THE INFLUENCE OF USING CRAZY PROFESSOR READING GAME TOWARDS STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT THE TENTH GRADE OF SMAN 1 KATIBUNG SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

By:

HARTINI

NPM: 1411040384

Study Program: English Education



TARBIYAH AND TEACHER TRAINING FACULTY RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG 2019

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ABSTRACT

The Influence of Using Crazy Professor Reading Game Towards Students' Reading Comprehension of Narrative Text at the Tenth Grade of SMAN 1 Katibung South Lampung in the Academic Year of 2018/2019.

By Hartini

Reading is one of necessary skill that should be mastered by the students because it can help students to acquire knowledge and get information. Based on the preliminary research, the researcher found that the technique that teacher used to teach students often make students felt bored to join the English lesson. Therefore, the researcher applied crazy professor reading game to solve this problem, especially for students' comprehension in reading narrative text. The objective of the research was to find out whether there was a significant influence of using crazy professor reading game towards students' reading comprehension of narrative text at the tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018/2019.

The research design was quasi experimental design. The sample of this research was 62 students taken from tenth grade of SMAN 1 Katibung South Lampung which was chosen through random sampling technique. The sample of this research was two classes consisting of 30 students for experimental class and 32 students for control class. In the experimental class, the researcher used crazy professor reading game and in control class the researcher used translation technique to teach students. The treatments were held in three meetings in which 2×45 minutes for each class. In collecting the data, the researcher conducted pre-test and post-test by serving a multiple choice test which consists of 20 items for each test. The data were analyzed by using SPSS to compute independent sample t-test.

The result of statistical calculation, the mean score of pre-test in experimental class is 50.00 and 67.67 for post-test. Meanwhile, the mean score of pre-test in control class is 51.41 and 62.97 for post-test. Moreover, in the table of hypothetical test, it can be seen that Sig. = 0.025 and α = 0.05. It proved that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted because Sig. < α = 0.025. In the other words, crazy professor reading game could significantly influence students' reading comprehension of narrative text at the tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018/2019.

Keywords: Reading comprehension, narrative text, crazy professor reading game

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DECLARATION

I hereby state that this thesis entitled "The Influence of Using Crazy Professor Reading Game Towards Students' Reading Comprehension of Narrative Text at the Tenth Grade of SMAN 1 Katibung South Lampung in the Academic Year of 2018/2019" is definitely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledge in the text.



DEDICATION

This thesis is dedicated to all people who always pray, and give support in finishing this thesis. I would like to dedicate this thesis to:

- 1. My beloved parents Mr. Uci and Mrs. Arkamah, who always support, educate, accompany and pray for me since I was child until now.
- 2. My beloved brothers and sister Ahmad, Medi, Arrohim, Hidayat, and Unaiya as my best brothers and sister, who love, care, support, cheer me up, and pray for me.
- 3. My beloved Almamater, UIN Raden Intan Lampung which has contributed a lot of my development.

ΜΟΤΤΟ

"Supremely exalted is therefore Allah, the King, the Truth, and do not make haste with the Quran before its revelation is made complete to you and say: O my Lord! Increase me in knowledge." (Thaaha: 114)¹



¹ Mahmud Y, Yazid, *The quran: an English Translation of the Meaning of the Qu'ran*, (Lebanon: Dar Al Chaura, 1980), p, 320

CURRICULUM VITAE

The name of the researcher is Hartini. She was born on February 1st 1996 in Babatan South Lampung. She is the fifth child of six children of happy couple Mr. Uci and Mrs. Arkamah. She has one sister and four brothers, their names are Unaiya, Ahmad, Medi, Arrohim, and Hidayat.

She started her study at SDN 4 Babatan South Lampung and finished in 2008. After that, she continued her study to MTs Guppi 1 Babatan South Lampung and completed in 2011. Then, she continued study at SMAN 1 Katibung South Lampung and graduated in 2014. In the same year, she was registered as a student of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung, majoring English Education.

During her study in UIN Raden Intan Lampung, she joined organizations in ESA (English Student Association) UIN Raden Intan Lampung as the member of Religious Devision from 2014 to 2015.

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First of all praise is to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled "The Influence of Using Crazy Professor Reading Game Towards Students' Reading Comprehension of Narrative Text at the Tenth Grade of SMAN 1 Katibung South Lampung in the Academic Year of 2018/2019" is presented to the English education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students' partial fulfillment of the requirement to obtain S1-degree. Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the researcher truthfully welcomes criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, The Researcher



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CHAPTER I INTRODUCTION

A. Background of the Problem

Language has important and role in our life. It is used to deliver messages or ideas from the speaker to the listener and from the writer to the reader in interaction among themselves within their environment. Siahaan states, "language is a set of rules used by human as a tool of their communication. The used of the language is governed by the conventional rules shared by the speakers of the language".² Language is not only used for daily conversation but also it is used in education, research and science in both spoken and written form. Considering those functions of language, people study language both formally and informally.

One of the languages in the world is English. English as an international language is used in most international events and it used as the medium of information flow on science, technology and culture. As we understand that learning a foreign language is more difficult than learning a national language or learning a mother tongue. It is because the foreign language has completely different aspects and systems, which should be understood by the students or the learners, such as pronunciation, spelling, and the cultural background of the language. As in other foreign language, it makes English difficult to learn.

English has four basic language skills. They are listening, speaking, reading, and writing. Speaking and writing involve language production, so they are regarded

² Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p,1

as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills.³ Reading, as one of language skills, has a very important role. The students should comprehend the reading for certain purpose however it needs a practical and suitable method.

The idea is supported by the fact that reading now has a part of daily life. Reading cannot be separated from daily activities. People read many kinds written materials such as newspapers, magazines, novels, academic books and so on. Through reading people can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. that way, when people talk about reading, it might be automatically related to comprehension or understanding. For instance, a reader who understands what he has read can answer questions about it. It means that understanding something is the main goal of reading.

Reading becomes an important part of language teaching, and it has complicated problem. Some teachers considered that reading is not favorite activity for most students. Therefore, English teachers should find strategies to overcome this problem. They are expected to find appropriate strategies or activities to make students understand reading text and moreover enjoy reading.

Based on the researcher interview with English teacher in SMAN 1 Katibung, a teacher said that sometimes, students bored in learning reading. Because the

³ Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1989), p, 16

students only read the material. In addition, the researcher also found out some problems in teaching reading by observing the learning activity in the class. The problems were the students are really passive, confused and got bored in teaching learning process, they were not interested to know longer. The teaching technique that was used by the teacher was not effective, because the teacher used translation technique. ⁴ This technique did not interactive and engaging for students, they lost interested in their subject and less motivated to learn. Furthermore, the technique does not require students to participate in any activities or communicate with each other. They did not learn how to comprehend the text and they are only knows how to translate one language to another. So, this technique did not support the students to make them are interested in the lesson and motivated them to study especially reading text. The score was displayed in the following table:

Table 1

The Students' Score of Reading at the Tenth Grade of SMAN 1 Katibung South Lampung

| | Score | Classes | | | | | Number of | Percen- |
|-------|-------|------------|------------|------------|------------|------------|-----------|---------|
| No | | X MIA 1 | X MIA 2 | X IIS 1 | X IIS 2 | X IIS 3 | students | tage |
| 1 | ≥72 | 11 | 10 | 12 | 12 | 9 | 54 | 35% |
| 2 | < 72 | 19 | 20 | 18 | 20 | 23 | 100 | 65% |
| Total | | 30 | 30 | 30 | 32 | 32 | 154 | 100% |

Source : Document of students' score of reading score at the Tenth Grade of SMAN 1 Katibung South Lampung

⁴ Maria Regina S.pd, An interview of English teacher in SMAN 1 Katibung, 3 January 2018

From the table above, it means that the reading score should be increased, because in SMAN 1 Katibung used KKM is 72. The teacher should use more interesting and useful technique. So, the purpose of teaching English that is stated in curriculum can be achieved. It can be concluded, it is not easy to dedicate the most effective technique to increase the students' reading comprehension. We should try to find the most appropriate technique in teaching learning process.

According to the standard of English subject, there are some short functional text that should be mastered by Senior High School students such as monolog and essay in procedure, descriptive, recount, narrative, report, new items, analytical exposition, hortatory exposition, spoof, explanation, discussion, review and public speaking form.⁵ One of the texts that should be mastered by senior high school is narrative text. English teacher should provide appropriate materials and suitable media in teaching and learning process in order to enable students to master narrative text.

To make it easy, the teacher has to help them. One of the ways to teaching reading comprehension in narrative text is crazy professor reading game. The teacher can use this game in teaching reading process. This game modeled reading with expression and avoided reading text in monotone during students' activity. Students can bring the words come to life through gesture and they will learn how to summarize and express their understanding of what they have read.

⁵Depdiknas, *Kompetensi Dasar Mata Pelajaran Bahasa Inggris SMA dan MA*, (Jakarta: pusat kurikulum balitbang depdiknas, 2003), p,35

According to Biflle, the crazy professor reading game is an elaborate variation on a reading technique known as buddy reading. The students learn to read with fun activities. They have opportunity to express their understanding of the text.⁶ By using this game, student hopefully can comprehend the meaning of the text easily because this game enables students involved in the reading activity, and the students think critically in understanding text.

There were some previous studies done by researcher related to applying crazy professor reading game in teaching reading. The first study was conducted by Rohmah. She wrote a research entitled "The Effectiveness of Crazy Professor Reading Game to Teach Reading (An Experimental Study at Eight Grade Student of Mts Miftahul Huda Raguklampitan Batealit Jepara)".⁷ This study employed the experimental design. The result of research shows that using crazy professor reading game as learning method was effective to teach reading.

The second study was conducted by Fatoni. He wrote a research entitled "The Reading Recount Text Comprehension of the Eight Grade Student of MTs NU Wahid Hasim Salafiyah Jekulo Kudus Taught by Using Crazy Professor Reading Technique".⁸ His research is experimental research. The result of this study is that

⁶Chris Biffle, *Crazy Professor Reading Game Another Great Product From Whole Brain Teaching*, (Australia : Aol, 2007), p, 4

⁷Niswatur Rohmah, The Effectiveness of Crazy Professor Reading Game to Teach Reading (An Experimental Study at Eight Grade Students of MTs Miftahul Huda Raguklampitan Batealit Jepara in Academic Year 2016/2017), (Semarang: Walisongo State Islamic University)

⁸Muhammad Fatoni, The Reading Recount Text Comprehension of the Eight Grade Student of MTs NU Wahid Hasim Salafiyah Jekulo Kudus in Academic Year 2012/2013 Taught by Using Crazy Professor Reading Technique, (Kudus: Universitas Muria Kudus, 2013)

use crazy professor reading technique in teaching reading comprehension shows good result.

The similarities of these researches are both of these research using experimental research and crazy professor reading game. The differences are the material to conduct it, the first previous study concerned to find out the effectiveness of crazy professor reading game to teach reading. The second previous study concerned to find out whether there is a significant difference of reading recount text comprehension before and after being taught by using crazy professor reading game to find out whether there is a significant influence in reading game to find out whether there is any significant influence in reading comprehension of narrative text.

Based on those reasons, the researcher conducted an experiment teaching reading comprehension of narrative text entitled: The Influence of Using Crazy Professor Reading Game Towards Students' Reading Comprehension of Narrative Text at the Tenth Grade of SMAN 1 Katibung South Lampung in the Academic Year of 2018/2019.

B. Identification of the Problem

Based on the background of the problem above, the researcher identified the problems as follows:

- 1. The students had low score in reading text.
- 2. The students' motivation was still low in reading.
- 3. The technique used by teacher was not effective and monotonous.

C. Limitation of the Problem

After identifying the problem, the researcher limited the problems of the research on crazy professor reading game as technique for teaching reading comprehension in order to know the influence of students' reading comprehension of narrative text about fable at the tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018/2019.

D. Formulation of the Problem

Based on identification and limitation of the problem above. The researcher formulated the problem as follows : Is there any significant influence of using crazy professor reading game towards students' reading comprehension of narrative text at the tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018/2019?

E. Objective of the Research

The objective of the research was to find out whether there was a significant influence of using crazy professor reading game towards students' reading comprehension of narrative text at the tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018/2019.

F. Significant of the Research

The significant of the research were :

1. Theoretically

as a supporting information that crazy professor reading game can be used as a technique in teaching learning process particularly in reading.

2. Practically

a. For the Students

By using crazy professor reading game, it is hoped that the students would be more interested and motivated in reading comprehension and it would given positive effect on their English achievement.

b. For the Teacher

To inform the English teacher that teaching using crazy professor reading game had good effect to students' reading comprehension, so the goal of learning could be achieved.

c. For the School

It is expected that this research could provide useful input in improving the quality of learning in the school.

d. For other Researcher

The researcher hoped this research would be as a reference to another relevant research by using crazy professor reading game.

G. Scope of the Research

The scope of the research as follows:

1. Subject of the research

The subject of the research was the students of the tenth grade of SMAN 1 Katibung in the academic year of 2018/2019.

2. Object of the research

The object of the research was using crazy professor reading game and students' reading comprehension of narrative text.

3. Time of research

This research was conducted at the first semester of the academic year of

2018/2019.

4. Place of the research

The research was conducted at SMAN 1 Katibung South Lampung.

CHAPTER II REVIEW OF RELATED LITERATURE

N. Concept of Teaching English as a Foreign Language

English is the first international language in the world. Most of international activities use English as main tool in communication. In some countries, English is taught as a second or foreign language. English as foreign language is generally taken to apply the students who are studying general English at school and institution in their own country or as transitory visitor in a target language country.⁹ It means that the students only have chance to practice English in the school and institution. The teacher are also demanded to encourage students to practice English every time in their activities.

Teaching is the process of showing or helping someone to learn how to do something, give instruction, guide in the study of something, prove with knowledge, and it causes someone understand about something that learned.¹⁰ According to Setiyadi, language teaching is influenced by ideas on the nature of language and the learning condition that make learners to acquire the language. Differences in language theories may affect the selection of the teaching materials and differences learning theories may affect the learning method.¹¹ It can be

⁹ Jeremy Harmer, *How to Teach Writing*, (Edinburgh Gate : Logman, 2004), p,39

¹⁰ H. Douglas Brown, *Principles of Language Learning and Teaching*, (London : Longman, 2000), p,7

¹¹ A.g Bambang Setiyadi, *Teaching English as A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p,20

inferred that language teaching is the process of helping someone to learn how to acquire the language that he or she wants to learn or master it.

English generally has been learnt by the students since they were in the basic level of education. In Indonesia, English in Indonesia is taught as the first foreign language and it is compulsory subject for the students to be learned starting from elementary school until university. Foreign language is the language where the secondary environment is not observed and the people of linguistically foreign societies use such language. Broughton state that the teaching English as a foreign language is devoted to English in the classrooms of the world than to any other subject of the curriculum.¹² It means that the students who learned English as a foreign language have little opportunities to use their English in real life situation.

Based on the explanations above, it can be inferred that teaching English as a foreign language is the process of helping someone to learn English which is neither the language that he uses as his mother tongue, nor the second language which he uses in his daily life for communication that influenced by ideas on the nature of English and the learning condition.

O. Concept of Reading

Reading is an activity to get ideas or information from a text. According to Nunan reading is a fluent process of readers combining information from a text and their

¹² Geoffrey Broughton, Christoper Brumfit, *Teaching English as a Foreigh Language*, (Newyork: Routledge, 1980), p,11

own background knowledge to build meaning.¹³ It means that in reading the reader should combine their own background of knowledge and information of the text to get the idea and meaning from text. According to Bambang Setiyadi reading is working on from the beginning but follows from what language learners already know.¹⁴ Reading is what happens when people look at a text and assign meaning to the written symbols in that text. Meanwhile, according to Grabe, reading is the ability to draw meaning from the printed page and interpret the meaning or information appropriately.¹⁵ Therefore, the readers can get the meaning of what they read. Reading is an activity to get ideas or information from a text.

Patel and Praveen state that reading is the most useful and important skill for people. This skill is more important than speaking and writing.¹⁶ It means that reading is most useful and important skill for people or students. Broughton and Brumfit state that reading is a complex skill.¹⁷ This is involves a whole series of lesser skills. First of these is the ability to recognise stylised shapes whichare figures on a ground, curves and lines and dots inpatterned relationships.

Another definition stated by Brown that reading would be best developed in association with writing, listening, and speaking activity. Even in that course that maybe labeled "reading". Your goal would be best achieved by capitalizing on the

¹³ David Nunan, *Practical English Language Teaching*, (New York: The McGraw-Hill Companies, 2003), P,68

¹⁴ Bambang Setiyadi, Op. Cit, p,80

¹⁵ William Grabe and Fredricka L.Stoller, *Teaching and Researching Reading*, (Francis:Taylor, 2011), p,3

¹⁶ M. F Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, (Vaishali Naga r: Sunrise, 2008), p,113

¹⁷Geoffrey Broughton, Christoper Brumfit, Op. Cit, p,89

interrelationship of skill, especially the reading – writing connection.¹⁸ Reading is still regarded as the most effective input to improve student's competence and performance. On the other hand, in reading, the reader deals with words or combination of words written by the writer.

Based on the definitions above, we can conclude that reading is an active process to get meaning or information from printed page or written language shared by the writer, reading process also needs the reader background knowledge to build the readers' comprehension. By reading, the reader will know what they read and the ideas of the writer. Reading is also important in our daily activity. Through reading, we can get new information, knowledge and information about word development.

P. How to Test Reading

Reading comprehension test are supposed to measure reading comprehension. Comprehension test can use a variety a question forms and can have a variety of focuses. Based on Brown, there are questions form that can use for testing reading comprehension, such as:

- a. Multiple-choice questions to test comprehension text.
- b. Matching task

¹⁸H.Douglas Brown, *Teaching By Principles An Interaction Approach to Language Pedagogy*, (New Jersey: Prentice Hall, 1994), p,298

- c. Picture-cued items, such as: picture-cued word identification, picturecued sentences identification, picture-cued true/false identification, picture-cued matching word identification.
- d. Picture-cued task
- e. Editing task
- f. Gap filling task
- g. Cloze task
- h. Short-answer task¹⁹

In short, in testing reading comprehension the teacher should provide question forms which appropriate with the goals of students reading comprehension, the teacher also should provide reading technique to his/her students, especially reading in order to arouse the students interest and background knowledge to make the students comprehend the text easier. In this research, the researcher will use multiple-choice test for the instrument.

Q. Concept of Reading Comprehension

Students could take the expectation from reading text. He or she has to comprehend the text to get the point of what they read. Reading comprehension is the process of constructing meaning by coordinating a number a complex processes that include word reading, word and word knowledge, and fluency.²⁰ It

¹⁹ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Fransisco: Pearson Education Longman, 2004), pp. 326-327

²⁰ Klingner Janette K, Vaugh Sharon and Boarman Alison, *Teaching Reading Comprehension Students With Learning Difficulties*, (London : The Guildford press, 2007), p,2

means in comprehending the text, the students take the expectation to get the point of what they read.

Further, reading comprehension involves much more than readers' response to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use and skill) as well as variable related to the text itself (interest in text, understanding of text types).²¹ Reading comprehension means that a reader acquires information from reading. According to Brown, reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies.²² According to Brown, there are some criteria of language assessment in reading skill as mentioned bellow:

- a. main idea (topic)
- b. expression / idiom / phrases in context
- c. inference (implied detail)
- d. grammatical features
- e. detail (scanning for a specifically stated detail)
- f. excluding facts not written (unstated detail)
- g. supporting ideas
- h. vocabulary in $context^{23}$

²¹ *Ibid*, p,8

²² H.Douglas Brown, Op. Cit, p,291

²³Douglas Brown, Language Assessment Principles and Classroom Practice, (San Fransisko: Pearson Logman, 2004) p, 206

In other words, reading comprehension is the ability to understand information from the text. The reader should be careful reading to understand the total meaning of passage. In this research, the researcher measured students' reading comprehension in main idea, expression/phrase/idiom, inference, grammatical feature, a specifically stated detail of the passage, excluding facts not written, supporting idea and difficult vocabularies from context provides that provided in the form of test by the researcher.

Based on the explanation above, the researcher concluded that reading comprehension is the ability to derive and understand information from the text. In reading comprehension, the readers also relates the ides from the text to prior experience and their knowledge. This ability is indicated from the test given to measure students' reading comprehension in finding main idea, expression/phrase/idiom, inference, grammatical feature, a specifically stated detail of the passage, excluding facts not written, supporting idea and difficult vocabularies from context provides that provided.

R. Concept of Teaching Reading

Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehending the text is one of the reading's goals. Teaching reading can be mind as facilitate students performance this in comprehending texts, and provide students with many opportunities for practice are encouraged in a number of comprehension enhancing the best known of which are reciprocal teaching, cooperative learning and reading recovery. During teaching reading process we must pay attention about the principles of teaching reading.

The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated below:

- 1) Reading is not passive skill.
- 2) Students need to be engaged with what they are reading.
- Student should beencouraged to respond to the content of a reading text, not just to the language.
- 4) Prediction is major factor in reading.
- 5) Match the task to the topic.
- 6) Good teachers exploit reading texts to the full.²⁴

Teaching reading is not vacuum activity. Students must enjoy during reading process. As we know the advantages of reading, so we must pay attention how to increase reading text in classroom. Teaching reading needs more than only read the text. According to the definitions about reading and reading comprehension, we have three points based on the explanation above, they are:

- 1) The reader who is doing the comprehending.
- 2) The text that is to be comprehended.
- 3) The activity in which comprehension is a part.

²⁴ Jeremy Harmer, *How to Teach English*,(England: Longman, 2001), p, 70

S. Approaches of teaching reading

According to Brown, there are two approaches of teaching reading. They are:

a. Bottom up

Bottom up, on the other hand, the reader or listener focuses on individual words and phrases and achieve understanding by stringing these detailed elements together to build up a whole. Bottom-up strategies incorporate the lower-level reading processes that teach students to construct meaning from the most basic units of language, including letters, letter clusters, and words. Students make meaning of a text by building on a foundation of analyzing the smallest units of meaning. It means that bottom up is the reader who reads a text or book where in the book the reader gets the terms or meanings in the book.

b. Top down

Top down is the reader or listener gets a general view of the reading or listening passage by, in some way, absorbing the overall picture. This is greatly helped if the reader or listener's schemata allow them to have appropriate expectation of what they are going to come across. Top-down strategies instruction focuses on activities that construct meaning rather than on mastering bottom-up skills. Students generate meaning by employing background knowledge, making predictions, and searching the text to to confirm or reject the predictions that are made. It means that top down is a process where the reader has a background knowledge of the book you want to read where this knowledge can help the reader to predict the content in a text or book.²⁵

T. Concept of Text Genre

According to Siahaan and Shinoda text is a meaningful linguistic unit in a context.²⁶ Text is a human readable sequence of characters and the words they form that can be encoded into computer – readable formats. Based on generic structure and language feature are dominantly used. According to Anderson and Anderson text types in English are divided into several types. They are poetic, dramatic, narrative, response, discussion, explanation, exposition, information report, procedure, recount. These variation are known as genre.

1. Spoof

Spoof text is a text to retell an event with a humorous twist.

2. Recount

Recount text is a text to retell events for the purpose of informing or entertaining.

3. Report

Report text is a text to describe the way things are with reference to a range of natural, man made and social phenomena in our environment.

²⁵ Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Fransisco: Pearson Education Longman, 2004), p. 201

²⁶ Sanggam Siahaan, Kisno Shinoda. *Generic Text Structure*, (Yogyakarta: Graha Ilmu 2008), p, 1

4. Analytical Exposition

Analytical exposition text is a text to persuade the reader or listener that something in the case.

5. News Item

News item text is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote text is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative text is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8. Procedure

Procedure text is a text to describe how something is accomplished through a sequence of actions or steps.

9. Description

Description text is a text to describe a particular person, place or thing.

10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or sociocultural phenomena.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

Reviews text is a text to critique an art work or event for a public audience.²⁷

U. Concept of Narrative Text

Narrative is a piece of text which tell a story and, in doing so, entertains or informs the reader or listener. According to Siahaan, narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.²⁸ Another definition stated by Weliya that narrative text is a text which contains about story (fiction, nonfiction, tales, folktales, fables, myth, epic) and its plot consist of climax of the story or complication then followed by the resolution.²⁹ It means that narrative is a text which contains about story and resolution.

Fable is a short piece of fiction that features animals in the role of the protagonist and usually includes or illustrates a moral. A fable can also have other inanimate object, mythical creatures, or forces of nature as main characters and illustrates or

²⁷ Mark Anderson and Kathy Anderson, *Text Types in English 2*, (Australia: Macmillan,2003), p, 3

p, 3 ²⁸ Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2007), p, 3 ²⁹ Sonneta Welliya, Narrative Text on:

http://www.unituebingen.de/angl/downloads/narrativetext/Narrative%20Text%20Lecture%201.pd f,accessed on January, 17th 2018

lead to a particular moral lesson which may at the end be added explicitly as a pithy maxim or saying 30

Based on the explanation above, it can be concluded that narrative text is a text to amuse, entertain and to deal with actual or vicarious experience in different ways. A piece of text which tells a story (fiction, nonfiction, tales, folktales, fables, myth, epic) to entertains or informs the reader or the listener and the fable tell a story about animal with main characters and illustrates or lead to a particular moral lesson which may at the end be added explicitly as a pithy maxim or saying.

The generic structures of narrative texts are orientation, complication, sequences of events, and resolution. A more detailed generic structure of narrative text has been proposed by Anderson and Anderson who argue that a narrative text includes:

- a) Orientation that sets the scene (when and where) and introduces participants/character (who).
- b) Complication where a crisis arises and something happened unexpectedly.
- c) Resolution when the crisis is resolved in which the characters finally sort out the complication.³¹

V. Concept of Narrative Text Reading Comprehension

Reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text

³⁰ Mark Anderson and Kathy Anderson, *Op.Cit.*p.8

³¹ Ibid,

information children developmental models, or representations of meaning of the text ideas during the reading process.³² It means that reading comprehension is process of understanding text done by the reader to prove the information.

Narrative text is a text which contains about story (fiction, nonfiction, folktales, fables, myths, etc) and its plot consists climax of the story (complication) then followed by the resolution.³³ It can be concluded that narrative text is a piece of text which tells a story about fiction, fables, myth, tales, etc. The purpose of the text is to entertain or to amuse the readers or the listeners about the story.

Based on the language assessment theory of Brown, there are some criteria are commonly used measuring students' reading comprehension, they are:

- 1) main idea (topic)
- 2) expression / idiom / phrases in context
- 3) inference (implied detail)
- 4) grammatical features
- 5) detail (scanning for a specifically stated detail)
- 6) excluding facts not written (unstated detail)
- 7) supporting ideas
- 8) vocabulary in $context^{34}$

³² Woolley, G, understanding Reading, *http://www.springer.com/*978-94-007-1173-0, accessed on January, 17th 2018

³³ Sonneta Welliya, *Op.Cit*, p.1

³⁴ Douglas Brown, *language assessment principles and classroom practices*. (San Fransisko, Pearson Logman, 2004), p. 206

Based on the explanation above the researcher concludes that students' narrative text reading comprehension is the students' ability to comprehend the reading material that tells the readers about a story whose purpose is to amuse or to entertains the readers with good ability to deal with question related to main idea, expression, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), supporting ideas, vocabulary of the text.

W. Concept of Crazy Professor Reading Game

1. Definition of Crazy Professor Reading Game

According to Biffle, the crazy professor is an elaborate variation on a reading technique known as buddy reading. In buddy reading, students are divided into pairs and take turns reading sentences. The crazy professor takes this useful pattern much further, building deeper and deeper levels of comprehension. In crazy professor reading game, the students learn to read with fun activities because they have opportunity to express their understanding of the text and actively asking something they do not understand to their partner, and appropriate for elementary through college age students. It is effective to apply either at school or at home.³⁵ Meanwhile, according to Rohmah, Crazy professor reading game is a new reading system that addresses one of the most perplexing and important questions in education.³⁶ It can be implemented at every grade level to increase students' reading comprehension.

³⁵ Chris Biffle, Crazy Professor Reading Game Another Great Product From Whole Brain Teaching, (Australia: Aol, 2007), p, 4

³⁶ Niswatur Rohmah, *The Effectiveness of Crazy Professor Reading Game to Teach Reading*, (Semarang: Walisongo State Islamic University, 2016), p,21

Lusiana states that crazy professor reading game is very attractive because it brings the words come to life. They will ask to read the text using their voice dramatically. Then, use their hands expressively to demonstrate what is going on in the text.³⁷ In this game, teacher also tells the students to take turns in asking question to their partner. The students teach each other about their understanding of what they have read. Students will love the crazy professor part, when they will act as crazy professor who really want to teach and their partner will act as the students who really want to learn. They will learn how to summarize and express their understanding of what they have read.

Based on explanation above, it can be inferred that crazy professor reading game is a technique for teaching reading comprehension by asking the students to work in pairs where one of the students will act as a crazy professor who really wants to teach his or her students and the partner will act as the student who really wants to learn by using gesture, body movements and asking questions.

2. Procedure of Crazy Professor Reading Game

The procedure of crazy professor reading game as follows:

- a. The teacher demonstrates the teaching material in front of class by using crazy professor game as an example for the students.
- b. The teacher asks students to make a pairs.
- c. The teacher gives text to every pairs.

³⁷ Lusiana DK, *The Effectiveness of Crazy Professor Reading Game in Teaching Reading*, (Surakarta: Sebelas Maret University, 2013), p, 25

- d. The teacher asks every student to read the text given to them.
- e. The teacher asks every student have to read the text with a good voice and intonation.
- f. The teacher asks every pairs to re-read the passage. One student reads the text slowly and dramatically. So their partner has time to form gestures, body movement and face expression that shows the content of text.
- g. The teacher asks the students to make question and answer orally about the content of the text with their partner. One student gives a question and their partner answer the question.
- h. The teacher monitors the discussion process.
- i. The teacher asks one of students to act as teacher (crazy professor) that teach students and give summary on the passage, while the student acts as eager students that wants to know the lesson (during the crazy professor game, they can use gesture, props such as book, paper, pen etc, and ask question).
- j. The teacher gives comment and suggestion to the student's performer.³⁸

3. Advantages and Disadvantages of Crazy Professor Reading Game

a. Advantages of Crazy Professor Reading Game

There are some advantages of using crazy professor reading game as follows:

³⁸ *Ibid* p, 6

- a) To train students to work with their partner.
- b) It can help to improve students' reading comprehension and summarizing skills.
- c) Students learn to visualize their understanding of reading text by giving gestures during reading.
- d) Students are encouraged to ask questions to their partner and they also have to be ready to answer questions.
- e) Students become involved in teaching and learning process because they have opportunity to express their ideas by telling their friends the content of the text based on their own words.
- f) To develop students' creativity, because students will visualize their understanding on the text using their own gesture.
 - g) This method is fun and appropriate for elementary through college age students. It is effective to apply either at school or at home.

b. Disadvantages of Crazy Professor Reading Game

There are some disadvantages of using crazy professor reading game as follows:

- a) If this game is not effective, it will cause the class became noisy.
- b) This game will be difficult to be implemented for the students who are less confident.³⁹

³⁹ Lusiana DK, Op. Cit, p,31

X. Concept of Translation Technique

1. Definition of Translation Technique

The translation technique consists of practice in translating texts of increasing difficulty, first from the second language into the first and later from the first language into the second.⁴⁰ The translation technique can be taught to classes of any size by teachers with an imperfect knowledge of the language and no special teaching techniques. It is easy and cheap to teach and administer. The number of class periods may be as few or as many as asministratively feasible. Translation technique is a technique for communication of the meaning of a source language text by means of an equivalent target language text.⁴¹

According to Newmark, translation is more a process of explanation, interpretation, and reformulation of ideas than a transformation of words.⁴² It means that, translation has to know receptor language work and should be familiar with subject matters. When students translated something, they can find the meaning of new word or sentence themselves.

2. The Procedures of Translation Technique

The procedures of translation technique in class activities as follows

- a) The teacher explains about technique in learning reading comprehension.
- b) The teacher mentions material and explains about translation.

⁴⁰ William Francis Mackey, *Language Teaching Analyis*, (Longman : Longman Group Ltd, 1965), p.153

⁴¹ Translation, Available online at: http://en.wikipedia.org/wiki/translation, accessed on January, 17th 2018

⁴² Peter Newmark, A Text Book of Translation, (New York : Prentice Hall, 1988), p.12

- c) The teacher distributes the text to the students and gives to students read and translate the text.
- d) The teacher asks the students what is main idea of the text.
- e) The teacher gives the students exercise.⁴³

3. Advantages and Disadvantages of Translation Technique

a. Advantages of Translation Technique

There are some advantages of using translation technique as follows:

- i. Understandable. For instance, if we translate an English text to Indonesia language, it is much more understandable by us.
- ii. Widen vocabulary, hence increasing our vocabulary indirectly.

iii. It can be support the students in developing reading skill.

iv. Helps students to understand the meaning of the two languages and the problem cause.

v. Discipline your mind, researching and discovering new words and even cultures that are in the texts that they translate. As a result, we will have our own experts on translating literary text that we do not have to import them.

b. Disadvantages of Translation Technique

There are some disadvantages of using translation technique as follows:

 Lack of originality. We do think it will be lack of originality as we tend to change the words, thus the meaning of the text itself is marginally or slightly different.

⁴³ Sayuki Machida. *A Step Forward to Using Translation to Teach a Foreign/Second Language*, (Australia : University of melbourne, 2008), p. 143

ii. Take time to interpret, it does take time to interpret, learn, research and finally translate the whole text.⁴⁴

Y. Frame of Thinking

Reading is very important aspect in our life because we cannot get knowledge without reading. Reading is one of four skills in language that must be learned by the students. Reading English as a foreign language is not easy for students, so that the teacher should do carefully and effectively in teaching reading in order the student are interested and understand the text moreover enjoy reading.

Crazy professor reading game is a technique that can be used by the teacher in teaching reading comprehension. Using crazy professor reading game, the students will be more active in learning reading. They bring the words come to life with their gesture and express their understanding of what they have read. The most important of using crazy professor reading game are the students know what they have read, they know the details of the text.

Crazy professor reading game was suitable for teaching reading in narrative, because the students more active and enjoyable. By knowing the story details of the text, the students have good comprehension of the text. Therefore crazy professor reading game in teaching reading will be more effective to make students' reading comprehension better.

⁴⁴ Albany, *Advantages and Disadvantages of translation*, http://tccl.rit.albany.edu/knilt/index.php/unit

^{3:}what_is_the_advantage_of_using_translation_as_a_teaching_resource/, Accessed on January, 17th 2018

Z. Hypothesis

Based on the formulation of the problem the researcher proposed the following hypotheses:

- H_o : There is no significant influence of using crazy professor reading game towards students' reading comprehension of narrative text at the tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018/2019.
- H_a: There is a significant influence of using crazy professor reading game towards students' reading comprehension of narrative text at the tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018/2019.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In order to know whether there was significant influence of using crazy professor reading game towards students' reading comprehension of narrative text, the researcher conducted a quasi experimental research. Quasi experimental design is a research design that includes assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.⁴⁵ It means that we do not have the opportunity for random assignment of students to special groups in different conditions.

The common term for this type of group of participants is intact. For that, the researcher selected two classes, one was the control class and the other was the experimental class. The research design was presented as follows:

| G1 = | T1 X T2 |
|------|---------|
| G2 = | T1 O T2 |
| | |

Which:

G1= experimental class

- G2= control class
- $T_1 = Pre-test$
- $T_2 = Post-test$

⁴⁵ John W.Craswell, *Educational Research; Planning and Conducting Quantitative and Qualitative Research,* (Boston: Pearson, 2012), p,309

- \mathbf{X} = Treatments by using crazy professor reading game
- **O** = Treatment by using translation technique

In this research, the researcher has given pre-test to know students basic skill in reading comprehension of narrative text before she give treatment by game. After the researcher has got score of pre-test, researcher has given a treatment. Treatment has given to experimental class, treatment by used crazy professor reading game. And the end of the research, students were given post-test in order to know students' comprehension after the treatment used crazy professor reading game.

B. Research Variable

A variable is a characteristic or attribute of an individual or an organization that the researcher can measure or observe and varies among individuals study.⁴⁶ This research contained two variables, namely the independent variable and dependent variable. The variable of the research as follows:

- a. The independent variable of this research is crazy professor reading game
 (X).
- b. The dependent variable of this research is students' reading comprehension of narrative text (Y).

⁴⁶ *Ibid,* p,112

C. Operational Definition of Variable

In this research the researcher gave the operational definition as follows:

a. Independent variable (X)

Crazy professor reading game is a technique for teaching reading comprehension by asking the students to work in pairs where one of the students will act as a crazy professor who really wants to teach his or her students and the partner will act as the student who really wants to learn by using gesture, body movements and asking questions.

b. Dependent variable (Y)

Reading comprehension of narrative text is the students' ability to comprehend the reading material that tells the readers about a story to amuse or to entertains the readers and comprehend the text in order that the students are able to answer the questions and have good understanding of main idea, expression, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), supporting ideas, vocabulary of the text.

D. Population, Sample, and Sampling Technique

a. Population

A population is a group of individuals who have the same characteristic.⁴⁷ The population of the research is all of the tenth grade students at SMAN 1 Katibung South Lampung in the academic year of 2018/2019. The total of population of the research is 154 consist of 5 classes. MIA class consists of 2

⁴⁷ *Ibid,* p,142

classes, the total of the student are 60. IIS class consist of 3 classes, the total of the student are 94.

| No | Class | Ge | nder | Total |
|-----|---------|------|--------|-------|
| No. | Class | Male | Female | Total |
| 1 | X MIA 1 | 10 | 20 | 30 |
| 2 | X MIA 2 | 12 | 18 | 30 |
| 3 | X IIS 1 | 8 | 22 | 30 |
| 4 | X IIS 2 | 8 | 24 | 32 |
| 5 | X IIS 3 | 9 | 23 | 32 |
| | Total | 47 | 107 | 154 |

Table 2 The Total Number of the Tenth Grade of SMAN 1 Katibung South Lampung

Source: Document of SMAN 1 Katibung South Lampung in the Academic Year of 2018 / 2019

b. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁴⁸ It means that sample is a group of individuals as a part of population which is chosen from the whole population. There are two classes as the sample in this research, one class as the experimental class and the other one as the control class.

c. Sampling Technique

In this research, the researcher used cluster random sampling. Cluster random sampling is a probability sampling technique that randomly selects and uses whole naturally occurring groups such as intact classrooms or entire voting

⁴⁸ Donal Ary, Cheser Jacob, and Chris Sorensen, Introduction to Research in Education 8th Edition, (Canada: Wedsworth Cengange Learning, 2002), p,301

precincts as the samples (clusters).⁴⁹ The researcher selected two classes as the sample. The following steps were :

- a) The name of each class tenth grade written in small pieces of paper.
- b) papers rolled and put into box. Then, the box shaken.
- c) The researcher chosen two papers randomly.
- d) The first paper was X MIA 1 as the experimental class and the second paper was X IIS 2 as the control class.

E. Data Collecting Technique

In this research the researcher used the data which were taken from:

a. Pre-test

Pre-test was conducted to know the students' reading comprehension before the treatment. It was done in experimental class and control class to find out the students' quality before treatment.

b. Post-test

Post-test was conducted to know the students' reading comprehension in narrative text after conducting the treatment. The researcher gave the same test. Post-test was given for experimental and control class.

F. Research Instrument

In this research, the researcher used test as the instrument to collect the data, the researcher used multiple choice question (MCQ) as a tool to know students' reading comprehension of narrative text. The researcher was choose fable as a kind of narrative text. The researcher made two instruments, they were pre test

and post test. Pre test consists of 20 items includes 8 reading passages and 5 options. Meanwhile, post test consists of 20 items includes 9 reading passage and 5 options.

Based on the language assessment theory of Brown, there were some criteria are commonly used measuring students' reading comprehension, they were:

- 9) main idea (topic)
- 10) expression / idiom / phrases in context
- 11) inference (implied detail)
- 12) grammatical features
- 13) detail (scanning for a specifically stated detail)
- 14) excluding facts not written (unstated detail)
- 15) supporting ideas
- 16) vocabulary in context⁵⁰

Table 3

The specification of Pre-test items for Try Out

| No. | Aspects Indicator | | Item Numbers | | Total |
|------|---|--|----------------|-----------|-------|
| INO. | Aspects | Indicator | Odd | Even | Total |
| 1 | Main idea (topic) | Students can find the main idea of the passage. | 1, 21 | 8, 24, 30 | 5 |
| 2 | Expression / idiom / phrases in context | Students can guess the expression of the text. | 33, 13 | 4, 18, 36 | 5 |
| 3 | Inference (implied detail) | Students can find what is inferred in the passage. | 3,27,29, 39 | 22 | 5 |

⁵⁰Douglas Brown, *language assessment principles and classroom practices*, (San Fransisko : Pearson Logman, 2004), p, 206

| 4 | Grammatical features (reference) | Students can match between the pronoun and what or who it stands for. | 19, 37 | 10,12,26, | 5 |
|-------|--|--|------------------|-----------|----|
| 5 | Detail (scanning for a specifically stated detail) | Students can scan for a specifically stated detail. | 17,23, | 2,6,38 | 5 |
| 6 | Excluding facts not written (unstated detail) | Students can find unstated detail. | 11,35 | 14,28,40 | 5 |
| 7 | Supporting idea (s) | Students can find the supporting idea(s) to support the main idea. | 5,15,31 | 16,20 | 5 |
| 8 | Vocabulary in context | Students can guess the meaning of difficult vocabularies from context provided. | 7,9,25 | 32,34 | 5 |
| Total | | | <mark>2</mark> 0 | 20 | 40 |

Table 4 The specification of Post-test items for Try Out

| | | | - | 1 | |
|------|--|---|---------|----------|-----|
| No. | Aspects | Aspects Indicator | | lumbers | То |
| 1,0, | Tispeets | maioutor | Odd | Even | tal |
| 1 | Main idea (topic) | Students can find the main idea of the passage. | 31,39 | 4,26,38 | 5 |
| 2 | Expression / idiom / phrases in context | Students can guess the expression of the text. | 7,11,12 | 8,10 | 5 |
| 3 | Inference (implied detail) | Students can find what is inferred in the passage. | 3,15,29 | 32,40 | 5 |
| 4 | Grammatical features (reference) | Students can match between the pronoun and what or who it stands for. | 13,35 | 6,22,34 | 5 |
| 5 | Detail (scanning for a specifically stated detail) | Students can scan for a specifically stated detail. | 19,27 | 2,18,28 | 5 |
| 6 | Excluding facts not written (unstated detail) | Students can find unstated detail. | 5,25, | 14,16,36 | 5 |

| 7 | Supporting idea (s) | Students can find the supporting idea(s) to support the main idea. | 1,17,21 | 20,24 | 5 |
|---|-----------------------|--|------------------|-------|----|
| 8 | Vocabulary in context | Students can guess the meaning of difficult vocabularies from context provided. | 9, 23, 33, 37 | 30 | 5 |
| | Total | | 20 | 20 | 40 |

Based on the table 3 and 4, it can be seen that there were 40 questions for pretest and 40 questions for posttest. The specification included aspect main idea (topic), expression / idiom / phrases in context, inference (implied detail), grammatical features (reference), detail (scanning for a specifically stated detail), excluding facts not written (unstated detail), supporting idea, and vocabulary in context. After the researcher administrating the try out test, the researcher analyzed the criteria of good test, it could be seen that 20 items were valid. The items test can be seen in the tables bellow:

| No. | Aspects | Indicator | Item I | Numbers | Total |
|------|--|---|--------|---------|-------|
| 110. | Aspects | meleator | Odd | Even | Total |
| 1 | Main idea (topic) | Students can find the main idea of the passage. | 1, 12 | 7 | 3 |
| 2 | Expression / idiom / phrases in context | Students can guess the expression of the text. | 19 | 20 | 2 |
| 3 | Inference (implied detail) | Students can find what is inferred in the passage. | 3, 16 | 13 | 3 |
| 4 | Grammatical features (reference) | Students can match between the pronoun and what or who it stands for. | - | 9, 15 | 2 |
| 5 | Detail (scanning for a specifically stated detail) | Students can scan for a specifically stated detail. | 14 | 2, 5 | 3 |

 Table 5

 The specification of Pre-test items after validity test

| Tota | Total | | | 10 | 20 |
|------|---|--|------|----|----|
| 8 | Vocabulary in context | Students can guess the meaning of difficult vocabularies from context provided. | 6, 8 | 18 | 3 |
| 7 | Supporting idea (s) | Students can find the supporting idea(s) to support the main idea. | 4 | 11 | 2 |
| 6 | Excluding facts not written (unstated detail) | Students can find unstated detail. | 10 | 17 | 2 |

Table 6The specification of Post-test items after validity test

| No. | Aspects | Indicator | Item N | umbers | Total |
|------|--|--|-------------------|--------|-------|
| 110. | rispects | Indicator | <mark>O</mark> dd | Even | rotur |
| 1 | Main <mark>idea (topic)</mark> | Students can find the main idea of the passage. | 17, 20 | 1, 15 | 4 |
| 2 | Expression / idiom / phrases in context | Students can guess the expression of the text. | 4 | 6 | 2 |
| 3 | Inference (implied detail) | | | 18 | 2 |
| 4 | Grammatical features (reference) | Students can match between the pronoun and what or who it stands for. | 7 | 3, 14 | 3 |
| 5 | Detail (scanning for a specifically stated detail) | Students can scan for a specifically stated detail. | 11 | 10 | 2 |
| 6 | Excluding facts not written (unstated detail) | Students can find unstated detail. | 2 | 8 | 2 |
| 7 | Supporting idea (s) | Students can find the supporting idea(s) to support the main idea. | 13 | 12 | 2 |
| 8 | Vocabulary in context | Students can guess the meaning of difficult vocabularies from context provided. | 5, 19 | 16 | 3 |
| | Total | | 10 | 10 | 20 |

G. Research Procedure

There were three steps in research procedure, they were:

1. Planning

a. Determining the subject of the research

In this research the researcher choose the tenth grade of SMAN 1

Katibung South Lampung as the subjects of the research, one class as an experimental class and other one as a control class.

b. Determining the instrument of the research

The researcher determined the instruments that were taught to students, the instrument was a test of narrative text. The students got the same

instrument for both classes in the same topic.

c. Preparing try-out

The researcher prepared a kind of test (called try-out test) that was given to the students. The researcher prepared the try-out for pre-test and posttest. The total number of test is 80 questions. Then, the researcher evaluated the test items that tasted in pre-test and post-test.

d. Preparing Pre-test

The researcher prepared a kind of test (called pre-test) that given to the students. The pre-test was given based on the questions selected in the tryout.

e. Determining the material to be taught

The researcher gave the treatment in three meetings. In the treatment, the researcher as the teacher taught the students by using crazy professor

reading game. The students were given explanation about crazy professor reading game, and how to read and comprehend the text. The students also were given the explanation about narrative text and topic of narrative text. After that, the students read the text, students could read the text and answer the question based on the text.

f. Preparing post-test

The researcher prepared a kind of test (called post-test) that given to the students. The post-test was given to know whether the students improve their reading comprehension or not.

2. Application

After planning, the researcher tried to apply the research procedure that had already been planned. There were some steps in doing this research:

- a. In the first meeting, the researcher gave pre-test to students.The test was multiple choices consist of 20 items with 5 options (A, B, C, D, and E). The total of the test items was determined by the validity and reliability analysis of try out.
- b. In the second meeting, the researcher conducted the treatment
 After giving the pre-test to the students, the researcher conducted the treatment by used crazy professor reading game in the experimental class and used translation technique in the control class.

c. In the last meeting, the researcher gave post-test

The test was multiple choices consist of 20 items with 5 options (A, B,

C, D, and E). The total of the test items was determined by the validity and reliability analysis of try out.

3. Reporting

The last point that has to be done in the research procedure is reporting. There were three steps to be done in reporting. They were as follows:

- a. Analyzing the data that received from try-out test
- b. Analyzing the data that received from pre-test and pos-test
- c. Making a report on findings

H. Scoring System

Before getting the score, the researcher determines the procedure to use in scoring the students' work. In order to do that, the researcher used Arikunto's formula.⁵¹ The ideal highest score is 100. The scores of pre-test and post-test are calculated by using the following formula:

$$S = \frac{r}{n} \ 100$$

Note:

- S : The test score
- r : Total number of right answers
- n : Total number of test items

⁵¹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta : Rineka Cipta, 2006), p,21

I. Validity and Reliability of the Test

There were some criteria test validity and reliability.

1. Validity of Test

The validity is an important quality of any test. It is a condition in which a test can measure what is supposed to be measured. According to Arikunto "validity is measurement and a valid instrument has high validity".⁵² To measure that the test has good validity, there are three basic types of validity; content validity, construct validity and internal validity.

a. Content Validity

According to Creswell, content validity is text extent to which the question on the instrument and the scores from these questions are representative of all the possible questions that could be asked about the content or skills.⁵³ It means that instrument of the test has to appropriate from subject learning and content in skill learning. Test should appropriate with learning material. In other words, the test is based on materials in the English curriculum, so that it can be said that the test has content validity since the test is good representation of material studied in the classroom.

To get the content validity, the researcher adapted test from the articles on the internet. Then, materials and the test were appropriate with syllabus in the school based curriculum for the tenth grade of senior high school students. To make sure, the researcher consulted the instruments to the English teacher at SMA N 1 Katibung South Lampung named Maria

⁵²*Ibid*, p,168

⁵³ John W. Creswell, *Op, Cit.,* p,168

Regina, S.Pd. after the researcher consulted the instruments to the teacher, she said that the material in test instrument has been taught and suitable for tenth grade students.

b. Construct Validity

Construct Validity is just like a concept. Both of them are abstraction and generalizations that need to be defined so clearly that can be measured and examined.⁵⁴ Construct validity focused on the kind of the test that is used to measure the ability. The researcher made a reading test that can measure students' reading comprehension. The assessment used eight specifications of reading comprehension that adapted from Brown. To make sure the researcher consulted the instrument to the English teacher at SMA N 1 Katibung South Lampung named Maria Regina, S.Pd. Based on the result of construct validity, the teacher stated that the test represented eight specifications of reading comprehension that adapted from Brown. She also stated that the specification of reading test and items number had been fixed. It can be seen in appendix 8

c. Internal Validity

According to Creswell, internal validity is relates to the validity of inferences drawn about the cause and effect relationship between the independent and dependent variables.⁵⁵ It means that to know score the best result of each items correlated with the score about the totality of the

⁵⁴ H. Douglas Brown. Op Cit. p. 206

⁵⁵ John W. Creswell, *Op, Cit.,* p,303

test result. To know the validity, the researcher used Point Biserial

Correlation. The formula as follows:

$$R_{\text{pbis}} = \underline{(M_{p} - M_{t})} \sqrt{\frac{p}{q}}$$
$$SD_{t}$$

Where :

| R _{pbis} | = Coefisient of validity item |
|--------------------------|---|
| M _p | = The average score of the right answer |
| M _t | = The average of total score |
| SD_t | = Standard deviation |
| Р | = Proportional of the students who get true answer |
| Q | = Proportional of the students who get wrong answer ⁵⁶ |

After analyzing the test by using point biserial correlation formula, the researcher determined about valid item and invalid item. It is known that if the result of the calculation is obtained $r_{pbi} \ge r_{tabel}$ then it is said that the item number has been valid. If $r_{pbi} \le r_{tabel}$ then the item is not valid. Interpret the r_{tabel} the researcher can found by looking for the total respondent students and the researcher gave total correlation minimum value for valid item 0.361. It indicates that the item with total correlation under value 0.361 it should be removed. Based on the calculation, 20 items of pretest instrument were valid. They were the item number 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 20, 21, 22, 23, 26, 27, 28, 32, 33, 36. Meanwhile, valid items in posttest instrument were 20 items. They were item number 4, 5, 6, 7, 9, 10, 13, 14, 15, 18, 19, 20, 21, 22, 26, 30, 31, 32, 37, 39.

⁵⁶ Anas Sudijono, Pengantar Statistik Pendidikan, (Jakarta : Rajawali Pers, 2012), p,258

2. Reliability of Test

The quality of measurement is related to the reliability of the test. According to Creswell, reliability means that score from an instrument are stable and consistent.⁵⁷ Reliability refers to consistency of the test. Alpha formula used to know reliability of test is K - R.20.⁵⁸

$$\mathbf{R}\mathbf{11} = \left(\frac{k}{k-1}\right) - \left(\frac{S2 - \sum pq}{S2}\right)$$

Where:

| R11 | = The reliability coefficient of items |
|-----------------------------------|---|
| k | = The number of item in the test |
| р | = The proportion of students who give answer the item 1 |
| q | = 1-p |
| $\sum_{\mathbf{S}^2} \mathbf{pq}$ | = Sum of p time q |
| S^2 | = Variance of the total score |
| | |
| The criter | ia of reliability test are : |
| | |
| 80 1 00 | 0 – Very high reliability |

| 0.80-1.000 | = | Very high reliability |
|------------|---|------------------------------------|
| 0.60-0.799 | = | High reliability |
| 0.40-0.599 | = | Medium reliability |
| 0.20-0.399 | = | Low reliability |
| 0.00-0.199 | = | Very low reliability ⁵⁹ |

Based on calculation, it can be drawn a conclusion that the result of reliability for pretest has a high reliability because the result of the reliability value was

 ⁵⁷ John W. Creswell, *Op, Cit.*, p,303
 ⁵⁸ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif dan R&D*, (Bandung: Alfabeta, 2013), p,132 ⁵⁹ *Ibid,* p,184

0.88 and the result of posttest was 0.81. It means that reliability of the test in the research was reliable. It can be seen in appendix 10.

J. Data Analysis

This study tried to describe the effect of treatment of two distinctions used crazy professor reading game and reading comprehension of narrative text. To analyze the data, the researcher used parametric statistics, t-test. In parametric statistics, there are assumptions which must be fulfilled. They are normality test and homogeneity test.

1. Fulfillment of Assumption

Parametric statistical significance test, such as analysis of variance and least squares regression are widely used by researcher in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality test and homogeneity test must be satisfied.

a. Normality Test

The normality test is used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employ are Kolmogorov-Smirnov and Shapiro Wilk.

The hypotheses for the normality test are formulated as follows:

 $H_o =$ the data are normally distributed.

 H_a = the data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

 H_0 is accept if Sig. > $\alpha = 0.05$

 H_a is accept if Sig. $< \alpha = 0.05$

b. Homogeneity Test

Homogeneity test is used to determine whether the data obtain from the sample homogeneous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity of test. The test of homogeneity employing Levene's Test.

The hypotheses for the homogeneity test are formulated as follows:

 $H_o =$ the variances of the data are homogenous.

 H_a = the variances of the data are not homogenous.

While the criteria of acceptance or rejection of homogeneity test are as follows:

 H_o is accept if Sig. > $\alpha = 0.05$

 H_a is accept if Sig. $< \alpha = 0.05$

2. Hypothetical Test

To investigate whether there is significant influence of crazy professor reading game on students' reading comprehension of narrative text. The researcher used independent sample t-test to analyze the data. In this case, the researcher used statistical computation by using SPSS (*Statistical Package for Social*

Science) for hypothetical of test. The purpose of using SPSS in this case is to practically and efficiency in the study.

The hypotheses are:

- H_o = There is no significant influence of using crazy professor reading game towards students' reading comprehension at the tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018/2019.
- H_a = There is a significant influence of using crazy professor reading game towards students' reading comprehension at the tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018/2019.

While the criteria of acceptance or rejection of hypotheses test are as follows:

 H_o is accept if Sig. > $\alpha = 0.05$

 H_a is accept if Sig. $< \alpha = 0.05$

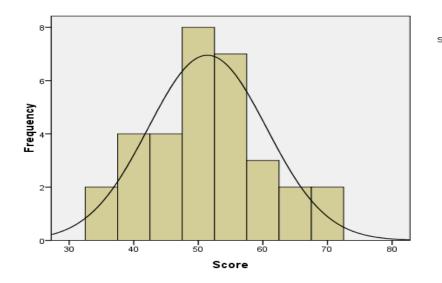
CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

The researcher got the data in the form of score. The score was derived from pretest and post-test. The pre-test was held on August 6^{th} 2018. Meanwhile post-test was held on August 20^{th} 2018. The researcher conducted pre-test before treatments given and post-test after treatments given. The test is was multiple choices test which consists of 20 items for each test.

1. Result of the Pre-test in Control Class
The pre-test was administrated in order to know students' reading
comprehension ability before the treatments given. The result of pre-test in
control class can be seen in figure bellow:

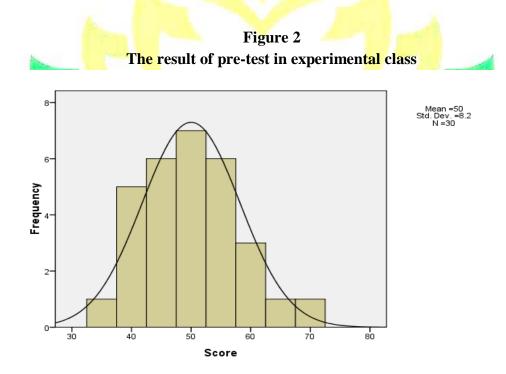
Figure 1 The result of pre-test in control class



Mean =51.41 td. Dev. =9.179 N =32 Based on figure 1, the mean of pre-test in control class was 51.41. The highest score was 70 and the lowest score was 35. Standard deviation was 9.179, and total number of students was 32. It showed students' reading comprehension before they got treatments.

2. Result of Pre-test in Experimental class

The researcher also gave pre-test in experimental class to see students' reading comprehension ability before they got treatments. The score of pre-test in experimental class can be seen in figure bellow:



Based on figure 2, the result showed that the mean of pre-test in experimental class was 50. The highest score was 70 and the lowest score was 35. Standard deviation was 8.2, and total number of students was 30. It showed students' reading comprehension before they got treatments.

3. Result of Post-test in Control Class

The post test administrated in order to know students' reading comprehension ability after the treatments given. The result of post-test in control class can be seen in figure below:

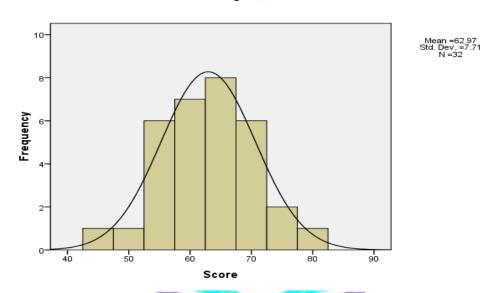


Figure 3 The result of post-test in control class

Based on figure 3, the mean of post-test in control class was 62.97. The highest score was 80 and the lowest score was 45. Standard deviation was 7.71, and total number of students was 32. It showed students' reading comprehension after they were taught with translation technique as the treatment.

4. Result of Post-test in Experimental Class

The researcher also gave post-test in experimental class to know students' reading comprehension ability after the treatments given. The score of post-test in experimental class can be seen in figure bellow:

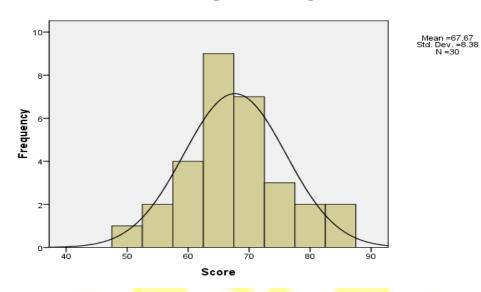


Figure 4 The result of post-test in experimental class

Based on figure 4, the mean of post-test in experimental class was 67.67. The highest score was 85 and the lowest score was 50. Standard deviation was 8.38, and total number of students was 30. It showed students' reading comprehension after they were taught with crazy professor reading game as the treatment.

5. Result of Normality Test

The researcher tasted normality test after got score of the students in reading comprehension pre-test and post-test of narrative text using SPSS version 16.

a. The hypotheses are:

Ho : the data have normal distribution.

Ha : the data do not have normal distribution.

b. The test criteria:

If the value (p) > significant ($\alpha = 0.05$), it means that Ho was accepted.

If the value (p) < significant ($\alpha = 0.05$), it means that Ha was accepted.

| Table 7 |
|---|
| The Result of Normality in the Control and Experimental Class |

| | - | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|--------------|---------------------------------|----|------|--------------|----|------|
| | class | Statistic | Df | Sig. | Statistic | df | Sig. |
| Posttest | experimental | .158 | 30 | .054 | .956 | 30 | .244 |
| | control | .135 | 32 | .145 | .966 | 32 | .385 |

a. Lilliefors Significance Correction

Based on the table, it can be seen that Pvalue (Sig.) for control class was 0.145 and Pvalue (Sig.) for experimental class was 0.054 because Sig. (Pvalue) of experimental class and control class $>\alpha$ 0.05. So, Ha is rejected. The conclusion is that the data in the experimental class and control class had normal distribution.

6. Result of Homogeneity Test

The researcher tasted homogeneity test after got the score of students' reading comprehension in control class and experimental class (pre-test and post-test of narrative text using SPSS version 16).

c. The hypotheses are:

Ho : the variance of the data is not homogeneous.

Ha : the variance of the data is homogeneous.

d. The test criteria of the test are follows:

Ho is accepted if Sig $> \alpha = 0.05$

Ha is accepted if Sig $< \alpha = 0.05$

Table 8The Result of Homogeneity Test

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| .057 | 1 | 60 | .812 |

Based on the result obtained in the test of homogeneity of variances in the table, it could be seen that Sig. (Pvalue) was $0.812 > \alpha$ was 0.05. It demonstrated that Ho was accepted because Sig. (Pvalue) > α was 0.05. It means that the variance of the data were homogeneous.

7. Result of Hypothetical Test

Based on the previous explanation, the normality and the homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS (Statistical Program for Social Science), independent sample t-test. The hypothesis formulas are:

- H_o = There is no significant influence of using crazy professor reading game towards students' reading comprehension of narrative text at the tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018 /2019.
- H_a = There is a significant influence of using crazy professor reading game towards students' reading comprehension of narrative text at the tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018/2019.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

Ho is accept if Sig. (Pvalue) > $\alpha = 0.05$

H_a is accept if Sig. (Pvalue) $< \alpha = 0.05$

Table 9The Result of Hypothetical Test

| | - | Equal | ene's t for lity of ances | | | t-tes | t for Equalit | ty of Means | 5 | |
|-------|-----------------------------------|-------|------------------------------------|-------|--------|------------------------|------------------------|------------------------------|---------|--|
| | | F | Sig. | t | Df | Sig. (2- tailed) | Mean Differenc e | Std. Error Differenc e | Interva | nfidence l of the rence Upper |
| score | Equal variances assumed | .057 | .812 | 2.299 | 60 | .025 | 4.69792 | 2.04353 | .61026 | 8.78558 |
| | Equal variances not assumed | | | 2.293 | 58.706 | .025 | 4.69792 | 2.04910 | .59724 | 8.79859 |

Independent Samples Test

Based on the results obtained in the independent sample t-test in table 8, the value of significant generated Sig. (Pvalue) was $0.025 < \alpha$ was 0.05. So, Ha is accepted and Ho is rejected. Based on the computation, it can be concluded that there was a significant influence of using crazy professor reading game towards students' reading comprehension of narrative text at the tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018 /2019.

B. Discussion

Based on the finding of the research, it was found that the students who were taught by using crazy professor reading game have increased their ability in comprehending narrative text. It might be due to in crazy professor reading game the students were highly involved in reading process, since they had to explore the text and related it to their life.

According to Biffle crazy professor reading game a technique for teaching reading comprehension by asking the students to work in pairs where one of the students will act as a crazy professor who really wants to teach his or her students and the partner will act as the student who really wants to learn by using gesture, body movements and asking questions. ⁶⁰ Function of the crazy professor reading game to teach reading can develop students to visualize their understanding of reading text by giving gestures during reading and help to improve their reading comprehension.

Based on the result of the pre-test before crazy professor reading game was implemented, the ability of students to comprehend the text was lower than after crazy professor reading game was implemented. After getting the treatments and post-test was conducted, it was found that there was significant differences between the experimental class and the control class were the post test score of the experimental class was higher. It could be seen from the mean in pre-test score of control class was 51.41and the post-test was 62.97 while the mean of pre-test

⁶⁰ Chris Biffle, Crazy Professor Reading Game Another Great Product From Whole Brain Teaching, (Australia: Aol, 2007), p, 4

score of experimental class was 50.00 and in the post-test was 67.67. It means that the most improvement was in the experimental class.

There were differences in the students' outcome that was taught using crazy professor reading game between those taught without crazy professor reading game. It could be seen in teaching learning process, they were as follows:

1. In the experimental class

When the researcher taught using crazy professor reading game, it made the students more interested in learning. According to Biffle cray professor reading game is very attractive because it brings the words come to life. They will read the text using their voice dramatically. Then, use their hands expressively to demonstrate what is going on in the text. This game encourages students to be active and thoughtful readers, enhancing their comprehension. The researcher gave three treatments by using crazy professor reading game, it can make the students felt relaxed, so they could express their idea in the classroom freely. When the teacher asked the students to comprehend the text, most of them could comprehend it by themselves because of the crazy professor reading game steps. Finally, when the teacher gave them some questions, the students were able to answer them well.

2. In the control class

Translation technique was used by the researcher to teach reading in the control class. The researcher gave three treatments by using translation technique. According to According to Newmark, translation technique is more a process of explanation, interpretation, and reformulation of ideas than a transformation of words. When students translated something, they can find the meaning of new word or sentence themselves. The students' attentions were not focused on the lesson. The students seemed bored with it because they had to open their dictionary all the time to get meaning of the difficult words. It made them difficult to absorb the materials. The students were also lazy when the teacher gave them some questions. The last they could not improve their comprehension about narrative text.

Based on the statement above, it could be seen that there was difference between the students who were taught by using crazy professor reading game and those who were taught by using translation technique.

However, that difference achievement between the students who were taught by using crazy professor reading game and who were taught by translation technique in reading comprehension gave the influence for the result of the students' posttest score. The average of students' score in experimental class was 70 and the average of students' score in control class was 65. It can be concluded that the students post-test score in experimental class higher than students' post-test score in control class.

The finding of this research is relevant with some previous studies. The previous research was conducted by Rohmah and Fatoni, on Using Crazy Professor Reading Game to Teach Reading (An Experimental Study at Eight Grade Student of Mts Miftahul Huda Raguklampitan Batealit Jepara) and by Fatoni The Reading

Recount Text Comprehension of the Eight Grade Student of MTs NU Wahid Hasim Salafiyah Jekulo Kudus Taught by Using Crazy Professor Reading Technique. So finally the researcher concludes that there was any significant influence of using crazy professor reading game towards students' reading comprehension of narrative text at the tenth grade of SMAN 1 Katibung South Lampung in the academic year of 2018/2019.



CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

After completing this research, the researcher draws some conclusions in terms of the use of crazy professor reading game can influence students' reading comprehension of narrative text. As presented at the first chapter, the objective of this research was to find out whether there was a significant influence of using crazy professor reading game towards students' reading comprehension of narrative text.

Based on the result, the mean score of posttest in experimental class was 67.67 and the mean score of posttest in control class was 62.97. It showed that the students' posttest score in experimental class was higher than students' post test score in control class. The result can be seen from sig. (2-tailed) is 0.025. It is lower than $\alpha = 0.05$. It means that Ho is refused and Ha is accepted. It means that there was a significant influence of using crazy professor reading game towards students' reading comprehension of narrative text at the tenth grade of SMAN 1 Katibung South Lampung. It was supported by the activities that students have done in process of conducting the research in three meetings of each class. In experimental class, the students were more active than in control class. It because they felt excited to learn. They felt curious about learning reading comprehension using crazy professor reading game. The class becomes more fun and the students did not feel bored anymore.

B. Suggestion

Based on the conclusion that has been stated above, the researcher would like to give some suggestions as follows:

1. Suggestion for the Teacher

The researcher found out that crazy professor could improve students' reading comprehension. It can be done by providing stimulators understanding such as the students use the gesture that show the content of the text and make some questions of the text. It will help the teacher make the students in comprehending the text faster. It means that using crazy professor reading game is suitable for teaching process that can be applied in the tenth grade of SMAN 1 Katibung to measure the influence of students' reading comprehension. The teacher should gives more guidance and supports to the students to be more active, and let the students do several practices. So that can be improving their reading comprehension.

2. Suggestion for the Students

Based on the result that was conducted, the researcher suggested. The students should learn harder and seriously to improve their reading comprehension. The students are expected to pay attention in teaching learning process and try to responsed the teachers' question. The students should practice their English regularly to comprehend the text. The students should learn and more seriously in learning English in order to develop their Reading Comprehension. They also should be active and creative in learning

activity, it would be better if the students arrange and plan the strategy in the learning process.

3. Suggestion for the Next Researcher

The researcher applied that crazy professor reading game was the best game to measure influence of students' reading comprehension. Another researcher can find out the appropriate technique to influence students' reading comprehension. The next researcher can use crazy professor reading game with another theme because this game also appropriate with other themes. The next researcher may conduct this game on level of students, for example Junior High School. They can apply other kind of texts, for examples, recount text, descriptive text, report text etc.



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Appendices

Appendix 1

| No | Question | Answer | Conclusion |
|----|-------------------------|-------------------------|-------------------------|
| 1. | What your name Ms? | My name is Maria | The teacher name is |
| | | Regina. | Maria Regina. |
| 2. | How long have you | I have been teaching | The teacher has taught |
| | been teaching English | English here since | English for 4 years. |
| | in SMAN 1 | 2015. | |
| | Katibung? | | |
| 3. | How about the | The criteria of | The criteria of minimum |
| | criteria of minimum | minimum standart | standart (KKM) is 72. |
| | standart (KKM) in | (KKM) is 64. | |
| | English lesson? | | |
| 4. | What are the problem | The problem is the | The students had |
| | that u find in teaching | student's motivation to | assumption English is |
| | English? | learn English is still | hard subject. |
| | | low. | |
| 5. | What are the problem | The problem is lack of | Commonly students feel |
| | that u find in teaching | student's vocabulary. | lazy to read the text |
| | reading | They are lazy either to | reading. |
| | compehension? | search the meaning of | |

The result of interview with English teacher in SMAN 1 Katibung

| | | new vocabulary or | |
|----|----------------------|--------------------------|--------------------------|
| | | comprehend the text. | |
| 6. | What strategy/ | I just taught reading | The teacher did not use |
| | technique that you | comprehension with | specific technique to |
| | use to teach reading | give explanation about | teach reading |
| | comprehension? | material in front of the | comprehension. And the |
| | | classroom and then asks | teacher did not use |
| | | student to read the text | attractive technique and |
| | | and do the reading | the teacher use |
| | | exercises. If the | translation technique. |
| | | students get the | |
| | | difficulties in | |
| | | vocabulary, I ask the | |
| | | students to open their | |
| | | dictionary. | |

Appendix 2

The result of interview with the students in the tenth grade of SMAN 1 Katibung

Student 1:

| No | Question | Answer | Conclusion |
|----|-----------------------|----------------------------|-----------------------------|
| 1. | Do you like English | I don't like English | The student does not like |
| | lesson? | because English is | English lesson. |
| | | difficult. | |
| 2. | What do you think | The teacher just giving | The student felt bored in |
| | about teacher's | explanation about the | teaching learning |
| | technique in teaching | material. | process. |
| | English lesson? | | |
| 3. | What is the problem | I am still difficult to | The student still difficult |
| | that you find in | know the information of | to get information of the |
| | learning English? | the text and difficult to | text. |
| | | know the topic of the | |
| | | text. | |
| 4. | What do you thing | The teacher only asks to | The student needs the |
| | about teacher's | do reading exercise in | interesting technique like |
| | technique in teaching | textbook. So, I feel bored | a game to enjoy the |
| | reading? | in learning process. | learning process. |

Student 2:

| No | Question | Answer | Conclusion |
|----|-----------------------|-----------------------------|-----------------------------|
| 1. | Do you like English | I like English lesson. | The student like English |
| | lesson? | | lesson. |
| 2. | What do you think | I like English lesson Mr. | The student like teacher's |
| | about teacher's | Ririn teach in the class | technique in teaching |
| | technique in teaching | because she is a good | English lesson. |
| | English lesson? | person and her usually | |
| | | ask to bring a dictionary. | |
| 3. | What is the problem | I am still difficult to get | The student still difficult |
| | that you find in | the meaning of the text. | to get information of the |
| | learning English? | | text. |
| 4. | What do you thing | The teacher just teaches | The student needs the |
| | about teacher's | by using textbook, so I | interesting technique like |
| | technique in teaching | feel bored in learning | a game to enjoy the |
| | reading? | reading. | learning process. |
| | | | |

Student 3:

| No | Question | Answer | Conclusion |
|----|---------------------|----------------------------|-----------------------------|
| 1. | Do you like English | I don't like English | The student does not like |
| | lesson? | because English is | English lesson. |
| | | difficult. | |
| 2. | What do you think | The teacher only asking | The student felt bored in |
| | about teacher's | to bring dictionary and | teaching learning |
| | technique in | she only give little | process. |
| | teaching English | explanation. | |
| | lesson? | | |
| 3. | What is the problem | I am still difficult to | The student still difficult |
| | that you find in | know the information of | to get information of the |
| | learning English? | the text and difficult to | text. |
| | | know the topic of the | |
| | | text. | |
| 4. | What do you thing | The teacher only asks to | The student needs the |
| | about teacher's | read the text and to do | interesting technique like |
| | technique in | reading exercise in | a game to enjoy the |
| | teaching reading? | textbook. So, I feel bored | learning process. |
| | | in learning process. | |

Appendix 3

SILABUS

Satuan Pendidikan : SMA N 1 KATIBUNG Mata Pelajaran : BAHASA INGGRIS - WAJIB Kelas : X

Kompetensi Inti

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

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|---|---|---|---|------------------|--|
| 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya. 4.12 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana | Teks naratif lisan dan tulis berbentuk legenda sederhana. <i>Fungsi sosial</i> Meneladani nilai- nilai moral, cinta tanah air, menghargai budaya lain. <i>Struktur</i> a. Pengenalan tokoh dan setting b. Komplikasi terhadap tokoh utama c. Solusi dan akhir cerita <i>Unsur kebahasaan</i> (1) Kata-kata terkait karakter, watak, dan setting dalam legenda (2) Modal auxiliary verbs. | Mengamati Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda Mempertanyakan (questioning) Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Inggris dengan utama, informasi rinci dan informasi rinci dan informasi ertentu | Kriteria penilaian: Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks naratif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian Unjuk kerja Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif Pengamatan | 7 x 2 JP | <u>Audio</u> <u>CD/</u> <u>VCD/DV</u> <u>D</u> <u>SUARA</u> <u>GURU</u> <u>Koran/</u> majalah <u>berbahasa</u> <u>Inggris</u> <u>www.dail</u> <u>yenglish.</u> <u>com</u> <u>http://ame</u> <u>ricanengli</u> <u>sh.state.g</u> <u>ov/files/a</u> <u>e/resourc</u> <u>e_files</u> <u>http://lear</u> <u>nenglish.</u> <u>britishcou</u> <u>ncil.org/e</u> <u>n/</u> |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|------------------|---|---|--|------------------|-------------------|
| | (1) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi (5) Ucapan, tekanan kata, intonasi, ketika mempresentasik an secara lisan (6) Rujukan kata <i>Topik</i> Keteladanan tentang perilaku dan nilai- nilai luhur dan budaya. | legenda dari berbagai sumber. Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu Siswa melengkapi rumpang dari beeberapa teks legenda sederhana Siswa secara berkelompok menuliskan /menyalin teks narrative dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat | (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi Ketepatan dan kesesuaian menggunakan strategi dalam membaca | | |
| | | Mengasosiasi Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. | Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Portofolio Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif Kumpulan karya siswa yang mendukung | | |

| Kompetensi Dasar | Materi Pokok | Pembelajaran | Penilaian | Alokasi Waktu | Sumber Belajar |
|------------------|--------------|---|--|------------------|-------------------|
| | | Mengkomunikasikan Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyang ditemukan setelah membaca teks legenda. Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. Siswa membuat 'learning journal' | proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain | | |

Mengetahui Kepala SMA N 1 Katibung Lampung Selatan, Agustus 2018 Guru Bahasa Inggri

IDHAMSYAH, S.Pd., M.Pd. NIP. 19671125 199203 1 004

MARIA REGINA E.K, S.Pd.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (Experimental Class)

| Satuan Pendidikan | : SMA N 1 KATIBUNG |
|-------------------|--------------------|
| Mata Pelajaran | : Bahasa Inggris |
| Kelas / Semester | : X MIA 1 |
| Alokasi Waktu | : 2 x 45 Menit |
| Materi Pelajaran | : Text Narrative |
| Pertemuan | : Ke- 1 |

A. KOMPETENSI INTI

KI 1:Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

B. KOMPETENSI DASAR

- 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
- 4.14 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana

C. INDIKATOR

- a. Mengidentifikasi makna gagasan di dalam teks.
- b. Mengidentifikaasi informasi yang diyatakan dan tidak dinyatakan didalam teks.
- c. Mampu mengidentifikasi tata bahasa terkait teks narrative.

D. TUJUAN PEMBELAJARAN

- a. Setelah mempelajari narrative teks siswa dapat mengidentifikasi makna gagasan.
- b. Setelah berdiskusi dan memahami teks narrative siswa dapat mengidentifikasi makna tekstual dalam teks narrative.
- c. Setelah berdiskusi dan menggali informasi, siswa dapat mengidentifikasi tata bahasa terkait teks narrattive.

E. MATERI PEMBELAJARAN

Materi Pokok

Teks narrative lisan dan tulis berbentuk legenda sederhana.

Fungsi sosial

Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

Struktur

- a) Orientation (Pengenalan tokoh dan setting)
- b) Complication (Komplikasi terhadap tokoh utama)
- c) Resolution (Solusi dan akhir cerita)

Unsur kebahasaan

- a) Kata-kata terkait karakter, watak, dan setting dalam legenda
- b) Modal auxiliary verbs.
- c) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi
- d) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
- e) Rujukan kata

Contoh teks narrative

The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

F. METODE PEMBELAJARAN

Crazy Professor Reading Game

G. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

| Media/alat | : Audio / Suara Guru |
|----------------|---|
| Bahan | : Kamus |
| Sumber Belajar | : - Lembar kerja - Internet (Google, Youtube, Yahoo) |

| Kegiatan | Deskripsi | Alokasi Waktu |
|-------------|--|------------------|
| Pendahuluan | Orientasi | 15 Menit |
| | Guru memberikan salam dan berdoa bersama siswa sebelum memulai plajaran Guru mengecek kehadiran siswa | |

H. KEGIATAN PEMBELAJARAN

Orientation

Complication

Resolution

| Kegiatan inti | Apersepsi Menyampaikan tujuan pembelajaran kepada siswa Mengingatkan siswa tentang genre (jenis teks) terutama teks narrative Mengamati Guru menjelaskan materi pembelajaran (teks narrative) di depan kelas dengan menggunakan teknik crazy professor reading game. Mempertanyakan (questioning) Guru meminta siswa menanyakan materi pembelajaran (teks narrative) yang belum mereka pahami. | 60 Menit |
|---------------|--|----------|
| | Mengeksplorasi Guru meminta siswa berpasang-pasangan. Guru memberikan teks narrative kepada setiap pasangan (satu siswa mendapat satu teks). Guru meminta setiap siswa untuk membaca teks narrative yang diberikan kepada mereka. Guru meminta setiap siswa membaca teks narrative dengan suara dan intonasi yang baik. | |
| | Mengasosiasi Guru meminta setiap pasangan untuk membaca kembali gagasan pokok, orientation, complication, and resolution pada teks narrative. Satu diantaranya membaca secara perlahan dan dramatis. Kemudian, pasangannya memperaktekan apa yang telah dibaca melalui gerakan tubuh dan ekspresi wajah yang menunjukan isi dan nilai moral yang ada pada teks narrative. Guru meminta siswa untuk membuat pertanyaan dan menjawab secara lisan tentang isi teks narrative dengan pasangannya, satu siswa memberikan pertanyaan dan pasangannya menjawab pertanyaan tersebut. Guru memantau proses diskusi. | |
| | Ouru memantau proses diskusi. Mengkomunikasikan Guru meminta seorang siswa untuk maju ke depan kelas bertindak sebagai guru yang mengajar siswa dan memberikan ringkasan terkait isi dan nilai moral yang ada pada teks narrative, sementara siswa lainnya bertindak sebagai siswa yang bersemangat belajar yang ingin tahu isi dan nilai moral yang ada pada teks narrative tersebut (selama permainan berlangsung mereka dapat menggunakan gesture, properti yang | |

| | tersedia seperti buku, kertas, pena dll, dan dapat mengajukan pertanyaan). Guru memberi komentar dan saran kepada siswa yang tampil di depan kelas. Guru memberi kesimpulan terkait teks narrative. Guru memberikan soal latihan teks narrative. | |
|---------|---|----------|
| Penutup | Guru menayakan kesulitan siswa selama KBM (Kegiatan Belajar Mengajar) Guru menutup pelajaran dengan berdoa. | 15 Menit |

I. PENILAIAN

Penilaian, Pembelajaran Remedial dan Pengayaan

- 1) Penilaian Kompetensi Pengetahuan
 - a) Tes Tertulis
 - b) Pilihan ganda

Worksheet

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days."

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

(Source: http://www.contoh soal narrative text pilihan ganda dan pembahasan serta jawaba.com)

Choose the correct answer by crossing (X) a, b, c, d or e for each answer!

- 1. What is the purpose of the text above?
 - A. To tell us how to write a story
 - B. To inform what happened in the past
 - C. To give a description of a beautiful girl
 - D. To retell about Cindrella's experience/memory
 - E. To entertain readers with an actual, or vicarious experience
- 2. Paragraph three mainly tells us that?
 - A. The little mouse asked for forgiveness
 - B. The hunters carried the lion alive to the King
 - C. The lion was tied to a tree by the hunters
 - D. The little mouse could prove that he could help the lion
 - E. From the first, the lion believed in what the little mouse said

3. What did the little mouse do to prove his words?

A. He would never forget the lion

Key answer:

- 1. E
- 2. D
- 3. B
- 4. A
- 5. C

- B. He tried hard to help the lion free
- C. He ran up and down upon the lion
- D. He asked for apology to the king of the beast
- E. He tied the lion to the tree so that the hunters could carry him
- 4. "who wanted to carry <u>him</u> alive to the King," (Paragraph 3) The underlined word refers to....
 - A. The lion
 - B. The king
 - C. The mouse
 - D. The hunter
 - E. The hunters
- 5. What is the moral value of the text?
 - A. Don't look at someone because of his clothes
 - B. It is best for prepare for the days of necessity
 - C. Common people may prove great ones
 - D. United we stand, divided we fall
 - E. Honestly begins at home

2) Instrumen Penilaian

- Rubrik Penilaian Tes Tertulis

| No. | Aspek yang dinilai | Indikator Soal | No.Soal | Skor |
|-----|--------------------|--|---------|------|
| 1. | Pengetahuan | Disajikan teks narrative, siswa dapat me- | 1 | 2 |
| | | nentukan fungsi, tujuan, gagasan utama, informasi rinci dan informasi tersirat dari | 2 | 2 |
| | | teks tersebut. | 3 | 2 |
| | | | 4 | 2 |
| | | | 5 | 2 |
| | | | | |

Pedoman Penilaian:

 $\overline{NilaiAkhir} = rac{(skor siswa)}{Skor maksimal} x 100$

Bandar Lampung, Agustus 2018

Guru Bahasa Inggris

Maria Regina E.K, S.Pd.

NIP. 197510042014072003

<u>Hartini</u>

Mahasiswa Penelitian

NPM. 1411040263

Mengetahui Kepala SMA Negeri 1 Katibung

IDHAMSYAH, S.Pd., M.Pd. NIP. 19671125 199203 1 004

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (Experimental Class)

| Satuan Pendidikan | : SMA N 1 KATIBUNG |
|-------------------|--------------------|
| Mata Pelajaran | : Bahasa Inggris |
| Kelas / Semester | : X MIA 1 |
| Alokasi Waktu | : 2 x 45 Menit |
| Materi Pelajaran | : Text Narrative |
| Pertemuan | : Ke- 2 |

A. KOMPETENSI INTI

KI 1:Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

B. KOMPETENSI DASAR

- 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
- 4.14 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana

C. INDIKATOR

- a. Mengidentifikasi makna gagasan di dalam teks.
- b. Mengidentifikaasi informasi yang diyatakan dan tidak dinyatakan didalam teks.
- c. Mampu mengidentifikasi tata bahasa terkait teks narrative.

D. TUJUAN PEMBELAJARAN

- Setelah mempelajari narrative teks siswa dapat mengidentifikasi makna gagasan.
- b. Setelah berdiskusi dan memahami teks narrative siswa dapat mengidentifikasi makna tekstual dalam teks narrative.
- c. Setelah berdiskusi dan menggali informasi, siswa dapat mengidentifikasi tata bahasa terkait teks narrattive.

E. MATERI PEMBELAJARAN

Materi Pokok

Teks narrative lisan dan tulis berbentuk legenda sederhana.

Fungsi sosial

Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

Struktur

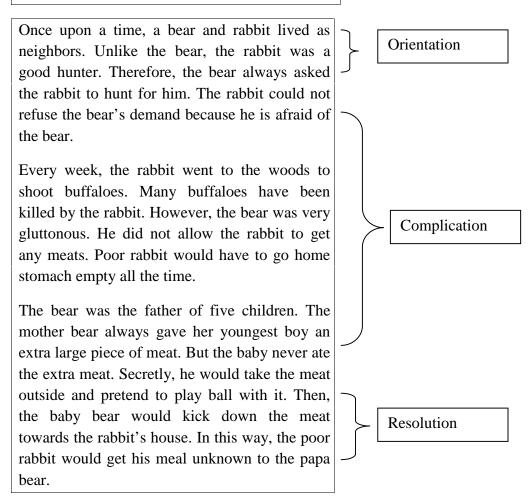
- a) Orientation (Pengenalan tokoh dan setting)
- b) Complication (Komplikasi terhadap tokoh utama)
- c) Resolution (Solusi dan akhir cerita)

Unsur kebahasaan

- a) Kata-kata terkait karakter, watak, dan setting dalam legenda
- b) Modal auxiliary verbs.
- c) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi
- d) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
- e) Rujukan kata

Contoh teks narrative

A Bear and a Rabbit



F. METODE PEMBELAJARAN

Crazy Professor Reading Game

G. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

| Media/alat | : Audio / Suara Guru |
|----------------|-------------------------------------|
| Bahan | : Kamus |
| Sumber Belajar | : - Lembar kerja |
| | - Internet (Google, Youtube, Yahoo) |

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H. KEGIATAN PEMBELAJARAN

| Kegiatan | Deskripsi | Alokasi Waktu |
|---------------|--|---------------|
| Pendahuluan | Orientasi | 15 Menit |
| | • Guru memberikan salam dan berdoa bersama | |
| | siswa sebelum memulai plajaran | |
| | Guru mengecek kehadiran siswa | |
| | Apersepsi | |
| | • Menyampaikan tujuan pembelajaran kepada siswa | |
| | • Mengingatkan siswa tentang genre (jenis teks) terutama teks narrative | |
| Kegiatan inti | Mengamati | 60 Menit |
| | • Guru menjelaskan materi pembelajaran (teks narrative) di depan kelas dengan menggunakan teknik crazy professor reading game. | |
| | Mempertanyakan (questioning) | |
| | • Guru meminta siswa menanyakan materi pembelajaran (teks narrative) yang belum mereka pahami. | |
| | Mengeksplorasi | |
| | Guru meminta siswa berpasang-pasangan. Guru memberikan teks narrative kepada setiap pasangan (satu siswa mendapat satu teks). Guru meminta setiap siswa untuk membaca teks narrative yang diberikan kepada mereka. Guru meminta setiap siswa membaca teks narrative dengan suara dan intonasi yang baik. | |
| | Mengasosiasi | |
| | Guru meminta setiap pasangan untuk membaca kembali gagasan pokok, orientation, complication, and resolution pada teks narrative. Satu diantaranya membaca secara perlahan dan dramatis. Kemudian, pasangannya memperaktekan apa yang telah dibaca melalui gerakan tubuh dan ekspresi wajah yang menunjukan isi dan nilai moral yang ada pada teks narrative. | |
| | • Guru meminta siswa untuk membuat pertanyaan dan menjawab secara lisan tentang isi teks narrative dengan pasangannya, satu siswa memberikan pertanyaan dan pasangannya | |

| | |] |
|-------------------------------|---|----------|
| menjawab pertanyaan tersebut. | | |
| | • Guru memantau proses diskusi. | |
| | Mengkomunikasikan | |
| | Guru meminta seorang siswa untuk maju ke depan kelas bertindak sebagai guru yang mengajar siswa dan memberikan ringkasan terkait isi dan nilai moral yang ada pada teks narrative, sementara siswa lainnya bertindak sebagai siswa yang bersemangat belajar yang ingin tahu isi dan nilai moral yang ada pada teks narrative tersebut (selama permainan berlangsung mereka dapat menggunakan gesture, properti yang tersedia seperti buku, kertas, pena dll, dan dapat mengajukan pertanyaan). Guru memberi komentar dan saran kepada siswa yang tampil di depan kelas. Guru memberi kesimpulan terkait teks narrative. | |
| | Guru memberikan soal latihan teks narrative. | |
| Penutup | Guru menayakan kesulitan siswa selama KBM (Kegiatan Belajar Mengajar) Guru menutup pelajaran dengan berdoa. | 15 Menit |

I. PENILAIAN

Penilaian, Pembelajaran Remedial dan Pengayaan

- 1) Penilaian Kompetensi Pengetahuan
 - a) Tes Tertulis
 - b) Pilihan ganda

Worksheet

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching tern. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man. The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?"The other friend replied, "He advised me not to believe a false friend.

(Source: http://contoh narrative text)

Choose the correct answer by crossing (X) a, b, c, d or e for each answer!

- 1. What type of the text is used by the writer?
 - A. Narrative
 - B. Report
 - C. Anecdote
 - D. Comparative
 - E. News item
- 2. To tell the plot, the writers uses....
 - A. A rhetorical question and an exclamation
 - B. Time sequences
 - C. Contrastive evidences
 - D. Past tense
 - E. Concessive conjunctions
- 3. The word "dangerous" means
 - A. Save
 - B. Climb
 - C. Harm
 - D. Harmful
 - E. Comfortable

- 4. "<u>He</u> advised me not to believe a false friend." (Paragraph 3) The underlined word refers to....
 - A. The bear
 - B. The dead man
 - C. The friend who cannot climb
 - D. The friend who climb the tree
 - E. The tree
 - 5. Which one statement is **FALSE** according to the story?
 - A. Two friends were walking through the forest
 - B. They saw a large bear approaching tern
 - C. The other one did know how to climb In the zoo
 - D. He lay down on the ground breathless
 - E. The bear came near the man lying on the ground

Key answer:

- **1.** A
- 2. D
- 3. D
- **4.** A
- 5. C

2) Instrumen Penilaian

| No. | Aspek yang dinilai | Indikator Soal | No.Soal | Skor |
|-----|--------------------|--|---------|------|
| 1. | Pengetahuan | Disajikan teks narrative, siswa dapat me- | 1 | 2 |
| | | nentukan fungsi, tujuan, gagasan utama, informasi rinci dan informasi tersirat dari | 2 | 2 |
| | | teks tersebut. | 3 | 2 |
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| | | | 5 | 2 |
| | | | | |

Pedoman Penilaian:

$$NilaiAkhir = rac{(skor siswa)}{Skor maksimal} x 100$$

Bandar Lampung, Agustus 2018 Mahasiswa Penelitian

1

Guru Bahasa Inggris

<u>Maria Regina E.K, S.Pd.</u> NIP. 197510042014072003 <u>Hartini</u> NPM. 1411040263

Mengetahui Kepala SMA Negeri 1 Katibung

<u>IDHAMSYAH, S.Pd.,M.Pd.</u> NIP. 19671125 199203 1 004

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (Experimental Class)

| Satuan Pendidikan | : SMA N 1 KATIBUNG |
|-------------------|--------------------|
| Mata Pelajaran | : Bahasa Inggris |
| Kelas / Semester | : X MIA 1 |
| Alokasi Waktu | : 2 x 45 Menit |
| Materi Pelajaran | : Text Narrative |
| Pertemuan | : Ke- 3 |

A. KOMPETENSI INTI

KI 1:Menghayati dan mengamalkan ajaran agama yang dianutnya.

- KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
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B. KOMPETENSI DASAR

- 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
- 4.14 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana

C. INDIKATOR

- a. Mengidentifikasi makna gagasan di dalam teks.
- b. Mengidentifikaasi informasi yang diyatakan dan tidak dinyatakan didalam teks.
- c. Mampu mengidentifikasi tata bahasa terkait teks narrative.

D. TUJUAN PEMBELAJARAN

- a. Setelah mempelajari narrative teks siswa dapat mengidentifikasi makna gagasan.
- b. Setelah berdiskusi dan memahami teks narrative siswa dapat mengidentifikasi makna tekstual dalam teks narrative.
- c. Setelah berdiskusi dan menggali informasi, siswa dapat mengidentifikasi tata bahasa terkait teks narrattive.

E. MATERI PEMBELAJARAN

Materi Pokok

Teks narrative lisan dan tulis berbentuk legenda sederhana.

Fungsi sosial

Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

Struktur

- a) Orientation (Pengenalan tokoh dan setting)
- b) Complication (Komplikasi terhadap tokoh utama)
- c) Resolution (Solusi dan akhir cerita)

Unsur kebahasaan

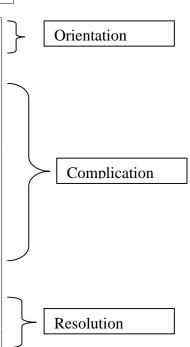
- a) Kata-kata terkait karakter, watak, dan setting dalam legenda
- b) Modal auxiliary verbs.
- c) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi
- d) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
- e) Rujukan kata

Contoh teks narrative

The Mouse Deer and an Elephant

One day in the forest, there was a mouse deer. Out of blue, he was trapped in hole that had been made by a group of hunters. The mouse deer screamed for help but no one heard him. It was helpless for him to escape from the trap. He waited and finally an elephant came. He was happy and asked for help but the elephant was not smart enough to help him.

The mouse deer has a great idea. He said to the elephant, "come down here! So you can help get me out!". The elephant agreed foolishly and followed the mouse deer's order. The elephant jumped to the hole so the mouse deer could get out of the hole. The mouse deer was free and left the elephant in turn.



F. METODE PEMBELAJARAN

Crazy Professor Reading Game

G. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

| Media/alat | : Audio / Suara Guru |
|----------------|-------------------------------------|
| Bahan | : Kamus |
| Sumber Belajar | : - Lembar kerja |
| | - Internet (Google, Youtube, Yahoo) |

H. KEGIATAN PEMBELAJARAN

| Kegiatan | Deskripsi | Alokasi Waktu |
|-------------|--|---------------|
| Pendahuluan | Orientasi | 15 Menit |
| | Guru memberikan salam dan berdoa bersama siswa sebelum memulai plajaran Guru mengecek kehadiran siswa | |
| | Apersepsi | |
| | • Menyampaikan tujuan pembelajaran kepada siswa | |

| | • Mengingatkan siswa tentang genre (jenis teks) terutama teks narrative | |
|---------------|--|----------|
| Kegiatan inti | Mengamati Guru menjelaskan materi pembelajaran (teks narrative) di depan kelas dengan menggunakan teknik crazy professor reading game. | 60 Menit |
| | Mempertanyakan (questioning) Guru meminta siswa menanyakan materi pembelajaran (teks narrative) yang belum mereka pahami. | |
| | Mengeksplorasi Guru meminta siswa berpasang-pasangan. Guru memberikan teks narrative kepada setiap pasangan (satu siswa mendapat satu teks). Guru meminta setiap siswa untuk membaca teks narrative yang diberikan kepada mereka. Guru meminta setiap siswa membaca teks narrative dengan suara dan intonasi yang baik. | |
| | Mengasosiasi Guru meminta setiap pasangan untuk membaca kembali gagasan pokok, orientation, complication, and resolution pada teks narrative. Satu diantaranya membaca secara perlahan dan dramatis. Kemudian, pasangannya memperaktekan apa yang telah dibaca melalui gerakan tubuh dan ekspresi wajah yang menunjukan isi dan nilai moral yang ada pada teks narrative. Guru meminta siswa untuk membuat pertanyaan dan menjawab secara lisan tentang isi teks narrative dengan pasangannya, satu siswa memberikan pertanyaan dan pasangannya menjawab pertanyaan tersebut. Guru memantau proses diskusi. | |
| | Mengkomunikasikan Guru meminta seorang siswa untuk maju ke depan kelas bertindak sebagai guru yang mengajar siswa dan memberikan ringkasan terkait isi dan nilai moral yang ada pada teks narrative, sementara siswa lainnya bertindak sebagai siswa yang bersemangat belajar yang ingin tahu isi dan nilai moral yang ada pada teks narrative tersebut | |

| | (selama permainan berlangsung mereka dapat menggunakan gesture, properti yang tersedia seperti buku, kertas, pena dll, dan dapat mengajukan pertanyaan). Guru memberi komentar dan saran kepada siswa yang tampil di depan kelas. Guru memberi kesimpulan terkait teks narrative. Guru memberikan soal latihan teks narrative. | |
|---------|---|--|
| Penutup | Penutup• Guru menayakan kesulitan siswa selama KBM (Kegiatan Belajar Mengajar) • Guru menutup pelajaran dengan berdoa.15 Men | |

I. PENILAIAN

Penilaian, Pembelajaran Remedial dan Pengayaan

- 1) Penilaian Kompetensi Pengetahuan
 - a) Tes Tertulis
 - b) Pilihan ganda

Worksheet

Rabbit and Bear

Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit was feared to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the buchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him

and pretended to play ball with the meat. He kicked toward the rabbit's house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

(Source: https://www.google.co.id/un/bahasa-inggris-un-sma)

Choose the correct answer by crossing (X) a, b, c, d or e for each answer!

- 1. What is the main idea of the text above?
 - A. Story of Rabbit and Bear
 - B. The rabbit was feared to arouse the bear's anger
 - C. The poor rabbit would have to go home hungry after his hard day's work
 - D. The bear was the father of five children
 - E. the poor rabbit would get his meal unknown to the papa bear
- 2. What do you think about the rabbit?
 - A. He was angry
 - B. He was a good shot
 - C. He couldn't use the arrow well
 - D. He has five children
 - E. He shot buffalo everyday
- 3. Why papa bear doesn't give the rabbit meat?

Key answer:

- 1. A
- 2. B
- 3. D
- **4. B**
- 5. D

- A. He was poor
- B. The rabbit doesn't want it
- C. There's not enough meat
- D. He was greedy
- E. The mama bear wants it all
- 4. "He <u>consented</u> and went with the bear and shot enough buffalo to satisfy the hungry family." The underlined word is closest in meaning with...
 - A. Give
 - B. Fulfill
 - C. Send
 - D. Save
 - E. Fill.
- 5. Who gave meat to the rabbit?
 - A. Papa bear
 - B. Mama bear
 - C. The bear's children
 - D. The youngest child of the bear
 - E. The buffalo

2) Instrumen Penilaian

- Rubrik Penilaian Tes Tertulis

| No. | Aspek yang dinilai | Indikator Soal | No.Soal | Skor |
|-----|--------------------|---|---------|------|
| 1. | Pengetahuan | Disajikan beberapa teks narrative, siswa | 1 | 2 |
| | | dapat me-nentukan fungsi, tujuan, ga-gasan utama, informasi rinci dan informasi tersirat | 2 | 2 |
| | | dari teks tersebut. | 3 | 2 |
| 2. | Pengetahuan | Disajikan sebuah teks rumpang, siswa dapat | 4 | 2 |
| | | meleng-kapi teks tersebut dengan memilih satu jawaban dari lima pilihan jawaban yang | 5 | 2 |
| | | diberikan. | | |

Pedoman Penilaian:

Guru Bahasa Inggris

 $NilaiAkhir = rac{(skor siswa)}{Skor maksimal} ext{X 100}$

Bandar Lampung, Agustus 2018 Mahasiswa Penelitian

<u>Maria Regina E.K, S.Pd.</u> NIP. 197510042014072003 <u>Hartini</u> NPM. 1411040263

Mengetahui Kepala SMA Negeri 1 Katibung

IDHAMSYAH, S.Pd., M.Pd. NIP. 19671125 199203 1 004

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (Control Class)

| Satuan Pendidikan | : SMA N 1 KATIBUNG |
|-------------------|--------------------|
| Mata Pelajaran | : Bahasa Inggris |
| Kelas / Semester | : X IIS 2 |
| Alokasi Waktu | : 2 x 45 Menit |
| Materi Pelajaran | : Text Narrative |
| Pertemuan | : Ke- 1 |

A. KOMPETENSI INTI

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

B. KOMPETENSI DASAR

- 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
- 4.14 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana

C. INDIKATOR

- a. Mengidentifikasi makna gagasan di dalam teks.
- b. Mengidentifikaasi informasi yang diyatakan dan tidak dinyatakan didalam teks.
- c. Mampu mengidentifikasi tata bahasa terkait teks narrative.

D. TUJUAN PEMBELAJARAN

- a. Setelah mempelajari narrative teks siswa dapat mengidentifikasi makna gagasan.
- b. Setelah berdiskusi dan memahami teks narrative siswa dapat mengidentifikasi makna tekstual dalam teks narrative.
- c. Setelah berdiskusi dan menggali informasi, siswa dapat mengidentifikasi tata bahasa terkait teks narrattive.

E. MATERI PEMBELAJARAN Materi Pokok

Teks narrative lisan dan tulis berbentuk legenda sederhana.

Fungsi sosial

Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

Struktur

- a) Orientation (Pengenalan tokoh dan setting)
- b) Complication (Komplikasi terhadap tokoh utama)
- c) Resolution (Solusi dan akhir cerita)

Unsur kebahasaan

- a) Kata-kata terkait karakter, watak, dan setting dalam legenda
- b) Modal auxiliary verbs.
- c) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi
- d) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
- e) Rujukan kata

Contoh teks narrative

The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow.

Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

F. METODE PEMBELAJARAN

Translation Technique

G. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

| Media/alat | : Audio / Suara Guru |
|----------------|-------------------------------------|
| Bahan | : Kamus |
| Sumber Belajar | : - Lembar kerja |
| | - Internet (Google, Youtube, Yahoo) |

H. KEGIATAN PEMBELAJARAN

| Kegiatan | Deskripsi | Alokasi Waktu |
|-------------|--|------------------|
| Pendahuluan | Pendahuluan Orientasi | |
| | • Guru memberikan salam dan berdoa bersama siswa | |

Orientation

Complication

Resolution

| | sebelum memulai plajaran | |
|---------------|---|----------|
| | Guru mengecek kehadiran siswa | |
| | Apersepsi | |
| | • Menyampaikan tujuan pembelajaran kepada siswa. | |
| | • Mengingatkan siswa tentang genre (jenis teks) | |
| | terutama teks narrative | |
| Kegiatan inti | Mengamati | 60 Menit |
| | • Guru menjelaskan materi pembelajaran (teks | |
| | narrative) di depan kelas dengan menggunakan teknik | |
| | translation. | |
| | Mempertanyakan (questioning) | |
| | • Guru bertanya kepada siswa tentang materi | |
| | pembelajaran (teks narrative) yang belum di pahami. | |
| | Mengeksplorasi | |
| | • Guru memberikan teks narrative kepada setiap siwa | |
| | • Guru meminta siswa untuk membaca teks narrative. | |
| | • Guru meminta siswa menterjemahkan teks narrative | |
| | yang telah dibaca. | |
| | Mengasosiasi | |
| | • Guru meminta siswa menyebutkan gagasan pokok | |
| | yang ada dalam teks narrative. | |
| | Mengkomunikasi kan | |
| | • Guru memberi kesimpulan terkait teks narrative. | |
| | • Guru meminta siswa mengerjakan soal latihan teks | |
| | narrative | |
| | • Guru memeriksa pekerjaan siswa yang selesai | |

| | langsung diperiksa. | |
|---------|---|----------|
| Penutup | Guru menayakan kesulitan siswa selama KBM (Kegiatan Belajar Mengar) Guru menutup pelajaran dengan berdoa | 15 Menit |

I. PENILAIAN

Penilaian, Pembelajaran Remedial dan Pengayaan

1) Penilaian Kompetensi Pengetahuan

- a) Tes Tertulis
- b) Pilihan ganda

Worksheet

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days."

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

(Source: http://www.contoh soal narrative text pilihan ganda dan pembahasan serta jawaba.com)

Choose the correct answer by crossing (X) a, b, c, d or e for each answer!

- 1. What is the purpose of the text above?
 - A. To tell us how to write a story
 - B. To inform what happened in the past
 - C. To give a description of a beautiful girl
 - D. To retell about Cindrella's experience/memory
 - E. To entertain readers with an actual, or vicarious experience
- 2. Paragraph three mainly tells us that?
 - A. The little mouse asked for forgiveness
 - B. The hunters carried the lion alive to the King
 - C. The lion was tied to a tree by the hunters
 - D. The little mouse could prove that he could help the lion
 - E. From the first, the lion believed in what the little mouse said

3. What did the little mouse do to prove his words?

A. He would never forget the lion

- B. He tried hard to help the lion free
- C. He ran up and down upon the lion
- D. He asked for apology to the king of the beast
- E. He tied the lion to the tree so that the hunters could carry him
- 4. "....who wanted to carry <u>him</u> alive to the King," (Paragraph 3) The underlined word refers to....
 - A. The lion
 - B. The king
 - C. The mouse
 - D. The hunter
 - E. The hunters
- 5. What is the moral value of the text?
 - A. Don't look at someone because of his clothes
 - B. It is best for prepare for the days of necessity
 - C. Common people may prove great ones
 - D. United we stand, divided we fall
 - E. Honestly begins at home

Key answer:

- 1. E 2. D
- 3. B
- **4.** A
- 5. C

2) Instrumen Penilaian

_

Rubrik Penilaian Tes Tertulis

| No. | Aspek yang dinilai | Indikator Soal | No.Soal | Skor |
|-----|--------------------|--|---------|------|
| 1. | Pengetahuan | Disajikan teks narrative, siswa dapat me- | 1 | 2 |
| | | nentukan fungsi, tujuan, gagasan utama, informasi rinci dan informasi tersirat dari | 2 | 2 |
| | | teks tersebut. | 3 | 2 |
| | | | 4 | 2 |
| | | | 5 | 2 |
| | | | | |

Pedoman Penilaian:

 $NilaiAkhir = \frac{(\text{skor siswa})}{\text{Skor maksimal}} \times 100$

Bandar Lampung, Agustus 2018

Guru Bahasa Inggris

Maria Regina E.K, S.Pd.

NIP. 197510042014072003

<u>Hartini</u>

NPM. 1411040263

Mengetahui Kepala SMA Negeri 1 Katibung

IDHAMSYAH, S.Pd., M.Pd. NIP. 19671125 199203 1 004

Mahasiswa Penelitian

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (Control Class)

| Satuan Pendidikan | : SMA N 1 KATIBUNG |
|-------------------|--------------------|
| Mata Pelajaran | : Bahasa Inggris |
| Kelas / Semester | : X IIS 2 |
| Alokasi Waktu | : 2 x 45 Menit |
| Materi Pelajaran | : Text Narrative |
| Pertemuan | : Ke- 2 |

A. KOMPETENSI INTI

KI 1:Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

B. KOMPETENSI DASAR

- 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
- 4.14 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana

C. INDIKATOR

- a. Mengidentifikasi makna gagasan di dalam teks.
- b. Mengidentifikaasi informasi yang diyatakan dan tidak dinyatakan didalam teks.
- c. Mampu mengidentifikasi tata bahasa terkait teks narrative.

D. TUJUAN PEMBELAJARAN

- a. Setelah mempelajari narrative teks siswa dapat mengidentifikasi makna gagasan.
- b. Setelah berdiskusi dan memahami teks narrative siswa dapat mengidentifikasi makna tekstual dalam teks narrative.
- c. Setelah berdiskusi dan menggali informasi, siswa dapat mengidentifikasi tata bahasa terkait teks narrattive.

E. MATERI PEMBELAJARAN

Materi Pokok

Teks narrative lisan dan tulis berbentuk legenda sederhana.

Fungsi sosial

Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

Struktur

- a. Orientation (Pengenalan tokoh dan setting)
- b. Complication (Komplikasi terhadap tokoh utama)
- c. Resolution (Solusi dan akhir cerita)

Unsur kebahasaan

- a. Kata-kata terkait karakter, watak, dan setting dalam legenda
- b. Modal auxiliary verbs.
- c. Ejaan dan tulisan tangan dan c etak yang jelas dan rapi
- d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
- e. Rujukan kata

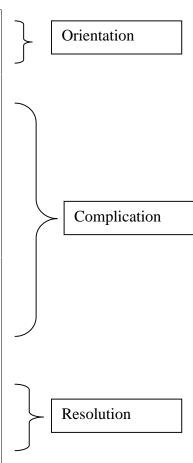
Contoh teks narrative

A Bear and a Rabbit

Once upon a time, a bear and rabbit lived as neighbors. Unlike the bear, the rabbit was a 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 the 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 the 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 outside and pretend to play ball with it. Then, the baby bear would kick down the meat towards the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.



F. METODE PEMBELAJARAN

Translation Technique

G. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

| Media/alat | : Audio / Suara Guru |
|----------------|-------------------------------------|
| Bahan | : Kamus, Bahan tayang, LCD, Leptop |
| Sumber Belajar | : - Buku teks pelajaran |
| | - Lembar kerja |
| | - Internet (Google, Youtube, Yahoo) |
| | |

H. KEGIATAN PEMBELAJARAN

| Kegiatan | Deskripsi | Alokasi Waktu |
|---------------|---|------------------|
| Pendahuluan | Orientasi Guru memberikan salam dan berdoa bersama siswa sebelum memulai plajaran Guru mengecek kehadiran siswa | 15 Menit |
| | Apersepsi Menyampaikan tujuan pembelajaran kepada siswa. Mengingatkan siswa tentang genre (jenis teks) terutama teks narrative | |
| Kegiatan inti | Mengamati Guru menjelaskan materi pembelajaran (teks narrative) di depan kelas dengan menggunakan teknik translation. Mempertanyakan (questioning) Guru bertanya kepada siswa tentang materi pembelajaran (teks narrative) yang belum di pahami. | 60 Menit |
| | Mengeksplorasi Guru memberikan teks narrative kepada setiap siwa Guru meminta siswa untuk membaca teks narrative. Guru meminta siswa menterjemahkan teks narrative yang telah dibaca. | |

| | Mengasosiasi Guru meminta siswa menyebutkan gagasan pokok yang ada dalam teks narrative. | |
|---------|---|----------|
| | Mengkomunikasikan Guru memberi kesimpulan terkait teks narrative. Guru meminta siswa mengerjakan soal latihan teks narrative Guru memeriksa pekerjaan siswa yang selesai langsung diperiksa. | |
| Penutup | Guru menayakan kesulitan siswa selama KBM (Kegiatan Belajar Mengar) Guru menutup pelajaran dengan berdoa | 15 Menit |

I. PENILAIAN

Penilaian, Pembelajaran Remedial dan Pengayaan

2) Penilaian Kompetensi Pengetahuan

- a) Tes Tertulis
- b) Pilihan ganda

Worksheet

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching tern. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?"The other friend replied, "He advised me not to believe a false friend.

(Source: http://contoh narrative text)

Choose the correct answer by crossing (X) a, b, c, d or e for each answer!

- 1. What type of the text is used by the writer?
 - A. Narrative
 - B. Report
 - C. Anecdote
 - D. Comparative
 - E. News item
- 2. To tell the plot, the writers uses....
 - A. A rhetorical question and an exclamation
 - B. Time sequences
 - C. Contrastive evidences
 - D. Past tense
 - E. Concessive conjunctions
- 3. The word "dangerous" means
 - A. Save
 - B. Climb
 - C. Harm
 - D. Harmful
 - E. Comfortable

Key answer:

| 1. | Α | 4. A |
|----|---|-------------|
| 2. | D | 5. C |
| 3. | D | |

- "<u>He</u> advised me not to believe a false friend." (Paragraph 3) The underlined word refers to....
 - A. The bear
 - B. The dead man
 - C. The friend who cannot climb
 - D. The friend who climb the tree
 - E. The tree
- 5. Which one statement is **FALSE** according to the story?
 - A. Two friends were walking through the forest
 - B. They saw a large bear approaching tern
 - C. The other one did know how to climb In the zoo
 - D. He lay down on the ground breathless
 - E. The bear came near the man lying on the ground.

2) Instrumen Penilaian

- Rubrik Penilaian Tes Tertulis

| No. | Aspek yang dinilai | Indikator Soal | No.Soal | Skor |
|-----|--------------------|--|---------|------|
| 1. | Pengetahuan | Disajikan teks narrative, siswa dapat me- | 1 | 2 |
| | | nentukan fungsi, tujuan, gagasan utama, informasi rinci dan informasi tersirat dari | 2 | 2 |
| | | teks tersebut. | 3 | 2 |
| | | | 4 | 2 |
| | | | 5 | 2 |
| | | | | |

Pedoman Penilaian:

$$NilaiAkhir = rac{(skor siswa)}{Skor maksimal} x 100$$

Bandar Lampung, Agustus 2018 Mahasiswa Penelitian

1

Guru Bahasa Inggris

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (Control Class)

| Satuan Pendidikan | : SMA N 1 KATIBUNG |
|-------------------|--------------------|
| Mata Pelajaran | : Bahasa Inggris |
| Kelas / Semester | : X IIS 2 |
| Alokasi Waktu | : 2 x 45 Menit |
| Materi Pelajaran | : Text Narrative |
| Pertemuan | : Ke- 3 |

A. KOMPETENSI INTI

KI 1:Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

B. KOMPETENSI DASAR

- 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
- 4.14 Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana

C. INDIKATOR

- a. Mengidentifikasi makna gagasan di dalam teks.
- Mengidentifikaasi informasi yang diyatakan dan tidak dinyatakan didalam teks.
- c. Mampu mengidentifikasi tata bahasa terkait teks narrative.

D. TUJUAN PEMBELAJARAN

- a. Setelah mempelajari narrative teks siswa dapat mengidentifikasi makna gagasan.
- b. Setelah berdiskusi dan memahami teks narrative siswa dapat mengidentifikasi makna tekstual dalam teks narrative.
- c. Setelah berdiskusi dan menggali informasi, siswa dapat mengidentifikasi tata bahasa terkait teks narrattive.

E. MATERI PEMBELAJARAN Materi Pokok

Teks narrative lisan dan tulis berbentuk legenda sederhana.

Fungsi sosial

Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

Struktur

- a. Orientation (Pengenalan tokoh dan setting)
- b. Complication (Komplikasi terhadap tokoh utama)
- c. Resolution (Solusi dan akhir cerita)

Unsur kebahasaan

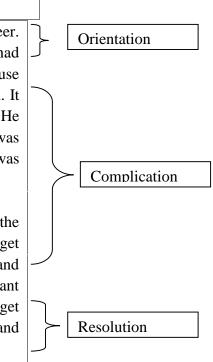
- a. Kata-kata terkait karakter, watak, dan setting dalam legenda
- b. Modal auxiliary verbs.
- c. Ejaan dan tulisan tangan dan c etak yang jelas dan rapi
- d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
- e. Rujukan kata

Contoh teks narrative

The Mouse Deer and an Elephant

One day in the forest, there was a mouse deer. Out of blue, he was trapped in hole that had been made by a group of hunters. The mouse deer screamed for help but no one heard him. It was helpless for him to escape from the trap. He waited and finally an elephant came. He was happy and asked for help but the elephant was not smart enough to help him.

The mouse deer has a great idea. He said to the elephant, "come down here! So you can help get me out!". The elephant agreed foolishly and followed the mouse deer's order. The elephant jumped to the hole so the mouse deer could get out of the hole. The mouse deer was free and left the elephant in turn.



F. METODE PEMBELAJARAN

Translation Technique

G. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

| Media/alat | : Audio / Suara Guru |
|----------------|-------------------------------------|
| Bahan | : Kamus, Bahan tayang, LCD, Leptop |
| Sumber Belajar | : - Buku teks pelajaran |
| | - Lembar kerja |
| | - Internet (Google, Youtube, Yahoo) |

H. KEGIATAN PEMBELAJARAN

| Kegiatan | Deskripsi | Alokasi Waktu |
|-------------|--|------------------|
| Pendahuluan | Orientasi | 15 Menit |
| | • Guru memberikan salam dan berdoa bersama siswa | |
| | sebelum memulai plajaran | |

| | Guru mengecek kehadiran siswa | |
|---------------|---|--|
| | Apersepsi Menyampaikan tujuan pembelajaran kepada siswa. Mengingatkan siswa tentang genre (jenis teks) terutama teks narrative | |
| Kegiatan inti | giatan intiMengamati• Guru menjelaskan materi pembelajaran (teks narrative) di depan kelas dengan menggunakan teknik translation.Mempertanyakan (questioning)• Guru bertanya kepada siswa tentang materi pembelajaran (teks narrative) yang belum di pahami. | |
| | Mengeksplorasi Guru memberikan teks narrative kepada setiap siwa Guru meminta siswa untuk membaca teks narrative. Guru meminta siswa menterjemahkan teks narrative yang telah dibaca. | |
| | Mengasosiasi Guru meminta siswa menyebutkan gagasan pokok yang ada dalam teks narrative. | |
| | Mengkomunikasikan Guru memberi kesimpulan terkait teks narrative. Guru meminta siswa mengerjakan soal latihan teks | |

| | narrative Guru memeriksa pekerjaan siswa yang selesai langsung diperiksa. | |
|---------|---|----------|
| Penutup | Guru menayakan kesulitan siswa selama KBM (Kegiatan Belajar Mengar) Guru menutup pelajaran dengan berdoa | 15 Menit |

I. PENILAIAN

Penilaian, Pembelajaran Remedial dan Pengayaan 1) Penilaian Kompetensi Pengetahuan

- a) Tes Tertulis
- b) Pilihan ganda

Worksheet

Rabbit and Bear

Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit was feared to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large

piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

(Source: https://www.google.co.id/un/bahasa-inggris-un-sma)

Choose the correct answer by crossing (X) a, b, c, d or e for each answer!

1. What is the main idea of the text above?

- A. Story of Rabbit and Bear
- B. The rabbit was feared to arouse the bear's anger
- C. The poor rabbit would have to go home hungry after his hard day's work
- D. The bear was the father of five children
- E. the poor rabbit would get his meal unknown to the papa bear
- 2. What do you think about the rabbit?
 - A. He was angry
 - B. He was a good shot
 - C. He couldn't use the arrow well
 - D. He has five children
 - E. He shot buffalo everyday
- 3. Why papa bear doesn't give the rabbit meat?

Key answer:

| 1. | Α | 4. B |
|----|---|------|
| 2. | B | 5.D |
| 3. | D | |

- A. He was poor
- B. The rabbit doesn't want it
- C. There's not enough meat
- D. He was greedy
- E. The mama bear wants it all
- 4. "He <u>consented</u> and went with the bear and shot enough buffalo to satisfy the hungry family." The underlined word is closest in meaning with...
 - A. Give
 - B. Fulfill
 - C. Send
 - D. Save
 - E. Fill.
- 5. Who gave meat to the rabbit?
 - A. Papa bear
 - B. Mama bear
 - C. The bear's children
 - D. The youngest child of the bear
 - E. The buffalo

2) Instrumen Penilaian

- Rubrik Penilaian Tes Tertulis

| No. | Aspek yang dinilai | Indikator Soal | No.Soal | Skor |
|-----|--------------------|--|---------|------|
| 1. | Pengetahuan | Disajikan teks narrative, siswa dapat me- nentukan fungsi, tujuan, gagasan utama, | 1 | 2 |
| | | informasi rinci dan informasi tersirat dari | 2 | 2 |
| | | teks tersebut. | 3 | 2 |
| | | | 4 | 2 |
| | | | 5 | 2 |
| | | | | |

Pedoman Penilaian:

$$\frac{100}{NilaiAkhir = \frac{(skor siswa)}{Skor maksimal}} \times 100$$

Bandar Lampung, Agustus 2018 Mahasiswa Penelitian

1.5

Guru Bahasa Inggris

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Appendix 6

The Items Test of Pre-test after Validity

| Mata pelajaran | : Bahasa Inggris |
|----------------|------------------|
| Kelas | : X |
| Waktu | : 90 Menit |

Choose the correct answer by crossing (X) A, B, C, D or E for each answer!

Read the following text to answer questions number 1 to 3. The farm and rooster

A Story from The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

(Source: http://indonesian/folklore.blogspot.com/search/label/central%20java)

- 1. What is the main idea of paragraph 3?
 - A. An eagle watching the rooster from a distance
 - B. The loosing rooster came out from its hiding place
 - C. The eagle took the winning rooster as its prey
 - D. The winning rooster celebrates its winning proudly
 - E. A Story From The Farm Yard
- 2. From the text we know that....
 - A. Only one rooster can rule the roost
 - B. The roosters are fighting to flap their wings
 - C. The eagle had watched them all day
 - D. The farm needs a new king
 - E. The loosing rooster slunk away
- 3. What can we learn from the story?
 - A. There's always a bigger enemy in this life

- B. Your friend can be your enemy
- C. Always grab an opportunity before you
- D. Don't be cocky when we have achieved our goal
- E. the farm yard from then on

Read the following text to answer questions number 4 to 7.

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.

"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.

(Source: http://indonesian/folklore.blogspot.com/search/label/central%20java)

- 4. Why did mouse deer want to go across the river?
 - A. Because he was very hungry
 - B. Because he wanted to cheat Mr. Crocodile
 - C. He wanted to eat some dying trees
 - D. He was afraid of the current of the river
 - E. The mouse deer requested
- 5. How many crocodiles were there in the story above?
 - A. Three crocodiles
 - B. Ten crocodiles
 - C. Thirteen crocodiles
 - D. Seventeen crocodiles

- E. Not mentioned
- 6. ".... But we are a large group, I can't count it <u>precisely</u>," The underlined word has closest meaning with....
 - A. Accurately
 - B. Objectively
 - C. Definitely
 - D. Obviously
 - E. Precisely
- 7. What is the main idea of the text above?
 - A. Mouse Deer and Mr. Crocodile
 - B. A mouse deer hadn't eaten since morning
 - C. A mouse deer was walking by the river
 - D. The mouse deer was figuring out the way how to reach there
 - E. Crocodile showing his sharp teeth

Read the following text to answer questions number 8 to 10.

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching tern. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?"The other friend replied, "He advised me not to believe a false friend.

(Source: http://indonesian/folklore.blogspot.com/search/label/central%20java)

- 8. The word "dangerous" means
 - A. Save
 - B. Climb
 - C. Harm
 - D. Harmful
 - E. Comfortable
- 9. "<u>He</u> advised me not to believe a false friend." (Paragraph 3) The underlined word refers to....

- A. The bear
- B. The dead man
- C. The friend who cannot climb
- D. The friend who climb the tree
- E. The tree

10. Which one statement is **FALSE** according to the story?

- A. Two friends were walking through the forest
- B. They saw a large bear approaching tern
- C. The other one did know how to climb In the zoo
- D. He lay down on the ground breathless
- E. The bear came near the man lying on the ground

Read the following text to answer questions number 11 to 14. The Story of Mouse Deer and a Farmer

Once, there were a mouse deer and farmer. The farmer planted cucumber in his farm. In the same time, the mouse deer was trying to steal the cucumber, he saw scarecrow in the farmer's field. He was frightened for the first time but soon he found that the scarecrow could not scare him off. Even he punched the scarecrow with his front leg. Unluckily, his front leg got stuck in the scarecrow because the farmer had filled it with the strong glue.

The mouse deer forcefully tried to pull out his leg, but it did not work. The mouse deer finally trapped. Then the farmer put him in a cage. The next day, when the dog approached him, the mouse deer tried to trick him. He said he would be a prince and marry the farmer's daughter. After hearing the mouse deer story, the dog felt unhappy. The dog thought by switching place with mouse deer in the cage, he would become a prince. Soon, the dog opened the cage and let the mouse deer free.

(Source:http://englishadmin.com/2013/09narrative-text- dalam-bahasa inggris.html)

- 11. What will happen to the dog?
 - A. He will not believe the mouse deer again.
 - B. He will meet the mouse deer.
 - C. He will catch the thief.
 - D. He will eat cucumber.
 - E. He will punch
- 12. What is the story about?
 - A. Story of the farmer planted cucumber
 - B. Story of cucumber
 - C. Story of mouse deer and a farmer

- D. The farmer's field
- E. The farmer's daughter
- 13. From the story we can conclude that, the mouse deer was...
 - A. Simple-minded.
 - B. Stupid.
 - C. Clever.
 - D. Silly.
 - E. Humble.
- 14. The mouse deer was very smart, he.... the dog so he could free himself from the cage.
 - A. Was.
 - B. Is it
 - C. Is tricked.
 - D. Tricked.
 - E. Trick.

Read the following text to answer questions number 15 to 17.

Once upon a time, there lived a group mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were crushed to death.

Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives the rats were saved.

One day elephant hunters came to the jungle and tripped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of rats. He summoned one of the elephant of his herd which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut the nets which had trapped the elephant's herd. The elephant's herd was totally set free. They danced with joy and thanked the rats.

(Source: https://www.google.co.id/un/bahasa-inggris-un-sma)

15. ".... the king and told <u>him</u> about the trapped elephants." (Paragraph 3) The underlined word refers to....

- A. The elephant's
- B. The king of rats
- C. The hunter
- D. A trapped elephant

- E. The rats
- 16. When did the story occur?
 - A. Deep in the writer's mind
 - B. In the jungle
 - C. In the black forest
 - D. In the home of mice group
 - E. In the nests which had trapped the elephant's herd

17. Which one statement is **FALSE** according to the story?

- A. A group of elephants crossing the jungle
- B. The elephant's king apologized and agreed to take another route
- C. The lives the rats were saved dead
- D. He summoned one of the elephant of his herd which had not been trapped
- E. The elephant's herd was totally set busy

Read the following text to answer questions number 18.

The Lion and The mouse

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, O King "cried the little mouse "forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days?". The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

On day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beats. Soon the little mouse had finished growing away the ropes, he asked the lion to run away.

(Source: https://www.Soal Bahasa Inggrs Narrative Text.com)

18. The word "huge" (p.1) means very....

| A. | Old | c. Tall | e. Giant |
|----|-------|----------------|----------|
| В. | Large | d. Tiny | |

Read the following text to answer questions number 19.

Once upon a time there lived as neighbors, a bear and a rabbit. The rabbit was a good shot, and the bear, being very clumsy, could not use the arrow to good advantage. The bear would call over the rabbit, and asked the rabbit to take his bow and arrows and came with the bear to the other side of the hill. The rabbit, fearing to arouse the bear's anger by refusing, consented and went with the bear and shot enough buffaloes to satisfy the hungry family.

Indeed he shot and killed so many that the was lots of meat left after the bear and his family had loaded themselves, and packed all they could carry home. The bear was gluttonous and did not want the rabbit to get any of the meat, so the poor rabbit could not even taste the blood from butchering. As the bear would throw e blood and dry it up. Poor rabbit would have to go home hungry after his hard day's work.

(Source: https://www.google.co.id/un/bahasa-inggris-un-sma)

- 19. Why poor rabbit must be go home?
 - A. Because he was poor
 - B. Because the rabbit doesn't want it
 - C. Because there's not enough meat
 - D. Because he hungry after his hard day's work
 - E. Because he was greedy

`Read the following text to answer questions number 20.

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

Kangaroos eat grass and plants. They have short front legs, but very long, and very strong back legs and a tail. These they use for sitting up on and for jumping. Kangaroos have been known to make forward jumps of over eight metres, and leap across fences more than three metres high. They can also run at speeds of over 45 kilometres per hour.

The larges kangaroos are the great Grey kangaroo and the Red kangaroo. Adults grow to a length of 160 metres and weigh over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external pounch on the front of her body. A baby kngaroo is very tiny when it is born, and it crawls at once into this pounch where it spends its first five months of life.

(Source: https://www.google.co.id/un/bahasa-inggris-un-sma)

20. Where is kangaroo found?

- A. In japan. C. In Austria. E. In Australia.
- B. In London. D. In America.

Key Answer of Pretest

| 1. C | 11. A |
|-------|-------|
| 2. C | 12. C |
| 3. D | 13. C |
| 4. A | 14. E |
| 5. B | 15. B |
| 6. A | 16. C |
| 7. B | 17. E |
| 8. D | 18. E |
| 9. A | 19. D |
| 10. C | 20. E |

Appendix 7

The Items Test of Post-test after Validity

| Mata pelajaran | : Bahasa Inggris | | |
|----------------|------------------|--|--|
| Kelas | : X | | |
| Waktu | : 90 Menit | | |

Choose the correct answer by crossing (X) A, B, C, D or E for each answer!

Read the following text to answer questions number 1 to 3

Long ago, when the gods and goddesses used to mingle in the affairs of mortals, Once upon a time over the river there was a very narrow bridge.

One day a goat crossed the bridge. Just at that the middle of the bridge, he met another goat. There was no room for them to pass because the wide of the bridge was only for one goat. The first goat ask another goat to go back, but he asked him back too. They didn't want to give in each other. The first goat felt that he was stronger, the second goat felt the same too. To know about their strength, they decided to fight.

Then the first goat put down his horn to fight. But suddenly "Stop," the second goat said. He told that if they would fall into the river and be drowned. He had plan to pass the bridge. Then the wise goat lay down on the bridge, and the other goat walked lightly over him. So, they passed each other and went on their ways.

(Source: https://www.google.co.id/un/bahasa-inggris-un-sma)

- 1. What is the topic of the text?
 - A. The crocodile
 - B. The narrow bridge
 - C. The story of river
 - D. About the goat
 - E. About the bird
- 2. Which one of the following statements is false about the text above?
 - A. The gods and goddesses used to mingle in the affairs of mortals
 - B. A time over the river there was a very narrow bridge
 - C. The first goat ask another goat to go back, but he did not asked him back too

- D. The first goat put down his horn to fight
- E. They passed each other and went on their ways
- 3.he met another goat. (Paragraph 2) The word he in the sentence refers to....
 - A. The crocodile
 - B. A goat
 - C. a bird
 - D. The river
 - E. The bridge

Read the following text to answer questions number 4 to 6.

Story of Rabbit and Bear

Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit was feared to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

(Source: https://www.google.co.id/un/bahasa-inggris-un-sma)

- 4. What do you think about the rabbit?
 - A. He was angry
 - B. He was a good shot
 - C. He couldn't use the arrow well
 - D. He has five children
 - E. He shot buffalo everyday

5. "He <u>consented</u> and went with the bear and shot enough buffalo to satisfy the hungry family."

The underlined word is closest in meaning with...

A. Give

- B. Fulfill
- C. Send
- D. Save
- E. Fill.
- 6. Who gave meat to the rabbit?
 - A. Papa bear
 - B. Mama bear
 - C. The bear's children
 - D. The youngest child of the bear
 - E. The buffalo

Read the following text to answer questions number 7 to 9. A Wolf and a Dog

Once, there was a wolf which was nearly dead with hunger. He was very skinny, so that the bones could be seen clearly beneath his skin. With hardly enough energy to walk, the wolf had a little hope of finding food. As he lay beneath a large tree, a dog out for walk noticed him. Seeing how thin and humgrylooking the wolf was, the dog felt sorry for him and said,

"You are in terrible shape! You look as if you have not eaten for many days."

"You are righ." The wolf said.

"I have not eaten because you and your friends are doing such a good job of guarding the sheep. Now I am so weak that I have little hope of finding food. I think I will surely die."

The wolf thought about it over for a few minutes and then decided to join the dog. So they went off together toward the house where the dog lived. But, as they were walking, the wolf noticed that hair on a dog's neck was so thin. He was curious about this, and asked the dog about it. The dog told the wolf that they would be chained up by their master, so they would not eat the sheep and they surely get the food. The wolf was surprised to hear the story and began to think that he could not walk or run anymore if he followed the dog. So, he decided to run away.

(Source:http://www.belajarbahasainggris.us/2014/01/5-contoh-narrative-

text- fabel.html?m=1)

- 7. "<u>He</u> was curious about this...." in paragraph 2 the underline word refers to?A. Dog
 - B. Wolf

- C. House
- D. Hair
- E. A women
- 8. Which statement is FALSE according to the story?
 - A. The story about A Wolf and a Dog
 - B. The wolf had a little hope of finding food
 - C. The wolf decided to join with the dog
 - D. He was not curious about this, and asked the dog about it
 - E. T he could not walk or run anymore if he followed the dog
- 9. What did we learn from the story?
 - A. A wolf which has not eaten for days.
 - B. A sheep which have not eaten for days.
 - C. A dog which have not eaten for days.
 - D. A wolf which has eaten for days.
 - E. The master who ate the sheep

Read the following text to answer questions number 10 to 14.

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

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

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

(Source: http://www.contoh soal narrative text pilihan ganda dan pembahasan serta jawaba.com)

- 10. Who walked in front when they were in the forest?
 - A. Ah Tm
 - B. The woman

- C. The woman's son
- D. Her brother's nephew
- E. The baby and his mother

11. How could the wolves catch Ah Tim?

- A. He was afraid
- B. He was stumbled by a stone
- C. He ran slowly
- D. The woman cried
- E. The wolves were good runners

12. The woman gave her son to the wolves because....

- A. She loved her nephew than her son.
- B. She thought about how her brother would be
- C. She wanted her son was eaten by the wolves
- D. She was crazy
- E. She kept a grudge on his brother

13. What did the villagers bring sticks for?

- A. For the weapon to beat the wolves
- B. To bring the woman's nephew
- C. For the fire woods.
- D. For play
- E. For building a house for the woman.

14. "She had offered...." (Paragraph 4). The underlined word refers to....

- A. The wolves
- B. The baby
- C. The women
- D. The villager
- E. The forest

Read the following text to answer questions number 15 to 16

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

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat CAtano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)

- 15. What is the story about?
 - A. A parrot and a cat
 - B. A parrot and a chicken
 - C. A parrot, the owner, and chickens
 - D. Story of parrot
 - E. A parrot and the owner
- 16. "She also gave Cindrella a lovely dress...." (Paragraph 4). The underlined word has the same meaning with
 - A. boring
 - B. honest
 - C. Polite
 - D. Loyal.
 - E. Pretty

Read the following text to answer questions number 17 to 18.

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "It's the best water I've tasted in all my life. Come down and try it yourself."

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well."

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turn to him and said, "if you only had thought carefully about getting out, you wouldn't have jumped into the well."

The go at felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.

(Sorce: https://www.google.co.id/un/bahasa-inggris-un-sma)

17. The text tells the story of

- A. Fox
- B. A goat
- C. A fox and a goat
- D. An old man and the fox
- E. The goat and an old man

18. What do we learn from the text?

- A. The fox's idea of how to get out of the well
- B. How both the goat and the fox got out of the well
- C. How the fox got out of the well
- D. How the fox helped the goat
- E. Why the fox got into the well

Read the following text to answer questions number 19.

The Lion, the Bear and the fox

A lion and a bear seized a kid at the same moment, and fought fiercely for its possession. When they had fearfully lacerated each other and were faint from the long combat, they laid down exhausted with fatigue.

A fox, who had gone round them at a distante several times, saw them both stretched on the ground with the kid lying untouched in the middle. He ran between them, and seizing the kid scampered off as fast as he could. The lion and the bear saw him, but not being able to get up.

(Source: https://www.google.co.id/un/bahasa-inggris-un-sma)

19. "The lion and the bear <u>saw</u> him...." (Paragraph 2)

The underlined phrase can be replaced by

- A. Intend
- B. view
- C. leave
- D. gone
- E. See

Read the following text to answer questions number 20

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him.

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts.

(Source: https://www.google.co.id/un/bahasa-inggris-un-sma)

- 20. Paragraph three mainly tells us that....
 - A. The little mouse asked for forgiveness
 - B. The hunters carried the lion alive to the King
 - C. The lion was tied to a tree by the hunters
 - D. The little mouse could prove that he could help the lion
 - E. From the first, the lion believed in what the little mouse said

Key Answer of Posttest

| 1. D | 11. B |
|-------|-------|
| 2. C | 12. B |
| 3. B | 13. A |
| 4. B | 14. C |
| 5. B | 15. E |
| 6. D | 16. E |
| 7. B | 17. C |
| 8. D | 18. A |
| 9. A | 19. E |
| 10. A | 20. C |

Appendix 8

Form of Construct Validity for Reading Test (Pre-Test)

Mata Pelajaran : Bahasa Inggris Kelas/semester : X/1 Penelaah : Maria Regina, S.Pd.

Petunjuk pengisian format pengisian butir soal:

- 1. Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!
- 2. Berilah tanda ($\sqrt{}$) pada kolom "Ya" apabila soal yang ditelaah sudah sesuai dengan kriteria.
- 3. Berilah tanda (X) pada kolom "Tidak" apabila soal yang ditelaah tidak sesuai dengan kriteria.
- 4. Kemudian tuliskan alasan pada ruang catatan atau pada teks soal dan perbaikannya.

| No. | Aspek | Ya | Tidak | Catatan |
|-----|--|----|-------|---------|
| 1 | Apakah indtruksi dapat dipahami siswa? | | | |
| 2 | Apakah alokasi wakktu sudah cukup? | | | |
| 3 | Apakah butir soal nomor 1, 8, 21, 24, 30 sudah sesuai dengan aspek main idea (topic)? | | | |
| 4 | Apakah butir soal nomor 4, 13, 18, 33, 36 sudah sesuai dengan aspek expression / idiom / phrases in context? | | | |
| 5 | Apakah butir soal nomor 3, 22, 27, 29, 39 sudah sesuai dengan aspek inference (implied detail)? | | | |
| 6 | Apakah butir soal nomor 10, 12, 19, 26, 37 sudah sesuai dengan aspek grammatical features (reference)? | | | |

| 7 | Apakah butir soal nomor 2, 6, 17, 23, 38 sudah sesuai dengan aspek detail (scanning for a specifically stated detail)? | | |
|----|--|--|--|
| 8 | Apakah butir soal nomor 11, 14, 28, 35, 40 sudah sesuai dengan aspek excluding facts not written (unstated detail)? | | |
| 9 | Apakah butir soal nomor 5, 15, 16, 20, 31 sudah sesuai dengan aspek supporting idea? | | |
| 10 | Apakah butir soal nomor 7, 9, 25, 32, 34 sudah sesuai dengan aspek vocabulary in context? | | |

Lampung Selatan, juli 2018 Validator

<u>Maria Regina E.K, S.Pd.</u> NIP. 197510042014072003

Form of Construct Validity for Reading Test (Post-Test)

Mata Pelajaran : Bahasa Inggris Kelas/semester : X/1 Penelaah : Maria Regina, S.Pd.

Petunjuk pengisian format pengisian butir soal:

- 5. Analisislah instrument soal berdasarkan semua kriteria yang tertera di dalam format!
- 6. Berilah tanda ($\sqrt{}$) pada kolom "Ya" apabila soal yang ditelaah sudah sesuai dengan kriteria.
- 7. Berilah tanda (X) pada kolom "Tidak" apabila soal yang ditelaah tidak sesuai dengan kriteria.
- 8. Kemudian tuliskan alasan pada ruang catatan atau pada teks soal dan perbaikannya.

| No. | Aspek | Ya | Tidak | Catatan |
|-----|---|----|-------|---------|
| 1 | Apakah indtruksi dapat dipahami siswa? | | | |
| 2 | Apakah alokasi wakktu sudah cukup? | | | |
| 3 | Apakah butir soal nomor 4, 26, 31, 38, 39 sudah sesuai dengan aspek main idea (topic)? | | | |
| 4 | Apakah butir soal nomor 7, 8, 10, 11, 12 sudah sesuai dengan aspek expression / idiom / phrases in context? | | | |
| 5 | Apakah butir soal nomor 3, 15, 29, 32, 40 sudah sesuai dengan aspek inference (implied detail)? | | | |
| 6 | Apakah butir soal nomor 6, 13, 22, 34, 35 sudah sesuai dengan aspek grammatical features (reference)? | | | |
| 7 | Apakah butir soal nomor 2, 18, 19, 27, 28 | | | |

| | sudah sesuai dengan aspek detail (scanning for a specifically stated detail)? | | |
|----|--|--|--|
| 8 | Apakah butir soal nomor 5, 14, 16, 25, 36 sudah sesuai dengan aspek excluding facts not written (unstated detail)? | | |
| 9 | Apakah butir soal nomor 1, 17, 20, 21, 24 sudah sesuai dengan aspek supporting idea? | | |
| 10 | Apakah butir soal nomor 9, 23, 30, 33, 37 sudah sesuai dengan aspek vocabulary in context? | | |

Lampung Selatan, juli 2018 Validator

<u>Maria Regina E.K, S.Pd.</u> NIP. 197510042014072003

| Control Class | |
|------------------------|------------|
| Students' Name | Code |
| Ahmad Ramadhan | E 1 |
| Amin Fauzi | E2 |
| Dani Farid Maulana | E3 |
| Eliza Nindiyani Putri | E4 |
| Halfalah Pachru Zalika | E5 |
| Hanafi | E6 |
| Hani Fitriyani | E7 |
| Inel | E8 |
| Irfan Efendi | E9 |
| Jeni Uliarta Maharani | E10 |
| Khoirun Nisa'a | E11 |
| Linda Anggraini | E12 |
| Lisa Juwita | E13 |
| M.Sandi | E14 |
| Maida Allfa Diana | E15 |
| Muhammad Farhan | E16 |
| Renaldi | E17 |
| Rianto | E18 |
| Rifki Kurniansyah | E19 |
| Rizkia Setiawan | E20 |
| Rohayah | E21 |
| Romiyansyah | E22 |
| Sari Febriana | E23 |
| Shandra Alya Sarinda I | E24 |
| Tedison | E25 |
| Tefilla Diatessaron T. | E26 |
| Tiara Rusta Mianti | E27 |
| Tina Damayanti | E28 |
| Tri Untari Maudi | E29 |
| Vivi Nur Afni | E30 |
| Yoan Sabili Amra | E31 |
| Yuliana Vidianingsih | E32 |

| Students' NameCodeAnisa Okta RiskiaG1Arini MaharaniG2Atha Syafa LutfiahG3Azriel RamadhanG4Bayu PratamaG5Beltra Saura RG6Bunga AdgistiG7Desi SagitariaG8Desi Suci FitrianiG9Dewi TiaraG10Eki FebriantoG11Fathul BahriG12Fitria WulandaryG13HeliyantiG14Intan PandiniG15Irawan Ferdi Hari SG16IrvandiG17Junah AmelliaG18Kusuma Ayu WardaniG19LusianahG20M. Fajar FirdausG21Mira YuliaG23Nelsa HedchiG24Nia OktavianiG25Nia YuliantiG26Nopi PebrianiG27Nurul HidayahG28Putri Triya WG29RamadhanG30 | Experimental Class | |
|---|---------------------------|-----------|
| Arini MaharaniG2Atha Syafa LutfiahG3Azriel RamadhanG4Bayu PratamaG5Beltra Saura RG6Bunga AdgistiG7Desi SagitariaG8Desi Suci FitrianiG9Dewi TiaraG10Eki FebriantoG11Fathul BahriG12Fitria WulandaryG13HeliyantiG14Intan PandiniG15Irawan Ferdi Hari SG16IrvandiG17Junah AmelliaG18Kusuma Ayu WardaniG19LusianahG20M. Fajar FirdausG21Maya Julian SariG22Mira YuliaG23Nelsa HedchiG24Nia OktavianiG25Nia YuliantiG26Nopi PebrianiG27Nurul HidayahG28Putri Triya WG29 | Students' Name | Code |
| Atha Syafa LutfiahG3Azriel RamadhanG4Bayu PratamaG5Beltra Saura RG6Bunga AdgistiG7Desi SagitariaG8Desi Suci FitrianiG9Dewi TiaraG10Eki FebriantoG11Fathul BahriG12Fitria WulandaryG13HeliyantiG14Intan PandiniG15Irawan Ferdi Hari SG16IrvandiG17Junah AmelliaG18Kusuma Ayu WardaniG19LusianahG20M. Fajar FirdausG21Mira YuliaG23Nelsa HedchiG25Nia OktavianiG25Nia YuliantiG26Nopi PebrianiG27Nurul HidayahG28Putri Triya WG29 | Anisa Okta Riskia | G1 |
| Azriel RamadhanG4Bayu PratamaG5Beltra Saura RG6Bunga AdgistiG7Desi SagitariaG8Desi Suci FitrianiG9Dewi TiaraG10Eki FebriantoG11Fathul BahriG12Fitria WulandaryG13HeliyantiG14Intan PandiniG15Irawan Ferdi Hari SG16IrvandiG17Junah AmelliaG18Kusuma Ayu WardaniG19LusianahG20M. Fajar FirdausG21Mira YuliaG23Nelsa HedchiG25Nia OktavianiG25Nia YuliantiG26Nopi PebrianiG27Nurul HidayahG28Putri Triya WG29 | Arini Maharani | G2 |
| Bayu PratamaG5Beltra Saura RG6Bunga AdgistiG7Desi SagitariaG8Desi Suci FitrianiG9Dewi TiaraG10Eki FebriantoG11Fathul BahriG12Fitria WulandaryG13HeliyantiG14Intan PandiniG15Irawan Ferdi Hari SG16IrvandiG17Junah AmelliaG18Kusuma Ayu WardaniG19LusianahG20M. Fajar FirdausG21Maya Julian SariG22Mira YuliaG23Nelsa HedchiG24Nia OktavianiG25Nia YuliantiG26Nopi PebrianiG27Nurul HidayahG28Putri Triya WG29 | Atha Syafa Lutfiah | G3 |
| Beltra Saura RG6Bunga AdgistiG7Desi SagitariaG8Desi Suci FitrianiG9Dewi TiaraG10Eki FebriantoG11Fathul BahriG12Fitria WulandaryG13HeliyantiG14Intan PandiniG15Irawan Ferdi Hari SG16IrvandiG17Junah AmelliaG18Kusuma Ayu WardaniG19LusianahG20M. Fajar FirdausG21Maya Julian SariG22Mira YuliaG23Nelsa HedchiG25Nia OktavianiG27Nurul HidayahG28Putri Triya WG29 | Azriel Ramadhan | G4 |
| Bunga AdgistiG7Desi SagitariaG8Desi Suci FitrianiG9Dewi TiaraG10Eki FebriantoG11Fathul BahriG12Fitria WulandaryG13HeliyantiG14Intan PandiniG15Irawan Ferdi Hari SG16IrvandiG17Junah AmelliaG18Kusuma Ayu WardaniG19LusianahG20M. Fajar FirdausG21Maya Julian SariG22Mira YuliaG23Nelsa HedchiG25Nia OktavianiG27Nurul HidayahG28Putri Triya WG29 | Bayu Pratama | G5 |
| Desi SagitariaG8Desi Suci FitrianiG9Dewi TiaraG10Eki FebriantoG11Fathul BahriG12Fitria WulandaryG13HeliyantiG14Intan PandiniG15Irawan Ferdi Hari SG16IrvandiG17Junah AmelliaG18Kusuma Ayu WardaniG19LusianahG20M. Fajar FirdausG21Maya Julian SariG22Mira YuliaG23Nelsa HedchiG25Nia OktavianiG27Nurul HidayahG28Putri Triya WG29 | Beltra Saura R | G6 |
| Desi Suci FitrianiG9Dewi TiaraG10Eki FebriantoG11Fathul BahriG12Fitria WulandaryG13HeliyantiG14Intan PandiniG15Irawan Ferdi Hari SG16IrvandiG17Junah AmelliaG18Kusuma Ayu WardaniG19LusianahG20M. Fajar FirdausG21Maya Julian SariG22Mira YuliaG23Nelsa HedchiG25Nia OktavianiG27Nurul HidayahG28Putri Triya WG29 | Bunga Adgisti | G7 |
| Dewi TiaraG10Eki FebriantoG11Fathul BahriG12Fitria WulandaryG13HeliyantiG14Intan PandiniG15Irawan Ferdi Hari SG16IrvandiG17Junah AmelliaG18Kusuma Ayu WardaniG19LusianahG20M. Fajar FirdausG21Maya Julian SariG22Mira YuliaG23Nelsa HedchiG25Nia OktavianiG25Nia YuliantiG26Nopi PebrianiG27Nurul HidayahG28Putri Triya WG29 | Desi Sagitaria | G8 |
| Eki FebriantoG11Fathul BahriG12Fitria WulandaryG13HeliyantiG14Intan PandiniG15Irawan Ferdi Hari SG16IrvandiG17Junah AmelliaG18Kusuma Ayu WardaniG19LusianahG20M. Fajar FirdausG21Maya Julian SariG22Mira YuliaG23Nelsa HedchiG25Nia OktavianiG27Nurul HidayahG28Putri Triya WG29 | Desi Suci Fitriani | G9 |
| Fathul BahriG12Fitria WulandaryG13HeliyantiG14Intan PandiniG15Irawan Ferdi Hari SG16IrvandiG17Junah AmelliaG18Kusuma Ayu WardaniG19LusianahG20M. Fajar FirdausG21Maya Julian SariG22Mira YuliaG23Nelsa HedchiG25Nia OktavianiG25Nia YuliantiG27Nurul HidayahG28Putri Triya WG29 | Dewi Tiara | G10 |
| Fitria WulandaryG13HeliyantiG14Intan PandiniG15Irawan Ferdi Hari SG16IrvandiG17Junah AmelliaG18Kusuma Ayu WardaniG19LusianahG20M. Fajar FirdausG21Maya Julian SariG22Mira YuliaG23Nelsa HedchiG25Nia OktavianiG25Nia YuliantiG26Nopi PebrianiG27Nurul HidayahG28Putri Triya WG29 | Eki Febrianto | G11 |
| HeliyantiG14Intan PandiniG15Irawan Ferdi Hari SG16IrvandiG17Junah AmelliaG18Kusuma Ayu WardaniG19LusianahG20M. Fajar FirdausG21Maya Julian SariG22Mira YuliaG23Nelsa HedchiG25Nia OktavianiG25Nia YuliantiG27Nurul HidayahG28Putri Triya WG29 | Fathul Bahri | G12 |
| Intan PandiniG15Irawan Ferdi Hari SG16IrvandiG17Junah AmelliaG18Kusuma Ayu WardaniG19LusianahG20M. Fajar FirdausG21Maya Julian SariG22Mira YuliaG23Nelsa HedchiG25Nia OktavianiG25Nia YuliantiG27Nurul HidayahG28Putri Triya WG29 | Fitria Wulandary | G13 |
| Irawan Ferdi Hari SG16IrvandiG17Junah AmelliaG18Kusuma Ayu WardaniG19LusianahG20M. Fajar FirdausG21Maya Julian SariG22Mira YuliaG23Nelsa HedchiG25Nia OktavianiG25Nia YuliantiG27Nurul HidayahG28Putri Triya WG29 | Heliyanti | G14 |
| IrvandiG17Junah AmelliaG18Kusuma Ayu WardaniG19LusianahG20M. Fajar FirdausG21Maya Julian SariG22Mira YuliaG23Nelsa HedchiG24Nia OktavianiG25Nia YuliantiG26Nopi PebrianiG27Nurul HidayahG28Putri Triya WG29 | Intan Pandini | G15 |
| Junah AmelliaG18Kusuma Ayu WardaniG19LusianahG20M. Fajar FirdausG21Maya Julian SariG22Mira YuliaG23Nelsa HedchiG24Nia OktavianiG25Nia YuliantiG26Nopi PebrianiG27Nurul HidayahG28Putri Triya WG29 | Irawan Ferdi Hari S | G16 |
| Kusuma Ayu WardaniG19LusianahG20M. Fajar FirdausG21Maya Julian SariG22Mira YuliaG23Nelsa HedchiG24Nia OktavianiG25Nia YuliantiG26Nopi PebrianiG27Nurul HidayahG28Putri Triya WG29 | Irvandi | G17 |
| LusianahG20M. Fajar FirdausG21Maya Julian SariG22Mira YuliaG23Nelsa HedchiG24Nia OktavianiG25Nia YuliantiG26Nopi PebrianiG27Nurul HidayahG28Putri Triya WG29 | Junah Amellia | G18 |
| M. Fajar FirdausG21Maya Julian SariG22Mira YuliaG23Nelsa HedchiG24Nia OktavianiG25Nia YuliantiG26Nopi PebrianiG27Nurul HidayahG28Putri Triya WG29 | Kusuma Ayu Wardani | G19 |
| Maya Julian SariG22Mira YuliaG23Nelsa HedchiG24Nia OktavianiG25Nia YuliantiG26Nopi PebrianiG27Nurul HidayahG28Putri Triya WG29 | Lusianah | G20 |
| Mira YuliaG23Mira YuliaG24Nelsa HedchiG24Nia OktavianiG25Nia YuliantiG26Nopi PebrianiG27Nurul HidayahG28Putri Triya WG29 | M. Fajar Firdaus | G21 |
| Nelsa HedchiG24Nia OktavianiG25Nia YuliantiG26Nopi PebrianiG27Nurul HidayahG28Putri Triya WG29 | Maya Julian Sari | G22 |
| Nia OktavianiG25Nia YuliantiG26Nopi PebrianiG27Nurul HidayahG28Putri Triya WG29 | Mira Yulia | G23 |
| Nia YuliantiG26Nopi PebrianiG27Nurul HidayahG28Putri Triya WG29 | Nelsa Hedchi | G24 |
| Nopi PebrianiG27Nurul HidayahG28Putri Triya WG29 | Nia Oktaviani | G25 |
| Nopi PebrianiG27Nurul HidayahG28Putri Triya WG29 | Nia Yulianti | G26 |
| Putri Triya W G29 | Nopi Pebriani | |
| · · · · · · · · · · · · · · · · · · · | Nurul Hidayah | G28 |
| Ramadhan G30 | Putri Triya W | G29 |
| | Ramadhan | G30 |

STUDENTS IN CONTROL AND EXPERIMENTAL CLASS

| Control | Pretest | Posttest | Experimental | Pretest | Posttest |
|-------------|---------|----------|--------------|---------|----------|
| Student E1 | 55 | 65 | student G1 | 40 | 60 |
| Student E2 | 70 | 80 | student G2 | 55 | 70 |
| Student E3 | 45 | 55 | student G3 | 60 | 75 |
| Student E4 | 55 | 65 | student G4 | 40 | 65 |
| Student E5 | 55 | 60 | student G5 | 55 | 75 |
| Student E6 | 50 | 65 | student G6 | 55 | 70 |
| Student E7 | 70 | 75 | student G7 | 40 | 60 |
| Student E8 | 55 | 70 | student G8 | 55 | 80 |
| Student E9 | 50 | 60 | student G9 | 45 | 65 |
| Student E10 | 45 | 65 | student G10 | 45 | 65 |
| Student E11 | 55 | 65 | student G11 | 70 | 85 |
| Student E12 | 60 | 70 | student G12 | 45 | 65 |
| Student E13 | 45 | 60 | student G13 | 65 | 85 |
| Student E14 | 65 | 70 | student G14 | 50 | 70 |
| Student E15 | 55 | 65 | student G15 | 55 | 65 |
| Student E16 | 50 | 55 | student G16 | 60 | 75 |
| Student E17 | 50 | 65 | student G17 | 50 | 70 |
| Student E18 | 65 | 70 | student G18 | 50 | 65 |
| Student E19 | 55 | 60 | student G19 | 40 | 55 |
| Student E20 | 35 | 55 | student G20 | 50 | 65 |
| Student E21 | 45 | 65 | student G21 | 45 | 60 |
| Student E22 | 50 | 60 | student G22 | 60 | 80 |
| Student E23 | 35 | 55 | student G23 | 55 | 70 |
| Student E24 | 60 | 75 | student G24 | 50 | 70 |
| Student E25 | 50 | 70 | student G25 | 45 | 65 |
| Student E26 | 40 | 55 | student G26 | 50 | 65 |
| Student E27 | 40 | 45 | student G27 | 40 | 55 |
| Student E28 | 50 | 60 | student G28 | 45 | 60 |
| Student E29 | 60 | 70 | student G29 | 50 | 70 |
| Student E30 | 40 | 55 | student G30 | 35 | 50 |
| Student E31 | 50 | 60 | | | |
| Student E32 | 40 | 50 |] | | |

Students' Score in Control Class and Experimental Class

THE ANSWER SHEET OF READING COMPREHENSION TEST PRE-TEST FOR CONTROL CLASS

Name :

| 1 | Α | В | С | D | Ε |
|----|---|---|--|---|---|
| 2 | Α | В | С | D | Ε |
| 3 | Α | В | C C | D | Ε |
| 4 | Α | В | С | D | Ε |
| 5 | Α | В | C C C C C C C C C C C C | D | Ε |
| 6 | Α | В | С | D | Ε |
| 7 | Α | В | С | D | Ε |
| 8 | Α | В | С | D | Ε |
| 9 | Α | В | С | D | Ε |
| 10 | Α | В | С | D | Ε |
| 11 | Α | В | С | D | Ε |
| 12 | Α | В | С | D | Ε |
| 13 | Α | В | С | D | Ε |
| 14 | Α | В | С | D | Ε |
| 15 | Α | В | С | D | Ε |
| 16 | Α | В | С | D | E |
| 17 | Α | В | C C C C C | D | Ε |
| 18 | Α | В | С | D | Ε |
| 19 | Α | В | С | D | Ε |
| 20 | Α | B | С | D | Ε |

THE ANSWER SHEET OF READING COMPREHENSION TEST POST TEST FOR CONTROL CLASS

Name :

| 1 | Α | В | С | D | Ε |
|----|---|---|-----------------------|---|---|
| 2 | Α | В | С | D | Ε |
| 3 | Α | В | С | D | Ε |
| 4 | Α | В | C C C | D | Ε |
| 5 | Α | В | | D | Ε |
| 6 | Α | В | С | D | Ε |
| 7 | Α | В | С | D | Ε |
| 8 | Α | В | С | D | Ε |
| 9 | Α | В | C C C | D | Ε |
| 10 | Α | В | С | D | Ε |
| 11 | Α | В | С | D | Ε |
| 12 | Α | В | С | D | Ε |
| 13 | Α | В | С | D | Ε |
| 14 | Α | В | С | D | Ε |
| 15 | Α | В | С | D | Ε |
| 16 | Α | В | C C C C C | D | Ε |
| 17 | Α | В | С | D | E |
| 18 | Α | В | С | D | Ε |
| 19 | Α | В | C | D | E |
| 20 | Α | В | С | D | E |

THE ANSWER SHEET OF READING COMPREHENSION TEST PRE-TEST FOR EXPERIMENTAL CLASS

Name :

| | | r | r | | |
|----|---|---|-------------|---|---|
| 1 | Α | B | С | D | Ε |
| 2 | Α | B | С | D | Ε |
| 3 | Α | В | С | D | Ε |
| 4 | Α | В | C C C | D | Ε |
| 5 | Α | В | С | D | Ε |
| 6 | Α | В | С | D | Ε |
| 7 | Α | В | С | D | Ε |
| 8 | Α | В | С | D | Ε |
| 9 | Α | В | C C C | D | Ε |
| 10 | Α | В | С | D | Ε |
| 11 | Α | В | С | D | Ε |
| 12 | Α | B | С | D | Ε |
| 13 | Α | B | С | D | Ε |
| 14 | Α | B | С | D | Ε |
| 15 | Α | В | С | D | Ε |
| 16 | Α | В | C C C | D | Ε |
| 17 | Α | В | С | D | Ε |
| 18 | Α | В | С | D | Ε |
| 19 | Α | В | С | D | Ε |
| 20 | Α | В | С | D | Е |

THE ANSWER SHEET OF READING COMPREHENSION TEST POST TEST FOR EXPERIMENTAL CLASS

Name :

| | | | | 1 | |
|----|---|---|-----------------------|---|---|
| 1 | Α | B | С | D | Ε |
| 2 | Α | B | С | D | Ε |
| 3 | Α | B | С | D | Ε |
| 4 | Α | В | C C C C | D | Ε |
| 5 | Α | В | С | D | Ε |
| 6 | Α | В | С | D | Ε |
| 7 | Α | В | С | D | Ε |
| 8 | Α | В | С | D | Ε |
| 9 | Α | В | С | D | Ε |
| 10 | Α | В | С | D | Ε |
| 11 | Α | В | C C C | D | Ε |
| 12 | Α | В | C C | D | Ε |
| 13 | Α | B | С | D | Ε |
| 14 | Α | B | С | D | Ε |
| 15 | Α | В | | D | Ε |
| 16 | Α | В | C C C C C | D | Ε |
| 17 | Α | В | С | D | Ε |
| 18 | Α | В | С | D | Ε |
| 19 | Α | В | С | D | Ε |
| 20 | Α | В | С | D | Е |

Result of Pretest in Control Class

| N Valid | 32 |
|------------------------|--------|
| Missing | 0 |
| Std. Error of Mean | 1.623 |
| Std. Deviation | 9.179 |
| Variance | 84.249 |
| Skewness | .190 |
| Std. Error of Skewness | .414 |
| Kurtosis | 311 |
| Std. Error of Kurtosis | .809 |
| Range | 35 |
| Minimum | 35 |
| Maximum | 70 |

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 35 | 2 | 6.2 | 6.2 | 6.2 |
| | 40 | 4 | 12.5 | 12.5 | 18.8 |
| | 45 | 4 | 12.5 | 12.5 | 31.2 |
| | 50 | 8 | 25.0 | 25.0 | 56.2 |
| | 55 | 7 | 21.9 | 21.9 | 78.1 |
| | 60 | 3 | 9.4 | 9.4 | 87.5 |
| | 65 | 2 | 6.2 | 6.2 | 93.8 |
| | 70 | 2 | 6.2 | 6.2 | 100.0 |
| | Total | 32 | 100.0 | 100.0 | |

Result of Pretest in Experimental Class

| N Valid | 30 |
|------------------------|--------|
| Missing | 0 |
| Std. Error of Mean | 1.497 |
| Std. Deviation | 8.200 |
| Variance | 67.241 |
| Skewness | .402 |
| Std. Error of Skewness | .427 |
| Kurtosis | 065 |
| Std. Error of Kurtosis | .833 |
| Range | 35 |
| Minimum | 35 |
| Maximum | 70 |

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 35 | 1 | 3.3 | 3.3 | 3.3 |
| | 40 | 5 | 16.7 | 16.7 | 20.0 |
| | 45 | 6 | 20.0 | 20.0 | 40.0 |
| | 50 | 7 | 23.3 | 23.3 | 63.3 |
| | 55 | 6 | 20.0 | 20.0 | 83.3 |
| | 60 | 3 | 10.0 | 10.0 | 93.3 |
| | 65 | 1 | 3.3 | 3.3 | 96.7 |
| | 70 | 1 | 3.3 | 3.3 | 100.0 |
| | Total | 30 | 100.0 | 100.0 | |

Result of Posttest in Control Class

| N Valid | 32 |
|------------------------|--------|
| Missing | 0 |
| Std. Error of Mean | 1.363 |
| Std. Deviation | 7.710 |
| Variance | 59.451 |
| Skewness | 047 |
| Std. Error of Skewness | .414 |
| Kurtosis | 011 |
| Std. Error of Kurtosis | .809 |
| Range | 35 |
| Minimum | 45 |
| Maximum | 80 |

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 45 | 1 | 3.1 | 3.1 | 3.1 |
| | 50 | 1 | 3.1 | 3.1 | 6.2 |
| | 55 | 6 | 18.8 | 18.8 | 25.0 |
| | 60 | 7 | 21.9 | 21.9 | 46.9 |
| | 65 | 8 | 25.0 | 25.0 | 71.9 |
| | 70 | 6 | 18.8 | 18.8 | 90.6 |
| | 75 | 2 | 6.2 | 6.2 | 96.9 |
| | 80 | 1 | 3.1 | 3.1 | 100.0 |
| | Total | 32 | 100.0 | 100.0 | |

Result of Posttest in Experimental Class

| N Valid | 30 |
|------------------------|--------|
| Missing | 0 |
| Std. Error of Mean | 1.530 |
| Std. Deviation | 8.380 |
| Variance | 70.230 |
| Skewness | .244 |
| Std. Error of Skewness | .427 |
| Kurtosis | .093 |
| Std. Error of Kurtosis | .833 |
| Range | 35 |
| Minimum | 50 |
| Maximum | 85 |

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|-----------------------|
| Valid | 50 | 1 | 3.3 | 3.3 | 3.3 |
| | 55 | 2 | 6.7 | 6.7 | 10.0 |
| | 60 | 4 | 13.3 | 13.3 | 23.3 |
| | 65 | 9 | 30.0 | 30.0 | 53.3 |
| | 70 | 7 | 23.3 | 23.3 | 76.7 |
| | 75 | 3 | 10.0 | 10.0 | 86.7 |
| | 80 | 2 | 6.7 | 6.7 | 93.3 |
| | 85 | 2 | 6.7 | 6.7 | 100.0 |
| | Total | 30 | 100.0 | 100.0 | |

| | | Kolmogorov-Smirnov ^a | | | 2 | Shapiro-Will | x |
|----------|------------|---------------------------------|----|------|-----------|--------------|------|
| | kelas | Statistic | df | Sig. | Statistic | df | Sig. |
| posttest | experiment | .158 | 30 | .054 | .956 | 30 | .244 |
| | control | .135 | 32 | .145 | .966 | 32 | .385 |

Tests of Normality

a. Lilliefors Significance Correction

| | | | | nucpe | naeme b | amples | ICSU | | | |
|-------|-----------------------------------|--------------|------------------------------------|-------|---------|------------------------|------------------------|------------------------------|---------|--|
| | | Tes Equal | ene's t for lity of ances | | | t-tesi | t for Equali | ty of Means | 5 | |
| | | F | Sig. | t | Df | Sig. (2- tailed) | Mean Differenc e | Std. Error Differenc e | Interva | nfidence l of the rence Upper |
| score | Equal variances assumed | .057 | | 2.299 | 60 | | 4.69792 | 2.04353 | | 8.78558 |
| | Equal variances not assumed | | | 2.293 | 58.706 | .025 | 4.69792 | 2.04910 | .59724 | 8.79859 |

Independent Samples Test







Appendix 10

| | - | | | | | | | | Ana | lysis I | Reliabi | ity of l | Pre-Te | st | | | | | | | | | | |
|-------------|-----------------|------|------|------|------|------|------|------|------|---------|---------|----------|--------|------|------|------|------|-------|------|------|------|------|----------|---------|
| No | Students | 1 | 2 | 3 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 20 | 21 | 22 | 23 | 26 | 27 | 28 | 32 | 33 | 36 | X | X2 | |
| | | 0 | 0 | | | | | 0 | | | | | | | | | | | | | | | | |
| 1 | Andini | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 2 | Alina Destiani | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| 3 | Aliya Destiana | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 256 | |
| 4 | Bery Deanova | 1 | 1 | 1 | 1 | 1 | 1 | | | | | 1 | | | | | 1 | | | 1 | | 16 | | |
| 5 | Diah Anis | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 3 | 9 | |
| 6 | Elsa Bela | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 9 | 81 | |
| 7 | Enjelita | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 17 | 289 | |
| 8 | Erica Susanti | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 3 | 9 | |
| 9 | Ernia Ulia Sari | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 15 | 225 | |
| 10 | Fera | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 13 | 169 | |
| 11 | Ferry Martin | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 8 | 64 | |
| 12 | Jubaidah | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 4 | 16 | |
| 13 | Mulyadi | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 8 | 64 | |
| 14 | Neneng Ria | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 13 | 169 | |
| 15 | Nurhayati | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 8 | 64 | |
| 16 | Putri Nur | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 13 | 169 | |
| 17 | Putri Rizki | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 15 | 225 | |
| 18 | Regita Indah | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 5 | 25 | |
| 19 | Rika Puspita | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 12 | 144 | |
| 20 | Rina Yuliza | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 10 | 100 | |
| 21 | Rita Lidia | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 13 | 169 | |
| 22 | Riska | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 7 | 49 | |
| 23 | Rohayah | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 16 | 256 | |
| 24 | Santika | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 | 361 | |
| 25 | Santoni | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 8 | 64 | |
| 26 | Selfiana | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 11 | 121 | |
| 27 | Sri Kusyanti | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 16 | 256 | |
| 28 | Suwandi | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 8 | 64 | |
| 29 | Try Sandya | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 9 | |
| 30 | Wina Widia | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 10 | 100 | |
| ΓY | | 13 | 13 | 12 | 15 | 16 | 13 | 13 | 15 | 15 | 13 | 15 | 16 | 13 | 15 | 12 | 15 | 17 | 13 | 16 | 13 | | | |
| ILE | р | 0,43 | 0,43 | 0,40 | 0,50 | 0,53 | 0,43 | 0,43 | 0,50 | 0,50 | 0,43 | 0,50 | 0,53 | 0,43 | 0,50 | 0,40 | 0,50 | 0,57 | 0,43 | 0,53 | 0,43 | | | |
| IAB | q | 0,57 | 0,57 | 0,60 | 0,50 | 0,47 | 0,57 | 0,57 | 0,50 | 0,50 | 0,57 | 0,50 | 0,47 | 0,57 | 0,50 | 0,60 | 0,50 | 0,43 | 0,57 | 0,47 | 0,57 | | | |
| RELIABILITY | pq | 0,25 | 0,25 | 0,24 | - | 0,25 | 0,25 | 0,25 | 0,25 | 0,25 | 0,25 | 0,25 | 0,25 | 0,25 | 0,25 | 0,24 | 0,25 | 0,25 | 0,25 | 0,25 | | 4,94 | 29,56 | |
| | 11 | -, - | ., | - , | ., | ., - | -, - | ., . | ., | .,. | ., | ., | ., | ., | ., | ., | ., | - , - | ., - | ., | ., . | pq | Variance | Reliabi |
| | | | | | | | | | | | | | | | | | | | | | | РЧ | , ununee | rendu |

| | | | | | | | | 1 | Analysi | is Relia | ability | of Pos | t-Test | | | | | | | | | | | |
|-------------|-----------------|------|------|------|------|------|------|------|---------|----------|---------|--------|--------|------|------|------|------|------|------|------|------|------|----------|------|
| No | Students | 4 | 5 | 6 | 7 | 9 | 10 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 26 | 30 | 31 | 32 | 37 | 39 | Х | X2 | l |
| | | | - | | - | | - | - | | - | - | _ | - | _ | - | - | | - | | | - | | | I |
| 1 | Andini | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 2 | Alina Destiani | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | ł |
| 3 | Aliya Destiana | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 3 | 9 | ł |
| 4 | Bery Deanova | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 | 324 | ł |
| 5 | Diah Anis | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 15 | 225 | ł |
| 6 | Elsa Bela | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 13 | 169 | ļ |
| 7 | Enjelita | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 11 | 121 | ł |
| 8 | Erica Susanti | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 4 | 16 | ł |
| 9 | Ernia Ulia Sari | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 13 | 169 | ł |
| 10 | Fera | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 13 | 169 | ł |
| 11 | Ferry Martin | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 9 | 81 | ł |
| 12 | Jubaidah | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 | 324 | ł |
| 13 | Mulyadi | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 9 | 81 | ł |
| 14 | Neneng Ria | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 14 | 196 | 1 |
| 15 | Nurhayati | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 14 | 196 | ł |
| 16 | Putri Nur | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 8 | 64 | ł |
| 17 | Putri Rizki | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 9 | 81 | ł |
| 18 | Regita Indah | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 9 | 81 | ł |
| 19 | Rika Puspita | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 8 | 64 | ł |
| 20 | Rina Yuliza | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 13 | 169 | ł |
| 21 | Rita Lidia | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 7 | 49 | ł |
| 22 | Riska | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 11 | 121 | ł |
| 23 | Rohayah | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 6 | 36 | ł |
| 24 | Santika | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 12 | 144 | ł |
| 25 | Santoni | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 10 | 100 | ł |
| 26 | Selfiana | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 10 | 100 | ļ |
| 27 | Sri Kusyanti | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 10 | 100 | l |
| 28 | Suwandi | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 4 | 16 | 1 |
| 29 | Try Sandya | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 16 | 256 | I |
| 30 | Wina Widia | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 11 | 121 | 1 |
| ТҮ | | 22 | 12 | 12 | 18 | 15 | 12 | 14 | 18 | 17 | 12 | 19 | 10 | 15 | 15 | 8 | 14 | 12 | 14 | 18 | 22 | | | |
| RELIABILITY | р | 0,73 | 0,40 | 0,40 | 0,60 | 0,50 | 0,40 | 0,47 | 0,60 | 0,57 | 0,40 | 0,63 | 0,33 | 0,50 | 0,50 | 0,27 | 0,47 | 0,40 | 0,47 | 0,60 | 0,73 | | | |
| IAE | q | 0,27 | 0,60 | 0,60 | 0,40 | 0,50 | 0,60 | 0,53 | 0,40 | 0,43 | 0,60 | 0,37 | 0,67 | 0,50 | 0,50 | 0,73 | 0,53 | 0,60 | 0,53 | 0,40 | 0,27 | | | |
| REL | pq | 0,20 | 0,24 | 0,24 | 0,24 | 0,25 | 0,24 | 0,25 | 0,24 | 0,25 | 0,24 | 0,23 | 0,22 | 0,25 | 0,25 | 0,20 | 0,25 | 0,24 | 0,25 | 0,24 | 0,20 | 4,70 | 20,79 | |
| _ | | | | , | | | , | , - | , | | | , - | , | , - | , - | | , - | | | | | pq | Variance | Reli |

| The First | Step of | Analysis | Validity | of Post-Test |
|-----------|---------|----------|----------|--------------|
| | | | | |

| | 1 | | | | | | | | | | | | | | - | | | | - | | | | | | ost-1es | | 1 | | | | | - | - | r | | | | - | 1 | | |
|----------|-----------------|------|------|-------|------|------|------|------|-------|------|----------|------|------|------|---------|-----|----------|-------|------|------|------|------|----------|------|---------|---------|--------|------|------|------|-----------|---------|--------|------|------|-------|---------|-------|--------|----|-----|
| No | Students | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 15 | 5 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 2 | 5 26 | 27 | 28 | 29 | 30 | 31 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | X | X2 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Andini | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 0 | | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 0 |) 0 | 0 | 1 | 0 | 0 | 0 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 9 | 81 |
| 2 | Alina Destiani | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 1 | | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 (|) 0 | 1 | 0 | 0 | 0 | 0 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 10 | 100 |
| 3 | Aliya Destiana | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 0 | | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 13 | 169 |
| 4 | Bery Deanova | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 0 | | | 1 | | 1 | 1 | | | 0 | 1 (| | 0 | 1 | 1 | 1 | 1 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 30 | 900 |
| 5 | Diah Anis | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 1 | | 0 | 0 | | 1 | 1 | | | 1 | 0 | | 1 | 1 | 1 | 1 | 0 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 29 | 841 |
| 6 | Elsa Bela | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 1 | | | 1 | | 1 | 1 | | 1 | 1 | 1 (| | 1 | 1 | 1 | 1 | 0 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 30 | 900 |
| 7 | Enjelita | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 0 | | 0 | 1 | | 0 | 0 | 0 | 1 | 1 | 1 | | 1 | 0 | 1 | 1 | 0 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 23 | 529 |
| 8 | Erica Susanti | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 1 | | 1 | 1 | | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 20 | 400 |
| 9 | Ernia Ulia Sari | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 1 | | | 1 | | 1 | 0 | | | 1 | 0 | | 1 | 1 | 1 | 1 | 1 1 | | | 1 | 1 | 0 | 1 | 1 | 1 | 29 | 841 |
| 10 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 1 | | 0 | 0 | | 1 | 0 | | 0 | 1 | 0 | | 1 | 1 | 0 | 0 | 0 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 26 | 676 |
| 10 | Fera | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 1 | | | 1 | | | 0 | | | 0 | | | 1 | 1 | 1 | | 0 1 | 1 | 1 | 0 | 0 | 0 | | 1 | 0 | 20 | |
| - | Ferry Martin | - | | 0 | 1 | 0 | | 0 | | - | 0 | - | | 1 | | | | | | 1 | | | - | | | | | - | 1 | 1 | - | | 1 | 0 | 0 | 0 | - 0 | 1 | 0 | | 529 |
| 12 | Jubaidah | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 1 | | 1 | 0 | | 1 | 1 | 1 | | 1 | 0 | | 0 | 0 | 0 | 1 | 1 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 30 | 900 |
| 13 | Mulyadi | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 1 | | - | | | 1 | 0 | | - | 1 | 0 | | 1 | 0 | 1 | 0 | 1 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 21 | 441 |
| 14 | Neneng Ria | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 1 | | 0 | 1 | | 1 | 0 | | | 0 | 0 | | 1 | 0 | 1 | 1 | 1 1 | 0 | 0 | 0 | 1 | 0 | | 1 | 1 | 25 | 625 |
| 15 | Nurhayati | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 1 | | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 (|) 1 | 0 | 1 | 1 | 0 | 0 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 23 | 529 |
| 16 | Putri Nur | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 1 | | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 (| 0 | 1 | 1 | 1 | 1 | 0 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 22 | 484 |
| 17 | Putri Rizki | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 1 | | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 20 | 400 |
| 18 | Regita Indah | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 1 | | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 0 |) 0 | 1 | 1 | 0 | 0 | 0 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 19 | 361 |
| 19 | Rika Puspita | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 1 | | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 21 | 441 |
| 20 | Rina Yuliza | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 1 | | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 (|) 1 | 1 | 1 | 0 | 0 | 1 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 24 | 576 |
| 21 | Rita Lidia | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 1 | | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 19 | 361 |
| 22 | Riska | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 0 | | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 21 | 441 |
| 23 | Rohayah | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 0 | | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 (|) 0 | 0 | 0 | 0 | 0 | 0 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 14 | 196 |
| 24 | Santika | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 1 | | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 28 | 784 |
| 25 | Santoni | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 0 | | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 21 | 441 |
| 26 | Selfiana | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 0 | | | 1 | | 0 | 0 | | | 1 | 1 | _ | 1 | 1 | 1 | 0 | 1 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 23 | 529 |
| 20 | | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 1 | _ | | 1 | | 1 | 1 | _ | | 1 | 0 | | 1 | 1 | 0 | 0 | 1 1 | | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 23 | 529 |
| | Sri Kusyanti | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | - | | - | | 0 | - | | |
| 28 | Suwandi | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 0 | _ | | 1 | | 0 | 0 | | - | 1 | 0 0 | | 1 | 0 | 0 | 1 | 0 0 | 1 | 1 | 1 | 0 | 0 | | 1 | 0 | 14 | 196 |
| 29 | Try Sandya | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 1 | | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 (|) 1 | 1 | 1 | 0 | 1 | 0 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 28 | 784 |
| 30 | Wina Widia | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 1 | | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 28 | 784 |
| | | 19 | 18 | 19 | 22 | 12 | 12 | 18 | 24 | 15 | 12 | 20 | 12 | 14 | 17 | 21 | 17 | 19 | 12 | 19 | 10 | 15 | 15 | 18 | 16 | 19 | 8 24 | 21 | 17 | 14 | 12 1- | 4 23 | 3 18 | 18 | 11 | 7 1 | 8 15 | 5 2 | 2 10 | | |
| | р | 0,63 | 0,60 | 0,63 | 0,73 | 0,40 | 0,40 | 0,60 | 0,80 | 0,50 | 0,40 | 0,67 | 0,40 | 0,47 | 0,57 0, | 70 | 0,57 | 0,63 | 0,40 | 0,63 | 0,33 | 0,50 | 0,50 | 0,60 | 0,53 0 | ,63 0,2 | 7 0,80 | 0,70 | 0,57 | 0,47 | 0,40 0,4 | 7 0,77 | 7 0,60 | 0,60 | 0,5 | 7 0,6 | 60 0,50 | 0,7 | 3 0,33 | | |
| | q | 0,37 | 0,40 | 0,37 | 0,27 | 0,60 | 0,60 | 0,40 | 0,20 | 0.50 | 0,60 | 0,33 | 0,60 | 0,53 | 0,43 0. | 30 | 0.43 | 0,37 | 0,60 | 0,37 | 0,67 | 0.50 | 0.50 | 0.40 | 0,47 0 | .37 0.7 | 3 0,20 | 0,30 | 0,43 | 0,53 | 0,60 0,5 | 3 0,23 | 3 0,40 | 0,40 | 0,43 | 3 0,4 | 0 0,50 | 0 0,2 | 7 0,67 | | |
| | | 0,23 | | 0,23 | 0,20 | 0.24 | | 0,24 | | | | 0,22 | | 0,25 | | | <u> </u> | 0,23 | | | 0,22 | - | 0,25 | | 0,25 0 | | | | 0,25 | | | | | - | - | | | _ | | | |
| | pq | | | | | | | | | | | | | | | | | | | | | - | <u> </u> | | | | | | | | | | | | - | - | | | - | | |
| ΤY | p/q | 1,73 | | 1,73 | 2,75 | - | 0,67 | 1,50 | | | | 2,00 | | 0,88 | | 33 | | 1,73 | | - | 0,50 | | · · | · · | | ,73 0,3 | _ | | 1,31 | 0,88 | 0,67 0,8 | | _ | - | | | | | | 1 | |
| I I | p/q | 1,31 | 1,22 | 1,31 | 1,66 | - | 0,82 | 1,22 | | | | 1,41 | 0,82 | 0,94 | | | | 1,31 | | | 0,71 | | | 1,22 | | ,31 0,6 | _ | 1,53 | 1,14 | 0,94 | 0,82 0,94 | | - | | | 4 1,2 | | 0 1,6 | | | |
| VALIDITY | Mp | | 22,7 | 21,7 | 24,0 | | | 24,4 | | | | | | 24,6 | | 3,7 | | 21,7 | | | 25,3 | | | | 23,5 2 | | | | | | | | | | | | | | | | |
| - | Mt | 22,2 | | 22,2 | | | | 22,2 | | | | | | 22,2 | | | 22,2 | 22,2 | | | 22,2 | | | 22,2 | | | 2 22,2 | | | | | | | | | | | | | | |
| | SDt | 5,82 | 5,82 | 5,82 | 5,82 | 5,82 | 5,82 | 5,82 | 5,82 | 5,82 | 5,82 | 5,82 | 5,82 | 5,82 | 5,82 5, | 82 | 5,82 | 5,82 | 5,82 | 5,82 | 5,82 | 5,82 | 5,82 | | | ,82 5,8 | 2 5,82 | 5,82 | 5,82 | 5,82 | | 2 5,82 | 2 5,82 | 5,82 | 5,82 | 2 5,8 | 32 5,82 | 2 5,8 | 2 5,82 |] | |
| | Rpbi | 0,16 | 0,11 | -0,10 | 0,53 | 0,49 | 0,42 | 0,46 | -0,18 | 0,41 | 0,42 | 0,24 | 0,30 | 0,38 | 0,38 0, | 40 | 0,32 | -0,10 | 0,43 | 0,41 | 0,38 | 0,44 | 0,41 | 0,16 | 0,24 0 | ,25 0,5 | 1 0,09 | 0,36 | 0,34 | 0,40 | 0,43 0,3 | 8 -0,06 | 5 0,34 | 0,32 | 0,1 | 1 0,4 | -0,19 | 9 0,5 | 3 0,35 | | |
| | R tabel | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 0, | 36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 0 | ,36 0,3 | 5 0,36 | 0,36 | 0,36 | 0,36 | 0,36 0,3 | 6 0,36 | 5 0,36 | 0,36 | 0,30 | 6 0,3 | 6 0,36 | 6 0,3 | 6 0,36 | | |
| | status | IN | IN | IN | V | V | v | v | IN | v | v | IN | IN | v | v v | - | IN | IN | V | v | v | v | v | IN | IN I | N V | IN | IN | IN | v | V V | IN | IN | IN | IN | V | IN | V | IN | | |
| L | status | | | | • | • | • | • | | | <u> </u> | | | • | | | | | • | · | • | , | • | | | | | | | | | | | | | 1 | | · · | | 1 | |

| The Second Step of Analysis Validity of Post | t- i est |
|--|----------|
|--|----------|

| - | 1 | | | | | | Inc | Secon | u Die | 5 01 A | narysi | s van | alty o | 1105 | 1-103 | L | | | | | | | |
|----------|-----------------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|-------|--------|-------|-------|-------|-------|-------|-------|-------|-------|----|-----|
| No | Students | 4 | 5 | 6 | 7 | 9 | 10 | 13 | 14 | 15 | 18 | 19 | 20 | 21 | 22 | 26 | 30 | 31 | 32 | 37 | 39 | Х | X2 |
| | | | _ | | _ | | | - | | | _ | _ | _ | | _ | | _ | | | | - | | |
| 1 | Andini | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | Alina Destiani | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| 3 | Aliya Destiana | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 3 | 9 |
| 4 | Bery Deanova | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 18 | 324 |
| 5 | Diah Anis | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 15 | 225 |
| 6 | Elsa Bela | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 13 | 169 |
| 7 | Enjelita | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 11 | 121 |
| 8 | Erica Susanti | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 4 | 16 |
| 9 | Ernia Ulia Sari | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 13 | 169 |
| | Fera | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 14 | 196 |
| 11 | Ferry Martin | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 10 | 100 |
| 12 | Jubaidah | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 | 361 |
| 13 | Mulyadi | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 10 | 100 |
| 14 | Neneng Ria | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 15 | 225 |
| 15 | Nurhayati | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 14 | 196 |
| 16 | Putri Nur | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 8 | 64 |
| | Putri Rizki | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 9 | 81 |
| 18 | Regita Indah | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 8 | 64 |
| 19 | Rika Puspita | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 8 | 64 |
| 20 | Rina Yuliza | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 13 | 169 |
| 21 | Rita Lidia | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 7 | 49 |
| 22 | Riska | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 11 | 121 |
| 23 | Rohayah | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 6 | 36 |
| 24 | Santika | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 12 | 144 |
| 25 | Santoni | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 9 | 81 |
| 26 | Selfiana | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 10 | 100 |
| 27 | Sri Kusyanti | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 10 | 100 |
| 28 | Suwandi | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 4 | 16 |
| 29 | Try Sandya | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 16 | 256 |
| 30 | Wina Widia | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 11 | 121 |
| | | 22 | 12 | 12 | 18 | 15 | 12 | 14 | 18 | 17 | 12 | 19 | 10 | 15 | 15 | 8 | 14 | 12 | 14 | 18 | 22 | | |
| | р | 0,73 | 0,40 | 0,40 | 0,60 | 0,50 | 0,40 | 0,47 | 0,60 | 0,57 | 0,40 | 0,63 | 0,33 | 0,50 | 0,50 | 0,27 | 0,47 | 0,40 | 0,47 | 0,60 | 0,73 | | |
| | q | 0,27 | 0,60 | 0,60 | 0,40 | 0,50 | 0,60 | 0,53 | 0,40 | 0,43 | 0,60 | 0,37 | 0,67 | 0,50 | 0,50 | 0,73 | 0,53 | 0,60 | 0,53 | 0,40 | 0,27 | | |
| | pq | 0,20 | 0,24 | 0,24 | 0,24 | 0,25 | 0,24 | 0,25 | 0,24 | 0,25 | 0,24 | 0,23 | 0,22 | 0,25 | 0,25 | 0,20 | 0,25 | 0,24 | 0,25 | 0,24 | 0,20 | | |
| X | p/q | 2,75 | 0,67 | 0,67 | 1,50 | 1,00 | 0,67 | 0,88 | 1,50 | 1,31 | 0,67 | 1,73 | 0,50 | 1,00 | 1,00 | 0,36 | 0,88 | 0,67 | 0,88 | 1,50 | 2,75 | | |
| ПЦ | p/q | 1,66 | 0,82 | 0,82 | 1,22 | 1,00 | 0,82 | 0,94 | 1,22 | 1,14 | 0,82 | 1,31 | 0,71 | 1,00 | 1,00 | 0,60 | 0,94 | 0,82 | 0,94 | 1,22 | 1,66 | | |
| VALIDITY | Мр | 11,86 | 13,42 | 13,17 | 12,11 | 11,87 | 13,17 | 12,14 | 11,53 | 10,95 | 12,92 | 11,42 | 13,20 | 12,47 | 11,87 | 14,75 | 12,14 | 12,33 | 12,14 | 11,78 | 11,86 | | |
| > | Mt | 10,07 | 10,07 | 10,07 | 10,07 | 10,07 | 10,07 | 10,07 | 10,07 | 10,07 | 10,07 | 10,07 | 10,07 | 10,07 | 10,07 | 10,07 | 10,07 | 10,07 | 10,07 | 10,07 | 10,07 | | |
| | SDt | 4,69 | 4,69 | 4,69 | 4,69 | 4,69 | 4,69 | 4,69 | 4,69 | 4,69 | 4,69 | 4,69 | 4,69 | 4,69 | 4,69 | 4,69 | 4,69 | 4,69 | 4,69 | 4,69 | 4,69 | | |
| | Rpbi | 0,64 | 0,58 | 0,54 | 0,53 | 0,38 | 0,54 | 0,41 | 0,36 | 0,36 | 0,50 | 0,38 | 0,47 | 0,51 | 0,38 | 0,60 | 0,41 | 0,39 | 0,41 | 0,45 | 0,64 | | |
| | R tabel | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | | |
| | status | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | Valid | | |



Appendix 9

The First Step of Analysis Validity of PreTest

| | | | | | | | | | | | | | | | | | 11 | еги | si siej | O OI A | naiysi | is Vali | uity o | r re. | rest | | | | | | | | | | | | | | | | | |
|----------|-----------------|-------|------|--------------|------|-----------|-----------|---|--------------------|-------|-----------|----------------|-------|----------------|-------|-------|--------------|--------------|---------|--------------|--------|---------|--------------|-------|--------------|-------|------|----------------|-----------|----------------|-------|--------------|------|------|--------------|-------|-----------|-------|-------|-------|-------|--------|
| No | Students | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | X X2 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Andini | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 7 49 |
| 2 | Alina Destiani | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 9 81 |
| 3 | Aliya Destiana | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 4 16 |
| 4 | Bery Deanova | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 29 841 |
| 5 | Diah Anis | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 12 144 |
| 6 | Elsa Bela | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 19 361 |
| 7 | Enjelita | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 25 625 |
| 8 | Erica Susanti | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 11 121 |
| 9 | Ernia Ulia Sari | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 22 484 |
| 10 | Fera | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 23 529 |
| 11 | Ferry Martin | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 18 324 |
| 12 | Jubaidah | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 15 225 |
| 13 | Mulyadi | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 14 196 |
| 14 | Neneng Ria | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 20 400 |
| 15 | Nurhayati | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 17 289 |
| 16 | Putri Nur | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 20 400 |
| 17 | Putri Rizki | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 21 441 |
| 18 | Regita Indah | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 17 289 |
| 19 | Rika Puspita | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 21 441 |
| 20 | Rina Yuliza | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 23 529 |
| 21 | Rita Lidia | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 20 400 |
| 22 | Riska | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 18 324 |
| 23 | Rohayah | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 27 729 |
| 24 | Santika | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 29 841 |
| 25 | Santoni | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 16 256 |
| 26 | Selfiana | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 18 324 |
| 27 | Sri Kusyanti | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 23 529 |
| 28 | Suwandi | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 16 256 |
| 29 | Try Sandya | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 12 144 |
| 30 | Wina Widia | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 18 324 |
| | | 13 | | | | | | | | - | | | 16 | 3 | 13 | | | 9 | 11 | | | | 13 | | | 15 | 12 | 15 | | | - | | | 16 | | | 13 | | | | | |
| | р | 0,43 | | 0,40 | | 0,50 | | - | | | | | 0,53 | 0,10 | 0,43 | 0,40 | | 0,30 | | | | | 0,43 | 0,50 | | 0,50 | | 0,50 | | 0,43 | | 0,50 | | | 0,40 | | 0,43 | | 0,57 | | 0,50 | |
| | q | 0,57 | 0,57 | | 0,63 | 0,50 | | - | | 0,50 | | | 0,47 | 0,90 | 0,57 | 0,60 | | 0,70 | | | 0,50 | | 0,57 | 0,50 | | 0,50 | 0,60 | 0,50 | | 0,57 | | 0,50 | | 0,47 | | | 0,57 | | 0,43 | | 0,50 | |
| | pq | 0,25 | | 0,24 | | | | | 5 0,25 | | | - | 0,25 | 0,09 | 0,25 | | | 0,21 | | | | | 0,25 | | 0,25 | 0,25 | 0,24 | 0,25 | | | | 0,25 | - | | 0,24 | | | | 0,25 | | 0,25 | |
| Σ | p/q | 0,76 | 0,76 | 0,67 | 0,58 | | | | | 1,00 | | | 1,14 | 0,11 | 0,76 | 0,67 | 0,67 0,82 | 0,43 | | - | 1,00 | | 0,76 0.87 | 1,00 | | 1,00 | 0,67 | 1,00 | | 0,76 | | 1,00 | | | 0,67 | | 0,76 | | 1,31 | | 1,00 | |
| VALIDITY | p/q | | - | | | | | | | | | | | | ., | | | | | 1.1 | | | | | | | | | | | | | - | | | | | | | | 7 | |
| VAI | Mp Mt | 21,38 | | 21,17 | | | 18.13 | | 1 21,85 3 18,13 | 21,20 | | 21,85 18,13 | 19,13 | 19,00 18,13 | | 15,42 | 18,50 | 21,33 | | 19,25 | | 20,50 | 20,85 | | 19,77 | 17,53 | | 21,47 18,13 | | 16,92 18,13 | | 19,87 | | | 18,67 | 19,00 | | 18,81 | 18,82 | 21,20 | 18,87 | |
| | SDt | 6,01 | 6,01 | | 6,01 | ., | - / - | | | | | | | 6,01 | 6,01 | 6,01 | | | | | ., . | ., . | 6,01 | | | 6,01 | 6,01 | | | 6,01 | | | - | 6,01 | | 6,01 | | | | | ., . | |
| | | | | 6,01 0,41 | | | | | | | | | 6,01 | 6,01 0,05 | -0,22 | | | 6,01 0,35 | | 6,01 0,20 | | | | 6,01 | 6,01 0,24 | -0,10 | | 6,01 0,55 | | | | 6,01 0,29 | | | 6,01 0,07 | | 6,01 | 0,12 | 6,01 | | 6,01 | |
| | Rpbi R tabel | 0,47 | | - | | 0,55 | | | | | | | 0,18 | 0,05 | -0,22 | -0,37 | | 0,35 | | | | | 0,39 | 0,55 | | -0,10 | 0,41 | 0,55 | | -0,18 | -0,09 | | 0,54 | 0,42 | | | 0,54 | - | 0,13 | | | |
| | | | | - | | 0,36 V | 0,36 V | | | | 0,36 V | 0,36 V | | | | | | | | - | | | 0,36 V | | | | | | 0,36 V | 0,36 IN | | | - | | | | 0,36 V | - | | | 0,36 | |
| | status | V | V | v | IN | v | v | v | v | V | v | v | IN | IN | IN | IN | IN | IN | IN | IN | V | V | v | V | IN | IN | v | V | v | IN | IN | IN | V | v | IN | IN | v | IN | IN | IN | IN | |

| No | Students | 1 | 2 | 3 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 20 | 21 | 22 | 23 | 26 | 27 | 28 | 32 | 33 | 36 | X | X2 |
|----------|-----------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|----|-----|
| 1 | Andini | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | Alina Destiani | 0 | - | 0 | 0 | | 0 | | | | 0 | | 0 | | | | | - | | | | 0 | 0 |
| 3 | Aliya Destiana | 0 | | 0 | 0 | 0 | 0 | | 0 | | 0 | 0 | 0 | | 0 | 0 | | 0 | | | 0 | 0 | 0 |
| 4 | Bery Deanova | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | - | 1 | 1 | 1 | 1 | 0 | - | 0 | 16 | 256 |
| 5 | Diah Anis | 0 | 0 | 1 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | | 0 | 1 | 0 | 1 | 0 | | 0 | 3 | 9 |
| 6 | Elsa Bela | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 9 | 81 |
| 7 | Enjelita | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 17 | 289 |
| 8 | Erica Susanti | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 3 | 9 |
| 9 | Ernia Ulia Sari | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 15 | 225 |
| 10 | Fera | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 13 | 169 |
| 11 | Ferry Martin | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 8 | 64 |
| 12 | Jubaidah | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 4 | 16 |
| 13 | Mulyadi | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 8 | 64 |
| 14 | Neneng Ria | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 13 | 169 |
| 15 | Nurhayati | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 8 | 64 |
| 16 | Putri Nur | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 13 | 169 |
| 17 | Putri Rizki | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 15 | 225 |
| 18 | Regita Indah | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 5 | 25 |
| 19 | Rika Puspita | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 12 | 144 |
| 20 | Rina Yuliza | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 10 | 100 |
| 21 | Rita Lidia | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 13 | 169 |
| 22 | Riska | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 7 | 49 |
| 23 | Rohayah | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 16 | 256 |
| 24 | Santika | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 19 | 361 |
| 25 | Santoni | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 8 | 64 |
| 26 | Selfiana | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 11 | 121 |
| 27 | Sri Kusyanti | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 16 | 256 |
| 28 | Suwandi | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 8 | 64 |
| 29 | Try Sandya | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 9 |
| 30 | Wina Widia | 1 | 1 | 1 | 0 | - | 1 | 1 | 1 | 0 | 1 | 0 | 0 | | 0 | | 0 | 0 | | - | 1 | 10 | 100 |
| | | 13 | 13 | 12 | 15 | 16 | 13 | 13 | 15 | 15 | 13 | 15 | 16 | | 15 | 12 | | 17 | | | 13 | | |
| | р | 0,43 | 0,43 | 0,40 | 0,50 | 0,53 | 0,43 | 0,43 | 0,50 | 0,50 | 0,43 | 0,50 | 0,53 | 0,43 | 0,50 | 0,40 | 0,50 | 0,57 | 0,43 | 0,53 | 0,43 | | |
| | q | 0,57 | 0,57 | 0,60 | 0,50 | 0,47 | 0,57 | 0,57 | 0,50 | 0,50 | 0,57 | 0,50 | 0,47 | 0,57 | 0,50 | 0,60 | 0,50 | 0,43 | 0,57 | 0,47 | 0,57 | | |
| | pq | 0,25 | 0,25 | 0,24 | 0,25 | 0,25 | 0,25 | 0,25 | 0,25 | 0,25 | 0,25 | 0,25 | 0,25 | 0,25 | 0,25 | 0,24 | 0,25 | 0,25 | 0,25 | 0,25 | 0,25 | | |
| ΓΥ | p/q | 1,76 | 1,76 | 1,67 | 2,00 | 2,14 | 1,76 | 1,76 | 2,00 | 2,00 | 1,76 | 2,00 | 2,14 | | 2,00 | 1,67 | 2,00 | 2,31 | 1,76 | 2,14 | 1,76 | | |
| VALIDITY | p/q | 1,33 | 1,33 | 1,29 | 1,41 | 1,46 | 1,33 | 1,33 | 1,41 | 1,41 | 1,33 | 1,41 | 1,46 | 1,33 | 1,41 | 1,29 | 1,41 | 1,52 | 1,33 | 1,46 | 1,33 | | |
| AL | Mp | 12,31 | 12,31 | 11,92 | 12,80 | 11,69 | 12,69 | 13,54 | 12,20 | 12,80 | 13,54 | 12,80 | 11,50 | 12,23 | 12,80 | 11,92 | 12,80 | 11,47 | 13,54 | 11,50 | 13,54 | | |
| > | Mt | 9,43 | 9,43 | 9,43 | 9,43 | 9,43 | 9,43 | 9,43 | 9,43 | 9,43 | 9,43 | 9,43 | 9,43 | 9,43 | 9,43 | 9,43 | 9,43 | 9,43 | 9,43 | 9,43 | 9,43 | | |
| | SDt | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | 5,44 | | |
| | Rpbi | 0,70 | 0,70 | 0,59 | 0,88 | 0,61 | 0,80 | 1,00 | 0,72 | 0,88 | 1,00 | 0,88 | 0,56 | | 0,88 | 0,59 | 0,88 | 0,57 | 1,00 | 0,56 | 1,00 | | |
| | R tabel | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | 0,36 | | |
| | status | valid | | |

The Second Step of Analysis Validity of PreTest