


APPENDIX. 1 Letter of Appointment of Thesis Advisor

**UNIVERSITAS MUHAMMADIYAH TANGERANG**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
BERDASARKAN SK MENTERI PENDIDIKAN NASIONAL RI NO. 109/D/0/2009

Jl. Perintis Kemerdekaan 1/33 Cikokol - Kota Tangerang Tlp/Fax : (021) 553 9532 Website: fkip-umt.ac.id

**SURAT KEPUTUSAN**  
**DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**UNIVERSITAS MUHAMMADIYAH TANGERANG**  
**NOMOR 001/KEP/FKIP/IX/2023**

Tentang

**PENGANGKATAN DOSEN PEMBIMBING PENULISAN SKRIPSI**  
**TAHUN AKADEMIK 2023/2024**

*Bismillahirrahmaanirrahiim,*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Tangerang, setelah:

**Menimbang** : 1. Bahwa untuk kelancaran penulisan skripsi yang akan dilakukan oleh mahasiswa, perlu ditunjuk Dosen Pembimbing Skripsi I dan II.  
2. Bahwa untuk keperluan dimaksud dipandang perlu ditetapkan dengan keputusan Dekan.

**Mengingat** : 1. Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional;  
2. Undang-Undang Nomor 12 Tahun 2012 Tentang Perguruan Tinggi;  
3. Peraturan Pemerintah Nomor 4 Tahun 2014 Tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
4. Peraturan Pemerintah Nomor 57 Tahun 2021 Tentang Standar Nasional Pendidikan;  
5. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 Tentang Standar Nasional Pendidikan Tinggi;  
6. Pedoman PP Muhammadiyah Nomor 01/PTM/I.0/B/2012 Tentang Majelis Pendidikan Tinggi;  
7. Pedoman PP Muhammadiyah Nomor 02/PED/I.0/B/2012 Tentang Perguruan Tinggi Muhammadiyah;  
8. Ketentuan Majelis Dikti PP Muhammadiyah Nomor 178/KET/I.3/D/2012 Tentang Penjabaran Pedoman PP Muhammadiyah.

**Memperhatikan** : 1. Kualitas Sumber Daya Manusia di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Tangerang.  
2. Hasil rapat pimpinan Fakultas dan Program Studi pada tanggal 6 Juni 2023.

**MEMUTUSKAN**

**Menetapkan** :  
**Pertama** : Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Tangerang nomor 001/KEP/FKIP/IX/2023 Tentang Pengangkatan Dosen Pembimbing Penulisan Skripsi Tahun Akademik 2023/2024.



**UNIVERSITAS MUHAMMADIYAH TANGERANG**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

BERDASARKAN SK MENTERI PENDIDIKAN NASIONAL RI NO. 109/D/0/2009

Jl. Perintis Kemerdekaan I/33 Cikokol - Kota Tangerang Tlp/Fax : (021) 553 9532 Website: fkip-umt.ac.id

- Kedua** : Menunjuk dan menugaskan kepada:
1. Nama : Dr. Ikhfi Imaniah, M.Pd.  
NBM : 109 4923  
Sebagai Dosen Pembimbing I
  2. Nama : Imtihan Hanim, M.Pd.  
NBM : 121 1179  
Sebagai Dosen Pembimbing II
- Untuk membimbing penulisan skripsi mahasiswa:
- Nama : MARYAMA ANNAJILAH  
NIM : 2088203035  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : USING MANGATOON APPLICATION TO DEVELOP STUDENTS' ACHIEVMENT IN READING SKILLS
- Ketiga** : Dosen Pembimbing I dan Pembimbing II bertugas membimbing penulisan skripsi sesuai dengan kaidah penelitian dan pedoman penulisan skripsi Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Tangerang.
- Keempat** : Biaya yang dikeluarkan adanya keputusan ini dibebankan pada anggaran penulisan skripsi Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Tangerang Tahun Akademik 2023/2024.
- Kelima** : Keputusan ini berlaku sejak tanggal ditetapkan sampai ada keputusan lain yang merubahnya, dengan ketentuan akan diadakan perbaikan apabila dikemudian hari terdapat kekeliruan didalamnya.

Demikianlah surat keputusan ini dibuat untuk dilaksanakan dengan sebaik-baiknya.

Ditetapkan di : Tangerang  
Pada Tanggal : 19 Safar 1445 H  
4 September 2023 M

Dekan Fakultas Keguruan dan Ilmu Pendidikan,

  
**Sumiyani, M.Pd.**  
NBM. 819886



**UNIVERSITAS MUHAMMADIYAH TANGERANG**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

BERDASARKAN SK MENTERI PENDIDIKAN NASIONAL RI NO. 109/D/0/2009


Jl. Perintis Kemerdekaan I/33 Cikokol - Kota Tangerang Tlp/Fax : (021) 553 9532 Website: fkip-umt.ac.id

Lampiran Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Fakultas Universitas Muhammadiyah Tangerang Nomor 001/KEP/FKIP/IX/2023 tentang Pengangkatan Dosen Pembimbing Penulisan Skripsi Tahun Akademik 2023/2024.

**JADWAL PENYELESAIAN PENULISAN SKRIPSI**  
**TAHUN AKADEMIK 2023/2024**

KEGIATAN	TANGGAL
<b>Bimbingan Sesi I</b> BAB I, BAB II, BAB III, Instrumen, Validasi Proposal	01 September s/d 15 Oktober 2023
Pendaftaran Terakhir Seminar Proposal	16 Oktober 2023 s/d 06 Januari 2024
Pelaksanaan Seminar Proposal	23 Oktober 2023 s/d 13 Januari 2024
Revisi Seminar Proposal dan Validasi Instrumen	Satu Minggu Setelah Pelaksanaan Sidang
<b>Bimbingan Sesi 2</b> BAB IV, BAB V, Daftar Pustaka, Lampiran	22 Januari s/d 24 Februari 2024
Pendaftaran Sidang Skripsi	01 Desember 2023 s/d 16 Agustus 2024
Pelaksanaan Sidang Skripsi	04 Desember 2023 s/d 31 Agustus 2024
Yudisium	12 September 2024

APPENDIX. 2 *The letter of change of title*

	<b>FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN</b> <b>UNIVERSITAS MUHAMMADIYAH TANGERANG</b> TAHUN AKADEMIK 2013/2014 Jl. Perintis Kemerdekaan 1/33 Cibokol-Tangerang-Banten	No Dokumen	FRM-AKAD/03.1/67/14
		Revisi	00
		Tanggal Berlaku	06/01/2014
		Halaman	1/1

PERUBAHAN JUDUL SKRIPSI

Nama Mahasiswa : Maryama Annajilah  
 NIM : 2088203035  
 Program Studi : Pendidikan Bahasa Inggris  
 Semester : VII / 3  
 No. HP dan Email : 089513640032 - Maryamannaajilah.0105@gmail.com

Dengan ini mengajukan perubahan judul skripsi :  
THE EFFECT OF USING MANGATOON APPLICATION TO DEVELOP STUDENTS'  
ACHIEVEMENT IN READING COMPREHENSION AT SMP NEGERI  
2 PA GEDANGAN

Alasan perubahan judul skripsi :  
Karena judul awal "Reading Skill" tidak sesuai dengan indikator.

Demikian pengajuan ini disampaikan, atas pertimbangannya diucapkan terima kasih.

Tangerang, 19 Februari 2023

Mahasiswa,



Maryama Annajilah


Mengetahui,

Dosen Pembimbing I



Dr. Khafiq Inayjah, M.Pd

Dosen Pembimbing II





Intisari Hanim, M.Pd

Keterangan:

1. Lampirkan fotocopy SK judul skripsi
2. Isian formulir diserahkan ke prodi masing-masing

APPENDIX. 3 *Permission Letter of Pre Observation*

	<b>UNIVERSITAS MUHAMMADIYAH TANGERANG</b> <b>FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN</b> <small>BERDASARKAN SK MENTERI PENDIDIKAN NASIONAL RI NO. 189/O/2009</small>
Jl. Perintis Kemerdekaan/133 Cikokol - Kota Tangerang Tlp/Fax : (021) 553 9532 Website: fkip-umt.ac.id	
Nomor	: 1322/REK/III.3.AU/FKIP/F/2024
Lampiran	: -
Perihal	: Permohonan Izin Penelitian (Pengambilan Data)
Kepada Yth. Bapak/Ibu Kepala Sekolah SMP NEGERI 2 PAGEDANGAN Di Tempat	
<i>Assalamu'alaikum Wr. Wb.</i>	
Dalam rangka penelitian untuk menyelesaikan tugas akhir/skripsi dimohonkan untuk memberi ijin kepada mahasiswa,	
Nama	: MARYAMA ANNAJILAH
NIM	: 2088203035
Program Studi	: Pendidikan Bahasa Inggris
agar dapat mengadakan Penelitian Pengambilan Data untuk tugas akhir/skripsi yang berjudul:	
<b><i>"THE EFFECT OF USING MANGATOON APPLICATION TO DEVELOP STUDENTS' ACHIEVEMENT IN READING COMPREHENSION AT SMP NEGERI 2 PAGEDANGAN"</i></b>	
Demikian surat permohonan penelitian ini disampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.	
<i>Nasrun Minallah Wafathun Qaarib.</i> <i>Wassalamu'alaikum Wr. Wb.</i>	
Tangerang, 26 Februari 2024 Wakil Dekan I,  <b>Dr. Ikhti Imaniah, M.Pd</b> NBM. 109 4923	



**UNIVERSITAS MUHAMMADIYAH TANGERANG**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

BERDASARKAN SK MENTERI PENDIDIKAN NASIONAL RI. NO. 109/D/2008

Jl. Perintis Kemerdekaan 1/33 Cikokol - Kota Tangerang Tlp/Fax : (021) 553 9532 Website: fkip-umt.ac.id

Nomor : 1323/REK/III.3.AU/FKIP/F/2024  
Lampiran : -  
Perihal : Permohonan Izin Uji Coba Instrumen

Kepada  
Yth. Bapak/Ibu Kepala Sekolah  
SMP NEGERI 2 PAGEDANGAN  
Di Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penelitian untuk menyelesaikan tugas akhir/skripsi dimohonkan untuk memberi ijin kepada mahasiswa,

Nama : MARYAMA ANNAJILAH  
NIM : 2088203035  
Program Studi : Pendidikan Bahasa Inggris

agar dapat mengadakan Uji Coba Instrumen untuk tugas akhir/skripsi yang berjudul:

**"THE EFFECT OF USING MANGATOON APPLICATION TO  
DEVELOP STUDENTS' ACHIEVEMENT IN READING  
COMPREHENSION AT SMP NEGERI 2 PAGEDANGAN"**

Demikian surat permohonan penelitian ini disampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

*Nasrun Minallah Wafathum Qaarib.*  
*Wassalamu'alaikum Wr. Wb.*

Tangerang, 26 Februari 2024  
Wakil Dekan I,

  
**Dr. Akhfi Imaniah, M.Pd**  
NBM. 109 4923

APPENDIX. 4 Letter From School



PEMERINTAH KABUPATEN TANGERANG  
DINAS PENDIDIKAN  
SMP NEGERI 2 PAGEDANGAN

Perum Medang Lestari Kec. Pagedangan Kab. Tangerang Telp. +6221 5461605  
Website : [www.smpn2pagedangan.sch.id](http://www.smpn2pagedangan.sch.id) / E-mail : [smpn2pagedangan@yahoo.com](mailto:smpn2pagedangan@yahoo.com)

**SURAT KETERANGAN**  
Nomor : 421.3/186/SMPN2-Pgd

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Pertama Negeri 2 Pagedangan Kabupaten Tangerang Provinsi Banten, berdasarkan surat Wakil Dekan I, Nomor : 1322/REK/III.3.AU/FKIP/F/2024 tanggal 26 Februari 2024 dengan ini menerangkan bahwa:

Nama : MARYAMA ANNAJILAH  
NIM : 2088203035  
Program Study : Pendidikan Bahasa Inggris  
Semester : Delapan (8)  
Jenjang Pendidikan : Strata Satu (S.1)  
Jenis Kelamin : Perempuan  
Agama : Islam

Yang bersangkutan sudah melakukan Penelitian Data untuk Tugas akhir/skripsi dari tanggal 29-04-2024 sampai dengan tanggal 13-05-2024 dengan judul skripsi :

**"THE EFFECT OF USING MANGATOON APPLICATION TO DEVELOP STUDENTS' ACHIEVEMENT IN READING COMPREHENSION AT SMP NEGERI 2 PAGEDANGAN"**

Demikian surat keterangan ini kami buat dengan sebenarnya, agar dapat dipergunakan sebagaimana mestinya.

Pagedangan, 14 Mei 2024  
Kepala SMPN 2 Pagedangan  
  
**HAKI, SH, M.Pd.**  
NIP. 196704091991031013

APPENDIX. 5 Journal of Thesis Guidance



UNIVERSITAS MUHAMMADIYAH TANGERANG  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
 JURNAL BIMBINGAN SKRIPSI

**JUDUL SKRIPSI :**

Using Mangatoon Application to Develop Students' Achievement in Reading Skills.

Nama Mahasiswa : Maryama Annajiah

NPM : 2088203025

Dosen Pembimbing : Dr. Ikhfi Imaniah, M. Pd.

NO.	Tanggal	Materi Bimbingan	Kesimpulan Bimbingan	Tanda Tangan Pembimbing
1	30/10/2023	Chapter 1	Review + Chapter II	
2	23/11/2023	chapter 1 - II	Review chapter I - II	
3.	23/12/2023	chapter 1 - III	Review	
4	16/01/2024	chapter 1 - III	Instructions	
5.	19/01/2024	chapter 1 - III	Done	
6	27/02/2024	chapter IV - V	Review	
7	4/7/2024	Chapter IV - V	Complete the document	





UNIVERSITAS MUHAMMADIYAH TANGERANG  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
JURNAL BIMBINGAN SKRIPSI

JUDUL SKRIPSI :

Using Mangatoon Aplication to Develop students' Achievement in Reading skills.

Nama Mahasiswa : Maryama Annajiah

NPM : 2088203035

Dosen Pembimbing : Imtihan Hanim, M.pd

NO	Tanggal	Materi Bimbingan	Kesimpulan Bimbingan	Tanda Tangan Pembimbing
1	17-10-2023	Pembahasan dan penulisan Bab 1, 2, 3	Membahas isi tinjauan Bab 1, 2, 3	
2	19/10/2023	chapter 1 & 2	Read more journals, books, reference,	
3	20/10/2023	Chapter 1 & 2	Revise it and make make Chapter 2	
4	13/11/2023	Chapter 2	Add more sub topic about mangatoon s	
5	12/12/2023	Chapter 2	Previous study Revise it & make assessment instruments	
6	22/1/2024	All Chapter	Prepare for kump	
7	19/2/2024	Revise it & Add it	CONFIRM to the examiner	
8	20/6/2024	Abstract	Make abstracts, table of content, etc	

## APPENDIX. 6 Instrument Validation Sheet

### SURAT PERNYATAAN VALIDASI INSTRUMENT

Hal : Surat Pengantar Permohonan Menjadi *Professional Validator*

Kepada Yth.

Dyah Supraba Lastari, M.Pd

Di-

Tempat

Dengan Hormat,

Sebagai salah satu syarat pembuatan tugas akhir skripsi, bersamaan surat ini saya :

Nama : Maryama Annajilah

NIM : 2088203035

Judul Skripsi : **The Effect of Using Mangatoon Application to Develop Students' Achievement in Reading Skills**

Dengan ini saya memohon kesediaannya untuk menjadi *Professional Validator* untuk memvalidasi instrument penelitian yang berupa butir soal guna memenuhi penelitian tersebut.

Dengan demikian permohonan ini saya sampaikan, atas bantuan dan kesediaannya saya ucapkan terima kasih.

Peneliti,



Maryama Annajilah  
NIM. 2088203035

Tangerang, 12 Februari 2024  
Disetujui,



Dyah Supraba Lastari, M.Pd.  
NBM.1461731

**Validity of Research Instrument**

Aspect	Criteria	Scale				
		1	2	3	4	5
Content validity	The instrument is used in accordance with students reading basic competence				✓	
	The instrument used in accordance with the indicators				✓	
	The material of instrument suitable with the class, level, and school				✓	

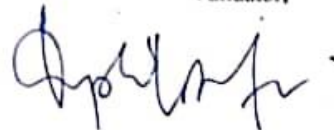
Scale	Description
5	Very relevant
④	Relevant
3	Neutral
2	Not Relevant
1	Not Very Relevant

In accordance with likert scale, I as a professional validator, hereby states that the instrument is

\*) Valid/Invalid to be use in research.

Tangerang, February 2024

Validator,



Dyah Supraba Lastari, M.Pd.

NBM. 1461731

**SURAT PERNYATAAN VALIDASI INSTRUMENT**

Hal : Surat Pengantar Permohonan Menjadi *Professional Validator*

Kepada Yth.

\_\_\_\_\_

Di-  
Tempat

Dengan Hormat,

Sebagai salah satu syarat pembuatan tugas akhir skripsi, bersamaan surat ini saya :

Nama : Maryama Annajilah

NIM : 2088203035

Judul Skripsi : **The Effect of Using Mangatoon Application to Develop  
Students' Achievement in Reading Skills**

Dengan ini saya memohon kesediaannya untuk menjadi *Professional Validator* untuk memvalidasi instrument penelitian yang berupa butir soal guna memenuhi penelitian tersebut.

Dengan demikian permohonan ini saya sampaikan, atas bantuan dan kesediaannya saya ucapkan terima kasih.

Peneliti,



Maryama Annajilah  
NIM. 2088203035

Tangerang, Februari 2024  
Disetujui,



Aef Saefullah, M.Pd.  
NBM. 1428425

**Validity of Research Instrument**

Aspect	Criteria	Scale				
		1	2	3	4	5
Content validity	The instrument is used in accordance with students reading basic competence				✓	
	The instrument used in accordance with the indicators				✓	
	The material of instrument suitable with the class, level, and school				✓	

**Likert Scale**

Scale	Description
5	Very relevant
4 ✓	Relevant
3	Neutral
2	Not Relevant
1	Not Very Relevant

In accordance with likert scale, I as a professional validator, hereby states that the instrument is

\*) Valid/Invalid to be use in research.

Tangerang, February 2024

Validator,



Aef Saefullah, M.Pd.

NBM. 1428425

## APPENDIX. 7 *Validity and Reliability*

The researcher used IBM SPSS Statistics 25 for validity test, the result below:

No	Question	Rcount	Rtable (n-2= 38)	Conclusion
1	Question 1	192	,312	Invalid
2	Question 2	451	,312	Valid
3	Question 3	342	,312	Valid
4	Question 4	161	,312	Invalid
5	Question 5	339	,312	Valid
6	Question 6	248	,312	Invalid
7	Question 7	242	,312	Invalid
8	Question 8	130	,312	Invalid
9	Question 9	389	,312	Valid
10	Question 10	278	,312	Invalid
11	Question 11	335	,312	Valid
12	Question 12	552	,312	Valid
13	Question13	500	,312	Valid
14	Question 14	268	,312	Invalid
15	Question 15	409	,312	Valid
16	Question 16	318	,312	Valid
17	Question 17	264	,312	Invalid
18	Question 18	399	,312	Valid
19	Question 19	328	,312	Valid
20	Question 20	489	,312	Valid
21	Question 21	155	,312	Invalid
22	Question 22	500	,312	Valid
23	Question 23	318	,312	Valid
24	Question 24	318	,312	Valid
25	Question 25	349	,312	Valid
26	Question 26	76	,312	Invalid
27	Question 27	328	,312	Valid
28	Question 28	246	,312	Invalid
29	Question 29	339	,312	Valid
30	Question 30	218	,312	Invalid
31	Question 31	351	,312	Valid
32	Question 32	349	,312	Valid
33	Question 33	359	,312	Valid
34	Question 34	409	,312	Valid
35	Question 35	318	,312	Valid
36	Question 36	379	,312	Valid
37	Question 37	397	,312	Valid
38	Question 38	351	,312	Valid

39	Question 39	489	,312	<b>Valid</b>
40	Question 40	406	,312	<b>Valid</b>
41	Question 41	518	,312	<b>Valid</b>
42	Question 42	415	,312	<b>Valid</b>
43	Question 43	463	,312	<b>Valid</b>
44	Question 44	353	,312	<b>Valid</b>
45	Question 45	318	,312	<b>Valid</b>
46	Question 46	409	,312	<b>Valid</b>
47	Question 47	349	,312	<b>Valid</b>
48	Question 48	518	,312	<b>Valid</b>
49	Question 49	374	,312	<b>Valid</b>
50	Question 50	511	,312	<b>Valid</b>

For reliability test, the researcher used IBM SPSS Statistics 25 with the result below:

<b>Case Processing Summary</b>			
		N	%
Cases	Valid	40	100,0
	Excluded <sup>a</sup>	0	,0
	Total	40	100,0

a. Listwise deletion based on all variables in the procedure.

<b>Reliability Statistics</b>	
Cronbach's Alpha	Total N of items
0,794	37

**Cronbach's Alpha 0,794**

**0,794 > 0,60 It is means Reliable**



## **APPENDIX.8 Research Instrument**

### **PRE-TEST**

#### **(Question for number 1-3)**

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter through a show of strength. After that, the Prince of Blambangan, named Raden Begawan won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. Why the wicked fairy did use her magic to make Raden Begawan unconscious?
  - a. She didn't like Raden Begawan
  - b. She didn't want Raden Prabu to marry the princess
  - c. She wanted Teja Nirmala to forget about her wedding
  - d. She didn't want the prince of Blambangan to marry the princess
  
2. What do you think will happen if gods or goddesses cannot mingle in the affairs of people on earth at that time?
  - a. Princess Segara will have married Raden Begawan
  - b. Sang Prabu will not hold a strength competition
  - c. Raden Begawan will not die
  - d. Wicked Fairy will not take Raden Begawan's life
  
3. The similarity between “fairies and humans” according to the text?
  - a. The place they live.
  - b. The jealousy that they possess
  - c. The way they don't feel love
  - d. The strength they have

#### **(Question for number 4-9)**

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forests. One day, a farmer's young wife went to the next village

to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with

you through the forest". So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead". Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew. They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby, the wolves were playing with him.

4. Who was Ah Tim?

- a. The young woman's brother
- b. The young woman's son
- c. The young woman's brother and nephew
- d. The young woman's brother's son

5. How could the wolves catch Ah Tim?

- a. He was afraid
- b. He was stumbled by a stone
- c. He ran slowly
- d. The woman cried

6. What did the villagers bring sticks for?

- a. For the weapon to beat the wolves
- b. To bring the woman's nephew
- c. For the fire woods
- d. For play

7. "all men in the village fetched thick stick..." The word "fetched" has a similar meaning to?

- a. Received
- b. Caught

- c. Got
- d. Hit

8. From the passage we learn that the villages were?

- a. Located in one huge area
- b. Situated in a large district
- c. Separated by untamed jungles
- d. Wild and unsafe

9. What is the purpose of the writer in writing the story above?

- a. To describe the danger of the villages
- b. To entertain the readers of the story
- c. To tell the villagers relationship
- d. To explain how important a relative is

**(Question for number 10)**

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them. Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage She knocked out but no one answered. So, she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping.

Then Snow White woke up. She saw the dwarfs Doc, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White" The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

10. Which of the following is supporting idea of paragraph 1?

- a. Snow White told the dwarfs the whole story about her
- b. Snow White ran away into the woods
- c. Her aunt and uncle didn't have enough money to take Snow White with them
- d. Snow White went inside and fell asleep in a little cottage

**(Question for number 11-12)**

Once, a hunter lived a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion

bare-handed. He said that the tiny animals used to get scared even at the sight of him. One day, the hunter was passing through a forest.

He met a woodcutter from the same village. The boastful hunter approached him and said, How are you? its a fine day, isnt it? Yes, yes, indeed! the woodcutter replied. Well, can you tell me if you have seen some footprints of the lion nearby? its been months since i defeated any. The woodcutter knew that the hunter only boasted, so he said, Yes, a lion is in a nearby den. Can i take you there? The scared hunter said. No No i only just wanted to see his footprints. Finally, the boastful hunter ran away from the spot.

11. What is the best title for the text?

- a. A Boastful Hunter
- b. A Brave woodcutter
- c. A Woodcutters Advice
- d. A Woodcutters Rewards

12. What did hunter feel when the woodcutter said that there was a lion in a nearby den?

- a. Upset
- b. Scared
- c. Jealous
- d. Disappointed

**(Question for number 13)**

#### A bear and a Rabbit

Once upon a time, a bear and rabbit lived as neighbors. Unlike the bear, the rabbit was good hunter. Therefore, the bear always asked the rabbit to hunt for him. The rabbit could not refuse the bear's demand because he is afraid of the bear. Every week, the rabbit went to the woods to shoot buffaloes. Many buffaloes have been killed by rabbit, However, the bear was very gluttonous. He did not allow the rabbit to get any meats. Poor rabbit would have to go home stomach empty all the time. The bear was father of five children.

The mother bear always gave her youngest boy an extra large piece of meat. But the baby never ate the extra meat. Secretly, he would take the meat towards the rabbit's house in this way, the poor rabbit would get his meal unknown to papa bear

13. Which of the following is supporting idea of paragraph 2? (supporting details)

- a. A bear and rabbit lived as neighbors
- b. Secretly, he would take the meat outside and pretend to play ball with it
- c. The bear was the father of fove children
- d. Poor rabbit would have to go home stomach empty all the time

**(Question for number 14-17)**

Once upon a time two brothers who lived on adjoining farms fell into conflict. They had been sharing machinery, trading a labour and goods as needed without a hitch. Then the long collaboration fell apart. It began with a small misunderstanding and it grew into a major difference which exploded into an exchange of bitter word followed by week of silence. One morning there was a knock on the elder brothers door He opened it to find a man with a carpenters tool box. i am looking for a few small jobs here and there.

Could i help you? Yest said the elder brother i do have a job for you. Look across the creek at that farm! Thats my neighbour in fact, its my younger brother and we dont get along. Last week be dug a wider passage for water into his farm. But he ended up creating a very wide creek in between our farms and i am sure he did it just to annoy me. I want you to build me something so that we dont have stand and see each others face from across.

The carpenter said, i think i understand the situation, i will be able to do a job that will please you. The elder brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing.

At sunset when the elder brother returned, the carpenter had just finished his job. The elder brothers eyes opened wide and his jay dropped. It was not what he had even thought of or imagined. It was a bridge stretching from one side of the creek to the other! A fine piece of work, beautiful handrails. To his surprise, his younger brother across the creek was coming to meet him with a big smile and arms wide open to hug.

You are really kind and humble, my brother! After all i have done and said to you, you still show that blood relations can never be broken! i am truly sorry for my behaviour, the younger brother said as he hugged his elder brother.

14. What is the text about?

- a. Two brothers is dispute
- b. Two brothers having continuously bad crops
- c. Two brothers competing with each other
- d. Two brothers fighting for the carpenters services

15. The word "annoy" in line 4 paragraph 3 means?

- a. Great
- b. Bad
- c. Sick
- d. Health

One day several boys were playing at the edge of a pond in which lived a family of frogs. The boys amused themselves by throwing stones into the pond so as to make them skip on top of the water. The stones were flying thick and fast, and the boys were enjoying themselves very much, but the poor frogs in the pond were trembling with fear. At last one of the frogs, the oldest and bravest, put his head out of the water, and said Oh, please, dear children, stop your cruel play! Though it may be fun for you, it mean death to us!

16. Why did the frog feel insecure?

- a. The boy frightened them
- b. The stone would hurt them
- c. The boys destroyed the pond
- d. The water in the pond got dirty

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult he cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by it own good looks. One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. I tsaw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

17. From the story, we know that the cactus was?

- a. Brave
- b. Wise
- c. Patient
- d. Humble

**(Question for number 18)**

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. I must find them, she said and set off into the forest. Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children. She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door. Children, I have come to save you, she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

18. Which statement is FALSE about the witch?

- a. She locked Hansel in a cage
- b. She planned to eat Hansel & Gretel
- c. She fell into the ocean
- d. She hated the children

## POST-TEST

### (Question for number 1)

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them. Snow White didn't want her uncle and aunt to do this, so she decided to run away.

The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. One of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White." The dwarf said, "If you wish, you may live here with us." Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

1. The sentence "Oh, could I? Thank you" in paragraph 3 expresses?

- a. Angry
- b. Shock
- c. Happy
- d. Interested

### (Question for number 2)

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate these branches, I don't like it!" Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, but how can I get there? I can't swim, the current is very rapid?"

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air. He then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moments later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile. "Of course I can't. You are very strong. Mr. Croco, replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly," said the mouse



deer. Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

2. How many crocodiles were there in the story above?

- a. Three crocodiles
- b. Ten crocodiles
- c. Thirteen crocodiles
- d. Not mentioned

**(Question for number 3)**

Once upon a time, not far from a jungle, lived husband and a wife. They were farmers. They were diligent farmers and always worked hard on the paddy fields. They had been married for many years and still not have a child yet. Everyday they prayed and prayed for a child.

One night, while they were praying, a giant passed their house. The giant heard they pray "Don't worry farmers. I can give you a child. But you have to give me that child when she is 17 years old," said the giant. The farmers were so happy. They did not think about the risk of losing their child later and agree to take the offer. Later, the giant gave them a bunch of cucumber seeds. The farmers planted them carefully. Then the seeds changed into plants.

Not long after that, a big golden cucumber grew from plants. After it had ripe, the farmers picked and cut it. They were very surprised to see beautiful girl inside the cucumber. They named her Timun Mas or Golden Cucumber. Years passed by and Timun Mas has changed into a beautiful girl. On her 17th birthday, Timun Mas was very happy. However, the parents were very sad. They knew they had to keep their promise to the giant but they also did not want to lose their beloved daughter.

"My daughter, take this bag. It can save you from the giant," said the mother. "What do you mean, Mom? I don't understand," said Timun Mas. Right after that, the giant came into their house. "Run Timun Mas. Save your life!" said the mother. The giant was angry. He knew the farmers wanted to break their promise. He chased Timun Mas away. The giant was getting closer and closer. Timun Mas then opened the bag and threw a handful of salt. It became sea. The giant had to swim to cross the sea.

Later, Timun Mas threw some chili. It became a jungle with trees. The trees had sharp thorns so they hurt the giant. However, the giant was still able to chase Timun Mas. Timun Mas took her third magic stuff. It was cucumber seeds. She threw them and

became cucumber field. But the giant still could escape from the field. Then it was the last magic stuff she had in the bag. It was a shrimp paste, terasi. She threw it and became a big swamp. The giant was still trying to swim the swamp but he was very tired. Then he was drowning and died. Timun Mas then immediately went home. The farmers were so happy that they finally together again.

3. Which statement is NOT supported by the text?

- a. The farmers had a child after praying for many years
- b. The giant asked the farmers to give him their child when she turned 17
- c. Timun Mas escaped from the giant by throwing a handful of salt, turning it into a sea
- d. The farmers gave their child back to the giant

**(Question for number 4-5)**

A story from the farm yard. One finally gained advantage and the other surrendered. The losing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could. Suddenly, an eagle came sailing through the air and carried it off, with its talons. The losing rooster immediately came out of its corner and ruled the farm yard from then on.

4. From the text we know that?

- a. Only one rooster can rule the roost
- b. The roosters are fighting to flap their wings
- c. The eagle had watched them all day
- d. The farm needs a new king

5. What is the main idea of paragraph?

- a. An eagle watching the rooster from a distance
- b. The losing rooster came out from its hiding place
- c. The eagle took the winning rooster as its prey
- d. The winning rooster celebrates its winning proudly

### **A Little Girl in A Village**

Amelia's house was in a quiet place. It was a hilly village, the garden of her house was very beautiful. Flowers with various colors grew there. Amelia grew some roses. She's a nature lover. One day Amelia closed her book. She felt tired after studying hard. She stood by the window. She could see the mountain from there. It was a beautiful bluish green "How wonderful it would be if I could reach the top of that mountain without climbing." "If you want to fly up there, follow me," said a soft voice. Amelia was surprised. "Who are you? Why did you come in without permission?" My name is Yuli. My home is a bit far from here. I want to be your friend, Amelia," said the girl.

"You know my name," said Amelia. "I often hear your mother calling you," Yuli answered. She reached out her hand to Amelia. Amelia shook Yuli's hand. "Why is your hand so cold? Are you ill?" asked Amelia, worried. "I haven't been to school for few days," said Yuli. "If you were sick, why aren't you in bed now?" asked Amelia.

"The fresh air will make me better. Amelia," said Yuli pulled Amelia's hand. She wanted Amelia to follow her. "Oh, no, I cannot go now. I must do my homework." "Okay. How about tomorrow? My mother will make some delicious cakes for me. You must taste some, Yuli," said Amelia. "Thanks Amelia. You are so kind." Yuli waved to Amelia and then she was gone Amelia's mother was puzzled to see her daughter talking alone.

6. "...I want to be your friend, Amelia" said the girl...". The girl in the sentence above is refer to?

- a. Amelia
- b. Yuli
- c. Amelia's mother
- d. Yuli's mother

**(Question for number 7-8)**

Once upon a time, there was a powerful prince named Bandung Bondowoso. In a war, Bandung Bondowoso killed Prabu Baka. Then, Bandung Bondowoso fell in love with Prabu Baka's daughter named Roro Jonggrang.

Bondowoso wanted to marry this beautiful princess. However, princess hated him because he had killed her father. Roro Jonggrang was thinking of a way to refuse Bondowoso's marriage proposal. Finally, she decided to marry Bandung Bondowoso if he could build a thousand temples before dawn.

Being helped by genies, Bondowoso built many temples very fast. Roro Jonggrang wanted to fail him. She asked all women in her village to hit rice so rooster crowed signing that morning was coming. All genies left their project until 999 temples. They thought morning came afterward.

Finally, Bondowoso knew that Roro Jonggrang tricked him. He got very angry so he cursed Roro Jonggrang into a rock statue "Arca". Roro Jonggrang statue is inside Candi Prambanan to complete the project of a thousand temples.

7. What is the main topic in the 4 paragraph?

- a. Bondowoso being helped by genies
- b. Bondowoso wanted to marry Prabu Baka's daughter
- c. Roro Jonggrang built 999 temples
- d. Roro Jonggrang tricked Bondowoso

8. Bondowoso wanted to marry this beautiful princess. The underlined word is refer to?

- a. Candi Prambanan
- b. Roro Jonggrang
- c. Arca
- d. Gentes

9. Little Red Riding Hood was sent to visit her grandmother with a basket of goodies. She was told to stay on the path, but she met a cunning wolf who tricked her.

"basket of goodies" The phrase above means?

- a. Lots of stuff
- b. Little stuff
- c. Half stuff
- d. There are no item

10. Once upon a time, there was a girl named Cinderella. She lived with her wicked stepmother and stepsisters who treated her very poorly. One day, a fairy godmother helped her attend the royal ball.

What is the main idea of the story?

- a. Cinderella's wicked family
- b. Cinderella's fairy godmother
- c. Cinderella attending the royal ball
- d. Cinderella's life before the ball

11. "The Three Little Pigs" Three little pigs built houses of straw, sticks, and bricks. The wolf huffed and puffed and blew the first two houses down but couldn't destroy the brick house

After reading the text, we may conclude that the wolf was.....

- a. Stupid animal
- b. Smart animal
- c. Cruel animal
- d. Quiet animal

12. "Goldilocks and the Three Bears" Goldilocks entered the house of the three bears and tried their porridge, chairs, and beds. She found one of each that was just right for her What is the story about?

- a. Goldilocks
- b. Three bears
- c. A house
- d. Trying porridge, chairs, and beds

13. "The Boy Who Cried Wolf" A boy falsely claimed there was a wolf, and the villagers rushed to his aid. When a real wolf appeared, the villagers didn't believe him, and the sheep were lost. What is the moral of the story?

- a. Sheep are valuable
- b. The boy's love for crying wolf
- c. Honesty is the best policy
- d. Villagers' distrust

14. "The Pied Piper of Hamelin" A town hired a piper to rid them of rats. When the piper wasn't paid, he lured the children away with his magical music. What is the lesson in the story?

- a. Pay the piper
- b. Rats are a problem
- c. Don't trust pipers
- d. Keep promises

**(Question for number 15-16)**

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men. Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole. One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

15. The word "oppose" in paragraph 3 means?

- a. Support
- b. Defeat
- c. Turn Against
- d. Beat

16. One day he had eaten too much, he fell asleep in the hole.

The underline words is refer to?

- a. Guntur
- b. Kho Iwo
- c. Imah
- d. Sugeng

**(Question for number 17-19)**

### **Bawang Merah and Bawang Putih**

There were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores. One morning. Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin

At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin!

17. Who gave the clothes back to Bawang Putih?

- a. The old woman
- b. Bawang merah
- c. Her Step mother
- d. River

18. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin."

The sentence above expresses?

- a. Sad
- b. Happy
- c. Excited
- d. Disappointed

19. Why were Bawang Merah and mother screaming?

- a. They found jewelnes
- b. Mother's clothes fell down to the river
- c. Both of them realized their mistakes
- d. There were a lot of snakes inside the pumpkin

**APPENDIX.9 Lesson Plan for Controlled Class**

**RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

Name of School : SMP Negeri 2 Pagedangan

Subject : English

Skill : Reading

Time Allocation : 2 x 40 minute

Theme : Narrative Text

**A. Core Competencies**

**KI 1:** Appreciate and appreciate the teachings of the religion one adheres to.

**KI 2:** Demonstrate honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and pro-active and show attitude as part of the solution to various problems, interact effectively with the social and natural environment and in placing oneself as a reflection nation in world relations

**KI 3:** Understand, apply and analyze factual, conceptual and knowledge procedural based on curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, as well as applying knowledge procedural in a specific field of study according to their talents and interests solve the problem.



**KI 4:** Processing, reasoning and presenting, in the concrete realm and related abstract realms with the development of what he learned at school independently and capably using methods according to scientific principles

**B. Basic Competency**

Basic Competency	Indicators of Competence Achievement
<p><b>3.5</b> Implement the function social, text structure, and linguistic elements of the text transactional interactions oral and written involves action giving and asking related information Narrative Text</p>	<p><b>3.5.1</b> Identify social function, text structure</p> <p><b>3.5.2</b> Identifying linguistic elements</p> <p><b>3.5.3</b> Find the information contained in explanation text</p> <p><b>3.5.4</b> Identifying a person's characteristics (kind, nice, friendly, etc.)</p>
<p><b>4.4</b> Compose oral transactional interaction texts and write very short and simple ones that involve the act of giving and asking information regarding the name and number of animals, objects, and nearby public buildings with everyday student life, with pay attention to social function, text structure, and correct and appropriate linguistic elements context.</p>	<p><b>4.4.1</b> Mention the vocabulary found in the narrative text</p>
<p><b>4.8</b> Capture meaning contextually</p>	<p><b>4.8.1</b> Demonstrate moral messages in</p>

related to social functions, text structure, and elements linguistics of narrative, spoken and text write simply related legends people.	writing, contextually related to folk legends
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### C. Learning Objectives

1. Students can understand the narrative text.
2. Students can understand material about main idea (topic), inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting ideas, vocabulary in context, expressions/idioms/ phrases in context contained in the indicator.

### D. Character Values

Honest, Confident, Respect, Diligence and Hardwork.

### E. Learning Materials : Narrative Text

Narative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

Ex: The story of the smart parrot

#### **The story of the smart parrot**

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born.The name of the town was Catano. The man tried to teach the parrot to say catano. But the bird would not say the word. At first the man was very nice, nbut then he got angry. “You are a stupid bird! Why can’t you say the word? satCatano, or I will kill you!”but the parrot would not say it.

Then the man got so angry that he shouted over and over, “say Catano, or I’ll kill you!” but the bird wouldn’t talk. One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.” In the chicken house there are four old chicken house and left. the next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! he saw there dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you!”

\*There are several criteria for answering questions using narrative text, namely the following indicators:

1. Main idea (topic)
2. Inference (implied detail)
3. Grammatical features
4. Detail (scanning for a specifically stated detail)
5. Excluding facts not written (unstated details)
6. Supporting ideas
7. Vocabulary in context
8. Expressions/idioms/phrases in context

#### **F. Learning Method**

1. Approach: Scientific approach
2. Model: Cooperative Learning: Numbered Head Together
3. Technique: Question and answer

#### **G. Media and Tools**

1. Media : Power point presentation
2. Tools : Laptop, Handphone and Projector

## H. Learning Resources

Compulsory book for grade 8 junior high school students, internet sources.

## I. Learning Step

Activity	Learning steps	Time Allocation
Introduction	<ul style="list-style-type: none"><li>• The teacher takes attendance of students.</li><li>• The teacher conveys competencies and learning objectives.</li><li>• Students are asked questions about narrative texts they have read.</li><li>• Students are given an explanation of assessment techniques will be used.</li></ul>	10 minute
Pre-Test	The students must answer questions related to the story with a total of 25 multiple-choice.	25 minute
<b>Treatment</b>  Meeting 1	<ul style="list-style-type: none"><li>• The teacher explains material about Main idea (topic) and Inference (implied detail).</li><li>• The teacher asks students to read narrative text from other</li></ul>	25 minute

<p>Meeting 2</p>	<p>sources.</p> <ul style="list-style-type: none"> <li>• The teacher asks students to determine the main idea (topic) and inference (implied detail) from the “A Beer and Rabbit” story.</li> <li>• The teacher explains material about Grammatical features, Detail (scanning for a specifically stated detail), Excluding facts not written (unstated details).</li> <li>• The teacher asks students to read narrative text from other sources.</li> <li>• The teacher asks students to determine the grammatical features, details (scanning for a specifically stated detail), excluding facts not written (unstated details) from the “Timun Mas” story.</li> <li>• The teacher explains material</li> </ul>	<p>25 minute</p>
<p>Meeting 3</p>		

	<p>about Supporting ideas, Vocabulary in context, Expressions/idioms/phrases in context.</p> <ul style="list-style-type: none"> <li>• The teacher asks students to read narrative text from other sources.</li> <li>• The teacher asks students to determine Supporting ideas, Vocabulary in context, Expressions/idioms/phrases in context from the “A little Girl in a Village” story.</li> </ul>	25 minute
Post-Test	The students must answer questions related to the story with a total of 25 multiple-choice	25 minute

## **J. Assessment Guideliness**

### **1) Pre-Test and Post-Test**

#### **Instrument**

##### **(Question for number 1-5)**

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter through a show of strength. After that, the Prince of Blambangan, named Raden Begawan won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. Which one of the following statements is false about Sang Prabu?
  - a. Sang Prabu was the father of his only daughter
  - b. Sang Prabu was a king of a kingdom in West Java
  - c. Sang Prabu was taken to Kahyangan by a wicked fairy
  - d. Sang Prabu was a wise man
  
2. Why the wicked fairy did use her magic to make Raden Begawan unconscious?
  - a. She didn't like Raden Begawan
  - b. She didn't want Raden Prabu to marry the princess
  - c. She wanted Teja Nirmala to forget about her wedding
  - d. She didn't want the prince of Blambangan to marry the princess
  
3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people on earth at that time?
  - a. Princess Segara will have married Raden Begawan
  - b. Sang Prabu will not hold a strength competition
  - c. Raden Begawan will not die
  - d. Wicked Fairy will not take Raden Begawan's life

4. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word here in the sentence refers to?

- a. The wicked fairy
- b. The nice fairy
- c. Princess Nirmala
- d. Prince Teja

5. The similarity between “fairies and humans” according to the text?

- e. The place they live.
- a. The jealousy that they possess
- b. The way they don't feel love
- c. The strength they have

**(Question for number 6-15)**

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forests. One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you through the forest". So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead". Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew. They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby, the wolves were playing with him.

6. What separated one village from another a long time ago in the New Territories?

- a. Another village
- b. Mountains
- c. Forests
- d. Hills

7. Who was Ah Tim?

- a. The young woman's brother
- b. The young woman's son
- c. The young woman's brother and nephew
- d. The young woman's brother's son



8. Who walked in front when they were in the forest?

- a. Ah Tim
- b. The womari
- c. The woman's son
- d. Her brother's nephew

9. How could the wolves catch Ah Tim?

- a. He was afraid
- b. He was stumbled by a stone
- c. He ran slowly
- d. The woman cried

10. The woman gave her son to the wolves because?

- a. She loved her nephew than her son
- b. She thought about how her brother would be
- c. She wanted her son was eaten by the wolves
- d. She was crazy

11. What did the villagers bring sticks for?

- e. For the weapon to beat the wolves
- f. To bring the woman's nephew
- a. For the fire woods
- b. For play

12. "all men in the village fetched thick stick..." The word "fetched" has a similar meaning to?

- a. Received
- b. Caught
- c. Got
- d. Hit

13. From the passage we learn that the villages were?

- a. Located in one huge area
- b. Situated in a large district
- c. Separated by untamed jungles
- d. Wild and unsafe

14. The brother let her son go with his aunt as she left home because?

- a. Ah Tim wanted to see the wolves
- b. His aunt wanted him to come along
- c. Ah Tim was bored living with his parents
- d. Ah Tim would be a guardian for them

15. What is the purpose of the writer in writing the story above?

- a. To describe the danger of the villages
- b. To entertain the readers of the story
- c. To tell the villagers relationship
- d. To explain how important a relative is

**(Question for number 16-17)**

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them. Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having

breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage She knocked out but no one answered. So, she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs Doc, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White" The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

16. Which of the following is supporting idea of paragraph 1?

- a. Snow White told the dwarfs the whole story about her
- b. Snow White ran away into the woods
- c. Her aunt and uncle didn't have enough money to take Snow White with them
- d. Snow White went inside and fell asleep in a little cottage

17. The sentence "Oh, could I? Thank you" in paragraph 3 expresses?

- a. Angry
- b. Shock
- c. Happy
- d. Interested

**(Question for number 18-19)**

Once, a hunter lived a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him. One day, the hunter was passing through a forest. He met a woodcutter from the same village. The boastful hunter approached him and said, How are you? its a fine day, isnt it? Yes, yes, indeed! the woodcutter replied. Well, can you tell me if you have seen some footprints of the lion nearby? its been months since i defeated any. The woodcutter knew that the hunter only boasted, so he said, Yes, a lion is in a nearby den. Can i take you there? The scared hunter said. No No i only just wanted to see his footprints. Finally, the boastful hunter ran away from the spot.

18. What is the best title for the text?

- a. A Boastful Hunter
- b. A Brave woodcutter
- c. A Woodcutters Advice
- d. A Woodcutters Rewards

19. What did hunter feel when the woodcutter said that there was a lion in a nearby den?

- a. Upset
- b. Scared
- c. Jealous
- d. Disappointed

**(Question for number 20-21)**

**A bear and a Rabbit**

Once upon a time, a bear and rabbit lived as neighbors. Unlike the bear, the rabbit was good hunter. Therefore, the bear always asked the rabbit to hunt for him. The rabbit could not refuse the bear's demand because he is afraid of the bear. Every week, the rabbit went to the woods to shoot buffaloes. Many buffaloes have been killed by rabbit, However, the bear was very gluttonous. He did not allow the rabbit to get any meats. Poor rabbit would have to go home stomach empty all the time. The bear was father of five children.

The mother bear always gave her youngest boy an extra large piece of meat. But the baby never ate the extra meat. Secretly, he would take the meat towards the rabbit's house in this way, the poor rabbit would get his meal unknown to papa bear

20. Which of the following is supporting idea of paragraph 2? (supporting details)

- a. A bear and rabbit lived as neighbors
- b. Secretly, he would take the meat outside and pretend to play ball with it

- c. The bear was the father of five children
- d. Poor rabbit would have to go home stomach empty all the time

21. "He did not allow the rabbit to get any meats." The word "he" refers to?

- a. The bear
- b. Buffaloes
- c. Papa bear
- d. The rabbit

**(Question for number 22-23)**

Once upon a time two brothers who lived on adjoining farms fell into conflict. They had been sharing machinery, trading a labour and goods as needed without a hitch. Then the long collaboration fell apart. It began with a small

misunderstanding and it grew into a major difference which exploded into an exchange of bitter word followed by week of silence.

One morning there was a knock on the elder brothers door He opened it to find a man with a carpenters tool box. i am looking for a few small jobs here and there. Could i help you?

Yest said the elder brother i do have a job for you. Look across the creek at that farm! Thats my neighbour in fact, its my younger brother and we dont get along. Last week be dug a wider passage for water into his farm. But he ended up creating a very wide creek in between our farms and i am sure he did it just to annoy me. I want you to build me something so that we dont have stand and see each others face from across.

The carpenter said, i think i understand the situation, i will be able to do a job that will please you. The elder brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing.

At sunset when the elder brother returned, the carpenter had just finished his job. The elder brothers eyes opened wide and his jay dropped. It was not what he had even thought of or imagined. It was a bridge stretching from one side of the creek to the other! A fine piece of work, beautiful handrails. To his surprise, his younger brother across the creek was coming to meet him with a big smile and arms wide open to hug.

You are really kind and humble, my brother! After all i have done and said to you, you still show that blood relations can never be broken! i am truly sorry for my behaviour, the younger brother said as he hugged his elder brother.

22. What is the text about?

- a. Two brothers is dispute
- b. Two brothers having continuously bad crops
- c. Two brothers competing with each other
- d. Two brothers fighting for the carpenters services

23. The word "annoy" in line 4 paragraph 3 means?

- a. Great
- b. Bad
- c. Sick
- d. Health

One day several boys were playing at the edge of a pond in which lived a family of frogs. The boys amused themselves by throwing stones into the pond so as to make them skip on top of the water. The stones were flying thick and fast, and the boys were enjoying themselves very much, but the poor frogs in the pond were trembling with fear. At last one of the frogs, the oldest and bravest, put his

head out of the water, and said Oh, please, dear children, stop your cruel play! Though it may be fun for you, it mean death to us!

24. Why did the frog feel insecure?

- a. The boy frightened them
- b. The stone would hurt them
- c. The boys destroyed the pond
- d. The water in the pond got dirty

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult he cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by it own good looks. One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. I tsaw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

25. From the story, we know that the cactus was?

- e. Brave
- a. Wise
- b. Patient
- c. Humble

## 2) Treatment

### The story of the smart parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say catano. But the bird would not say the word. At first the man was very nice, but then he got angry. “You are a stupid bird! Why can’t you say the word? satCatano, or I will kill you!”but the parrot would not say it. Then the man got to so angry that the shouted over and over, “sayCatano, or I’II kill you!” but the bird wouldn’t talk. One day after trying for manyhours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will cat them, and I will eat you, too.” In the chicken house there are four old chicken house and left. the next daythe man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! he saw there dead chickens on thefloor. The parrot was screaming at the fourth chicken, “Say Catano, or I’II kill you!

#### Observe and use the following questions to discuss the storyline!

1. What is the main idea of the text?
2. When did the story happen?
3. Who are the characters?
4. Where did the story take place?
5. The sentence “You are more stupid than the chickens” in paragraph 2 expresses?
6. Determine what is NOT true about Parrot!
7. The word “Daythe” in line 5 paragraph 2 means?
8. “He would not say the name of the town where he was born” The word ‘he’ refers to?
9. From the text above, it can be conclude that a man is?
10. He was very surprised. The underlined word is refer to?

\*Writing aspect of assessment include

Each correct answer was given a score of 1

The number of question = 25

Student score =  $\frac{\text{the number of correct answer}}{\text{The number of question}} \times 100$

**K. Assessment**

Technique	Instrument	Example of Instrument
Showing the work	Multiple Choices	Choosing the right answer!

*Lesson Plan for Experimental Class*

**RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

Name of School : SMP Negeri 2 Pagedangan

Subject : English

Skill : Reading

Time Allocation : 2 x 40 minute

Theme : Narrative Text

**A. Core Competencies**

**KI 1:** Appreciate and appreciate the teachings of the religion one adheres to.

**KI 2:** Demonstrate honest behavior, discipline, responsibility, caring (mutual cooperation, cooperation, tolerance, peace), polite, responsive and pro-active and show attitude as part of the solution to various problems, interact effectively with the social and natural environment and in placing oneself as a reflection nation in world relations

**KI 3:** Understand, apply and analyze factual, conceptual and knowledge procedural based on curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, as well as applying knowledge procedural in a specific field of study according to their talents and interests solve the problem.



**KI 4:** Processing, reasoning and presenting, in the concrete realm and related abstract realms with the development of what he learned at school independently and capably using methods according to scientific principles

**B. Basic Competency**

Basic Competency	Indicators of Competence Achievement
<p><b>3.5</b> Implement the function social, text structure, and linguistic elements of the text transactional interactions oral and written involves action giving and asking related information Narrative Text</p>	<p><b>3.5.1</b> Identify social function, text structure</p> <p><b>3.5.2</b> Identifying linguistic elements</p> <p><b>3.5.3</b> Find the information contained in explanation text</p> <p><b>3.5.4</b> Identifying a person's characteristics (kind, nice, friendly, etc.)</p>
<p><b>4.4</b> Compose oral transactional interaction texts and write very short and simple ones that involve the act of giving and asking information regarding the name and number of animals, objects, and nearby public buildings with everyday student life, with pay attention to social function, text structure, and correct and appropriate linguistic elements</p>	<p><b>4.4.1</b> Mention the vocabulary found in the narrative text</p>

context.	
4.8 Capture meaning contextually related to social functions, text structure, and elements linguistics of narrative, spoken and text write simply related legends people.	4.8.1 Demonstrate moral messages in writing, contextually related to folk legends

**C. Learning Objectives**

3. Students can understand the narrative text.
4. Students can understand material about main idea (topic), inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting ideas, vocabulary in context, expressions/idioms/ phrases in context contained in the indicator.

**D. Character Values**

Honest, Confident, Respect, Diligence and Hardwork.

**E. Learning Materials : Narrative Text**

Narative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

Ex: The story of the smart parrot

**The story of the smart parrot**

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born.The name of the town was Catano. The man tried to teach the parrot to say catano. But the bird would not say the word. At

first the man was very nice, but then he got angry. “You are a stupid bird! Why can’t you say the word? say Catano, or I will kill you!” but the parrot would not say it. Then the man got so angry that he shouted over and over, “say Catano, or I’ll kill you!” but the bird wouldn’t talk. One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.” In the chicken house there are four old chickens and he left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! he saw there dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you!”

\*There are several criteria for answering questions using narrative text, namely the following indicators:

9. Main idea (topic)
10. Inference (implied detail)
11. Grammatical features
12. Detail (scanning for a specifically stated detail)
13. Excluding facts not written (unstated details)
14. Supporting ideas
15. Vocabulary in context
16. Expressions/idioms/phrases in context

## **F. Learning Method**

1. Approach: Scientific approach
2. Model: Cooperative Learning: Numbered Head Together
3. Technique: Question and answer

### G. Media and Tools

3. Media : Power point presentation

4. Tools : Laptop, Handphone and Projector

### H. Learning Resources

Compulsory book for grade 8 junior high school students, internet sources.

### I. Learning Step

Activity	Learning steps	Time Allocation
Introduction	<ul style="list-style-type: none"><li>• The teacher takes attendance of students.</li><li>• The teacher conveys competencies and learning objectives.</li><li>• Students are asked questions about narrative texts they have read.</li><li>• Students are given an explanation of assessment techniques will be used.</li></ul>	10 minute
Pre-Test	The students must answer questions related to the story with a total of 25 multiple-choice.	25 minute
<b>Treatment</b> Meeting 1	<ul style="list-style-type: none"><li>• The teacher explains material about Main idea (topic) and</li></ul>	25 minute

<p>Meeting 2</p>	<p>Inference (implied detail).</p> <ul style="list-style-type: none"> <li>• The teacher will employ Mangatoon Application as a learning media in the form of images. Students will access the application using their mobile phones.</li> <li>• The teacher asks students to determine the main idea (topic) and inference (implied detail) from the “Supreme Doctor Bodyguard” story.</li> </ul> <ul style="list-style-type: none"> <li>• The teacher explains material about Grammatical features, Detail (scanning for a specifically stated detail), Excluding facts not written (unstated details).</li> <li>• The teacher will employ Mangatoon Application as a learning media in the form of images. Students will access the application using their mobile phones.</li> </ul>	<p>25 minute</p>
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<p>Meeting 3</p>	<ul style="list-style-type: none"> <li>• The teacher asks students to determine the grammatical features, details (scanning for a specifically stated detail), excluding facts not written (unstated details) from the “Almighty Royal Sister” story.</li> <li>• The teacher explains material about Supporting ideas, Vocabulary in context, Expressions/idioms/phrases in context.</li> <li>• The teacher will employ Mangatoon Application as a learning media in the form of images. Students will access the application using their mobile phones.</li> <li>• The teacher asks students to determine Supporting ideas, Vocabulary in context, Expressions/idioms/phrases in context from the “Almighty Royal Sister” story.</li> </ul>	<p>25 minute</p>
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Post-Test	The students must answer questions related to the story with a total of 25 multiple-choice	25 minute
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## J. Assessment Guideliness

### 1) Pre-Test and Post-Test

#### Instrument

#### (Question for number 1-5)

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter through a show of strength. After that, the Prince of Blambangan, named Raden Begawan won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

1. Which one of the following statements is false about Sang Prabu?
  - a. Sang Prabu was the father of his only daughter
  - b. Sang Prabu was a king of a kingdom in West Java
  - c. Sang Prabu was taken to Kahyangan by a wicked fairy
  - d. Sang Prabu was a wise man
  
2. Why the wicked fairy did use her magic to make Raden Begawan unconscious?
  - a. She didn't like Raden Begawan
  - b. She didn't want Raden Prabu to marry the princess
  - c. She wanted Teja Nirmala to forget about her wedding
  - d. She didn't want the prince of Blambangan to marry the princess

3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people on earth at that time?

- a. Princess Segara will have married Raden Begawan
- b. Sang Prabu will not hold a strength competition
- c. Raden Begawan will not die
- d. Wicked Fairy will not take Raden Begawan's life

4. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word here in the sentence refers to?

- a. The wicked fairy
- b. The nice fairy
- c. Princess Nirmala
- d. Prince Teja

5. The similarity between “fairies and humans” according to the text?

- a. The place they live.
- b. The jealousy that they possess
- c. The way they don't feel love
- d. The strength they have

**(Question for number 6-15)**

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forests. One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you through the forest". So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead". Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew. They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby, the wolves were playing with him.

6. What separated one village from another a long time ago in the New Territories?

- a. Another village
- b. Mountains



- c. Forests
- d. Hills

7. Who was Ah Tim?

- a. The young woman's brother
- b. The young woman's son
- c. The young woman's brother and nephew
- d. The young woman's brother's son

8. Who walked in front when they were in the forest?

- a. Ah Tim
- b. The womari
- c. The woman's son
- d. Her brother's nephew

9. How could the wolves catch Ah Tim?

- a. He was afraid
- b. He was stumbled by a stone
- c. He ran slowly
- d. The woman cried

10. The woman gave her son to the wolves because?

- a. She loved her nephew than her son
- b. She thought about how her brother would be
- c. She wanted her son was eaten by the wolves
- d. She was crazy

11. What did the villagers bring sticks for?

- a. For the weapon to beat the wolves
- b. To bring the woman's nephew
- c. For the fire woods
- d. For play

12. "all men in the village fetched thick stick..." The word "fetched" has a similar meaning to?

- a. Received
- b. Caught
- c. Got
- d. Hit

13. From the passage we learn that the villages were?
- Located in one huge area
  - Situated in a large district
  - Separated by untamed jungles
  - Wild and unsafe
14. The brother let her son go with his aunt as she left home because?
- Ah Tim wanted to see the wolves
  - His aunt wanted him to come along
  - Ah Tim was bored living with his parents
  - Ah Tim would be a guardian for them
15. What is the purpose of the writer in writing the story above?
- To describe the danger of the villages
  - To entertain the readers of the story
  - To tell the villagers relationship
  - To explain how important a relative is

**(Question for number 16-17)**

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died. One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them. Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. Doc, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White." The dwarf said, "if you wish, you may live here with us." Snow White said, "Oh, could I thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

16. Which of the following is supporting idea of paragraph 1?
- Snow White told the dwarfs the whole story about her
  - Snow White ran away into the woods
  - Her aunt and uncle didn't have enough money to take Snow White with them
  - Snow White went inside and fell asleep in a little cottage

17. The sentence "Oh, could I? Thank you" in paragraph 3 expresses?

- a. Angry
- b. Shock
- c. Happy
- d. Interested

**(Question for number 18-19)**

Once, a hunter lived a village. He used to boast of his brave hunting trips to the villagers. The villagers respected him a lot. He mostly told everyone how he

had fought a lion bare-handed. He said that the tiny animals used to get scared even at the sight of him. One day, the hunter was passing through a forest. He met a woodcutter from the same village. The boastful hunter approached him and said, How are you? its a fine day, isnt it? Yes, yes, indeed! the woodcutter replied. Well, can you tell me if you have seen some footprints of the lion nearby? its been months since i defeated any. The woodcutter knew that the hunter only boasted, so he said, Yes, a lion is in a nearby den. Can i take you there? The scared hunter said. No No i only just wanted to see his footprints. Finally, the boastful hunter ran away from the spot.

18. What is the best title for the text?

- a. A Boastful Hunter
- b. A Brave woodcutter
- c. A Woodcutters Advice
- d. A Woodcutters Rewards

19. What did hunter feel when the woodcutter said that there was a lion in a nearby den?

- a. Upset
- b. Scared
- c. Jealous
- d. Disappointed

**(Question for number 20-21)**

#### A bear and a Rabbit

Once upon a time, a bear and rabbit lived as neighbors. Unlike the bear, the rabbit was good hunter. Therefore, the bear always asked the rabbit to hunt for him. The rabbit could not refuse the bear's demand because he is afraid of the bear. Every week, the rabbit went to the woods to shoot buffaloes. Many buffaloes have been killed by rabbit, However, the bear was very gluttonous. He did not allow the rabbit to get any meats. Poor rabbit would have to go home stomach empty all the time. The bear was father of five children.

The mother bear always gave her youngest boy an extra large piece of meat. But the baby never ate the extra meat. Secretly, he would take the meat towards the rabbit's house in this way, the poor rabbit would get his meal unknown to papa bear

20. Which of the following is supporting idea of paragraph 2? (supporting details)

- a. A bear and rabbit lived as neighbors
- b. Secretly, he would take the meat outside and pretend to play ball with it
- c. The bear was the father of fove children
- d. Poor rabbit would have to go home stomach empty all the time

21. "He did not allow the rabbit to get any meats." The word "he" refers to?

- a. The bear
- b. Buffaloes
- c. Papa bear
- d. The rabbit

**(Question for number 22-23)**

Once upon a time two brothers who lived on adjoining farms fell into conflict. They had been sharing machinery, trading a labour and goods as needed without a hitch. Then the long collaboration fell apart. It began with a small misunderstanding and it grew into a major difference which exploded into an exchange of bitter word followed by week of silence.

One morning there was a knock on the elder brothers door He opened it to find a man with a carpenters tool box. i am looking for a few small jobs here and there. Could i help you?

Yest said the elder brother i do have a job for you. Look across the creek at that farm! Thats my neighbour in fact, its my younger brother and we dont get along. Last week be dug a wider passage for water into his farm. But he ended up creating a very wide creek in between our farms and i am sure he did it just to annoy me. I want you to build me something so that we dont have stand and see each others face from across.

The carpenter said, i think i understand the situation, i will be able to do a job that will please you. The elder brother had to go to town for supplies, so he helped the carpenter get the materials ready and then he was off for the day. The carpenter worked hard all that day measuring, sawing, nailing.

At sunset when the elder brother returned, the carpenter had just finished his job. The elder brothers eyes opened wide and his jay dropped. It was not what he had even thought of or imagined. It was a bridge stretching from one side of the creek to the other! A fine piece of work, beautiful handrails. To his surprise, his younger brother across the creek was coming to meet him with a big smile and arms wide open to hug.

You are really kind and humble, my brother! After all i have done and said to you, you still show that blood relations can never be broken! i am truly sorry for my behaviour, the younger brother said as he hugged his elder brother.

22. What is the text about?

- a. Two brothers is dispute
- b. Two brothers having continuously bad crops
- c. Two brothers competing with each other
- d. Two brothers fighting for the carpenters services

23. The word "annoy" in line 4 paragraph 3 means?

- a. Great
- b. Bad
- c. Sick
- d. Health

One day several boys were playing at the edge of a pond in which lived a family of frogs. The boys amused themselves by throwing stones into the pond so as to make them skip on top of the water. The stones were flying thick and fast, and the boys were enjoying themselves very much, but the poor frogs in the pond were trembling with fear. At last one of the frogs, the oldest and bravest, put his head out of the water, and said Oh, please, dear children, stop your cruel play! Though it may be fun for you, it mean death to us!

24. Why did the frog feel insecure?

- a. The boy frightened them
- b. The stone would hurt them
- c. The boys destroyed the pond
- d. The water in the pond got dirty

Once upon a time there was a rose who was very proud of its beautiful looks. Its only disappointment was that it grew next to an ugly cactus. Every day, the rose would insult he cactus on its looks while the cactus stayed quiet. All the other plants in the garden tried to make the rose see sense, but it was too swayed by it own good looks. One summer, the well in the garden grew dry and there was no water for the plants. The rose began to wilt. I tsaw a sparrow dip its beak into the cactus for some water. Though ashamed, the rose asked the cactus if it could have some water too. The cactus readily agreed and they both got through the tough summer as friends.

25. From the story, we know that the cactus was?

- a. Brave
- b. Wise
- c. Patient
- d. Humble

## 2) Treatment

### The story of the smart parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say catano. But the bird would not say the word. At first the man was very nice, but then he got angry. “You are a stupid bird! Why can’t you say the word? satCatano, or I will kill you!”but the parrot would not say it.

Then the man got to so angry that the shouted over and over, “say Catano, or I’II kill you!” but the bird wouldn’t talk. One day after trying for manyhours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will cat them, and I will eat you, too.” In the chicken house there are four old chicken house and left. the next daythe man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! he saw there dead chickens on thefloor. The parrot was screaming at the fourth chicken, “Say Catano, or I’II kill you!

### Observe and use the following questions to discuss the storyline!

- 11. What is the main idea of the text?
- 12. When did the story happen?
- 13. Who are the characters?
- 14. Where did the story take place?
- 15. The sentence “You are more stupid than the chickens” in paragraph 2 expresses?
- 16. Determine what is NOT true about Parrot!

17. The word “Daythe” in line 5 paragraph 2 means?
18. “He would not say the name of the town where he was born” The word ‘he’ refers to?
19. From the text above, it can be conclude that a man is?
20. He was very surprised. The underlined word is refer to?

\*Writing aspect of assessment include

Each correct answer was given a score of 1

The number of question = 25

Student score =  $\frac{\text{the number of correct answer}}{\text{The number of question}} \times 100$

**K. Assessment**

Technique	Instrument	Example of Instrument
Showing the work	Multiple Choices	Choosing the right answer!

**APPENDIX. 10** *The Result of Pre-Test and Post-Test (Experimental Class)*

<b>THE RESULT OF PRE-TEST AND POST-TEST VIII.7 (EXPERIMENTAL CLASS)</b>			
<b>NO</b>	<b>NAME</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>
1	MJI	11	55
2	DA	11	55
3	RAP	16	55
4	AI	22	55
5	NA	22	61
6	MAF	22	61
7	NAA	22	61
8	AF	22	61
9	AA	27	61
10	RS	27	61
11	CB	27	67
12	YT	30	67
13	ZA	33	67
14	SK	33	67
15	TA	33	67
16	A	33	73
17	AN	33	73
18	LH	33	73
19	RY	38	73
20	MZ	38	73
21	FA	38	73
22	IR	38	73
23	KF	38	73
24	SY	38	73
25	MF	38	73
26	DA	44	79
27	MF	44	79
28	PM	44	79
29	RAP	44	79
30	MF	50	79
31	MAF	50	79
32	ED	50	79
33	W	55	85
34	H	55	85
35	AS	55	85
36	AF	66	85
37	JR	66	90
38	A	66	90
39	IN	66	90
40	DO	66	91



*The Result of Pre-Test and Post-Test (Controlled class)*

<b>THE RESULT OF PRE-TEST AND POST-TEST VIII.8 (CONTROLLED CLASS)</b>			
<b>NO</b>	<b>NAME</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>
1	IA	11	50
2	ER	11	50
3	WA	16	50
4	RAP	16	56
5	CN	22	56
6	JN	22	56
7	WN	22	56
8	BD	22	56
9	NC	22	62
10	RAP	22	62
11	MH	27	62
12	NA	33	62
13	RP	33	62
14	DN	33	62
15	DD	33	62
16	AN	33	68
17	RS	33	68
18	MA	33	68
19	MF	33	68
20	YH	33	68
21	KF	38	68
22	AW	38	68
23	SS	38	68
24	MA	38	68
25	AF	38	68
26	H	38	74
27	F	38	74
28	PA	38	74
29	AZ	38	74
30	N	38	74
31	A	44	74
32	F	44	74
33	SW	50	74
34	MA	50	74
35	AF	50	80
36	NA	50	80
37	AH	66	80
38	MR	66	86
39	MH	66	86
40	JR	66	90

**APPENDIX. 11 Appendix Calculation of Analysis Data Description**

**1. Pre-test of Experimental Class**

**Table of Relative Frequency Distribution Pre-test  
Experimental Class**

Class	Interval		Class Boundaries		Fa	Fr
	LLC	ULC				
1	11	18	10.5	18.5	3	7.5
2	19	26	18.5	26.5	5	12.5
3	27	34	26.5	34.5	10	25
4	35	42	34.5	42.5	7	17.5
5	43	50	42.5	50.5	7	17.5
6	51	58	50.5	58.5	3	7.5
7	59	66	58.5	66.5	5	12.5
Score					40	100

**a. Descriptive of Data**

- 1)  $n = 40$
- 2) Lower Than = 11  
Highest Than = 66
- 3)  $R = D.\text{Max} - D.\text{Min}$   
 $= 66 - 11 = 55$
- 4)  $C = 1 + \log(n)$   
 $= 1 + \log(40)$   
 $= 6.28 \gg 7$
- 5)  $I = R/C$   
 $= 55/7$   
 $= 7.8 \gg 8$

**b. Table of Cumulative Frequency**

DATA	CUMULATIVE FREQUENCY	DATA	CUMULATIVE FREQUENCY
Less Than 10.5	0	More Than 10.5	40
Less Than 18.5	3	More Than 18.5	37
Less Than 26.5	8	More Than 26.5	32
Less Than 34.5	18	More Than 34.5	22
Less Than 42.5	25	More Than 42.5	15
Less Than 50.5	32	More Than 50.5	8
Less Than 58.5	35	More Than 58.5	5
Less Than 66.5	40	More Than 66.5	0

**c. Mean, Median, Mode**

Class	Interval		Fa	xi	Fx
	LLC	ULC			
1	11	18	3	14.5	43.5
2	19	26	5	22.5	112.5
3	27	34	10	30.5	305
4	35	42	7	38.5	269.5
5	43	50	7	46.5	325.5
6	51	58	3	54.5	163.5
7	59	66	5	62.5	312.5
Score			40		1532

Mean	38.3
Median	36.78
Mode	31.5

**d. Standard Deviation**

Class	Interval		Fa	xi	Fx	(x-X) <sup>2</sup>	F(x-X) <sup>2</sup>
	LLC	ULC					
1	11	18	3	14.5	43.5	566.44	1699.32
2	19	26	5	22.5	112.5	249.64	1248.2
3	27	34	10	30.5	305	60.84	608.4
4	35	42	7	38.5	269.5	0.04	0.28
5	43	50	7	46.5	325.5	67.24	470.68
6	51	58	3	54.5	163.5	262.44	787.32
7	59	66	5	62.5	312.5	585.64	2928.2
Score			40		1532		7742.4
						ST.Dev	13.96
						Varians	193.56

## 2. Pre-test of Controlled Class

**Table of Relative Frequency Distribution Pre-test Controlled Class**

Class	Interval		Class Boundaries		Fa	Fr
	LLC	ULC				
1	11	18	10.5	18.5	4	10
2	19	26	18.5	26.5	6	15
3	27	34	26.5	34.5	10	25
4	35	42	34.5	42.5	10	25
5	43	50	42.5	50.5	6	15
6	51	58	50.5	58.5	0	0
7	59	66	58.5	66.5	4	10
Score					40	100

### a. Descriptive of Data

- 1)  $n = 40$
- 2) Lower Than = 11  
Highest Than = 66
- 3)  $R = D.\text{Max} - D.\text{Min}$   
 $= 66 - 11 = 55$
- 4)  $C = 1 + \log(n)$   
 $= 1 + \log(40)$   
 $= 6.28 \gg 7$
- 5)  $I = R/C$   
 $= 55/7$   
 $= 7.8 \gg 8$

**b. Table of Cumulative Frequency**

DATA	CUMULATIVE FREQUENCY	DATA	CUMULATIVE FREQUENCY
Less Than 10.5	0	More Than 10.5	40
Less Than 18.5	4	More Than 18.5	36
Less Than 26.5	10	More Than 26.5	30
Less Than 34.5	20	More Than 34.5	20
Less Than 42.5	30	More Than 42.5	10
Less Than 50.5	36	More Than 50.5	4
Less Than 58.5	36	More Than 58.5	4
Less Than 66.5	40	More Than 66.5	0

**c. Mean, Median, Mode**

Class	Interval		Fa	xi	Fx
	LLC	ULC			
1	11	18	4	14.5	58
2	19	26	6	22.5	135
3	27	34	10	30.5	305
4	35	42	10	38.5	385
5	43	50	6	46.5	279
6	51	58	0	54.5	0
7	59	66	4	62.5	250
Score			40		1412

<b>Mean</b>	<b>35.3</b>
<b>Median</b>	<b>34.5</b>
<b>Mode</b>	<b>34.5</b>

**d. Standard Deviation**

Class	Interval		Fa	xi	Fx	$(x-X)^2$	$F(x-X)^2$
	LLC	ULC					
1	11	18	4	14.5	58	432.64	1730.56
2	19	26	6	22.5	135	163.84	983.04
3	27	34	10	30.5	305	23.04	230.4
4	35	42	10	38.5	385	10.24	102.4
5	43	50	6	46.5	279	125.44	752.64
6	51	58	0	54.5	0	368.64	0
7	59	66	4	62.5	250	739.84	2959.36
Score			40		1532		6758.4
						ST.Dev	12.99
						Varians	168.96

### 3. Post-test of Experimental Class

**Table of Relative Frequency Distribution Post-test  
Experimental Class**

Class	Interval		Class Boundaries		Fa	Fr
	LLC	ULC				
1	50	55	49.5	55.5	4	10
2	56	61	55.5	61.5	6	15
3	62	67	61.5	67.5	5	12.5
4	68	73	67.5	73.5	10	25
5	74	79	73.5	79.5	7	17.5
6	80	85	79.5	85.5	4	10
7	86	91	85.5	91.5	4	10
Score					40	100

#### a. Descriptive of Data

- 1)  $n = 40$
- 2) Lower Than  $= 55$   
Highest Than  $= 91$
- 3)  $R = D.\text{Max} - D.\text{Min}$   
 $= 91 - 55 = 36$
- 4)  $C = 1 + \log(n)$   
 $= 1 + \log(40)$   
 $= 6.28 \gg 7$
- 5)  $I = R/C$   
 $= 36/7$   
 $= 6$

**b. Table of Cumulative Frequency Distribution**

DATA	CUMULATIVE FREQUENCY	DATA	CUMULATIVE FREQUENCY
Less Than 49.5	0	More Than 49.5	40
Less Than 55.5	4	More Than 55.5	36
Less Than 61.5	10	More Than 61.5	30
Less Than 67.5	15	More Than 67.5	25
Less Than 73.5	25	More Than 73.5	15
Less Than 79.5	32	More Than 79.5	8
Less Than 85.5	36	More Than 85.5	4
Less Than 91.5	40	More Than 91.5	0

**c. Mean, Median, Mode**

Class	Interval		Fa	xi	Fx
	LLC	ULC			
1	50	55	4	52.5	210
2	56	61	6	58,5	351
3	62	67	5	64.5	322.5
4	68	73	10	70.5	705
5	74	79	7	76.5	535.5
6	80	85	4	82.5	330
7	86	91	4	88.5	354
Score			40		2808

<b>Mean</b>	<b>70.2</b>
<b>Median</b>	<b>70.5</b>
<b>Mode</b>	<b>71.25</b>

**d. Standard Deviation**

Class	Interval		Fa	xi	Fx	(x-X) <sup>2</sup>	F(x-X) <sup>2</sup>
	LLC	ULC					
1	50	55	4	52.5	210	313.29	1253.16
2	56	61	6	58,5	351	136.89	821.34
3	62	67	5	64.5	322.5	32.49	162.45
4	68	73	10	70.5	705	0.09	0.9
5	74	79	7	76.5	535.5	39.69	277.83
6	80	85	4	82.5	330	151.29	605.16
7	86	91	4	88.5	354	334.89	1339.56
Score			40		2808		4460.4
						ST.Dev	10.55
						Varians	111.51

#### 4. Post-test of Controlled Class

**Table of Relative Frequency Distribution Post-test Controlled Class**

Class	Interval		Class Boundaries		Fa	Fr
	LLC	ULC				
1	50	55	49.5	55.5	3	7.5
2	56	61	55.5	61.5	5	12.5
3	62	67	61.5	67.5	7	17.5
4	68	73	67.5	73.5	10	25
5	74	79	73.5	79.5	9	22.5
6	80	85	79.5	85.5	3	7.5
7	86	91	85.5	91.5	3	7.5
Score					40	100

##### a. Descriptive of Data

- 1)  $n = 40$
- 2) Lower Than = 50  
Highest Than = 90
- 3)  $R = D.\text{Max} - D.\text{Min}$   
 $= 90 - 50 = 40$
- 4)  $C = 1 + \log(n)$   
 $= 1 + \log(40)$   
 $= 6.28 \gg 7$
- 5)  $I = R/C$   
 $= 40/7$   
 $= 5,71 \gg 6$



**b. Table of Cumulative**

DATA	CUMULATIVE FREQUENCY	DATA	CUMULATIVE FREQUENCY
Less Than 49.5	0	More Than 49.5	40
Less Than 55.5	3	More Than 55.5	37
Less Than 61.5	8	More Than 61.5	32
Less Than 67.5	15	More Than 67.5	25
Less Than 73.5	25	More Than 73.5	15
Less Than 79.5	34	More Than 79.5	6
Less Than 85.5	37	More Than 85.5	3
Less Than 91.5	40	More Than 91.5	0

**c. Mean, Median, Mode**

Class	Interval		Fa	xi	Fx
	LLC	ULC			
1	50	55	3	52.5	157.5
2	56	61	5	58,5	292.5
3	62	67	7	64.5	451.5
4	68	73	10	70.5	705
5	74	79	9	76.5	688.5
6	80	85	3	82.5	247.5
7	86	91	3	88.5	265.5
Score			40		2808

<b>Mean</b>	<b>70.2</b>
<b>Median</b>	<b>70.5</b>
<b>Mode</b>	<b>72</b>

**d. Standard Deviation**

Class	Interval		Fa	xi	Fx	(x-X) <sup>2</sup>	F(x-X) <sup>2</sup>
	LLC	ULC					
1	50	55	3	52.5	157.5	313.29	939.87
2	56	61	5	58,5	292.5	136.89	684.45
3	62	67	7	64.5	451.5	32.49	227.43
4	68	73	10	70.5	705	0.09	0.9
5	74	79	9	76.5	688.5	39.69	357.21
6	80	85	3	82.5	247.5	151.29	453.87
7	86	91	3	88.5	265.5	334.89	1004.67
Score			40		2808		3668.4
						ST.Dev	9.57
						Varians	91.71

## APPENDIX. 12 Calculation of Data Analysis Requirement

### 1. Normality of Pre-test Experimental Class

Class Boundaries	F(o)	Class Boundaries		Z		Z Table		Pi	Ei	(oi-Ei) <sup>2</sup>
		Under	Up	Under	Up	Under	Up			
11-18	3	10,5	18,5	-1,99819096	-1,42317198	0,022847981	0,077343	0,054495	2,179807	0,308613
19-26	5	18,5	26,5	-1,42317198	-0,848153	0,077343154	0,198176	0,120833	4,833329	0,005747
27-34	10	26,5	34,5	-0,848153	-0,27313402	0,198176385	0,392375	0,194199	7,767949	0,64136
35-42	7	34,5	42,5	-0,27313402	0,301884965	0,3923751	0,61863	0,226255	9,050201	0,464445
43-50	7	42,5	50,5	0,301884965	0,876903945	0,618630121	0,809731	0,1911	7,644019	0,054259
51-58	3	50,5	58,5	0,876903945	1,451922926	0,809730593	0,926738	0,117008	4,680316	0,603263
59-66	5	58,5	66,5	1,451922926	2,026941906	0,926738481	0,978666	0,051927	2,077094	4,113142
<b>n</b>	<b>40</b>									<b>6.19083</b>

TOTAL CHI-SQUARE	6.19
X <sup>2</sup> TABLE (5%, 7-1 (6))	12.59
THE RESULT NORMALITY	NORMAL

### 2. Normality of Pre-test Controlled Class

Class Boundaries	F(o)	Batas kelas		Z		Z Table		Pi	Ei	(oi-Ei) <sup>2</sup>
		bawah	atas	bawah	atas	bawah	atas			
11-18	4	10,5	18,5	-1,90792	-1,29246066	0,028200901	0,098099	0,069898	2,795917	0,518547
19-26	6	18,5	26,5	-1,29246	-0,6770032	0,098098831	0,249202	0,151103	6,044125	0,000322
27-34	10	26,5	34,5	-0,677	-0,06154575	0,249201962	0,475462	0,22626	9,050413	0,099632
35-42	10	34,5	42,5	-0,06155	0,553911709	0,475462292	0,71018	0,234718	9,388723	0,039799
43-50	6	42,5	50,5	0,553912	1,169369164	0,710180364	0,878873	0,168692	6,747687	0,082848
51-58	0	50,5	58,5	1,169369	1,784826619	0,878872536	0,962855	0,083983	3,35931	3,35931
59-66	4	58,5	66,5	1,784827	2,400284074	0,962855278	0,991809	0,028954	1,158142	6,973376
<b>n</b>	<b>40</b>									<b>11.07383</b>

TOTAL CHI-SQUARE	11.07
X <sup>2</sup> TABLE (5%, 7-1 (6))	12.59
THE RESULT NORMALITY	NORMAL

### 3. Normality of Post-test Experimental Class

Class Boundaries	Fi/Oi	Batas kelas		Z		Z Table		Pi	Ei	(oi-Ei)^2
		bawah	atas	bawah	atas	bawah	atas			
50-55	4	49,5	55,5	-1,96026	-1,39207	0,024983	0,081951	0,056968	2,278726	1,300193
56-61	6	55,5	61,5	-1,39207	-0,82388	0,081951	0,205005	0,123054	4,922153	0,236026
62-67	5	61,5	67,5	-0,82388	-0,25569	0,205005	0,399097	0,194092	7,763677	0,983801
68-73	10	67,5	73,5	-0,25569	0,312505	0,399097	0,622672	0,223575	8,942998	0,12493
74-79	7	73,5	79,5	0,312505	0,880696	0,622672	0,810759	0,188087	7,523487	0,036424
80-85	4	79,5	85,5	0,880696	1,448887	0,810759	0,926315	0,115557	4,622265	0,083771
86-91	4	85,5	91,5	1,448887	2,017078	0,926315	0,978156	0,051841	2,073635	1,789553
<b>n</b>	<b>40</b>									<b>4.554699</b>

TOTAL CHI-SQUARE	4.55
X <sup>2</sup> TABLE (5%, 7-1 (6))	12.59
THE RESULT NORMALITY	NORMAL

### 4. Normality of Post-test Controlled Class

Class Boundaries	Fi/Oi	Batas kelas		Z		Z Table		Pi	Ei	(oi-Ei)^2
		bawah	atas	bawah	atas	bawah	atas			
50-55	3	49,5	55,5	-2,16153	-1,53500215	0,015327071	0,062392	0,047065	1,882583	0,663248
56-61	5	55,5	61,5	-1,535	-0,90847066	0,06239165	0,181815	0,119423	4,776926	0,010417
62-67	7	61,5	67,5	-0,90847	-0,28193917	0,181814804	0,388995	0,20718	8,287211	0,199936
68-73	10	67,5	73,5	-0,28194	0,344592319	0,388995077	0,6348	0,245804	9,832179	0,002864
74-79	9	73,5	79,5	0,344592	0,971123809	0,63479956	0,834257	0,199457	7,978285	0,130843
80-85	3	79,5	85,5	0,971124	1,597655299	0,834256686	0,94494	0,110683	4,427338	0,460162
86-91	3	85,5	91,5	1,597655	2,224186788	0,944940144	0,986932	0,041992	1,679677	1,037851
<b>n</b>	<b>40</b>									<b>2.505322</b>

TOTAL CHI-SQUARE	2.50
X <sup>2</sup> TABLE (5%, 7-1 (6))	12.59
THE RESULT NORMALITY	NORMAL

**APPENDIX. 13 Homogeinity Test**

**PRE-TEST**

No	VIII.7	VIII.8
1	11	11
2	11	11
3	16	16
4	22	16
5	22	22
6	22	22
7	22	22
8	22	22
9	27	22
10	27	22
11	27	27
12	30	33
13	33	33
14	33	33
15	33	33
16	33	33
17	33	33
18	33	33
19	38	33
20	38	33

No	VIII.7	VIII.8
21	38	38
22	38	38
23	38	38
24	38	38
25	38	38
26	44	38
27	44	38
28	44	38
29	44	38
30	50	38
31	50	44
32	50	44
33	55	50
34	55	50
35	55	50
36	66	50
37	66	66
38	66	66
39	66	66
40	66	66

**Varians 1 234,554**

**Varians 2 203,587**

**Fcount= (1,15) < Ftable (1,70)**

**It means the data population is Homogenous.**

## POST-TEST

No	VIII.7	VIII.8
1	55	50
2	55	50
3	55	50
4	55	56
5	61	56
6	61	56
7	61	56
8	61	56
9	61	62
10	61	62
11	67	62
12	67	62
13	67	62
14	67	62
15	67	62
16	73	68
17	73	68
18	73	68
19	73	68
20	73	68

No	VIII.7	VIII.8
21	73	68
22	73	68
23	73	68
24	73	68
25	73	68
26	79	74
27	79	74
28	79	74
29	79	74
30	79	74
31	79	74
32	79	74
33	85	74
34	85	74
35	85	80
36	85	80
37	90	80
38	90	86
39	90	86
40	91	90

**VARIANS 1      111,625**

**VARIANS 2      98,2154**

**Fcount= (1.14) < Ftable= (1.70)**

**It means the data population is Homogenous.**

## APPENDIX. 14 Hypothesis Test

### A. Result of Hypothesis Pre-test

	VIII.7	VIII.8
Mean	38,6	36,05
Variance	234,5538	203,5872
Observations	40	40
Pooled Variance	219,0705	
Hypothesized Mean Difference	0	
df	78	
t Stat	0,77	
P(T<=t) one-tail	0,22167	
t Critical one-tail	1,664625	
P(T<=t) two-tail	0,443341	
t Critical two-tail	1,99	

**Tcount= (0.77) < Ttable= (1.99)**

**Hypothesis tcount < ttable= Ho Accepted**

### B. Result of Hypothesis Post-test

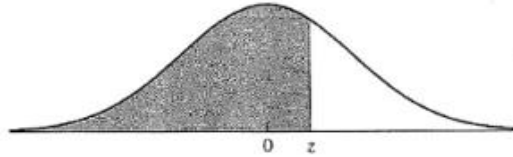
	VIII.7	VIII.8
Mean	72,625	67,8
Variance	111,625	98,21538
Observations	40	40
Pooled Variance	104,9202	
Hypothesized Mean Difference	0	
df	78	
t Stat	2,11	
P(T<=t) one-tail	0,019184	
t Critical one-tail	1,664625	
P(T<=t) two-tail	0,038367	
t Critical two-tail	1,99	

**Tcount= (2.11) > Ttable= (1.99)**

**Hypothesis tcount > ttable= H1 Accepted**

APPENDIX. 15 Z-Table

TABLE A.2 Cumulative normal distribution (continued)



z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	.5000	.5040	.5080	.5120	.5160	.5199	.5239	.5279	.5319	.5359
0.1	.5398	.5438	.5478	.5517	.5557	.5596	.5636	.5675	.5714	.5753
0.2	.5793	.5832	.5871	.5910	.5948	.5987	.6026	.6064	.6103	.6141
0.3	.6179	.6217	.6255	.6293	.6331	.6368	.6406	.6443	.6480	.6517
0.4	.6554	.6591	.6628	.6664	.6700	.6736	.6772	.6808	.6844	.6879
0.5	.6915	.6950	.6985	.7019	.7054	.7088	.7123	.7157	.7190	.7224
0.6	.7257	.7291	.7324	.7357	.7389	.7422	.7454	.7486	.7517	.7549
0.7	.7580	.7611	.7642	.7673	.7704	.7734	.7764	.7794	.7823	.7852
0.8	.7881	.7910	.7939	.7967	.7995	.8023	.8051	.8078	.8106	.8133
0.9	.8159	.8186	.8212	.8238	.8264	.8289	.8315	.8340	.8365	.8389
1.0	.8413	.8438	.8461	.8485	.8508	.8531	.8554	.8577	.8599	.8621
1.1	.8643	.8665	.8686	.8708	.8729	.8749	.8770	.8790	.8810	.8830
1.2	.8849	.8869	.8888	.8907	.8925	.8944	.8962	.8980	.8997	.9015
1.3	.9032	.9049	.9066	.9082	.9099	.9115	.9131	.9147	.9162	.9177
1.4	.9192	.9207	.9222	.9236	.9251	.9265	.9279	.9292	.9306	.9319
1.5	.9332	.9345	.9357	.9370	.9382	.9394	.9406	.9418	.9429	.9441
1.6	.9452	.9463	.9474	.9484	.9495	.9505	.9515	.9525	.9535	.9545
1.7	.9554	.9564	.9573	.9582	.9591	.9599	.9608	.9616	.9625	.9633
1.8	.9641	.9649	.9656	.9664	.9671	.9678	.9686	.9693	.9699	.9706
1.9	.9713	.9719	.9726	.9732	.9738	.9744	.9750	.9756	.9761	.9767
2.0	.9772	.9778	.9783	.9788	.9793	.9798	.9803	.9808	.9812	.9817
2.1	.9821	.9826	.9830	.9834	.9838	.9842	.9846	.9850	.9854	.9857
2.2	.9861	.9864	.9868	.9871	.9875	.9878	.9881	.9884	.9887	.9890
2.3	.9893	.9896	.9898	.9901	.9904	.9906	.9909	.9911	.9913	.9916
2.4	.9918	.9920	.9922	.9925	.9927	.9929	.9931	.9932	.9934	.9936
2.5	.9938	.9940	.9941	.9943	.9945	.9946	.9948	.9949	.9951	.9952
2.6	.9953	.9955	.9956	.9957	.9959	.9960	.9961	.9962	.9963	.9964
2.7	.9965	.9966	.9967	.9968	.9969	.9970	.9971	.9972	.9973	.9974
2.8	.9974	.9975	.9976	.9977	.9977	.9978	.9979	.9979	.9980	.9981
2.9	.9981	.9982	.9982	.9983	.9984	.9984	.9985	.9985	.9986	.9986
3.0	.9987	.9987	.9987	.9988	.9988	.9989	.9989	.9989	.9990	.9990
3.1	.9990	.9991	.9991	.9991	.9992	.9992	.9992	.9992	.9993	.9993
3.2	.9993	.9993	.9994	.9994	.9994	.9994	.9994	.9995	.9995	.9995
3.3	.9995	.9995	.9995	.9996	.9996	.9996	.9996	.9996	.9996	.9997
3.4	.9997	.9997	.9997	.9997	.9997	.9997	.9997	.9997	.9997	.9998
3.5	.9998	.9998	.9998	.9998	.9998	.9998	.9998	.9998	.9998	.9998
3.6	.9998	.9998	.9999	.9999	.9999	.9999	.9999	.9999	.9999	.9999

**APPENDIX. 16 Chi-Square Table**

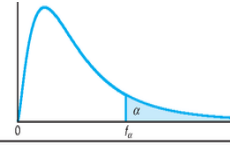
**Percentage Points of the Chi-Square Distribution**

Degrees of Freedom	Probability of a larger value of $\chi^2$								
	0.99	0.95	0.90	0.75	0.50	0.25	0.10	0.05	0.01
1	0.000	0.004	0.016	0.102	0.455	1.32	2.71	3.84	6.63
2	0.020	0.103	0.211	0.575	1.386	2.77	4.61	5.99	9.21
3	0.115	0.352	0.584	1.212	2.366	4.11	6.25	7.81	11.34
4	0.297	0.711	1.064	1.923	3.357	5.39	7.78	9.49	13.28
5	0.554	1.145	1.610	2.675	4.351	6.63	9.24	11.07	15.09
6	0.872	1.635	2.204	3.455	5.348	7.84	10.64	12.59	16.81
7	1.239	2.167	2.833	4.255	6.346	9.04	12.02	14.07	18.48
8	1.647	2.733	3.490	5.071	7.344	10.22	13.36	15.51	20.09
9	2.088	3.325	4.168	5.899	8.343	11.39	14.68	16.92	21.67
10	2.558	3.940	4.865	6.737	9.342	12.55	15.99	18.31	23.21
11	3.053	4.575	5.578	7.584	10.341	13.70	17.28	19.68	24.72
12	3.571	5.226	6.304	8.438	11.340	14.85	18.55	21.03	26.22
13	4.107	5.892	7.042	9.299	12.340	15.98	19.81	22.36	27.69
14	4.660	6.571	7.790	10.165	13.339	17.12	21.06	23.68	29.14
15	5.229	7.261	8.547	11.037	14.339	18.25	22.31	25.00	30.58
16	5.812	7.962	9.312	11.912	15.338	19.37	23.54	26.30	32.00
17	6.408	8.672	10.085	12.792	16.338	20.49	24.77	27.59	33.41
18	7.015	9.390	10.865	13.675	17.338	21.60	25.99	28.87	34.80
19	7.633	10.117	11.651	14.562	18.338	22.72	27.20	30.14	36.19
20	8.260	10.851	12.443	15.452	19.337	23.83	28.41	31.41	37.57
22	9.542	12.338	14.041	17.240	21.337	26.04	30.81	33.92	40.29
24	10.856	13.848	15.659	19.037	23.337	28.24	33.20	36.42	42.98
26	12.198	15.379	17.292	20.843	25.336	30.43	35.56	38.89	45.64
28	13.565	16.928	18.939	22.657	27.336	32.62	37.92	41.34	48.28
30	14.953	18.493	20.599	24.478	29.336	34.80	40.26	43.77	50.89
40	22.164	26.509	29.051	33.660	39.335	45.62	51.80	55.76	63.69
50	27.707	34.764	37.689	42.942	49.335	56.33	63.17	67.50	76.15
60	37.485	43.188	46.459	52.294	59.335	66.98	74.40	79.08	88.38



**APPENDIX. 17 F-Table**

Table A.6 Critical Values of the F-Distribution



		$f_{0.05}(v_1, v_2)$								
		$v_1$								
$v_2$	1	2	3	4	5	6	7	8	9	
1	161.45	199.50	215.71	224.58	230.16	233.99	236.77	238.88	240.54	
2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25	
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	
29	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22	
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	
120	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	
$\infty$	3.84	3.00	2.60	2.37	2.21	2.10	2.01	1.94	1.88	

**APPENDIX. 18 T- Table**

	P						
<b>one-tail</b>	<b>0.1</b>	<b>0.05</b>	<b>0.025</b>	<b>0.01</b>	<b>0.005</b>	<b>0.001</b>	<b>0.0005</b>
<b>two-tails</b>	<b>0.2</b>	<b>0.1</b>	<b>0.05</b>	<b>0.02</b>	<b>0.01</b>	<b>0.002</b>	<b>0.001</b>
<b>DF</b>							
1	3.078	6.314	12.706	31.821	63.656	318.289	636.578
2	1.886	2.92	4.303	6.965	9.925	22.328	31.6
3	1.638	2.353	3.182	4.541	5.841	10.214	12.924
4	1.533	2.132	2.776	3.747	4.604	7.173	8.61
5	1.476	2.015	2.571	3.365	4.032	5.894	6.869
6	1.44	1.943	2.447	3.143	3.707	5.208	5.959
7	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	1.397	1.86	2.306	2.896	3.355	4.501	5.041
9	1.383	1.833	2.262	2.821	3.25	4.297	4.781
10	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	1.356	1.782	2.179	2.681	3.055	3.93	4.318
13	1.35	1.771	2.16	2.65	3.012	3.852	4.221
14	1.345	1.761	2.145	2.624	2.977	3.787	4.14
15	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	1.337	1.746	2.12	2.583	2.921	3.686	4.015
17	1.333	1.74	2.11	2.567	2.898	3.646	3.965
18	1.33	1.734	2.101	2.552	2.878	3.61	3.922
19	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	1.325	1.725	2.086	2.528	2.845	3.552	3.85
21	1.323	1.721	2.08	2.518	2.831	3.527	3.819
22	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	1.319	1.714	2.069	2.5	2.807	3.485	3.768
24	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	1.316	1.708	2.06	2.485	2.787	3.45	3.725
26	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	1.314	1.703	2.052	2.473	2.771	3.421	3.689
28	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	1.311	1.699	2.045	2.462	2.756	3.396	3.66
30	1.31	1.697	2.042	2.457	2.75	3.385	3.646
60	1.296	1.671	2	2.39	2.66	3.232	3.46
120	1.289	1.658	1.98	2.358	2.617	3.16	3.373
1000	1.282	1.646	1.962	2.33	2.581	3.098	3.3
Inf	1.282	1.645	1.96	2.326	2.576	3.091	3.291

**APPENDIX. 19 Documentations**

**PRE-TEST**



## TREATMENT



## POST-TEST



## BIOGRAPHY



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Maryama Annajilah was born in South Tangerang on May 1 2002. After completing primary and secondary education, Maryama Annajilah continued her studies at the Muhammadiyah University of Tangerang in the English Language Education study program. During her studies at university, she was active in various student organizations, such as the English Club, which helped develop leadership and teamwork skills. Maryama Annajilah's research interests are mainly in the area of English learning, with a focus on reading comprehension. This thesis is the result of research conducted to fulfill one of the requirements for obtaining a Bachelor's degree. Apart from academic activities, she is also has an interest in singing, which helps maintain a balance between studies and personal life. The author hopes that this thesis can make a significant contribution to the development of knowledge in the field of English Education and become a reference for further research.

