

APPENDICES

Appendix 1 Mini Thesis Decision Letter



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 1/33 Cikokol - Kota Tangerang Tlp/Fax : (021) 563 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 : Diah Retno Angraini, M.Pd.
NBM : 121 1180
Sebagai Dosen Pembimbing II
- Untuk membimbing penulisan skripsi mahasiswa:
- Nama : SYLVIA ANJANI RAHADEWI
NIM : 2088203084
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : THE EFFECT OF ROOM TO READ'S LITERACY CLOUD WEBSITE TO IMPROVING STUDENTS READING COMPREHENSION AT 7 TH GRADE IN SMP MUHAMMADIYAH BOJONG NANGKA
- 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,


Semiyani, M.Pd.
NBM. 819886

Appendix 2 Mini Thesis Title Change Letter

| | | | |
|---|---|-----------------|---------------------|
|  | FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS MUHAMMADIYAH TANGERANG TAHUN AKADEMIK 2013/2014 Jl. Perintis Kemerdekaan 1/33 Cikokol-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 : Sylvia Anyani Rahadewi
 NIM : 2080203084
 Program Studi : Pendidikan Bahasa Inggris
 Semester : 8
 No. HP dan Email : 085 747 380 110 / Sylviaanyani13@gmail.com

Dengan ini mengajukan perubahan judul skripsi :
The Effect of Literacy Cloud Website On Improving Students' Reading Comprehension
in 7th Grade At SMP Negeri 2 Pagedangan

Alasan perubahan judul skripsi :

- Perubahan lokasi penelitian
- Perubahan nama variabel

Demikian pengajuan ini disampaikan, atas pertimbangannya diucapkan terima kasih.

Tangerang, 11 Juli 2024

Mahasiswa,



Sylvia Anyani Rahadewi

Mengetahui,

Dosen Pembimbing I



Dr. Ikhsan Imaniah, M. Pd.

Keterangan:

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

Dosen Pembimbing II



Dian Retno Angguni, M. Pd.

Appendix 3 Mini Thesis Guidance Journal



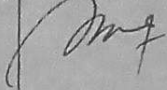
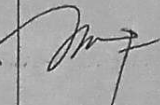
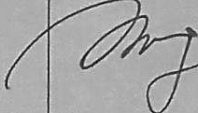
UNIVERSITAS MUHAMMADIYAH TANGERANG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
JURNAL BIMBINGAN SKRIPSI

JUDUL SKRIPSI : *The Effect of Literacy Cloud Website On Improving Students' Reading Comprehension In 7th Grade At SMP Negeri 2 Pagedangan*

Nama Mahasiswa : Sylvia Anjani Rahandewi
 NPM : 2088202084
 Dosen Pembimbing : Diah Retno Anggrani, M.Pd.

| NO. | Tanggal | Materi Bimbingan | Kesimpulan Bimbingan | Tanda Tangan Pembimbing |
|-----|-----------------------|---------------------------|---------------------------------|-------------------------|
| 1. | 9-10/2023 | Judul, Penyusunan bab 1-3 | Melengkapi bab 1-bab 3 | <i>[Signature]</i> |
| 2. | 3-11/2023 | Bab 1 dan Bab 2 | revisi bab 2, melanjutkan bab 3 | <i>[Signature]</i> |
| 3. | 4 th /2023 | Bab 2 | revisi | <i>[Signature]</i> |
| 4. | 16-12/2023 | Bab 3 | revisi instrument penelitian | <i>[Signature]</i> |
| 5. | 2-1/2024 | Bab 3 | Instrumen penelitian | <i>[Signature]</i> |
| 6. | 6-1/2024 | Bab 1-3 & Instrumen | Acc scapra. | <i>[Signature]</i> |
| 7. | 5-7/2024 | Bab 4 | revisi | <i>[Signature]</i> |
| 8. | 6-7/2024 | Bab 5 | revisi | <i>[Signature]</i> |
| 9. | 11-7/2024 | Abstrak | lengkap | <i>[Signature]</i> |
| 12. | 12-7/2024 | komponen, instrumen. | lengkap | <i>[Signature]</i> |
| 13. | 16-7/2024 | Bab 1-5, Abstrak | lengkap | <i>[Signature]</i> |
| 14. | 20-7/2024 | BAB 1-5, Abstrak | Acc scapra. | <i>[Signature]</i> |



| NO. | Tanggal | Materi Bimbingan | Kesimpulan Bimbingan | Tanda Tangan Pembimbing |
|-----|------------|------------------|--|---|
| 7. | 27/02/2024 | chapter IV | Revisi |  |
| 8. | 4/7/2024 | chapter IV - V | Complete the document + write the abstract |  |
| 9. | 10/7/2024 | Abstract | Revisi |  |
| 10 | 11/7/2024 | | Done | |

UMT
Indonesia



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

JUDUL SKRIPSI : The Effect of Literacy Cloud Website On Improving
Students' Reading Comprehension In 7th Grade At SMP Negeri 2 Pagedangan


Nama Mahasiswa : Sylvia Anjani Rahandewi

NPM : 2088202084

Dosen Pembimbing : Diah Retno Anggraini, M.Pd.

| NO. | Tanggal | Materi Bimbingan | Kesimpulan Bimbingan | Tanda Tangan Pembimbing |
|-----|----------------------|---------------------------|---------------------------------|-------------------------|
| 1. | 9-10/2023 | Judul, Penyusunan bab 1-3 | melengkapi bab 1-bab 3 | |
| 2. | 3-11/2023 | Bab 1 dan Bab 2 | revisi bab 2, melanjutkan bab 3 | |
| 3. | 4 th 2023 | Bab 2 | revisi | |
| 4. | 18-12/2023 | Bab 3 | revisi instrument penelitian | |
| 5. | 2-1/2024 | Bab 3 | Instrument penelitian | |
| 6. | 6-1/2024 | Bab 1-3 & Instrumen | Acc Scapro. | |
| 7. | 5-7/2024 | Bab 4 | revisi | |
| 8. | 6-7/2024 | Bab 5 | revisi | |
| 9. | 11-7/2024 | Abstrak | lengkap | |
| 12. | 12-7/2024 | komponen instrumen | lengkap | |
| 13. | 16-7/2024 | Bab 1-5, Abstrak | lengkap | |
| 14. | 20-7/2024 | BAB 1-5, Abstrak | Acc Sidang. | |

Appendix 4 Initial Observation Permission Letter

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

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

Nomor : 0802/REK/III.3.AU/FKIP/F/2023
Lampiran : -
Perihal : Permohonan Izin Observasi Awal

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

Assalamu'alaikum Wr. Wb.

Dalam rangka observasi awal untuk membuat proposal penelitian tugas akhir/skripsi dimohonkan untuk memberi ijin kepada mahasiswa,


Nama : SYLVIA ANJANI RAHADEWI
NIM : 2088203084
Program Studi : Pendidikan Bahasa Inggris


agar dapat mengadakan Observasi Awal untuk proposal penelitian tugas akhir/skripsi yang berjudul:

**“THE EFFECT OF THE ROOM TO READ WEBSITE ON
IMPROVING STUDENTS' READING COMPREHENSION IN 7TH
GRADE AT SMP NEGERI 2 PAGEDANGAN”**


Demikian surat permohonan observasi awal ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Nasrun Minallah Wafathun Qaarib.
Wassalamu'alaikum Wr. Wb.

Tangerang, 08 Desember 2023
Wakil Dekan I,

Dr. Ikhfi Imanah, M.Pd
NBM. 109 4923



Appendix 5 Instrument Trial Permission Letter

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

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

Nomor : 1315/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,

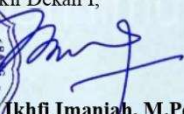
Nama : SYLVIA ANJANI RAHADEWI
NIM : 2088203084
Program Studi : Pendidikan Bahasa Inggris


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

***“THE EFFECT OF THE ROOM TO READ WEBSITE ON
IMPROVING STUDENTS' READING COMPREHENSION IN 7TH
GRADE AT SMP NEGERI 2 PAGEDANGAN”***


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

Nasrun Minallah Wafathun Qaarib.
Wassalamu'alaikum Wr. Wb.

Tangerang, 26 Februari 2024
Wakil Dekan I,

Dr. Ikhfi Imaniah, M.Pd
NBM. 109 4923



Appendix 6 Research Permission (Data Collection) Letter

**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

Nomor : 1314/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

Assalamu'alaikum Wr. Wb.

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

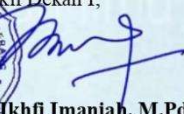
Nama : SYLVIA ANJANI RAHADEWI
NIM : 2088203084
Program Studi : Pendidikan Bahasa Inggris


agar dapat mengadakan Penelitian Pengambilan Data untuk tugas akhir/skripsi yang berjudul:

**“THE EFFECT OF THE ROOM TO READ WEBSITE ON
IMPROVING STUDENTS' READING COMPREHENSION IN 7TH
GRADE AT SMP NEGERI 2 PAGEDANGAN”**

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

Nasrun Minallah Wafathun Qaarib.
Wassalamu'alaikum Wr. Wb.

Tangerang, 26 Februari 2024
Wakil Dekan I,

Dr. Ikhfi Imaniah, M.Pd
NBM. 109 4923



Appendix 7 Research Completion Letter



PEMERINTAH KABUPATEN TANGERANG
DINAS PENDIDIKAN
SMP NEGERI 2 PAGEDANGAN

Perum Medang Lestari Kec. Pagedangan Kab. Tangerang Telp. +6221.5461605
Website : www.smpn2pagedangan.sch.id / E-mail : smpn2pagedangan@y7mail.com

SURAT KETERANGAN

Nomor :421.3/187/SMPN2-Pgd

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Pertama Negeri 2 Pagedangan Kabupaten Tangerang Provinsi Banten, berdasarkan surat Wakil Dekan I, Nomor : 1314/REK/III.3.AU/FKIP/F/2024 tanggal 26 Februari 2024 dengan ini menerangkan bahwa:

Nama : SYLVIA ANJANI RAHADEWI
NIM : 2088203084
Program Sruady : 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 THE ROOM TO READ WEBSITE ON
IMPROVING STUDENTS’ READING COMPREHENSION IN 7TH
GRADE 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

BACHAKI SH. M.Pd.
NIP. 196704091991031013

Appendix 8 Instrument Validation Statement Letter

SURAT PERNYATAAN VALIDASI INSTRUMENT

Hal : Surat Pengantar Permohonan Menjadi *Professional Validator*

Kepada Yth.

Mrs. Imtihan Hanim, M. Pd.

Di-
Tempat

Dengan Hormat,

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

Nama : Sylvia Anjani Rahadewi

NIM : 2088203084

Judul Skripsi : **The Effect of the Room to Read Wesbite on Improving Students' Reading Comprehension in 7th Grade at SMP Negeri 2 Pagedangan**

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,

Tangerang, Februari 2024

 Disetujui,

Sylvia Anjani Rahadewi
NIM. 2088203084

Imtihan Hanim, M. Pd.
NBM. 121 1179

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 |
| 4 | 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,

Imtihan Hanim, M. Pd.

NBM. 121 1179

SURAT PERNYATAAN VALIDASI INSTRUMENT

Hal : Surat Pengantar Permohonan Menjadi *Professional Validator*

Kepada Yth.

Mr. Aef Saefullah, M. Pd.

Di-
Tempat

Dengan Hormat,

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

Nama : Sylvia Anjani Rahadewi

NIM : 2088203084

Judul Skripsi : **The Effect of the Room to Read Wesbite on Improving Students' Reading Comprehension in 7th Grade at SMP Negeri 2 Pagedangan**

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,



Sylvia Anjani Rahadewi
NIM. 2088203084

Tangerang, Februari 2024
Disetujui,



Aef Saefullah, M. Pd.
NBM. 142 8425

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. 142 8425

Appendix 9 Validity Test

For validity test, the researcher using IBM SPSS Statistics 26 with the result below

Table 1
Validity test result

| No. | Question | Rcount | Rtable (n-2=38) | Conclusion |
|------------|-----------------|---------------|----------------------------|-------------------|
| 1 | Question 1 | .176 | 0.312 | Not Valid |
| 2 | Question 2 | .424 | 0.312 | Valid |
| 3 | Question 3 | .395 | 0.312 | Valid |
| 4 | Question 4 | .107 | 0.312 | Not Valid |
| 5 | Question 5 | .363 | 0.312 | Valid |
| 6 | Question 6 | .309 | 0.312 | Not Valid |
| 7 | Question 7 | .270 | 0.312 | Not Valid |
| 8 | Question 8 | .148 | 0.312 | Not Valid |
| 9 | Question 9 | .351 | 0.312 | Valid |
| 10 | Question 10 | .281 | 0.312 | Not Valid |
| 11 | Question 11 | .260 | 0.312 | Not Valid |
| 12 | Question 12 | .635 | 0.312 | Valid |
| 13 | Question 13 | .484 | 0.312 | Valid |
| 14 | Question 14 | .359 | 0.312 | Valid |
| 15 | Question 15 | .375 | 0.312 | Valid |
| 16 | Question 16 | .305 | 0.312 | Not Valid |
| 17 | Question 17 | .349 | 0.312 | Valid |
| 18 | Question 18 | .289 | 0.312 | Not Valid |
| 19 | Question 19 | .351 | 0.312 | Valid |
| 20 | Question 20 | .564 | 0.312 | Valid |
| 21 | Question 21 | .176 | 0.312 | Not Valid |
| 22 | Question 22 | .480 | 0.312 | Valid |

| No. | Question | Rcount | Rtable (n-2=38) | Conclusion |
|------------|-----------------|---------------|----------------------------|-------------------|
| 23 | Question 23 | .341 | 0.312 | Valid |
| 24 | Question 24 | .246 | 0.312 | Not Valid |
| 25 | Question 25 | .343 | 0.312 | Valid |
| 26 | Question 26 | .362 | 0.312 | Valid |
| 27 | Question 27 | -.300 | 0.312 | Not Valid |
| 28 | Question 28 | .363 | 0.312 | Valid |
| 29 | Question 29 | .351 | 0.312 | Valid |
| 30 | Question 30 | .370 | 0.312 | Valid |
| 31 | Question 31 | .302 | 0.312 | Not Valid |
| 32 | Question 32 | .351 | 0.312 | Valid |
| 33 | Question 33 | .146 | 0.312 | Not Valid |
| 34 | Question 34 | .375 | 0.312 | Valid |
| 35 | Question 35 | .338 | 0.312 | Valid |
| 36 | Question 36 | .260 | 0.312 | Not Valid |
| 37 | Question 37 | -.044 | 0.312 | Not Valid |
| 38 | Question 38 | .367 | 0.312 | Valid |
| 39 | Question 39 | .320 | 0.312 | Valid |
| 40 | Question 40 | .246 | 0.312 | Not Valid |
| 41 | Question 41 | .221 | 0.312 | Not Valid |
| 42 | Question 42 | .375 | 0.312 | Valid |
| 43 | Question 43 | .421 | 0.312 | Valid |
| 44 | Question 44 | .319 | 0.312 | Valid |
| 45 | Question 45 | .331 | 0.312 | Valid |
| 46 | Question 46 | -.022 | 0.312 | Not Valid |
| 47 | Question 47 | .135 | 0.312 | Not Valid |
| 48 | Question 48 | .331 | 0.312 | Valid |
| 49 | Question 49 | .385 | 0.312 | Valid |
| 50 | Question 50 | .358 | 0.312 | Valid |

Appendix 10 Reliability Test

For reliability test, the researcher using IBM SPSS Statistics 26 with the result below

**Table 2
Case Processing Summary**

| Case Processing Summary | | | |
|--------------------------------|-----------------|----------|----------|
| | | N | % |
| Cases | Valid | 40 | 100.0 |
| | Excluded | 0 | .0 |
| | Total | 40 | 100.0 |

**Table 3
Reliability Statistics**

| Reliability Statistics | | |
|-------------------------------------|---|-------------------|
| | Cronbach's Alpha | N of Items |
| | .824 | 30 |
| Reliability test requirement | 0.6 | |
| Conclusion | 0.824 > 0.6 All of the instruments were reliable | |

Appendix 11 Instrument of Pre-test and Post-test

A. Instrument of Pre-test for Experimental and Control Class

Pre-test

Directions: In this test you will read several passages. Each one is followed by a number of questions about it. You are asked to choose the one of the possible answer (A), (B), (C), dan (D) to each questions. then, on your answer sheet find the number of the questions and cross the letter of the answer you have choosen.

The text is for questions number 1-2

One day while a mouse deer was walking in the forest, he saw a big, black snake sleeping under the tree. When he saw the snake, the mouse deer was frightened. When he wanted to run away from the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake. The tiger woke up and took hold of the mouse deer. He told the mouse deer that he was going to eat him for lunch. "Please don't eat me now", said the mouse deer. "I have something important to do".

"Look," said the mouse deer. "That is the king's belt. He asked me to stay here and watch it while he was away in the forest". The tiger looked at the snake and said, "That is a beautiful belt. I need a belt like that. Can I wear it?" He asked the mouse deer.

"Oh, all right," said the mouse deer. So he picked up the snake and winded it around the tiger. Then the snake woke up and saw the tiger. The snake twisted itself tighter and tighter, until the tiger couldn't breathe. The tiger asked the mouse deer to help him. But the mouse deer turned and ran away into the forest.

1. What is the main idea of the second paragraph?
 - a. The story of The King's Belt
 - b. The trick of the mouse deer
 - c. The mouse deer and the tiger
 - d. The beautiful belt ad the tiger
2. From the text above, it can be conclude that mouse deer is?
 - a. Hungry

- b. Smart
- c. Sleepy
- d. Stupid

The text is for questions number 3

The Wolf and The Goat

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

“My dear friend,” said the wolf in his sweetest voice, “aren’t you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground.”

“No, thank you,” said the goat. “Well then,” said the wolf, “aren’t you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area.” “No, Thank you,” said the goat. “But the grass tastes better down here!” said the exasperated wolf, “Why dine alone?”

“My dear wolf,” the goat finally said, “are you quite sure that it is my dinner you are worrying about and not your own?”

3. “Aren’t you cold up there in the wind?” The word ‘there’ refers to...
- a. A high cliff
 - b. Sheltered area
 - c. Grass
 - d. Ground

The text is for the questions number 4

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.

4. "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

The text is for the questions number 5-7

Long time ago there lived a married couple. They were very lonely because they did not have children who accompanied them. Every day the couple prayed to god to be given a child. Until one day his wife was pregnant. Her husband was very happy and the days they turned into happiness. One day his wife fell ill. She suffered a strange illness. So many times, her husband treated her but she was still sick. The husband also confused his wife was getting worse. Even she did not want to eat and drink. "You have to eat a lot so that our children healthy!" said her husband. "I cannot eat any food" replied his wife.

The husband thought that deep in the forest there was a magical flower that can cure all diseases guarded by a witch. Because of his love for his wife, he went to the forest. After arriving in the woods, he crept to take the flowers. When she was picking the flowers that were in the midst of garden, the witch knew. She was furious and wanted to kill him. "Please do not kill me. My pregnant wife was sick. If I did not give this magical flower she and my baby will die" the husband said.

Finally the witch let him go, but with one condition when the baby was born, he had to give the baby. Without thinking, her husband agreed. When he got home, he gave the magic flower to his wife. Then his wife's illness miraculously disappeared and she born a beautiful baby. When the baby was born, the witch came. She robbed the baby and took him away. They could not do anything about

it. The witch was holding their baby at a very high tower with no doors. The tower only has a window in it. Witch was raising the child in the tower and named her Rapunzel. Rapunzel grew into a beautiful girl. Her hair which was never cut became very long. The witch was always coming to the tower to bring food. She always called him from below, "Rapunzel let your hair down". She used her hair as a rope to climb the tall tower. Rapunzel stayed on top of the tower alone even she never saw human except that witch. She had a very beautiful voice so that her days were spent to sing.

One day, a handsome prince passed the tower. He heard Rapunzel singing so beautifully. He fell in love with her voice. The prince came to the tower every day to hear Rapunzel sing. One day, the prince saw a witch climbed the tower using Rapunzel hair. The next day, the prince tried to climb the tower. She called Rapunzel. "Rapunzel let down your hair" he said. The prince climbed to the top of the tower. Having reached the top, Rapunzel surprised that the one who came is not witch but others. They both met each other until they become lovers. The prince told everything to Rapunzel and Invited Rapunzel to escape. However, when they wanted to escape, the wicked witch came and pushed the prince of the top tower so that he was blind.

The witch was very angry. She cut Rapunzel's hair and discarded her into the faraway desert. The prince who was blind looked for Rapunzel for years. He walked alone and finally reached the desert. One day, he heard a voice he knew singing. The prince realized that it was the voice of Rapunzel. Eventually they both met again. They hugged and cried with joy until Rapunzel's tears fell to the eye of prince. Then the prince got his sight back. Afterwards the prince brought Rapunzel to his kingdom and they lived happily ever after.

5. Which of the following is NOT true about Rapunzel?
 - a. Having reached the top, Rapunzel surprised that the one who came is not witch but others.
 - b. Rapunzel always cut her hair then become short
 - c. Rapunzel grew into a beautiful girl

- d. Rapunzel stayed on top of the tower alone even she never saw human expect that witch
6. The word “illness” in line 5 paragraph 1 means...
- a. Great
 - b. Bad
 - c. Sick
 - d. Health
7. The sentence “Please do not kill me” in line 13 expresses...
- a. Sad
 - b. Afraid
 - c. Angry
 - d. Happy

The text is for questions number 8-9

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.

8. 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
9. The sentence "Oh, could I? Thank you" in paragraph 3 expresses...
- a. Angry
 - b. Shock
 - c. Happy
 - d. Interested

The text is for the questions number 10-11

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 Maas 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.

10. What is the main idea of the text?

- a. A giant helps a childless couple by giving them magical cucumber seeds.
- b. A couple of farmers face challenges after making a deal with a giant to have a child.
- c. Timun Mas, a beautiful girl, grows from a golden cucumber and escapes from a giant.
- d. The story revolves around the daily life of diligent farmers living near a jungle.

11. The word "fields" means...

- a. Home
- b. Terrace
- c. Area
- d. Land

The text is for questions number 12-13

Malin Kundang

In ancient times, there was a very poor family, whose family consisted of mother and son; his father had died for a long time, so Malin had to work hard for

his family. Actually, Malin was a clever child, but a little bit naughty. As he grew older, Malin felt deeply sorry for his mother, who had worked hard to keep her alive. Therefore, Malin asked permission to go to overseas land to find work in a big city.

"Mother, I want to wander to the city. I want to work to help you here." His mother answered "Do not you leave me alone, you just have you here". Malin said "Let me go. I pity to see Mother kept working alone". His mother with her teary-eyed said "If it's so good, kid, but do not forget Mom here when successful later"

The next day, Malin went to the big city on a boat. After so many years, he was successful overseas. Unlike the old one, now Malin has become a rich merchant who owns many merchant ships. Malin is also married to a beautiful woman of his choice. News of the Malin who became a wealthy successful people to his mother, the mother was very happy when hearing the news. Every day the mother is always waiting for her on the beach, in the hope that her only child returns and raises her mother's degree, but it becomes a fantasy, the Malin never visit him.

Exactly one day, Malin's wife asked about Mother Malin and wanted to meet him. Malin cannot reject the wishes of the wife he so loved. Then Malin rushed to prepare his journey to return to his hometown using a large private ship and majestic. And finally, Malin came to his hometown with his wife and his men. Hearing this news the mother was very happy, so happy he ran to the beach to immediately see the only child came home. His mother ask "Is that you Malin, my son? This is your mother, you remember it!. Malin my son, why did you leave so long without sending any news" as he hugged his son.

Seeing this fact, the wife was surprised that the old, smelly, and filthy woman embraced her husband. Then his wife said "So this dirty and smelly woman is your Mother, Malin". Because of his pride, Malin Kundang immediately relinquishes his mother embrace and pushed him until the mother fell. "I do not know you poor old woman, the basic ungrateful lady, just admitted as my mother" Said Malin.

Hearing the words of his biological child so, the mother felt very sad and angry. "O my Lord Almighty over everything, if he is really my son, I please give him a punishment and make him a stone". Shortly afterwards the wind and thunder rumbled and destroyed his son's ship. Then suddenly, Malin Kundang body stiff and become a rock that blends with the reef.

12. "O my Lord Almighty over everything, if he is really my son, I please give him a punishment and make him a stone" The sentence above, expressing about..
- a. Madness
 - b. Happiness
 - c. Sadness
 - d. Illness
13. The word 'large' in line 3 paragraph 4 means...
- a. Small
 - b. Big
 - c. Young
 - d. Hard

The text is for questions number 14-15

Mouse Deer and Mr. Crocodile

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 this 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, 'aha' 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 moment 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.

14. How many crocodiles were there in the story above?
 - a. Thirteen crocodiles
 - b. Three crocodiles
 - c. Ten crocodiles
 - d. Not mentioned
15. After reading the text, we may conclude that the mouse deer was...
 - a. Stupid animal
 - b. Smart animal
 - c. Thirsty animal
 - d. Quiet animal

Pre-test answers key

| | | | | |
|-------|-------|-------|-------|-------|
| 1. B | 2. B | 3. A | 4. A | 5. B |
| 6. C | 7. B | 8. C | 9. C | 10. C |
| 11. C | 12. A | 13. B | 14. C | 15. B |

B. Instrument of Post-test for Experimental and Control Class

Post-test

Directions: In this test you will read several passages. Each one is followed by a number of questions about it. You are asked to choose the one of the possible answer (A), (B), (C), dan (D) to each questions. then, on your answer sheet find the number of the questions and cross the letter of the answer you have chosen.

The text is for questions number 1

Long time ago there lived a king of a kingdom of Kediri, Raden Putra. He liked cockfighting. One of his wives told him that the queen had put poison in his food. The king was very angry. Without thinking deeply, he ordered his soldiers to bring the queen to a wood and kill her. But the soldiers took a pity on her as at that time she was pregnant. They did not kill her.

When the queen gave birth to a baby boy, she named him Cinde Laras. In his 15, he had a cock. Cinde Laras liked cockfighting, too. His cock was strong, so it won all fight. Hearing it, the king invited Cinde Laras to the palace for a cock fighting. In a fight, his cock could easily beat the king's cock. Everybody was surprised when Cinde Laras' cock crowed "Cockledodo, I am Cinde Laras' cock, who lived in the wood, the son of Raden Putra"

The king was very surprised. Cinde Laras told him that he was the son of the queen who now lived in the wood. It made the king regretted his unwise decision. The King regretted his unwise decision. After that the king met the queen in the wood. Then he brought them back to palace and he punished his evil wife.

1. Why did the soldiers bring the queen to the forest?
 - a. Because the soldiers did not like the Queen
 - b. Because the soldiers are asked by the King
 - c. Because the Queen put poison into the King's
 - d. Because the Queen wanted to live in the forest

The text is for questions number 2-4

The Legend of Prambanan Temple

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.

2. Why Roro Jonggrang wanted to fail Bondowoso to built the temples?
 - a. Because she fell in love with him
 - b. Because Roro Jonggrang's father asked her
 - c. Because Roro Jonggrang hate him
 - d. Because Bondowoso loves her
3. What is the main topic in the 4th 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
4. The word refused in line 3 paragraph 2, means..
 - a. Agree
 - b. Reject
 - c. Approve
 - d. Accept

The text is for questions number 5-6

In a village, lived a carefree boy with his father. The boy's father told him that he was old enough to watch over the sheep while they graze in the fields. Every day, he had to take the sheep to the grassy fields and watch them as they graze.

However, the boy was unhappy and didn't want to take the sheep to the fields. He wanted to run and play, not watch the boring sheep graze in the field. So, he decided to have some fun. He cried, "Wolf! Wolf!" until the entire village came running with stones to chase away the wolf before it could eat any of the sheep.

When the villagers saw that there was no wolf, they left muttering under their breath about how the boy had wasted their time. The next day, the boy cried once more, "Wolf! Wolf!" and, again, the villagers rushed there to chase the wolf away.

The boy laughed at the fright he had caused. This time, the villagers left angrily. The third day, as the boy went up the small hill, he suddenly saw a wolf attacking his sheep. He cried as hard as he could, "Wolf! Wolf! Wolf!", but not a single villager came to help him.

The villagers thought that he was trying to fool them again and did not come to rescue him or his sheep. The little boy lost many sheep that day, all because of his foolishness.

5. He cried as hard as he could, "Wolf! Wolf! Wolf!"

The sentence above expresses

- a. Sad
 - b. Happy
 - c. Fear
 - d. Dissapointed
6. Which of the following is supporting idea of paragraph 2?
- a. The little boy lost many sheep that day, all because of his foolishness.

- b. The boy was unhappy and didn't want to take the sheep to the fields
- c. The villagers didn't respond to the boy's cry for help
- d. The boy's father asked him to take the sheep to the field

The text is for questions number 7-8

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.

7. Where did Yuli lived?
- a. In Amelia's house
 - b. Far from Amelia's house
 - c. In the mountain

- d. At the top of the mountain
- 8. "... 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

The text is for questions number 9-11

In medieval England, there was a legendary hero named Robin Hood. He was known for his bravery and skill with a bow and arrow, and for robbing from the rich to give to the poor.

Robin Hood lived in Sherwood Forest with his band of merry men. They would ambush wealthy travelers and steal their gold, which they would then distribute to the poor.

Robin Hood's fame grew, and many people in England began to see him as a hero. However, the authorities saw him as a criminal and put a bounty on his head.

Despite the danger, Robin Hood continued to help the poor and fight against injustice. He became a symbol of hope and inspiration for the common people of England.

Legend has it that Robin Hood was eventually captured and executed, but his legacy lived on. To this day, he is remembered as a champion of the poor and a symbol of resistance against tyranny.

- 9. What is the best title for the text above?
 - a. The legend of Robin Hood
 - b. The history of medieval England
 - c. The history of champion of the poor
 - d. The story of man who is living in Sherwood Forest
- 10. What Robin Hood did to help the poor?
 - a. Selling rice
 - b. Robbing from the rich
 - c. Executing people

d. Hunting animals

11. What is the main idea in paragraph 1?

a. Robin Hood is remembered as a champion

b. Robin Hood lived in Sherwood Forest

c. Robin Hood is a legendary hero in medieval England

d. He became a symbol of hope and inspiration

The text is for questions number 12

The Story of Athena and Arachne

In ancient Greece, there was a young woman named Arachne who was known for her exceptional weaving skills. She was so proud of her talent that she boasted that she was a better weaver than the goddess Athena.

Athena was outraged by this claim and challenged Arachne to a weaving contest. The two women each created a tapestry, and when the judging was complete, Athena's tapestry was declared the winner.

Arachne was devastated by the loss and felt ashamed of her prideful behavior. In her despair, she tried to hang herself, but Athena took pity on her and turned her into a spider.

From that day on, Arachne spent her days spinning webs and creating intricate designs. She was a reminder of the dangers of pride and the importance of humility.

12. Who was the winner in a weaving contest?

a. Greece

b. Arachne

c. Goddess

d. Athena

The text is for questions number 13-15

A Day in the Life of a Baker

Meet Sarah, a baker who wakes up early every day to bake fresh bread for her customers. She starts by mixing the dough and kneading it until it's just right.

Next, she shapes the dough and puts it in the oven to bake. The smell of fresh bread fills the bakery and makes everyone's mouth water.

As the day goes on, Sarah takes orders for cakes, pastries, and other baked goods. She spends the afternoon decorating cakes and making sure everything is just perfect.

At the end of the day, Sarah closes the bakery and goes home, tired but happy. She loves making people happy with her delicious treats and can't wait to do it all again tomorrow.

13. "... to bake fresh bread for her customers."

The word customers means...

- a. Seller
- b. Buyer
- c. Distributor
- d. Chef

14. The text is generally tells us about...

- a. Sarah loves her job as a baker
- b. A woman who loves to buy cakes, pastries, and other baked goods
- c. A woman who spends the afternoon decorating cakes
- d. A woma who loves making people happy

15. "...makes everyone's mouth watery"

The phrase above means..

- a. Can make people hungry
- b. Can make people mad
- c. Can make people happy
- d. Can make poeple sad

Post-test answers key

| | | | | |
|-------|-------|-------|-------|-------|
| 1. B | 2. C | 3. D | 4. B | 5. C |
| 6. B | 7. B | 8. B | 9. A | 10. B |
| 11. C | 12. D | 13. B | 14. A | 15. A |

Appendix 12 Modul Ajar

Modul Ajar Bahasa Inggris Kelas 7.7 Experimental Class

| No. | Komponen | Deskripsi / Keterangan |
|-----|--------------------------------------|---|
| 1. | Informasi Umum Perangkat Ajar | |
| | Nama Penyusun | Sylvia Anjani Rahadewi |
| | Nama Institusi | SMP Negeri 2 Pagedangan |
| | Tahun Penyusunan Modul Ajar | 2024 |
| | Jenjang Sekolah | Sekolah Menengah Pertama (SMP) |
| | Kelas | VII (Tujuh) |
| | Alokasi Waktu | 6 Jam Pelajaran (JP) = 6 x 40 menit = 240 menit (3 kali pertemuan) |
| 2. | Capaian Pembelajaran Fase D | |
| | Fase Capaian Pembelajaran (CP) | Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi |

| | |
|------------------------|---|
| | teks tulisan dan visual dalam Bahasa Inggris. |
| Elemen/Domain CP | <p><u>Elemen Menulis – Mempresentasikan</u></p> <p>Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.</p> <p><u>Elemen Membaca – Memirsa</u></p> <p>Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.</p> |
| Tujuan Pembelajaran | Peserta didik mampu menemukan informasi dalam sebuah teks naratif berupa ide pokok, informasi pendukung, informasi tersirat dan tersurat, informasi rinci, unsur kebahasaan fokus pada kata ganti, dan kosa kata dalam bentuk cetak maupun digital. |

| | |
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| Pengetahuan dan/atau Keterampilan atau Kompetensi Prasyarat | <ul style="list-style-type: none"> • Mampu menentukan ide pokok • Menentukan informasi pendukung dalam sebuah teks naratif. • Menentukan informasi tersirat • Menentukan informasi tidak tertulis • Menentukan informasi rinci • Menentukan unsur kebahasaan dengan fokus pada kata ganti • Mengartikan kosa kata sulit • Menginterpretasikan makna ekspresi dari sebuah ucapan |
| 3. Kriteria Pengukuran Ketercapaian Tujuan Pembelajaran dan Asesmen (Asesmen Formatif) | |
| Penilaian Kompetensi atau Kemampuan serta Pengetahuan | <p><u>Pertemuan 1</u></p> <ol style="list-style-type: none"> 1. Peserta didik dapat mengenalisis ide pokok dari sebuah teks naratif. 2. Peserta didik dapat menganalisis informasi yang mendukung sebuah ide pokok teks naratif melalui cerita yang disediakan. <p><u>Pertemuan 2</u></p> <ol style="list-style-type: none"> 1. Peserta didik dapat menganalisis informasi rinci, informasi tersurat dan tersirat melalui cerita yang disediakan. <p><u>Pertemuan 3</u></p> <ol style="list-style-type: none"> 1. Peserta didik dapat menentukan kata ganti, memahami arti dari kosa kata sulit, dan mampu menginterpretasikan beragam ekspresi dalam cerita yang disajikan. |
| 4. Profil Pelajar Pancasila | |
| Profil Pelajar | <ol style="list-style-type: none"> 1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan |

| | | |
|----|--------------------------------------|---|
| | Pancasila yang berkaitan | berakhlak mulia 2. Mandiri 3. Bergotong royong 4. Bernalar kritis 5. Kreatif |
| 5. | Sarana dan Prasarana | |
| | Fasilitas | 1. LCD <i>Projector</i> 2. Laptop 3. HP 4. Jaringan internet |
| 6. | Peserta Didik | |
| | Kategori Peserta Didik | Peserta didik reguler |
| | Jumlah Peserta Didik | 40 siswa |
| 7. | Asesmen dan Metode Pengajaran | |
| | Cara Penilaian | Rubrik asesmen individu (terlampir) |
| | Jenis Asesmen | Formatif dalam bentuk tertulis (<i>narrative text</i>) |
| | Metode pengajaran | Scientific Approach |
| 8. | Materi Ajar, Alat, dan Bahan | |
| | Materi Ajar | Teks naratif, dengan tema a) Fabel b) Cerita rakyat |
| | Alat dan Bahan | 1. Cerita berupa <i>e-book</i> a. The Golden Snail https://literacycloud.org/stories/388-the-golden-snail/ b. Polecat https://literacycloud.org/stories/3000-polecat/ |

| | | |
|----|-------------------------------------|--|
| | | <p>c. The Lord of the Leaves</p> <p>https://literacycloud.org/stories/3164-the-lord-of-the-leaves/</p> <p>2. Lembar Kerja Peserta Didik (LKPD)</p> |
| | Media Pembelajaran | <p>1. Menggunakan media website berupa Literacy Cloud</p> <p>https://literacycloud.org/</p> |
| 9. | Urutan Kegiatan Pembelajaran | |
| | Pertemuan 1 | <p><u>Kegiatan Pendahuluan (10 menit)</u></p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran. 3. Peserta didik dicek kehadirannya oleh guru. 4. Peserta didik diberitahu tujuan dan manfaat mempelajari materi hari ini. <p><u>Kegiatan Inti (60 menit)</u></p> <p>a) Orientasi pada masalah</p> <ol style="list-style-type: none"> 1. Peneliti memberikan pertanyaan pada peserta didik: <ul style="list-style-type: none"> • Do you like to read a story? • What kind of story do you like? 2. Peneliti mengorganisasikan peserta didik mengakses cerita dalam Literacy Cloud dan membuka pada bagian sampul. <p>https://literacycloud.org/stories/388-the-golden-snail/</p> 3. Peserta didik mengamati gambar yang disajikan pada sampul dan memberikan pendapatnya, dengan menjawab pertanyaan pemantik: |

| | | |
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| | | <ul style="list-style-type: none"> • What do you think about the cover? • What the story would be like? <p>b) Mengorganisasikan peserta didik untuk belajar</p> <ol style="list-style-type: none"> 1. Peserta didik mulai membaca cerita dengan judul “The Golden Snail” melalui handphone masing-masing. <p>c) Membimbing penyelidikan</p> <ol style="list-style-type: none"> 1. Setelah membaca cerita, peserta didik menjawab pertanyaan secara lisan terkait isi cerita: <ul style="list-style-type: none"> • What is the title of the story? • What happened in the beginning story? • How does the ending of the story? • Please tell the important parts of the story! 2. Peserta didik bersama peneliti menganalisis kembali isi cerita tersebut dengan fokus pada penemuan ide pokok dan informasi yang mendukung ide pokok. 3. Peserta didik disajikan cerita untuk dianalisis secara mandiri dengan menentukan ide pokok dan menulis informasi yang mendukung ide pokok. <p>d) Mengembangkan dan menyajikan hasil karya</p> <ol style="list-style-type: none"> 1. Perwakilan siswa maju ke depan kelas untuk membacakan hasil LKPD 1 mereka. |
| | | <p><u>Kegiatan Penutup (10 menit)</u></p> <ol style="list-style-type: none"> 1. Peserta didik dipandu peneliti mengambil kesimpulan |

| | |
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| | <p>terkait materi pembelajaran hari ini.</p> <ol style="list-style-type: none"> 2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuan berikutnya. 3. Peserta didik berdoa untuk mengakhiri pembelajaran. |
| Pertemuan 2 | <p><u>Kegiatan Pendahuluan (10 menit)</u></p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran. 3. Peserta didik dicek kehadirannya oleh guru. 4. Peserta didik diberitahu tujuan dan manfaat mempelajari materi hari ini. |
| | <p><u>Kegiatan Inti (60 menit)</u></p> <ol style="list-style-type: none"> a) Pertanyaan mendasar <ol style="list-style-type: none"> 1. Peserta didik diberi pertanyaan pemantik seperti <i>“Do you still remember what we have learned in the previous meeting?”</i> b) Mengorganisasikan peserta didik untuk belajar <ol style="list-style-type: none"> 1. Peserta didik mulai membaca cerita dengan judul “Polecat” melalui handphone masing-masing. c) Membimbing penyelidikan <ol style="list-style-type: none"> 1. Setelah membaca cerita, peserta didik menjawab pertanyaan secara lisan terkait isi cerita dengan unsur 5W+1H: <ul style="list-style-type: none"> • What is the title of the story? • Who is the major character and mention another character in the story? • Where the possibility the story take place? |

| | | |
|--|-------------|--|
| | | <ul style="list-style-type: none"> • When the major character/ when the scene happened? • Why the major character do that/experience that? • How does the story end? <p>2. Peserta didik bersama peneliti menganalisis kembali isi cerita tersebut dengan menganalisis pernyataan benar dan salah yang tertulis maupun tidak tertulis terkait isi cerita.</p> <p>3. Peserta didik disajikan cerita untuk dianalisis secara mandiri dengan menentukan menjawab pertanyaan pada LKPD 2.</p> |
| | | <p><u>Kegiatan Penutup (10 menit)</u></p> <ol style="list-style-type: none"> 1. Peserta didik dipandu guru mengambil kesimpulan terkait materi pembelajaran hari ini. 2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuan berikutnya. 3. Peserta didik dan guru melakukan refleksi dengan mengisi kuisisioner yang disediakan. 4. Peserta didik berdoa untuk mengakhiri pembelajaran. |
| | Pertemuan 3 | <p><u>Kegiatan Pendahuluan (10 menit)</u></p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdo'a sebelum memulai pembelajaran. 3. Peserta didik dicek kehadirannya oleh guru. 4. Peserta didik diberitahu tujuan dan manfaat mempelajari materi hari ini. <p><u>Kegiatan Inti (60 menit)</u></p> <ol style="list-style-type: none"> a) Pertanyaan mendasar |

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| | | <ol style="list-style-type: none"> 1. Peserta didik diberi pertanyaan pemantik seperti <i>“Do you still remember what we have learned in the previous meeting?”</i> b) Mengorganisasikan peserta didik untuk belajar <ol style="list-style-type: none"> 1. Peserta didik mulai membaca cerita dengan judul “The Lord of The Leaves” melalui handphone masing-masing. 2. Peserta didik menuliskan kosa kata yang dianggap sulit. 3. Peserta didik mencari arti dari kosa kata tersebut c) Membimbing penyelidikan <ol style="list-style-type: none"> 1. Setelah selesai, peserta didik menjawab pertanyaan secara lisan terkait isi cerita 2. Peserta didik bersama peneliti menganalisis kembali isi cerita tersebut dengan menganalisis kata ganti, ekspresi, dan kosa kata sulit. 3. Peserta didik disajikan cerita untuk dianalisis secara mandiri dengan menjawab pertanyaan pada LKPD 3. |
| | | <p><u>Kegiatan Penutup (10 menit)</u></p> <ol style="list-style-type: none"> 1. Peserta didik dipandu guru mengambil kesimpulan terkait materi pembelajaran hari ini. 2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuan berikutnya. 3. Peserta didik dan guru melakukan refleksi dengan mengisi kuisioner yang disediakan. 4. Peserta didik berdoa untuk mengakhiri pembelajaran. |

Mengetahui,
Guru Mata Pelajaran

Armelia Satar, S. Pd.
NIP.

Tangerang, Maret 2024

Mahasiswa,

Sylvia Anjani Rahadewi
NIM. 2088203084

Modul Ajar Bahasa Inggris Kelas 7.7

Controlled Class

| No. | Komponen | Deskripsi / Keterangan |
|-----|--------------------------------------|--|
| 1. | Informasi Umum Perangkat Ajar | |
| | Nama Penyusun | Sylvia Anjani Rahadewi |
| | Nama Institusi | SMP Negeri 2 Pagedangan |
| | Tahun Penyusunan Modul Ajar | 2024 |
| | Jenjang Sekolah | Sekolah Menengah Pertama (SMP) |
| | Kelas | VII (Tujuh) |
| | Alokasi Waktu | 6 Jam Pelajaran (JP) = 6 x 40 menit = 240 menit (3 kali pertemuan) |
| 2. | Capaian Pembelajaran Fase D | |
| | Fase Capaian Pembelajaran (CP) | <p>Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.</p> |
| | | <u>Elemen Menulis – Mempresentasikan</u> |

| | |
|-----------------------------|--|
| <p>Elemen/Domain CP</p> | <p>Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.</p> <p><u>Elemen Membaca – Memirsa</u></p> <p>Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.</p> |
| <p>Tujuan Pembelajaran</p> | <p>Peserta didik mampu menemukan informasi dalam sebuah teks naratif berupa ide pokok, informasi pendukung, informasi tersirat dan tersurat, informasi rinci, unsur kebahasaan fokus pada kata ganti, dan kosa kata dalam bentuk cetak maupun digital.</p> |
| <p>Pengetahuan</p> | <ul style="list-style-type: none"> • Mampu menentukan ide pokok |

| | | | |
|--|--|--|---|
| <p>dan/atau Keterampilan atau Kompetensi Prasyarat</p> | <ul style="list-style-type: none"> • Menentukan informasi pendukung dalam sebuah teks naratif. • Menentukan informasi tersirat • Menentukan informasi tidak tertulis • Menentukan informasi rinci • Menentukan unsur kebahasaan dengan fokus pada kata ganti • Mengartikan kosa kata sulit • Menginterpretasikan makna ekspresi dari sebuah ucapan | | |
| <p>3. Kriteria Pengukuran Ketercapaian Tujuan Pembelajaran dan Asesmen (Asesmen Formatif)</p> | <table border="1"> <tr> <td data-bbox="295 981 587 1809"> <p>Penilaian Kompetensi atau Kemampuan serta Pengetahuan</p> </td> <td data-bbox="587 981 1370 1809"> <p><u>Pertemuan 1</u></p> <ol style="list-style-type: none"> 1. Peserta didik dapat menganalisis ide pokok dari sebuah teks naratif. 2. Peserta didik dapat menganalisis informasi yang mendukung sebuah ide pokok teks naratif melalui cerita yang disediakan. <p><u>Pertemuan 2</u></p> <ol style="list-style-type: none"> 1. Peserta didik dapat menganalisis informasi rinci, informasi tersurat dan tersirat melalui cerita yang disediakan. <p><u>Pertemuan 3</u></p> <ol style="list-style-type: none"> 1. Peserta didik dapat menentukan kata ganti, memahami arti dari kosa kata sulit, dan mampu menginterpretasikan beragam ekspresi dalam cerita yang disajikan. </td> </tr> </table> | <p>Penilaian Kompetensi atau Kemampuan serta Pengetahuan</p> | <p><u>Pertemuan 1</u></p> <ol style="list-style-type: none"> 1. Peserta didik dapat menganalisis ide pokok dari sebuah teks naratif. 2. Peserta didik dapat menganalisis informasi yang mendukung sebuah ide pokok teks naratif melalui cerita yang disediakan. <p><u>Pertemuan 2</u></p> <ol style="list-style-type: none"> 1. Peserta didik dapat menganalisis informasi rinci, informasi tersurat dan tersirat melalui cerita yang disediakan. <p><u>Pertemuan 3</u></p> <ol style="list-style-type: none"> 1. Peserta didik dapat menentukan kata ganti, memahami arti dari kosa kata sulit, dan mampu menginterpretasikan beragam ekspresi dalam cerita yang disajikan. |
| <p>Penilaian Kompetensi atau Kemampuan serta Pengetahuan</p> | <p><u>Pertemuan 1</u></p> <ol style="list-style-type: none"> 1. Peserta didik dapat menganalisis ide pokok dari sebuah teks naratif. 2. Peserta didik dapat menganalisis informasi yang mendukung sebuah ide pokok teks naratif melalui cerita yang disediakan. <p><u>Pertemuan 2</u></p> <ol style="list-style-type: none"> 1. Peserta didik dapat menganalisis informasi rinci, informasi tersurat dan tersirat melalui cerita yang disediakan. <p><u>Pertemuan 3</u></p> <ol style="list-style-type: none"> 1. Peserta didik dapat menentukan kata ganti, memahami arti dari kosa kata sulit, dan mampu menginterpretasikan beragam ekspresi dalam cerita yang disajikan. | | |
| <p>4. Profil Pelajar Pancasila</p> | <table border="1"> <tr> <td data-bbox="295 1865 587 1975"> <p>Profil Pelajar Pancasila yang</p> </td> <td data-bbox="587 1865 1370 1975"> <ol style="list-style-type: none"> 1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia </td> </tr> </table> | <p>Profil Pelajar Pancasila yang</p> | <ol style="list-style-type: none"> 1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia |
| <p>Profil Pelajar Pancasila yang</p> | <ol style="list-style-type: none"> 1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia | | |

| | | |
|----|--------------------------------------|---|
| | berkaitan | <ol style="list-style-type: none"> 2. Mandiri 3. Bergotong royong 4. Bernalar kritis 5. Kreatif |
| 5. | Sarana dan Prasarana | |
| | Fasilitas | <ol style="list-style-type: none"> 1. LCD Projector 2. Laptop 3. HP 4. Jaringan internet |
| 6. | Peserta Didik | |
| | Kategori Peserta Didik | Peserta didik reguler |
| | Jumlah Peserta Didik | 40 siswa |
| 7. | Asesmen dan Metode Pengajaran | |
| | Cara Penilaian | Rubrik asesmen individu (terlampir) |
| | Jenis Asesmen | Formatif dalam bentuk tertulis (<i>narrative text</i>) |
| | Metode Ajar | Conventional method |
| 8. | Materi Ajar, Alat, dan Bahan | |
| | Materi Ajar | <p>Teks naratif, dengan tema</p> <ol style="list-style-type: none"> a) Fabel b) Cerita rakyat |
| | Alat dan Bahan | <ol style="list-style-type: none"> 1. Cerita teks naratif <ol style="list-style-type: none"> a. The Ant & The Dove b. The Lion and The Mouse c. The Legend of Crying Stone <p>https://drive.google.com/drive/folders/1UriKv9qLaD0FPj63bQsLhsIw2n8lW71o?usp=sharing</p> <ol style="list-style-type: none"> 2. Lembar Kerja Peserta Didik (LKPD) |
| | Media | <ol style="list-style-type: none"> 1. Menggunakan media <i>printed text</i> |

| | | |
|----|-------------------------------------|--|
| | Pembelajaran | |
| 9. | Urutan Kegiatan Pembelajaran | |
| | Pertemuan 1 | <p><u>Kegiatan Pendahuluan (10 menit)</u></p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdoa sebelum memulai pembelajaran. 3. Peserta didik dicek kehadirannya oleh guru. 4. Peserta didik diberitahu tujuan dan manfaat mempelajari materi hari ini. <p><u>Kegiatan Inti (60 menit)</u></p> <p>a) Orientasi pada masalah</p> <ol style="list-style-type: none"> 1. Peneliti memberikan pertanyaan pada peserta didik: <ul style="list-style-type: none"> • Do you like to read a story? • What kind of story do you like? 2. Peneliti mengorganisasikan peserta didik membaca teks dengan judul “The Ant and The Dove” 3. Peserta didik mengamati gambar yang disajikan pada sampul dan memberikan pendapatnya, dengan menjawab pertanyaan pemantik: <ul style="list-style-type: none"> • What do you think about the cover? • What the story would be like? <p>b) Mengorganisasikan peserta didik untuk belajar</p> <ol style="list-style-type: none"> 1. Peserta didik mulai membaca cerita dengan judul “The Ant & The Dove” <p>c) Membimbing penyelidikan</p> <ol style="list-style-type: none"> 1. Setelah membaca cerita, peserta didik |

| | | |
|-------------|--|--|
| | | <p>menjawab pertanyaan secara lisan terkait isi cerita:</p> <ul style="list-style-type: none"> • What is the title of the story? • What happened in the beginning story? • How does the ending of the story? • Please tell the important parts of the story! <p>2. Peserta didik bersama peneliti menganalisis kembali isi cerita tersebut dengan fokus pada penemuan ide pokok dan informasi yang mendukung ide pokok.</p> <p>3. Peserta didik disajikan cerita untuk dianalisis secara mandiri dengan menentukan ide pokok dan menulis informasi yang mendukung ide pokok.</p> <p>d) Mengembangkan dan menyajikan hasil karya</p> <p>1. Perwakilan siswa maju ke depan kelas untuk membacakan hasil LKPD 1 mereka.</p> |
| | | <p><u>Kegiatan Penutup (10 menit)</u></p> <ol style="list-style-type: none"> 1. Peserta didik dipandu peneliti mengambil kesimpulan terkait materi pembelajaran hari ini. 2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuan berikutnya. 3. Peserta didik berdoa untuk mengakhiri pembelajaran. |
| Pertemuan 2 | | <p><u>Kegiatan Pendahuluan (10 menit)</u></p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdoa sebelum memulai |

| | | |
|--|--|---|
| | | <p>pembelajaran.</p> <ol style="list-style-type: none"> 3. Peserta didik dicek kehadirannya oleh guru. 4. Peserta didik diberitahu tujuan dan manfaat mempelajari materi hari ini. |
| | | <p><u>Kegiatan Inti (60 menit)</u></p> <ol style="list-style-type: none"> a) Pertanyaan mendasar <ol style="list-style-type: none"> 1. Peserta didik diberi pertanyaan pemantik seperti <i>“Do you still remember what we have learned in the previous meeting?”</i> b) Mengorganisasikan peserta didik untuk belajar <ol style="list-style-type: none"> 1. Peserta didik mulai membaca cerita dengan judul <i>“The Lion and The Mouse”</i>. c) Membimbing penyelidikan <ol style="list-style-type: none"> 1. Setelah membaca cerita, peserta didik menjawab pertanyaan secara lisan terkait isi cerita dengan unsur 5W+1H: <ul style="list-style-type: none"> • What is the title of the story? • Who is the major character and mention another character in the story? • Where the possibility the story take place? • When the major character/ when the scene happened? • Why the major character do that/experience that? • How does the story end? 2. Peserta didik bersama peneliti menganalisis kembali isi cerita tersebut dengan menganalisis pernyataan benar dan salah yang tertulis maupun tidak tertulis terkait isi cerita. |

| | | |
|--|-------------|--|
| | | <p>3. Peserta didik disajikan cerita untuk dianalisis secara mandiri dengan menentukan menjawab pertanyaan pada LKPD 2.</p> |
| | | <p><u>Kegiatan Penutup (10 menit)</u></p> <ol style="list-style-type: none"> 1. Peserta didik dipandu guru mengambil kesimpulan terkait materi pembelajaran hari ini. 2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuan berikutnya. 3. Peserta didik dan guru melakukan refleksi dengan mengisi kuisioner yang disediakan. 4. Peserta didik berdoa untuk mengakhiri pembelajaran. |
| | Pertemuan 3 | <p><u>Kegiatan Pendahuluan (10 menit)</u></p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdoa'a sebelum memulai pembelajaran. 3. Peserta didik dicek kehadirannya oleh guru. 4. Peserta didik diberitahu tujuan dan manfaat mempelajari materi hari ini. <p><u>Kegiatan Inti (60 menit)</u></p> <ol style="list-style-type: none"> a) Pertanyaan mendasar <ol style="list-style-type: none"> 1. Peserta didik diberi pertanyaan pemantik seperti “<i>Do you still remember what we have learned in the previous meeting?</i>” b) Mengorganisasikan peserta didik untuk belajar <ol style="list-style-type: none"> 1. Peserta didik mulai membaca cerita dengan judul “The Legend of Crying Stone”. 2. Peserta didik menuliskan kosa kata yang dianggap sulit. 3. Peserta didik mencari arti dari kosa kata |

| | | |
|--|--|---|
| | | <p>tersebut</p> <p>c) Membimbing penyelidikan</p> <ol style="list-style-type: none"> 1. Setelah selesai, peserta didik menjawab pertanyaan secara lisan terkait isi cerita 2. Peserta didik bersama peneliti menganalisis kembali isi cerita tersebut dengan menganalisis kata ganti, ekspresi, dan kosa kata sulit. 3. Peserta didik disajikan cerita untuk dianalisis secara mandiri dengan menjawab pertanyaan pada LKPD 3. |
| | | <p><u>Kegiatan Penutup (10 menit)</u></p> <ol style="list-style-type: none"> 1. Peserta didik dipandu guru mengambil kesimpulan terkait materi pembelajaran hari ini. 2. Peserta didik diberitahu materi yang akan dipelajari pada pertemuan berikutnya. 3. Peserta didik dan guru melakukan refleksi dengan mengisi kuisioner yang disediakan. 4. Peserta didik berdoa untuk mengakhiri pembelajaran. |

Mengetahui,
Guru Mata Pelajaran

Tangerang, Maret 2024

Mahasiswa,

Armelia Satar, S. Pd.
NIP.

Sylvia Anjani Rahadewi
NIM. 2088203084

LAMPIRAN

A. Bahan Ajar

1. Definisi teks naratif

Genre text that retell the story include fiction and non-fiction. The social function of narrative text is to amuse and to informs the readers with a series of past events.

2. Struktur teks naratif

- a. Orientation: include the information about the character, the place, and time the story happening.
- b. Complication: explain the problems faced by the main character.
- c. Resulotion: explain how the problems solved happily or tragically.
- d. Re-orientation: the ending of the story. Most of the writers include valuable messages that can impact the readers' personalities or perspective to live in society.

3. Jenis-jenis teks naratif

- a. Fiction: presents an imaginary story that happened in an imaginary world, such as, fairy tales, folktales, short stories, fables, legendes, myths, novel, and comics.
- b. Non-fiction: present a story of person's real-life, such as, biography, essays, historical book, and personal narratives.

B. Instrumen Penilaian

Nama Sekolah : SMP Negeri 2 Pagedangan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/2

Tahun Ajaran : 2023/2024

1. Menjawab pertanyaan tentang ide pokok dan informasi pendukung (pertemuan 1)

Skor maksimal $10 \times 10 = 100$

| Nilai | Kriteria |
|-------|---------------------|
| 1 | Kurang tepat sekali |
| 2 | Kurang tepat |
| 3 | Cukup jelas |
| 4 | Jelas |
| 5 | Sangat jelas |

2. Menjawab pertanyaan tentang informasi rinci, mengidentifikasi pernyataan tertulis dan tidak tertulis, serta pernyataan benar dan tidak benar (pertemuan 2)
 - a. Menuliskan informasi rinci suatu cerita
Skor maksimal $20 \times 5 = 100$
 - b. Menentukan pernyataan tertulis dan tidak tertulis serta menentukan pernyataan benar dan tidak
Skor maksimal 100
*jika salah 0
*jika benar 1
3. Menjawab kata ganti, ekspresi, dan kosa kata sulit (pertemuan 3)
Skor maksimal $10 \times 10 = 100$. Jika salah 0 dan jika benar 1
 - a. Menentukan kata ganti yang tepat
 - b. Mengartikan makna sebuah ekspresi
 - c. Mengartikan dan mencari lawan kata dari sebuah kosa kata

C. Lembar Kerja Peserta Didik

1. Pertemuan 1

Read the story below!

An ant nimbly running in search of food came across a chrysalis that was close its time to change. The chrysalis moved and this attracted his attention who for the first time realized that it was a living thing. "Poor, pitiable animal!" cried the ant disdainfully "What a sad fate is yours! While I can run with my pleasure, you lie imprisoned here in your shell". The chrysalis heard all this, but did not try to make any reply.

After a few days, when the ant passed that way again, nothing but the shell remained. Wondering what had happened to its content, he felt himself suddenly shaded and fanned by the gorgeous wings of a beautiful butterfly. "Behold in me," said the butterfly, "your much pitied friend!" So the butterfly rose in the air and lost in the summer breeze.

- a. The text is generally tells us about?
 - b. Write the supporting details of the 2nd paragraph!
2. Pertemuan 2

Read the story below!

Bhabhoo the Buffalo

A few days later, a bird accidentally dropped a seed from its beak, it got stuck on Bhabhoo's horns. Bhabhoo hardly noticed this little seed. Slowly the seed began to bloom into a tiny sapling. It even sprouted leaves.

When the sun shone fiercely, other buffaloes would get hot and frustrated searching for shade. But bhabhoo didn't have to lift a leg. She'd giggle and say, "Look, I have my own umbrella!". They couldn't help but agree with her. After all., Bhabhoo now had a splendid tree growing on her horns.

One day, a bird decided to make her nest in Bhabhoo's tree. "Don't shake the tree, Bhabhoo," she warned. "I've put my eggs in it.". Bhabhoo felt irritated. "But how will I search for food?" she asked. The bird agreed Bhabhoo was right. She gathered all her bird friends and told them, "We will need to bring Bhabhoo her food so she doesn't move my babies!". Bhabhoo would happily chomp the food brought to her by the birds and relax in the shade of her tree. What else could a buffalo want in life?

A tree on bhabhoo's horns, leaves on the tree, a nest among the leaves, and two little eggs in the nest. What a strange sight! People would remark to Bhabhoo that she was being far too lazy. But

Bhabhoo remained unconcerned. “Is there any other buffalo around who is doing what i’m doing?” she’d ask.

I) Write the answer

- a. Who was dropped a seed on Bhabhoo’s horns?
- b. What does the birds do when Bhabhoo wants to search the food?
- c. Why Bhabhoo can not search the food?
- d. When the tress grown in Bhabhoo’s horns?
- e. Where the possibility place for the story?
- f. How many character in the story?

II) Write the answer yes/no

1. Did Bhabhoo angry when the birds put their eggs on his horns?
2. Did Bhabhoo let the tree grow on his horns?

III) Say if the sentences are true or false

1. _____ Bhabhoo cut the tree on his horns.
2. _____ The birds brings Bhabhoo food.
3. _____ Another buffalo dropped the seed on Bhabhoo’s horns.

3. Pertemuan 3

- a) “I’ve put my eggs in it.” The words my eggs refers to..
- b) “They couldn’t help but agree with her.” The word they refers to..
- c) Find the meaning of the word belows!
 - Gathered
 - Sprouted
 - Sapling
 - Chomp
 - Remark
- d) Find the opposite of the word belows!
 - Happy
 - Agree
 - Hot
 - Put
 - Lift

Appendix 13 The Result of Pre-test and Post-test in Experimental Class 7.7

| No | Name | Pre-test | Post-test |
|----|------|----------|-----------|
| 1 | AR | 33 | 67 |
| 2 | AZAF | 67 | 33 |
| 3 | ASN | 47 | 87 |
| 4 | AAR | 73 | 53 |
| 5 | APR | 67 | 60 |
| 6 | ARD | 73 | 87 |
| 7 | BDS | 73 | 93 |
| 8 | BBA | 53 | 87 |
| 9 | CGP | 53 | 73 |
| 10 | DKT | 13 | 33 |
| 11 | DA | 33 | 60 |
| 12 | ERRA | 47 | 73 |
| 13 | FCH | 53 | 87 |
| 14 | HRS | 60 | 87 |
| 15 | HMM | 47 | 60 |
| 16 | ISP | 33 | 60 |
| 17 | JI | 40 | 53 |
| 18 | KS | 33 | 80 |
| 19 | MRH | 33 | 73 |
| 20 | MAK | 73 | 93 |
| 21 | MR | 60 | 80 |
| 22 | MFSR | 53 | 67 |
| 23 | MNV | 73 | 53 |
| 24 | MRA | 60 | 73 |
| 25 | NF | 53 | 80 |
| 26 | NN | 13 | 60 |
| 27 | NAK | 60 | 80 |
| 28 | NM | 27 | 73 |
| 29 | NH | 40 | 80 |
| 30 | PIL | 73 | 67 |
| 31 | RNAA | 67 | 80 |
| 32 | RPVS | 53 | 53 |
| 33 | R | 47 | 73 |
| 34 | SHH | 40 | 60 |

| No | Name | Pre-test | Post-test |
|-----------|-------------|-----------------|------------------|
| 35 | SN | 60 | 60 |
| 36 | SNM | 27 | 53 |
| 37 | SPA | 53 | 93 |
| 38 | TSP | 27 | 87 |
| 39 | YMAW | 67 | 80 |
| 40 | ZA | 13 | 60 |

Appendix 14 The Result of Pre-test and Post-test in Controlled Class 7.9

| No | Name | Pre-test | Post-test |
|-----------|-------------|-----------------|------------------|
| 1 | AID | 33 | 53 |
| 2 | ANH | 27 | 47 |
| 3 | AA | 13 | 27 |
| 4 | APS | 27 | 60 |
| 5 | AS | 73 | 93 |
| 6 | AART | 47 | 40 |
| 7 | AAF | 53 | 27 |
| 8 | AF | 33 | 67 |
| 9 | CPM | 40 | 40 |
| 10 | DDU | 60 | 73 |
| 11 | DKN | 27 | 40 |
| 12 | EAS | 33 | 53 |
| 13 | FA | 40 | 40 |
| 14 | FAP | 73 | 87 |
| 15 | FAS | 13 | 40 |
| 16 | HF | 40 | 40 |
| 17 | IV | 47 | 73 |
| 18 | JR | 53 | 80 |
| 19 | K | 33 | 40 |
| 20 | LF | 47 | 53 |
| 21 | M | 40 | 73 |
| 22 | MBP | 67 | 60 |
| 23 | MRF | 13 | 40 |
| 24 | MFM | 40 | 60 |
| 25 | MHR | 47 | 53 |
| 26 | MRHP | 40 | 67 |
| 27 | MTS | 53 | 73 |
| 28 | NY | 33 | 47 |
| 29 | NCS | 47 | 67 |
| 30 | NR | 53 | 53 |
| 31 | N | 33 | 87 |
| 32 | PSR | 67 | 73 |
| 33 | RS | 60 | 67 |
| 34 | RPA | 33 | 80 |

| No | Name | Pre-test | Post-test |
|-----------|-------------|-----------------|------------------|
| 35 | RR | 40 | 53 |
| 36 | SA | 33 | 60 |
| 37 | SAL | 40 | 47 |
| 38 | UA | 73 | 73 |
| 39 | YSK | 27 | 67 |
| 40 | AV | 53 | 87 |

Appendix 15 Calculation of Analysis Data Description

A. Pre-test of experimental class

Table of Relative Frequency Distribution Pre-test in Experimental Class

| Class | Interval | | Class Boundaries | | F | F% |
|----------|----------|-----|------------------|------|----|------|
| | LLC | ULC | | | | |
| 1 | 13 | 21 | 12.5 | 21.5 | 3 | 8% |
| 2 | 22 | 30 | 21.5 | 30.5 | 3 | 8% |
| 3 | 31 | 39 | 30.5 | 39.5 | 5 | 13% |
| 4 | 40 | 48 | 39.5 | 48.5 | 7 | 18% |
| 5 | 49 | 57 | 48.5 | 57.5 | 7 | 18% |
| 6 | 58 | 64 | 57.5 | 64.5 | 5 | 13% |
| 7 | 65 | 73 | 64.5 | 73.5 | 10 | 25% |
| Σ | | | | | 40 | 100% |

1. Descriptive of Data

- a) $N = 40$
- b) $D \text{ max} = 73$
- c) $D \text{ min} = 13$
- d) $R = D \text{ max} - D \text{ min} = 73 - 13 = 60$
- e) $C = 1 + 3,3 (\log 40) = 6.28 = 7$
- f) $I = R/C = 60/7 = 8.6 = 9$

2. Table of Cumulative Frequency Distribution of Pre-test in experiment class

| Cumulative Frequency Distribution Table | | | |
|--|----|----------------|----|
| Data | F | Data | F |
| Less Than 12.5 | 0 | More Than 12.5 | 40 |
| Less Than 21.5 | 3 | More Than 21.5 | 37 |
| Less Than 30.5 | 6 | More Than 30.5 | 34 |
| Less Than 39.5 | 11 | More Than 39.5 | 29 |
| Less Than 48.5 | 18 | More Than 48.5 | 22 |

| Cumulative Frequency Distribution Table | | | |
|--|----------|----------------|----------|
| Data | F | Data | F |
| Less Than 57.5 | 25 | More Than 57.5 | 15 |
| Less Than 64.5 | 30 | More Than 64.5 | 10 |
| Less Than 73.5 | 40 | More Than 73.5 | 0 |

3. Mean, Median, and Mode

| Class | Class Boundaries | | F | F% | Xi | f.xi | xi² | f.xi² |
|---------------|-------------------------|------|----------|-----------|-----------|-------------|-----------------------|-------------------------|
| 1 | 12.5 | 21.5 | 3 | 8% | 17 | 51 | 289 | 867 |
| 2 | 21.5 | 30.5 | 3 | 8% | 26 | 78 | 676 | 2028 |
| 3 | 30.5 | 39.5 | 5 | 13% | 35 | 175 | 1225 | 6125 |
| 4 | 39.5 | 48.5 | 7 | 18% | 44 | 308 | 1936 | 13552 |
| 5 | 48.5 | 57.5 | 7 | 18% | 53 | 371 | 2809 | 19663 |
| 6 | 57.5 | 64.5 | 5 | 13% | 61 | 305 | 3721 | 18605 |
| 7 | 64.5 | 73.5 | 10 | 25% | 69 | 690 | 4761 | 47610 |
| Σ | | | 40 | 100% | | 1978 | | 108450 |
| Mean | 49.45 | | | | | | | |
| Median | 50.5 | | | | | | | |
| Mode | 66.83 | | | | | | | |

4. Standard Deviation and Variance

| Class | Class Boundaries | | F | F% | Xi | f.xi | xi-\bar{x} ² | f. xi-\bar{x} ² |
|---------------------------|-------------------------|------|----------|-----------|-----------|-------------|--|--|
| 1 | 12.5 | 21.5 | 3 | 8% | 17 | 51 | 1053 | 3159.01 |
| 2 | 21.5 | 30.5 | 3 | 8% | 26 | 78 | 549.903 | 1649.71 |
| 3 | 30.5 | 39.5 | 5 | 13% | 35 | 175 | 208.803 | 1044.01 |
| 4 | 39.5 | 48.5 | 7 | 18% | 44 | 308 | 29.702 | 207.92 |
| 5 | 48.5 | 57.5 | 7 | 18% | 53 | 371 | 12.602 | 88.217 |
| 6 | 57.5 | 64.5 | 5 | 13% | 61 | 305 | 133.403 | 667.013 |
| 7 | 64.5 | 73.5 | 10 | 25% | 69 | 690 | 382.203 | 3822.03 |
| Σ | | | 40 | 100% | | 1978 | | 6981 |
| Standard Deviation | | | 17.792 | | | | | |
| Variance | | | 316.551 | | | | | |

B. Pre-test of controlled class

Table of Relative Frequency Distribution Pre-test in Controlled Class

| Class | Interval | | CLASS BOUNDARIES | | F | F% |
|----------|----------|-----|------------------|------|----|------|
| | LLC | ULC | | | | |
| 1 | 13 | 21 | 12.5 | 21.5 | 3 | 8% |
| 2 | 22 | 30 | 21.5 | 30.5 | 4 | 10% |
| 3 | 31 | 39 | 30.5 | 39.5 | 8 | 20% |
| 4 | 40 | 48 | 39.5 | 48.5 | 13 | 33% |
| 5 | 49 | 57 | 48.5 | 57.5 | 5 | 13% |
| 6 | 58 | 64 | 57.5 | 64.5 | 2 | 5% |
| 7 | 65 | 73 | 64.5 | 73.5 | 5 | 13% |
| Σ | | | | | 40 | 100% |

1. Descriptive of Data

- a) $N = 40$
- b) $D \text{ max} = 73$
- c) $D \text{ min} = 13$
- d) $R = D \text{ max} - D \text{ min} = 73 - 13 = 60$
- e) $C = 1 + 3,3 (\log 40) = 6.28 = 7$
- f) $I = R/C = 60/7 = 8.6 = 9$

2. Table of Cumulative Frequency Distribution of Pre-test in controlled class

| Class | Interval | | Class Boundaries | | F | F% |
|-------|----------|-----|------------------|------|----|-----|
| | LLC | ULC | | | | |
| 1 | 13 | 21 | 12.5 | 21.5 | 3 | 8% |
| 2 | 22 | 30 | 21.5 | 30.5 | 4 | 10% |
| 3 | 31 | 39 | 30.5 | 39.5 | 8 | 20% |
| 4 | 40 | 48 | 39.5 | 48.5 | 13 | 33% |
| 5 | 49 | 57 | 48.5 | 57.5 | 5 | 13% |
| 6 | 58 | 64 | 57.5 | 64.5 | 2 | 5% |
| 7 | 65 | 73 | 64.5 | 73.5 | 5 | 13% |

| Class | Interval | | Class Boundaries | F | F% |
|----------|----------|-----|------------------|----|------|
| | LLC | ULC | | | |
| Σ | | | | 40 | 100% |

3. Mean, Median, and Mode

| Class | Class Boundaries | | F | F% | Xi | F.Xi | Xi ² | F.Xi ² |
|---------------|------------------|------|----|------|----|------|-----------------|-------------------|
| 1 | 12.5 | 21.5 | 3 | 8% | 17 | 51 | 289 | 867 |
| 2 | 21.5 | 30.5 | 4 | 10% | 26 | 104 | 676 | 2704 |
| 3 | 30.5 | 39.5 | 8 | 20% | 35 | 280 | 1225 | 9800 |
| 4 | 39.5 | 48.5 | 13 | 33% | 44 | 572 | 1936 | 25168 |
| 5 | 48.5 | 57.5 | 5 | 13% | 53 | 265 | 2809 | 14045 |
| 6 | 57.5 | 64.5 | 2 | 5% | 61 | 122 | 3721 | 7442 |
| 7 | 64.5 | 73.5 | 5 | 13% | 69 | 345 | 4761 | 23805 |
| Σ | | | 40 | 100% | | 1739 | | 83831 |
| Mean | 43.48 | | | | | | | |
| Median | 42.19 | | | | | | | |
| Mode | 42.19 | | | | | | | |

4. Standard Deviation and Variance

| Class | Class Boundaries | | F | F% | Xi | F.Xi | xi- \bar{x} ² | f. xi- \bar{x} ² |
|---------------------------|------------------|---------|----|------|----|------|------------------------------|---------------------------------|
| 1 | 12.5 | 21.5 | 3 | 8% | 17 | 51 | 700.926 | 2102.78 |
| 2 | 21.5 | 30.5 | 4 | 10% | 26 | 104 | 305.376 | 1221.5 |
| 3 | 30.5 | 39.5 | 8 | 20% | 35 | 280 | 71.825 | 574.605 |
| 4 | 39.5 | 48.5 | 13 | 33% | 44 | 572 | 0.275 | 3.58 |
| 5 | 48.5 | 57.5 | 5 | 13% | 53 | 265 | 90.725 | 453.628 |
| 6 | 57.5 | 64.5 | 2 | 5% | 61 | 122 | 307.126 | 614.251 |
| 7 | 64.5 | 73.5 | 5 | 13% | 69 | 345 | 651.526 | 3257.63 |
| Σ | | | 40 | 100% | | 1739 | | 8228 |
| Standard Deviation | | 15.689 | | | | | | |
| Variance | | 246.143 | | | | | | |

C. Post-test of experimental class

Table of Relative Frequency Distribution Post-test in Experimental Class

| Class | Interval | | Class Boundaries | | F | F% |
|----------|----------|-----|------------------|------|----|------|
| | LLC | ULC | | | | |
| 1 | 33 | 41 | 32.5 | 41.5 | 2 | 5% |
| 2 | 42 | 50 | 41.5 | 50.5 | 0 | 0% |
| 3 | 51 | 59 | 50.5 | 59.5 | 5 | 13% |
| 4 | 60 | 68 | 59.5 | 68.5 | 11 | 28% |
| 5 | 69 | 77 | 68.5 | 77.5 | 6 | 15% |
| 6 | 78 | 86 | 77.5 | 86.5 | 7 | 18% |
| 7 | 87 | 95 | 86.5 | 95.5 | 9 | 23% |
| Σ | | | | | 40 | 100% |

1. Data Description

- a) $N = 40$
- b) $D \text{ max} = 93$
- c) $D \text{ min} = 33$
- d) $R = D \text{ max} - D \text{ min} = 93 - 33 = 60$
- e) $C = 1 + 3,3 (\log 40) = 6.28 = 7$
- f) $I = R/C = 60/7 = 8.6 = 9$

2. Table of Cumulative Frequency Distribution of Post-test in experiment class

| Cumulative Frequency Distribution Table | | | |
|--|----|----------------|----|
| Data | F | Data | F |
| Less Than 32.5 | 0 | More Than 32.5 | 40 |
| Less Than 41.5 | 2 | More Than 41.5 | 38 |
| Less Than 50.5 | 2 | More Than 50.5 | 38 |
| Less Than 59.5 | 7 | More Than 59.5 | 33 |
| Less Than 68.5 | 18 | More Than 68.5 | 22 |
| Less Than 77.5 | 24 | More Than 77.5 | 16 |
| Less Than 86.5 | 31 | More Than 86.5 | 9 |
| Less Than 95.5 | 40 | More Than 95.5 | 0 |

3. Mean, Median, and Mode

| Class | Class Boundaries | | F | F% | Xi | f.xi | xi ² | f. xi ² |
|---------------|------------------|------|----|------|----|------|-----------------|--------------------|
| | | | | | | | | |
| 1 | 32.5 | 41.5 | 2 | 5% | 37 | 74 | 1369 | 2738 |
| 2 | 41.5 | 50.5 | 0 | 0% | 46 | 0 | 2116 | 0 |
| 3 | 50.5 | 59.5 | 5 | 13% | 55 | 275 | 3025 | 15125 |
| 4 | 59.5 | 68.5 | 11 | 28% | 64 | 704 | 4096 | 45056 |
| 5 | 68.5 | 77.5 | 6 | 15% | 73 | 438 | 5329 | 31974 |
| 6 | 77.5 | 86.5 | 7 | 18% | 82 | 574 | 6724 | 47068 |
| 7 | 86.5 | 95.5 | 9 | 23% | 91 | 819 | 8281 | 74529 |
| Σ | | | 40 | 100% | | 2884 | | 216490 |
| Mean | 72.10 | | | | | | | |
| Median | 70.83 | | | | | | | |
| Mode | 63.58 | | | | | | | |

4. Standard Deviation and Variance

| Class | Class Boundaries | | F | F% | Xi | f.xi | xi- \bar{x} ² | f. xi- \bar{x} ² |
|---------------------------|------------------|------|---------|------|----|------|------------------------------|---------------------------------|
| | | | | | | | | |
| 1 | 32.5 | 41.5 | 2 | 5% | 37 | 74 | 1232,01 | 2464,02 |
| 2 | 41.5 | 50.5 | 0 | 0% | 46 | 0 | 681.21 | 0 |
| 3 | 50.5 | 59.5 | 5 | 13% | 55 | 275 | 292.41 | 1462,05 |
| 4 | 59.5 | 68.5 | 11 | 28% | 64 | 704 | 65.61 | 721.71 |
| 5 | 68.5 | 77.5 | 6 | 15% | 73 | 438 | 0.81 | 4.86 |
| 6 | 77.5 | 86.5 | 7 | 18% | 82 | 574 | 98.01 | 686.07 |
| 7 | 86.5 | 95.5 | 9 | 23% | 91 | 819 | 357.21 | 3214.89 |
| Σ | | | 40 | 100% | | 2884 | | 8554 |
| Standard Deviation | | | 15.260 | | | | | |
| Variance | | | 232.871 | | | | | |

D. Post-test of controlled class

Table of Relative Frequency Distribution Post-test in Controlled Class

| Class | Interval | | Class Boundaries | | F | F% |
|-------|----------|-----|------------------|------|---|-----|
| | LLC | ULC | | | | |
| 1 | 27 | 35 | 26.5 | 35.5 | 2 | 5% |
| 2 | 36 | 44 | 35.5 | 44.5 | 8 | 20% |

| Class | Interval | | Class Boundaries | | F | F% |
|----------|----------|-----|------------------|------|----|------|
| | LLC | ULC | | | | |
| 3 | 45 | 53 | 44.5 | 53.5 | 9 | 23% |
| 4 | 54 | 62 | 53.5 | 62.5 | 4 | 10% |
| 5 | 63 | 71 | 62.5 | 71.5 | 5 | 13% |
| 6 | 72 | 80 | 71.5 | 80.5 | 8 | 20% |
| 7 | 81 | 89 | 80.5 | 89.5 | 3 | 8% |
| 8 | 90 | 98 | 89.5 | 98.5 | 1 | 3% |
| Σ | | | | | 40 | 100% |

1. Data Description

- a) $N = 40$
- b) $D \text{ max} = 93$
- c) $D \text{ min} = 27$
- d) $R = D \text{ max} - D \text{ min} = 93 - 27 = 66$
- e) $C = 1 + 3,3 (\log 40) = 6.28 = 7$
- f) $I = R/C = 66/7 = 9.43 = 9$

2. Table of Cumulative Frequency Distribution of Post-test in experiment class

| Cumulative Frequency Distribution Table | | | |
|--|----------|----------------|----------|
| Data | F | Data | F |
| Less Than 26.5 | 0 | More Than 26.5 | 40 |
| Less Than 35.5 | 2 | More Than 35.5 | 38 |
| Less Than 44.5 | 10 | More Than 44.5 | 30 |
| Less Than 53.5 | 19 | More Than 53.5 | 21 |
| Less Than 62.5 | 23 | More Than 62.5 | 17 |
| Less Than 71.5 | 28 | More Than 71.5 | 12 |
| Less Than 80.5 | 36 | More Than 80.5 | 4 |
| Less Than 89.5 | 39 | More Than 89.5 | 1 |
| Less Than 98.5 | 40 | More Than 98.5 | 0 |

3. Mean, Median, and Mode

| Class | Class Boundaries | | F | F% | Xi | f.xi | xi ² | f.xi ² |
|---------------|------------------|-------|----|------|----|------|-----------------|-------------------|
| 1 | 26.5 | 35.5 | 2 | 5% | 31 | 62 | 961 | 1922 |
| 2 | 35.5 | 44.5 | 8 | 20% | 40 | 320 | 1600 | 12800 |
| 3 | 44.5 | 53.5 | 9 | 23% | 49 | 441 | 2401 | 21609 |
| 4 | 53.5 | 62.5 | 4 | 10% | 58 | 232 | 3364 | 13456 |
| 5 | 62.5 | 71.5 | 5 | 13% | 67 | 335 | 4489 | 22445 |
| 6 | 71.5 | 80.5 | 8 | 20% | 76 | 608 | 5776 | 46208 |
| 7 | 80.5 | 89.5 | 3 | 8% | 85 | 255 | 7225 | 21675 |
| 8 | 89.5 | 98.5 | 1 | 3% | 94 | 94 | 8836 | 8836 |
| Σ | | | 40 | 100% | | 2253 | | 140115 |
| Mean | | 59.83 | | | | | | |
| Median | | 54.04 | | | | | | |
| Mode | | 45.67 | | | | | | |

4. Standard Deviation and Variance

| Class | Class Boundaries | | F | F% | Xi | f.xi | xi- \bar{x} ² | f. xi- \bar{x} ² |
|---------------------------|------------------|------|---------|------|----|------|------------------------------|---------------------------------|
| 1 | 26.5 | 35.5 | 2 | 5% | 31 | 62 | 831.17 | 1662.338 |
| 2 | 35.5 | 44.5 | 8 | 20% | 40 | 320 | 393.229 | 3145.831 |
| 3 | 44.5 | 53.5 | 9 | 23% | 49 | 441 | 117.289 | 1055.6 |
| 4 | 53.5 | 62.5 | 4 | 10% | 58 | 232 | 3.348 | 13.396 |
| 5 | 62.5 | 71.5 | 5 | 13% | 67 | 335 | 51.408 | 257.044 |
| 6 | 71.5 | 80.5 | 8 | 20% | 76 | 608 | 261.468 | 2091.751 |
| 7 | 80.5 | 89.5 | 3 | 8% | 85 | 255 | 633.528 | 1900.587 |
| 8 | 89.5 | 98.5 | 1 | 3% | 94 | 94 | 1167.589 | 1167.589 |
| Σ | | | 40 | 100% | | 2253 | | 11294 |
| Standard Deviation | | | 17.152 | | | | | |
| Variance | | | 294.205 | | | | | |

Appendix 16 Calculation of Analysis Data Requirement

A. Normality test

1. Normality test of pre-test experimental class

| Class | Class Boundaries | Fo | Ztable | | F (Zi) | | Pi | Ei | (Fo-Ei) ² /Ei | |
|---|------------------|----|--------|-------|--------|-------|------|------|-----------------------------|------|
| | | | Lower | Upper | Lower | Upper | | | | |
| 1 | 12.5-21.5 | 3 | -2.08 | -1.57 | 0.02 | 0.06 | 0.04 | 1.57 | 1.31 | |
| 2 | 21.5-30.5 | 3 | -1.57 | -1.07 | 0.06 | 0.14 | 0.09 | 3.41 | 0.05 | |
| 3 | 30.5-39.5 | 5 | -1.07 | -0.56 | 0.14 | 0.29 | 0.14 | 5.78 | 0.11 | |
| 4 | 39.5-48.5 | 7 | -0.56 | -0.05 | 0.29 | 0.48 | 0.19 | 7.63 | 0.05 | |
| 5 | 48.5-57.5 | 7 | -0.05 | 0.45 | 0.48 | 0.67 | 0.20 | 7.83 | 0.09 | |
| 6 | 57.5-64.5 | 5 | 0.45 | 0.85 | 0.67 | 0.80 | 0.13 | 5.07 | 0.00 | |
| 7 | 64.5-73.5 | 10 | 0.85 | 1.35 | 0.80 | 0.91 | 0.11 | 4.42 | 7.03 | |
| x ² count | | | | | | | | | 8.64 | |
| k-1 = 7-1 = 6 | | | | | | | | | x ² table | 1259 |
| x ² count < x ² table | | | | | | | | | 8.64 < 1259 | |
| Conclusion | | | | | | | | | Normally Distributed | |

2. Normality test of pre-test controlled class

| Class | Class Boundaries | Fo | Ztable | | F (Zi) | | Pi | Ei | (Fo-Ei) ² /Ei | |
|---|------------------|----|--------|-------|--------|-------|------|------|-----------------------------|-------|
| | | | Lower | Upper | Lower | Upper | | | | |
| 1 | 12.5-21.5 | 3 | -1.97 | -1.40 | 0.02 | 0.08 | 0.06 | 2.26 | 0.24 | |
| 2 | 21.5-30.5 | 4 | -1.40 | -0.83 | 0.08 | 0.20 | 0.12 | 4.94 | 0.18 | |
| 3 | 30.5-39.5 | 8 | -0.83 | -0.25 | 0.20 | 0.40 | 0.20 | 7.84 | 0.00 | |
| 4 | 39.5-48.5 | 13 | -0.25 | 0.32 | 0.40 | 0.63 | 0.23 | 9.03 | 1.75 | |
| 5 | 48.5-57.5 | 5 | 0.32 | 0.89 | 0.63 | 0.81 | 0.19 | 7.55 | 0.86 | |
| 6 | 57.5-64.5 | 2 | 0.89 | 1.34 | 0.81 | 0.91 | 0.10 | 3.82 | 0.87 | |
| 7 | 64.5-73.5 | 5 | 1.34 | 1.91 | 0.91 | 0.97 | 0.06 | 2.49 | 2.53 | |
| x ² count | | | | | | | | | 6.43 | |
| k-1 = 7-1 = 6 | | | | | | | | | x ² table | 12.59 |
| x ² count < x ² table | | | | | | | | | 6.43 < 12.59 | |
| Conclusion | | | | | | | | | Normally Distributed | |

3. Normality test of post-test experimental class

| Class | Class Boundaries | Fo | Ztable | | F (Zi) | | Pi | Ei | (Fo-Ei) ² /Ei | |
|---|------------------|----|--------|-------|--------|-------|------|------|-----------------------------|-------|
| | | | Lower | Upper | Lower | Upper | | | | |
| 1 | 32.5-41.5 | 2 | -2.59 | -2.01 | 0.00 | 0.02 | 0.02 | 0.71 | 2.35 | |
| 2 | 41.5-50.5 | 0 | -2.01 | -1.42 | 0.02 | 0.08 | 0.06 | 2.24 | 2.24 | |
| 3 | 50.5-59.5 | 5 | -1.42 | -0.83 | 0.08 | 0.20 | 0.13 | 5.04 | 0.00 | |
| 4 | 59.5-68.5 | 11 | -0.83 | -0.24 | 0.20 | 0.41 | 0.20 | 8.09 | 1.05 | |
| 5 | 68.5-77.5 | 6 | -0.24 | 0.35 | 0.41 | 0.64 | 0.23 | 9.26 | 1.15 | |
| 6 | 77.5-86.5 | 7 | 0.35 | 0.94 | 0.64 | 0.83 | 0.19 | 7.56 | 0.04 | |
| 7 | 86.5-95.5 | 9 | 0.94 | 1.53 | 0.83 | 0.94 | 0.11 | 4.40 | 4.80 | |
| x ² count | | | | | | | | | 11.62 | |
| k-1= 7-1= 6 | | | | | | | | | x ² table | 12.59 |
| x ² count < x ² table | | | | | | | | | 11.62 < 12.59 | |
| Conclusion | | | | | | | | | Normally Distributed | |

4. Normality test of post-test controlled class

| Class | Class Boundaries | Fo | Ztable | | F (Zi) | | Pi | Ei | (Fo-Ei) ² /Ei | |
|---|------------------|----|--------|-------|--------|-------|------|------|-----------------------------|-------|
| | | | Lower | Upper | Lower | Upper | | | | |
| 1 | 26.5-35.5 | 2 | -1.94 | -1.42 | 0.03 | 0.08 | 0.05 | 2.08 | 0.00 | |
| 2 | 35.5-44.5 | 8 | -1.42 | -0.89 | 0.08 | 0.19 | 0.11 | 4.31 | 3.16 | |
| 3 | 44.5-53.5 | 9 | -0.89 | -0.37 | 0.19 | 0.36 | 0.17 | 6.81 | 0.70 | |
| 4 | 53.5-62.5 | 4 | -0.37 | 0.16 | 0.36 | 0.56 | 0.21 | 8.23 | 2.18 | |
| 5 | 62.5-71.5 | 5 | 0.16 | 0.68 | 0.56 | 0.75 | 0.19 | 7.60 | 0.89 | |
| 6 | 71.5-80.5 | 8 | 0.68 | 1.21 | 0.75 | 0.89 | 0.13 | 5.36 | 1.30 | |
| 7 | 80.5-89.5 | 3 | 1.21 | 1.73 | 0.89 | 0.96 | 0.07 | 2.89 | 0.00 | |
| 8 | 89.5-98.5 | 1 | 1.73 | 2.25 | 0.96 | 0.99 | 0.03 | 1.19 | 0.03 | |
| x ² count | | | | | | | | | 8.27 | |
| k-1= 8-1= 7 | | | | | | | | | x ² table | 14.06 |
| x ² count < x ² table | | | | | | | | | 8.27 < 14.06 | |
| Conclusion | | | | | | | | | Normally Distributed | |

B. Homogeneity test

1. Homogeneity test of pre-test

| PRE-TEST | | |
|----------|--------------------|------------------|
| No | Experimental Class | Controlled Class |
| 1 | 33 | 33 |
| 2 | 67 | 27 |
| 3 | 47 | 13 |
| 4 | 73 | 27 |
| 5 | 67 | 73 |
| 6 | 73 | 47 |
| 7 | 73 | 53 |
| 8 | 53 | 33 |
| 9 | 53 | 40 |
| 10 | 13 | 60 |
| 11 | 33 | 27 |
| 12 | 47 | 33 |
| 13 | 53 | 40 |
| 14 | 60 | 73 |
| 15 | 47 | 13 |
| 16 | 33 | 40 |
| 17 | 40 | 47 |
| 18 | 33 | 53 |
| 19 | 33 | 33 |
| 20 | 73 | 47 |
| 21 | 60 | 40 |
| 22 | 53 | 67 |
| 23 | 73 | 13 |
| 24 | 60 | 40 |
| 25 | 53 | 47 |
| 26 | 13 | 40 |
| 27 | 60 | 53 |
| 28 | 27 | 33 |
| 29 | 40 | 47 |

| PRE-TEST | | |
|-------------------|--|-------------------------|
| No | Experimental Class | Controlled Class |
| 30 | 73 | 53 |
| 31 | 67 | 33 |
| 32 | 53 | 67 |
| 33 | 47 | 60 |
| 34 | 40 | 33 |
| 35 | 60 | 40 |
| 36 | 27 | 33 |
| 37 | 53 | 40 |
| 38 | 27 | 73 |
| 39 | 67 | 27 |
| 40 | 13 | 53 |
| Σ | 1970 | 1704 |
| Mean | 49.25 | 42.6 |
| Variance | 316.551 | 246.143 |
| Df | 39 | 39 |
| Fcount | 1.28 | |
| Ftable 5% | 1.70 | |
| Conclusion | 1.28 < 1.70 Both classes come from homogeneous population | |

2. Homogeneity test of post-test

| POST-TEST | | |
|------------------|---------------------------|-------------------------|
| No | Experimental Class | Controlled Class |
| 1 | 67 | 53 |
| 2 | 33 | 47 |
| 3 | 87 | 27 |
| 4 | 53 | 60 |
| 5 | 60 | 93 |
| 6 | 87 | 40 |
| 7 | 93 | 27 |
| 8 | 87 | 67 |
| 9 | 73 | 40 |
| 10 | 33 | 73 |
| 11 | 60 | 40 |

| POST-TEST | | |
|-------------------|--|-------------------------|
| No | Experimental Class | Controlled Class |
| 12 | 73 | 53 |
| 13 | 87 | 40 |
| 14 | 87 | 87 |
| 15 | 60 | 40 |
| 16 | 60 | 40 |
| 17 | 53 | 73 |
| 18 | 80 | 80 |
| 19 | 73 | 40 |
| 20 | 93 | 53 |
| 21 | 80 | 73 |
| 22 | 67 | 60 |
| 23 | 53 | 40 |
| 24 | 73 | 60 |
| 25 | 80 | 53 |
| 26 | 60 | 67 |
| 27 | 80 | 73 |
| 28 | 73 | 47 |
| 29 | 80 | 67 |
| 30 | 67 | 53 |
| 31 | 80 | 87 |
| 32 | 53 | 73 |
| 33 | 73 | 67 |
| 34 | 60 | 80 |
| 35 | 60 | 53 |
| 36 | 53 | 60 |
| 37 | 93 | 47 |
| 38 | 87 | 73 |
| 39 | 80 | 67 |
| 40 | 60 | 87 |
| Σ | 2811 | 2360 |
| Mean | 70,275 | 59 |
| Variance | 232.871 | 294.205 |
| Df | 39 | 39 |
| Fcount | 1.26 | |
| Ftable 5% | 1.70 | |
| Conclusion | 1.26<1.70 Both classes come from homogeneous population | |

C. Hypothesis test

1. Hypothesis test of pre-test

| | Pre-Test Experimental | Pre-Test Controlled |
|---------------------|------------------------------|---------------------|
| Mean | 49.25 | 42.6 |
| Variance | 316.551 | 246.143 |
| Observations | 40 | 40 |
| Df | 78 | |
| Tcount | 1.773 | |
| Ttable | 1.990 | |
| Conclusion | 1.773 < 1.990 Ho accepted | |

2. Hypothesis of post-test

| | Post-Test Experimental | Post-Test Controlled |
|---------------------|------------------------------|----------------------|
| Mean | 70.27 | 59 |
| Variance | 232.871 | 294.205 |
| Observations | 40 | 40 |
| Df | 78 | |
| Tcount | 3.106 | |
| Ttable | 1.990 | |
| Conclusion | 3.106 > 1.990 Ha accepted | |

Appendix 17 Research Documentation of Students' Answer Sheet in Pre-test and Post-test

ANSWER SHEET

Name: A Type: Pre-test

Class: 4.9 Date: 29-03/1-2024-04

| | | | | |
|----|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. | A | B | <input checked="" type="checkbox"/> | D |
| 1. | <input checked="" type="checkbox"/> | B | C | D |
| 3. | A | B | <input checked="" type="checkbox"/> | D |
| 4. | A | <input checked="" type="checkbox"/> | C | D |
| 5. | A | B | C | <input checked="" type="checkbox"/> |
| 6. | <input checked="" type="checkbox"/> | B | C | D |
| 7. | A | B | <input checked="" type="checkbox"/> | D |
| 8. | <input checked="" type="checkbox"/> | B | C | D |

| | | | | |
|-----|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 9. | A | <input checked="" type="checkbox"/> | C | D |
| 10. | A | B | <input checked="" type="checkbox"/> | D |
| 11. | <input checked="" type="checkbox"/> | B | C | D |
| 12. | A | B | C | <input checked="" type="checkbox"/> |
| 13. | A | <input checked="" type="checkbox"/> | C | D |
| 14. | A | B | <input checked="" type="checkbox"/> | D |
| 15. | <input checked="" type="checkbox"/> | B | C | D |

ANSWER SHEET

Name: Ng Type: Pre-Test

Class: 7.9 Date: 29-April-2024

| | | | | |
|----|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. | <input checked="" type="checkbox"/> | B | C | D |
| 2. | A | <input checked="" type="checkbox"/> | C | D |
| 3. | A | <input checked="" type="checkbox"/> | C | D |
| 4. | A | B | C | <input checked="" type="checkbox"/> |
| 5. | A | B | <input checked="" type="checkbox"/> | D |
| 6. | A | B | C | <input checked="" type="checkbox"/> |
| 7. | <input checked="" type="checkbox"/> | B | C | D |
| 8. | A | B | C | <input checked="" type="checkbox"/> |

| | | | | |
|-----|-------------------------------------|-------------------------------------|-------------------------------------|---|
| 9. | A | <input checked="" type="checkbox"/> | C | D |
| 10. | A | B | <input checked="" type="checkbox"/> | D |
| 11. | <input checked="" type="checkbox"/> | B | C | D |
| 12. | A | B | <input checked="" type="checkbox"/> | D |
| 13. | <input checked="" type="checkbox"/> | B | C | D |
| 14. | A | B | C | D |
| 15. | A | <input checked="" type="checkbox"/> | C | D |

ANSWER SHEET

Name: Je Type: Pre-Test

Class: 7.7 Date: 29-4-2024/Semh

| | | | | |
|----|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. | <input checked="" type="checkbox"/> | B | C | D |
| 1. | A | <input checked="" type="checkbox"/> | C | D |
| 3. | <input checked="" type="checkbox"/> | B | C | D |
| 4. | <input checked="" type="checkbox"/> | B | C | D |
| 5. | A | B | C | <input checked="" type="checkbox"/> |
| 6. | A | <input checked="" type="checkbox"/> | C | D |
| 7. | <input checked="" type="checkbox"/> | B | C | D |
| 8. | A | B | <input checked="" type="checkbox"/> | D |

| | | | | |
|-----|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 9. | A | B | C | <input checked="" type="checkbox"/> |
| 10. | A | B | <input checked="" type="checkbox"/> | D |
| 11. | <input checked="" type="checkbox"/> | B | C | D |
| 12. | A | B | <input checked="" type="checkbox"/> | D |
| 13. | A | B | C | <input checked="" type="checkbox"/> |
| 14. | A | B | <input checked="" type="checkbox"/> | D |
| 15. | A | <input checked="" type="checkbox"/> | C | D |

ANSWER SHEET

Name: Nu Type: Pre-Test

Class: 7.7 Date: Semh 29 april 2024

| | | | | |
|----|-------------------------------------|-------------------------------------|-------------------------------------|---|
| 1. | <input checked="" type="checkbox"/> | B | C | D |
| 1. | A | <input checked="" type="checkbox"/> | C | D |
| 3. | A | B | <input checked="" type="checkbox"/> | D |
| 4. | A | B | <input checked="" type="checkbox"/> | D |
| 5. | <input checked="" type="checkbox"/> | B | C | D |
| 6. | A | B | <input checked="" type="checkbox"/> | D |
| 7. | A | <input checked="" type="checkbox"/> | C | D |
| 8. | A | B | <input checked="" type="checkbox"/> | D |

| | | | | |
|-----|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 9. | A | B | <input checked="" type="checkbox"/> | D |
| 10. | A | <input checked="" type="checkbox"/> | C | D |
| 11. | A | B | C | <input checked="" type="checkbox"/> |
| 12. | <input checked="" type="checkbox"/> | B | C | D |
| 13. | A | <input checked="" type="checkbox"/> | C | D |
| 14. | <input checked="" type="checkbox"/> | B | C | D |
| 15. | A | <input checked="" type="checkbox"/> | C | D |

Ri /7.7

| | |
|-----|------|
| 1 b | 9 a |
| 2 c | 10 c |
| 3 d | 11 a |
| 4 a | 12 d |
| 5 d | 13 d |
| 6 a | 14 a |
| 7 b | 15 a |
| 8 b | |

Ar /7.9

1. C
2. C
3. A
4. b
5. C
6. b
7. b
8. a
9. a
10. b
11. C
12. d
13. b
14. d
15. c

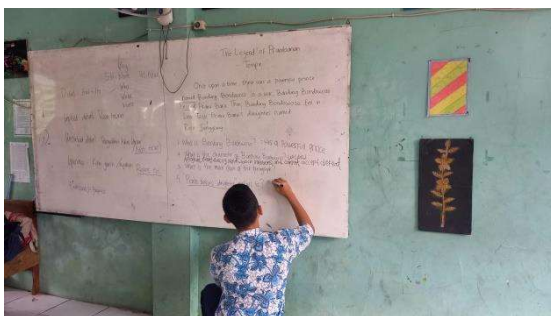
E /7.7

| | |
|-----|------|
| 1 B | 9 A |
| 2 C | 10 A |
| 3 D | 11 C |
| 4 A | 12 D |
| 5 A | 13 A |
| 6 B | 14 A |
| 7 B | 15 A |
| 8 C | |

Nu /7.9

| | | |
|------|-------|-------|
| 1) b | 7) a | 13) d |
| 2) b | 8) b | 14) d |
| 3) d | 9) a | 15) c |
| 4) b | 10) c | |
| 5) d | 11) c | |
| 6) d | 12) d | |

Appendix 18 Research Documentation of Activities



Appendix 19 Biography

BIOGRAPHY



Sylvia Anjani Rahadewi, just turning 23, was at a moment in her life as she completed this research. From a young age, she was always curious by foreign language especially English, which eventually guide her toward a passion for education.

Grew up in Cilacap and attended SMAN 1 Majenang, a school where she excelled academically and cultivated her love for learning. This strong foundation led her to pursue further studies in English Education Departement. During her time at university, she took advantage of every opportunity to gain a lot of experience in teaching practice at SMAN 23 Kab. Tangerang, SMPN 17 Kota Tangerang, and during the 5th program of Kampus Mengajar at SD Muhammadiyah 33. Her latest research focuses on the new media tool, Literacy Cloud Website, designed to improve students' reading comprehension.

As she reflects on her journey, she holds onto her personal motto, a quote from Taylor Swift: "Part of growing up and moving into new chapters of your life is about to catch and release. Decide what is yours to hold and let the rest go." She embraces each phase of her journey with resilience and grace. She believes in holding onto what truly matters while letting go of what no longer serves her, a philosophy that engourages her both personally and professionally.