# APPENDIX 1

**LESSON PLAN FOR EXPERIMENTAL CLASS**

NAMA SEKOLAH : SMA AL-WASHLIYAH 3 MEDAN

MATA PELAJARAN : BAHASA INGGRIS

TAHUN AJARAN : 2021/2022

MATERI POKOK : Descriptive Text (Teks Deskripsi)

WAKTU : 2 x 40’ (1 JP)

ASPEK/SKILL : Reading

1. **KOMPETENSI INTI**

|  |  |  |
| --- | --- | --- |
| KI  1 | : | * Menghayati dan mengamalkan ajaran agama yang dianutnya |
| KI  2 | : | * Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab. Peduli (gotong royong, kerjasama, toleran, damai) , santun, responsif, dan pro-aktif serta menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial alam dan dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia. |
| KI  3 | : | * Memahami, menerapkan, mengamalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah. |
| KI  4 | : | * Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan. |

1. **KOMPETENSI DASAR DAN INDIKATOR**

|  |  |  |
| --- | --- | --- |
| KD  1.1 | : | * Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. |
| KD  2.1 | : | * Menunjukkan prilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. |
| KD  2.3 | : | * Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. |
| KD  3.1 | : | * Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan pada struktur umum **deskriptif teks**, serta identification dan description sesuai dengan konteks pemaparannya. |
| INDIKATOR:   * **Mendeskripsikan** fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang **Deskriptif teks** dalam bahasa inggris sesuai dengan konteksnya. * **Mengidentifikasi** contoh-contoh teks tentang **Deskriptif** bahasa inggris sesuai dengan konteksnya. * **Membedakan** bentuk struktur umum **Deskriptif teks** dalam bahasa inggris sesuai dengan konteksnya. * **Mempelajari** teks lisan maupun tulisan tentang **Deskriptif teks** dalam bahasa inggris sesuai dengan konteksnya. |
| KD  4.1 | : | INDIKATOR:   * **Menuliskan** struktur umum tentang **Deskriptif teks** dalam bahasa inggris dengan baik. * **Menyimpulkan** kalimat **Deskriptif teks** dalam bahasa inggris dengan baik * **Menyusun** kalimat **Deskriptif teks** dalam bahasa inggris dengan baik * **Mempresentasikan** struktur umum **Deskriptif teks** dalam bahasa inggris dengan baik. |

1. **TUJUAN PEMBELAJARAN**

|  |  |  |
| --- | --- | --- |
| **PERTEMUAN** | **KD** | **TUJUAN PEMBELAJARAN** |
| **I** | 1.1 | * Setelah kegiatan pembelajaran, siswa mampumensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. |
| 2.1 | * Setelah kegiatan pembelajaran, siswa mampu menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. |
| 2.3 | * Setelah kegiatan pembelajaran, siswa mampu mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. |
| 3.1 | * Setelah membaca literatur, siswa mampu mendeskripsikan fungsi sosial, struktur teks, dan unsur kebahasaan pada struktur umum **Deskriptif teks**   serta responnya sesuai dengan konsteks penggunaannya. |
| * Setelah mengidentifikasi siswa mampu menemukan contoh-contoh struktur umum **Deskriptif teks** dalam bahasa inggris yang sesuai dengan konteksnya. |
| * Setelah mempelajari siswa mampu memahami teks lisan maupun tulisan tentang struktur umum **Deskriptif teks** dalam bahasa inggris yang sesuai dengan konteksnya. |

1. **MATERI PEMBELAJARAN**

|  |  |
| --- | --- |
| **Generic Structure** | **Text** |
| Identification | Th This is one of the largest of the insect tribe. It is met with in different countries, and of various sizes, from two or three inches to nearly a foot in length: it somewhat resembles a lobster, and casts its skin, as the lobster does its shell. |
| Description | Scorpions are common in hot countries: they are very bold and watchful: when any thing approaches, they erect their tails, and stand ready to inflict the direful sting. In some parts of Italy and France, they are among the greatest pests that plague mankind: they are very numerous, and are most common in old houses, in dry or decayed walls, and among furniture, insomuch that it is attended with, much danger to remove the same: their sting is generally a very deadly poison, though not in all cases, owing to a difference of malignity of different animals, or some other cause.  In the time of the children of Israel, scorpions were a plague in Egypt and Canaan, as appears by the sacred writings. |

1. **METODE PEMBELAJARAN**

|  |  |
| --- | --- |
| **Metode** | Cooperative Script (diskusi kelompok, presentasi) |
| **Model** | Cooperative Learning (CL) |

1. **MEDIA, ALAT, DAN SUMBER BELAJAR**

|  |  |
| --- | --- |
| **Media** | Gambar dan Naskah deskriptif |
| **Alat** | Papan tulis dan spidol |
| **Sumber Belajar** | Internet san buku : Sutinah, Entin. 2010. Get Along With English for Vocational School Grade X Novice Level. Bandung. Penerbit Erlangga. Bandung. H. 144. |

1. **LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN**

|  |  |
| --- | --- |
| **Kegiatan** | **Deskripsi Langkah-langkah Kegiatan Pembelajaran** |
| **Pendahuluan** | * Apersepsi (Doa dan Absensi) * Siswa merespon salam dan pernyataan dari guru berhubungan dengan kondisi dan pembelajaran sebelumnya. * Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan. * Siswa menerima informasi kompetensi, materi, tujuan dan langkah pembelajaran yang akan dilaksanakan. |
| **Inti (Cooperative ScripMt Method)** | **Mengorientasi Masalah:**  **Mengamati:**   * Siswa dibagi satu kelompok berpasangan berjumlah dua orang. Setiap kelompok mendapat tugas membaca literatur dan membuat ringkasan tentang struktur umum deskriptif teks. Setiap kelompok bergantian peran dari pembicara menjadi pendengar dan sebaliknya.   Menyampaikan ringkasannya dengan detail, ide pokok dan kesimpulan dalam deskriptif teks bahasa inggris. |
| **Mengumpulkan Informasi/Eksperimen:**  Setiap kelompok mencari informasi dari literatur yang tersedia untuk menemukan ide pokok, kalimat pendukung dan kesimpulan kalimat tentang deskriptif teks dalam bahasa inggris. |
| **Mengkomunikasikan:**  Setiap kelompok mempresentasikan hasil diskusi untuk  menemukan ide pokok, kalimat pendukung dan kesimpulan  kalimat tentang deskriptif teks dalam bahasa inggris. |
| **Mengorganisasikan KBM:**  **Menanya:**  Setiap kelompok mencari informasi dengan memberikan  beberapa pertanyaan presentasi kelompok yang presentasi  berkenaan dengan struktur umum deskriptif teks dalam bahasa  inggris. |
| **Penyelidikan mandiri:**  **Mengelola informasi:**  Setiap kelompok mengkaji hasil presentasi berkenaan dengan  struktur umum deskriptif teks dalam bahasa inggris. |
| **Menganalisis dan Evaluasi:**  **Mengasosiasi (Menalar):**  Setiap kelompok menganalisis informasi yang didapat dari  kelompok yang presentasi berkenaan dengan struktur umum  deskriptif teks dalam bahasa inggris. |
| **Penutup** | * Guru bersama siswa membuat kesimpulan tentang struktur umum deskriptif teks dalam bahasa inggris baik lisan maupun tulisan dengan baik dan benar. * Guru memberi tugas individu menjawab teks tulisan essay dan *multiple choice* tentang deskriptif teks. * Guru melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. |

1. **PENILAIAN**

**JENIS, TEKNIK DAN BENTUK PENILAIAN**

|  |  |  |
| --- | --- | --- |
| **Jenis** | **Teknik** | **Bentuk** |
| **Sikap** | Pengamatan dan Jurnal | * Observasi dan Daftar Check list |
| **Pengetahuan** | Test | * Test Tulisan = Tugas individu menjawab pilihan ganda dan isian tentang deskriptif teks |
| **Keterampilan** | Proyek | * Tugas kelompok = Menganalisis struktur umum deskriptif teks dan presentasi hasil diskusi |

Medan, 20 Mei 2022

Mengetahui,

Kepala Sekolah Peneliti

Rita Nauli Hutasuhut, M.Pd Habibah Yuhlizar Wibowo

NPM. 181224049

# APPENDIX 2

**LESSON PLAN FOR CONTROL CLASS**

NAMA SEKOLAH : SMA AL-WASHLIYAH 3 MEDAN

MATA PELAJARAN : BAHASA INGGRIS

TAHUN AJARAN : 2021/2022

MATERI POKOK : Descriptive Text (Teks Deskripsi)

WAKTU : 2 x 40’ (1 JP)

ASPEK/SKILL : Reading

1. **KOMPETENSI INTI**

|  |  |  |
| --- | --- | --- |
| KI  1 | : | * Menghayati dan mengamalkan ajaran agama yang dianutnya |
| KI  2 | : | * Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab. Peduli (gotong royong, kerjasama, toleran, damai) , santun, responsif, dan pro-aktif serta menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial alam dan dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia. |
| KI  3 | : | * Memahami, menerapkan, mengamalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah. |
| KI  4 | : | * Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan diri yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan. |

1. **KOMPETENSI DASAR DAN INDIKATOR**

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| --- | --- | --- |
| KD  1.1 | : | * Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. |
| KD  2.1 | : | * Menunjukkan prilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. |
| KD  2.3 | : | * Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. |
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| INDIKATOR:   * **Mendeskripsikan** fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang **Deskriptif teks** dalam bahasa inggris sesuai dengan konteksnya. * **Mengidentifikasi** contoh-contoh teks tentang **Deskriptif** bahasa inggris sesuai dengan konteksnya. * **Membedakan** bentuk struktur umum **Deskriptif teks** dalam bahasa inggris sesuai dengan konteksnya. * **Mempelajari** teks lisan maupun tulisan tentang **Deskriptif teks** dalam bahasa inggris sesuai dengan konteksnya. |
| KD  4.1 | : | INDIKATOR:   * **Menuliskan** struktur umum tentang **Deskriptif teks** dalam bahasa inggris dengan baik. * **Menyimpulkan** kalimat **Deskriptif teks** dalam bahasa inggris dengan baik * **Menyusun** kalimat **Deskriptif teks** dalam bahasa inggris dengan baik * **Mempresentasikan** struktur umum **Deskriptif teks** dalam bahasa inggris dengan baik. |

1. **TUJUAN PEMBELAJARAN**

|  |  |  |
| --- | --- | --- |
| **PERTEMUAN** | **KD** | **TUJUAN PEMBELAJARAN** |
| **I** | 1.1 | * Setelah kegiatan pembelajaran, siswa mampumensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. |
| 2.1 | * Setelah kegiatan pembelajaran, siswa mampu menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. |
| 2.3 | * Setelah kegiatan pembelajaran, siswa mampu mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. |
| 3.1 | * Setelah membaca literatur, siswa mampu mendeskripsikan fungsi sosial, struktur teks, dan unsur kebahasaan pada struktur umum **Deskriptif teks** serta responnya sesuai dengan konsteks penggunaannya. |
| * Setelah mengidentifikasi siswa mampu menemukan contoh-contoh struktur umum **Deskriptif teks** dalam bahasa inggris yang sesuai dengan konteksnya. |
| * Setelah mempelajari siswa mampu memahami teks lisan maupun tulisan tentang struktur umum **Deskriptif teks** dalam bahasa inggris yang sesuai dengan konteksnya. |

1. **MATERI PEMBELAJARAN**

|  |  |
| --- | --- |
| **Generic Structure** | **Text** |
| Identification | The Polar Bear is distinguished for his tremendous ferocity. They are very numerous in the polar seas. There it is seen not only on land and fixed ice, but on floating ice several leagues out at sea. |
| Description | At sea, the food of this animal is fish, seals, and the carcases of whales; on land, it preys upon deer and other animals, and will, like the Black Bear, eat many kinds of berries. In winter, it beds itself deeply under the snow or eminences of ice, and awaits, in a torpid state, the return of the sun.  The Black Bear lives in the woods of the United States, and is not as large as the Polar or Brown Bear, but lives very much like the Polar bear. |

1. **METODE PEMBELAJARAN**

|  |  |
| --- | --- |
| **Metode** | Conventional |
| Multiple choice question |

1. **MEDIA, ALAT, DAN SUMBER BELAJAR**

|  |  |
| --- | --- |
| **Media** | Gambar dan Naskah deskriptif |
| **Alat** | Papan tulis dan spidol |
| **Sumber Belajar** | Internet san buku : Sutinah, Entin. 2010. Get Along With English for Vocational School Grade X Novice Level. Bandung. Penerbit Erlangga. Bandung. H. 144. |

1. **MEDIA, ALAT, DAN SUMBER BELAJAR**

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| **Media** | Gambar dan Naskah deskriptif |
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1. **PENILAIAN**

**JENIS, TEKNIK DAN BENTUK PENILAIAN**

|  |  |  |
| --- | --- | --- |
| **Jenis** | **Teknik** | **Bentuk** |
| **Sikap** | Pengamatan dan Jurnal | Observasi dan Daftar Check list |
| **Pengetahuan** | Test | Test Tulisan = Tugas individu menjawab pilihan ganda dan isian tentang deskriptif teks |
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Medan, 20 Mei 2022

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Kepala Sekolah Peneliti

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NPM. 181224049

**APPENDIX 3**

**PRE TEST**

**MULTIPLE CHOICE DESCRIPTIVE TEXT**

**NAME :**

**CLASS :**

**Read the following text to answer question number 1-3**

**Choose either a,b,c or d for the correct answer**

**Kediri**

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

1. What does the text tell about?

1. The history of Kediri
2. The famous products of Kediri
3. The description of Kediri
4. The people

2. Which one has a distinctive taste?

A. The cigarette

B. The special food  
C. The bean curd  
D. The highly nutritious food

3. "Those who do not work here ..." (last sentence). The underlined word refers to....

1. The local people
2. The factory workers
3. The farmers
4. The traders

Bottom of Form

**Read the following text to answer number 4-6**

**Masjid Sultan Suriansyah**

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

4. Masjid Sultan Suriansyah was constructed in the era of ....

1. Banjar people
2. Dutch colonial
3. Kalimantan King
4. Sultan Suriansyah

5. What is mainly discussed in the text?

1. king reign
2. palace complex
3. An Islamic location
4. historical mosque

6. From the text we know that ....

1. Some construction of the mosque takes the local style
2. Banjar people burned down the mosque
3. There is nothing special from this mosque
4. D. The Dutch colonial built the mosque

**Read the following text to answer number 7-8**

**Bale Kambang**

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali. In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

7. What makes Bale Kambang famous?

1. Small rocky islands
2. Long beautiful beach
3. Huge waves of ocean
4. Overseas cruisers

8. What is the main idea of the second paragraph?

1. There are three rocky islands in Bale Kambang
2. Huge waves frighten many overseas cruisers
3. Names of rocky islands are taken from "wayang"figures
4. The rocky islands are in the middle of the sea

**Read the following text to answer number 9-10**

**Barack Obama**

Barack Obama is the president of United States. He is an African-American. He is tall and thin. He is bald. He has dark complexion, pointed nose, and oval face. He is the first black man who becomes the president of United States. He is known as a smart and wise man. He is a loving husband for his wife and a good father for his two children. People from all over the world adore him because of his spirit and action in creating peace in this world. He also looks friendly because he always smiles a lot.

9. What is the purpose of the text?

1. To persuade the readers to choose him in the election
2. To entertain the readers about the story of Barack Obama
3. To report the life of the president of United States of America
4. To describe Barack Obama's physical appearance and personality

10. "... dark complexion, pointed nose, and oval face." The antonym of the underlined word is....

1. Flat
2. Short
3. Straight
4. Handsome

**Read the following text to answer number 11-14**

**Rose**

Rose is plant with enchanting flowers from genus Rosa which has more than 100 species. This woody perennial plant grows in groups, allowing them to form climbing shrubs with prickles. Rose has various flowers in shape and sizes, making it one among popular flowering plants found in a house.

Most rose species are native to Asia, but some others are native to North America and Europe. It is typically grown for beauty and fragrant. Some species are used for commercial perfumery while some others are cut for ornamental flowers. In addition, rose also has minor medicinal uses.

11. What does the text tell about?

1. Gardening
2. Rose species
3. Flowers
4. How to grow rose plant

12. This statement is correct, except ….

1. Rose has more than 100 species
2. Rose is native to Asia
3. Rose can be used for ornamental plant
4. Rose only has one variant of shape and size

13. It is typically grown … (paragraph 2). The word “it” refers to ….

1. Asia
2. Beauty
3. Rose species
4. Medicine

14. Based on the text, which statement is true?

1. Rose has minor benefit for medicinal uses
2. People grow rose only for beauty
3. Rose is not a popular flowering plant
4. North America is not a native to rose species

**Read the following text for questions number 15-17**

Indonesia or commonly known as Republic of Indonesia is one of South East Asia countries. Located between Pacific and Indian Ocean, it makes Indonesia the world’s largest archipelago country. Also called as Nusantara, this country has more than 17,000 islands. Having more than 261 million people,  Indonesia becomes 4th most populous country in the world. Indonesia has more ethnics, languages and culture than other countries. Data showed that Indonesia has several ethnic groups including Javanese, Sundanese, and other with more than 700 recognized regional language.

What makes Indonesia one of most populous countries in the world?

1. It is located in South East Asia
2. Indonesia has more than 17,000 islands
3. Indonesia has more than 261 million people
4. Indonesia is rich

16. What is the main idea of the paragraph?

1. Indonesia is one of South East Asia countries
2. Indonesia is 4th most populous country
3. Ethnics and languages make Indonesia rich
4. Indonesia is an Asian country which has many cultures, ethnics, as well as people

17. The world “located” can be best replaced by ….

1. Situated
2. Allocated
3. Happened
4. Borrowed

**Read the following text to answer questions number 18-20.**

I have a new cat, its name is Shorty. I call it Shorty because it is short than the other cats. My cat is a Persian cat with flat nose and fluffy hair. It has sharp, yellow eyes that glow in the dark. Shorty likes to run around the house, chasing any moving things. I like to see Shorty sleeping because it looks cute. Shorty does not like to eat canned food, instead it prefers fresh tuna.

18. My cat is ….. (line 1). The word “my” refers to ….

1. Reader
2. Cat
3. Writer
4. Mother

19. Which breed is Shorty?

1. Persian
2. Angora
3. Half-breed
4. Domestic cat

20. What does the writer tell about?

1. New toy
2. New cat named Shorty
3. Writer’s new hobby
4. Family

**APPENDIX 4**

**POST TEST**

**MULTIPLE CHOICE DESCRIPTIVE TEXT**

**NAME :**

**CLASS :**

**Read the following text to answer question number 1-3**

**Choose either a,b,c or d for the correct answer**

**Kediri**

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

1. What does the text tell about?

1. The history of Kediri
2. The famous products of Kediri
3. The description of Kediri
4. The people

2. Which one has a distinctive taste?

A. The cigarette

B. The special food  
C. The bean curd  
D. The highly nutritious food

3. "Those who do not work here ..." (last sentence). The underlined word refers to....

1. The local people
2. The factory workers
3. The farmers
4. The traders

Bottom of Form

**Read the following text to answer number 4-6**

**Masjid Sultan Suriansyah**

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

4. Masjid Sultan Suriansyah was constructed in the era of ....

1. Banjar people
2. Dutch colonial
3. Kalimantan King
4. Sultan Suriansyah

5. What is mainly discussed in the text?

1. king reign
2. palace complex
3. An Islamic location
4. historical mosque

6. From the text we know that ....

1. Some construction of the mosque takes the local style
2. Banjar people burned down the mosque
3. There is nothing special from this mosque
4. D. The Dutch colonial built the mosque

**Read the following text to answer number 7-8**

**Bale Kambang**

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali. In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

7. What makes Bale Kambang famous?

1. Small rocky islands
2. Long beautiful beach
3. Huge waves of ocean
4. Overseas cruisers

8. What is the main idea of the second paragraph?

1. There are three rocky islands in Bale Kambang
2. Huge waves frighten many overseas cruisers
3. Names of rocky islands are taken from "wayang"figures
4. The rocky islands are in the middle of the sea

**Read the following text to answer number 9-10**

**Barack Obama**

Barack Obama is the president of United States. He is an African-American. He is tall and thin. He is bald. He has dark complexion, pointed nose, and oval face. He is the first black man who becomes the president of United States. He is known as a smart and wise man. He is a loving husband for his wife and a good father for his two children. People from all over the world adore him because of his spirit and action in creating peace in this world. He also looks friendly because he always smiles a lot.

9. What is the purpose of the text?

1. To persuade the readers to choose him in the election
2. To entertain the readers about the story of Barack Obama
3. To report the life of the president of United States of America
4. To describe Barack Obama's physical appearance and personality

10. "... dark complexion, pointed nose, and oval face." The antonym of the underlined word is....

1. Flat
2. Short
3. Straight
4. Handsome

**Read the following text to answer number 11-14**

**Rose**

Rose is plant with enchanting flowers from genus Rosa which has more than 100 species. This woody perennial plant grows in groups, allowing them to form climbing shrubs with prickles. Rose has various flowers in shape and sizes, making it one among popular flowering plants found in a house.

Most rose species are native to Asia, but some others are native to North America and Europe. It is typically grown for beauty and fragrant. Some species are used for commercial perfumery while some others are cut for ornamental flowers. In addition, rose also has minor medicinal uses.

11. What does the text tell about?

1. Gardening
2. Rose species
3. Flowers
4. How to grow rose plant

12. This statement is correct, except ….

1. Rose has more than 100 species
2. Rose is native to Asia
3. Rose can be used for ornamental plant
4. Rose only has one variant of shape and size

13. It is typically grown … (paragraph 2). The word “it” refers to ….

1. Asia
2. Beauty
3. Rose species
4. Medicine

14. Based on the text, which statement is true?

1. Rose has minor benefit for medicinal uses
2. People grow rose only for beauty
3. Rose is not a popular flowering plant
4. North America is not a native to rose species

**Read the following text for questions number 15-17**

Indonesia or commonly known as Republic of Indonesia is one of South East Asia countries. Located between Pacific and Indian Ocean, it makes Indonesia the world’s largest archipelago country. Also called as Nusantara, this country has more than 17,000 islands. Having more than 261 million people,  Indonesia becomes 4th most populous country in the world. Indonesia has more ethnics, languages and culture than other countries. Data showed that Indonesia has several ethnic groups including Javanese, Sundanese, and other with more than 700 recognized regional language.

What makes Indonesia one of most populous countries in the world?

1. It is located in South East Asia
2. Indonesia has more than 17,000 islands
3. Indonesia has more than 261 million people
4. Indonesia is rich

16. What is the main idea of the paragraph?

1. Indonesia is one of South East Asia countries
2. Indonesia is 4th most populous country
3. Ethnics and languages make Indonesia rich
4. Indonesia is an Asian country which has many cultures, ethnics, as well as people

17. The world “located” can be best replaced by ….

1. Situated
2. Allocated
3. Happened
4. Borrowed

**Read the following text to answer questions number 18-20.**

I have a new cat, its name is Shorty. I call it Shorty because it is short than the other cats. My cat is a Persian cat with flat nose and fluffy hair. It has sharp, yellow eyes that glow in the dark. Shorty likes to run around the house, chasing any moving things. I like to see Shorty sleeping because it looks cute. Shorty does not like to eat canned food, instead it prefers fresh tuna.

18. My cat is ….. (line 1). The word “my” refers to ….

1. Reader
2. Cat
3. Writer
4. Mother

19. Which breed is Shorty?

1. Persian
2. Angora
3. Half-breed
4. Domestic cat

20. What does the writer tell about?

1. New toy
2. New cat named Shorty
3. Writer’s new hobby
4. Family

**APPENDIX 5**

 

 

 