

REFERENCES

- Abdullah, G. R. (2014) *Perbandingan Pengaruh Pemukul dan Bola Modifikasi dengan Pemukul Bola Standar Terhadap Hasil Belajar dalam Permainan Softball*.
- Arikunto. *Prosedure penelitian; suatu pendekatan praktik*. (Jakarta: Pt. Rineka Cipte, 2010)
- Asih, T. S. "IMPROVING STUDENTS' ACHIEVEMENT ON WRITING DESCRIPTIVE TEXT THROUGH THINK PAIR SHARE. "International Journal of Language Learning and Applied Linguistics World (IJLLALW) 3. 3 (2013)
- Brown, Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy*, London: Eddison Wesley Longman, Inc, 2001.
- Creswell, J. W. *Educational research: planning conducting and evaluating quantitative and qualitative research 4th* (Boston: Pearson Education, 2012)
- Dirgeyasa I Wy. *College Academic Writing: A Genre-Based Perspective*. (Jakarta: KENCANA, 2016)
- Eka, M. P. (2013) *Improving Reading Comprehension through Summarizing Activities to the Grades Students of SMP Muhammdiyah 8 Yogyakarta*. Yogyakarta
- Grenall, S and Michael, S, *effective reading: reading skill for advances students*, (Cambridge University Press, 2014)
- Handali, J. (2018). *Implementasi Everycircuit sebagai Media Pembelajaran Berbasis Android pada Mata Pelajaran Dasar Listrik dan Elektronika di SMKN 1 Katapang*. Bandung
- Husna, Lailatul., Zainil., and Yenni Rozimela. "AN ANALYSIS OF STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT AT GRADE XI IPA 1 OF MAN 2 PADANG. "Journal English Language Teaching (ELT) 1. 2 (2013)
- Hutapea, N. "The effect of Using Summarization Technique on Students' Reading Comprehension of Recount Text." *Jurnal Liner (Language Intelligence and Educational Reserach)* 2620-5599

Linse, C. T. *Practical English Language Teaching: Young Learners*. (New York: McGraw-Hill ESL/ELT, 2005)

Mafula, S & Purnawati, M. *STRATEGI SUMMARIZING DALAM MENINGKATKAN PEMAHAMAN BACAAN PADA KELAS EXTENSIVE READING*. Jurnal Ilmiah Bahasa dan Sastra Vol 7 No.1 (2020)

Muryati. (2018) *The Effect of Using Summarizing Strategy of Intermediate EFL Learners in Reading Comprehension*. Salatiga.

Nurhaliza, R. (2023) *AN ANALYSIS OF STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT AT SMP MA'ARIF 03 LABUHAN MARINGGAI*. Lampung

Richards Jack C.and Richards Schmidt. *Longman Dictionary of Language Teaching and Applied Linguistic*. (New York: Pearson Education, 2010).

Riska, S. F. (2024) *The Use of Summarizing Technique in Teaching Reading Comprehension at 7th Grade Of Smp Al – Irsyad Al – Islamiyah Purwokerto*. Purwokerto

Rizal, S. “*Developing ESP Reading Comprehension Instructional materials Through Schema Theory Approach at PAI Study Program of Terbia Faculty of IAIN Bengkulu*”. UAD TEFL International Conference (2017)

Rizal, S. *Developing a Model of Islamic Educational Studies Based Reading Comprehension Instructional Materials Through Schema Theory Approach for Trbiyah Students of IAIN Bengkulu*. ISBN. Vol. 3(7). 2014

Rohmatillah. “*Readability Level of Reading Texts in the English Textbook Entitled English Alive for Senior High School Grade X*”. (Yudhistira)

Scanlon, Donna M, Scanlon., Kimberly L, Anderson, and Joan M, Sweeney. *Early Intervention for Reading Difficulties*. (New York: The Guilford Press, 2010)

Sinambela E, Sondang Manik & Rotua Elfrida Pangaribuan. Improving Students' Reading Comprehension Achievement by Using K-W-L Strategy. (Medan North Sumatera, Sciedupress) Vol. 4. 2015, p. 14

Sonia, Ayu. "*Students' Reading Techniques Difficulties in Recount Text*". Journal of English and Education 2016, 4(2), 1-12

Uzer Yuspar. (2013). *Teaching Reading Comprehension by using Summarizing Strategy to the Eleventh Grade of the SMA 1 Palembang*.

Westwood, P. *Reading and Learning Difficulties*. Australia: The Australian Council, 2001

Wormeli, R. *Summarization in Any Subjects: 50 Techniques to Improve Students Learning* , (Alexandria, V A: Association of Supervision and Curriculum Development , 2005)

A

P

P

E

N

D

I

X

S

This text is for question number 1 to 8

Borobudur Temple

The Borobudur temple is one of the historical remains in Sriwijaya era. Its king was Samaratungga. King Samaratungga was descendant from king Sailendra embraced Budha. It was built in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

The temples of Budha located in Magelang among others are Mendut, Pawon, and Borobudur. This Borobudur is the biggest and the most magnificent among all the temples. Several descendants like: Dieng, Gebang, Sambisari, and Prambanan. Generally the temples in Indonesia were the tomb of the king families, but the temples were built by the king embraced Buddhism used for the worship. The attractive power of temples is not only the beauty, but also ornaments decorated on them, a lot of the relief on the walls including the statues. The statues were made of rock and bronze.

Nowadays most of the bronze statues were lost. We can find the relief although some of the parts got damage. Thus the government has rehabilitated them to preserve the temples, the attraction and their beauty. The temples have become the income resources out of the oil and gas, because many foreign and domestic tourists visit them.

1. When was Borobudur temple built?
 - a. In the Samaratungga dynasty
 - b. In the Sailendra dynasty
 - c. In the Sriwijaya era
 - d. In the ninety century
2. Where is the location of Borobudur temple?
 - a. In Yogyakarta, Central Java
 - b. In Semarang, Central Java
 - c. In Malang, West Java
 - d. In Magelang, Central Java
3. Other temples of Budha located in Magelang, except
 - a. Mendut temple
 - b. Pawon temple
 - c. Borobudur Temple
 - d. GunungKawi Temple
4. Which of the objective of temples is not true according to the text?
 - a. For symbol of the Magelang city

- b. For Buddhism to worship
 - c. For tourism place
 - d. For tomb the kings' families
5. Thus the government has rehabilitated them to preserve the temples(line 13)
- The word _ "them" refers to
- a. Temples
 - b. Relief
 - c. Statues
 - d. Damage
6. What is main idea from the text?
- a. The weather in Magelang
 - b. The history of Borobudur temple
 - c. The description about Borobudur temple 107
 - d. he location of Borobudur Temple
7. What is the purpose of the text?
- a. To persuade readers to go to Borobudur Temple
 - b. To describe about Borobudur Temple
 - c. To explain how to build temple
 - d. To inform the way Buddhism worship
8. These are descriptions part about Borobudur temple, except ...
- a. The Borobudur temple is one of the historical remains in Sriwijaya era.
 - b. This Borobudur is the biggest and the most magnificent among all the temples.
 - c. The statues were made of rock and bronze.
 - d. Borobudur is located in Magelang, Central Java, Indonesia

This text is for question number 9 to 14

My Uncle Joko

My Uncle Joko is my mother's elder brother. He is my favorite among my mother's brothers. He is a very interesting man. He lives quite near us with my Aunt Siska and my cousins Dian and Rendy. I often go to his house.

He is about 45 with grey hair. He is still quite good-looking. He is tall and well-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work.

Uncle Joko is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines. At present, he is in the United States. He is visiting the firm's customers there.

He is very fond of the sea. He has a boat at the seaside. He goes there every weekend in summer to sail it. I sometimes stay with my cousins at their house on the coast. When Uncle Joko is at home he usually takes us out in the boat.

9. Where is Uncle Joko live?
- a. He lives far away with his wife and his children
 - b. He lives in my house
 - c. He lives quite near with the writer's family
 - d. He lives with his aunt and his cousin

10. He takes them off when he doesn't work. (line 5)

The underline word refers to ...

- a. Eyes
 - b. Glasses
 - c. Sighed
 - d. Strong face
11. What is the purpose of the text?
- a. To persuade reader to be textile engineer
 - b. To explain how to sail by boat
 - c. To describe uncle Joko
 - d. To inform uncle Joko's hobby

12. Who is Siska?

- a. She is my cousin
- b. She is my mother
- c. She is my mother's elder brother
- d. She is my uncle's wife

13. What is he doing in United States?

- a. He is going to the sea
- b. He is traveling 109
- c. He is visiting his customers
- d. He is solving problem of machines

14. He goes there every weekend in summer to sail it. (line 11)

The word it refers to ...

- a. Boat
- b. Seaside
- c. Coast
- d. Fish

The text below is for question number 15 – 20

MONAS

The National Monument (or Monumen National) is a 132 tower in the centre of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The Monument consist of a 117, 7 m obelisk on a 45 m square platform at a height of 17m.

The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian Agricultural tradition.

The construction began in 1961 under the direction of President of Sukarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is open daily from 8.00 – 15.00 everyday throughout the week, except for the last Monday of the month the monument is closed.

15. It symbolizes the fight...(paragraph 1)

The underlined word refers to....

- a. The opening day
- b. The construction
- c. The monument
- d. The gold oil

16. What does Monument mean?

- a. Historical Place of the Country
- b. Playing Area
- c. The place for having Fun
- d. The construction that has not been done

17. Museum is open daily from 8.00 – 15.00 everyday. What is the word similar to?

- a. Close
- b. Build
- c. Placed
- d. Available

18. When was MONAS opened for public?

- a. Every day 24 hours

- b. The monument was opened to the public in 1975
- c. The National Monument was not for Public
- d. The last Monday of the month

19. What is the main idea of paragraph one?

- a. The obelisk itself is a clad with Italian marble.
- b. The monument consists of a 117, 7 m obelisk.
- c. The National Monument is a 132 meter tower.
- d. It symbolized the fight for Indonesia's independence.

20. What can you Infer from the text?

- a. Monas is located in Malaysia
- b. It was directed by Our First President Mr. Soekarno
- c. The construction began in 1965
- d. It will never be opened for Public



PEMERINTAH PROVINSI BENGKULU
SMA NEGERI 10 SELUMA

Desa Padang Kues, Kecamatan Sukaraja, Kabupaten Seluma, 30577
Pos-el: sma10seluma@gmail.com



SURAT KETERANGAN IZIN PENELITIAN
NOMOR : B.400.3.8/10/SMAN10S/2025

Yang bertanda tangan dibawah ini :

Nama : Minur Agustina, S.E., M.Pd
Nip : 197008122005022003
Pangkat/Gol : Pembina Tingkat 1 / IV/b Jabatan
Kepala SMA Negeri 10 Seluma

Berdasarkan Surat dari Universitas Muhammadiyah Bengkulu, Nomor
364/SUDF.01/11.3.AU/C/2025, Tanggal 25 APRIL 2025 Prehal izin penelitian, maka dengan ini
menerangkan :

Nama : Ayu Nenglas
NIM : 238820306P
Prodi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : The Effect of Using Summarization Techinique Toward Students
Reading Comprehension (A Quasi-Experimental at XI Grade Student
of SMAN 10 Seluma in the Academic Year 2024/2025.

Objek Penelitian : Siswa Kelas XI
Waktu Penelitian : 05 Mei 2025 s/d 05 Juni 2025

Bahwa yang bersangkutan diberikan izin untuk melakukan penelitian pada judul tersebut diatas di
SMA Negeri 10 Seluma dengan catatan sebagai berikut:

1. Selama Penelitian tidak mengganggu proses belajar mengajar.
2. Melampirkan 1 (satu) eksemplar hasil penelitian tersebut sebagai bahan pembinaan.
3. Harus menaati semua ketentuan dan perundang-undangan yang berlaku.
4. Surat keterangan izin penelitian ini akan dicabut apabila ternyata pemegang surat keterangan izin penelitian ini tidak menaati/mangindahkan ketentuan-ketentuan seperti tersebut diatas.

Demikian Surat Keterangan diperbuat untuk dapat dipergunakan seperlunya.

Padang kues, 5 Mei 2025
Kepala SMA Negeri 10 Seluma,



Minur Agustina, S.E., M.Pd,
Pembina Tk. 1 (IV/b)
NIP 197008122005022003



PEMERINTAH PROVINSI BENGKULU
SMA NEGERI 10 SELUMA

Desa Padang Kuas, Kecamatan Sukaraja, Kabupaten Seluma, 38577
Pos-el: sma10seluma@gmail.com



SURAT KETERANGAN
Nomor : B.400.3.8/50/SMAN10S/2025

Berdasarkan Surat dari Universitas Muhammadiyah Bengkulu, Nomor 364/SI/DF.01/11.3/AU/C/2025, Tanggal 25 April 2025, Perihal : Izin Mengadakan Penelitian, maka Kepala SMA Negeri 10 Seluma dengan ini menerangkan nama mahasiswa di bawah ini :

Nama : Ayu Nengfias
NIM : 238820306P
Prodi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Benar telah mengadakan penelitian di SMA Negeri 10 Seluma pada tanggal 05 Mei 2025 s/d 05 Juni 2025 guna melengkapi data pada penyusunan Skripsi yang berjudul : " THE EFFECT OF USING SUMMARIZATION TECHINQUE TOWARD STUDENTS READING COMPREHENSION (A QUASI-EXPERIMENTAL AT XI GRADE STUDENT OF SMAN 10 SELUMA IN THE ACADEMIC YEAR 2024/2025 ".

Demikian Surat Keterangan dibuat untuk dapat dipergunakan seperlunya.

Padang kuas, 11 Juni 2025
Kepala SMA Negeri 10 Seluma,



Misnur Agustina,S.E.,M.Pd.
Pembina Tk.1 (IV/b)
NIP 197008122005022003

EXPERIMENT CLASS ATTENDANCE LIST**CLASS (XI IPS)**

NO	NAME	GENDER	MEETING				
			Pre	1	2	3	Post
1	Hafizh Ade Nur Hamzah	Male					
2	I Made Tirta Saputra	Male	✓	✓	✓	✓	✓
3	I Wayan Dena Saputra	Male	✓	✓	✓	✓	✓
4	Jonatan Subagio	Male	✓	✓	✓	✓	✓
5	Lucky Pratama Putra	Male	✓	✓	✓	✓	✓
6	Mikhael Kristan Alfaro	Male	✓	✓	✓	✓	✓
7	Rifky Mulyadi	Male	✓	✓	✓	✓	✓

CONTROL CLASS ATTENDANCE LIST**CLASS (XI IPA)**

NO	NAME	GENDER	MEETING				
			Pre	1	2	3	Post
1	Anglino Widya Pratiwi	Female					
2	Annisa Oktavia	Female	✓				✓
3	Arief Luqman Jayadi	Male	✓				✓
4	Julian	Male	✓				✓
5	M. Mawila Puja Wardani	Male	✓				✓
6	Putri Duwi Gemi Santoso	Female	✓				✓
7	Rima Aulia Ningrum	Female	✓				✓
8	Riski Pratama	Male	✓				✓
9	Rita Alodia Meliasari	Female	✓				✓

STUDENT'S ANSWERSHEET

Pre-test

Name : Angeline Lardiza P. - 106

Class : XI IPA

SS

No	ANSWER			
1/	A	B	C	D
2/	A	B	C	D
3/	A	B	C	D
4/	A	B	C	D
5/	A	B	C	D
6/	A	B	C	D
7/	A	B	C	D
8/	A	B	C	D
9/	A	B	C	D
10/	A	B	C	D
11/	A	B	C	D
12/	A	B	C	D
13/	A	B	C	D
14/	A	B	C	D
15/	A	B	C	D
16/	A	B	C	D
17/	A	B	C	D
18/	A	B	C	D
19/	A	B	C	D
20/	A	B	C	D

STUDENT'S ANSWERSHEET

Pre-test

Name : ANISA CHAYATI

Class : XI IPA

(70)

No	ANSWER			
1 ✓	A	B	C	D
2 ✓	A	B	C	D
3 ✓	A	B	C	D
4 ✓	A	B	C	D
5 ✓	A	B	C	D
6 ✓	A	B	C	D
7 ✓	A	B	C	D
8 ✓	A	B	C	D
9 ✓	A	B	C	D
10 ✓	A	B	C	D
11 ✓	A	B	C	D
12 ✓	A	B	C	D
13 ✓	A	B	C	D
14 ✓	A	B	C	D
15 ✓	A	B	C	D
16 ✓	A	B	C	D
17 ✓	A	B	C	D
18 ✓	A	B	C	D
19 ✓	A	B	C	D
20 ✓	A	B	C	D

STUDENT'S ANSWERSHEET

Pre-test

Name : Arief Iqbal Nugraha

Class : XI IPA

65

No	ANSWER			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

STUDENT'S ANSWERSHEET

Name : Michael Weston photo

Class : XI IPS

Pic-test

55

No	ANSWER			
1	A	B	X	D
2	A	B	C	X
3	A	B	C	X
4	A	B	X	D
5	X	B	C	D
6	A	X	C	D
7	A	X	C	D
8	A	B	X	D
9	A	B	X	D
10	X	B	C	D
11	A	B	X	D
12	A	X	C	D
13	A	B	X	D
14	A	B	X	D
15	X	B	C	D
16	A	X	C	D
17	A	B	X	D
18	A	X	C	D
19	A	X	C	D
20	A	X	C	D

STUDENT'S ANSWERSHEET

Name : Jonathan Surbaya

Class : XI IPS

Pre-test

30

No	ANSWER			
1	X	B	C	D
2	A	B	X	D
3	A	X	C	D
4	X	B	C	D
5	X	D	C	D
6	A	X	C	D
7	A	B	X	D
8	A	B	C	X
9	A	D	X	D
10	X	B	C	D
11	X	B	C	D
12	A	B	X	D
13	A	B	X	D
14	X	B	C	D
15	A	B	X	X
16	A	X	C	D
17	A	X	C	D
18	A	X	C	D
19	A	B	C	X
20	A	X	C	D

STUDENT'S ANSWERSHEET

Name : Rifki Mulyadi

Class : XI IPA

Pre-test

25

No	ANSWER			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

Name : Jonatan Sodayio

Class : XI IPS

LKPD 1

My Dog, Buzz

I have a dog. His name is Buzz. Sometimes, I called him Buzzy. He is my lovely bulldog. Buzz is 2 years old now. He is cute and funny. He always makes me smile.

Buzz has small body and short tail. He has soft brown color and rounded eyes. He is 20 kg weight. So heavy! That's why I rarely carry him.

Buzz eats chicken meat and bones. I also give him snacks before dinner. Buzz likes running. When I throw a ball, stick, or doll, he runs after it. After he gets it, he comes and gives it to me. We always play together when I come back from school. He loves me and always shows his love by licking me. I love Buzz very much and take care of him.

1. Paragraph : I have a dog, his name is Buzz

2. Paragraph : Buzz has small body and short tail

3. Paragraph : Buzz eats some meats and bones.

Name : Priya Nwajia

Class : XI IPS

LKPD 1

My Dog, Buzz

I have a dog. His name is Buzz. Sometimes, I called him Buzzy. He is my lovely bulldog. Buzz is 2 years old now. He is cute and funny. He always makes me smile.

Buzz has small body and short tail. He has soft brown color and rounded eyes. He is 20 kg weight. So heavy! That's why I rarely carry him.

Buzz eats some meats and bones. I also give him snacks before dinner. Buzz likes running. When I throw a ball, stick, or doll, he runs after it. After he gets it, he comes and gives it to me. We always play together when I come back from school. He loves me and always shows his love by licking me. I love Buzz very much and take care of him.

My Dog, Buzz

I have a dog. His name is Buzz. Some time, I called him Buzzy.

Buzz has small body and short tail. He has soft brown color and rounded eyes.

Buzz eat some meats and

Name : LULUJ Pratama Putra

Class : XI IPS

LKPD 2

My Dog, Buzz

I have a dog. His name is Buzz. Sometimes, I called him Buzzy. He is my lovely bulldog. Buzz is 2 years old now. He is cute and funny. He always makes me smile.

Buzz has small body and short tail. He has soft brown color and rounded eyes. He is 20 kg weight. So heavy! That's why I rarely carry him.

Buzz eats some meats and bones. I also give him snacks before dinner. Buzz likes running. When I throw a ball, stick, or doll, he runs after it. After he gets it, he comes and gives it to me. We always play together when I come back from school. He loves me and always shows his love by licking me. I love Buzz very much and take care of him.

Buzz is a two-year-old bulldog who is loved deeply by his owner. He is small, has soft brown fur, round ears, and weighs around 20 kg. Buzz enjoys eating meat, bones, and snacks. He loves running and playing fetch with his owner after school. Their bond is strong, and Buzz often shows affection by licking his owner.

Name : I PRAGYATI SR

Class : 8th

LKPD 2

My Dog, Buzz

I have a dog. His name is Buzz. Sometimes, I called him Buzzy. He is my lovely bulldog. Buzz is 2 years old now. He is cute and funny. He always makes me smile.

Buzz has small body and short tail. He has soft brown color and rounded eyes. He is 20 kg weight. So heavy! That's why I rarely carry him.

Buzz eats some meats and bones. I also give him snacks before dinner. Buzz likes running. When I throw a ball, stick, or doll, he runs after it. After he gets it, he comes and gives it to me. We always play together when I come back from school. He loves me and always shows his love by licking me. I love Buzz very much and take care of him.

My dog is Buzz. Buzz is 2 years old.

Buzz have small body and 20 kg weight
I love Buzz and Buzz love me

Name : Rifki Vandy

Class : XI IPS

LKPD 3

Jatim Park

Jatim Park is located at Jl. Kartika 2 Batu, East Java. To reach the location is not too difficult because it is only 2.5 kilometres from Batu City. This tourism object is about 22 hectares wide.

Visitors can enjoy at least 36 kinds of facilities, which can attract them as well as provide them with new knowledge. Just after the gate, visitors will find an interesting view of 'Galeri Nusantara' area. The next attraction is 'Taman Sejarah' area, which contains miniature temples of East Java such as Sumberawan Temple, the traditional house of Kial Hassan Bessai Ponorogo and Sumberawan Statue.

The other facility to be enjoyed is 'Agro Park' area. It presents crops and rare fruits, animal dioramas which consist of protected unique animals, and supporting games like bowling, throw ball, scooter disco, etc. Jatim Park is suitable for family and school recreation. The recreation sites offer valuable tours and can be used as an alternative media of study.

Jatim Park

Jatim park, located in Batu, East Java, covers 22 hectares and is only 2.5 km from Batu City center. This tourist attraction offers 36 interesting and educational facilities. Visitors can enjoy the galeri nusantara area, the taman sejarah featuring miniature temples and traditional houses, and the agro park showcasing rare plants, unique animal dioramas, and recreational games. Jatim park is suitable for family and school recreation and serves as an alternative educational media.

Name : i number 4414 52

Class : XII IPS

LKPD 3

Jatim Park

Jatim Park is located at Jl. Kartika 2 Batu, East Java. To reach the location is not too difficult because it is only 2.5 kilometres from Batu City. This tourism object is about 22 hectares wide.

Visitors can enjoy at least 36 kinds of facilities, which can attract them as well as provide them with new knowledge. Just after the gate, visitors will find an interesting view of 'Galeri Nusantara' area. The next attraction is 'Taman Sejarah' area, which contains miniature temples of East Java such as Sumberawan Temple, the traditional house of Kiai Hassan Besari Ponorogo and Sumberawan Statue.

The other facility to be enjoyed is 'Agro Park' area. It presents crops and rare fruits, animal dioramas which consist of protected unique animals, and supporting games like bowling, throw ball, scooter disco, etc. Jatim Park is suitable for family and school recreation. The recreation sites offer valuable tours and can be used as an alternative media of study.

Jatim park is in the Jl Kartika Batu, East Java.

Jatim park have many facilities, like Galeri nusantara, Agro park and other, many visitor enjoy in the jatim park

STUDENT'S ANSWERSHEET

Name : ANNISA OKALIA

Class : XI IPA

Post-test

70

No	ANSWER			
1 ✓	A	B	C	D
2 ✓	A	B	C	D
3 ✓	A	B	C	D
4 ✓	A	B	C	D
5 ✓	A	B	C	D
6 ✓	A	B	C	D
7 ✓	A	B	C	D
8 ✓	A	B	C	D
9 ✓	A	B	C	D
10 ✓	A	B	C	D
11 ✓	A	B	C	D
12 ✓	A	B	C	D
13 ✓	A	B	C	D
14 ✓	A	B	C	D
15 ✓	A	B	C	D
16 ✓	A	B	C	D
17 ✓	A	B	C	D
18 ✓	A	B	C	D
19 ✓	A	B	C	D
20 ✓	A	B	C	D

STUDENT'S ANSWERSHEET

Name : Rika Alodia Melasari

Class : XI IPA

Post-test

65

No	ANSWER			
1/✓	A	X	C	D
2/✓	A	B	C	D
3/✓	A	B	C	D
4/✓	A	B	C	D
5/✓	A	B	C	D
6/✓	A	X	C	D
7/✓	A	B	C	D
8/✓	A	B	X	D
9/✓	A	B	X	D
10/✓	A	B	X	D
11/✓	A	B	X	D
12/✓	A	B	X	D
13/✓	X	B	C	D
14/✓	X	B	C	D
15/✓	X	B	C	D
16/✓	X	B	C	D
17/✓	A	B	C	D
18/✓	A	X	C	D
19/✓	A	B	X	D
20/✓	A	B	X	D

STUDENT'S ANSWERSHEET

Name : Rizki Mulyadi

Post-test

Class : XI IPA

70

No	ANSWER			
1 ✓	A	B	C	D
2 ✓	A	B	C	D
3 X	A	B	C	D
4 ✓	A	B	C	D
5 ✓	A	B	C	D
6 ✓	A	B	C	D
7 X	A	B	C	D
8 ✓	A	B	C	D
9 ✓	A	B	C	D
10 ✓	A	B	C	D
11 X	A	B	C	D
12 ✓	A	B	C	D
13 X	A	B	C	D
14 ✓	A	B	C	D
15 ✓	A	B	C	D
16 ✓	A	B	C	D
17 ✓	A	B	C	D
18 X	A	B	C	D
19 X	A	B	C	D
20 ✓	A	B	C	D

STUDENT'S ANSWERSHEET

Name : Michael Kristian Wiro

Class : XI IPS

Post - Test

80

No	ANSWER			
1/	A	X	C	D
2/	A	B	C	D
3/	A	B	X	D
4/	A	D	C	D
5/	A	B	X	D
6/	A	X	C	D
7/	A	B	X	D
8/	A	B	X	D
9/	A	D	X	D
10/	A	X	C	D
11/	A	B	X	D
12/	A	D	X	D
13/	A	D	X	D
14/	A	B	X	D
15/	A	B	X	D
16/	X	B	C	D
17/	A	B	C	D
18/	A	X	C	D
19/	A	D	X	D
20/	A	B	X	D

**Lesson Plan (First Meeting)
(RPP)**

Sekolah : SMAN 10 Seluma
 Kelas : XI
 Mata Pelajaran : Bahasa Inggris
 Skill : Reading
 Topik : Deskriptif Teks
 Alokasi Waktu : 1 x 45 Minutes (1 meeting)

A. Tujuan Pembelajaran

1. Siswa dapat mengerti tentang teks deskriptif
2. Siswa dapat membuat ringkasan dari teks deskriptif dengan bahasa sendiri

B. Indikator Pembelajaran

1. Siswa dapat menjelaskan teks deskriptif.
2. Siswa dapat memberikan ringkasan yang benar tentang teks deskriptif

C. Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru mengatur tempat duduk siswa (Management kelas) • Guru mengucapkan salam pembuka • Guru menanyakan kabar • Guru memeriksa kehadiran siswa (Scanning) • Guru mengajak siswa untuk berdoa dengan membaca basmallah • Guru menyampaikan tujuan pembelajaran	10 menit
Kegiatan Inti	• Guru menjelaskan secara tentang deskriptif teks dan teknik summarization • Guru memberikan contoh descriptive text. • Guru memberikan contoh penerapan summarization teknik • Guru memberikan lembar soal kepada siswa berupa teks yang harus mereka ringkas. • Guru meminta Siswa menyusun ringkasan dengan bahasa sendiri. • Guru meminta siswa untuk mengumpulkan	30 menit

	hasil ringkasan	
Penutup	- Guru bertanya kepada siswa apakah ada pertanyaan mengenai materi pembelajaran - Guru memberikan motivasi kepada siswa. - Guru siswa untuk berdon dengan mengucapkan hamdalah. - Guru mengucapkan salam penutup (seperti wassalamualaikum Wr. Wb)	5 menit

D. Penilaian

No	Kinds	Lines	Instrumen/ Activity
1	Assignment	Activity	Reading test and Discussing about Descriptive Text
2	Instrument	Test: Pre – test Post – test	Multiple choice Each of the test will be provided in the form of multiple choice totaling 20 items.

E. Pedoman Penilaian

- Pre – test terdiri dari 20 soal
- Post – test terdiri dari 20 soal
 - Nilai maksimal adalah 100
 - Sedap jawaban siswa yang benar diberi nilai 5
 - Maka nilai maksimal adalah $5 \times 20 = 100$

Guru Bahas Jaggis

Kepala Sekolah



Ayu Nengfias

NPM: 202388203036P

Misnur Agustina, S.E., M.Pd

Pembina Tk. 1 (IV/b)

NIP: 197008122005022003

Lesson Plan (Second Meeting)
(RPP)

Sekolah : SMAN 10 Seluma
Kelas : XI
Mata Pelajaran : Bahasa Inggris
Skill : Reading
Topik : Deskriptif Teks
Alokasi Waktu : 1 x 45 Minutes (1 meeting)

A. Tujuan Pembelajaran

1. Siswa dapat mengerti tentang teks deskriptif
2. Siswa dapat membuat ringkasan dari teks deskriptif dengan bahasa sendiri

B. Indikator Pembelajaran

1. Siswa dapat menjelaskan teks deskriptif
2. Siswa dapat memberikan ringkasan yang benar tentang teks deskriptif

C. Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pembukaan	• Guru mengatur tempat duduk siswa (Management kelas) • Guru mengucapkan salam pembuka • Guru menanyakan kabar • Guru memeriksa kehadiran siswa (Scanning) • Guru mengajak siswa untuk berdoa dengan membaca basmallah • Guru menyampaikan tujuan pembelajaran	10 menit
Kegiatan Inti	• Guru menjelaskan secara umum tentang deskriptif teks dan teknik summarization • Guru memberikan contoh descriptive text. • Guru memberikan contoh penempatan summarization teknik • Guru memberikan lembar soal kepada siswa berupa teks yang harus mereka ringkas. • Guru meminta Siswa menyusun ringkasan dengan bahasa sendiri. • Guru meminta siswa untuk mengumpulkan	30 menit

	• hasil ringkasan • Guru bertanya kepada siswa apakah ada pertanyaan mengenai materi pembelajaran	
Penutup	• Guru memberikan motivasi kepada siswa. • Guru siswa untuk berdoa dengan mengucapkan hamdalah. • Guru mengucapkan salam penutup (seperti wassalamualaikum Wr. Wb)	5 menit

D. Penilaian

No	Kinds	Lines	Instrumen/ Activity
1	Assignment	Activity	Reading test and Discussing about Descriptive Text
2	Instrument	Test: Pre – test Post – test	Multiple choice Each of the test will be provided in the form of multiple choice totaling 20 items.

E. Pedoman Penilaian

1. Pre – test terdiri dari 20 soal
2. Post – test terdiri dari 20 soal
 - a. Nilai maksimal adalah 100
 - b. Setiap jawaban siswa yang benar diberi nilai 5
 - c. Maka nilai maksimal adalah $5 \times 20 = 100$

Guru Bahasa Inggris

Kepala Sekolah



Ayu Nengtiar

NPM: 202388203036P

Misnur Agustina, S.E., M.Pd

Pembina Tk. 1 (IV/b)

NIP: 197008122005022003

Lesson Plan (Third Meeting)
(RPP)

Sekolah : SMAN 10 Seluma
Kelas : XI
Mata Pelajaran : Bahasa Inggris
Skill : Reading
Topik : Deskriptif Teks
Alokasi Waktu : 1 x 45 Minutes (1 meeting)

A. Tujuan Pembelajaran

1. Siswa dapat mengerti tentang teks deskriptif
2. Siswa dapat membuat ringkasan dari teks deskriptif dengan bahasa sendiri

B. Indikator Pembelajaran

1. Siswa dapat menjelaskan teks deskriptif.
2. Siswa dapat memberikan ringkasan yang benar tentang teks deskriptif

C. Langkah-Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru mengatur tempat duduk siswa (Management kelas) • Guru mengucapkan salam pembuka • Guru menanyakan kabar • Guru memeriksa kehadiran siswa (Senning) • Guru mengajak siswa untuk berdoa dengan membaca basmallah • Guru menyampaikan tujuan pembelajaran	10 menit
Kegiatan Inti	• Guru menjelaskan secara singkat tentang deskriptif teks dan teknik summarization • Guru memberikan contoh descriptive text. • Guru memberikan contoh penerapan summarization teknik • Guru memberikan lembar soal kepada siswa berupa teks yang harus mereka ringkas. • Guru meminta Siswa menyusun ringkasan dengan bahasa sendiri. • Guru meminta siswa untuk mengumpulkan	30 menit

	- hasil ringkasan - Guru bertanya kepada siswa apakah ada pertanyaan mengenai materi pembelajaran	
Penutup	- Guru memberikan motivasi kepada siswa, - Guru siswa untuk berdoa dengan mengucapkan hamdalah, - Guru mengucapkan salam penutup (seperti wasalamualaikum Wr. Wb)	5 menit

D. Penilaian

No	Kinds	Lines	Instrumen/ Activity
1	Assignment	Activity	Reading test and Discussing about Descriptive Text
2	Instrument	Test: Pre – test Post – test	Multiple choice Each of the test will be provided in the form of multiple choice totaling 20 items.

E. Pedoman Penilaian

1. Pre – test terdiri dari 20 soal
2. Post – test terdiri dari 20 soal
 - a. Nilai maksimal adalah 100
 - b. Setiap jawaban siswa yang benar diberi nilai 5
 - c. Maka nilai maksimal adalah $5 \times 20 = 100$

Guru Bahasa Inggris

Kepala Sekolah



Ayu Nengfias

NPM: 202388203036P

Misnur Agustina, S.E., M.Pd

Pembina Tk. 1 (IV/b)

NIP: 197008122005022003

PRE-TEST XI IPA (CONTROL CLASS)



PRE-TEST XI IPS (EXPERIMENT CLASS)



TREATMENT (EXPERIMENT CLASS)



POST-TEST XI IPA (CONTROL CLASS)



POST-TEST XI IPS (EXPERIMENT CLASS)

