a member of the monitor family, Varanidae. It is the world's largest living lizards. It grows to be 10 feet (3 meters) long and weighs up to 126 kg and belong to the most ancient group of lizards still alive. It is found mainly in the island of Komodo and on other small islands, Rinca, Padar, and Flores. The natives call the dragon, ora, or buaya darat (land crocodile).

The Komodo dragon has a long heavy tail, short, strong legs, and rough skin. It is covered with small dull, colored scales. It can sprint at up 18 km per hours, but only for short distances. When it opens its wide red moth, it shows row of teeth like the edge of a saw. Komodo dragons are good swimmers and may swim the long distance from one island to another. Like other lizards, they swim by undulating their tails, and their legs held against their body.

The Komodo dragon is totally carnivorous. It hunts other animals during the day. It hunts deer, wild pigs, water buffaloes, and even horses. While smaller komodos have to be content with eggs, other lizards, snakes and rodents. Komodo dragons are cannibals. The adult will prey on the young one as well as the old and sick

dragons.

Lizard digs a cave with its strong claws in the cave at night.

17. Komodo's description mention in line...(organization)

- a. 1 and 2
- b. 3 to 5
- c. 6 and 7
- d. 9 to 11
- e. 12 and 13

18. The word "carnivorous" line 12 means...(vocabulary)

- a. Komodo is dragon
- b. Komodo is cannibal
- c. Komodo eats plants
- d. Komodo eats meats
- e. Komodo eats plants and meats

19. What is mainly discussed in paragraph 3? (comprehend)

- a. Komodo's diet
- b. Komodo's description
- c. Komodo's life
- d. Komodo looks like
- e. Komodo's size

20. How fast is Komodo? (content)

- a. 10 feet
- b. 126 kg
- c. 3 meters
- d. 10 meters
- e. Not mention

E. LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

Subject : English

Class : X

Time Allocation : 2 JP

Meeting : 1

A. LEARNING OBJECTIVES

Melalui pendekatan saintifik, peserta didik diharapkan mampu memahami *text descriptive* dengan mengidentifikasi perbedaan antara deskriptif teks dengan jenis teks lain.

B. LEARNING ACTIVITIES

Opening

Main activities

- The researcher showed and explained the example of descriptive text
- The researcher asked students to identify the component and features of the descriptive text
- The researcher asked to students to identify to text by comparing to other text
- The researcher asked each group to present the group's observation results
- The researcher and the students concluded the subject together

C. Closing

- The researcher closed the class by greeting the students.

D. ASSESSMENT:

Perilaku : Observasi

Pengukuran Keterampilan : Praktek/ Hasil latihan

RENCANA PELAKSANAAN PEMBELAJARAN

Subject : English

Class : X

Time Allocation : 2 JP

Meeting : 2

A. LEARNING OBJECTIVES

Melalui pendekatan saintifik, peserta didik diharapkan mampu memahami *text descriptive* dengan mengidentifikasi struktur teks dari *text descriptive*

B. LEARNING ACTIVITIES

Opening

Main Activities

- The researcher showed the example of descriptive text completed with the generic structure.
- The researcher shared descriptive text to each group.
- The researcher explained the generic structure of descriptive text.
- The researcher asked the students to identify the part of the generic structure of the text.
- The researcher asked students to find out information about descriptive text through books or the internet.
- The researcher asked students to find information on the text based on the question given to the students.
- The researcher asked each group to present the group's work.

Closing

- The researcher and the students concluded the subject together.

C. ASSESMENT

Perilaku : Observasi
Pengukuran Keterampilan : Praktek/ Hasil latihan.

RENCANA PELAKSANAAN PEMBELAJARAN

Subject : English

Class : X

Time Allocation : 2 JP

Meeting : 3

A. LEARNING OBJECTIVES

Melalui pendekatan saintifik, peserta didik diharapkan mampu memahami *text descriptive* dengan mengidentifikasi *tenses* yang digunakan dalam membuat *text descriptive* serta cara membuat *text descriptive* menggunakan *simple present tense*.

B. LEARNING ACTIVITIES

Opening

Main Activities

- The researcher showed the example of sentences in simple present form
- The researcher explained about simple present tense and asked to students to identify the structure of simple present tense in sentence.
- The researcher shared descriptive text to each group and asked students to identify simple present tense sentences in descriptive text and underline them.
- The researcher asked students to make sentences in simple present tense.
- The researcher asked students to find information on the text based on the question given to the students.
- The researcher asked each group to present the group's work.

Closing

- The researcher and the students concluded the subject together.

C. ASSESSMENT:

Perilaku : Observasi

Pengukuran Keterampilan : Praktek/ Hasil latihan

RENCANA PELAKSANAAN PEMBELAJARAN

Subject : English

Class : X

Time Allocation : 2 JP

Meeting : 4

A. LEARNING OBJECTIVES

Melalui pendekatan saintifik, peserta didik diharapkan mampu memahami *text descriptive* dengan menjawab pertanyaan dengan jawaban yang benar

B. LEARNING ACTIVITIES

Opening

Main Activities

- The researcher showed the example of sentences in simple present interrogative form.
- The researcher showed the example of questions in descriptive text
- The researcher gave the descriptive text to every group and asked to students to make question based on the text
- The researcher asked students to answer the questions through discussion in the group.
- The researcher asked each group to present the group's work.

Closing

- The researcher and the students concluded the subject together.

C. ASSESMENT

Perilaku : Observasi

Pengukuran Keterampilan : Praktek/ Hasil latihan

RENCANA PELAKSANAAN PEMBELAJARAN

Subject : English

Class : X

Time Allocation : 2 JP

Meeting : 5

A. LEARNING OBJECTIVES

Melalui pendekatan saintifik, peserta didik diharapkan mampu memahami *text descriptive* dengan menjawab pertanyaan dengan jawaban yang benar

B. LEARNING ACTIVITIES

Opening

Main Activities

- The researcher showed the example of descriptive text.
- The researcher explained kinds of information questioned on descriptive text and gave the descriptive text to the groups.
- The researcher asked the students to read the descriptive text carefully
- The researcher asked students to answer the questions based on the text.
- The researcher asked each group to present the group's work

Closing

- The researcher and the students concluded the subject together.

C. ASSESMENT

Perilaku : Observasi

Pengukuran Keterampilan : Praktek/ Hasil latihan

RENCANA PELAKSANAAN PEMBELAJARAN

Subject : English

Class : X

Time Allocation : 2 JP

Meeting : 6

A. LEARNING OBJECTIVES

Melalui pendekatan saintifik, peserta didik diharapkan mampu memahami *text descriptive* dengan menjawab pertanyaan dengan jawaban yang benar

B. LEARNING ACTIVITIES

Opening

Main Activities

- The researcher gave the descriptive text to the students.
- The researcher asked the students to read the descriptive text carefully.
- The researcher asked students to answer the questions based on the text.
- The researcher and students discussed the correct answer of the questions.
- The researcher asked students to present what the students get from the learning.

Closing

- The researcher and the students concluded the subject together.

C. ASSESMENT

Perilaku : Observasi

Pengukuran Keterampilan : Praktek/ Hasil latihan

F. MATERIAL

The First Meeting

IJEN CRATER

Ijen crater is the biggest crater lake in Java. The sulfur crater lake lies between natural dams of deeply etched rock. It is 200 meters deep and contains about 36 million cubic meters of steaming acid water, shrouded in a smellingswirling sulfur cloud. Inside the creater, the different color and size of stones are found. Indeed the crater of Ijen is a beautiful garden of stone as well.

The principal attraction at Ijen is the large crater lake that has much sulfur, which lies between shear walls of deeply furrowed rock at more than 200 meters. The Ijen creater it self lies at approximately 2,300 meters above sea levels.It forms a twin volcano with the now extinct mount Merapi.

The temperature of Ijen crater is 19-20 derajat celcius at noon, but it drops at night. Near the creater rim,the temperature can fall to about 50 derajat celcius. The enormous crater lake, which is 200 meters deep and covers an area of more than a million square meters, contains about 36 million cubic meters of steaming, acid water. Ijen crater shows a special type of volcanic feature common to Indonesia, about 1 kilometer in diameter and 175 meters deep. The floor is covered completely by a warm like, milky blue green in colours held back by a dam in order to keep the hot, mineral laden water from raining the crop lands below.

The Second Meeting

MY FAVORITE ROOM

My favorite room in the whole world is my own bedroom in my parents' house (**Identification**). It has everything that I want in this life: a comfortable bed that faces a wide window on the east side of the room. So, when I wake up in the morning and swipe the window curtain, the light of sunrise enters the room little by little, creates the beautiful silhouette and warms the whole room. On the right corner of the room near the window, there's a study desk that was once my father's. Next to that desk, there's a white wardrobe where I put all my clothes.

In front of the wardrobe, at the other side of the room, there's a yellow bookshelf where I put half of my book collection. I choose the color yellow so it matches the color of my bedroom wall. Next to the bookshelf, I have a dressing table and next to that dressing table is where I put my guitar. It's a fifteen-year-old guitar but it still sounds great and I love it so much. (**Deskripsi**)

The Third

VERBAL SIMPLE PRESENT

- (+) **Subject + V1 + (s/es) + (Object)**
- (-) **Subject + do/does + not + V1 + Object**
- (?) **Do/Does + Subject + V1 + ??**

Traveler Girl

She is a traveler girl. Her name is Romana Maya, her friends call her in May.

She likes to go somewhere to a single destination or more. She has long brown hair. Her mother is Chinese so she has slanted black eyes as like as his mother. She has a medium nose and she has thin lips. She has oriental skin. She is pretty tall. It's about 168 cm. Her friends love her so much because she is independent, easy going person, friendly and helpfulness. She has a favorite color it's black. Right now, she is sitting and enjoying the view. She is wearing maroon headgear and a maroon scarf. She is wearing sunglasses and a watch. She is wearing a blue blouse. She is wearing black jeans. She is wearing socks and black

mountain sandal. She is bringing a black backpack. She is bringing photography stick.

SIMPLE PRESENT TENSE

- She is Travel girl
- Her name is Romana Maya, her friends call her in May
- She likes to go somewhere to a single destination or more
- She has long brown hair
- His mother is Chinese so she has slanted black eyes as like as his mother
- She has a medium nose and she has thin lips
- She has oriental skin
- She is pretty tall
- Her friends love her so much
- She is independent, easy going person, friendly and helpfulness
- She has a favorite color
- It's black

The Fourth Meeting

ORCHARD ROAD

Orchard Road is a Boulevard which become business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, orchard Road is a just suburban street lined with orchards, plantations nutmeg and paper harming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and plaza was built in 1974.

Orchard Road runs along about 2,2 km. This Road is one-way street flanked by a variety of shopping malls, hotels and restaurant. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard Road such as; by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel Junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

1. The text mainly focused on?
 - a. Singapore
 - b. Orchard Plantation
 - c. Plaza and Mall
 - d. Orchard road as a business and entertainment center**
 - e. Shopping center
2. Which statement is TRUE?
 - a. At first Orchard Road is a crowded settlement
 - b. Orchard Road become business and entertainment center since 1974
 - c. Vehicles from Dunrean Road turn to the left at intersection of the Marriott Hotel junction**
 - d. Orchard road is infamous place at Singapore
 - e. Orchard road is not surrounded by flower garden
3. In the third paragraph the writer describe about?
 - a. The location of Orchard Road
 - b. The things that we can see at Orchard road
 - c. The direction to get to Orchard road**
 - d. The history of Orchard Road
 - e. The distance of Orchard Road
4. Words "it" in line 4 refers to?
 - a. The plantation
 - b. Luxury branded things
 - c. The plaza
 - d. Singapore
 - e. Suburban street**
5. The word "satisfy" in line eighth has the closet meaning with?
 - a. Pleased**
 - b. Free
 - c. Frighteen
 - d. Threat
 - e. Loved

The Fifth Meeting

PETRUK CAVE

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the Dukuh Mandayana Candirenggo Village, Ayah District, Kebumen Regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave named petruk because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, hindu caves and petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

1. What is the text purpose?
 - a. To inform readers about tourism in Kebumen
 - b. To entertain reader about Petruk Cave
 - c. To explain the reader about floors in Petruk Cave
 - d. To introduce The Local tourism in Kebumen
 - e. To describe Petruk Cave**
2. Why did Petruk cave named as one of character in Punokawan puppet?
 - a. Because the cave is belong to Petruk
 - b. Because Petruk is the first explorer of the cave
 - c. Because Petruk is buried at the cave
 - d. Because the cave's length is as long as Petruk's nose**
 - e. Because the cave's depth is as deep as Petruk's hair
3. Which Part of Petruk cave which used for place to put foods for ancestor?
 - a. In the basic cave
 - b. In petruk cave
 - c. In Hindu cave**
 - d. In front of the cave
 - e. Inside the cave
4. What is stalactities means?
 - a. A type of formation that hangs from the ceiling of caves**
 - b. Types of formation that lay on the floor of caves
 - c. Types of food given to ancestor

- d. Someone who guide the visitor in the cave
 - e. Kind of animals in the cave
5. What is “lead” means in paragraph 2?
- a. **Guide**
 - b. Take
 - c. Bring
 - d. Put
 - e. Place

The Six Meeting

Indonesian Archipelago

The Indonesian Archipelago is the largest group of islands in the world. It extends between two continents, Asia and Australia. It also lies between two oceans the Samudera Indonesia and the Pacific Ocean.

Indonesia’s 13,667 islands stretch 5,120 kilometres from east to west and 1,770 kilometres from north to south. The five main islands are Sumatera, Java, Kalimantan, Sulawesi, and Irian Jaya.

Indonesia has a land area of 1,904,345 square kilometres. More than half of it is forested land and a part is mountainous, with 15 of the mountains are still volcanically active. One of history’s greatest volcanic eruptions, which killed thousands of people, occurred in 1883 on the island of Krakatau, which lies between Java and Sumatera.

Indonesia is one of the most populous countries in the world. Its total population is 160 million. More than 60% of the population live on the island of Java.

The Indonesian population consists of more than 300 ethnic groups which speak 500 different languages, but most of them understand the national language, Bahasa Indonesia. The Indonesian government’s campaign to popularize Bahasa Indonesia at present can be seen , through signs in public places and various which say ‘Use good Bahasa Indonesia correctly. Indonesia’s motto offices Bhinneka tunggal Ika, which means Unity in Diversity, symbolizes the unity of the people in spite of their ethnic and cultural origins.

1 . The first paragraph tells about

- a. The islands in the world

b. The location of Indonesia

- c. The continents of Asia and Australia
- d. The Samudera Indonesia and Pacific Ocean
- e. The Indonesian population

2 . Based on the text, The Indonesia Archipelago consists of islands.

a. 1.904.345

b. 13.667

c. 5.120

d. 1.770

e. 500

3. "... occurred in the 1883 on the island of Krakatau ..." (see paragraph 3) The underlined word has similar meaning with

a. Erupted

b. Was done

c. Happened

d. Took part

e. Built

4. "... It extends between two continents, ..." (paragraph 1) The word 'It' refers to

a. The largest groups of islands

b. The Indonesian Archipelago


c. The islands in the world

d. The Samudera Indonesia

e. The Indonesian government's

G. VALIDATION INSTRUMENT OF THE RESEARCH

1. LECTURER OF READING


UNIVERSITAS MUHAMMADIYAH MALANG
 (PENGUJIAN KEPRISTASIAAN ENGLISH TEACHING EXPERTISE INSTRUMEN
 DESCRIPTION TEST THE VALIDATION OF THE APPROACH FOR THE
 TENTH GRADE OF SMA AT SMAN 13 LUMAJANG)

Nama (Pegawai) : Dikawat Nugroho
 Kelembagaan : UIN Malang
 Mendaftar : Departemen Tadris
 Tanggal : 14/05/2024
 Nama (Penyaji) :

Aspek yang diuji
 1. Kemampuan memahami dan menganalisis prosedur pengajaran membaca di kelas
 2. Pengetahuan tentang teori, konsep, dan strategi membaca serta kemampuan dalam menganalisis dan menerapkan strategi membaca di kelas
 3. Kemampuan menganalisis dan menerapkan strategi membaca di kelas

Daftar

No	Kriteria	Skor Maksimum
1	Kemampuan memahami EMD	5
2	Kemampuan menganalisis dan menerapkan strategi membaca	5

Dengan ketentuan:

Skor	Kriteria
5	Sangat Baik
4	Baik
3	Cukup
2	Kurang
1	Sangat Kurang

3. Kemampuan memahami dan menerapkan strategi membaca di kelas yang telah dijabarkan
 4. Kemampuan menganalisis dan menerapkan strategi membaca di kelas

Penilaian

No	Indikator	Skor Penilaian				
		1	2	3	4	5
Aspek Potensial						
a.	Potensial Instrumen A validasi masalah membaca dan kemampuan membaca untuk meningkatkan kemampuan membaca siswa di lingkungan di kelas					
Aspek Cakupan Soal						
a.	Kemampuan memahami KIKL					
b.	Kemampuan analitis (analisis)					
c.	Kemampuan analitis yang dapat diaplikasikan					
d.	Kemampuan tingkat kesulitan soal dengan dapat kemampuan membaca siswa SMA kelas X					
e.	Kemampuan penerapan soal di lingkungan					
f.	Kemampuan dengan tingkat pembelajaran					
Aspek Bahasa						
a.	Kejelasan dan kesesuaian relevansi bahasa yang digunakan					
b.	Kejelasan bahasa yang digunakan					
c.	Kejelasan bahasa yang digunakan					

Kepala / Staf :

Kesimpulan:

1. Layak digunakan untuk penelitian tanpa revisi.
2. Layak digunakan untuk penelitian dengan revisi sesuai saran

*mohon dilingkari pada nomor sesuai dengan kesimpulan Bapak/Ibu


Palopo,

Ahli Materi,


Ricky Casah, S.Pd., M.Pd.

NIP.

2. TEACHER'S ENGLISH



SMK PALOPO

INSTRUMEN AHLI MATERI

IMPROVING STUDENTS' ENGLISH READING COMPREHENSION ON DESCRIPTIVE TEXT THROUGH SCIENTIFIC APPROACH FOR THE TENTH GRADE OF TKJ AT SMKN 13 LUWU

Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Ganjil
Materi : Descriptive Text
Evaluator : Siti Komairah . Spd
Tanggal : 19 Oktober 2021

Petunjuk Pengisian

1. Lembar evaluasi ini dimaksudkan untuk mengetahui pendapat Bapak/Ibu sebagai ahli materi pembelajaran.
2. Pendapat, kritik, komentar, dan saran akan digunakan untuk memperbaiki dan menyempurnakan program pembelajaran ini. Oleh karena itu, sudilah kiranya Bapak/Ibu mengisi instrumen ini dengan tanda (√) dan menulis pada lembaran isisan yang telah disediakan.

Contoh:

No	Indikator	Skor Penilaian				
		1	2	3	4	5
1.	Kesesuaian tes dengan KI/KD				√	
2.	Kejelasan petunjuk pengerjaan soal					√

Dengan selangkat:

Skor	Kriteria
5	Sangat Baik
4	Baik
3	Cukup
2	Kurang
1	Sangat Kurang

3. Kemungkinan besar dapat kita temukan di buku pada tingkat yang lebih rendah dan

atau sebaliknya. Repetisi masih memberikan esensi pada instruksi soal kecerdasan ini yang sangat penting.

Definisi

No	Kategori	Score	Nilai	2	3	4	5
Aspek Penalaran							
a.	Proses pemecahan masalah yang menggunakan kemampuan analisis untuk menganalisis kemampuan analisis soal dan kecerdasan.						
Aspek Kemampuan Berpikir							
a.	Kemampuan analisis kritis.						
b.	Kemampuan logis dan rasional.						
c.	Kemampuan menggunakan logika kepedagogik.						
d.	Kemampuan logis dan rasional soal dengan tingkat kemampuan analisis soal SMA kelas X.						
e.	Kemampuan prosedur analisis dengan rasional.						
f.	Kemampuan dengan kemampuan berkeadilan.						
Aspek Bahasa							
a.	Kegayaan dan keragaman referensi bahasa yang digunakan.						
b.	Kebertepatan istilah yang digunakan.						
c.	Kejelasan makna dan koherensi.						

Kemampuan Saran

Dipindai dengan CamScanner

Kesimpulan

- 1. Layak digunakan untuk penelitian tanpa revisi.
- 2. Layak digunakan untuk penelitian dengan revisi sesuai saran

*mohon dilingkari pada nomor sesuai dengan kesimpulan Bapak/Ibu

Palopo, 15 Desember 2021

Ahli Materi,



NIP. 18 5111 1990 001 001

Dipindai dengan CamScanner

H. RESULT OF PRE-TEST

Surabaya

SOAL PRETEST

Questions 1 to 4

For many years people believed that the cleverest animals after man were the chimpanzees. Now, however, there is a proof that dolphins may be even cleverer than these big apes. Although a dolphin lives in the sea, it is not a fish. It is a mammal. It is in many ways, therefore, like a human being.

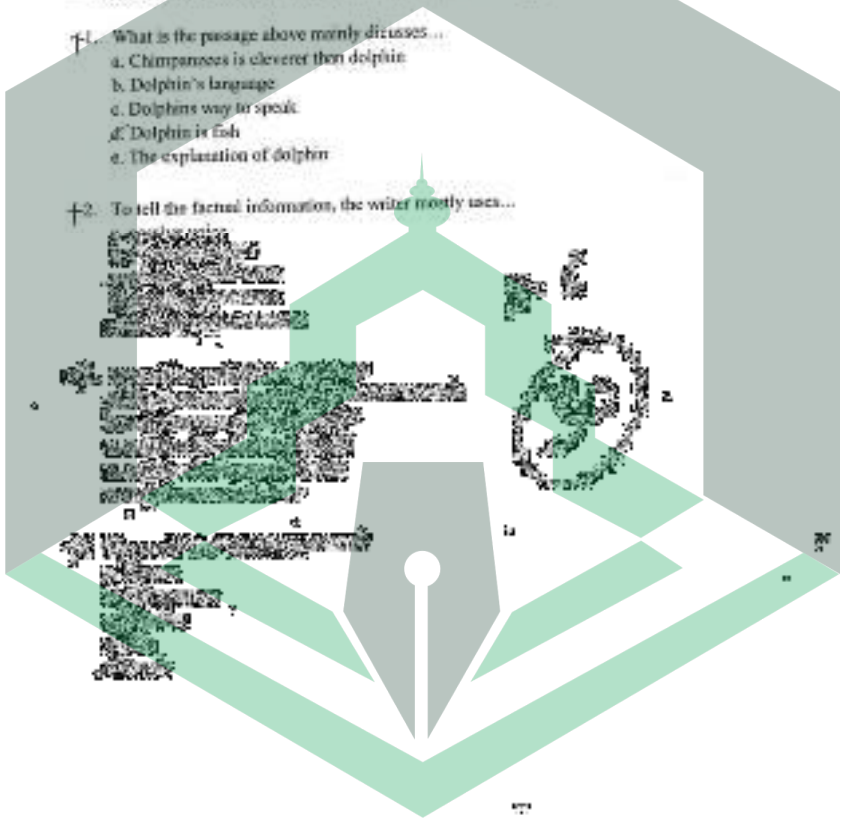
Dolphins have a simple language. They are able to talk to one another. It may be possible for man to learn how to talk to dolphins. But, this will not be easy because dolphins cannot hear the kind of sounds man can make. If man wants to talk to dolphins, therefore, he will have to make a third language which both he and the dolphins can understand.

Dolphins are also very friendly toward man. They often follow ships. There are many stories about dolphins guiding ships through difficult and dangerous waters.

1. What is the passage above mainly discusses ...

- Chimpanzees is cleverer than dolphin
- Dolphin's language
- Dolphins way to speak
- Dolphin is fish
- The explanation of dolphin

2. To tell the factual information, the writer mostly uses ...



Questions 5 to 8

Whales are sea-living mammals. They therefore breathe air but cannot survive on land. Some species are very large indeed and the blue whale, which can exceed 30 meter length, is the largest animal which lives on earth. Superficially, the whale looks rather like a fish, but there are important difference in its external structure; its tail consists of a pair of broad, flat horizontal paddles (the tail of a fish is vertical) and it has a single nostril on top of its breadth, broad head. The skin is smooth and shiny and beneath it lies a layer of fat (blubber). This is up to 30 meter in thickness and serves to conserve heat and body fluids.

5. What is the text about?
- a. sea-living mammals
 - b. the description of mammals
 - c. the difference between whales and fish
 - d. whales
 - e. how whales survive themselves
6. The length of a whale is.....
- a. is generally more than 30 meter
 - b. may be more than 30 meter
 - c. is less than 30 meter
 - d. ranges from 30 meter to more than 30 meter
 - e. is 30 meter at the most

Question 9 to 12

The platypus is a semi-aquatic mammal endemic to East to North Australia, including Tasmania. It is one of the five extreme species of mono-therms. The only mammal that lays eggs instead of giving birth to live young. The body and the broad flat tail of these animals are covered with dense brown fur, that traps a layer including ear to keep the animals warm. It uses its tail for storage of fat. It has webbed feet and the large robbery's net. These are species that are closer to those of ducks, than to these any known mammals. Weight varies considerably from 0.7 to 2.4 kg with males being larger than females. And male averages 50 cm total length while the female major approximately 45 cm. The platypus has an average temperature of 32 degrees Celsius rather than 37 degrees Celsius that is typical of the placental mammals.

9. What is the main idea of the passage?
- a. The platypus is a semi-aquatic mammal endemic to East to North Australia, including Tasmania.
 - b. The only mammal that lays eggs instead of giving birth to live young.
 - c. Species that are closer to those of ducks.
 - d. The platypus has an average temperature of 32 degree Celsius.
 - e. Traps a layer including ear to keep the animals warm.
10. Where does the platypus live?
- a. Only Tasmania
 - b. Only East to North Australia
 - c. East to North Australia including Tasmania
 - d. Except Australia
 - e. Deep sea
11. The word "it" in line 4 refers to...
- a. Animals
 - b. Body
 - c. Platypus
 - d. Tail
 - e. Australia
12. The platypus looks like in line...
- a. 1 and 2
 - b. 2 and 3
 - c. 7 and 8
 - d. 9 and 10
 - e. 3 and 4

Question 13 to 16

The polar bear is a bear native to the Arctic Ocean and its surrounding seas. An adult male weighs about four hundred to six hundred and eighty kilograms, while an adult female is about half that size. Although it is closely related to the brown bear, it has paws to occupy a narrow ecological niche with many bony characteristics adapted to for cold temperatures, for moving across the snow, ice, open water, and for hunting seals which make up most of its diets. Although most of polar bears are born on land, it spends most of its time at sea, hence its name meaning maritime bear and can hunt consistently only from sea ice. It spends much of the year on frozen sea.

13. The main idea is in line...
- a. 1
 - b. 3
 - c. 5
 - d. 6
 - e. 7
14. The word "diets" in line 6 can be replaced with...
- a. Food
 - b. Life
 - c. Polar bear
 - d. Brown bear
 - e. Hunting
15. How weight is female polar bear?
- a. Four hundred
 - b. Six hundred
 - c. Eighty kilograms
 - d. Same as male polar bear
 - e. A half of male polar bear
16. What does the paragraph mainly discusses?
- a. The place of polar bear
 - b. The food of polar bear
 - c. The polar bear way to find food
 - d. The general explanation of polar bear
 - e. The descriptive of polar bear

Questions 17 to 20

Snakes are reptiles (cold-blooded creatures). They belong to the same group as lizards (the scaled group, Squamata) but from a sub-group of their own (Serpentes). Snakes have two legs but a long time ago they had claws to help them slither along. Snakes are not slimy. They are covered in scales which are just bumps on the skin. Their skin is hard and glossy to reduce friction as the snake slithers along the ground. Snakes often sun bathe on rocks in the warm weather. This is because snakes are cold-blooded; they need the sun's warmth to heat their bodies up.

Most snakes live in the country. Some types of snakes live in trees, some live in water, but most live on the ground in deserted rabbit burrows, in thick, long grass and in old logs. A snake's diet usually consists of frogs, lizard, and mice and other snakes. The Anaconda can eat small crocodiles and even bears. Many snakes protect themselves with their fangs. Some snakes are protected by scaring their enemies away like the Cobra. The flying snakes glide away from danger. Their ribs spread apart and the skin stretches out. Its technique is just like the sugar gliders.

17. Snakes sun bathe on rocks because...
- a. Snake is reptile
 - b. Snake is cold-blooded
 - c. Reducing friction as the snake slither along the ground
 - d. Snake is same group as lizard
 - e. Snake has two legs
18. What is the best title for the passage?
- a. The life of snake
 - b. The snake looks like
 - c. The description of snake
 - d. The snake diet
 - e. The types of snake
19. The word "mice" in line 10 is closest meaning to...
- a. Chicken
 - b. Lizard
 - c. Mouse
 - d. Goat
 - e. Bear
20. The snakes protects themselves mention in line...
- a. 1 to 3
 - b. 4 to 5
 - c. 6 to 9
 - d. 8 to 9
 - e. 10 to 13

1001. WHALES

Question 1 to 4

It is interesting to note that the smallest whale after the manatee, the dwarf manatee, lives in the same area as the largest whale, the blue whale. Although a dolphin lives in the sea, it is not a whale. It is a small, sleek, friendly mammal.

Dolphins have a rapid heartbeat. They are able to live in deep waters. It may be possible for them to breathe in salt water. They are able to move forward and backward. They are able to breathe in air. They are able to breathe in water.

Dolphins are also very intelligent mammals. They are able to learn. They are able to learn to use tools. They are able to learn to use tools to get food.

- 1. What is the purpose of the reading passage?
 - a. To describe the life of a dolphin
 - b. To describe the life of a whale
 - c. To describe the life of a dolphin
 - d. To describe the life of a whale

- 2. To find out more about dolphins, the writer says that...
 - a. dolphins are very intelligent
 - b. dolphins are very friendly
 - c. dolphins are very intelligent
 - d. dolphins are very friendly

- 3. Why do dolphins have a rapid heartbeat?
 - a. To help them to breathe in salt water
 - b. To help them to breathe in air
 - c. To help them to breathe in water
 - d. To help them to breathe in air

- 4. The word 'sleek' in the text means...
 - a. thin
 - b. friendly
 - c. smart
 - d. happy

15-10
20

Question 5 to 8

Whales are sea-living mammals. They breathe through an air hole on top of their heads. Some species are very large (humpback and the blue whale, which can exceed 30 metres length, is the largest animal which lives on earth). Superficially, the whale looks rather like a fish, but there are important differences in its external structure. Its tail consists of a pair of broad, flat horizontal paddles (the tail of a fish is vertical) and it has a single nostril on top of its broad, broad head. The skin is smooth and they eat through a filter of fat (blubber). This is up to 30 centimetres thick and serves to conserve heat and body fluids.

- 5. What is the text about?
 - a. sea-living mammals
 - b. the description of mammals
 - c. the differences between whale and fish
 - d. whales
 - e. how whales survive in the water

- 6. The length of a whale is...
 - a. is normally more than 30 metres
 - b. may be more than 30 metres
 - c. is less than 30 metres
 - d. ranges from 10 metres to more than 30 metres
 - e. is 20 metres at the most

- 7. Sentence 1 is...
 - a. New idea of the paragraph
 - b. The subject description
 - c. shows the whale size
 - d. Whales' life
 - e. describes an experience

- 8. The word 'external structure' is closest meaning to...
 - a. inside body
 - b. outside body
 - c. organs
 - d. scales
 - e. Whales

Question 9 to 12

The platypus is a monogamous mammal endemic to East to South Australia, including Tasmania. It is one of the five extant species of monotremata. The only mammal that lays eggs instead of giving birth to live young. The body and the broad flat tail of these animals are covered with dense brown fur, that helps a lay including ear to keep the animals warm. It uses its bill for sticky jelly fish. It has webbed feet and the large robbery's ear. These are species that are closer to those of birds. But in these are known mammals. Weight varies considerably from 0.7 to 2.4 kg with males being larger than females. And male averages 38 cm total length while the female average approximately 42 cm. The platypus has an average temperature of 32 degrees Celsius rather than 39 degree Celsius that is typical of the placental mammals.

9. What is the main aim of the passage?
- The platypus is a semi-aquatic mammal endemic to East to North Australia, including Tasmania.
 - The only mammal that lays eggs instead of giving birth to live young.
 - Species that are closer to those of birds.
 - The platypus has an average temperature of 32 degree Celsius.
 - Tails a lay including ear to keep the animals warm.
10. Where does the platypus live?
- Only Tasmania.
 - Only East to North Australia.
 - East to North Australia including Tasmania.
 - Except Australia.
 - Deep sea.
11. The word "it" in line 4 refers to...
- Animals
 - Body
 - Platypus
 - Tail
 - Australia
12. The platypus looks like in line...
- 1 and 2
 - 2 and 3
 - 7 and 8
 - 9 and 10
 - 3 and 4

Question 13 to 16

The polar bear is a bear native to the Arctic Ocean and its surrounding seas. As a sub-species, along with the black bear and the brown bear, which are both female, about half their size. Although it is closely related to the brown bear, it has polar bear's unique evolutionary traits with some key characteristics adapted to the cold temperatures, for moving across the snow, ice, open water, and for swimming, such as white coloration of its skin. Although most of polar bears are born on land, it spends most of its life at sea, hence its name meaning "white bear" and can hunt sea lion and ringed seals. It spends most of the year on frozen sea.

13. The word "its" in line 1 refers to...
- 1
 - 3
 - 5
 - 6
 - 7
14. The word "they" in line 2 can be replaced with...
- Good
 - Life
 - Polar bear
 - Species bear
 - Standing
15. How would it female polar bear?
- Four hundred
 - Six hundred
 - Eighty kilograms
 - Seven hundred polar bear
 - A half of male polar bear
16. What does the underlined word "it" mean?
- The place of polar bear
 - The face of polar bear
 - The polar bear say to find food
 - The general explanation of polar bear
 - The description of polar bear

Questions 17 to 20

Beavers are aquatic (and terrestrial) mammals. They belong to the same group as beavers like the otter group, Sorex, but from a sub-group of their own (Castor). Beavers have one leg but a long tail that they use to help them swim along. Beavers are not alone. They are covered in water when we just think of the skin. Their skin is hard and glossy. In some places, at the water surface, along the ground, beavers often use logs or rocks to fix their bodies. This is because water can hold them. They build the dam's structure to keep them better off.

Most water live in the country. Some types of water live in water, some live in water but most live on the ground in shallow water, in thick, long grass and in old logs. A water's life cycle consists of eggs, larvae, and other stages. The development of small animals and even bears. Many water grow themselves with their legs, some are small animals and even bears. Many water grow themselves with their legs, some are small animals and even bears. Many water grow themselves with their legs, some are small animals and even bears. Many water grow themselves with their legs, some are small animals and even bears.

17. Which one is NOT an aquatic mammal?

- a. Beaver in water
- b. Beaver in old beaver
- c. Beaver in water along the ground
- d. Beaver in water grass on land
- e. Beaver has two legs

18. What is the main idea of the passage?

- a. The life of water
- b. The water body life
- c. The development of water
- d. The water life
- e. The types of water

19. The word "water" in line 10 refers to...

- a. Children
- b. Land
- c. Water
- d. Grass
- e. Skin

20. The water grows themselves in line...

- a. Line 1
- b. Line 2
- c. Line 3
- d. Line 4
- e. Line 5

Name: Devi Devi

SIGNAL PRETEXT

Questions 1 to 4

For many years people believed that the closest animals after man were the chimpanzees. Now, however, there is a proof that dolphins may be even closer than these big apes. Although a dolphin lives in the sea, it is not a fish. It is a mammal. It is in many ways, therefore, like a human being.

Dolphins have a simple language. They are able to talk to one another. It may be possible for man to learn how to talk to dolphins. But, this will not be easy because dolphins cannot hear the kind of sounds man can make. If man wants to talk to dolphins, therefore, he will have to make a kind of language which both he and the dolphins can understand.

Dolphins are also very friendly toward man. They often follow ships. There are many stories about dolphins guiding ships through difficult and dangerous waters.

1. What is the passage about mainly discussed?

- a. Chimpanzee is closer than dolphin
- b. Dolphin's language
- c. Dolphin way to speak
- d. Dolphin is fish
- e. The explanation of dolphin

2. To tell the factual information, the writer mostly uses...

- a. passive voice
- b. simple past tense
- c. present perfect tense
- d. simple present tense
- e. present continuous tense

3. Why talking to dolphins is not easy?

- a. dolphins cannot hear the kind of man's sounds
- b. dolphins cannot think as human
- c. dolphins like playing with man
- d. dolphins feel annoyed by man
- e. dolphins want to be free

4. The word "they" in line 5 refers to?

- a. Human
- b. Chimpanzee
- c. Dolphin
- d. Ship
- e. People

13-3

15

Question 8 to 11

Whales are sea-living mammals. They breathe through air but cannot survive on land. Some species are very large, such as the blue whale, which can exceed 20 meter length. In the largest animal which lives in water. Specifically, the whale looks rather like a fish, but there are important differences in its external structure: its tail consists of a pair of bones, the horizontal paddles (the tail of a fish is vertical) and it has a single nostril on top of its head, located midline. The skin is smooth and shiny and horizontal (in a layer of fat thicker). This is up to 30 cm in thickness and serves to conserve heat and body fluids.

- 8. What is the text about?
 - a. sea-living mammals
 - b. the description of mammals
 - c. the difference between whales and fish
 - d. whales
 - e. how whales survive in the water
- 9. The length of a whale is.....
 - a. is generally more than 20 meter
 - b. may be more than 20 meter
 - c. is less than 20 meter
 - d. might be 20 meter to more than 30 meter
 - e. is 20 meter or less than
- 10. The word "it" in.....
 - a. Sentence 1
 - b. Sentence 2 of the paragraph
 - c. the word "whales" in sentence 1
 - d. "Whales" in sentence 2
 - e. "it" in sentence 2

- 11. The word "external structure" is closest meaning to.....
 - a. Inside body
 - b. Outside body
 - c. Organ
 - d. Skin
 - e. Whole

Question 9 to 12

The platypus is a semi-aquatic mammal endemic to Eastern South Australia, including Tasmania. It is one of the five extant species of monotremes. The only mammal that lays eggs instead of giving birth to live young. The body and the head flat and of same animal are covered with dense brown fur, but especially including one to keep the animal warm. It typically fed the water by the bill, has webbed feet and the large oilless tail. There are species that are almost done of shells, then in the water to cover themselves. Weight varies considerably from 0.7 to 2.4 kg with males being larger than females. And most weights 35 cm long and 10 cm wide. The female major sperm ducts 45 cm. The platypus has an average temperature of 32 degrees Celsius rather than 37 degrees Celsius that is typical of the placental mammals.

- 9. What is the main idea of the passage?
 - a. The platypus is a semi-aquatic mammal endemic to Eastern South Australia including Tasmania
 - b. The only mammal that lays eggs instead of giving birth to live young
 - c. Species that are almost done of shells
 - d. The platypus has an average temperature of 32 degree Celsius
 - e. Mammals that lay eggs are called monotremes
- 10. Where does the platypus live?
 - a. Only Tasmania
 - b. Only East to North Australia
 - c. East to North Australia including Tasmania
 - d. Except Australia
 - e. Everywhere
- 11. The word "it" in line 4 refers to.....
 - a. Animal
 - b. Body
 - c. Temperature
 - d. Tail
 - e. Shell
- 12. The platypus looks like a fish.....
 - a. 1 and 2
 - b. 1 and 3
 - c. 1 and 4
 - d. 2 and 3
 - e. 2 and 4

Question 13 to 16

The polar bear is a bear native to the Arctic Ocean and its surrounding seas. An adult male weighs about four hundred and eighty kilograms, while an adult female is about half that size. Although it is closely related to the brown bear, it has genes to recognize marine ecological niches with many body characteristics adapted to the cold temperatures. For moving across the snow, ice, open water, and for hunting seals which make up most of its diet. Although most of polar bears are born on land, it spends most of its time at sea, hence its name meaning maritime bear and can haul continuously entry from sea ice. It spends much of the year in hibernation.

13. The main idea is to tell...
- 1
 - 2
 - 3
 - 4
 - 5
14. The word "hibernate" in line 1 can be replaced with...
- Feed
 - Live
 - Polar bear
 - Brown bear
 - Hibernating
15. How weight is female polar bear?
- Four hundred
 - Six hundred
 - Eighty kilograms
 - Same as male polar bear
 - Half of male polar bear
16. What does the paragraph mainly discuss?
- The place of polar bear
 - The food of polar bear
 - The polar bear way to find food
 - The general explanation of polar bear
 - The descriptive of polar bear

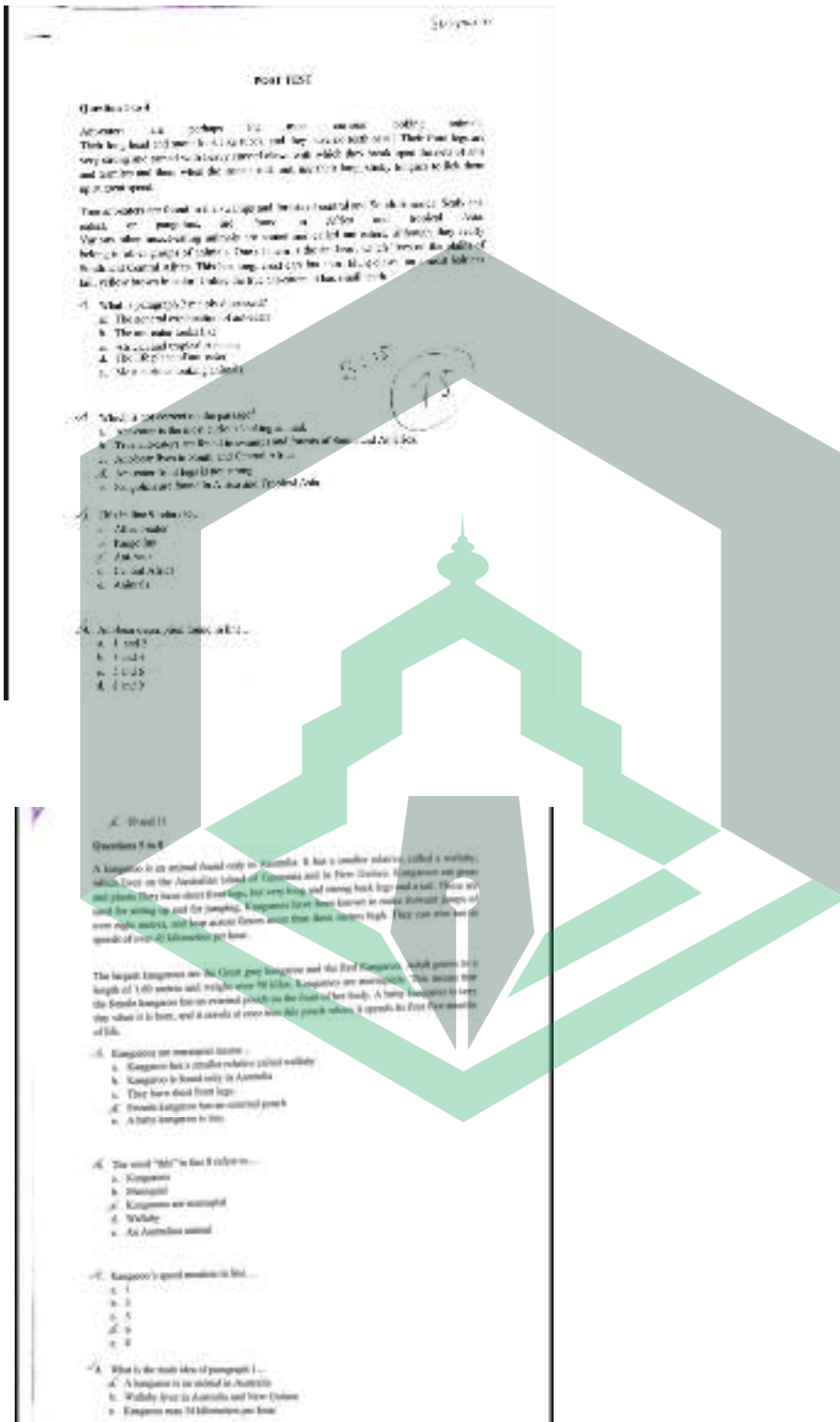
Questions 17 to 24

Snakes are snakes (reptiles) and contained. They belong to the same group as the so-called group. Apparently, but there is one group of their own (Gophers). Snakes have two legs but long time as they had done to take them along. Snakes are not a sleep. They are nervous animals which are just bumps on the side. Their skin is not just glossy to reduce friction in the snake. Moves along the ground. Snakes often can take on rocks in the open world. This is because snakes are cold-blooded, they need the sun to warm to see their food up.

Many snakes live in the desert. Some types of snakes live in trees, some live in water, but most live on the ground (in desert, rabbit burrows, in fields, large grass and in old logs). A snake's diet usually consists of frogs, birds, and mice and other snakes. The animals run, and crawl, and even swim. Many snakes eat out of snakes with their tongue. Some snakes are considered for seeing their eyes away like the Cobra. The cobra snake of this way from the eye. It is a hissing sound and the skin stretches out. It is called the cobra for its appearance.

17. Snakes can bite on rats because...
- snakes are reptile
 - snakes are cold blooded
 - because of friction in the snake's expansion from ground
 - snakes is same groups as lizard
 - snakes has two legs
18. What is the best title for the passage?
- The life of snake
 - The ways of snake life
 - The characteristics of snake
 - The snake skin
 - The types of snake
19. The word "bumps" in line 18 is closest meaning to...
- thick
 - liquid
 - blow
 - dot
 - best
20. The snakes probably have eyes positioned in line...
- in 2
 - 4 to 5
 - 6 to 9
 - 10 to 12
 - 13 to 15

I. RESULT OF POST-TEST



- d. Kangaroo jumps high twice
- e. Kangaroo has short front leg

Questions 9 to 12

An elephant is the largest and strongest animal. It is a strange-looking animal with thick legs, large sides and back, large hanging ears, a small tail, thick eyes, long white tusks and above all it has a long nose, the trunk.

The trunk is the elephant's special feature, and it has various uses. The elephant draws its water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and put them into its mouth. In fact the trunk serves the elephant in a long and hard. An elephant looks very clumsy and heavy but it can move very quickly.

The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful animal to man and it can be tamed in various ways such as very heavy loads than for general work.

- 9. Which is mainly the main idea paragraph 11?
 - a. The feature of elephant
 - b. The description of elephant
 - c. The intelligence of elephant
 - d. The various uses of elephant
 - e. Elephant having white tusks

- 10. Elephant is kind of general of feature...
 - a. It is strong
 - b. It needs to look to larger body
 - c. It can move very quickly
 - d. It can be trained or used various way
 - e. It can carry heavy loads

- 11. The word "it" in line 7 refers to...
 - a. Heavy
 - b. Elephant
 - c. Trunk
 - d. Animal
 - e. Body

- 12. How does the passage organize?
 - a. The explanation of elephant intelligence followed by its feature and description.
 - b. The elephant feature explanation is paragraph one followed by general description and intelligence.
 - c. The elephant general description followed by elephant feature is paragraph two then its intelligence in paragraph three.
 - d. The general explanation of elephant
 - e. The general explanation of elephant followed by its intelligence then its uses.

Question 13 to 16

Every single rock on the surface of the earth, whether it is granitic, a piece of solidified lava from a volcano or a boulder that has broken from a cliff or mountain slope, being broken down. This breaking down of rocks at various levels of surface is called weathering. The word is used because the weather is mainly responsible. Weathering is how solid rock into soft materials that may eventually be eroded.

Air and water are the cause of most weathering. So when they change the direction of the rocks, and sometimes they just break apart the rocks physically. If water seeps into the cracks in the rocks, for example, it may later freeze if the weather is cold enough to freeze the water. As the water turns to ice, it expands, pushing against the sides of the rock with a pressure believed to be as much as 2,100 kilograms per square centimetre. This forces the rocks away. If repeated freezing and thawing causes the fragments to break away from the original rock, there may slide down a cliff or an embankment and form steep, rows of fragments of the broken, unaltered.

- 13. What is the paragraph 1 mostly discussed?
 - a. Every rock on earth
 - b. A boulder that has broken from cliff or mountain
 - c. The weather cause the changing rock essential
 - d. Rock is solid material
 - e. Rock is mineral

- 14. What is main causing the weather according to paragraph 2?
 - a. Chemical in the rock
 - b. The temperature rise
 - c. The cracks
 - d. Air and water
 - e. Sloping mass of fragment

15. The cause of chemical change reaction is line?

- a. 1 and 2
- b. 3
- c. 6
- d. 8
- e. 11 and 12

16. The word "it" in line 8 refers to...

- a. Air
- b. Water
- c. Chemical rock
- d. Creek
- e. Temperature

Questions 17 to 20

Komodo dragon is a member of the monitor family, Varanidae. It is the world's largest living lizard. It grows to be 10 feet (3 meters) long and weigh up to 126 kg, and belong to the most ancient group of lizards still alive. It is found widely in the island of Komodo and on other small islands, Rinca, Padar, and Flores. The natives call the dragon, ora, or baya danda (and crocodile).

The Komodo dragon has a long, heavy tail, sharp, strong legs, and rough skin. It is covered with small dull, colored scales. It can sprint at up to 18 km per hour, but only for short distances. When it opens its wide red mouth, it shows rows of teeth like the edge of a saw. Komodo dragons are good swimmers and may swim the long distance from one island to another. Like other lizards, they cool by uncurling their tails, and their legs hold against their body.

The Komodo dragon is totally carnivorous. It hunts other animals during the day. It hunts deer, wild pigs, water buffaloes, and even horses. While smaller Komodos have to be content with eggs, other lizards, snakes and rodents, Komodo dragons are omnivores. The adult will prey on the young one as well as the old and sick dragons. Lizard dig a cave with its strong claws in the case of night.

17. Komodo's descriptive mentions in line...

- a. 1 and 2
- b. 3 to 5
- c. 6 and 7
- d. 9 to 11
- e. 12 and 13

18. The word "carnivorous" line 12 means...

- a. Komodo is dragon
- b. Komodo is cannibal
- c. Komodo eats plants
- d. Komodo eats insects
- e. Komodo eats plants and meats

19. What is mainly discussed in paragraph 1?

- a. Komodo's diet
- b. Komodo's description
- c. Komodo's life
- d. Komodo looks like
- e. Komodo's size

20. How fast is Komodo?

- a. 10 feet
- b. 126 kg
- c. 3 meters
- d. 18 km per hour
- e. Not mention

POST TEST

Question 1 to 4

Ant-eaters are perhaps the most curious-looking animals. Their long head and snout look like tubes, and they have no teeth at all. Their front legs are very strong and armed with heavy curved claws with which they break open the nests of ants and termites and buzz, when the insects rush out, use their long, sticky tongues to lick them up at great speed.

True ant-eaters are found in the swamps and forests of central and South America. Skink anteaters, or pangolins, are found in Africa and tropical Asia. Various other insect-eating animals are sometimes called ant-eaters, although they really belong to other groups of animals. One of them is the arm-bear, which lives on the plains of South and Central Africa. This has long, stout ears but short stout claws, an almost hairless tail, yellow bones in color. Unlike the true ant-eaters, it has small teeth.

- 1. What is paragraph 1 mainly discussing?
 - a. The general explanation of ant-eater
 - b. The ant-eater looks like
 - c. African and tropical Ant-eat
 - d. The life style of ant-eater
 - e. Most curious looking animals
- 2. Which is not correct in the paragraph?
 - a. Ant-eater is the most curious-looking animal.
 - b. True ant-eaters are found in swamps and forests of South and America.
 - c. Ant-bear lives in South and Central Africa
 - d. Ant-eater has long legs is not strong
 - e. Pangolins are found in Africa and Tropical Asia
- 3. This is line 7 refers to...
 - a. All ant-eater
 - b. Pangolin
 - c. Ant-bear
 - d. Central Africa
 - e. Animals
- 4. Ant-bear description found in line...
 - a. 1 and 2
 - b. 3 and 4
 - c. 2 and 4
 - d. 3 and 5
 - e. 2 and 5

B-15
15

Question 5 to 8

A kangaroo is an animal found only in Australia. It has a very different body structure, which is very strong. Kangaroos live in Australia and New Guinea. Kangaroos are grass-eating animals. They have very long tail and strong back legs and a tail. These are used for standing up and for jumping. Kangaroos use their long tail to make forward jumps of several meters and for backward jumps of one or two meters. They are also called quolls or wallabies.

The most kangaroos in the world live in Australia. The kangaroo is a grass-eating animal. It has a very long tail and strong back legs and a tail. These are used for standing up and for jumping. Kangaroos use their long tail to make forward jumps of several meters and for backward jumps of one or two meters. They are also called quolls or wallabies.

- 5. Kangaroos are animals found in...
 - a. Australia and New Guinea
 - b. Australia and New Zealand
 - c. They live also in New Zealand
 - d. Only in Australia and New Zealand
 - e. A whole kangaroo life
- 6. The kangaroo is...
 - a. Grass-eater
 - b. Meat-eater
 - c. Insect-eater and fruit-eater
 - d. Wallaby
 - e. An animal in Australia
- 7. Kangaroo's body structure is...
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 4
- 8. What is the main idea of paragraph 1?
 - a. A kangaroo is an animal in Australia
 - b. Kangaroo lives in Australia and New Guinea
 - c. Kangaroo is a grass-eating animal

- c. Kangaroo jumps high in air.
- d. Kangaroo has short front legs.

Questions 9 to 12

An elephant is the largest land animal on earth. It is a strong-looking animal with its thick legs, large sides and trunk. Large hanging ears, a small tail, little eyes, long white tusks and those all have long skin, the trunk.

The trunk is the elephant's greatest feature and it has various uses. The elephant draws up water by the trunk and also squirts it all over its body like a shower bath. It uses also its trunk and its tusks to dig for roots. In fact the trunk serves the elephant in a wide variety of ways. Its trunk and tusks are very strong and heavy and yet it can move very quickly.

The elephant is a very intelligent animal. Its intelligence is combined with its great strength makes it a very useful animal. It can be trained to work in various ways such as carrying heavy loads, using fire, general over work.

10. Who is mainly discussed in the passage?
- a. The Elephant's trunk
 - b. The description of Elephant
 - c. The intelligence of elephant
 - d. The various uses of elephant
 - e. Elephant's long white trunk

11. Elephant's intelligence makes it...
- a. Its strength
 - b. Hence it is used to carry loads
 - c. It can carry heavy loads
 - d. It can be trained to serve various uses
 - e. It can carry heavy loads

12. The word "It" in line 11 refers to...
- a. Trunk
 - b. Elephant
 - c. Tusks
 - d. Water
 - e. Body

13. How does the passage organize?
- a. The explanation of elephant's intelligence followed by its various uses and purpose.
 - b. The elephant's trunk explanation is paragraph one followed by general description and intelligence.
 - c. The elephant's general description followed by elephant's various paragraphs two then its intelligence in paragraph three.
 - d. The general explanation of elephant
 - e. The general explanation of elephant followed by its intelligence then its uses.

Questions 13 to 16

Every single rock on the surface of the Earth whether it is granite, a piece of field rock, lava from a volcano or a beacher that has broken from a cliff or remains is slowly being broken down. This breaking down of rocks is called weathering. Weathering is called weathering because the weather is usually responsible. Weathering is the breaking down of rocks into smaller particles that may eventually be washed.

Air and water are the cause of most weathering. Sometimes they change the three sides of the rocks and sometimes they just break apart the rock particles. If water seeps into the cracks in the rocks, for example, it may later freeze if the temperature falls below a degree Celsius. As the water turns to ice, it expands, pushing against the sides of the rock with a pressure believed to be as much as 2,100 kilograms per square centimetre. This forces the cracks open. Repeated cooling and thawing causes the fragments to break away from the original rock, these may slide down a hill or be washed into the sea by a stream of fragments the broken, called silt.

13. What is the paragraph mainly discussed?
- a. Every rock on earth
 - b. A rock that has broken from cliff or mountain
 - c. The weather causes the changing rock material
 - d. Rock is solid material
 - e. Rock is soft material

14. What is most causing the weather according to paragraph 2?
- a. Current in the rock
 - b. The temperature fall
 - c. The cracks
 - d. Air and water
 - e. Slipping mass of fragments

15. The cause of chemical changing mention in line?

- a. 1 and 2
- b. 3
- c. 6
- d. 8
- e. 11 and 12

16. The word "it" in line 8 refers to...

- a. Air
- b. Water
- c. Chemical rock
- d. Crack
- e. temperature

Questions 17 to 20

Komodo dragon is a member of the monitor family, Varanidae. It is the world's largest living lizard. It grows to be 10 feet (3 meters) long and weighs up to 126 kg and belong to the most ancient group of lizards still alive. It is found mainly in the island of Komodo and on other small islands, Flores, Padar, and Flores. The natives call the dragon, ora, or baaya darat (land crocodile).

The Komodo dragon has a long heavy tail, short, strong legs, and rough skin. It is covered with small dull, colored scales. It can sprint at up to 18 km per hours, but only for short distances. When it opens its wide red mouth, it shows row of teeth like the edge of a saw. Komodo dragons are good swimmers and may swim the long distance from one island to another. Like other lizards, they swim by undulating their tails, and their legs held against their body.

The Komodo dragon is totally carnivorous. It hunts other animals during the day. It hunts deer, wild pigs, water buffaloes, and even horses. While smaller komodos have to be content with eggs, other lizards, snakes and rodents. Komodo dragons are cannibals. The adult will prey on the young one as well as the old and sick dragons. Lizard dig a cave with its strong claws in the cave at night.

17. Komodo's description mention in line...

- a. 1 and 2
- b. 3 to 5
- c. 6 and 7
- d. 9 to 13
- e. 12 and 13

18. The word "carnivorous" line 12 means...

- a. Komodo is dragon
- b. Komodo is cannibal
- c. Komodo eats plants
- d. Komodo eats meats
- e. Komodo eat plants and meats

19. What is mainly discussed in paragraph 2?

- a. Komodo's diet
- b. Komodo's description
- c. Komodo's life
- d. Komodo looks like
- e. Komodo's size

20. How fast is Komodo?

- a. 10 feet
- b. 126 kg
- c. 3 meters
- d. 18 km per hour
- e. Not mention

WORD TEST

Questions 1 to 4

Antelope are groups of four to six antelope looking animals. They live in the savanna of Africa and they live in herds. They live in a very large natural park known as the Serengeti Park which they look after themselves and do not have any human staff and are protected by Rangers to help them to stay safe.

The savanna are flat in the savanna and there are many trees and bushes. There are many types of antelope, but the most common are the zebra and the wildebeest. The zebra is a group of animals that live in the savanna, which live on the plain of South and East Africa. They live in a herd and they look after themselves and do not have any human staff and are protected by Rangers to help them to stay safe.

- 1. What is the capital of Kenya?
 - a. The government of Kenya
 - b. The name of the city
 - c. Africa and Kenya
 - d. The name of the country
 - e. The name of the city

- 2. Which is not correct in the passage?
 - a. Antelope live in the savanna of Kenya
 - b. There are many types of antelope in the savanna
 - c. Antelope live in the savanna of Kenya
 - d. Antelope live in the savanna of Kenya
 - e. They live in the savanna of Kenya

- 3. The word 'herd' means...
 - a. A group of animals
 - b. People
 - c. Antelope
 - d. A group of people
 - e. Antelope

- 4. Antelope live in the savanna of...
 - a. East Africa
 - b. East Africa
 - c. East Africa
 - d. East Africa

Question 5

A kangaroo is a animal found only in Australia. It has a smaller relative called a wallaby, which lives on the southern island of Tasmania and in New Guinea. Kangaroos are grass eat plants. They have short front legs, but very long and strong back legs and a long tail. They are used for riding and for jumping. Kangaroos have been known to make forward jumps of over eight metres, and leap across fences more than three metres high. They can also run at speeds of over 40 kilometres per hour.

The largest kangaroos are the Great grey kangaroo and the Red Kangaroo, which grows to a length of 1.8 metres and weighs over 50 kilograms. Kangaroos are marsupials. This means that the female kangaroo has a pouch in the front of her body. A baby kangaroo is very tiny when it is born, and it crawls into the pouch where it will be fed for months after.

- 5. Kangaroos are marsupial animals...
 - a. Kangaroos live in the southern part of Australia
 - b. Kangaroos live only in Australia
 - c. They have short front legs
 - d. Female kangaroos have a pouch
 - e. A baby kangaroo is tiny

- 6. The word 'pouch' in the text means...
 - a. Kangaroo
 - b. Marsupial
 - c. Kangaroo or marsupial
 - d. Wallaby
 - e. An Australian animal

- 7. Kangaroo's speed is...
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5

- 8. What is the main idea of paragraph 1...
 - a. A kangaroo is a animal in Australia
 - b. Wallaby live in Australia and New Guinea
 - c. Kangaroos can jump over 8 metres



- b. Kangaroo jumps eight meters
- c. Kangaroo has short front legs

Questions 9 to 13

An elephant is the largest and strongest animals. It is a strange looking animal with its thick legs, huge sides and back, large hanging ears, a small tail, little eyes, long white tusks and above all it has a long nose, the trunk.

The trunk is the elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and push them into its mouth. In fact the trunk serves the elephant as a long arm and hand. An elephant looks very clumsy and heavy and yet it can move very quickly.

The elephant is a very intelligent animal, its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

9. What is mainly discussed in paragraph 1?

- a. The history of elephant
- b. The description of elephant
- c. The intelligence of elephant
- d. The various uses of elephant
- e. Elephant has long white tusks

10. Elephant is intelligent animal because ...

- a. It is strange
- b. It uses its trunk to shower bath
- c. It can move very quickly
- d. It can be trained to serve various way
- e. It can carry heavy loads

11. The word "it" in line 7 refers to ...

- a. Heavy
- b. Elephant
- c. Trunk
- d. Animal
- e. Body

12. The idea for passage is about

- a. The explanation of elephant's legs of its nose, eye, ears and its trunk.
- b. The elephant's uses of trunk in paragraph one of used by general knowledge
- c. The elephant's uses of trunk in paragraph one of used by general knowledge
- d. The general explanation of elephant
- e. The general explanation of elephant is used by related general knowledge

Questions 14 to 16

Every single rock on the surface of the Earth is the result of a process. A mass of molten lava flows from a volcano or a bubble has been blown from a hot magma, or a solid being broken down. This breaking down is called erosion and the Earth's surface is a record of it. The top of a mountain is the result of erosion. The rocks on the mountain are the result of erosion.

As a result of erosion, the rocks on the mountain are broken down into smaller and smaller pieces. The rocks on the mountain are broken down into smaller and smaller pieces. The rocks on the mountain are broken down into smaller and smaller pieces. The rocks on the mountain are broken down into smaller and smaller pieces.

13. What is the paragraph 1 mainly about?

- a. Every rock is made
- b. A bubble of hot lava has been blown from a volcano
- c. The surface of the Earth is made of rocks
- d. Rock is a solid material
- e. Rock is a solid material

14. What is the main idea of the text according to paragraph 1?

- a. The surface of the rock
- b. The mountains
- c. The rocks
- d. Solid material
- e. No solid material

17. The cause of chemical change reaction is like?

- a. 1 and 2
- b. 3
- c. 5
- d. 8
- e. 11 and 12

18. The word "it" in line 6 refers to...

- a. Air
- b. Water
- c. Chemical make
- d. Crack
- e. compression

Questions 17 to 20

Komodo dragon is a member of the monitor family, Varanidae. It is the world's largest living lizard. It grows to be 10 feet (3 meters) long and weighs up to 126 kg and belong to the largest ancient group of lizards still alive. It is found mainly in the island of Komodo and an other small islands, Rinca, Flores, and Flores. The environment for dragons, like an forest, forest (hard wood) etc.

The Komodo dragon has a long, heavy tail, short, strong legs, and rough skin. It is covered with small, dark, scaly scales. It can run at up to 18 km per hour, but may be short distances. When it opens its white red mouth, it shows one of teeth for the edge of 3 cm. Komodo dragons are good swimmers and can swim the long distance from one island to another. Like other lizards, they swim by tuckling their tails, and their legs hold against their body.

The Komodo dragon is mainly carnivorous. It hunts other animals during the day. It hunts deer, wild pigs, water buffaloes, and even horses. While hunting, Komodo likes to be cautious with eyes, other lizards, snakes and rodents. Komodo dragons are cannibals. The adult will prey on the young one as well as the old and sick dragons. Lion also prey with its strong claws in the forest night.

17. Komodo's description can find in line...

- a. 1 to 12
- b. 2 to 5
- c. 6 and 7
- d. 9 to 11
- e. 12 and 13

18. The word "carnivorous" line 12 means...

- a. Komodo is dragon
- b. Komodo is cannibal
- c. Komodo eats plants
- d. Komodo eats meats
- e. Komodo eats plants and meats

19. What is mainly discussed in paragraph 3?

- a. Komodo's diet
- b. Komodo's description
- c. Komodo's life
- d. Komodo looks like
- e. Komodo's size

20. How fast is Komodo?

- a. 10 feet
- b. 126 kg
- c. 3 meters
- d. 18 km per hour
- e. Not mention

J. STUDENTS' SCORE

The Score of Students Pretest

Respondent	Main Idea	Organization	Specific Information	Vocabulary	Correct Answer	Score
R1	1	0	3	1	5	25
R2	2	1	2	1	6	30
R3	2	1	2	0	5	25
R4	0	2	1	1	4	20
R5	1	1	1	1	4	20
R6	2	1	0	0	3	15
R7	0	0	0	2	2	10
R8	1	1	1	1	4	20
R9	2	0	0	1	3	15
R10	3	1	3	1	8	40
R11	1	1	2	1	5	25
R12	2	2	3	1	8	40
R13	1	2	2	1	6	30
R14	2	3	2	0	7	35
R15	2	0	3	2	7	35

The Score of Students Post-Test

Respondent	Main Idea	Organization	Specific Information	Vocabulary	Correct Answer	Score
R1	4	3	2	2	11	55
R2	4	4	2	5	15	75
R3	3	5	2	5	15	75
R4	2	3	2	4	11	55
R5	4	4	2	2	12	60
R6	5	5	2	4	16	80
R7	4	4	3	3	14	70
R8	5	5	4	5	19	95
R9	4	4	3	1	12	60
R10	4	3	4	4	15	75
R11	4	3	2	3	12	60
R12	3	3	3	4	13	65
R13	3	4	4	4	15	75
R14	3	4	4	2	13	65
R15	3	4	4	4	15	75

The Students Pre-test Mean Score

Descriptive Statistics

	N	Minimum	Maximum	mean	Std.deviation
PRETEST	15	10.00	40.00	25.6667	9.23245
Valid N (listwise)	15				

The Mean Score of Students Post-Test

Descriptive Statistics

	N	Minimum	Maximum	mean	Std. Deviation
POSTTEST	15	55.00	95.00	69.3333	10.83425
Valid N (listwise)	15				

The Mean Score and Standard Deviation of Pretest and Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	15	10.00	40.00	25.6667	9.23245
POSTTEST	15	55.00	95.00	69.3333	10.83425
Valid N (listwise)	15				

Pretest and Post Test of Paired Sample Statistic

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRETEST	25.6667	15	9.23245	2.38381
POSTTEST	69.3333	15	10.83425	2.79739

Pretest and Post Test of Paired Sample Correlation

Paired Samples Correlations

	N	correlation	Sig.
Pair 1 PRETEST & POSTTEST	15	.040	.886

Paired Samples Test

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	PRETEST - ssPOSTTEST	-43.6667	13.94718	3.60115	-51.39036	-35.94298	-12.126	14	.000



K. DOCUMENTATION

Pre-Test



Teaching With Used Scientific Approach



Post-test



L. TURNITIN



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SURAT KETERANGAN

No.1037/In.19/FTIK/PBI/PP.00.9/03/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Amalia Luxtasiana
NIM : 16 0202 0091
Semester : XII (dua belas)
Program Studi : Pendidikan Bahasa Inggris
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 18 %. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 04 Februari 2022

Mengetahui,
Ketua Prodi,



Amalia Yahya, S.E., M.Hum.
NIP 197710132005012006

Admin Turnitin PBI,

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

M. GRAMMARLY



BIOGRAPHY



Amalia Luxtasiana, was born in Suli on October 21st 1998, second child of three children. The fruit of a love couple from my father's "Sofyan" and mother "Mispa". The authors first received their education at age 7 in elementary school (SD) SDN 14 Tangkalasi in 2004 and completed in 2010. The same year the author continued his education to the first high school (Junior High) at SMPN 1 Suli and seelist in 2013. In the same year, the author went straight to high school, which is exactly SMK Mitra Utama Suli, the writer majored in science and finished in 2016. In 2016 a writer registered to one of the nation's colleges in palopo, the school of tarbiyah and teacherst at the institute of islamic religion (IAIN) Palopo.

Thanks to god's direction and help, effort, and prayer, the motivation of both parents to carry out academic activities in other palopo, alhamdulillah the author was able to complete the final task of thesis under the title "Improving Students' Reading Skill On Descriptive Text Through Scientific Approach For The Tenth Grade Of TKJ at SMK Negeri 13 Luwu".