

**THE EFFECTIVENESS OF TEAMS GAMES TOURNAMENT (TGT)  
TECHNIQUE IN TEACHING READING AT THE TENTH  
GRADE OF SMA N 1 WONOSARI IN  
ACADEMIC YEAR 2015/2016**

**THESIS**

Submitted as a Partial Requirements  
for the Degree of *Undergraduate*  
in English Education



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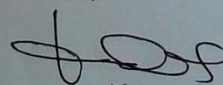
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## **DEDICATION**

This thesis is dedicated to:

1. Her beloved parents.
2. Her beloved sisters.
3. Her beloved best friends
4. Her beloved Amazing Class
5. All of my friends

## **MOTTO**

Verily, with every difficulty there is relief.

(Al-Insyirah: 6)

If we have a strong desire from the heart, then the whole universe will work  
together to make it happen.

(Ir. Soekarno)

## CERTIFICATE OF ORIGINALITY

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, January27<sup>th</sup>2017

The researcher,

AnnisaNurfatinAdilla



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## ABSTRACT

AnnisaNurfatinAdilla 2016 “The Effectiveness of Teams Games Tournament (TGT) Technique in Teaching Reading at the Tenth Grade of SMA N 1 Wonosari in Academic Year 2015/2016.” Thesis, English Education Department, Islamic Education and Teacher Training Faculty, The State Islamic Institute of Surakarta.

Advisor : Budiasih, S.Pd., M.Hum

Key words : Teams Games Tournament (TGT) Technique, Reading, Narrative text

The objectives of this research is to know the effectiveness of Teams Games Tournament (TGT) Technique to teach reading of the tenth grade students of SMA N 1 Wonosari in academic year 2015/2016 and also to help the English teachers more creative in teaching reading especially on narrative text at the tenth grade students of SMA N 1 Wonosari.

The method which applied in this research was quasi experimental research. The samples come from the population are 68 students coming from two classes consisting of 34 students of XA as the experimental group and 34 students of XB as the control group. The researcher used cluster random sampling in choosing XA class as experimental group and XB class as control group. Experimental group is taught using Teams Games Tournament (TGT) technique while control group is taught without using Teams Games Tournament (TGT) technique. Instrument in this research used pre-test and post-test.

The result of the research proved that the use of Teams Games Tournament (TGT) technique effective in teaching and learning reading. Based on the calculation, it was found that the mean score of the experimental group is 83,4118{83} and the mean score of the control group is 77,05882{77}. Besides that, based on the analysis data of  $t_{\text{score}}$  is 2,678 and  $t_{\text{table}}$  in the level significance 0,05% is 1,668. Thus, it means that the use of Teams Games Tournament (TGT) technique is effective in teaching reading for tenth grade students of SMA N 1 Wonosari in the academic year 2015/2016.

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

Study of English is very important in developing the human resources quality of education world in Indonesia. There are four skills that people need to be good in English: listening, speaking, reading, and writing. English teacher should be mastering those skills and explain to their students. Therefore, the English teacher should be more creative to increase the student's reading skill in teaching learning. Reading skill is a kind of English skill which can increase the comprehension. In other words, reading skill has a big role for the students to get the information from the text to increase their knowledge. Furthermore people have different ways to mastery it well. The students should get training and exercises in order to make their reading skill better.

Reading is one of the important components for students in English learning. Reading becomes the gates for the future. By reading the students will understand all the things that they do not know before. Students successful in learning depends on how deep their comprehensive ability the meaning from the text. If they have low ability in reading, they will fail in the study, but they will success when they have a good ability in reading. Then, it means that reading skill must be learned by the students.

Harmer (2001: 199) states that “reading is a receptive skill. Receptive skills are the ways in which people extract meaning from the discourse they see or hear”. Moreover, Johnson (2008: 3) states that reading is the practice of using text to create meaning. The ability to derive meaning from the text is related to whether the reader can activate prior knowledge about the topic of the text. Moreover reading can increase the fluency pronunciation of the students like speaking. Reading skill has some techniques to get fluency in the reading i.e.: scanning, skimming, intensive reading, and extensive reading.

Today there are some problems that the teachers get in teaching learning English to the students. Reading in English learning still considered as a difficult material for students. Some students feel difficult to comprehend and understand the English reading text. They could not get information from the reading texts. For example, after reading a text, the students could not tell the content of the text and they could not answer the questions related to the text correctly. The problems are from many factors; one of them is the teaching method. Some teachers only use a conventional method which monotonous and makes students passive and bored in teaching reading. In addition, it makes the students feel sleepy and get low motivation in learning reading text.

Teaching English has some methods. Brown (2001: 88) states that method is treated at the level of design in which the roles of teachers, learners and instructional materials as specified. There are some methods of teaching foreign language: Grammar Translation Method (GTM), Audio Lingual Method (ALM), Situational Language Teaching (SLT), Community Language

Learning (CLL), Cooperative Learning, Total Physical Response (TPR), Natural Approach (NA), Silent Way (SW), Suggestopedia and Communicative Language Teaching (CLT), Communicative Approach and Audio Lingual Method.

One of the methods in teaching learning process is cooperative learning. Campbell and Rutherford (2000: 164) states that cooperative learning is more effective to increase learning and increase student's achievement. Wendy Jolliffe (2007: 3) states that cooperative learning requires pupils work together in small groups to support each other to increase their own learning and that of others. In other hand, Slavin (in Sri Harmianto, 2011: 55) states that in cooperative learning methods, students work together in four member teams to master material initially presented by the teacher. It means that cooperative learning more effective in teaching learning, because the students study together with their friends to solve the problems and to achieve the goals. According to Slavin (2009: 11), there are some techniques in Cooperative Learning, such as Student's Team Achievement Division (STAD), Jigsaw, Teams Games Tournament (TGT), Team Accelerated Instruction (TAI), and Cooperative Integrated Reading and Composition (CIRC), and so on. In this research, the researcher used Teams Games Tournament (TGT). By using Teams Games Tournament (TGT), the students learning more fun.

According to Coleman (1959: 339), Teams Games Tournament (TGT) is an instructional technique which structures competition-cooperation in the classroom along dimensions advocated. Teams Games Tournament (TGT) can

help the teacher to motivate the students in solving the problem together with variation learning style in the classroom. By Using Teams Games Tournament, the students probably more understand about the materials because by using Teams Games Tournament, the students can work with their friends and the students will enjoy their learning activities. According to Killen (2007: 181) "TGT is suited to the same types of subject matter and learning outcomes as STAD. It requires a little more than STAD, but can be very motivating for learners". It means that Teams Games Tournament can motivate the students in teaching learning process.

In SMA N 1 Wonosari, English teacher uses Grammar Translation Method. Bambang Setyadi (2006: 33) "The fundamental purpose of Grammar-Translation method is to make the students able to read literature written in target language." According to Pollard (2008: 17), the method consists of studying written texts, translating them into the students' own language and carrying out a study of grammar. Grammar Translation Method ineffective method. It is a teaching method which studies a foreign language in order to read its literature focusing on the analysis of its grammar rules, and to translate sentences and text into and out the target language. In the Grammar Translation Method the teaching of the second language starts with the teaching of reading. With this method the teaching learning process feel monotonous and the students become lazy to learn, as a result the students have difficulties in reading comprehension, the students have difficulties in

understanding the meaning of the words, the teacher has problems in classroom management, and the students have less attention to the teacher.

Based on the explanation above, the researcher focuses on alternative technique to solve the problems in teaching reading on SMA N 1 Wonosari. The researcher finds out Teams Games Tournament (TGT) Technique to solve the problem of students in the reading learning. This technique is expected to be more effective to teach reading, because the students are more interested if they learn with playing games.

The researcher hopes Teams Games Tournament (TGT) Technique can motivate the teacher in order to update the new technique in the reading learning. On the other hand it can be an appropriate moment to introduce the Teams Games Tournament (TGT) Technique to the students. Based on the reason above, the researcher is interested to commit experimental research entitled: “The Effectiveness of Teams Games Tournament (TGT) Technique in Teaching Reading at the Tenth Grade of SMA N 1 Wonosari in Academic Year 2015/2016”.

## **B. Identification of the Problem**

Based on the background, the problem can be identified, there are:

1. The students have difficulties in reading comprehension.
2. The students have difficulties in understanding the meaning of the words.
3. The teacher has problems in classroom management.
4. The students have less attention to the teacher.

### **C. Limitation of the Problem**

To avoid the broader, this study scope was limited their problems. This study was limited to find out the effectiveness of using Teams Games Tournament (TGT) Technique to teach reading at the tenth grade of SMA N 1 Wonosari in academic year 2015/2016. The researcher focuses to teach narrative text.

### **D. Problem Statement**

Based on the background of the study, the problem statement of this study is formulated as follows: “How is the effectiveness of Teams Games Tournament (TGT) Technique to teach reading of the tenth grade students of SMA N 1 Wonosari in academic year of 2015/2016?

### **E. The Objective of Study**

The objective of theresearch is to find out the effectiveness of Teams Games Tournament (TGT) Technique to teach reading of the tenth grade students of SMA N 1 Wonosari in academic year 2015/2016.

### **F. Benefit of The Study**

The researcher expectsthis research to give some contributions for the teachers, the students, and the researchers.

1. Theoretical benefit

The result of this research give an experience and new knowledge for the researcher in teaching learning process especially to increase students' reading comprehension. The researcher also hopes that this research will be useful for the researchers.

2. Practical benefit

- a. For the students

This research is expected to ease in English learning process. The students can explore their knowledge when they read a text. So, they feel enjoy to get the English materials.

- b. For the teacher

This research can be more creative in teaching English with another technique.

- c. For other researcher

Another researcher can utilize this paper to add their references that is connected with the method to increase the students' reading comprehension by using TGT method. In addition, they can practice to use this method is their research in the classroom.

## **G. The Definition of Key Term**

The researcher want to make easy the reader to understand in this thesis with classifies the term of this study in title "The Effectiveness Teams

Games Tournaments (TGT) Technique in Teaching Reading at The Tenth Grade of SMA N 1 Wonosari in Academic Year 2015/2016”.

1. Reading

Reading is the practice of using text to create meaning (Johnson 2008: 3).

2. Cooperative Learning

Cooperative learning is a group learning activity organized in such a way that learning is based on the socially structured change of information between learners in a group in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. (Miftahul Huda 2012: 29)

3. Teams Games Tournament (TGT)

Teams Games Tournament (TGT) is an instructional technique which structures competition-cooperation in the classroom along dimensions advocated by Coleman (1959: 339).



## **CHAPTER II**

### **REVIEW ON RELATED LITERATURE**

#### **A. Review of Reading Comprehension**

##### **1. The Definition of Reading**

Richards (1997: 6) states that reading is powerful activity that confers knowledge, insight, and perspective on readers. Linse (2005: 69) says that reading is a set of skills that involves sense and derive meaning from the printed word. Moreover, Tarigan (1979: 7) defines reading is a process that is carried and used by readers to get the message, which was about to be submitted by the author through the medium of words or written language. The discussion of reading skill means the quality of understanding the content of the text.

From the discussion above it can be said that reading is an important activity for students. In reading the students know the author's message it her express or implied. So it can be said that reading will be increase the knowledge and insights for students.

##### **2. Purpose of Reading**

Abott (1985: 89) states that one possible way of establishing a purpose for reading is by focusing the learner's attention on particular cognitive skill. Cognitive skill includes most of the following abilities:

- a. To anticipate both the form and the content.
- b. To identify the main ideas.

- c. To recognize and recall specific details.
- d. To recognize the relationship between the main idea and their expression.
- e. To follow a sequence.
- f. To infer from the text.
- g. To draw conclusion.
- h. To recognize the writer's purpose and attitude.

From the statement above, it can be concluded that reading purpose to identify main idea and to remind the purpose of the writer in order to can obtain conclusion.

### **3. Definition of Reading Comprehension**

Serravallo (2010: 43) states that comprehension is at the heart of what it means to really read while reading is thinking and understanding and getting at the meaning behind a text. T Linse (2005:71) states that reading comprehension refers to read for meaning, understanding, and entertainment.

Kennedy (1981: 192) states that reading comprehension is a through which a reader becomes aware of an idea, understanding in term of their experimental background and interprets it in relation is not a skill or ability that can be develop once and for all at any level of instruction.

It can be concluded that reading comprehension is a process to understanding the meaning of text and to develop skills in finding ideas in text.

#### **4. Level of Reading Comprehension**

Kennedy (1981: 224) states that the skills of comprehension are grouped under three major divisions of reading: literal reading, inferential reading, critical reading.

##### **a. Literal reading**

Literal reading is related on what a writer says. It involves acquiring information that is directly stated in a selection and is also prerequisite for higher levels understanding. It requires ability to:

- 1) Locate specific facts
- 2) Identify happening that are described directly
- 3) Find answers to questions based on given facts
- 4) Summarizing the details expressed in a selection

##### **b. Inferential reading**

Inferential reading involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Skills for inferential reading include:

- 1) Finding implied meanings
- 2) Anticipating outcomes
- 3) Making generalization
- 4) Detecting the author's purpose
- 5) Drawing conclusion

c. Critical reading

Critical reading is evaluating written material, comparing the ideas discovered with known standard and drawing conclusions about their accuracy and appropriateness. The critical reader must be an active reader, questioning, searching for facts and suspending judgment until he or she has considered all of the material.

## **5. Technique of Reading Comprehension**

According to Nuttal (1982: 34), there are four technique of reading comprehension. They are:

a. Scanning

Scanning means glancing rapidly through a text either to search for a specific piece of information or to get an initial impression of whether the text is suitable for a given purpose. It means that scanning is fast reading to get the information without read another sentence.

b. Skimming

Skimming involves allowing the eyes to move quickly across and done the page, not reading every group of words or even every line. It means skimming is a technique of reading with high speed to look for the important things in text.

c. Intensive reading

Intensive reading involves approaching the text under the close guidance of the teacher. It means that intensive reading the reader should given the text accordance with the wishes. Text will be able to

increase their motivation to reading. It is also intended that they show a deeper curiosity in finding information in the text because the text is read and the topic are things that they like and know.

d. Extensive reading

It means must be developed by the use of longer texts, including complete books stated. It means that the reader should be given the appropriate text with their language skills. This text is too hard for the reader will make them struggle with the meaning, so the information becomes not incomprehensible. Therefore, in extensive reading, the reading material should be chosen for the stratified according to their language skills.

## **6. Strategies of Reading Comprehension**

Brown (2004: 306-310) said there are some strategies in reading comprehension, they are:

- a. Identifying the purpose in reading. Efficient reading consists of clearly identifying the purpose in reading something. By doing so, the readers know what they are looking for and can weed out potential distracting information.
- b. Using graphemes rules and patterns to aid in bottom-up decoding (for beginning level learners).
- c. Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).

- d. Skimming it gives readers the advantages of being able to predict the purpose of the passage, the main topic of message, and possibly some if the developing of supporting ideas.
- e. Scanning, it is to extract certain specific information without reading through the whole text.
- f. Semantic mapping or clustering.
- g. Guessing, learners can use guessing to:
  - 1) Guess the meaning of a word.
  - 2) Guess a grammatical relationship.
  - 3) Guess discourse relationship.
  - 4) Infer implied meaning.
  - 5) Guess about a cultural reference.
  - 6) Guess the content of the messages.
- h. Vocabulary analysis.
- i. Distinguishing between literal and implied meaning.
- j. Capitalizing on discourse markers to process relationship. Many discourse markers in English signal relationships among ideas as expressed through phrases, clauses and sentences. A clear comprehension of such markers can greatly enhance learners reading efficiency.

## **7. How to Teach Reading Comprehension**

Hughes (2012: 78) states that there are the suggestions how to teach reading comprehension effectively:

- a. Choose high-interest reading materials. Students should be able to relate to those texts being read in the language art classroom.
- b. Teach reading comprehension skills explicitly. Basic reading comprehension skills include: using prior knowledge, asking question while reading, creating mental images, making predictions and inferences, summarizing what has been read, and using phonological and contextual clues when encountering unknown words.
- c. Model reading comprehension skills. Teacher should read aloud to students and stop to comment on their mental processes related to comprehension during the reading.
- d. Teach vocabulary routinely and thoroughly. One of the greatest barriers to reading comprehension is a limited vocabulary.
- e. Allow students to discuss texts with the teacher and with their classmates.

## **8. Macro and Micro Skills of Reading Comprehension**

Brown (2004: 187) explains that there are two kinds of skills that the reader should have. The micro and macro skills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension.

- a. Micro skills of Reading
  - 1) Discriminating among the distinctive graphemes and orthographic pattern of English.

- 2) Retaining chunks of language of deference lengths in short-term memory.
- 3) Processing writing at an efficient rate of speed to suite the purpose.
- 4) Recognizing a core of word, and interpreting word order patterns and their significance.
- 5) Recognizing grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
- 6) Recognizing that are particular meaning may be expressed in deferent grammatical forms.
- 7) Recognizing cohesive in written discourse and their rule in signaling the relationship between and among clauses.

b. Macro skills of Reading

- 1) Recognizing the rhetorical forms of written discourse and their significance for interpretation.
- 2) Recognizing the communicative function of written text, according to form and purpose.
- 3) Inferring context that is not explicit using background knowledge.
- 4) From describe events, ideas, etc., inferring link and connection between events, deduce causes and effects, and detecting such



relations as main idea, supporting idea, new information, generalization, and exemplification.

- 5) Distinguishing between literal and implied meaning.
- 6) Detecting cultural specific references and interpreting them in context of the appropriate cultural schemata.
- 7) Developing and using a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of word from context, and activating schemata for the interpretation of texts.

## **9. Assessment on Reading**

Brown (2004: 190-209) says assessment is aimed to know how far students' comprehension in a reading text. There are four designs in reading comprehension.

### **a. Designing Reading Tasks; Perceptive Reading**

Assessment of basic reading comprehension may be carried out in a number of different ways.

#### **1) Reading Aloud**

The test-taker sees separate letters, words or short sentences then students read them aloud one by one in teacher's control.

#### **2) Multiple-Choice**

Multiple-choice responses are not only a matter of choosing one of five possible answers. It can be form in some other formats. Some of formats which are especially useful at the low levels of

reading include synonym-antonym, circle the answer, true-false, choose the letter, and matching format.

### 3) Picture-Cued Items

Tester shows a picture with a written text to test-takers. Therefore, test-takers will try to comprehend a text through the picture.

## b. Designing Assessment Tasks; Selective Reading

Here are some possible tasks which is used to assess lexical and grammatical aspect of reading comprehension. Brown (2003) states that there are some possible tasks are used to assess lexical and grammatical aspects of reading comprehension, such as multiple-choice (for form - focused criteria), matching tasks, editing tasks, picture - cued tasks, and gap-filling tasks.

### 1) Multiple-Choice (for Form - Focused Criteria)

The most popular method of testing a reading knowledge of vocabulary and grammar are the multiple-choice format. Mainly for reasons of practicality, it is easy to administer and can be scored quickly. The most straightforward multiple choice items have little context but serve as a vocabulary or grammar check.

### 2) Matching Tasks

At this selective level of reading, the test-takers' task is simply to respond correctly which makes matching an appropriate format.

The most frequently appearing criteria in matching procedures is vocabulary.

3) Editing Tasks

Editing for grammar or rhetorical errors is a widely use test method for assessing linguistic competence in reading. This technique not only focuses on grammar but also introduce simulation of the authentic task of editing, or discerning errors in written passages.

4) Picture - Cued Tasks

There are two types of picture-cued task methods are commonly used. First, students read a sentence or passage and choose one of four pictures that are being described. The sentence (or sentences) at this level is more complex. Second, students read series of sentences or definitions, each describing a labeled part of a picture or diagram. Their task is to identify each labeled item.

5) Gap-Filling Tasks

Many of multiple-choice tasks described previously can be converted into gap-filling. It is such as fill in the blank. Moreover, an extension of simple gap-filling tasks is to create complete sentence items.

c. Designing Assessment Tasks; Interactive Reading

Brown (2004) notes that assessment interactive reading task design has combination of form-focused and meaning-focused objective but with more emphasize on meaning. Here, there are some possible tasks which can use in assessment. Those tasks are cloze tasks, impromptu reading plus comprehension questions, short answer tasks, editing (longer text), scanning, ordering tasks, and information transfer: reading charts, maps, graphs, diagrams.

1) Cloze Tasks

In cloze tests, the words are deleted systematically. Test writer chooses an actual text, then construct it mechanically. Finally, students will fill the blanks words.

2) Impromptu Reading Plus Comprehension Questions

Impromptu reading plus comprehension questions are represent a sample of test specifications for TOEFL reading passage. It is derived from research on a variety of abilities good reader exhibit. It is noticed many of questions are consistent with strategies of affective reading: skimming for main idea, scanning for detail, guessing word meanings form context, using discourse markers, etc.

3) Short Answer Tasks

A popular alternative to multiple-choice question reading passage is the age-old short answer format. A reading passage is

presented. A test-taker reads question that must be answered in a sentence or two. Questions might cover the same specifications indicated for the TOEFL reading, but be worded in questions form.

4) Editing (Longer Text)

It is limited to a list of unrelated sentences. Teacher will give a text which has wrong grammar and error sentences. It will be detected by the test-taker.

5) Scanning

Scanning is a strategy is used by all readers to find relevant information in a text. Assessment of scanning is carried out by presenting test-takers with a text (prose or something in a chart or paragraph format) and requiring rapid identification of relevant bits of information.

6) Ordering Tasks

In this task, students should arrange some unarranged sentences which are given by teacher. Students always enjoy the activity of receiving little scrip of paper then assembling some sentences into a story.

7) Information Transfer : Reading Charts, Maps, Graphs, Diagrams

Students must be able to comprehend charts, maps, graphs, diagrams, and the like. They must be able to find the information in all of those media.

d. Designing Assessment Tasks; Extensive Reading

According to Brown (2004), extensive reading involves somewhat longer texts that teachers have been dealing with in learning. Journal articles, technical reports, longer essays, short stories and books fall into this category. Here there are some possible tasks that can be applied in this design. Those are skimming tasks, summarizing and responding, and note taking and outlining.

1) Skimming Tasks

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea. It is a predication strategy which is used to give a reader a sense of the topic and purpose of a text, the organization of the text and the perspective or point of view of the writer.

2) Summarizing and Responding

One of the most common means of assessing extensive reading is to ask the test-taker to write a summary of the text. The task that is given to students can be very simple words. The procedures such as: teacher will give the students a text, the teacher asks the students to summarize the text, then, asks them to respond to the text.

### 3) Note Taking and Outlining

Finally, a student's comprehension of extensive text may be assessed through an evaluation by a process of note-taking or outlining. However, in this assessment, teacher will find it difficult to control the condition and time. So that, it is included in the informal assessment category.

## 10. How to Assess Reading

In addition to that, to analyze the quantitative data which were in the form of students' reading performance task scores, the researcher used a reading rubric adapted from <http://clacs.as.nyu.edu>.

Table 2.1 The Scoring Rubric for Reading comprehension

Category	4	3	2	1
Interpretation	Answers are mostly correct and demonstrate excellent comprehension. Opinions are always fully justified.	Answers are often correct and demonstrate good comprehension. Opinions are adequately justified.	Answers are occasionally correct and demonstrate an incomplete comprehension of the topic. Opinions are sometimes justified.	Answers do not reflect accurate comprehension of the topic(s). Opinions are unjustified.
Detail	Answers are mostly	Answers are usually	Answers contain some	Answers lack the required

	complete, extensive, and include many details.	complete and include several details.	details.	detail or are incomplete.
Category Use of Information	Answers mostly include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are often included in answers.	Answers usually include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are sometimes included.	Answers include occasional supporting evidence from the text when necessary.	Answers do not include supporting evidence from the text when necessary.
Clarity	Answers are very easy to understand. They are clear and concise.	Answers are always easy to understand.	Answers are sometimes understandable, but need to be more to the point.	Answers are difficult to understand.
Mechanics	Conventional spelling and grammar is mostly correct.	Conventional spelling and grammar is usually correct.	Work contained several spelling and	Work contains many spelling and grammar



			grammar errors.	
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Explanation : 4 = Very Good

3 = Good

2 = Poor

1 = Worst

## 11. How to Test Reading Comprehension

Brown (2004: 206) a set of question which covers comprehension has the features, there are:

- a. Main idea (topic).
- b. Expression/idiom/phrase in context.
- c. Inference (implied detail).
- d. Grammatical features.
- e. Detail (scanning for a specifically stated detail).
- f. Excluding facts not written (unstated details).
- g. Supporting idea.
- h. Vocabulary in context.

From the syllabus of KTSP 2006 in tenth grade of senior high school for second semester the standard competence is understand of the meaning in short text functional and monolog on narrative, descriptive, and news items.

## **B. Review of Grammar Translation Method**

### **1. The Definition of Grammar Translation Method**

Richards (2001: 5), grammar translation method is a way of studying a language that approaches the language detail analysis of its grammar rules, followed by application of this knowledge through the task of translating sentences and text into and out of the target language. It is derived from traditional approaches to teach of Latin and Greek in the nineteenth century.

In other hand, Larsen (2000: 11) states that grammar translation method was used for the purpose of helping students read appreciate foreign language literature. It was also hoped that, through the study of the grammar of the target language, students would become more familiar with grammar of their native language and that this familiarity would help the speak and write their native language better.

It can be conclude that grammar translation method is a foreign language teaching method that approaches the language detail analysis of its grammar rules for the purpose of helping students read and appreciate foreign language literature.

### **2. Several Techniques in GTM**

#### **a. Translation of a literary passage**

- 1) Students translate a reading passage from the target language into their native language.

- 2) The reading passage then provides the focus for several classes: vocabulary and grammatical structures in the passage are studied in subsequent lessons.
- 3) The passage may be excerpted from some work from the target language literature, or a teacher may write a passage carefully designed to include particular grammar rules and vocabulary.
- 4) The translation may be written or sopen or both.
- 5) Students should not translate idioms and the like literally, but rather in a way that shows that they understand their meaning.

b. Reading comprehension questions

- 1) Students answer questions in the target languagr based on their understanding of the reading passage.
- 2) The questions are sequenced so that the first group of questions asks for information contained within the reading passage.
- 3) The second group of questions requires students to make inferences based on their understanding of the passage.
- 4) The third group of questions requires students to relate the passage to their own experience.

c. Antonyms/synonyms

- 1) Students are given one set of words and are asked to find antonyms in the reading passage.
- 2) Students could also be asked to find synonyms for a particular set of words.

- 3) Students might be asked to define a set of words based on their understanding of them as they occur in the reading passage.

d. Cognates

- 1) Students are taught to recognise cognates by learning the spelling or sound patterns that correspond between the languages.
- 2) Students are also asked to memorize words that look like cognates but have meanings in the target language that are different from those in the native language.

e. Deductive application of rule

- 1) Grammar rules are presented with examples.
- 2) Exceptions to each rule are also noted. Once students understand a rule, they are asked to apply it to some different examples.

f. Fill-in-the-blanks

Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as prepositions or verbs with different tenses.

g. Memorization

- 1) Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them.
- 2) Students are also required to memorize grammatical rules and grammatical paradigms such as verb conjugations.

h. Use words in sentences

In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.

i. Composition

- 1) The teacher gives the students a topic to write about in the target language.
- 2) The topic is based upon some aspect of the reading passage of the lesson.
- 3) Sometimes, instead of creating a composition, students are asked to prepare a precis of the reading passage.

### 3. Teaching Procedure of Grammar Translation Method

The teaching procedure of grammar translation method according to Diane Larsen and Freeman (2000: 11-21) is seen as follows:

Table 2.2. Teaching Procedure of GTM in Teaching Reading

Phase	Component of GTM	Indicator
<ul style="list-style-type: none"> <li>- Opening</li> <li>- Pre-teaching of reading activities</li> </ul>	<ul style="list-style-type: none"> <li>- Presentation of pattern in context</li> </ul>	<ul style="list-style-type: none"> <li>- Greeting</li> <li>- Praying</li> <li>- Calling the roll</li> <li>- Asking the previous lessons.</li> <li>- Asking students some questions to arouse interest in the new topic-theme.</li> <li>- Presenting any new vocabulary which is crucial to an understanding of the passage in the native language by</li> </ul>

<ul style="list-style-type: none"> <li>- Whilst-teaching of reading activities</li> </ul>	<ul style="list-style-type: none"> <li>- Comprehension questions</li> <li>- Identification of the pattern</li> <li>- Functional Explication</li> </ul>	<p>writing down in the whiteboard.</p> <ul style="list-style-type: none"> <li>- Reading the text, while the students just listen to the teacher.</li> <li>- Asking the students to translate the passage from English into Indonesian in a written form.</li> <li>- Asking some questions in the native language to make sure that the students have understood.</li> <li>- Giving an example of the pattern in the whiteboard.</li> <li>- Asking the students to find the other occurrences of the same pattern.</li> <li>- Asking the students to learn when to use the pattern.</li> <li>- Asking the students to answer the questions individually in their books.</li> <li>- Asking the students to write down the answer on the whiteboard. If the answer is wrong the teacher corrects it.</li> <li>- Asking questions from the students.</li> <li>- Making conclusion about the material.</li> <li>- Giving the homework to the</li> </ul>
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<p>- Closing</p>	<p>- Conducting and Correcting Drills</p>	<p>students to memorize the vocabulary and the grammar rule.</p>
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#### 4. Advantages of Grammar Translation Method

Larsen (2001: 11) state that there are some strong points of grammar translation method and these are also the objective of the method itself, they are:

- a. The ultimate objective is to be able to read, understand, and appreciate written target literature.
- b. Through the study of the grammar of the target language, the students will be more familiar with the grammar of their mother tongue. This familiarity will help them speak and write their native language better.
- c. It was thought that foreign language learning would help students grow intellectually. Language learning is a mental exercise, learning foreign language is a good mental exercise for students. Learning of the target language and the mother tongue empower students mentally (it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway).

## **5. Disadvantages of Grammar Translation Method**

Larsen (2001: 17-18) states that the weak points of grammar translation method are:

- a. The teacher has authority in the classroom.
- b. Most of the interaction in the classroom is from the teacher to the students. There is little students initiation and little students-students interaction.
- c. There is much less attention given to speaking and listening skills.
- d. Grammar is taught deductively, so the students can not think creatively to find out the rule based on the examples.



## **C. Teams Games Tournament**

### **1. The Definition of Teams Games Tournament**

Teams-Games-Tournament, or TGT (DeVries & Slavin, 1978), combines within team cooperation with competition between teams and between individual representatives of different teams. According to Roy Killen (2007: 197), "TGT was Slavin's original version of cooperative learning (DeVries&Slavin, 1978). It is similar to STAD in that teacher's present information to learners and then they have one another learn. The difference is the quizzes are replaced with tournaments in which learners compete with members of other teams in order to gain points for their home team." Teams Games Tournament (TGT) uses the same general format as STAD (4 to 5 member groups' studying work sheets). However, instead of individually administered quizzes at the end of study period, students play academic games to show their mastery of the topic studied. Whereas Slavin (2006: 338) explain that Teams Games Tournament or TGT, uses games that can be adapted to any subject. Game is better than individual games. They provide opportunities for his teammates to help each other or in other words work together so that the chance of winning will be great. If all students are put in teams of mixed ability, all have a good chance of success.

## **2. Components of Teams Games Tournaments**

Slavin in Harmianto (2011: 67) describes that there are some components of Teams Games Tournament (TGT), such as: class presentation, teams, games, tournament, and team recognition.

### **a. Class Presentation**

Teachers commonly deliver the material at the beginning of the class, exactly in class presentation. This is most often direct instruction or a lecture-discussion. The students must keep their attention intentionally in order to give the best performance in the tournaments. During the class presentation, students should have gathered with their own groups.

### **b. Teams**

The teacher assigns the students to four or five members' teams. Each team should be heterogeneous. The main point of this team arrangement is to make the members can study together cooperatively, do the games together and prepare for the tournament.

### **c. Games**

The games are composed of content-relevant questions designed to test the knowledge of students gain from class presentation and team practice. Most games are numbered question on a sheet.

### **d. Tournament**

The tournament is the structure in which the games take place. It is usually held at the end of a week or at the end of a unit, after the

teacher has made a class presentation and the teams have had time to practice with the worksheets in their study team. For the tournament, the teacher assigns students to tournament tables-the highest three students in past performance to table 1, the next three to table 2, and so on. This equal competition; make it possible for students of all levels of past performance to contribute maximally to their team scores if they do their best.

e. Team Recognition

Teams may earn certificates of other kinds of rewards for their achievement that has been done by the group until reach the criteria. For example: the third position will get Good Team, the second one will get very Good Team, and the first position will get a predicate as Super Team.

**3. Procedures of Teams Games Tournaments (TGT)**

According to Harmianto (2011:67) there are four steps in teaching learning through Teams Games Tournament (TGT), as follow:

a. Class Presentation

The teacher prepares all of the materials, worksheet, and media to teach the students. The researcher taught narrative text as a course material in teaching learning process.

b. Teams

The teacher assigns the students to four or five members' teams. Each team should be heterogeneous.

c. Games Tournament

In this game every student who competes is a representative group. The Students who represent the group placed in the tournament tables. Each tournament table occupied by seven students from different groups with equal ability. The game begins by giving the cards matter. (Card question and answer keys placed upside down so it cannot be read). The rules of this tournament are:

- 1) Decide the reader question and the first player with a draw. Other participant as a challenger.
- 2) The question reader will read the question appropriate with drawn numbers. Then, player does the question independently within a specified time.
- 3) After closing time, the player read the answers which will be addressed by the challenger.
- 4) The reader will read the answer key. Score will be awarded to players who answer correctly or challenger who first gave the correct answer.
- 5) If all wrong, then the card is left alone. This game continued until the card exhausted. Position of players rotate clockwise so each participant has an equal opportunity be a reader of question, players, and challengers.

After the games finish, each player in one table counting the number of cards obtained and decide how many points you get. Furthermore,

every player back to his group and report the points whose gained members of the group in the table provided. Then decide the group received the achieve criteria.

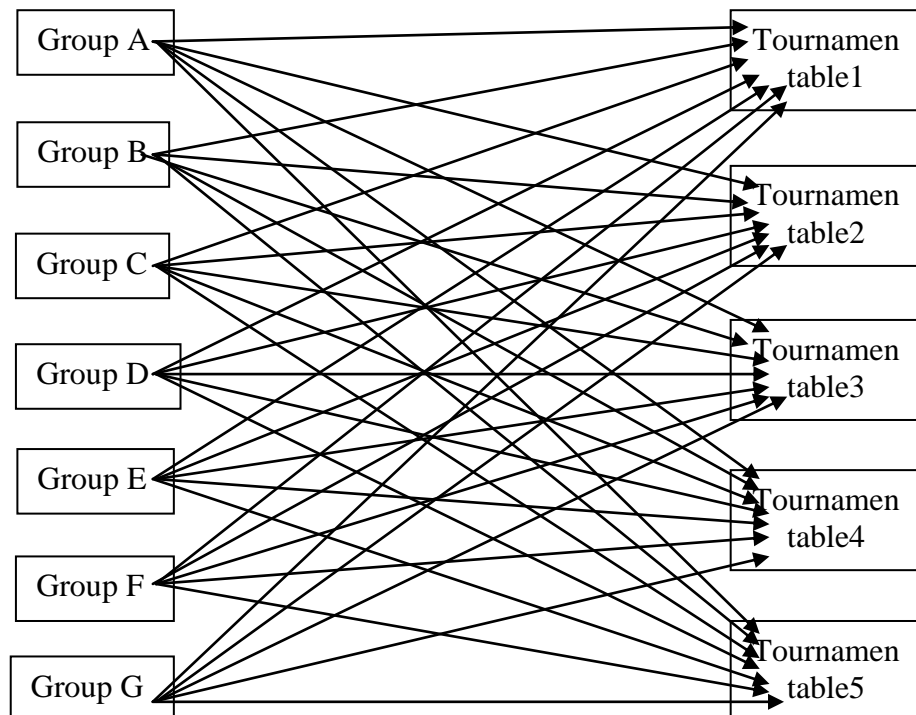
d. Teams Recognition

Teams may earn certificates of other kinds of rewards for their achievement that has been done by the group until reach the criteria.

Table 2.3 Scoring of TGT

Mean of Group	Predicate
30 – 40	Good Team
40 – 45	Great Team
$\geq 45$	Super Team

4. Design of the Tournament Charts



While : —————> Students who competes

## **5. Advantages of Teams Games Tournament**

Sugeng Prasetyo (2012: 4) as one of the teaching technique in teaching and learning process, Teams Games Tournament (TGT) has some advantages as follow:

- 1) Students are more active during the learning process.
- 2) Students will better mastery in the material provided.
- 3) Improve the student communication skill to each other.
- 4) Learning process will be more attractive.
- 5) Improving the teaching quality.

It can be conclude that teaching learning using Teams Games Tournament (TGT) technique, the students more active and in teaching learning process more attractive.

## **6. Disadvantages of Teams Games Tournament**

Sugeng Prasetyo (2012: 4) Teams Games Tournament (TGT) also has some disadvantages for some side in teaching and learning, such as:

- 1) It is difficult to know whether students can solve problems in intellectual or team work.
- 2) It takes a long time during the process.

It can be concluded that teaching learning using Teams Games Tournament (TGT) technique take a long time because they have to join with their group until they understand.

#### **D. Previous Related Study**

Here are some relevant studies that related to this study: first, the Thesis by Agung Sdayu. He has written a Thesis in 2014 entitled “The Effectiveness of Using Teams Games Tournaments In Teaching Reading Of Narrative Text, (A Quasi-Experimental Study at the Second Year Students of SMP N 1 Pakuhaji)” In his thesis the objective of the research was to see the effectiveness Teams Games Tournaments (TGT) technique in teaching reading of narrative text at the second year students of SMPN I Pakuhaji. Moreover this research used randomly control group pre-test and post test design of the quasi experimental design to collecting data in this research.

In other hand, the second previous study done by Hery Fitriyanto entitled “The Effectiveness of Teams Games Tournament (TGT) Techniques on Students’ Mastery of Simple Past Tense (A Quasi – Experimental Study in the Eight Grade of MTs N 13 Jakarta). The result of this study has purpose give students’ opportunity to discussion in group to master subject material. Moreover this technique as cooperative learning to be problem solve in the student’s low achievement in simple past tense. The technique of sampling in this thesis the researcher used cluster random sampling.

The study above had similarities and differences with the researcher. In Agung’s thesis, the similarities between Agung and the researcher used Teams Games Tournament in teaching reading narrative text. Agung and the researcher used the test as the instrument of the study. Moreover, Agung and

the researcher used Quasi-Experimental design. Besides that, the differences between us occurred in the design, material, object of study, and place of the study. Agung's thesis conducted in the Junior High School of Pakuhaji.

The similarities between Hery and the researcher the use of Teams Games Tournaments (TGT). The technique of sampling, Hery and the researcher used cluster random sampling. In another side, Hery used Teams Games Tournaments (TGT) technique on student's mastery of simple past tense but the researcher used Teams Games Tournaments (TGT) technique in teaching reading especially in narrative text. Hery's thesis conducted in the junior high school, but the researcher thesis conducted in senior high school.

Based on the previous related study above the researcher decides to research with The Effectiveness of Teams Games Tournament (TGT) Technique in Teaching Reading at The Tenth Grade of SMA N 1 Wonosari in Academic Year 2015/2016. The researcher used The Non Randomized Control Group Pretest-Post Test design of the experimental design to collecting data. The subject of this research is the students of SMA N 1 Wonosari.

#### **E. Rationale**

Based on the explanation above, teaching reading narrative text using Teams Games Tournament (TGT) means the teacher used Teams Games Tournament (TGT) in the classroom to teach reading narrative text. Teams Games Tournament (TGT) provided a wide variety of content suitable for



English teaching and it should be effective technique to teach the students in the classroom. It was as the technique to help the teacher convey the materials easily and clearly. Teams Games Tournament (TGT) could change classroom atmosphere from silent to active, from boring to interesting so the materials can be received by the students easily and clearly too. In this case, the use of Teams Games Tournament (TGT) in teaching learning process had expectation to know effectiveness of it in students' reading narrative text.

Teams Games Tournament (TGT) was expected to be able attract student's attention and make them feel more interested in Learning English. By applying system a groups of learning, the students are expected to help each other if there are students who have difficulties in learning. Students who have more capabilities would help students who have low knowledge. Whereas with the games tournament, the students more interested because they will be competition with another groups related the material that have been taught to get the point.

In conclusion, the researcher assumes that Teams Games Tournament (TGT) is more effective to teach reading narrative text.

## **F. Research Hypotheses**

### **1. The Null Hypothesis (Ho)**

There is no significant the effectiveness teams games tournament (TGT) technique in teaching reading at the tenth grade of SMA N 1 Wonosari in academic year of 2015/2016.

## 2. The Alternative Hypothesis ( $H_a$ )

There is any significant the effectiveness teams games tournament (TGT) technique in teaching reading at the tenth grade of SMA N 1 Wonosari in academic year of 2015/2016.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

In this research, the researcher used experimental design. Fraenkel and Wallen (2000: 9) said that experimental research is the most conclusive and scientific methods because the researcher actually establishes different treatments and then studies their effects. In other hand, Masson and Bramble (1997:93) experimental as the kind of study in which the researcher is interested in learning about the effects of certain conditions (independent variable) and other condition (dependent variable) in controlled setting. In this research, the researcher wanted to know a relation between independent variable (TGT Technique) and dependent variable (teaching reading).

There are many kinds of the experimental design, such as pre-experimental design, true experimental, factorial design and quasi experimental (Ary, 2002:303). In this research, the researcher used quasi experimental design to collecting the data. Christensen (2007: 330-331) state that quasi experimental design is experimental design that does not meet all the requirements necessary for controlling the influence of extraneous variable. Shadish et al Christensen (2007:332) states that The Non

Randomized Control Group Pretest-Post Test design is the most common design used in all Quasi Experimental Design. In addition, Creswell (2012:309-310) The researcher assigns the experimental and control group only, and then administers a post-test to assess the differences between the two groups.

The researcher measured the effectiveness of teams games tournament technique in teaching reading to compare two groups. One group was taught by using Teams Games Tournament technique in teaching reading and other group was taught without Teams Games Tournament technique.

Table 3.1 Design of The Research

Experimental Group	M	X	O
Control Group	M	C	O

The M in this design means that the subject in each group have been matched (on certain variables) but not randomly assigned to the groups.

Where :

M = Pre-Test

X = Treatment

O = Post-Test

## **B. Place and Time of Research.**

### **1. Place of Research**

This research was conducted at the tenth grade students of SMA N 1 Wonosari in academic year 2015/2016. This school is located at Jl.

Jogja-Solo, Pakis, Wonosari, Klaten. SMA N 1 Wonosari has 24 classes. Every class has 34 students. The school has three grades. The name of the first class is the tenth grade, the second class is the eleventh grade, and the third class is the twelfth grade. Every grade has 8 classes. The eleventh and the twelfth grade has two majorities, Science and Social.

## 2. Time of Research

The researcher conducted this research in SMA N 1 Wonosari. It can be explained by the matrix below:

Table 3.2 Matrix of the Time Schedule for the Research

No	Activity	Dec '15	Jan '16	Feb '16	March '16	Apr '16	May '16	June '16	July '16
1	Writing a thesis proposal								
2.	Reviewing literatures								
3.	Developing instrument								
4.	Doing treatment								
5.	Collecting and analyzing the data								
6.	Writing the report								

## C. Subject of The Research

### 1. Population

Arikunto (2006:108) states that population is a set (or collection) of all elements processing one or more attributes of interest. Fraenkel and Wallen (2000: 104) state that population is the group of interest to the

researcher, the group to whom the researcher would like to generalize the results of the study. In other hand, Johnson and Christensen (2000: 158) said that population is the large group to which a researcher wants to generalize the sample result. It means that population is a group of individuals who have a different character and used sample in a research.

In this research the target of population is the tenth grade students of senior high school. The population in this research is the students on tenth grade of SMA N 1 Wonosari in academic year 2015/2016. The classes are from A to H. The total of the population are 272 students.

## **2. Sample**

Hadi (2000: 182) states that sample as a part of the population. Sample should be representative of the population because the result of the research will be generalized to the population. Sample used in collect and organize data efficiently and practically.

The samples come from the population are 68 students coming from two classes consisting of 34 students of X A as the experimental group and 34 students of X B as the control group.

## **3. Sampling**

Mason and Bramble (1997: 115) states that sampling refers to the act of drawing a sample from a population. It means that sampling is the technique used to get the sample. The researcher used cluster random sampling to choose the classes to conduct the research. Cluster random sampling is a type of sampling in which clusters are randomly selected

(Cristensen, 2000: 172). It means that cluster random sampling is the selection of groups or clusters of subjects rather than individuals. The procedure of cluster random sampling:

- a. The researcher made a list of all classes
- b. The researcher wrote each class name on small paper
- c. The researcher rolled the paper
- d. The researcher took the rolled paper into a box
- e. The researcher shook the box and took two rolled paper. The first rolled paper was class XA it became experimental group. The second rolled paper was class XB, it became control group. Experimental group was taught by using Teams Games Tournament technique in teaching reading and control group was taught without Teams Games Tournament technique.

#### **D. The Technique Collecting Data**

In this research, the researcher used some instruments, these are the instruments that researcher used:

##### **1. Test**

Arikunto (2006: 127) said that test is sequence of questions or exercises or other apparatus to measure skill, knowledge, intelligence, ability or aptitude of individual or group. It means test is the collecting data to get information about a student's ability in individual skill.

Therefore, the researcher gives pre-test and post-test to get a result from the treatment or this research.

Pre-test is a test given the sample before being given treatment. Pre-test is given in two classes X A and X B. Pre-test is given to know the student's comprehension in reading. In pre-test, the researcher uses narrative text as an instrument in test. The students answer the questions with multiple choices.

Post-test is a test given the sample after treatment. The purpose of the test is to measure mastery of the material. In post test the researcher gave the test to students in the form of narrative text using Teams Games Tournament (TGT). The purpose of the researcher giving post-test was to know the effectiveness of Teams Games Tournaments (TGT) in reading narrative text. The questions that used in this study are multiple choices.

#### **a. Validity of Test**

Heaton (1990: 159) states that validity of a test is a test in which the test should measures about what it has to measure and nothing else. Validity indicates the extent to which the precision and accuracy of a measuring instrument capable of measuring the characteristics of the variables in accordance with the purpose for which the measurement. Dealing with validity, the researcher used item validity from Product Moment Formula. The formula is as the following:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$



Where

$r_{xy}$  = the validity coefficient of the instrument.

N = the number of subject item.

X = the score in the test item.

Y = the total score.

(Arikunto, 2002: 160)

#### **b. Reliability of Test**

Kerlinger (1975: 455) said that high reliability is no guarantee of good scientific results, but there can be no good scientific result without reliability. It mean that reliability of test an index that indicates the extent to which a measuring instrument can be consistent in result. If a measuring instrument used in twice to measure the same phenomenon before, and the results are consistent relatively, therefore the measuring instrument is reliable. The criteria of good test is test has instrument should be valid and reliable.

In this research the formula used to test the reliability is *Alpha Cronbach*. This formula is used to find the reliability of the instrument in which the answer is not dichotomous (1 or 0). The formula is as follows:

$$r_{II} = \left\{ \frac{k}{(k-1)} \right\} \left\{ 1 - \frac{\sum \alpha_b^2}{\alpha_t^2} \right\}$$

Where

$r_{II}$  = reliability item.

$k$  = number of items

$\sum \alpha_b^2$  = Amount of variance, the scores of each item.

$\alpha_t^2$  = total variance.

(Arikunto, 2006: 196)

## **E. Data Analysis Technique**

The researcher took the sample in population of SMA N 1 Wonosari is tenth grade. Sample taken from classes X A (34 students) as experimental group and classes X B (34 students) as control group.

Before giving a treatment, previously the researcher conducted pre-test. The test items of pre-test have been measured the validity and the reliability in another class. After given pre-test the researcher gives a treatment using Teams Games Tournament to improve the students' reading comprehension. After that, the researcher gives a post-test.

To analyze the data, in this research used descriptive analysis, prerequisite test, and hypothesis testing

### **1. Descriptive analysis**

The descriptive analysis includes of mean, median, mode, and standard deviation of the reading score.

#### **a. Mean**

The mean is adding a list of score then dividing by the member of scores. According to Punaji (2013: 243) the formula as follows:

$$\bar{X} = \frac{\sum x}{n}$$

Where:

$\sum x$  = the sum of student's score

$n$  = the sum of student

b. Mode

$$\text{Data in frequency distribution: } M_o = b + i \frac{b_1}{(b_1 + b_2)}$$

Where:

$b$  = the lower limit of the interval within which the mode lies.

$i$  = interval (class width).

$b_1$  = the frequency of the interval containing more reduced by that of the previous interval.

$b_2$  = the frequency of the interval containing more reduced by that of the following interval.

(Sugiyono, 2010: 52)

c. Median

$$\text{Data in frequency distribution: } M_d = p + i \frac{\frac{1}{2}n - F}{f}$$

Where:

$p$  = the lower limit of the interval within which the median lies.

$i$  = interval (class width).

$F$  = the cumulative frequency in all interval below the interval containing the median.

f = the frequency of cases within the interval containing the median.

(Sugiyono, 2010: 53)

d. Standard deviation

Puniaji (2013: 244) states that standard deviation is a measure of the spread or dispersion scores. The formula as follows:

$$\text{Individual score: } s = \sqrt{\frac{\sum(x-\bar{x})^2}{n}}$$

Where:

x = score of student.

$\bar{x}$  = average score of all students.

n = sum of student.

## 2. Prerequisite Test

Before determine the statistical analysis technique used it will be examined the normality and homogeneity test of the data.

a. Normality test

Normality test is used to test the sample from the population that is going to be analysed whether both groups have normal distribution or not. The normality test with Lilifors method is done to find out the distribution data. Based on Irianto (2007: 274) Lilifors normality testing is completing theory of Kolmogorov-Smirnov theory. There are several steps that the researcher did to calculate the normality by using Lilifors:

The Accounting Normality Test

1) Determining the mean score by using this formula:

$$Mean = \frac{\sum x}{n}$$

2) Determining standard deviation with this formula :

$$SD = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n}}$$

3) Calculating Z value from each items with the formula

$$Z = \frac{x - \bar{x}}{SD}$$

4) Looking for  $P \leq Z$  of each items in the table available

5) Calculating  $L_{table}$  of 0,005  $\alpha$  with this formula

$$L_{table} = \frac{0,886}{\sqrt{n}}$$

6) Determining L for each items of question in the test by deriving

$$F/n \text{ with } P \leq Z$$

7) Comparing the maximum result of L for each item question with

$$L_{table}$$

And normality test can be found. If  $L_{max} < L_{table}$  the distribution of the runs normally but if  $L_{max} \geq L_{table}$  the distribution of test does not normally.

b. Data homogeneity

Homogeneity is used to determine whether the data are homogeneous or not. The formula as follows:

$$F = \frac{V_e}{V_c}$$

Where:

$V_e$  = variance experiment group.

$V_c$  = variance control group.

If the F count < F table, it can be concluded that the data are homogeneous.

(Arikunto, 2006: 324)

### 3. Hypothesis testing

The aim of independent sample is to know the effectiveness of technique to teach reading. If the value of significant (p-value) is lower than 0,05 or if the value of T-test is higher than the value of T-table it can be concluded that there is a significant difference between experimental group and control group. It means that  $H_a$  is accepted while  $H_o$  is rejected. This is step using T-test by Sujana (2000:171):

- a. Calculating the compound standard deviation ( $dsg$ ) with the following formula:

$$dsg = \sqrt{\frac{(n_1-1)V_1 + (n_2-1)V_2}{n_1 + n_2 - 2}}$$

Where:

$n_1$  = total data of group 1 (Control Group)

$n_2$  = total data of group 2 (experimental Group)

$V_1$  = data variance of group 1 (Control Group)

$V_2$  = data variance of group 2 (Experimental Group)

b. Determining  $t_{\text{count}}$  with following formula:

$$t_{\text{count}} = \frac{\bar{x}_1 - \bar{x}_2}{\text{dsg} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$\bar{x}_1$  = means of group 1

$\bar{x}_2$  = means of group 2

c. Determining  $t_{\text{table}}$

d. Hypothesis testing

e. By using  $t_{\text{table}}$  and  $t_{\text{count}}$

If  $t_{\text{table}} \leq t_{\text{count}} \leq t_{\text{table}(\alpha, 2)}$   $H_0$  accepted

f. If  $t_{\text{count}} < t_{\text{table}(\alpha, 2)}$   $H_0$  refused

The researcher assumption of that hypothesis as follow:

a. If  $t_o > t\text{-table}$ , the Null Hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted. It means there is a significant difference of student's reading between students who are taught by Teams

Games Tournament (TGT) technique and students who are taught without Teams Games Tournament (TGT) technique.

- b. If  $t_o < t\text{-table}$ , the Null Hypothesis ( $H_o$ ) is accepted and alternative hypothesis ( $H_a$ ) is rejected. It means there is no significant difference in the main gained of the students' score that taught by Teams Games Tournament (TGT) technique and students taught without Teams Games Tournament (TGT) technique.



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. The Description of Data**

The purpose of this research is to know the effectiveness of team games tournament technique in teaching reading at the tenth grade of SMA N 1 Wonosari in academic year 2015/2016. The researcher collected the data from student's pre-test and post-test. The data was described into two points as the data of experimental group and control group. X A consisted of 34 students as an experimental group that uses teams games tournament technique and X B which consists of 34 students as control group without teams games tournament technique.

The researcher used narrative text as learning materials. Furthermore, test scores of students was compared using t-test to determine the ineffectiveness teams games tournament technique in the teaching reading. The data which was obtained described into tables as follows:

#### **1. Experiment Group**

The researcher made a table of students' score in both pre-test and post-test. There were 34 students XA as experimental group that was taught by teams games tournament. The pre-test conducted on Monday, June 6<sup>th</sup> 2016, it was held in the first meeting, and the post-test conducted on Wednesday, 15<sup>th</sup> 2016, it was held in the last meeting. Which are

students was given treatment teams games tournament. The data can be seen in table below.

Table 4.1 The Students' Score of Experiment Group

No	Pre Test Score	$(x - \bar{x})$	$(x - \bar{x})^2$	Post Test Score	$(x - \bar{x})$	$(x - \bar{x})^2$
1.	70	2,6471	7,00713841	83	-0,4118	0,16957924
2.	60	-7,3529	54,0651384	80	-3,4118	11,6403792
3.	75	7,6471	58,4781384	86	2,5882	6,69877924
4.	60	-7,3529	54,0651384	76	-7,4118	54,9347792
5.	80	12,6471	159,949138	100	16,5882	275,168379
6.	50	-17,3529	301,123138	66	-17,4118	303,170779
7.	80	12,6471	159,949138	90	6,5882	43,4043792
8.	75	7,6471	58,4781384	80	-3,4118	11,6403792
9.	85	17,6471	311,420138	96	12,5882	158,462779
10.	75	7,6471	58,4781384	93	9,5882	91,9335792
11.	50	-17,3529	301,123138	70	-13,4118	179,876379
12.	70	2,6471	7,00713841	86	2,5882	6,69877924
13.	50	-17,3529	301,123138	66	-17,4118	303,170779
14.	65	-2,3529	5,53613841	83	-0,4118	0,16957924
15.	70	2,6471	7,00713841	86	2,5882	6,69877924
16.	55	-12,3529	152,594138	70	-13,4118	179,876379
17.	60	-7,3529	54,0651384	86	2,5882	6,69877924
18.	70	2,6471	7,00713841	83	-0,4118	0,16957924
19.	85	17,6471	311,420138	93	9,5882	91,9335792

20.	55	-12,3529	152,594138	76	-7,4118	54,9347792
21.	65	-2,3529	5,53613841	83	-0,4118	0,16957924
22.	60	-7,3529	54,0651384	90	6,5882	43,4043792
23.	55	-12,3529	152,594138	70	-13,4118	179,876379
24.	70	2,6471	7,00713841	96	12,5882	158,462779
25.	75	7,6471	58,4781384	93	9,5882	91,9335792
26.	60	-7,3529	54,0651384	70	-13,4118	179,876379
27.	65	-2,3529	5,53613841	80	-3,4118	11,6403792
28.	75	7,6471	58,4781384	90	6,5882	43,4043792
29.	70	2,6471	7,00713841	86	2,5882	6,69877924
30.	60	-7,3529	54,0651384	80	-3,4118	11,6403792
31.	75	7,6471	58,4781384	90	6,5882	43,4043792
32.	80	12,6471	159,949138	100	16,5882	275,168379
33.	70	2,6471	7,00713841	76	-7,4118	54,9347792
34.	70	2,6471	7,00713841	83	-0,4118	0,16957924
	$\sum x = 2290$	0,0014	3211,76471	$\sum x = 2836$	-0,0012	2888,23529

1. Mean of the Pre-test

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{2290}{34}$$

$$\bar{X} = 67,3529 = 67$$

2. Mode of Pre-test

$$Mo = b + p \left( \frac{b_1}{(b_1 + b_2)} \right)$$

$$Mo = 60,5 + 10 \left( \frac{2}{(2+2)} \right)$$

$$Mo = 65,50$$

3. Median Pre-test

$$Md = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$Md = 60,5 + 10 \left( \frac{\frac{1}{2}34 - 12}{11} \right)$$

$$Md = 65,045$$

4. Standard Deviation of pre-test

$$SD = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n}}$$

$$SD = \sqrt{\frac{3211,76471}{34}}$$

$$SD = 9,719242 = 10$$

5. Mean of Post-test:

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{2836}{34}$$

$$\bar{X} = 83,41176 = 83$$

6. Mode of Post-test

$$Mo = b + p \left( \frac{b_1}{(b_1 + b_2)} \right)$$

$$Mo = 80,5 + 10 \left( \frac{7}{(7+6)} \right)$$

$$Mo = 85,88$$

7. Median of Post-test

$$Md = b + p\left(\frac{\frac{1}{2}n-F}{f}\right)$$

$$Md = 80,5 + 10 \left(\frac{\frac{1}{2}34-13}{14}\right)$$

$$Md = 83,35$$

#### 8. Standard Deviation of post-test

$$SD = \sqrt{\frac{\sum(x_i - \bar{x})^2}{n}}$$

$$SD = \sqrt{\frac{2888,23529}{34}}$$

$$SD = 9,076044 = 9$$

Table 4.1 describes the data of experimental group. It could be seen with the mean score of pre-test is 67,3529{67}, the median score of pre-test is 65,045; the mode score of pre-test is 65,50; became 83,41176{83} mean score in post-test, the median score of post-test is 83,35 and the mode score of post-test is 85,88. The lowest score of pre-test in experimental group was 50 and the highest score was 85. After the treatment of teams games tournament technique, the lowest score of post-test in experimental group was 66 and the highest score was 100. Based on the calculation of the score obtained from the pre-test of experimental group above the result standard deviation in pre-test is 9,71924{10} and post-test is 9,076044{9}.

The researcher explained the frequency distribution the data obtained from the pre-test and post-test of the students were taught by using times games tournament technique as an experimental class. The data was presented in the table and histogram.

Table 4.2 Frequency Distribution of Pre-Test Experimental Group

Class Interval	Frequency	Percentage
41 – 50	3	8,824%
51 – 60	9	26,471%
61 – 70	11	32,353%
71 – 80	9	26,471%
81 – 90	2	5,882%
$\sum f$	34	100%

From the table 4.2; 8,824% most of students got score about 41 – 50 with the frequency 3 students. 26,471% students got score about 51 – 60 with the frequency 9 students. 32,353% students got score about 61 – 70 with the frequency 11 students, 26,471% students got score about 71 – 80 and 5,882% students got score about 81 – 90.

Data of frequency distribution can be seen on the histogram below:

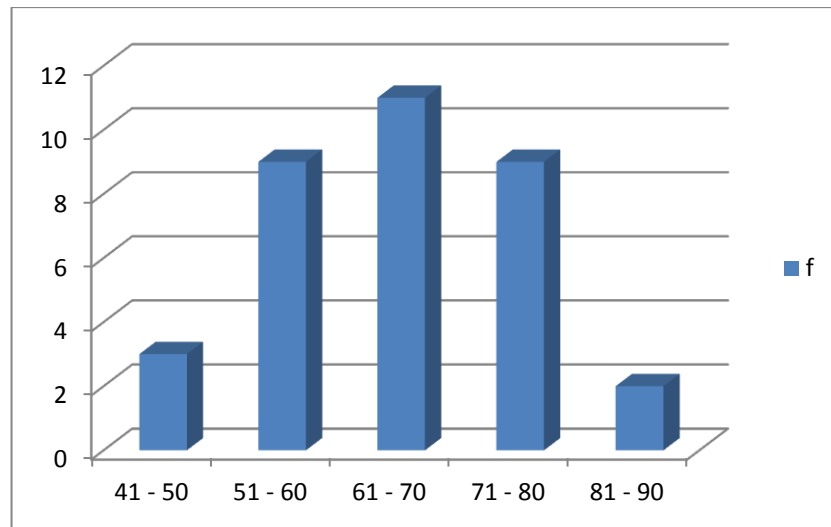


Figure 4.1 Histogram of Frequency Distribution of Pre-Test Experimental Group

Table 4.3 Frequency Distribution of Post-Test Experimental Group

Class Interval	Frequency	Percentage
61 – 70	6	17,647%
71 – 80	7	20,588%
81 – 90	14	41,176%
91 – 100	8	23,529%
$\sum f$	34	100%

From the table 4.3, frequency distribution of experimental group post-test, it can be concluded that there were 17,647% students

got score 61 – 70 with the frequency 6 students. 20,588% students got score 71 – 80 with the frequency 7 students. 41,176% students got score about 81 – 90 with the frequency 14 students, and 23,529% students got score about 91 – 100 with the frequency 8 students. This result showed that many students got big improvements in their post-test

The data of frequency distribution of experimental group post-test table can be seen on the histogram below:

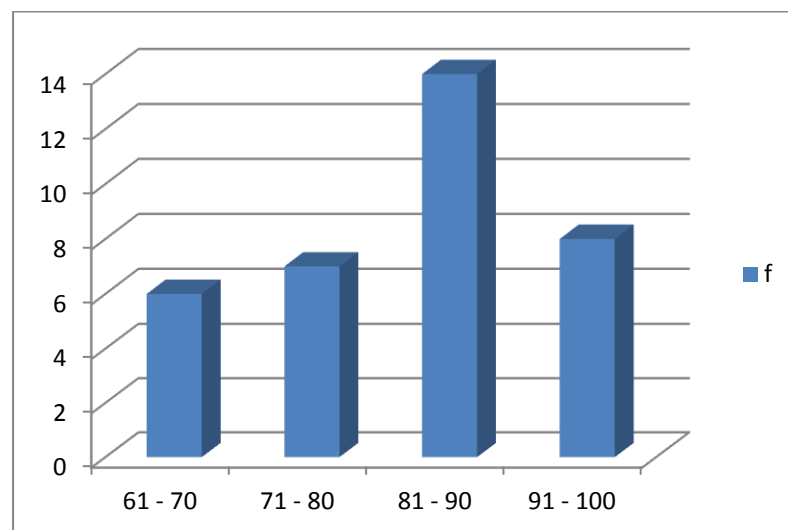


Figure 4.2Histogram of Frequency Distribution of Pre-Test  
Experimental Group

## 2. Control Group

Besides making the table of experimental group, the researcher also made a table for controlled class. It was table of students' score in controlled class both pre-test and post-test. There were 34 students XB as control group that was taught by grammar translation method. The pre-test



conducted on Thursday, June 7<sup>th</sup> 2016, it was held in the first meeting, and the post-test conducted on Wednesday, 15<sup>th</sup> 2016, it was held in the last meeting. The data of control group can be seen in the table below.

Table 4.4 The Students' Score of Control Group

No .	Pre-test Score	$x - \bar{x}$	$(x - \bar{x})^2$	Post-test Score	$x_i - \bar{x}$	$(x - \bar{x})^2$
1.	70	4,26471	18,1877514	73	-4,0588	16,4740198
2.	65	-0,7353	0,54065138	73	-4,0588	16,4740198
3.	75	9,26471	85,8348514	80	2,94118	8,65053979
4.	50	-15,735	247,599351	60	-17,059	291,00334
5.	85	19,2647	371,129051	96	18,9412	358,7683
6.	55	-10,735	115,246451	63	-14,059	197,65042
7.	75	9,26471	85,8348514	90	12,9412	167,47414
8.	55	-10,735	115,246451	70	-7,0588	49,8269398
9.	75	9,26471	85,8348514	83	5,94118	35,2976198
10.	75	9,26471	85,8348514	86	8,94118	79,9446998
11.	50	-15,735	247,599351	60	-17,059	291,00334
12.	55	-10,735	115,246451	73	-4,0588	16,4740198
13.	50	-15,735	247,599351	63	-14,059	197,65042
14.	70	4,26471	18,1877514	83	5,94118	35,2976198
15.	65	-0,7353	0,54065138	73	-4,0588	16,4740198
16.	50	-15,735	247,599351	70	-7,0588	49,8269398
17.	70	4,26471	18,1877514	83	5,94118	35,2976198
18.	55	-10,735	115,246451	70	-7,0588	49,8269398
19.	85	19,2647	371,129051	96	18,9412	358,7683

20.	50	-15,735	247,599351	60	-17,059	291,00334
21.	65	-0,7353	0,54065138	73	-4,0588	16,4740198
22.	80	14,2647	203,481951	90	12,9412	167,47414
23.	70	4,26471	18,1877514	86	8,94118	79,9446998
24.	80	14,2647	203,481951	90	12,9412	167,47414
25.	75	9,26471	85,8348514	86	8,94118	79,9446998
26.	60	-5,7353	32,8935514	80	2,94118	8,65053979
27.	70	4,26471	18,1877514	80	2,94118	8,65053979
28.	60	-5,7353	32,8935514	66	-11,059	122,2975
29.	60	-5,7353	32,8935514	66	-11,059	122,2975
30.	55	-10,735	115,246451	66	-11,059	122,2975
31.	70	4,26471	18,1877514	83	5,94118	35,2976198
32.	70	4,26471	18,1877514	83	5,94118	35,2976198
33.	60	-5,7353	32,8935514	80	2,94118	8,65053979
34.	80	14,2647	203,481951	86	8,94118	79,9446998
	$\sum x = 2235$	0,00014	3856,61765	2620	-0,00012	3617,88235

1. Mean of Pre-test

- $\bar{X} = \frac{\sum x}{n}$

$$\bar{X} = \frac{2235}{34}$$

$$\bar{X} = 65,73529 = 66$$

2. Mode of Pre-test

$$Mo = b + p \left( \frac{b_1}{(b_1 + b_2)} \right)$$

$$Mo = 60,5 + 10 \left( \frac{3}{(3+3)} \right)$$

$$Mo = 65,50$$

### 3. Median of Pre-test

$$Md = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$Md = 60,5 + 10 \left( \frac{\frac{1}{2}34 - 13}{11} \right)$$

$$Md = 64,13$$

### 4. Standard Deviation pre-test

$$SD = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n}}$$

$$SD = \sqrt{\frac{3856,61765}{34}}$$

$$SD = 10,65035 = 11$$

### 5. Mean of Post-test

$$\bullet \quad \bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{2620}{34}$$

$$\bar{X} = 77,05882 = 77$$

### 6. Mode of Post-test

$$Mo = b + p \left( \frac{b_1}{(b_1 + b_2)} \right)$$

$$Mo = 80,5 + 10 \left( \frac{3}{(3+10)} \right)$$

$$Mo = 82,80$$

### 7. Median of Post-test

$$Md = b + p\left(\frac{\frac{1}{2}n - F}{f}\right)$$

$$Md = 80,5 + 10 \left(\frac{\frac{1}{2}34 - 20}{12}\right)$$

$$Md = 78$$

#### 8. Standard Deviation post-test

$$SD = \sqrt{\frac{\sum(x_i - \bar{x})^2}{n}}$$

$$SD = \sqrt{\frac{3617,88235}{34}}$$

$$SD = 10,31544 = 10$$

Based on the data of control group above, it can be concluded that mean score of pre-test was 65,73529{66}, the median score of pre-test was 64,13; the mode score of pre-test was 65,50; became 77,05882{77} mean score in post-test, the median score of post-test was 78 and the mode score of post-test was 82,80. The mean of post-test score in control group was 77,05882{77}, it means that the mean of post-test in control group was lower than experimental group's post-test. The lowest pre-test score of control group was 50 and the highest score was 85. While, the lowest score of post-test in control group was 60 and the highest were 96. Based on the calculation of the score obtained from the pre-test of control group above the result standard deviation in pre-test was 10,65035{11} and post-test was 10,31544{10}.

The researcher explained the frequency distribution of pre-test and post-test from control group, to complete the data calculation on the part the data analysis. The data was described in the form of tables and histogram.

Table 4.5 Frequency Distribution of Control Group Pre-Test

X	F	Percentage
41 – 50	5	14,706%
51 – 60	8	23,529%
61 – 70	11	32,353%
71 – 80	8	23,529%
81 – 90	2	5,882%
$\sum f =$	34	100%

From the table 4.5 above, it was most students got score 41 – 50 with the percentage 14,706%. 23,529% students got score about 51 – 60. 32,353% students got score about 61 – 70. 23,529% students got score about 71 – 80. Then, only 5,882% students got score about 81 – 90.

The data frequency distribution of control group pre-test table above can be seen on the histogram below:

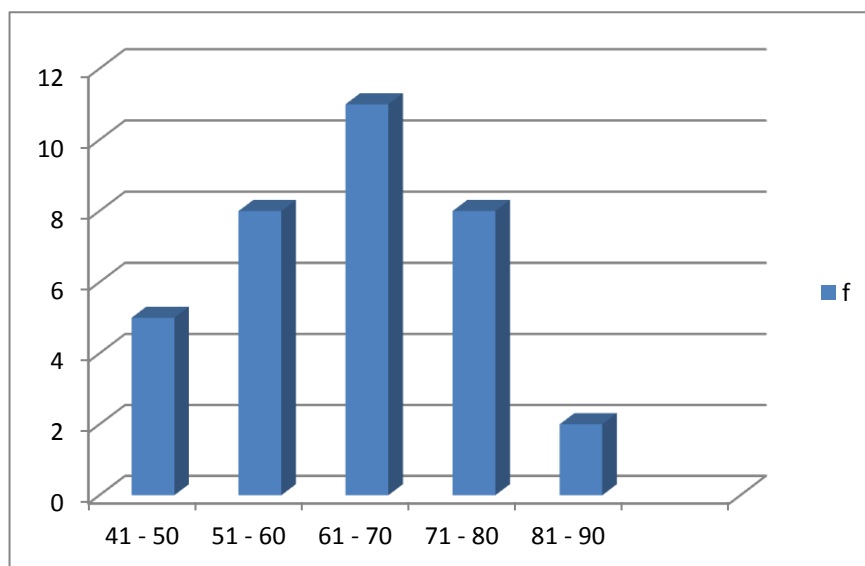


Figure 4.3 The Histogram of Frequency Distribution The Pre-Test Control Group

The data frequency distribution of post-test control group was presented in the table and histogram. The table frequency distribution post-test of control group was as follow:

Table 4.6 Frequency Distribution of Post-Test Control Group

X	F	F <sub>K</sub>
51 – 60	3	8,824%
61 – 70	8	23,529%
71 – 80	9	26,471%
81 – 90	12	35,294%
91 – 100	2	5,882%

$\sum f =$	34	100%
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From the table of frequency distribution of post-test control group, most students got score about 51 – 60 with the percentage 8,824%. 23,529% students got score about 61 – 70. 326,471% students got score about 71 – 80. 35,294% students got score about 81 – 90, and 5,882% students got score about 91 – 100.

Data of frequency distribution from control group post-test table above can be seen on the histogram below.

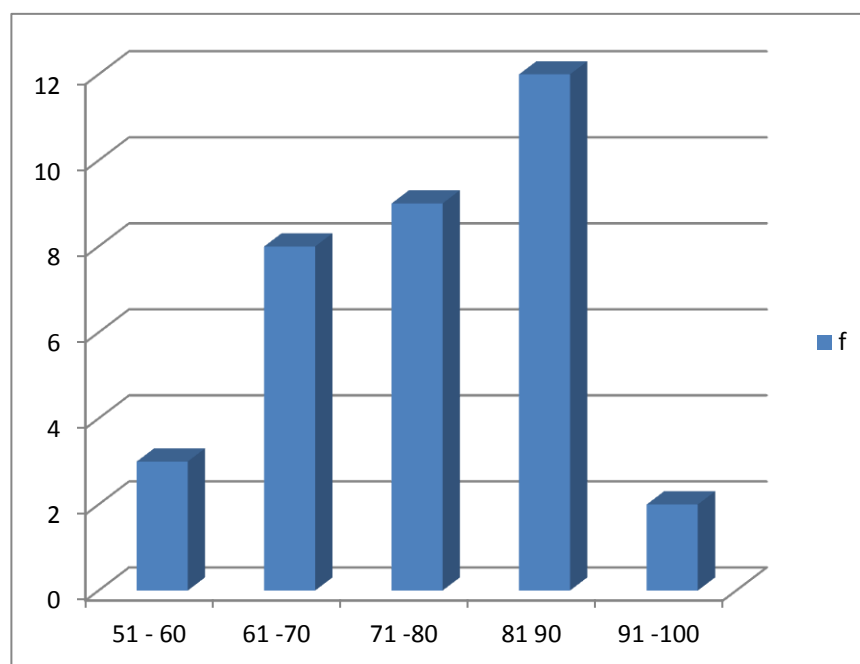


Figure 4.4 The Histogram of Frequency Distribution The Post-Test Control Group

## **B. The Analysis of Data**

The researcher derived the data from the pre-test and post-test obtained from the experimental group and the control group. The researcher analyzes the data using T-test.

### **1. Normality Test**

Normality test was used to test the sample from the population that was going to be analyzed whether both groups had normal distribution or not. Normality test was calculated for both experimental group and control group in both their pre-test and post test. The researcher used Liliefors for normality test. After normality test results was known, then the researcher compared the maximum result of  $L$  for each item question with  $L_{table}$  and normality test can be found. If  $L_{max} < L_{table}$  with  $\alpha = 0,005$  the distribution of the runs normally but if  $L_{max} \geq L_{table}$  the distribution of test does not normally.

#### **a. Experimental Group**

To know whether the score from experimental group's pre-test was normal or not, the score can be seen on the data of normality test of students experiment group's pre-test below.



Table. 4.7 The Data of Normality Test of Students Experiment Group's

Pre-Test

No.	X	F	Fx	Fk	fk/n	Z	P <sub>≤Z</sub>	L(Fk/n - P <sub>≤Z</sub> )
1.	50	3	150	3	0,08823529	-1,78541701	0,03709685	0,05113844
2.	55	3	165	6	0,17647059	-1,2709736	0,10186902	0,07460157
3.	60	6	360	12	0,35294118	-0,75653019	0,22466569	0,12827549
4.	65	3	195	15	0,44117647	-0,24208678	0,40435646	0,03682001
5.	70	8	560	23	0,67647059	0,27235663	0,60732609	0,0691445
6.	75	6	450	29	0,85294118	0,786800041	0,78430054	0,06864064
7.	80	3	240	32	0,94117647	1,301243451	0,90341243	0,03776404
8.	85	2	170	34	1	1,815686861	0,96529079	0,03470921
SUM	540	34	2290	154				

$L_{\max} (Lo) = 0,12827549$
$L_{\text{table}} \text{ for } n (34) = 0,151948$

From the data of normality test of experiment group's students pre-test above, the researcher obtained:

$L_{\text{table}} \text{ for } n (34) \text{ is } L_{\text{table}} = \frac{0,886}{\sqrt{34}} = 0,151948$  while,  $L_{\max} (Lo)$  is 0,12827549, it meant

that  $L_{\max} (Lo)$  was lower than  $L_{\text{table}}$  so the sample was in normal distribution.

To know whether the score from experimental group's post-test was normal or not, the score can be seen on the data of normality test of students experiment group's post-test below.

Table 4.8 The Data of Normality Test of Students Experiment Group's Post-Test

No.	X	F	Fx	Fk	fk/n	Z	P≤Z	L(Fk/n - P≤Z)
1.	66	2	132	2	0,05882353	-1,8891518	0,029435747	0,02938778
2.	70	4	280	6	0,17647059	-1,4551583	0,072812717	0,10365787
3.	76	3	228	9	0,26470588	-0,8041682	0,210649932	0,05405595
4.	80	4	320	13	0,38235294	-0,3701747	0,355626159	0,02672678
5.	83	5	415	18	0,52941176	-0,0446796	0,482181337	0,04723043
6.	86	5	430	23	0,67647059	0,28081546	0,610574028	0,06589656
7.	90	4	360	27	0,79411765	0,71480891	0,762636435	0,03148121
8.	93	3	279	30	0,88235294	1,040304	0,850900656	0,03145229
9.	96	2	192	32	0,94117647	1,36579908	0,913998983	0,02717749
10.	100	2	200	34	1	1,79979253	0,964053298	0,0359467
SUM	840	34	2836	194				

$L_{\max} (Lo)$	$= 0,10365787$
$L_{\text{table}} \text{ for } n (34)$	$= 0,151948$

From the data of normality test of students experiment group's post-test above, the researcher obtained:

$L_{\text{table}} \text{ for } n (34)$  is  $L_{\text{table}} = \frac{0,886}{\sqrt{34}} = 0,151948$  while,  $L_{\max} (Lo)$  is 0,10365787, it

meant that  $L_{\max} (Lo)$  was lower than  $L_{\text{table}}$  so the sample was in normal distribution.

b. Control Group

To know whether the score from control group's pre-test was normal or not, the score can be seen on the data of normality test of students control group's pre-test below.

Table 4.9 The Data of Normality Test of Students Control Group's Pre-Test

No.	X	F	Fx	Fk	fk/n	Z	$P \leq Z$	$L(Fk/n - P \leq Z)$
1.	50	5	250	5	0,14705882	-1,47744346	0,0697784	0,07728042
2.	55	5	275	10	0,29411765	-1,00797532	0,15673315	0,13738449
3.	60	3	180	13	0,38235294	-0,53850719	0,29511347	0,08723947
4.	65	4	260	17	0,5	-0,06903905	0,47247927	0,02752073
5.	70	7	490	24	0,70588235	0,400429094	0,65557975	0,0503026
6.	75	5	375	29	0,85294118	0,869897233	0,80782172	0,04511946
7.	80	3	240	32	0,94117647	1,339365373	0,90977412	0,03140235
8.	85	2	170	34	1	1,808833513	0,96476156	0,03523844
SUM	540	34	2240	164				

$L_{\max} (Lo)$	$= 0,13738449$
$L_{\text{table for } n (34)}$	$= 0,151948$

From the data of normality test of students control group's pre-test above, the researcher obtained:

$L_{table}$  for n (34) is  $L_{table} = \frac{0,886}{\sqrt{34}} = 0,151948$  while,  $L_{max}$  (Lo) is 0,13738449, it

means that  $L_{max}$  (Lo) is lower than  $L_{table}$  so the sample is in normal distribution.

To know whether the score from control group's post-test is normal or not, the score can be seen on the data of normality test of students control group's post-test below.

Table 4.10 The Data of Normality Test of Students Control Group's Post-Test

No.	X	F	F <sub>x</sub>	F <sub>k</sub>	fk/n	Z	P <sub>≤Z</sub>	L(F <sub>k</sub> /n - P <sub>≤Z</sub> )
1.	60	3	180	3	0,08823529	-1,65371715	0,0490925	0,0391428
2.	63	2	126	5	0,14705882	-1,36289097	0,08645844	0,06060039
3.	66	3	198	8	0,23529412	-1,07206479	0,14184547	0,09344865
4.	70	3	210	11	0,32352941	-0,68429655	0,24689396	0,07663545
5.	73	5	365	16	0,47058824	-0,39347037	0,34698605	0,12360218
6.	80	4	320	20	0,58823529	0,285124047	0,61222545	0,02399015
7.	83	5	415	25	0,73529412	0,575950226	0,71767559	0,01761853
8.	86	4	344	29	0,85294118	0,866776405	0,80696773	0,04597344
9.	90	3	270	32	0,94117647	1,254544644	0,89517795	0,04599853
10.	96	2	192	34	1	1,836197002	0,96683574	0,03316426
SUM	767	34	2620	183				

$L_{max}$ (Lo) = 0,12360218
-----------------------------

$L_{table}$ for n (34) = 0,151948
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From the data of normality test of students control group's post-test above, the researcher obtained:

$L_{table}$  for n (34) is  $L_{table} = \frac{0,886}{\sqrt{34}} = 0,151948$  while,  $L_{max}$  (Lo) is 0,12360218, it meant that  $L_{max}$  (Lo) was lower than  $L_{table}$  so the sample was in normal distribution.

## 2. Homogeneity

Homogeneity was used to determine whether the data are homogeneous or not. The result of the  $F_{count}$  was compared with  $F_{table}$  with the level of significance  $\alpha = 0,05$ . If the  $F_{count} < F_{table}$ , so the data homogenous.

The data homogeneity test was committed from the pre-test in both experimental group and control group. The data show as follow:

Table 4.11 The Calculation of Homogeneity Test

Group	N	SD	Variance
Experimental group	34	9,719242 <sup>2</sup>	94,463665054564
Control group	34	10,65035 <sup>2</sup>	113,4299551225
$\Sigma$	68		

$F_{table}$  for n{34} = 4,013

$$F = \frac{V_e}{V_c}$$

$$F = \frac{94,463665054564}{113,4299551225}$$

$$F = 0,832792933335351$$

From the result of calculating the data obtained that  $F_{\text{count}} = 0,832792933335351$  while  $F_{\text{table}} = 4,013$ . It meant that  $F_{\text{count}}$  is lower than  $F_{\text{table}}$ , so the experimental group and control group were homogenous.

### 3. Hypothesis Testing

The aim of hypothesis testing was to know the effectiveness or ineffectiveness of teams games tournament technique to teach reading at tenth grade of SMA N 1 Wonosari. Null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted if  $t_{\text{score}} > t_{\text{table}}$  with the degree of freedom (df) ( $n_1 + n_2 - 2 = 34 + 34 - 2 = 66$ ) and the level of significance  $\alpha$  (0,05). However, if  $t_{\text{score}} < t_{\text{table}}$  it meant that the Null hypothesis ( $H_0$ ) was accepted and Alternative hypothesis ( $H_a$ ) was rejected.

Table 4.12 The Computation of T-Test

No	$x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$
1	83	-0,4118	0,16957924	73	-4,0588	16,4740198
2	80	-3,4118	11,6403792	73	-4,0588	16,4740198
3	86	2,5882	6,69877924	80	2,94118	8,65053979
4	76	-7,4118	54,9347792	60	-17,059	291,00334
5	100	16,5882	275,168379	96	18,9412	358,7683
6	66	-17,4118	303,170779	63	-14,059	197,65042
7	90	6,5882	43,4043792	90	12,9412	167,47414

8	80	-3,4118	11,6403792	70	-7,0588	49,8269398
9	96	12,5882	158,462779	83	5,94118	35,2976198
10	93	9,5882	91,9335792	86	8,94118	79,9446998
11	70	-13,4118	179,876379	60	-17,059	291,00334
12	86	2,5882	6,69877924	73	-4,0588	16,4740198
13	66	-17,4118	303,170779	63	-14,059	197,65042
14	83	-0,4118	0,16957924	83	5,94118	35,2976198
15	86	2,5882	6,69877924	73	-4,0588	16,4740198
16	70	-13,4118	179,876379	70	-7,0588	49,8269398
17	86	2,5882	6,69877924	83	5,94118	35,2976198
18	83	-0,4118	0,16957924	70	-7,0588	49,8269398
19	93	9,5882	91,9335792	96	18,9412	358,7683
20	76	-7,4118	54,9347792	60	-17,059	291,00334
21	83	-0,4118	0,16957924	73	-4,0588	16,4740198
22	90	6,5882	43,4043792	90	12,9412	167,47414
23	70	-13,4118	179,876379	86	8,94118	79,9446998
24	96	12,5882	158,462779	90	12,9412	167,47414
25	93	9,5882	91,9335792	86	8,94118	79,9446998
26	70	-13,4118	179,876379	80	2,94118	8,65053979
27	80	-3,4118	11,6403792	80	2,94118	8,65053979
28	90	6,5882	43,4043792	66	-11,059	122,2975
29	86	2,5882	6,69877924	66	-11,059	122,2975
30	80	-3,4118	11,6403792	66	-11,059	122,2975
31	90	6,5882	43,4043792	83	5,94118	35,2976198

32	100	16,5882	275,168379	83	5,94118	35,2976198
33	76	-7,4118	54,9347792	80	2,94118	8,65053979
34	83	-0,4118	0,16957924	86	8,94118	79,9446998
			$\Sigma X_i = 2836$ $\bar{x}_1 = 83,41176$ $N_1 = 34$ $v_1 = 84,948$			$\Sigma X_i = 2620$ $\bar{x}_2 = 77,05882$ $N_2 = 34$ $v_2 = 106,408$

$$dsg = \sqrt{\frac{(n_1-1)v_1 + (n_2-1)v_2}{n_1 + n_2 - 2}}$$

$$dsg = \sqrt{\frac{(34-1)84,948 + (34-1)106,408}{34 + 34 - 2}}$$

$$dsg = \sqrt{\frac{(33)84,948 + (33)106,408}{66}}$$

$$dsg = \sqrt{\frac{2.803,284 + 3.511,464}{66}}$$

$$dsg = \sqrt{\frac{6.314,748}{66}}$$

$$dsg = \sqrt{95,678}$$

$$dsg = 9,7815$$

While,

$$t_{score} = \frac{\bar{x}_1 - \bar{x}_2}{dsg \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{score} = \frac{83,41176 - 77,05882}{9,7815 \sqrt{\frac{1}{34} + \frac{1}{34}}}$$

$$t_{score} = \frac{6,35294}{9,7815 \sqrt{\frac{2}{34}}}$$



$$t_{score} = \frac{6,35294}{9,7815\sqrt{0,0588}}$$

$$t_{score} = \frac{6,35294}{9,7815(0,2425)}$$

$$t_{score} = \frac{6,35294}{2,37201375}$$

$$t_{score} = 2,678$$

The result of data analysis used t-test:

1.  $t_{score}$  was 2,678 and
2. The degree of freedom (df) was 66 and the level of significance 0,05, so the value of  $t_{table}$  was 1,697

It can be conclude that  $t_{score} > t_{table}$ , it meant that the Null hypothesis (Ho) was rejected and Alternative hypothesis (Ha) was accepted, so the teams games tournament technique was effective to teach reading at the tenth grade of SMA N 1 Wonosari in academic year 2015/ 2016.

### C. Discussion

Teams games tournament technique was a teaching technique which assigns students into groups that consist of four or five heterogeneous members in each group. Students in the experimental group which was taught through teams games tournament technique and the control group which was taught without teams games tournament technique. The students in experimental group looked enjoy and more attractive in learning activity, because they learnt with playing games. In teaching learning, the teacher

assigned the students to four or five members' teams. Each team should be heterogeneous. Students could work with their friends to solve the problems and to achieve the goals. According to Coleman (1959: 339), teams games tournament (TGT) technique is an instructional technique which structures competition-cooperation in the classroom along dimensions advocated.

The result of data pre-test and post-test happened in both classless, experimental group and control group. The experimental group which was taught through teams games tournament technique and the control group which was taught without teams games tournament technique. The experimental group which was taught teams games tournament technique was higher to improvement of students' achievement than the control group which was taught without teams games tournament technique. The mean of pre-test in experimental group was 67,35294{67}, became 83,4118{83} was mean score in post-test. Meanwhile, the mean score for the control group's pre-test was 65,73529{66}, and post-test 77,05882{77}. It shows from the mean score of the experimental group's post-test was higher than control group's post test. In other side, the data analysis used t-test, the value  $t_{score}$  was 2,678 with the degree of freedom 66 in the level significance ( $\alpha$ ) of 0,05,  $t_{table}$  was 1,668. It means that  $t_{score}$  higher than  $t_{table}$ . So, the Null hypothesis ( $H_0$ ) was rejected then alternative hypothesis ( $H_a$ ) was accepted that there was an effectiveness of teams games tournament technique in teaching reading at the tenth grade of SMA N 1 Wonosari in academic year of 2015/2016.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Reading in English learning was still considered as a difficult material for students. Some students felt difficult to comprehend and understand the English reading text whereas reading was important components for learning English. Students success in learning English depended on how deep their comprehensive ability the meaning from the text. Therefore, the teachers needed alternative technique to solve the problems in teaching reading on SMA N 1 Wonosari. One of teaching techniques that can be applied in teaching reading is Teams Games Tournament (TGT) technique.

In Teams Games Tournament (TGT) technique, students assigned into groups consisted of four to five students. Each team should be heterogeneous. After that, they were playing games. Every student who competes was a representative group. The students who represent the group place in the tournament table.

In the implementation of this research, the researcher applied Teams Games Tournament (TGT) technique in XA as the experimental group in teaching reading. The result of data analysis used t-test, based the

calculation in chapter IV obtained that,  $t_{score}$  was 2,678 in the level of significance 0,05, so the value of  $t_{table}$  is 1,668. Finally, this research has answered the question of research hypothesis. From the mean score of the experimental group's post-test was higher than control group's post test. Moreover,  $t_{score} > t_{table} = 2,678 > 1,668$ . It means that the Teams Game Tournament technique was effective to teach reading at the tenth grade of SMA N 1 Wonosari in academic year 2015/ 2016.

## **B. Suggestion**

Based on the conclusion above, the researcher would like to offer the following suggestion:

1. For the teacher
  - a. The teacher can motivate to update the new technique in the reading learning.
  - b. The teacher should provide a fun in the classroom and reduce student's stress.
2. For the students
  - a. The students feel enjoy to get the English materials from the teacher.

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**Appendix 1.a The List of The Students in Experimental Group**

**The List of The Students in Experimental Group**

No.	Name	Class
1.	A.J.K	X A
2.	A.N.I	X A
3.	A.N.K	X A
4.	A.A.O	X A
5.	A.K	X A
6.	A.K	X A
7.	B.A.P	X A
8.	B.R	X A
9.	D.C	X A
10.	D.N.R	X A
11.	D.R.Z.R	X A
12.	D.M.P	X A
13.	D.C.N	X A
14.	F.S.A	X A
15.	F.H.N.I	X A
16.	G.P.D	X A
17.	H.A.D	X A
18.	I.A	X A
19.	I.D.R	X A
20.	I.A.M	X A
21.	L.A.P	X A
22.	M. .R.F	X A
23.	M.Y.P	X A
24.	M.A	X A
25.	O.M	X A
26.	O.A	X A
27.	O.N.K	X A
28.	P.D.A	X A
29.	R.A.Q.Q	X A
30.	S.R.J	X A
31.	S.N.A.F	X A
32.	T.S	X A
33.	T.W	X A
34.	W.R.S	X A



**Appendix 1.b The List of The Students in Control Group**

**The List of the Students in Control Group**

No.	Name	Class
1.	A.A	XB
2.	A.M	XB
3.	A.A.G	XB
4.	A.M.A	XB
5.	A.K.N	XB
6.	A.A.R.S	XB
7.	A.S.R	XB
8.	B.Y	XB
9.	B.R.T	XB
10.	D.P	XB
11.	D.F	XB
12.	D.K	XB
13.	E.P.P	XB
14.	F.A	XB
15.	F.S.C	XB
16.	G.N.S	XB
17.	H.L.P	XB
18.	I.N	XB
19.	I.M.R	XB
20.	K.N.F	XB
21.	L.N.Q	XB
22.	M	XB
23.	M.P	XB
24.	N.M.H	XB
25.	N.A.O	XB
26.	O.A.P	XB
27.	O.N.S	XB
28.	R.N.W	XB
29.	R.A	XB
30.	S.J.G.E.P.R	XB
31.	S.F.N.A	XB
32.	T.T	XB
33.	T.I.A.A	XB
34.	Y.A.R	XB

### **Blue-Tongue Lizard**

Blue-Tongue Lizard and his wife camped near a swamp long ago. One day Blue-Tongue Lizard went to get some food, and while he was down at the swamp, he left his wife sitting under a shady tree. He had not been gone very long when Taipan the Snake passed by Blue-Tongue Lizard's camp. Taipan saw Blue-Tongue Lizard's wife sitting under the tree, and he decided he would steal her away from Blue-Tongue Lizard. He made her come with him and together they ran a long way away.

Taipan the Snake did not know that Black Bird had been watching him, and as soon as he ran away with Blue-Tongue Lizard's wife, Black Bird began singing out to Blue-Tongue Lizard. 'Your wife is gone, Taipan has taken her away', he cried. Blue-Tongue Lizard was still at the swamp getting food when he heard Black Bird's call. He went back to the shady tree where he had left his wife and saw she was gone. He put down his bag which was full of food and made a fire. He cooked his food and after he had finished eating it, he went to get his spears.

He found they had all been broken by Taipan. Then he found the tracks of his wife and Taipan, and he followed them. Blue-Tongue Lizard followed their tracks until he came to a tree in which a freshly killed emu had been hung. It had been killed by Taipan and left there to be eaten that night. Blue-Tongue Lizard knew that Taipan and his wife must be nearby and he soon found them near a river. When Taipan saw Blue-Tongue Lizard he ran to get his spears but Blue-Tongue Lizard had already broken them.

'We can fight with our teeth', said Blue-Tongue Lizard. Taipan agreed and the two of them fought wildly, each of them trying to get a hold of the other. Until finally Blue-Tongue Lizard caught hold of Taipan's body in his powerful jaws, and bit him in half. With Taipan the Snake dead, Blue-Tongue took back his wife and together they returned to the swamp.

1. What is the type of the text?
  - a. report text
  - b. an anecdote text
  - c. recount text
  - d. narrative text
  - e. descriptive text
2. Who are the supporting characters?
  - a. Blue-Tongue Lizard's wife and Black Bird
  - b. Blue-Tongue Lizard and Taipan the Snake
  - c. Snake and Blue-Tongue Lizard
  - d. Blue-Tongue Lizard and Black Bird
  - e. Taipan the Snake and Black Bird
3. One sentences below show things that animals in real don't do. Choose one.
  - a. It had been killed by Taipan and left there to be eaten at night
  - b. One day Blue-Tongue Lizard went to get some food
  - c. He put down his bag which was full of food and made a fire
  - d. The two of them fought wildly
  - e. Blue-Tongue and his wife camped near a swam

### **The White Butterfly**

An old man named Takahama lived in a little house behind the cemetery of the temple of Sozanji. He was extremely amiable and generally liked by his neighbors, though most of them considered him to be a little mad. His madness, it would appear, entirely rested upon the fact that he had never married or had an intimate companionship with women.

One summer day he became very ill, so ill, in fact, that he called his sister and her son. They both came and did all they could to bring comfort during his last hours. While they watched, Takahama fell asleep; but he had no sooner done so than a large white butterfly flew into the room and rested on the old man's pillow. The young man

tried to drive it away with a fan; but it came back three times, as if loath to leave the sufferer.

At last Takahama's nephew chased it out into the garden, through the gate, and into the cemetery beyond, where it lingered over a woman's tomb, and then mysteriously disappeared. On examining the tomb the young man found the name "Akiko" written upon it, together with a description narrating how Akiko died when she was eighteen. Though the tomb was covered with moss and must have been erected fifty years previously, the boy saw that it was surrounded with flowers, and that the little water tank had been recently filled.

When the young man returned to the house he found that Takahama had passed away, and he returned to his mother and told her what he had seen in the cemetery.

"Akiko?" murmured his mother. "When your uncle was young he was betrothed to Akiko. She died shortly before her wedding day. When Akiko left this world your uncle resolved never to marry, and to live ever near her grave. For all these years he has remained faithful to his vow, and kept in his heart all the sweet memories of his one and only love. Every day Takahama went to the cemetery, whether the air was fragrant with summer breeze or thick with falling snow. Every day he went to her grave and prayed for her happiness, swept the tomb and set flowers there. When Takahama was dying, and he could no longer perform his loving task, Akiko came for him. That white butterfly was her sweet and loving soul."

4. What problem was faced by Takahama?
  - a. He was considered mad by his neighbors
  - b. He lived near Akiko's grave
  - c. He betrothed to Akiko when he was young
  - d. He suffered from a serious illness
  - e. He went to Akiko's grave and prayed for her happiness every day
5. How was the problem resolved?
  - a. He was sent to hospital by his sister

- b. His sister and her son came to bring comfort during his last hours
  - c. Akiko came to him and accompanied him
  - d. His neighbors came did all the things they could do
  - e. All of his family came and accompanied him.
6. Why didn't Takahama get married?
- a. Because he had resolved not to marry after Akiko's death
  - b. Because he had no interest to have close relationship with any women
  - c. Because there was no women who could attract him
  - d. Because no women wanted to marry him
  - e. Because he appears mad.
7. According to the story, what does the white butterfly represent? It represented ...
- a. the angel who came to take his souls away
  - b. common butterflies
  - c. Takahama's sweet and loving soul
  - d. Akiko's sweet and loving soul
  - e. Everybody's souls
8. "....your uncle resolved never to marry ..." (last paragraph, line 2). Which of the following words is closest in meaning with the underlined one?
- a. overcame
  - b. recalled
  - c. answered
  - d. remembered
  - e. decided

I have never known a dog and an elephant make friends. Elephants will eventually become accustomed to certain dogs in camps, and dogs learn not to bark at them and always to keep out of reach of the slash of a trunk or the kick of a leg. The hatred of elephants for dogs cannot easily be explained. It is possible that they are afraid of dogs biting their trunks, though I do not think such a thing ever

happened. It has occurred to me that it might be an instinctive dread of hydrophobia, which is the dread of everyone who keeps a dog in camp, Burman and European Assistant alike.

Nevertheless practically every European Assistant keeps a dog and I have almost always had one myself. The elephants hate them and one is always losing one's dog, owing to leopard, tiger, bear and snakes. The tragedies of lost dogs are often an Assistant's first experience of real grief.

It is easy to ask, why, under such conditions, do you keep a dog? But I know of no other existence where a dog is so necessary as a companion to share every moment of one's life and to drive away loneliness.

So far as I know, elephants don't worry about snakes, though the 'oozies' (drivers) believe that a number of elephants calves die of snake-bite. I have had this reported to me many times but in no instance could I find any proof. The Burmans believe that the hairs of an elephant's tail pull out very easily after it has been bitten by a snake. But, as this has also to be proved, I was never able to accept it as conclusive evidence that an elephant had been killed by snake-bite.

There is a widespread belief that an elephant is really terrified of a mouse. The idea makes an obvious appeal to the human love of paradox. But, if it is true, I can see no reason for it. It certainly cannot be because the elephant is afraid of the mouse getting inside his trunk, since, with one snort, he could eject it like a cork from a popgun. However, most fears are imaginary and there is no reason why elephants should be immune from such terrors.

9. Which of the following, according to the writer, is true about dogs and elephants?

- a. Sometimes they make friends.
- b. Elephants like dogs in camp.
- c. Elephants are afraid of being bitten by a dog.
- d. The hatred of elephants for dogs cannot be explained at all.
- e. Elephant is not really terrified of a mouse

10. It has occurred to me that it might be an instinctive dread of hydro phobia.

Hydrophobia .

- a. is a disease of dogs
- b. means being afraid of dogs
- c. is something only the Burmese are afraid of
- d. is a disease dogs usually catch from humans
- e. from humans

11. Why is one always losing one's dog?

- a. They go off with other animals.
- b. They chase other animals and get lost.
- c. They are killed by other animals.
- d. The elephants frighten them away.
- e. They go away

12. Why do Assistants keep dogs?

- a. The dogs can stand the difficult conditions.
- b. They need dogs to protect them.
- c. The Assistants are lonely.
- d. The dogs are necessary to accompany elephants.
- e. Because the dog share every moment

13. What proof is there, according to the writer, that elephants die of snakebite?

- a. Baby elephants die of it.
- b. None.
- c. The tail hairs of a bitten elephant come out very easily.
- d. There have been many reports of this happening.
- e. elephants calves die of snake-bite

14. Which of the following would you say was true?

- a. Snakes never bite elephants.
- b. Snakes only bite baby elephants.
- c. Snakes may bite elephants.

- d. None of the above.
- e. Snakes may bite dogs

15. What is the human love of paradox?

- a. A love of ideas that seem to contra dict each other.
- b. A love of argument.
- c. A love of small creatures that frighten large ones.
- d. A love of strangeness.
- e. A love of elephants

16. According to what the writer says of elephants and mice, which of the following is correct?

- a. Elephants are afraid of mice.
- b. Elephants may be afraid of mice.
- c. Elephants are immune from the terrors of mice.
- d. Elephants are never afraid of mice.
- e. Elephants hate them

Once upon a time there was a glossy black and yellow striped garden snake. It was bored with its existence, lying curled up stiff during the winter and dragged every which way during the summer by annoying children and puttering adults.

One August evening as it lay in the dark, it said to itself, "I am beautiful glossy black and yellow striped garden snake, but with a little effort on my part I could free myself and slither over to nearby woods, where I could become a beautiful glossy black and yellow striped serpent, king of the beasts, and rule over my domain. I would be feared by my enemies and loved by my friends, and my progeny would endure forever."

So each night it worked and worked at undoing itself from the garden fauced until the night came when it was finally free. Very stealthily it crept out of the garden, slithering silently down the street until it entered the woods, where it was immediately hit by a roller coaster.



17. What did the snake look like?

- a. It was glossy black and red striped
- b. It was glossy black and yellow striped
- c. It was glossy black and white striped
- d. It was glossy yellow and red striped
- e. It was glossy yellow and black striped

18. why did the snake feel bored?

- a. It usually crept out of the garden
- b. It usually slithered down the street
- c. It usually entered the woods
- d. It just curled up during the summer and dragged every each way during the winter
- e. It just curled up during the winter and dragged every each way during the summer

19. Here are the snake's dreams, EXCEPT \_\_\_\_\_

- a. it could free itself
- b. it could slither over to nearby woods
- c. it was loved by its enemies
- d. it could be the king of the beasts
- e. it was feared by its enemies

20. What happened to the snake in the end?

- a. It was hit by a roller coaster
- b. It was hit by a car
- c. It was hit by a hunter
- d. It was died
- e. It was dying

Appendix 3 Blue Print of Try Out

**BLUE PRINT OF TRY OUT**

No.	Indicator	Test Item	Total Item
1.	Identify the author purpose	6, 7, 16, 33	4
2.	Identify generic structure	5, 29, 30, 32	4
3.	Identify language feature	4, 13, 14, 31	4
4.	Identify main idea	2, 9, 22, 35	4
5.	Identify implied information	18,19, 23, 28, 36,	5
6.	Identify explicit information	10, 17, 27, 37, 39	5
7.	Identify stated detail information	1, 12, 20, 21, 26	5
8.	Guessing the meaning of unfamiliar word	15, 25, 34, 38, 40	5
9.	Identify the moral value of story	3, 8, 11, 24	4

**Text 1 for questions number 1 to 3**

Once upon a time in Lombok, there was a kingdom named Kuripan. The king of Kuripan was very wise. He had a daughter, named Mandalika. She was beautiful. Many princes wanted to marry her. To choose the one that would be his son-in-law. The king had arrow shooting competition. The best one would be Mandalika's husband.

On the day of the competition, those princes shoot their arrows. All of them did it perfectly. The king found it difficult to choose. Therefore, the princes began to fight and kill each other.

Princess Mandalika was so desperate. She didn't want anyone kill each other because of her. That's why she decided to go to the sea. She died in the sea south of Lombok. The king and princes were sad and felt guilty. They regretted and stopped fighting.

Until now, one day in every year, usually in February or March, people go to the south sea. On that day, a great number of worms come out from the sea. People call these worms Nyale. People believe that those Nyales are Princess Mandalika's hair.

1. Based on the text, we can conclude that the princess died because
  - a. She was floated by the sea wave
  - b. One of the princes killed her
  - c. Killed his son
  - d. She did not like the violence
  - e. King was hard to choose a prince
2. What is the main idea of the third paragraph?
  - a. The princes stopped fighting
  - b. The princess died to stop fighting
  - c. The princes felt so desperate
  - d. The princess died in the sea south of Lombok
  - e. The princess died to help the king

3. What can we learn from the story above?
- a. Real success comes from sportive and fair competition
  - b. Nobody perfect
  - c. Hard working is one of the ways to get a success
  - d. A man should be very careful to maintain a friendship
  - e. Nobody is strong enough to live in a poverty in their life

**Text 2 for questions number 4 to 6**

**SANGKURIANG**

A long time ago, the ancient land of Sunda was ruled by a king and queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spoiled.

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother. Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam

around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother-they did not recognize each other. He proposed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancée's hair, Dayang Sumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she thought impossible to meet. Sangkuriang had to make a lake that filled the whole valley and build a boat for the couple to sail in, all before dawn.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In the early morning hours he chopped down a huge tree in the forest and began hollowing it out to make a boat. When Dayang Sumbi saw that he was about to accomplish what she has thought impossible, she called on the gods to bring the sun up early and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he caused Dayang Sumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain Tangkuban Perahu (Uprturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called Bukit Tinggi. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and Dayang Sumbi drowned themselves. They were never heard of again.

4. What is the type of the text ?

- |                   |          |
|-------------------|----------|
| a. Legend         | d. Fable |
| b. Cartoon        | e. Myths |
| c. Modern fantasy |          |

5. What is the resolution of this text?
- a. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and Dayang Sumbi drowned themselves.
  - b. The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived.
  - c. she called on the gods to bring the sun up early and thwart Sangkuriang.
  - d. Sangkuriang met a beautiful woman and instantly fell in love with her.
  - e. One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor.
6. What is the purpose of the text?
- a. To describe about the Sangkuriang
  - b. To inform the reader about the legend of Sangkuriang
  - c. To inform the reader about the legend of Tangkuban Perahu
  - d. To amuse the reader with the story of Sangkuriang
  - e. To describe about the dayang sumbi and sangkuriang

**Text 3 for questions number 7 to 9**

**A Lazy Man Becomes Hardworking**

A couple live in a tent near a beautiful city. The man led a lazy life and often slept from morning until night. The woman decided to try to change his habits. She hoped he would become hardworking and stop being lazy.

One morning she went outside and put a big round loaf of bread beside a heap of ash. Then she went back inside the tent and said to her husband, "Today is a wonderful day. Many birds have come to our ash heap. They are flying around something."

The man decided that he must get up and see what had happened. When he went out to the ash heap he found a large piece of bread. He thought this was a good sign and said, "I am going hunting tomorrow."

The next day his wife gave him some food she had prepared and then he rode off into a forest on his horse with a gun and a dog. He soon noticed a fox running into

a big hole. He stopped his horse, dismounted, tied his gun on the horse's back, and tied the reins to a rope around the dog's neck.

The hole the fox had run into had two openings. He covered one opening with his hat and went to the other opening and built a fire inside. The fire chased the fox out of the other hole. When the fox came running out of the hole, the man's hat stuck on its head.

The fox frightened the dog and horse. They ran away, leaving the man with nothing. The man was very sad as he began walking in search of his horse and dog.

Finally, he came to a camp. He asked the people at the camp if they had seen his horse and dog and the fox. He was so sad when he talked about what he had lost that he began weeping. The people at the camp said, "Today is a wonderful day and we are all very well. We don't like you to weep," and then they beat him. The man said nothing and, as he walked away, he began laughing.

Some time later he met a crowd of people. He laughingly asked them the same question he had asked the people at the camp. One man from the crowd said, "We are lamenting a death. Why are you so happy?" and then the people beat him.

The man continued walking and came to the King's palace. Near the palace was an empty room. Night had fallen so he slept there until the next morning. When he woke up, he looked outside and saw a girl collecting fuel. She was the King's daughter. As he watched her, he noticed the string around his neck break. A precious turquoise bead rolled into a small hole. A short time later the girl noticed that her turquoise was missing. She became so frantic and worried that she became ill.

The man pretended to be a monk and entered the palace. The King was very glad to see a monk because he thought he might be able to help his ill daughter.

"Welcome if you can find my daughter's valuable turquoise, I'll give you anything you want," said the King. The "monk" led the King outside, and pointed to different spots on the grassland while murmuring "No, no, no..." Finally he said, "Yes!" and pointed to where he knew the turquoise was.

The King dug into a small hole the “monk” pointed to and found the turquoise. A moment later when his daughter heard this, she was well again.

The King was delighted, thanked the “monk,” and gave him many gifts. Then the man left riding a horse the King had given him.

Later when he returned home, he became hardworking.

7. What is the purpose of the text?
  - a. To amuse the reader with the story a lazy man becomes hardworking
  - b. To entertain the reader with the King’s and the Man story
  - c. To inform the reader about the lazy man becomes hardworking
  - d. To describe how to kill a horse
  - e. To give information that a lazy man becomes hardworking
8. What lesson does this story teach?
  - a. Someone has to try to get what they want
  - b. We need to find our bead
  - c. We shouldn’t lose anything in the palace
  - d. People cannot lie to the king
  - e. The lazy man will not get anything
9. What does the first paragraph talk about?
  - a. A lazy man
  - b. His horse died
  - c. A couple’s life
  - d. The woman decided to try to change his habits
  - e. The King was delighted

**Text 4 for questions number 10 to 13**

**The Magic Candle**

One day, a young wanderer got lost in the wood. Suddenly he saw a light from an old hut. He knocked on the door, and an old woman opened it. She was crying. She said that the devil had stolen her magic candle. The candle could grant anything she asked. The wanderer asked her where the devil lived. “In a castle not far from here,” said the old woman.



The wanderer went to the castle. There she found the devil, but he was old and weak. Therefore when the wanderer grabbed the magic candle from the devil's table and run away, he couldn't chase him.

But the wanderer was not a kind man. He didn't return the candle into the old woman, but kept it for himself. He lit the candle and made a wish, "I want to go far away from here." Suddenly the genies appeared and took him to a beautiful palace. There was a party in the palace. The wanderer wanted to make some money. So, he lit the candle again and wished for some jewellery. He sold them to the guests and was soon making a lot of money. Then, the Princess came to buy the jewellery, but there was nothing left. The wanderer fell in love with her and asked her to marry him. The kind Princess said yes, and they got married the next day. In his happiness, the wanderer told the princess about his asventure and the magic candle. Hearing that, the Princess got very angry. At night she lit the candle and wished that the wanderer disappear. In the morning the wanderer woke up and found himself in an ugly house in the village. Everything he had had lost without a trace and he became poor.

10. Why did the old woman cry when the devil had stolen her candle? Because the candle ...

- a. was a magical candle
- b. could grant anything
- c. was very expensive
- d. was the only light
- e. was eaten by the giant

11. The moral value of the text is ...

- a. don't be a honest man
- b. don't steal anything
- c. be a rich man
- d. collect a lot of money
- e. It's easy to be a bad man

12. This statement is not true about the text.

- a. The devil was so strong

- b. The wanderer was not good man
- c. The devil lived in a castle
- d. The devil couldn't chase him
- e. The princess married with the wanderer

13. The text belongs to ...

- |                |              |
|----------------|--------------|
| a. descriptive | d. report    |
| b. recount     | e. news item |
| c. narrative   |              |

**Text 5 for questions number 14 to 17**

**The Golden Snail**

Once upon a time, there was a king of Antah Berantah Kingdom curses Dewi Sekartaji by changing her into a golden snail, Keong Emas. The god Narada told Keong Emas to drift along the river in order to find her husband, Panji Asmoro Bangun.

One day, a poor widow, Mbok Rondo Dadapan, who always fished along the river, found the golden snail and took it home. There, she put the snail in a jar and took care of it. All of sudden, unexpected good thing took place in Mbok Rondo's life.

Coming back from her daily fishing, she would find delicious dishes on the table and the house cleaned. She wondered who had been so nice to take of her house and to do cooking. When this went on for several days, she could not resist her temptation to find out who a mysterious kind person was. So, one day, instead of fishing, she peeped through a hole in the wall of her house.

14. Why did the the writer use Simple Past Tense in the story?

- a. Because it tells about the writer's story
- b. Because it tells about past experience
- c. Because it is a kind of Narrative text
- d. Because it is a kind of Recount text
- e. Because it explains the process of something

15. All of sudden, unexpected good thing took place in Mbok Rondo's life. What does the words "took place" mean?
- a. Came
  - b. Visited
  - c. Participated
  - d. Took part
  - e. Happened
16. What is the porpose of the text?
- a. To entertain the reader with the story of the golden snail
  - b. To inform the reader with the story of the golden snail
  - c. To give inform the reader about the history of the golden snail
  - d. To give inform the reader with the story of mbok rondo's life
  - e. To describe how the golden snail cooked
17. What did Mbok Rondo do to know the mystery in her house?
- a. She ate the delicious food on the table in her house
  - b. She did her daily fishing
  - c. She didn't do fishing but peeped through a hole in her house
  - d. She went home early from her daily fishing and peeped through a hole in her house
  - e. She looked for some one hiding in her house

**Text 6 for questions number 18 to 21**

**The Lion and the Mouse**

Once when a Lion was asleep a little Mouse began running up and down on his face; this soon wakened the Lion, who placed his huge paw upon him, 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 but I may be able to do you a turn someday?" The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go.

Some time after the Lion was caught in a net, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on. Just then the little Mouse happened to pass by, and

seeing the Lion in the net she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right?"

18. "...she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right ..." (last line). What does the underlined word refer to?

- a. The lion
- b. The mouse
- c. The King
- d. The hunters
- e. The monster

19. What did the mouse mean when he said, "who knows but what I may be able to do you a turn some of these days?"

- a. The mouse would give the lion some food
- b. The mouse would help the lion some day
- c. The mouse release the lion from a danger
- d. The mouse would not run over the lion's face
- e. The mouse would turn to the left direction

20. What problem did the lion have?

- a. The mouse awakened him
- b. He was killed by some hunters
- c. He couldn't get the mouse
- d. He was caught in a net
- e. The mouse gnawed the ropes

21. What problem did the little mouse have?

- a. She was trapped in a net
- b. The lion caught her
- c. She gnawed the ropes
- d. She was caught by hunters
- e. She didn't have food

**Text 7 for questions number 22 to 26**

**The Legend of the Kesodo Ceremony**

Once upon a time on Mount Bromo, East Java, there were a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying.

"You are going to born a baby, and later you will give birth to many children. But I have a requirement for you to obey, if you really want to have children", said the voice.

"Whatever you ask, my Lord", the couple answered, "We will do it",

"You must sacrifice your first son for the gods".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods." Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

22. What does the first paragraph talk about?

- a. The earthquakes and thunders in the sky
- b. The voice in the sky

- c. The couple's promise
  - d. The condition of the volcano on one day
  - e. The condition of Kesuma's family
23. How is Kesuma's personal characteristic?
- a. Melancholic
  - b. Heroic
  - c. tragic
  - d. fearful
  - e. shameful
24. What lesson can we get from the story?
- a. Kesuma is very brave
  - b. Kesuma's parents loved him very much
  - c. Every one must keep his promise
  - d. A promise must be said clearly
  - e. Gods want sacrifices from the people.
25. "The baby grew up into a handsome, tough man." What is the synonym of the underlined word?
- a. strong
  - b. handsome
  - c. hard
  - d. very firm
  - e. easily offended
26. What problem was faced by Kesuma's parents?
- a. They had to give sacrifices for the Gods
  - b. They couldn't get a baby after getting married for a long time
  - c. They couldn't bring all of their children to the Gods to be sacrificed
  - d. The villagers would force them to sacrifice themselves
  - e. They couldn't save all their children from the earthquake

**Text 8 for questions number 27 to 30**

**The town mouse and the country mouse**

Once upon a time there was a mouse living in a country. He had a cousin who lived in town. One day, he invited him to come to his home. Beans and bacon, cheese and bread, were all he had to offer, but he offered them freely. The Town Mouse rather turned up his long nose at this country fare, and said: "I

cannot understand, Cousin, how you can put up with such poor food as this, but of course you cannot expect anything better in the country; come with me and I will show you how to live. When you have been in town a week you will wonder how you could ever have stood a country life."

Soon, the two mice set off for the town and arrived at the Town Mouse's residence late at night. "You will want some refreshment after our long journey," said the polite Town Mouse, and took his friend into the grand dining-room. There they found the remains of a fine feast, and soon the two mice were eating up jellies and cakes and all that was nice. Suddenly they heard growling and barking. "What is that?" said the Country Mouse. "It is only the dogs of the house," answered the other. "Only!" said the Country Mouse. "I do not like that music at my dinner." Just at that moment the door flew open, in came two huge mastiffs, and the two mice had to scamper down and run off. "Good-bye, Cousin," said the Country Mouse, "What! Going so soon?" said the other. "Yes," he replied; "Better beans and bacon in peace than cakes and ale in fear."

27. Why did the town mouse turn up his long nose?

- a. Because he smelt something delicious
- b. Because he didn't like the food that the country mouse offered
- c. Because he was very hungry
- d. Because he liked the food in front of him very much
- e. Because the country mouse didn't ask him to eat

28. "Only!" said the country mouse (line 12). What does the sentence mean?

- a. The country mouse agreed with the town mouse about the noise
- b. The country mouse considered the noise as something dangerous
- c. The country mouse didn't know that the noise was a dog's bark
- d. The town mouse knew that the noise came from a dog
- e. The country mouse wasn't accustomed to hear the kind of noise.

29. Which of the following statements shows the complication?

- a. Once upon a time there was a mouse living in a country
- b. Beans and bacon, cheese and bread, were all he had to offer
- c. Suddenly they heard growling and barking

- d. "Good-bye, Cousin," said the Country Mouse
  - e. "It is only the dogs of the house," answered the other
30. Which of the following sentences shows the resolution?
- a. One day, he invited him to come to his home
  - b. "I cannot understand, Cousin, how you can put up with such poor food"
  - c. Suddenly they heard growling and barking
  - d. "What is that?" said the Country Mouse
  - e. "Good-bye, Cousin," said the Country Mouse

**Text 9 for questions number 31 to 34**

**The Princess and the Pea**

Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came; lightening flashed, thunder rolled, and the rain poured down in torrents-it was simply awful ! suddenly there was a knock at the city gate, and the old king went out to answer it.

There was a princess standing outside, but what a sight the rain and the bad weather had made of her ! The water streamed down her hair and her clothes, and yet she said she was a real princess.

"It won't take long to find that out," thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses.

That was where the princess was to spend the night.

In the morning they asked her how she had slept.



“Oh, dreadfully! said the princess. “I hardly slept a wink all night. Whatever could have been in the bed ? I was lying on something so hard that I’m black and blue all over.”

So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that.

So the prince took her for his wife, and they lived happily ever after.

31. What is the dominant structure used in the text ?

- a. simple present tense
- b. simple past tense
- c. present continuous tense
- d. past future tense
- e. passive voice

32. What is the orientation of this text?

- a. One evening a terrible storm came; lightening flashed, thunder rolled, and the rain poured down in torrents-it was simply awful !
- b. Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess.
- c. So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows.
- d. So the prince took her for his wife, and they lived happily ever after.
- e. In the morning they asked her how she had slept.

33. What is the purpose of the text ?

- a. to inform about princess and the pea
- b. to describe the story of the princess and the pea
- c. to give information that the prince looked for the real princess
- d. to amuse the reader with the story of the princess and the pea
- e. to describe how the princess could feel the pea on the bottom boards of the bed

34. That was where the princess was to spend the night. The SYNONYM of ‘spend’ is ...

- a. use up
- b. fulfill
- c. comply
- d. strong

- e. soft

**Text 10 for questions number 35 to 38**

**The Thief and His Mother**

A boy stole a lesson-book from one of his schoolfellows and took it home to his mother. She not only abstained from beating him, but encouraged him. He next time stole a cloak and brought it to her, and she again commended him. The youth, advanced to adulthood, proceeded to steal things of still greater value. At last he was caught in the very act, and having his hands bound behind him, was led away to the place of public execution. His mother followed in the crowd and violently beat her breast in sorrow, whereupon the young man said, "I wish to say something to my mother in her ear." She came close to him, and he quickly seized her ear with his teeth and bit it off. The mother upbraided him as an unnatural child, whereon he replied, "Ah! If you had beaten me when I first stole and brought to you that lesson-book, I should not have come to this, nor have been thus led to a disgraceful death."

35. What is the text about?

- a. The effect of supporting bad attitudes
- b. The relationship between a son and the mother
- c. The life experiences of a professional thief
- d. What a mother must do to the children
- e. How a boy became a thief

36. Why did the mother violently beat her breast in sorrow? She wanted ...

- a. to show the people that she was sorrowful
- b. the people to support her as the mother
- c. the people to think that she had educated his son well
- d. her son to be set free
- e. to hurt herself

37. Why did the thief blame his mother for what happened to him? Because....

- a. He was actually a good man
- b. He wanted his mother to die first

- c. She had encouraged him to steal again and again
  - d. She had taken all the things that he stole
  - e. She was angry when he stole thing
38. She not only abstained from beating him, ....” What is the synonym of the underlined word?
- a. gained
  - b. bound
  - c. obscure
  - d. let
  - e. forbade

**Text 11 for questions number 39 to 40**

**The Old Woman and the Physician**

An old woman having lost the use of her eyes, called in a Physician to heal them, and made this bargain with him in the presence of witnesses: that if he should cure her blindness, he should receive from her a sum of money; but if her infirmity remained, she should give him nothing. This agreement being made, the physician, time after time, applied his salve to her eyes, and on every visit took something away, stealing all her property little by little. And when he had got all she had, he healed her and demanded the promised payment. The old woman, when she recovered her sight and saw none of her goods in her house, would give him nothing. The physician insisted on his claim, and as she still refused, summoned her before the Judge. The Old Woman, standing up in the Court, argued, “This man here speaks the truth in what he says; for I did promise to give him a sum of money if I should recover my sight: but if I continued blind, I was to give him nothing. Now he declares that I am healed. I, on the contrary, affirm that I am still blind; for when I lost the use of my eyes, I saw in my house various chattels and valuable goods; but now, though he swears I am cured of my blindness, I am not able to see a single thing in it.

39. Why did the old woman affirm that she was still blind? Because....
- a. she wanted to cheat the physician
  - b. she was actually still blind
  - c. she didn't have money to pay

d. she couldn't see anything in her house

e. she knew that she was not healed

40. "...but if her infirmity remained, ...." What is the synonym of the underlined word?

a. affirmation

d. property

b. blindness

e. witnesses

c. recovery

**Appendix 4.b Key Answer Try Out**

**KEY ANSWER TRY OUT**

1. D	11. A	21. B	31. B
2. B	12. A	22. E	32. B
3. A	13. C	23. B	33. D
4. A	14. C	24. C	34. A
5. C	15. E	25. A	35. A
6. D	16. A	26. B	36. C
7. B	17. C	27. B	37. C
8. A	18. A	28. B	38. E
9. A	19. B	29. C	39. D
10. B	20. D	30. E	40. B

#### Appendix 5 Post Test of Experimental Group

Once upon a time in Lombok, there was a kingdom named Kuripan. The king of Kuripan was very wise. He had a daughter, named Mandalika. She was beautiful. Many princes wanted to marry her. To choose the one that would be his son-in-law. The king had arrow shooting competition. The best one would be Mandalika's husband.

On the day of the competition, those princes shoot their arrows. All of them did it perfectly. The king found it difficult to choose. Therefore, the princes began to fight and kill each other.

Princess Mandalika was so desperate. She didn't want anyone kill each other because of her. That's why she decided to go to the sea. She died in the sea south of Lombok. The king and princes were sad and felt guilty. They regretted and stopped fighting.

Until now, one day in every year, usually in February or March, people go to the south sea. On that day, a great number of worms come out from the sea. People call these worms Nyale. People believe that those Nyales are Princess Mandalika's hair.

1. Based on the text, we can conclude that the princess died because
  - a. She was floated by the sea wave
  - b. One of the princes killed her
  - c. Killed his son
  - d. She did not like the violence
  - e. King was hard to choose a prince
2. What is the main idea of the third paragraph?
  - a. The princes stopped fighting
  - b. The princess died to stop fighting
  - c. The princes felt so desperate
  - d. The princess died in the sea south of Lombok
  - e. The princess died to help the king
3. What can we learn from the story above?
  - a. Real success comes from sportive and fair competition
  - b. Nobody perfect
  - c. Hard working is one of the ways to get a success
  - d. A man should be very careful to maintain a friendship
  - e. Nobody is strong enough to live in a poverty in their life

#### SANGKURIANG

A long time ago, the ancient land of Sunda was ruled by a king and queen who had but a single daughter. Her name was DayangSumbi. She was beautiful and clever but also pampered and spoiled.

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her

dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. DayangSumbi had to marry him.

They lived happily together, and DayangSumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother. Soon after the feast, however, DayangSumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother-they did not recognize each other. He proposed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancée's hair, DayangSumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she thought impossible to meet. Sangkuriang had to make a lake that filled the whole valley and build a boat for the couple to sail in, all before dawn.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In the early morning hours he chopped down a huge tree in the forest and began hollowing it out to make a boat. When DayangSumbi saw that he was about to accomplish what she has thought impossible, she called on the gods to bring the sun up early and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he caused DayangSumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain TangkubanPerahu (Upturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called BukitTinggi. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and DayangSumbi drowned themselves. They were never heard of again.

4. What is the type of the text ?

- |                   |          |
|-------------------|----------|
| a. Legend         | d. Fable |
| b. Cartoon        | e. Myths |
| c. Modern fantasy |          |

5. What is the purpose of the text?
- To describe about the Sangkuriang
  - To inform the reader about the legend of Sangkuriang
  - To inform the reader about the legend of Tangkuban Perahu
  - To amuse the reader with the story of Sangkuriang
  - To describe about the dayang sumbi and sangkuriang

### **A Lazy Man Becomes Hardworking**

A couple live in a tent near a beautiful city. The man led a lazy life and often slept from morning until night. The woman decided to try to change his habits. She hoped he would become hardworking and stop being lazy.

One morning she went outside and put a big round loaf of bread beside a heap of ash. Then she went back inside the tent and said to her husband, "Today is a wonderful day. Many birds have come to our ash heap. They are flying around something."

The man decided that he must get up and see what had happened. When he went out to the ash heap he found a large piece of bread. He thought this was a good sign and said, "I am going hunting tomorrow."

The next day his wife gave him some food she had prepared and then he rode off into a forest on his horse with a gun and a dog. He soon noticed a fox running into a big hole. He stopped his horse, dismounted, tied his gun on the horse's back, and tied the reins to a rope around the dog's neck.

The hole the fox had run into had two openings. He covered one opening with his hat and went to the other opening and built a fire inside. The fire chased the fox out of the other hole. When the fox came running out of the hole, the man's hat stuck on its head.

The fox frightened the dog and horse. They ran away, leaving the man with nothing. The man was very sad as he began walking in search of his horse and dog.

Finally, he came to a camp. He asked the people at the camp if they had seen his horse and dog and the fox. He was so sad when he talked about what he had lost that he began weeping. The people at the camp said, "Today is a wonderful day and we are all very well. We don't like you to weep," and then they beat him. The man said nothing and, as he walked away, he began laughing.

Some time later he met a crowd of people. He laughingly asked them the same question he had asked the people at the camp. One man from the crowd said, "We are lamenting a death. Why are you so happy?" and then the people beat him.

The man continued walking and came to the King's palace. Near the palace was an empty room. Night had fallen so he slept there until the next morning. When he woke up, he looked outside and saw a girl collecting fuel. She was the King's daughter. As he watched her, he noticed the string around his neck break. A precious turquoise bead rolled into a small hole. A short time later the girl noticed that her turquoise was missing. She became so frantic and worried that she became ill.

The man pretended to be a monk and entered the palace. The King was very glad to see a monk because he thought he might be able to help his ill daughter.



“Welcome if you can find my daughter’s valuable turquoise, I’ll give you anything you want,” said the King. The “monk” led the King outside, and pointed to different spots on the grassland while murmuring “No, no, no...” Finally he said, “Yes!” and pointed to where he knew the turquoise was.

The King dug into a small hole the “monk” pointed to and found the turquoise. A moment later when his daughter heard this, she was well again.

The King was delighted, thanked the “monk,” and gave him many gifts. Then the man left riding a horse the King had given him.

Later when he returned home, he became hardworking.

6. What is the purpose of the text?
  - a. To amuse the reader with the story a lazy man becomes hardworking
  - b. To entertain the reader with the King’s and the Man story
  - c. To inform the reader about the lazy man becomes hardworking
  - d. To describe how to kill a horse
  - e. To give information that a lazy man becomes hardworking
7. What does the first paragraph talk about?
  - a. A lazy man
  - b. His horse died
  - c. A couple’s life
  - d. The woman decided to try to change his habits
  - e. The King was delighted

### **The Magic Candle**

One day, a young wanderer got lost in the wood. Suddenly he saw a light from an old hut. He knocked on the door, and an old woman opened it. She was crying. She said that the devil had stolen her magic candle. The candle could grant anything she asked. The wanderer asked her where the devil lived. “In a castle not far from here,” said the old woman.

The wanderer went to the castle. There she found the devil, but he was old and weak. Therefore when the wanderer grabbed the magic candle from the devil’s table and run away, he couldn’t chase him.

But the wanderer was not a kind man. He didn’t return the candle into the old woman, but kept it for himself. He lit the candle and made a wish, “I want to go far away from here.” Suddenly the genies appeared and took him to a beautiful palace. There was a party in the palace. The wanderer wanted to make some money. So, he lit the candle again and wished for some jewellery. He sold them to the guests and was soon making a lot of money. Then, the Princess came to buy the jewellery, but there was nothing left. The wanderer fell in love with her and asked her to marry him. The kind Princess said yes, and they got married the next day. In his happiness, the wanderer told the princess about his adventure and the magic candle. Hearing that, the Princess got very angry. At night she lit the candle and wished that the wanderer disappear. In the morning the

wanderer woke up and found himself in an ugly house in the village. Everything he had had lost without a trace and he became poor.

8. Why did the old woman cry when the devil had stolen her candle? Because the candle ...
- a. was a magical candle
  - b. could grant anything
  - c. was very expensive
  - d. was the only light
  - e. was eaten by the giant
9. The moral value of the text is ...
- a. don't be a dishonest man
  - b. don't steal anything
  - c. be a rich man
  - d. collect a lot of money
  - e. It's easy to be a bad man
10. This statement is not true about the text.
- a. The devil was so strong
  - b. The wanderer was not good man
  - c. The devil lived in a castle
  - d. The devil couldn't chase him
  - e. The princess married with the wanderer

### **The Golden Snail**

Once upon a time, there was a king of AntahBerantah Kingdom curses DewiSekartaji by changing her into a golden snail, KeongEmas. The god Narada told KeongEmas to drift along the river in order to find her husband, PanjiAsmoroBangun.

One day, a poor widow, Mbok Rondo Dadapan, who always fished along the river, found the golden snail and took it home. There, she put the snail in a jar and took care of it. All of sudden, unexpected good thing took place in Mbok Rondo's life.

Coming back from her daily fishing, she would find delicious dishes on the table and the house cleaned. She wondered who had been so nice to take of her house and to do cooking. When this went on for several days, she could not resist her temptation to find out who a mysterious kind person was. So, one day, instead of fishing, she peeped through a hole in the wall of her house.

11. Why did the the writer use Simple Past Tense in the story?
- a. Because it tells about the writer's story
  - b. Because it tells about past experience
  - c. Because it is a kind of Narrative text
  - d. Because it is a kind of Recount text
  - e. Because it explains the process of something
12. All of sudden, unexpected good thing took place in Mbok Rondo's life. What does the words "took place" mean?
- a. Came
  - b. Visited
  - c. Participated
  - d. Took part
  - e. Happen

13. What is the purpose of the text?
- To entertain the reader with the story of the golden snail
  - To inform the reader with the story of the golden snail
  - To give inform the reader about the history of the golden snail
  - To give inform the reader with the story of mbok rondo's life
  - To describe how the golden snail cooked
14. What did Mbok Rondo do to know the mystery in her house?
- She ate the delicious food on the table in her house
  - She did her daily fishing
  - She didn't do fishing but peeped through a hole in her house
  - She went home early from her daily fishing and peeped through a hole in her house
  - She looked for some one hiding in her house

### **The Lion and the Mouse**

Once when a Lion was asleep a little Mouse began running up and down on his face; this soon wakened the Lion, who placed his huge paw upon him, 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 but I may be able to do you a turn someday?" The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go.

Some time after the Lion was caught in a net, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on. Just then the little Mouse happened to pass by, and seeing the Lion in the net she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right?"

15. "...she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right ..." (last line). What does the underlined word refer to?
- |              |                |
|--------------|----------------|
| a. The lion  | d. The hunters |
| b. The mouse | e. The monster |
| c. The King  |                |
16. What problem did the lion have?
- The mouse awakened him
  - He was killed by some hunters
  - He couldn't get the mouse
  - He was caught in a net
  - The mouse gnawed the ropes
17. What problem did the little mouse have?
- She was trapped in a net
  - The lion caught her

- c. She gnawed the ropes
- d. She was caught by hunters
- e. She didn't have food

### **The Legend of the Kesodo Ceremony**

Once upon a time on Mount Bromo, East Java, there were a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying.

"You are going to born a baby, and later you will give birth to many children. But I have a requirement for you to obey, if you really want to have children", said the voice.

"Whatever you ask, my Lord", the couple answered, "We will do it",

"You must sacrifice your first son for the gods".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods." Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

18. What does the first paragraph talk about?

- a. The earthquakes and thunders in the sky
- b. The voice in the sky
- c. The couple's promise
- d. The condition of the volcano on one day
- e. The condition of Kesuma's family

19. How is Kesuma's personal characteristic?

- |                |             |
|----------------|-------------|
| a. Melancholic | d. fearful  |
| b. Heroic      | e. shameful |
| c. tragic      |             |

20. What lesson can we get from the story?

- a. Kesuma is very brave
- b. Kesuma's parents loved him very much
- c. Every one must keep his promise

- d. A promise must be said clearly
  - e. Gods want sacrifices from the people.
21. "The baby grew up into a handsome, tough man." What is the synonym of the underlined word?
- a. strong
  - b. handsome
  - c. hard
  - d. very firm
  - e. easily offended
22. What problem was faced by Kesuma's parents?
- a. They had to give sacrifices for the Gods
  - b. They couldn't get a baby after getting married for a long time
  - c. They couldn't bring all of their children to the Gods to be sacrificed
  - d. The villagers would force them to sacrifice themselves
  - e. They couldn't save all their children from the earthquake

### **The town mouse and the country mouse**

Once upon a time there was a mouse living in a country. He had a cousin who lived in town. One day, he invited him to come to his home. Beans and bacon, cheese and bread, were all he had to offer, but he offered them freely. The Town Mouse rather turned up his long nose at this country fare, and said: "I cannot understand, Cousin, how you can put up with such poor food as this, but of course you cannot expect anything better in the country; come with me and I will show you how to live. When you have been in town a week you will wonder how you could ever have stood a country life."

Soon, the two mice set off for the town and arrived at the Town Mouse's residence late at night. "You will want some refreshment after our long journey," said the polite Town Mouse, and took his friend into the grand dining-room. There they found the remains of a fine feast, and soon the two mice were eating up jellies and cakes and all that was nice. Suddenly they heard growling and barking. "What is that?" said the Country Mouse. "It is only the dogs of the house," answered the other. "Only!" said the Country Mouse. "I do not like that music at my dinner." Just at that moment the door flew open, in came two huge mastiffs, and the two mice had to scamper down and run off. "Good-bye, Cousin," said the Country Mouse, "What! Going so soon?" said the other. "Yes," he replied; "Better beans and bacon in peace than cakes and ale in fear."

23. Why did the town mouse turn up his long nose?
- a. Because he smelt something delicious
  - b. Because he didn't like the food that the country mouse offered
  - c. Because he was very hungry
  - d. Because he liked the food in front of him very much
  - e. Because the country mouse didn't ask him to eat
24. "Only!" said the country mouse (line 12). What does the sentence mean?
- a. The country mouse agreed with the town mouse about the noise
  - b. The country mouse considered the noise as something dangerous
  - c. The country mouse didn't know that the noise was a dog's bark

- d. The town mouse knew that the noise came from a dog
  - e. The country mouse wasn't accustomed to hear the kind of noise.
25. Which of the following statements shows the complication?
- a. Once upon a time there was a mouse living in a country
  - b. Beans and bacon, cheese and bread, were all he had to offer
  - c. Suddenly they heard growling and barking
  - d. "Good-bye, Cousin," said the Country Mouse
  - e. "It is only the dogs of the house," answered the other
26. Which of the following sentences shows the resolution?
- a. One day, he invited him to come to his home
  - b. "I cannot understand, Cousin, how you can put up with such poor food"
  - c. Suddenly they heard growling and barking
  - d. "What is that?" said the Country Mouse
  - e. "Good-bye, Cousin," said the Country Mouse

### **The Princess and the Pea**

Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came; lightening flashed, thunder rolled, and the rain poured down in torrents-it was simply awful !suddenly there was a knock at the city gate, and the old king went out to answer it.

There was a princess standing outside, but what a sight the rain and the bad weather had made of her ! The water streamed down her hair and her clothes, and yet she said she was a real princess.

"It won't take long to find that out," thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses.

That was where the princess was to spend the night.

In the morning they asked her how she had slept.

"Oh, dreadfully!said the princess. "I hardly slept a wink all night. Whatever could have been in the bed ? I was lying on something so hard that I'm black and blue all over."

So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that.

So the prince took her for his wife, and they lived happily ever after.

27. What is the dominant structure used in the text ?
- a. simple present tense
  - b. simple past tense
  - c. present continuous tense
  - d. past future tense
  - e. passive voice
28. That was where the princess was to spend the night. The SYNONYM of 'spend' is ...
- a. use up
  - b. fulfill
  - c. comply
  - d. strong
  - e. soft

### **The Thief and His Mother**

A boy stole a lesson-book from one of his schoolfellows and took it home to his mother. She not only abstained from beating him, but encouraged him. He next time stole a cloak and brought it to her, and she again commended him. The youth, advanced to adulthood, proceeded to steal things of still greater value. At last he was caught in the very act, and having his hands bound behind him, was led away to the place of public execution. His mother followed in the crowd and violently beat her breast in sorrow, whereupon the young man said, "I wish to say something to my mother in her ear." She came close to him, and he quickly seized her ear with his teeth and bit it off. The mother upbraided him as an unnatural child, whereon he replied, "Ah! If you had beaten me when I first stole and brought to you that lesson-book, I should not have come to this, nor have been thus led to a disgraceful death."

29. What is the text about?
- a. The effect of supporting bad attitudes
  - b. The relationship between a son and the mother
  - c. The life experiences of a professional thief
  - d. What a mother must do to the children
  - e. How a boy became a thief

### **The Old Woman and the Physician**

An old woman having lost the use of her eyes, called in a Physician to heal them, and made this bargain with him in the presence of witnesses: that if he should cure her blindness, he should receive from her a sum of money; but if her infirmity remained, she should give him nothing. This agreement being made, the physician, time after time, applied his salve to her eyes, and on every visit took something away, stealing all her property little by little. And when he had got all she had, he healed her and demanded the promised payment. The old woman, when she recovered her sight and saw none of her goods in her house, would give him nothing. The physician insisted on his claim, and as she still refused, summoned her before the Judge. The Old Woman, standing up in the Court, argued, "This man here speaks the truth in what he says; for I did promise to give him a sum of money if I should recover my sight: but if I continued blind, I was to give him nothing. Now he declares that I am healed. I, on the contrary,

affirm that I am still blind; for when I lost the use of my eyes, I saw in my house various chattels and valuable goods; but now, though he swears I am cured of my blindness, I am not able to see a single thing in it.

30. Why did the old woman affirm that she was still blind? Because....

- a. she wanted to cheat the physician
- b. she was actually still blind
- c. she didn't have money to pay
- d. she couldn't see anything in her house
- e. she knew that she was not healed



#### Appendix 5 Post Test of Control Group

Once upon a time in Lombok, there was a kingdom named Kuripan. The king of Kuripan was very wise. He had a daughter, named Mandalika. She was beautiful. Many princes wanted to marry her. To choose the one that would be his son-in-law. The king had arrow shooting competition. The best one would be Mandalika's husband.

On the day of the competition, those princes shoot their arrows. All of them did it perfectly. The king found it difficult to choose. Therefore, the princes began to fight and kill each other.

Princess Mandalika was so desperate. She didn't want anyone kill each other because of her. That's why she decided to go to the sea. She died in the sea south of Lombok. The king and princes were sad and felt guilty. They regretted and stopped fighting.

Until now, one day in every year, usually in February or March, people go to the south sea. On that day, a great number of worms come out from the sea. People call these worms Nyale. People believe that those Nyales are Princess Mandalika's hair.

1. Based on the text, we can conclude that the princess died because
  - a. She was floated by the sea wave
  - b. One of the princes killed her
  - c. Killed his son
  - d. She did not like the violence
  - e. King was hard to choose a prince
2. What is the main idea of the third paragraph?
  - a. The princes stopped fighting
  - b. The princess died to stop fighting
  - c. The princes felt so desperate
  - d. The princess died in the sea south of Lombok
  - e. The princess died to help the king
3. What can we learn from the story above?
  - a. Real success comes from sportive and fair competition
  - b. Nobody perfect
  - c. Hard working is one of the ways to get a success
  - d. A man should be very careful to maintain a friendship
  - e. Nobody is strong enough to live in a poverty in their life

#### SANGKURIANG

A long time ago, the ancient land of Sunda was ruled by a king and queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spoiled.

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her

dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. DayangSumbi had to marry him.

They lived happily together, and DayangSumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother. Soon after the feast, however, DayangSumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother-they did not recognize each other. He proposed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancée's hair, DayangSumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she thought impossible to meet. Sangkuriang had to make a lake that filled the whole valley and build a boat for the couple to sail in, all before dawn.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In the early morning hours he chopped down a huge tree in the forest and began hollowing it out to make a boat. When DayangSumbi saw that he was about to accomplish what she has thought impossible, she called on the gods to bring the sun up early and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he caused DayangSumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain TangkubanPerahu (Upturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called BukitTinggi. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and DayangSumbi drowned themselves. They were never heard of again.

4. What is the type of the text ?

- |                   |          |
|-------------------|----------|
| a. Legend         | d. Fable |
| b. Cartoon        | e. Myths |
| c. Modern fantasy |          |

5. What is the resolution of this text?
- The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and DayangSumbi drowned themselves.
  - The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived.
  - she called on the gods to bring the sun up early and thwart Sangkuriang.
  - Sangkuriang met a beautiful woman and instantly fell in love with her.
  - One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor.

### **A Lazy Man Becomes Hardworking**

A couple live in a tent near a beautiful city. The man led a lazy life and often slept from morning until night. The woman decided to try to change his habits. She hoped he would become hardworking and stop being lazy.

One morning she went outside and put a big round loaf of bread beside a heap of ash. Then she went back inside the tent and said to her husband, "Today is a wonderful day. Many birds have come to our ash heap. They are flying around something."

The man decided that he must get up and see what had happened. When he went out to the ash heap he found a large piece of bread. He thought this was a good sign and said, "I am going hunting tomorrow."

The next day his wife gave him some food she had prepared and then he rode off into a forest on his horse with a gun and a dog. He soon noticed a fox running into a big hole. He stopped his horse, dismounted, tied his gun on the horse's back, and tied the reins to a rope around the dog's neck.

The hole the fox had run into had two openings. He covered one opening with his hat and went to the other opening and built a fire inside. The fire chased the fox out of the other hole. When the fox came running out of the hole, the man's hat stuck on its head. The fox frightened the dog and horse. They ran away, leaving the man with nothing. The man was very sad as he began walking in search of his horse and dog.

Finally, he came to a camp. He asked the people at the camp if they had seen his horse and dog and the fox. He was so sad when he talked about what he had lost that he began weeping. The people at the camp said, "Today is a wonderful day and we are all very well. We don't like you to weep," and then they beat him. The man said nothing and, as he walked away, he began laughing.

Some time later he met a crowd of people. He laughingly asked them the same question he had asked the people at the camp. One man from the crowd said, "We are lamenting a death. Why are you so happy?" and then the people beat him.

The man continued walking and came to the King's palace. Near the palace was an empty room. Night had fallen so he slept there until the next morning. When he woke up, he looked outside and saw a girl collecting fuel. She was the King's daughter. As he watched her, he noticed the string around his neck break. A precious turquoise bead

rolled into a small hole. A short time later the girl notice that her turquoise was missing. She became so frantic and worried that she became ill.

The man pretended to be a monk and entered the palace. The King was very glad to see a monk because he thought he might be able to help his ill daughter.

“Welcome if you can find my daughter’s valuable turquoise, I’ll give you anything you want,” said the King. The “monk” led the King outside, and pointed to different spots on the grassland while murmuring “No, no, no...” Finally he said, “Yes!” and pointed to where he knew the turquoise was.

The King dug into a small hole the “monk” pointed to and found the turquoise. A moment later when his daughter heard this, she was well again.

The King was delighted, thanked the “monk,” and gave him many gifts. Then the man left riding a horse the King had given him.

Later whe he returned home, he became hardworking.

6. What is the porpose of the text?
  - a. To amuse the reader with the story a lazy man becomes hardworking
  - b. To entertain the reader with the King’s and the Man story
  - c. To inform the reader about the lazy man becomes hardworking
  - d. To describe how to killed a horse
  - e. To give information that a lazy man becomes hardworking
7. What does the first paragraph talk about?
  - a. A lazy man
  - b. His horse died
  - c. A couple’s life
  - d. The woman decided to try to change his habits
  - e. The King was delighted

### **The Magic Candle**

One day, a young wanderer got lost in the wood. Suddenly he saw a light from an old hut. He knocked on the door, and an old woman opened it. She was crying. She said that the devil had stolen her magic candle. The candle could grant anything she asked. The wanderer asked her where the devil lived. “In a castle not far from here,” said the old woman.

The wanderer went to the castle. There she found the devil, but he was old and weak. Therefore when the wanderer grabbed the magic candle from the devil’s table and run away, he couldn’t chase him.

But the wanderer was not a kind man. He didn’t return the candle into the old woman, but kept it for himself. He lit the candle and made a wish, “I want to go far away from here.” Suddenly the genies appeared and took him to a beautiful palace. There was a party in the palace. The wanderer wanted to make some money. So, he lit the candle again and wished for some jewellery. He sold them to the guests and was soon making a lot of money. Then, the Princess came to buy the jewellery, but there was nothing left. The wanderer fell in love with her and asked her to marry him. The kind Princess said

yes, and they got married the next day. In his happiness, the wanderer told the princess about his asventure and the magic candle. Hearing that, the Princess got very angry. At night she lit the candle and wished that the wanderer disappear. In the morning the wanderer woke up and found himself in an ugly house in the village. Everything he had had lost without a trace and he became poor.

8. Why did the old woman cry when the devil had stolen her candle? Because the candle ...
  - a. was a magical candle
  - b. could grant anything
  - c. was very expensive
  - d. was the only light
  - e. was eaten by the giant
9. The moral value of the text is ...
  - a. don't be a honest man
  - b. don't steal anything
  - c. be a rich man
  - d. collect a lot of money
  - e. It's easy to be a bad man
10. This statement is not true about the text.
  - a. The devil was so strong
  - b. The wanderer was not good man
  - c. The devil lived in a castle
  - d. The devil couldn't chase him
  - e. The princess married with the wanderer

### **The Golden Snail**

Once upon a time, there was a king of AntahBerantah Kingdom curses DewiSekartaji by changing her into a golden snail, KeongEmas. The god Narada told KeongEmas to drift along the river in order to find her husband, PanjiAsmoroBangun.

One day, a poor widow, Mbok Rondo Dadapan, who always fished along the river, found the golden snail and took it home. There, she put the snail in a jar and took care of it. All of sudden, unexpected good thing took place in Mbok Rondo's life.

Coming back from her daily fishing, she would find delicious dishes on the table and the house cleaned. She wondered who had been so nice to take of her house and to do cooking. When this went on for several days, she could not resist her temptation to find out who a mysterious kind person was. So, one day, instead of fishing, she peeped through a hole in the wall of her house.

11. All of sudden, unexpected good thing took place in Mbok Rondo's life. What does the words "took place" mean?
  - a. Came
  - b. Visited
  - c. Participated
  - d. Took part
  - e. Happened

12. What is the purpose of the text?
- To entertain the reader with the story of the golden snail
  - To inform the reader with the story of the golden snail
  - To give inform the reader about the history of the golden snail
  - To give inform the reader with the story of mbok rondo's life
  - To describe how the golden snail cooked
13. What did Mbok Rondo do to know the mystery in her house?
- She ate the delicious food on the table in her house
  - She did her daily fishing
  - She didn't do fishing but peeped through a hole in her house
  - She went home early from her daily fishing and peeped through a hole in her house
  - She looked for some one hiding in her house

### **The Lion and the Mouse**

Once when a Lion was asleep a little Mouse began running up and down on his face; this soon wakened the Lion, who placed his huge paw upon him, 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 but I may be able to do you a turn someday?" The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go.

Some time after the Lion was caught in a net, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on. Just then the little Mouse happened to pass by, and seeing the Lion in the net she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right?"

14. "...she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right ..." (last line). What does the underlined word refer to?
- The lion
  - The mouse
  - The King
  - The hunters
  - The monster
15. What did the mouse mean when he said, "who knows but what I may be able to do you a turn some of these days?"
- The mouse would give the lion some food
  - The mouse would help the lion some day
  - The mouse release the lion from a danger
  - The mouse would not run over the lion's face
  - The mouse would turn to the left direction
16. What problem did the little mouse have?
- She was trapped in a net
  - The lion caught her

- c. She gnawed the ropes
- d. She was caught by hunters
- e. She didn't have food

### **The Legend of the Kesodo Ceremony**

Once upon a time on Mount Bromo, East Java, there were a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying.

"You are going to born a baby, and later you will give birth to many children. But I have a requirement for you to obey, if you really want to have children", said the voice.

"Whatever you ask, my Lord", the couple answered, "We will do it",

"You must sacrifice your first son for the gods".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods." Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

17. How is Kesuma's personal characteristic?

- |                |             |
|----------------|-------------|
| a. Melancholic | d. fearful  |
| b. Heroic      | e. shameful |
| c. tragic      |             |

18. What lesson can we get from the story?

- a. Kesuma is very brave
- b. Kesuma's parents loved him very much
- c. Every one must keep his promise
- d. A promise must be said clearly
- e. Gods want sacrifices from the people.

19. "The baby grew up into a handsome, tough man." What is the synonym of the underlined word?

- a. strong
- b. handsome

- c. hard
  - d. very firm
  - e. easily offended
20. What problem was faced by Kesuma's parents?
- a. They had to give sacrifices for the Gods
  - b. They couldn't get a baby after getting married for a long time
  - c. They couldn't bring all of their children to the Gods to be sacrificed
  - d. The villagers would force them to sacrifice themselves
  - e. They couldn't save all their children from the earthquake

### **The town mouse and the country mouse**

Once upon a time there was a mouse living in a country. He had a cousin who lived in town. One day, he invited him to come to his home. Beans and bacon, cheese and bread, were all he had to offer, but he offered them freely. The Town Mouse rather turned up his long nose at this country fare, and said: "I cannot understand, Cousin, how you can put up with such poor food as this, but of course you cannot expect anything better in the country; come with me and I will show you how to live. When you have been in town a week you will wonder how you could ever have stood a country life."

Soon, the two mice set off for the town and arrived at the Town Mouse's residence late at night. "You will want some refreshment after our long journey," said the polite Town Mouse, and took his friend into the grand dining-room. There they found the remains of a fine feast, and soon the two mice were eating up jellies and cakes and all that was nice. Suddenly they heard growling and barking. "What is that?" said the Country Mouse. "It is only the dogs of the house," answered the other. "Only!" said the Country Mouse. "I do not like that music at my dinner." Just at that moment the door flew open, in came two huge mastiffs, and the two mice had to scamper down and run off. "Good-bye, Cousin," said the Country Mouse, "What! Going so soon?" said the other. "Yes," he replied; "Better beans and bacon in peace than cakes and ale in fear."

21. Why did the town mouse turn up his long nose?
- a. Because he smelt something delicious
  - b. Because he didn't like the food that the country mouse offered
  - c. Because he was very hungry
  - d. Because he liked the food in front of him very much
  - e. Because the country mouse didn't ask him to eat
22. Which of the following statements shows the complication?
- a. Once upon a time there was a mouse living in a country
  - b. Beans and bacon, cheese and bread, were all he had to offer
  - c. Suddenly they heard growling and barking
  - d. "Good-bye, Cousin," said the Country Mouse
  - e. "It is only the dogs of the house," answered the other
23. Which of the following sentences shows the resolution?
- a. One day, he invited him to come to his home



- b. "I cannot understand, Cousin, how you can put up with such poor food"
- c. Suddenly they heard growling and barking
- d. "What is that?" said the Country Mouse
- e. "Good-bye, Cousin," said the Country Mouse

### **The Princess and the Pea**

Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came; lightening flashed, thunder rolled, and the rain poured down in torrents-it was simply awful !suddenly there was a knock at the city gate, and the old king went out to answer it.

There was a princess standing outside, but what a sight the rain and the bad weather had made of her ! The water streamed down her hair and her clothes, and yet she said she was a real princess.

"It won't take long to find that out," thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses.

That was where the princess was to spend the night.

In the morning they asked her how she had slept.

"Oh, dreadfully!said the princess. "I hardly slept a wink all night. Whatever could have been in the bed ? I was lying on something so hard that I'm black and blue all over."

So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that.

So the prince took her for his wife, and they lived happily ever after.

24. What is the dominant structure used in the text ?

- a. simple present tense
- b. simple past tense
- c. present continuous tense
- d. past future tense
- e. passive voice

25. What is the orientation of this text?

- a. One evening a terrible storm came; lightening flashed, thunder rolled, and the rain poured down in torrents-it was simply awful !
- b. Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess.
- c. So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows.
- d. So the prince took her for his wife, and they lived happily ever after.

- e. In the morning they asked her how she had slept.
26. That was where the princess was to spend the night. The SYNONYM of 'spend' is
- |            |           |
|------------|-----------|
| a. use up  | d. strong |
| b. fulfill | e. soft   |
| c. comply  |           |

### **The Thief and His Mother**

A boy stole a lesson-book from one of his schoolfellows and took it home to his mother. She not only abstained from beating him, but encouraged him. He next time stole a cloak and brought it to her, and she again commended him. The youth, advanced to adulthood, proceeded to steal things of still greater value. At last he was caught in the very act, and having his hands bound behind him, was led away to the place of public execution. His mother followed in the crowd and violently beat her breast in sorrow, whereupon the young man said, "I wish to say something to my mother in her ear." She came close to him, and he quickly seized her ear with his teeth and bit it off. The mother upbraided him as an unnatural child, whereon he replied, "Ah! If you had beaten me when I first stole and brought to you that lesson-book, I should not have come to this, nor have been thus led to a disgraceful death."

27. What is the text about?
- The effect of supporting bad attitudes
  - The relationship between a son and the mother
  - The life experiences of a professional thief
  - What a mother must do to the children
  - How a boy became a thief
28. Why did the thief blame his mother for what happened to him? Because....
- He was actually a good man
  - He wanted his mother to die first
  - She had encouraged him to steal again and again
  - She had taken all the things that he stole
  - She was angry when he stole thing

### **The Old Woman and the Physician**

An old woman having lost the use of her eyes, called in a Physician to heal them, and made this bargain with him in the presence of witnesses: that if he should cure her blindness, he should receive from her a sum of money; but if her infirmity remained, she should give him nothing. This agreement being made, the physician, time after time, applied his salve to her eyes, and on every visit took something away, stealing all her property little by little. And when he had got all she had, he healed her and demanded the promised payment. The old woman, when she recovered her sight and saw none of her goods in her house, would give him nothing. The physician insisted on his claim, and as she still refused, summoned her before the Judge. The Old Woman, standing up in the Court, argued, "This man here speaks the truth in what he says; for I

did promise to give him a sum of money if I should recover my sight: but if I continued blind, I was to give him nothing. Now he declares that I am healed. I, on the contrary, affirm that I am still blind; for when I lost the use of my eyes, I saw in my house various chattels and valuable goods; but now, though he swears I am cured of my blindness, I am not able to see a single thing in it.

29. Why did the old woman affirm that she was still blind? Because....

- a. she wanted to cheat the physician
- b. she was actually still blind
- c. she didn't have money to pay
- d. she couldn't see anything in her house
- e. she knew that she was not healed

30. "...but if her infirmity remained, ...." What is the synonym of the underlined word?

- |                |              |
|----------------|--------------|
| a. affirmation | d. property  |
| b. blindness   | e. witnesses |
| c. recovery    |              |

**PERANGKAT PEMBELAJARAN**  
**SILABUS PEMBELAJARAN**

PENDIDIKAN BUDAYA DAN KARAKTER BANGSA

Mata Pelajaran : Bahasa Inggris

Satuan Pendidikan : SMA / MA

Kelas/Semester : X / 2

KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTS)

## SILABUS PEMBELAJARAN

**Nama Sekolah** : SMA / MA .....  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas / Semester** : X / 2

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran
<b>Membaca</b> 11 Memahami makna teks fungsional pendek dan esei sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	11.1 Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari	<b>identify the structure of narrative texts;</b>	<ul style="list-style-type: none"> <li>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</li> </ul>	<ul style="list-style-type: none"> <li>Percaya diri (keteguhan hati, optimis).</li> <li>Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>Orientasi ke masa depan (punya perspektif untuk masa depan)</li> </ul>	<ul style="list-style-type: none"> <li>Mengidentifikasi beberapa pengumuman tertulis di tempat umum secara berkelompok.</li> <li>Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok</li> </ul>
	11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan	<b>identify meanings and information in narrative texts</b>  <b>read and understand narrative texts.</b>	<ul style="list-style-type: none"> <li>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli</li> </ul>	<ul style="list-style-type: none"> <li>Percaya diri (keteguhan hati, optimis).</li> <li>Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</li> <li>Pengambil resiko (suka tantangan, mampu memimpin)</li> <li>Orientasi ke</li> </ul>	<ul style="list-style-type: none"> <li>Membaca nyaring bermakna teks berita/deskripsi/naratif secara individu</li> <li>Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok.</li> <li>Berlatih menggunakan kalimat <i>simple</i></li> </ul>

	sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>		lingkungan, peduli sosial, tanggung jawab	masa depan (punya perspektif untuk masa depan)	<i>present</i> untuk menyatakan fakta dan kalimat pasif untuk menyatakan inti berita	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA N 1 Wonosari
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X A/2
Alokasi Waktu	: 2x 45 Menit (1x pertemuan)
Topik Pembelajaran	: Narrative Text
Ketrampilan	: Reading
Pertemuan ke	:1

### A. Standar Kompetensi

#### Membaca

11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

### B. Kompetensi Dasar

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*

### C. Indikator

1. Menyebutkan tujuan komunikatif dari teks narrative tertulis.
2. Menyebutkan topik dari teks narrative tertulis.
3. menyebutkan gagasan utama suatu paragraf dari teks narrative tertulis.
4. Menyebutkan informasi rinci tersurat dari teks narrative.
5. Menyebutkan informasi tersirat dari teks narrative.
6. Menyebutkan makna kata dari teks narrative tertulis.

#### **D. Tujuan Pembelajaran**

- Siswa mampu mengidentifikasi berbagai aspek dari teks seperti isi, struktur teks.
- Siswa dapat mengidentifikasi makna yang ada dalam teks yang dibaca
- Siswa dapat mengidentifikasi langkah-langkah retorika dari teks

#### **E. Materi Pokok**

##### **Narrative Text**

Narrative text is a an imaginative story to entertain people.

The purpose of the text is to entertain or to amuse the readers or listeners about the story

##### **The generic structure of Narrative text:**

- Orientation : It set the scene and introduce the participants (it answers the question: who, when, what, and where).
- Complication: Tells the problems of the story and how the main characters solve them.
- Resolution : The crisis is revolved, for better or worse.
- Re-orientation: The ending of the story.

##### **The Legend of the Kesodo Ceremony**

Once upon a time on Mount Bromo, East Java, there was a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying.

"You are going to born a baby, and later you will birth too many children. But I have a requirement for you to obey, if you really want to have children", said the voice.

"Whatever you ask, my Lord", the couple answered, "We will do it",

"You must sacrifice your first son for the gods".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple



loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods." Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

1. What does the first paragraph talk about?
  - a. The earthquakes and thunders in the sky
  - b. The voice in the sky
  - c. The couple's promise
  - d. The condition of the volcano on one day sky
  - e. The condition of Kesuma's family
2. How is Kesuma's personal characteristic?
  - a. Melancholic
  - b. Heroic
  - c. tragic
  - d. fearful
  - e. shameful
3. What problem was faced by Kesuma's parents?
  - a. They had to give sacrifices for the Gods
  - b. They couldn't get a baby after getting married for a long time
  - c. They couldn't bring all of their children to the Gods to be sacrificed
  - d. The villagers would force them to sacrifice themselves
  - e. They couldn't save all their children from the earthquake
4. What lesson can we get from the story?

- a. Kesuma is very brave
  - b. Kesuma's parents loved him very much
  - c. Every one must keep his promise
  - d. A promise must be said clearly
  - e. Gods want sacrifices from the people.
5. "The baby grew up into a handsome, tough man." What is the synonym of the underlined word?
- a. strong    b. handsome    c. hard    d. very firm
  - e. easily offended

**F. Metode Pembelajaran / teknik:**

Team game tournament (TGT)

**G. Strategi Pembelajaran**

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"> <li>Siswa mampu mengidentifikasi makna yang ada dalam text narrative yang dibaca</li> <li>Membahas unsur dan langkah retorika dalam teks narrative</li> <li>Membahas ciri-ciri leksikogramatika dalam teks.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mampu menganalisa berbagai aspek dari teks seperti isi, struktur teks, dalam kelompok.</li> <li>Siswa membaca sebuah teks narrative yang diberikan oleh guru dan menjawab pertanyaan-pertanyaan yang berhubungan dengan teks tersebut , dalam kelompok.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mencari teks-teks narrative pendek (<i>how to make</i>, <i>how to use</i>, dan <i>how to do something</i>) berbahasa Inggris tertulis yang lain dari surat kabar, majalah dan dari internet, serta mempelajarinya dari segi tujuan komunikatif, <i>generic structure</i>, dan <i>language features</i>, serta <i>content-nya</i></li> </ul>

**Langkah langkah Kegiatan Pembelajaran**

**Kegiatan Pendahuluan (5 menit)**

- Mengucapkan salam dengan ramah ketika masuk ruang kelas
- Mengecek kehadiran siswa

3. Apersepsi
4. Memotivasi siswa
5. Menyampaikan tujuan pembelajaran
6. Menyampaikan cakupan materi dan uraian kegiatan

Eksplorasi (15 menit)

1. Siswa membaca contoh teks narrative yang ditampilkan, dibagi, atau dari buku.
2. Siswa dan guru mendiskusikan materi mengenai teks narative
3. Guru menjelaskan unsur dan langkah retorika dan ciri lexico grammatica dalam teks narrative
4. Guru menjelaskan langkah pembuatan teks narrative.

Elaborasi (50 menit)

1. Guru membagi siswa dalam 7 kelompok, setiap kelompok beranggotakan siswa-siswa yang memiliki kemampuan yang berbeda. Kemudian siswa berkumpul dengan kelompoknya sesuai dengan yang telah ditentukan oleh guru. Setelah itu guru membagikan teks narrative sejumlah kelompok.
2. Siswa berdiskusi dengan kelompoknya untuk membahas generic structure dan isi teks berupa topik teks, gagasan utama suatu paragraf dalam teks tersebut, informasi rinci, informasi tertentu, dan makna kata-kata tertentu.
3. Menjawab soal-soal tentang text yang dibahas
4. Guru meletakkan wakil dari kelompok pada meja-meja tournament yang memiliki kemampuan sama. Dengan arahan guru siswa melakukan game tournament.
  - Game tournament , siswa memilih respresentasi dari kelompok masing masing dan bertanding. Siswa yang ber tandinding duduk di meja turnamen. Setiap meja di di tempati 7 siswa dari masing masing kelompok.
  - Game dimulai dengan memberikan lembar kartu pertanyaan.

- Siswa bergiliran membacakan pertanyaan yang ada di lembar kartu tersebut.
- Siswa menjawab dengan diberi alokasi waktu.
- Setelah waktu habis pembaca pertanyaan membacakan jawabannya.
- Nilai diberikan kepada siswa yang berhasil menjawab pertanyaan dengan benar.
- Setelah kartu pertanyaan habis game selesai. Tiap pemain menghitung jumlah point yang diperoleh.

#### Konfirmasi (15 menit)

1. Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas
2. Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks dan penggunaan struktur text narrative serta menggunakan Simple Past tense dalam text narrative.
3. Guru meminta siswa untuk membuat teks narrative sebagai tugas diluar kelas.
4. Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

#### **Kegiatan Penutup (5 menit)**

1. Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
2. Guru meminta siswa untuk membuat teks narrative sebagai tugas rumah.
3. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
4. Guru menyampaikan rencana pembelajaran yang akan datang.

#### **H. Sumber/Bahan/Alat**

- Kamus
- Bahan Internet
- Buku Interlanguage
- **Penilaian**

- I. Indikator                   :- Merespon wacana text  
                                       - Mempraktikkan pembuatan teks narrative
- Teknik                       : Tes tertulis

Bentuk : Pertanyaan pilihan ganda, tugas essay pembuatan narrative text.

II. Instrument:

**The Lion and the Mouse**

Once when a Lion was asleep a little Mouse began running up and down on his face; this soon wakened the Lion, who placed his huge paw upon him, 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 but I may be able to do you a turn someday?" The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go.

Some time after the Lion was caught in a net, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on. Just then the little Mouse happened to pass by, and seeing the Lion in the net she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right?"

1. What problem did the little mouse have?
  - a. She was trapped in a net
  - b. The lion caught her
  - c. She gnawed the ropes
  - d. She was caught by hunters
  - e. She didn't have food
2. What problem did the lion have?
  - a. The mouse awakened him
  - b. He was killed by some hunters'
  - c. He couldn't get the mouse
  - d. He was caught in a net
  - e. The mouse gnawed the ropes
3. What did the mouse mean when he said, "who knows but what I may be able to do you a turn some of these days?"

- a. The mouse would give the lion some food
  - b. The mouse would help the lion some day
  - c. The mouse release the lion from a danger
  - d. The mouse would not run over the lion's face
  - e. The mouse would turn to the left direction
4. What did the mouse do to help the lion?
- a. She ran up and down on his face
  - b. She cried and begged the lion
  - c. She cut the ropes with a knife
  - d. She asked the hunters to help her
  - e. She gnawed the ropes
5. "...she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right ..." (last line).  
What does the underlined word refer to?
- a. The lion
  - b. The mouse
  - c. The King
  - d. The hunters
  - e. The monster

Jawaban

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

### III. Pedoman Penilaian:

Pedoman penskoraaan: masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir

dalam skala 0 – 100 sebagai berikut :

Skor Perolehan

Nilai Akhir: ----- X 100  
Skor maksimal

Surakarta, June 2016

Mengetahui Guru Mapel Bahasa Inggris

Mahasiswa,

Dewi Prastisi, M.Pd

Annisa Nurfatin Adilla

Mengatahui

Kepala SMA N I Wonosari

Drs. Andrian Setiadi, M.Pd

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA N 1 Wonosari
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X A/2
Alokasi Waktu	: 2x 45 Menit (1x pertemuan)
Topik Pembelajaran	: Narrative Text
Ketrampilan	: Reading
Pertemuan ke	:2

### A. Standar Kompetensi

#### Membaca

11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

### B. Kompetensi Dasar

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*

### C. Indikator

1. Menyebutkan tujuan komunikatif dari teks narrative tertulis.
2. Menyebutkan topik dari teks narrative tertulis.
3. Menyebutkan gagasan utama suatu paragraf dari teks narrative tertulis.
4. Menyebutkan informasi rinci tersurat dari teks narrative.
5. Menyebutkan informasi tersirat dari teks narrative.
6. Menyebutkan makna kata dari teks narrative tertulis.



#### **D. Tujuan Pembelajaran**

- Siswa mampu mengidentifikasi berbagai aspek dari teks seperti isi, struktur teks.
- Siswa dapat mengidentifikasi makna yang ada dalam teks yang dibaca
- Siswa dapat mengidentifikasi langkah-langkah retorika dari teks

#### **E. Materi Pokok**

##### **Narrative Text**

Narrative text is an imaginative story to entertain people.

The purpose of the text is to entertain or to amuse the readers or listeners about the story

##### **The generic structure of Narrative text:**

- Orientation : It set the scene and introduce the participants (it answers the question: who, when, what, and where).
- Complication : Tells the problems of the story and how the main characters solve them.
- Resolution : The crisis is resolved, for better or worse.
- Re-orientation: The ending of the story.

##### **Little Red Riding Hood**

One day there was a little girl named little red riding hood. She was asked by her mother to deliver cake to her grandmother. When she was heading for his grandmother's house, little riding hood met a wolf. "Where are you going, a little girl?" The wolf asked. "I'm willing to give this cake to my grandmother" replied little riding hood.

The wolf had an evil plan that he wanted to eat them both. Then he ran through a shortcut to her grandmother's house. After arriving to grandmas' house, he knocked on her door. When Grandma opened the door, the wolf caught her and locked her in a closet. The bad wolf then wore Grandma's clothes and laid in bed, waiting for Little Red Riding Hood.

When little riding hood arrived, the wolf in disguise told her to come in. little riding hood did not realize that it was the wolf. Then the wolf ate a little riding hood and her grandmother. After eating them, the wolf fell

asleep beside the river. Suddenly, a woodcutter came; he saw a large wolf's belly and knew what had been done by the wolf. Then he saved them by releasing them out from the belly of the wolf and filled the wolf's stomach with a big stone. Then he threw the wolf into the river.

1. What is the communicative function of narrative text?
  - a. To entertain the readers
  - b. To explain about something
  - c. To argue about something
  - d. To inform the reader
  - e. To instruct the reader
2. Why did little riding hood do not realize the wolf who in disguise as her grandma?
  - a. Because she was blind
  - b. Because she was daft
  - c. Because the wolf was kind
  - d. Because the wolf wore little riding hood's clothes
  - e. Because the wolf wore grandma's clothes
3. Who did save little riding hood and her grandma from the wolf?
  - a. The woodcutter
  - b. The stranger
  - c. The grand father
  - d. The little riding hood's mother
  - e. The little riding hood's father
4. What is the moral value of the story?
  - a. Don't be greedy
  - b. Don't believe in stranger
  - c. Don't use riding hood
  - d. Don't go to Grandma's house
  - e. Don't sleep in the river

**F. Metode Pembelajaran / teknik:**

Team game tournament (TGT)

**G. Strategi Pembelajaran**

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"><li>• Siswa mampu mengidentifikasi makna yang ada dalam text narrative yang dibaca</li><li>• Membahas unsur dan langkah retorika dalam teks narrative</li><li>• Membahas ciri-ciri leksikogramatika dalam teks.</li></ul>	<ul style="list-style-type: none"><li>• Siswa mampu menganalisa berbagai aspek dari teks seperti isi, struktur teks, dalam kelompok.</li><li>• Siswa membaca sebuah teks narrative yang diberikan oleh guru dan menjawab pertanyaan-pertanyaan yang berhubungan dengan teks tersebut , dalam kelompok.</li></ul>	<ul style="list-style-type: none"><li>• Siswa mencari teks-teks narrative pendek (<i>how to make</i>, <i>how to use</i>, dan <i>how to do something</i>) berbahasa Inggris tertulis yang lain dari surat kabar, majalah dan dari internet, serta mempelajarinya dari segi tujuan komunikatif, <i>generic structure</i>, dan <i>language features</i>, serta <i>content</i>-nya</li></ul>

**Langkah langkah Kegiatan Pembelajaran****Kegiatan Pendahuluan (5 menit)**

1. Mengucapkan salam dengan ramah ketika masuk ruang kelas
2. Mengecek kehadiran siswa
3. Apersepsi
4. Memotivasi siswa
5. Menyampaikan tujuan pembelajaran
6. Menyampaikan cakupan materi dan uraian kegiatan

**Kegiatan Inti (80 menit)**Eksplorasi (15 menit)

1. Siswa membaca contoh teks narrative yang ditampilkan, dibagi, atau dari buku.
2. Siswa dan guru mendiskusikan materi mengenai teks narative

3. Guru menjelaskan unsur dan langkah retorika dan ciri lexico grammatica dalam teks narrative
4. Guru menjelaskan langkah pembuatan teks narrative.

Elaborasi (50 menit)

1. Guru membagi siswa dalam 7 kelompok, setiap kelompok beranggotakan siswa-siswa yang memiliki kemampuan yang berbeda. Kemudian siswa berkumpul dengan kelompoknya sesuai dengan yang telah ditentukan oleh guru. Setelah itu guru membagikan teks narrative sejumlah kelompok.
2. Siswa berdiskusi dengan kelompoknya untuk membahas generic structure dan isi teks berupa topik teks, gagasan utama suatu paragraf dalam teks tersebut, informasi rinci, informasi tertentu, dan makna kata-kata tertentu.
3. Menjawab soal-soal tentang text yang dibahas
4. Guru meletakkan wakil dari kelompok pada meja-meja tournament yang memiliki kemampuan sama. Dengan arahan guru siswa melakukan game tournament.
  - Game tournament , siswa memilih respresentasi dari kelompok masing masing dan bertanding. Siswa yang ber tandinding duduk di meja turnamen. Setiap meja di di tempati 7 siswa dari masing masing kelompok.
  - Game dimulai dengan memberikan lembar kartu pertanyaan.
  - Siswa bergiliran membacakan pertanyaan yang ada di lembar kartu tersebut.
  - Siswa menjawab dengan diberi alokasi waktu.
  - Setelah waktu habis pembaca pertanyaan membacakan jawabannya.
  - Nilai diberikan kepada siswa yang berhasil menjawab pertanyaan dengan benar.
  - Setelah kartu pertanyaan habis game selesai. Tiap pemain menghitung jumlah point yang diperoleh.

#### Konfirmasi (15 menit)

1. Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas
2. Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks dan penggunaan struktur text narrative serta menggunakan Simple Past tense dalam text narrative.
3. Guru meminta siswa untuk membuat teks narrative sebagai tugas diluar kelas.
4. Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

#### **Kegiatan Penutup (5 menit)**

1. Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
2. Guru meminta siswa untuk membuat teks narrative sebagai tugas rumah.
3. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
4. Guru menyampaikan rencana pembelajaran yang akan datang.

#### **H. Sumber/Bahan/Alat**

- Kamus
- Bahan Internet
- Buku Interlanguage

#### **I. Penilaian**

- I. Indikator               :- Merespon wacana text  
                                  - mempraktikkan pembuatan teks narrative

Teknik                : Tes tertulis

Bentuk: Pertanyaan pilihan ganda, tugas essay pembuatan narrative text.

## II. Instrument

### **The Rats and The Elephants**

Once upon a time there lived a group of 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 even 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 of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants 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 open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

1. What type of text is the above text? It is ...

- a. narrative text
- b. description text
- c. a recount text
- d. an anecdote text
- e. an expository text

2. What destroyed the homes of all rats?

- a. a group of mice did
- b. the hunter did
- c. elephant-hunter did
- d. a group of elephant did
- e. elephant's herd

3. What helped the elephant's herd free?

- a. the elephant-hunter did

- b. the hunters did
  - c. the trapped elephants did
  - d. a group of king did
  - e. entire group of rats did
4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"? A. Identification
- a. Orientation
  - b. Complication
  - c. Resolution
  - d. Description
  - e. Reorientation
5. At the end of the story, how was the elephant's herd?
- a. angry
  - b. sad
  - c. happy
  - d. dead
  - e. disappointed

Jawaban

- 1. A. (a narrative text)
- 2. D. (a group of elephant did)
- 3. E. (entire group of rats did)
- 4. B. (Orientation)
- 5. C. (happy)

### III. Pedoman Penilaian:

Pedoman penskoraaan: masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir

dalam skala 0 – 100 sebagai berikut :

$$\text{Nilai Akhir: } \frac{\text{Skor Perolehan}}{\text{Skor maksimal}} \times 100$$

Mengetahui Guru Mapel Bahasa Inggris

Surakarta, June 2016

Mahasiswa,

Dewi Prastisi, M.Pd

Annisa Nurfatin Adilla

Mengatahui  
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## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Nama Sekolah	: SMA N 1 Wonosari
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X A/1
Alokasi Waktu	: 2x 45 Menit (1x pertemuan)
Topik Pembelajaran	: Narrative Text
Ketrampilan	: Reading
Pertemuan ke	:3

### **A. Standar Kompetensi**

#### **Membaca**

11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

### **B. Kompetensi Dasar**

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*

### **C. Indikator**

1. Menyebutkan tujuan komunikatif dari teks narrative tertulis.
2. Menyebutkan topik dari teks narrative tertulis.
3. Menyebutkan gagasan utama suatu paragraf dari teks naratif
4. Menyebutkan informasi rinci tersurat dari teks narrative.
5. Menyebutkan informasi tersirat dari teks narrative.
6. Menyebutkan makna kata dari teks narrative tertulis.

#### **D. Tujuan Pembelajaran**

- Siswa mampu mengidentifikasi berbagai aspek dari teks seperti isi, struktur teks.
- Siswa dapat mengidentifikasi makna yang ada dalam teks yang dibaca.
- Siswa dapat mengidentifikasi langkah-langkah retorika dari teks

#### **E. Materi Pokok**

##### **Narrative Text**

Narrative text is an imaginative story to entertain people.

The purpose of the text is to entertain or to amuse the readers or listeners about the story

##### **The generic structure of Narrative text:**

- Orientation : It sets the scene and introduces the participants (it answers the question: who, when, what, and where).
- Complication : Tells the problems of the story and how the main characters solve them.
- Resolution : The crisis is resolved, for better or worse.
- Re-orientation : The ending of the story.

##### **Beauty and the Beast**

Once upon a time, there was a girl named Beauty. She lived with her father and her sister in a small village. Beauty was a beautiful girl. She was also hard working. He always helped her father on the farm.

One day, her father set out for the city. He saw an old castle and went in. No one was in but there was food on the table. Then he walked around the castle. He picked a rose from the garden for Beauty. Suddenly, an angry Beast appeared. He wanted to kill Beauty's father, unless Beauty was brought to him. Beauty's father told her daughter what had happened. Beauty's sister ordered her to see the Beast.

Beauty went to see the beast and had to stay the castle. She felt scared, lonely and sad. She tried turn away but was stopped by the Beast. The Beast treated Beauty well. Soon, Beauty began to like the Beast.

One day, through the Beast's magic mirror, Beauty saw that her father was sick. The beast allowed her to go home. Her father was happy to see her.

One night, Beauty had a dream. A fairy told her that the Beast was sick. Beauty hurried back and saw the Beast dying. She began to cry. Tears fell into the Beast. Suddenly, the Beast changed into handsome prince.

Beauty and the Beast got married and lived happily ever after.

1. where did Beauty live?
  - a. Small city
  - b. Rural Village
  - c. Crowded village
  - d. Country side
  - e. Village
2. What was she like?
  - a. She was beauty and hard working
  - b. She was ugly and selfish
  - c. she was lazy
  - d. She was dilligent only
  - e. She is dilligent
3. What is the main idea of paragraph 1?
  - a. Beauty's good character
  - b. Beauty's hobby
  - c. Beauty's bad character
  - d. Beauty's physical character
  - e. Beauty
4. Beauty's sister ordered **her**...(Line 8). The word "**her**" refer to...

- a. Beast
  - b. Her sister
  - c. Her princess
  - d. Beauty
  - e. Princess
5. Which of the following words has same meaning the “magic” (line 12) In the text above?
- a. Power
  - b. Supranatural
  - c. Wisdom
  - d. Horror
  - e. Heroic

#### F. Metode Pembelajaran / teknik

Team game tournament (TGT)

#### G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"> <li>Siswa mampu mengidentifikasi makna yang ada dalam text narrative yang dibaca</li> <li>Membahas unsur dan langkah retorika dalam teks narrative</li> <li>Membahas ciri-ciri leksikogramatika dalam</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mampu menganalisa berbagai aspek dari teks seperti isi, struktur teks, dalam kelompok.</li> <li>Siswa membaca sebuah teks narrative yang diberikan oleh guru dan menjawab pertanyaan-pertanyaan yang berhubungan dengan teks tersebut , dalam</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mencari teks-teks narrative pendek (<i>how to make, how to use, dan how to do something</i>) berbahasa Inggris tertulis yang lain dari surat kabar, majalah dan dari internet, serta mempelajarinya dari segi tujuan komunikatif, <i>generic structure</i>, dan <i>language features</i>, serta</li> </ul>

teks.	kelompok.	<i>content</i> -nya
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## **Langkah langkah Kegiatan Pembelajaran**

### **Kegiatan Pendahuluan (5 menit)**

1. Mengucapkan salam dengan ramah ketika masuk ruang kelas
2. Mengecek kehadiran siswa
3. Apersepsi
4. Memotivasi siswa
5. Menyampaikan tujuan pembelajaran
6. Menyampaikan cakupan materi dan uraian kegiatan

### **Kegiatan Inti (80 menit)**

#### Eksplorasi (15 menit)

1. Siswa membaca contoh teks narrative yang ditampilkan, dibagi, atau dari buku.
2. Siswa dan guru mendiskusikan materi mengenai teks narative
3. Guru menjelaskan unsur dan langkah retorika dan ciri lexico grammatica dalam teks narrative
4. Guru menjelaskan langkah pembuatan teks narrative.

#### Elaborasi (50 menit)

1. Guru membagi siswa dalam 7 kelompok, setiap kelompok beranggotakan siswa-siswa yang memiliki kemampuan yang berbeda. Kemudian siswa berkumpul dengan kelompoknya sesuai dengan yang telah ditentukan oleh guru. Setelah itu guru membagikan teks narrative sejumlah kelompok.
2. Siswa berdiskusi dengan kelompoknya untuk membahas generic structure dan isi teks berupa topik teks, gagasan utama suatu paragraf dalam teks tersebut, informasi rinci, informasi tertentu, dan makna kata-kata tertentu.
3. Menjawab soal-soal tentang text yang dibahas

4. Guru meletakkan wakil dari kelompok pada meja-meja tournament yang memiliki kemampuan sama. Dengan arahan guru siswa melakukan game tournament.
  - Game tournament , siswa memilih respresentasi dari kelompok masing masing dan bertanding. Siswa yang ber tandinding duduk di meja turnamen. Setiap meja di di tempati 7 siswa dari masing masing kelompok.
  - Game dimulai dengan memberikan lembar kartu pertanyaan.
  - Siswa bergiliran membacakan pertanyaan yang ada di lembar kartu tersebut.
  - Siswa menjawab dengan diberi alokasi waktu.
  - Setelah waktu habis pembaca pertanyaan membacakan jawabannya.
  - Nilai diberikan kepada siswa yang berhasil menjawab pertanyaan dengan benar.
  - Setelah kartu pertanyaan habis game selesai. Tiap pemain menghitung jumlah point yang diperoleh.

#### Konfirmasi (15 menit)

1. Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas
2. Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks dan penggunaan struktur text narrative serta menggunakan Simple Past tense dalam text narrative.
3. Guru meminta siswa untuk membuat teks narrative sebagai tugas diluar kelas.
4. Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

#### **Kegiatan Penutup (5 menit)**

1. Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.

2. Guru meminta siswa untuk membuat teks narrative sebagai tugas rumah.
3. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
4. Guru menyampaikan rencana pembelajaran yang akan datang.

#### **H. Sumber/Bahan/Alat**

- Kamus
- Bahan Internet
- Buku Interlanguage

#### **I. Penilaian**

I. Indikator :- Merespon wacana text

- mempraktikkan pembuatan teks narrative

Teknik : Tes tertulis

Bentuk: Pertanyaan pilihan ganda, tugas essay pembuatan narrative text.

#### **II. Instrument:**

Ali Baba was such a poor man that he had only one shoe for his two feet. Even the mice in his house were hungry.

One day, his wife said, "We have no food in the house. No rice. No potatoes. Go and collect leaves in the forest so that I can make a soup,"

Ali was a lazy man. He looked for leaves for about ten minutes and then he climbed a tree to sleep. He was afraid of wolves. When he woke up he was surprised to see forty thieves and forty horses. They stopped in front of a big rock.

"Open sesame!" shouted the leader. A door in the rock opened. The thieves carried sacks full of gold into the cave. When they had finished the leader shouted.

"Close sesame!" and the door closed. As soon as the thieves had disappeared Ali Baba jumped down from the tree, said, "open sesame" and went into the cave.

There were shelves all around the walls. The shelves were full of sack. The sacks were full of gold. Ali took a sack home with him.

Unfortunately, one of the thieves saw Ali's footprints in the sand. He followed them to Ali's home. He took out his knife and made a cross on the door.

"Now I shall know which house it is," he said.

He rode off to get the other thieves. But Ali had seen the thief.

He and his wife took brooms and swept away the footprints. Then he made crosses on every door in the street. When the forty thieves arrived they had their knives between their teeth. But they never found Ali or the gold. And Ali and his wife lived happily ever after.

1. Who are the characters in this text?
  - a. A poor man, lazy man and forty horses
  - b. Forty thief, lazy man and his wife
  - c. Ali Baba, lazy man and his wife
  - d. Ali Baba, a poor man and his wife
  - e. Ali Baba, his wife and forty thieves
2. "We have no food in the house" (paragraph 2) The word *we* refer to...
  - a. Ali Baba
  - b. his wife
  - c. Ali Baba and his wife
  - d. Ali Baba and his family
  - e. Ali Baba and his children
3. From this paragraph, we can understand that *Ali's characters*
  - a. Strong and brief
  - b. Lazy and coward
  - c. Like climbing and sleeping
  - d. Afraid of wolves
  - e. Watcher forty thieves' activities



4. Which statement is *NOT TRUE* based on the text
  - a. He looked for leaves for about two minutes and then he climbed a tree to sleep
  - b. When he woke up he was surprised to see forty thieves and forty horses
  - c. The thieves carried sacks full of gold into the cave
  - d. As soon as the thieves had disappeared Ali Baba jumped down from the tree
  - e. He and his wife took brooms and swept away the footprints
5. "As soon as the thieves had disappeared" The underlined word means...
  - a. Go away
  - b. Go out of sight
  - c. Exist
  - d. Not available
  - e. No one here

Jawaban

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

### III. Pedoman Penilaian:

Pedoman penskoraaan: masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir

dalam skala 0 – 100 sebagai berikut :

$$\text{Nilai Akhir: } \frac{\text{Skor Perolehan}}{\text{Skor maksimal}} \times 100$$

Surakarta, June 2016

Mengetahui Guru Mapel Bahasa Inggris

Mahasiswa,

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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA N 1 Wonosari
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X A/2
Alokasi Waktu	: 2x 45 Menit (1x pertemuan)
Topik Pembelajaran	: Narrative Text
Ketrampilan	: Reading
Pertemuan ke	:4

### A. Standar Kompetensi

#### Membaca

11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

### B. Kompetensi Dasar

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*

### C. Indikator

1. Menyebutkan tujuan komunikatif dari teks narrative tertulis.
2. Menyebutkan topik dari teks narrative tertulis.
3. Menyebutkan gagasan utama suatu paragraf dari teks naratif
4. Menyebutkan informasi rinci tersurat dari teks narrative.
5. Menyebutkan informasi tersirat dari teks narrative.
6. Menyebutkan makna kata dari teks narrative tertulis.

#### D. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi berbagai aspek dari teks seperti isi, struktur teks.
- Siswa dapat mengidentifikasi makna yang ada dalam teks yang dibaca
- Siswa dapat mengidentifikasi langkah-langkah retorika dari teks

#### E. Materi Pokok

##### Narrative Text

Narrative text is an imaginative story to entertain people.

The purpose of the text is to entertain or to amuse the readers or listeners about the story

##### **The generic structure of Narrative text:**

1. Orientation : It set the scene and introduce the participants (it answers the question : who, when, what, and where).
2. Complication : Tells the problem s of the story and how the main characters solve them.
3. Resolution : The crisis is revolved, for better or worse.
4. Re-orientation : The ending of the story.

##### **Snow White**

Once upon a time, there lived a little girl named Snow White. She lived with her step mother in the castle. Her parents were death many years ago.

One day her step mother asked her mind to kill Snow White. Her step mother was jealous of her beauty. The mind couldn't kill her. He brought Snow White to a Jungle and released her. Snow White was very **sad**. **She** felt hungry and tired. Then she saw a very little cottage. She knocked it but no one answered, so she went inside and fell asleep.

Meanwhile, seven dwarfs coming home from work. They went inside, they found Snow White Sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White woke up. She

answered, "I am Snow White". The dwarfs said, "If you wish, you may live here with us," Snow White said, "Oh, could? Thank you." Then *Snow White* told the dwarfs her whole story. Snow White and the seven dwarfs lived happily with them.

The next day the dwarfs went out to look for their meals. Then an old beggar knocked the door and gave her a red apple. She ate it at once suddenly she was unconscious. She was sleeping for long time. The dwarfs were very confused.

Fortunately a handsome man came in. He saw Snow White and felt in love. He kissed her and Snow White woke up. Finally they got married and lived happily ever after.

1. Where did Snow White live?
  - a. In the small house
  - b. In America
  - c. In the big house
  - d. In the castle
  - e. In the city
2. "**She**" felt hungry and tired" (line 5). The word **she** refers to...
  - a. Her step mother
  - b. snow White
  - c. Mother
  - d. Seven dwarfs
  - e. The price
3. What is the antonym of "**Sad**" (line 5)?
  - a. Happy
  - b. Pleasure
  - c. Dead
  - d. Excited
  - e. Confused

4. What is the main idea of paragraph 2?
  - a. The step mother wants to kill Snow White
  - b. The Snow White wants to run away
  - c. The man wants to kill her
  - d. The Snow White go to jungle
  - e. He kill Snow White
5. What kind of this text?
  - a. Fairytale
  - b. Legend
  - c. Minthos
  - d. Snow white
  - e. Fable

#### F. Metode Pembelajaran / teknik

Team game tournament (TGT)

#### G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"> <li>Siswa mampu mengidentifikasi makna yang ada dalam text narrative yang dibaca</li> <li>Membahas unsur dan langkah retorika dalam teks narrative</li> <li>Membahas ciri-ciri leksikogramatika dalam teks.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mampu menganalisa berbagai aspek dari teks seperti isi, struktur teks, dalam kelompok.</li> <li>Siswa membaca sebuah teks narrative yang diberikan oleh guru dan menjawab pertanyaan-pertanyaan yang berhubungan dengan teks tersebut , dalam</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mencari teks-teks narrative pendek (<i>how to make</i>, <i>how to use</i>, dan <i>how to do something</i>) berbahasa Inggris tertulis yang lain dari surat kabar, majalah dan dari internet, serta mempelajarinya dari segi tujuan komunikatif, <i>generic structure</i>, dan <i>language features</i>, serta</li> </ul>

	kelompok.	<i>content-nya</i>
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## **Langkah langkah Kegiatan Pembelajaran**

### **Kegiatan Pendahuluan (5 menit)**

#### **Kegiatan Inti (80 menit)**

1. Mengucapkan salam dengan ramah ketika masuk ruang kelas
2. Mengecek kehadiran siswa
3. Apersepsi
4. Memotivasi siswa
5. Menyampaikan tujuan pembelajaran
6. Menyampaikan cakupan materi dan uraian kegiatan

#### **Kegiatan Inti (80 menit)**

##### Eksplorasi (15 menit)

1. Siswa membaca contoh teks narrative yang ditampilkan, dibagi, atau dari buku.
2. Siswa dan guru mendiskusikan materi mengenai teks narative
3. Guru menjelaskan unsur dan langkah retorika dan ciri lexico grammatica dalam teks narrative
4. Guru menjelaskan langkah pembuatan teks narrative.

##### Elaborasi (50 menit)

1. Guru membagi siswa dalam 7 kelompok, setiap kelompok beranggotakan siswa-siswa yang memiliki kemampuan yang berbeda. Kemudian siswa berkumpul dengan kelompoknya sesuai dengan yang telah ditentukan oleh guru. Setelah itu guru membagikan teks narrative sejumlah kelompok.
2. Siswa berdiskusi dengan kelompoknya untuk membahas generic structure dan isi teks berupa topik teks, gagasan utama suatu paragraf dalam teks tersebut, informasi rinci, informasi tertentu, dan makna kata-kata tertentu.
3. Menjawab soal-soal tentang text yang dibahas

4. Guru meletakkan wakil dari kelompok pada meja-meja tournament yang memiliki kemampuan sama. Dengan arahan guru siswa melakukan game tournament.
  - Game tournament , siswa memilih respresentasi dari kelompok masing masing dan bertanding. Siswa yang ber tandinding duduk di meja turnamen. Setiap meja di di tempati 7 siswa dari masing masing kelompok.
  - Game dimulai dengan memberikan lembar kartu pertanyaan.
  - Siswa bergiliran membacakan pertanyaan yang ada di lembar kartu tersebut.
  - Siswa menjawab dengan diberi alokasi waktu.
  - Setelah waktu habis pembaca pertanyaan membacakan jawabannya.
  - Nilai diberikan kepada siswa yang berhasil menjawab pertanyaan dengan benar.
  - Setelah kartu pertanyaan habis game selesai. Tiap pemain menghitung jumlah point yang diperoleh.

#### Konfirmasi (15 menit)

1. Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas
2. Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks dan penggunaan struktur text narrative serta menggunakan Simple Past tense dalam text narrative.
3. Guru meminta siswa untuk membuat teks narrative sebagai tugas diluar kelas.
4. Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

#### **Kegiatan Penutup (5 menit)**



1. Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
  2. Guru meminta siswa untuk membuat teks narrative sebagai tugas rumah.
  3. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
- Guru menyampaikan rencana pembelajaran yang akan datang.

#### **H. Sumber/Bahan/Alat**

- Kamus
- Bahan Internet
- Buku Interlanguage

#### **I. Penilaian**

I. Indikator :- Merespon wacana text

- Mempraktikkan pembuatan teks narrative

Teknik : Tes tertulis

Bentuk: Pertanyaan pilihan ganda, tugas essay pembuatan narrative text.

#### **II. Instrument:**

##### **The Ant and Dove**

One hot day, an ant was searching for some water. After walking around for some time, she came to the river.

To go to river, **she** must climb up a grass. But she slipped and fell into the water. she could save if the dove in a near the tree will help her seeing the ant was in trouble, trouble the dove quickly plucked a leaf and climbed up there. Soon, it carried the ant safely to dry ground.

Just at time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. An ant saw the hunter want to do the dove. Then the ant quickly bit the hunter on the foot feeling the pain, the hunter dropping his net. quickly, the dove fled away to safety.

1. What did the dove do to save the ant?
  - a. It climbed the nearby tree

- b. It saw the ant strunggling
  - c. It dropped a leaf
  - d. It leaf
  - e. It carried the ant to dry ground
2. "... She must climb up a grant." (line 3). The word "**She**" refers to.....
- a. the ant
  - b. dove
  - c. the hunter
  - d. the devil
  - e. the leaf
3. what is the purpose of the writer writing text?
- a. To persuade the reader about ant'
  - b. Describe the job of a hunter
  - c. To entertain the reader
  - d. To di discuss
  - e. To describe a dove
4. What is the word "**net**" (line 7) mean?
- a. Jaring/Jala
  - b. Senapan
  - c. Gunting
  - d. Karung
  - e. Pisau
5. "She could save if the dove in a near the tree will help her seeing the ant was in trouble ..." what is the simmilar meaning with trouble ...
- a. Difficulty
  - b. Easy
  - c. Hot
  - d. Net
  - e. Hunter

Jawaban

1. E
2. A
3. C
4. A
5. A

III. Pedoman Penilaian:

Pedoman penskoran: masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir

dalam skala 0 – 100 sebagai berikut :

$$\text{Nilai akhir: } \frac{\text{Skor Perolehan}}{\text{Skor maksimal}} \times 100$$

Surakarta, June 2016

Mengetahui Guru Mapel Bahasa Inggris

Mahasiswa,

Dewi Prastisi, M.Pd

Annisa Nurfatim Adilla

Mengatahui

Kepala SMA N I Wonosari

Drs. Andrian Setiadi, M.Pd

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA N 1 Wonosari
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X B/2
Alokasi Waktu	: 2x 45 Menit (1x pertemuan)
Topik Pembelajaran	: Narrative Text
Ketrampilan	: Reading
Pertemuan ke	:1

### A. Standar Kompetensi

#### Membaca

11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

### B. Kompetensi Dasar

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*

### C. Indikator

1. Menyebutkan tujuan komunikatif dari teks narrative tertulis.
2. Menyebutkan topik dari teks narrative tertulis.
3. Menyebutkan gagasan utama suatu paragraf dari teks narratif
4. Menyebutkan informasi rinci tersurat dari teks narrative.
5. Menyebutkan informasi tersirat dari teks narrative.
6. Menyebutkan makna kata dari teks narrative tertulis.

#### **D. Tujuan Pembelajaran**

- Siswa mampu mengidentifikasi berbagai aspek dari teks seperti isi, struktur teks.
- Siswa dapat mengidentifikasi makna yang ada dalam teks yang dibaca
- Siswa dapat mengidentifikasi langkah-langkah retorika dari teks

#### **E. Materi Pokok**

##### **Narrative Text**

Narrative text is an imaginative story to entertain people.

The purpose of the text is to entertain or to amuse the readers or listeners about the story

##### **The generic structure of Narrative text:**

- Orientation : It set the scene and introduce the participants (it answers the question: who, when, what, and where).
- Complication: Tells the problems of the story and how the main characters solve them.
- Resolution : The crisis is resolved, for better or worse.
- Re-orientation: The ending of the story.

##### **The Legend of the Kesodo Ceremony**

Once upon a time on Mount Bromo, East Java, there was a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying.

"You are going to born a baby, and later you will birth too many children. But I have a requirement for you to obey, if you really want to have children", said the voice.

"Whatever you ask, my Lord", the couple answered, "We will do it",

"You must sacrifice your first son for the gods".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby

grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods." Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

1. What does the first paragraph talk about?
  - a. The earthquakes and thunders in the sky
  - b. The voice in the sky
  - c. The couple's promise
  - d. The condition of the volcano on one day sky
  - e. The condition of Kesuma's family
2. How is Kesuma's personal characteristic?
  - a. Melancholic                      c. tragic                      e. shameful
  - b. Heroic                              d. fearful
3. What problem was faced by Kesuma's parents?
  - a. They had to give sacrifices for the Gods
  - b. They couldn't get a baby after getting married for a long time
  - c. They couldn't bring all of their children to the Gods to be sacrificed
  - d. The villagers would force them to sacrifice themselves
  - e. They couldn't save all their children from the earthquake
4. What lesson can we get from the story?

- a. Kesuma is very brave
  - b. Kesuma's parents loved him very much
  - c. Every one must keep his promise
  - d. A promise must be said clearly
  - e. Gods want sacrifices from the people.
5. "The baby grew up into a handsome, tough man." What is the synonym of the underlined word?
- a. strong
  - b. handsome
  - c. hard
  - d. very firm
  - e. easily offended

**F. Metode Pembelajaran / teknik:**

Grammar Translation Method (GTM)

**G. Strategi Pembelajaran**

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"> <li>Siswa mampu mengidentifikasi makna yang ada dalam text narrative yang dibaca</li> <li>Membahas unsur dan langkah retorika dalam teks narrative</li> <li>Membahas ciri-ciri leksikogramatika dalam teks.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mampu menganalisa berbagai aspek dari teks seperti isi, struktur teks, dalam kelompok.</li> <li>Siswa membaca sebuah teks narrative yang diberikan oleh guru dan menjawab pertanyaan-pertanyaan yang berhubungan dengan teks tersebut , dalam kelompok.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mencari teks-teks narrative pendek (<i>how to make, how to use, dan how to do something</i>) berbahasa Inggris tertulis yang lain dari surat kabar, majalah dan dari internet, serta mempelajarinya dari segi tujuan komunikatif, <i>generic structure</i>, dan <i>language features</i>, serta <i>content-nya</i></li> </ul>

**Langkah langkah Kegiatan Pembelajaran**

**Kegiatan Pendahuluan (5 menit)**

- Mengucapkan salam dengan ramah ketika masuk ruang kelas
- Mengecek kehadiran siswa

3. Apersepsi
4. Memotivasi siswa
5. Menyampaikan tujuan pembelajaran
6. Menyampaikan cakupan materi dan uraian kegiatan

### **Kegiatan Inti (80 menit)**

#### Eksplorasi (15 menit)

1. Siswa membaca contoh teks narrative yang ditampilkan, dibagi, atau dari buku.
2. Siswa dan guru mendiskusikan materi mengenai teks narative
3. Guru menjelaskan unsur dan langkah retorika dan ciri lexico grammatica dalam teks narrative
4. Guru menjelaskan langkah pembuatan teks narrative.

#### Elaborasi (50 menit)

1. Guru membagi teks narrative
2. Siswa bersama-sama untuk membahas generic structure dan isi teks berupa topik teks, gagasan utama suatu paragraf dalam teks tersebut, informasi rinci, informasi tertentu, dan makna kata-kata tertentu.
3. Menjawab soal-soal tentang text yang dibahas

#### Konfirmasi (15 menit)

1. Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas
2. Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks dan penggunaan struktur text narrative serta menggunakan Simple Past tense dalam text narrative.
3. Guru meminta siswa untuk membuat teks narrative sebagai tugas diluar kelas.
4. Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

### **Kegiatan Penutup (5 menit)**

1. Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
2. Guru meminta siswa untuk membuat teks narrative sebagai tugas rumah



3. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
4. Guru menyampaikan rencana pembelajaran yang akan datang.

#### **H. Sumber/Bahan/Alat**

- Kamus
- Bahan Internet
- Buku Interlanguage
- **Penilaian**

- I. Indikator               :- Merespon wacana text  
                                  - mempraktikkan pembuatan teks narrative

Teknik                : Tes tertulis

Bentuk: Pertanyaan pilihan ganda, tugas essay pembuatan narrative text.

#### **II. Instrument:**

##### **The Lion and the Mouse**

Once when a Lion was asleep a little Mouse began running up and down on his face; this soon wakened the Lion, who placed his huge paw upon him, 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 but I may be able to do you a turn someday?" The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go.

Some time after the Lion was caught in a net, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on. Just then the little Mouse happened to pass by, and seeing the Lion in the net she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right?"

1. What problem did the little mouse have?
  - a. She was trapped in a net
  - b. The lion caught her
  - c. She gnawed the ropes

- d. She was caught by hunters
  - e. She didn't have food
2. What problem did the lion have?
    - a. The mouse awakened him
    - b. He was killed by some hunters'
    - c. He couldn't get the mouse
    - d. He was caught in a net
    - e. The mouse gnawed the ropes
  3. What did the mouse mean when he said, "who knows but what I may be able to do you a turn some of these days?"
    - a. The mouse would give the lion some food
    - b. The mouse would help the lion some day
    - c. The mouse release the lion from a danger
    - d. The mouse would not run over the lion's face
    - e. The mouse would turn to the left direction
  4. What did the mouse do to help the lion?
    - a. She ran up and down on his face
    - b. She cried and begged the lion
    - c. She cut the ropes with a knife
    - d. She asked the hunters to help her
    - e. She gnawed the ropes
  5. "...she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right ..." (last line).  
What does the underlined word refer to?
    - a. The lion
    - b. The mouse
    - c. The King
    - d. The hunters
    - e. The monster

Jawaban

1. B

2. D
3. B
4. E
5. A

### III. Pedoman Penilaian:

Pedoman penskoran: masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir

dalam skala 0 – 100 sebagai berikut :

$$\text{Nilai Akhir: } \frac{\text{Skor Perolehan}}{\text{Skor maksimal}} \times 100$$

Surakarta, June 2016

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Topik Pembelajaran	: Narrative Text
Ketrampilan	: Reading
Pertemuan ke	:2

### A. Standar Kompetensi

#### Membaca

11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

### B. Kompetensi Dasar

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*

### C. Indikator

1. Menyebutkan tujuan komunikatif dari teks narrative tertulis.
2. Menyebutkan topik dari teks narrative tertulis.
3. Menyebutkan gagasan utama suatu paragraf dari teks naratif
4. Menyebutkan informasi rinci tersurat dari teks narrative.
5. Menyebutkan informasi tersirat dari teks narrative.
6. Menyebutkan makna kata dari teks narrative tertulis.

### D. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi berbagai aspek dari teks seperti isi, struktur teks.
- Siswa dapat mengidentifikasi makna yang ada dalam teks yang dibaca
- Siswa dapat mengidentifikasi langkah-langkah retorika dari teks

### E. Materi Pokok

Narrative Text

Narrative text is an imaginative story to entertain people.

The purpose of the text is to entertain or to amuse the readers or listeners about the story

**The generic structure of Narrative text:**

- Orientation : It set the scene and introduce the participants (it answers the question: who, when, what, and where).
- Complication: Tells the problems of the story and how the main characters solve them.
- Resolution : The crisis is resolved, for better or worse.
- Re-orientation: The ending of the story.

**Little Red Riding Hood**

One day there was a little girl named little red riding hood. She was asked by her mother to deliver cake to her grandmother. When she was heading for his grandmother's house, little riding hood met a wolf. "Where are you going, a little girl?" The wolf asked. "I'm willing to give this cake to my grandmother" replied little riding hood.

The wolf had an evil plan that he wanted to eat them both. Then he ran through a shortcut to her grandmother's house. After arriving to grandmas' house, he knocked on her door. When Grandma opened the door, the wolf caught her and locked her in a closet. The bad wolf then wore Grandma's clothes and laid in bed, waiting for Little Red Riding Hood.

When little riding hood arrived, the wolf in disguise told her to come in. little riding hood did not realize that it was the wolf. Then the wolf ate a little riding hood and her grandmother. After eating them, the wolf fell asleep beside the river. Suddenly, a woodcutter came; he saw a large wolf's belly and knew what had been done by the wolf. Then he saved them by releasing them out from the belly of the wolf and filled the wolf's stomach with a big stone. Then he threw the wolf into the river.

1. What is the communicative function of narrative text?
  - a. To entertain the readers
  - b. To explain about something
  - c. To argue about something
  - d. To inform the reader
  - e. To instruct the reader
2. Why did little riding hood do not realize the wolf who in disguise as her grandma?
  - a. Because she was blind
  - b. Because she was daft

- c. Because the wolf was kind
  - d. Because the wolf wore little riding hood's clothes
  - e. Because the wolf wore grandma's clothes
3. Who did save little riding hood and her grandma from the wolf?
- a. The woodcutter
  - b. The stranger
  - c. The grand father
  - d. The little riding hood's mother
  - e. The little riding hood's father
4. What is the moral value of the story?
- a. Don't be greedy
  - b. Don't believe in stranger
  - c. Don't use riding hood
  - d. Don't go to Grandma's house
  - e. Don't sleep in the river

#### F. Metode Pembelajaran / teknik:

Grammar Translation Method (GTM)

#### G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"> <li>Siswa mampu mengidentifikasi makna yang ada dalam text narrative yang dibaca</li> <li>Membahas unsur dan langkah retorika dalam teks narrative</li> <li>Membahas ciri-ciri leksikogramatika dalam teks.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mampu menganalisa berbagai aspek dari teks seperti isi, struktur teks, dalam kelompok.</li> <li>Siswa membaca sebuah teks narrative yang diberikan oleh guru dan menjawab pertanyaan-pertanyaan yang berhubungan dengan teks tersebut , dalam kelompok.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mencari teks-teks narrative pendek (<i>how to make, how to use, dan how to do something</i>) berbahasa Inggris tertulis yang lain dari surat kabar, majalah dan dari internet, serta mempelajarinya dari segi tujuan komunikatif, <i>generic structure</i>, dan <i>language features</i>, serta <i>content-nya</i></li> </ul>

## **Langkah langkah Kegiatan Pembelajaran**

### **Kegiatan Pendahuluan (5 menit)**

1. Mengucapkan salam dengan ramah ketika masuk ruang kelas
2. Mengecek kehadiran siswa
3. Apersepsi
4. Memotivasi siswa
5. Menyampaikan tujuan pembelajaran
6. Menyampaikan cakupan materi dan uraian kegiatan

### **Kegiatan Inti (80 menit)**

#### Eksplorasi (15 menit)

1. Siswa membaca contoh teks narrative yang ditampilkan, dibagi, atau dari buku.
2. Siswa dan guru mendiskusikan materi mengenai teks narative
3. Guru menjelaskan unsur dan langkah retorika dan ciri lexico grammatica dalam teks narrative
4. Guru menjelaskan langkah pembuatan teks narrative.

#### Elaborasi (50 menit)

1. Guru membagi teks narrative
2. Siswa bersama-sama untuk membahas generic structure dan isi teks berupa topik teks, gagasan utama suatu paragraf dalam teks tersebut, informasi rinci, informasi tertentu, dan makna kata-kata tertentu.
3. Menjawab soal-soal tentang text yang dibahas

#### Konfirmasi (15 menit)

1. Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas
2. Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks dan penggunaan struktur text narrative serta menggunakan Simple Past tense dalam text narrative.
3. Guru meminta siswa untuk membuat teks narrative sebagai tugas diluar kelas.
4. Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

### **Kegiatan Penutup (5 menit)**

1. Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
2. Guru meminta siswa untuk membuat teks narrative sebagai tugas rumah
3. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
4. Guru menyampaikan rencana pembelajaran yang akan datang.

## H. Sumber/Bahan/Alat

- Kamus
- Bahan Internet
- Buku Interlanguage
- **Penilaian**

I. Indikator               :- Merespon wacana text  
                                  - Mempraktikkan pembuatan teks narrative

Teknik                : Tes tertulis

Bentuk: Pertanyaan pilihan ganda, tugas essay pembuatan narrative text.

## II. Instrument:

### **The Rats and The Elephants**

Once upon a time there lived a group of 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 even 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 of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants 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 open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

1. What type of text is the above text? It is ...
  - a. narrative text
  - b. description text
  - c. a recount text
  - d. an anecdote text
  - e. an expository text
2. What destroyed the homes of all rats?
  - a. a group of mice did
  - b. the hunter did



- c. elephant-hunter did
  - d. a group of elephant did
  - e. elephant's herd
3. What helped the elephant's herd free?
- a. the elephant-hunter did
  - b. the hunters did
  - c. the trapped elephants did
  - d. a group of king did
  - e. entire group of rats did
4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"? A. Identification
- a. Orientation
  - b. Complication
  - c. Resolution
  - d. Description
  - e. Reorientation
5. At the end of the story, how was the elephant's herd?
- a. angry
  - b. sad
  - c. happy
  - d. dead
  - e. disappointed

Jawaban

- 1. A. (a narrative text)
- 2. D. (a group of elephant did)
- 3. E. (entire group of rats did)
- 4. B. (Orientation)
- 5. C. (happy)

### III. Pedoman Penilaian:

Pedoman penskoraaan: masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir

dalam skala 0 – 100 sebagai berikut :

Skor Perolehan

Nilai Akhir: ----- X 100

Skor maksimal

Surakarta, June 2016

Mengetahui Guru Mapel Bahasa Inggris

Mahasiswa,

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Annisa Nurfatin Adilla

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## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Nama Sekolah	: SMA N 1 Wonosari
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X B/2
Alokasi Waktu	: 2x 45 Menit (1x pertemuan)
Topik Pembelajaran	: Narrative Text
Ketrampilan	: Reading
Pertemuan ke	:3

### **A. Standar Kompetensi**

#### **Membaca**

11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

### **B. Kompetensi Dasar**

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*

### **C. Indikator**

1. Menyebutkan tujuan komunikatif dari teks narrative tertulis.
2. Menyebutkan topik dari teks narrative tertulis.
3. Menyebutkan gagasan utama suatu paragraf dari teks naratif
4. Menyebutkan informasi rinci tersurat dari teks narrative.
5. Menyebutkan informasi tersirat dari teks narrative.
6. Menyebutkan makna kata dari teks narrative tertulis.

### **D. Tujuan Pembelajaran**

- Siswa mampu mengidentifikasi berbagai aspek dari teks seperti isi, struktur teks.
- Siswa dapat mengidentifikasi makna yang ada dalam teks yang dibaca.
- Siswa dapat mengidentifikasi langkah-langkah retorika dari teks

## **E. Materi Pokok**

### Narrative Text

Narrative text is a an imaginative story to entertain people.

The purpose of the text is to entertain or to amuse the readers or listeners about the story

### **The generic structure of Narrative text:**

- Orientation : It set the scene and introduce the participants (it answers the question: who, when, what, and where).
- Complication : Tells the problems of the story and how the main characters solve them.
- Resolution : The crisis is revolved, for better or worse.
- Re-orientation : The ending of the story.

### **Beaty and the Beast**

once upon a time, there was a girl named Beauty. She lived with her father and her sister in a small village. Beauty was a beautiful girl. She wasalso hard working. He always helped her father on farm.

One day, her father set out for the city. He saw an old castle and went in. No one was can in but there was food on the table. Then he walked aroundthe castle. He picked a rose from garden for Beauty. Suddenly, an angry Beast appeared. He wanted to kill beauty's father, unless Beauty was brought to him. Beauty's father told her daughter what had happenedBeauty's sister ordered her to see the Beast.

Beauty went to see the beast and had to stay the castle. She felt scared, lonely and sad. She tried turn away but was stopped by the Beast. The Beast treated Beauty well. Soon, Beauty began to like the Beast.

One day, through the Beast's magic mirror, Beauty saw that her father was sick. The beast allowed her to go home. Her father was happy to see her.

One night, Beauty had a dream. A fairy told her that the Beast was sick. Beauty hurried back and saw the Beast dying. She began to cry. Tears fell into the Beast. Suddenly, the Beast changed into handsome prince.

Beauty and the Beast got married and lived happily ever after.

1. Where did Beauty live?
  - a. Small city
  - b. Rural Village
  - c. Crowded village
  - d. Country side
  - e. Village
2. What was she like?
  - a. She was beauty and hard working
  - b. She was ugly and selfish
  - c. She was lazy
  - d. She was dilligent only
  - e. She is dilligent
3. What is the main idea of paragraph 1?
  - a. Beauty's good character
  - b. Beauty's hobby
  - c. Beauty's bad character
  - d. Beauty's physical character
  - e. Beauty
4. Beauty's sister ordered **her**...(Line 8). The word "**her**" refer to...

- a. Beast
  - b. Her sister
  - c. Her princess
  - d. Beauty
  - e. Princess
5. Which of the following words has same meaning the “magic” (line 12) In the text above?
- a. Power
  - b. Supranatural
  - c. Wisdom
  - d. Horror
  - e. Heroic

#### F. Metode Pembelajaran / teknik

Grammar Translation Method (GTM)

#### G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"> <li>Siswa mampu mengidentifikasi makna yang ada dalam text narrative yang dibaca</li> <li>Membahas unsur dan langkah retorika dalam teks narrative</li> <li>Membahas ciri-ciri leksikogramatika dalam</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mampu menganalisa berbagai aspek dari teks seperti isi, struktur teks, dalam kelompok.</li> <li>Siswa membaca sebuah teks narrative yang diberikan oleh guru dan menjawab pertanyaan-pertanyaan yang berhubungan dengan teks tersebut , dalam</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mencari teks-teks narrative pendek (<i>how to make, how to use, dan how to do something</i>) berbahasa Inggris tertulis yang lain dari surat kabar, majalah dan dari internet, serta mempelajarinya dari segi tujuan komunikatif, <i>generic structure</i>, dan <i>language features</i>, serta</li> </ul>

teks.	kelompok.	<i>content</i> -nya
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## **Langkah langkah Kegiatan Pembelajaran**

### **Kegiatan Pendahuluan (5 menit)**

1. Mengucapkan salam dengan ramah ketika masuk ruang kelas
2. Mengecek kehadiran siswa
3. Apersepsi
4. Memotivasi siswa
5. Menyampaikan tujuan pembelajaran
6. Menyampaikan cakupan materi dan uraian kegiatan

### **Kegiatan Inti (80 menit)**

#### Eksplorasi (15 menit)

1. Siswa membaca contoh teks narrative yang ditampilkan, dibagi, atau dari buku.
2. Siswa dan guru mendiskusikan materi mengenai teks narative
3. Guru menjelaskan unsur dan langkah retorika dan ciri lexico grammatica dalam teks narrative
4. Guru menjelaskan langkah pembuatan teks narrative.

#### Konfirmasi (15 menit)

1. Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas

2. Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks dan penggunaan struktur text narrative serta menggunakan Simple Past tense dalam text narrative.
3. Guru meminta siswa untuk membuat teks narrative sebagai tugas diluar kelas.
4. Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

#### **Kegiatan Penutup (5 menit)**

1. Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
2. Guru meminta siswa untuk membuat teks narrative sebagai tugas rumah
3. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
4. Guru menyampaikan rencana pembelajaran yang akan datang.

#### **H. Sumber/Bahan/Alat**

- Kamus
- Bahan Internet
- Buku Interlanguage

#### **I. Penilaian**

I. Indikator :- Merespon wacana text

- Mempraktikkan pembuatan teks narrative

Teknik : Tes tertulis

Bentuk: Pertanyaan pilihan ganda, tugas essay pembuatan narrative text.

#### **II. Instrument:**

Ali Baba was such a poor man that he had only one shoe for his two feet. Even the mice in his house were hungry.

One day, his wife said, "We have no food in the house. No rice. No potatoes. Go and collect leaves in the forest so that I can make a soup,"



Ali was a lazy man. He looked for leaves for about ten minutes and then he climbed a tree to sleep. He was afraid of wolves. When he woke up he was surprised to see forty thieves and forty horses. They stopped in front of a big rock.

“Open sesame!” shouted the leader. A door in the rock opened. The thieves carried sacks full of gold into the cave. When they had finished the leader shouted.

“Close sesame!” and the door closed. As soon as the thieves had disappeared Ali Baba jumped down from the tree, said, “open sesame” and went into the cave.

There were shelves all around the walls. The shelves were full of sack. The sacks were full of gold. Ali took a sack home with him.

Unfortunately, one of the thieves saw Ali’s footprints in the sand. He followed them to Ali’s home. He took out his knife and made a cross on the door.

“Now I shall know which house it is,” he said.

He rode off to get the other thieves. But Ali had seen the thief.

He and his wife took brooms and swept away the footprints. Then he made crosses on every door in the street. When the forty thieves arrived they had their knives between their teeth. But they never found Ali or the gold. And Ali and his wife lived happily ever after.

1. Who are the characters in this text?
  - a. A poor man, lazy man and forty horses
  - b. Forty thiefe, lazy man and his wife
  - c. Ali Baba, lazy man and his wife
  - d. Ali Baba, a poor man and his wife
  - e. Ali Baba, his wife and forty thieves
2. “We have no food in the house” (paragraph 2) The word *we* refer to...
  - a. Ali Baba

- b. his wife
  - c. Ali Baba and his wife
  - d. Ali Baba and his family
  - e. Ali Baba and his children
3. From this paragraph, we can understand that *Ali's characters*
- a. Strong and brief
  - b. Lazy and coward
  - c. Like climbing and sleeping
  - d. Afraid of wolves
  - e. Watcher forty thieves' activities
4. Which statement is *NOT TRUE* based on the text
- a. He looked for leaves for about two minutes and then he climbed a tree to sleep
  - b. When he woke up he was surprised to see forty thieves and forty horses
  - c. The thieves carried sacks full of gold into the cave
  - d. As soon as the thieves had disappeared Ali Baba jumped down from the tree
  - e. He and his wife took brooms and swept away the footprints
5. "As soon as the thieves had disappeared" The underlined word means...
- a. Go away
  - b. Go out of sight
  - c. Exist
  - d. Not available
  - e. No one here

Jawaban

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

5. B

III. Pedoman Penilaian:

Pedoman penskoraaan: masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir

dalam skala 0 – 100 sebagai berikut :

$$\text{Nilai Akhir: } \frac{\text{Skor Perolehan}}{\text{Skor maksimal}} \times 100$$

Surakarta, June 2016

Mengetahui Guru Mapel Bahasa Inggris

Mahasiswa,

Dewi Prastisi, M.Pd

Annisa Nurfatim Adilla

Mengatahui

Kepala SMA N I Wonosari

Drs. Andrian Setiadi, M.Pd

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Nama Sekolah	: SMA N 1 Wonosari
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X B/2
Alokasi Waktu	: 2x 45 Menit (1x pertemuan)
Topik Pembelajaran	: Narrative Text
Ketrampilan	: Reading
Pertemuan ke	:4

### **A. Standar Kompetensi**

#### **Membaca**

11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

### **B. Kompetensi Dasar**

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*

### **C. Indikator**

1. Menyebutkan tujuan komunikatif dari teks narrative tertulis.
2. Menyebutkan topik dari teks narrative tertulis.
3. Menyebutkan gagasan utama suatu paragraf dari teks naratif
4. Menyebutkan informasi rinci tersurat dari teks narrative.
5. Menyebutkan informasi tersirat dari teks narrative.
6. Menyebutkan makna kata dari teks narrative tertulis.

### **D. Tujuan Pembelajaran**

- Siswa mampu mengidentifikasi berbagai aspek dari teks seperti isi, struktur teks.
- Siswa dapat mengidentifikasi makna yang ada dalam teks yang dibaca
- Siswa dapat mengidentifikasi langkah-langkah retorika dari teks

## E. Materi Pokok

### Narrative Text

Narrative text is an imaginative story to entertain people.

The purpose of the text is to entertain or to amuse the readers or listeners about the story

### The generic structure of Narrative text:

- Orientation : It set the scene and introduce the participants (it answers the question : who, when, what, and where).
- Complication : Tells the problems of the story and how the main characters solve them.
- Resolution : The crisis is resolved, for better or worse.
- Re-orientation : The ending of the story.

### Snow White

Once upon a time, there lived a little girl named Snow White. She lived with her step mother in the castle. Her parents were death many years ago.

One day her step mother asked her maid to kill Snow White. Her step mother was jealous of her beauty. The maid couldn't kill her. He brought Snow White to a Jungle and released her. Snow White was very **sad**. **She** felt hungry and tired. Then she saw a very little cottage. She knocked it but no one answered, so she went inside and fell asleep.

Meanwhile, seven dwarfs coming home from work. They went inside, they found Snow White Sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White woke up. She answered, "I am Snow White". The dwarfs said, "If you wish, you may live

here with us,” Snow White said,” Oh, could? Thank you.” Then *Snow White* told the dwarfs her whole story. Snow White and the seven dwarfs lived happily with them.

The next day the dwarfs went out to look for their meals. Then an old beggar knocked the door and gave her a red apple. She ate it at once suddenly she was unconscious. She was sleeping for long time. The dwarfs were very confused.

Fortunately a handsome man came in. He saw Snow White and felt in love. He kissed her and Snow White woke up. Finally they got married and lived happily ever after.

1. Where did Snow White live?
  - a. In the small house
  - b. In America
  - c. In the big house
  - d. In the castle
  - e. In the city
2. “**She**” felt hungry and tired” (**line 5**). The word **she** refers to...
  - a. Her step mother
  - b. Snow White
  - c. Mother
  - d. Seven dwarfs
  - e. The price
3. What is the antonym of “**Sad**” (line 5)?
  - a. Happy
  - b. Pleasure
  - c. Dead
  - d. Excited
  - e. Confused
4. What is the main idea of paragraph 2?

- a. The step mother wants to kill Snow White
  - b. The Snow White wants to run away
  - c. The man wants to kill her
  - d. The Snow White go to jungle
  - e. He kill Snow White
5. What kind of this text?
- a. Fairytale
  - b. Legend
  - c. Minthos
  - d. Snow white
  - e. Fable

#### F. Metode Pembelajaran / teknik

Grammar Translation Method (GTM)

#### G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"> <li>Siswa mampu mengidentifikasi makna yang ada dalam text narrative yang dibaca</li> <li>Membahas unsur dan langkah retorika dalam teks narrative</li> <li>Membahas ciri-ciri leksikogramatika dalam teks.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mampu menganalisa berbagai aspek dari teks seperti isi, struktur teks, dalam kelompok.</li> <li>Siswa membaca sebuah teks narrative yang diberikan oleh guru dan menjawab pertanyaan-pertanyaan yang berhubungan dengan teks tersebut , dalam kelompok.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mencari teks-teks narrative pendek (<i>how to make</i>, <i>how to use</i>, dan <i>how to do something</i>) berbahasa Inggris tertulis yang lain dari surat kabar, majalah dan dari internet, serta mempelajarinya dari segi tujuan komunikatif, <i>generic structure</i>, dan <i>language features</i>, serta <i>content</i>-nya</li> </ul>

## **Langkah langkah Kegiatan Pembelajaran**

### **Kegiatan Pendahuluan (5 menit)**

### **Kegiatan Inti (80 menit)**

1. Mengucapkan salam dengan ramah ketika masuk ruang kelas
2. Mengecek kehadiran siswa
3. Apersepsi
4. Memotivasi siswa
5. Menyampaikan tujuan pembelajaran
6. Menyampaikan cakupan materi dan uraian kegiatan

### **Kegiatan Inti (80 menit)**

#### Eksplorasi (15 menit)

1. Siswa membaca contoh teks narrative yang ditampilkan, dibagi, atau dari buku.
2. Siswa dan guru mendiskusikan materi mengenai teks narative
3. Guru menjelaskan unsur dan langkah retorika dan ciri lexico grammatica dalam teks narrative
4. Guru menjelaskan langkah pembuatan teks narrative.

### **Kegiatan Inti (80 menit)**

#### Eksplorasi (15 menit)

1. Siswa membaca contoh teks narrative yang ditampilkan, dibagi, atau dari buku.
2. Siswa dan guru mendiskusikan materi mengenai teks narative
3. Guru menjelaskan unsur dan langkah retorika dan ciri lexico grammatica dalam teks narrative
4. Guru menjelaskan langkah pembuatan teks narrative.

#### Elaborasi (50 menit)

1. Guru membagi teks narrative
2. Siswa bersama-sama untuk membahas generic structure dan isi teks berupa topik teks, gagasan utama suatu paragraf dalam teks tersebut, informasi rinci, informasi tertentu, dan makna kata-kata tertentu.
4. Menjawab soal-soal tentang text yang dibahas

#### Konfirmasi (15 menit)

1. Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas
2. Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks dan penggunaan struktur text narrative serta menggunakan Simple Past tense dalam text narrative.



3. Guru meminta siswa untuk membuat teks narrative sebagai tugas diluar kelas.
4. Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

#### **Kegiatan Penutup (5 menit)**

1. Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
2. Guru meminta siswa untuk membuat teks narrative sebagai tugas rumah.
3. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
4. Guru menyampaikan rencana pembelajaran yang akan datang.

#### **H. Sumber/Bahan/Alat**

- Kamus
- Bahan Internet
- Buku Interlanguage

#### **I. Penilaian**

I. Indikator :- Merespon wacana text

- Mempraktikkan pembuatan teks narrative

Teknik : Tes tertulis

Bentuk: Pertanyaan pilihan ganda, tugas essay pembuatan narrative text.

#### **II. Instrument:**

##### **The Ant and Dove**

One hot day, an ant was searching for some water. After walking around for some time, she came to the river.

To go to river, **she** must climb up a grass. But she slipped and fell into the water. she could save if the dove in a near the tree will help her seeing the ant was in trouble, trouble the dove quickly plucked a leaf and climbed up there. Soon, it carried the ant safely to dry ground.

Just at time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. An ant saw the hunter want to do the dove. Then the ant quickly bit the hunter on the foot feeling the pain, the hunter dropping his net. quickly, the dove fled away to safety.

1. What did the dove do to save the ant?
  - a. It climbed the nearby tree
  - b. It saw the ant struggling
  - c. It dropped a leaf
  - d. It leaf
  - e. It carried the ant to dry ground
2. "... She must climb up a tree." (line 3). The word "**She**" refers to.....
  - a. the ant
  - b. dove
  - c. the hunter
  - d. the devil
  - e. the leaf
3. What is the purpose of the writer writing text?
  - a. To persuade the reader about ant
  - b. Describe the job of a hunter
  - c. To entertain the reader
  - d. To discuss
  - e. To describe a dove
4. What is the word "**net**" (line 7) mean?
  - a. Jaring/Jala
  - b. Senapan
  - c. Gunting
  - d. Karung
  - e. Pisau

5. “She could save if the dove in a near the tree will help her seeing the ant was in trouble ...” what is the simmlar meaning with trouble ...
- Difficulty
  - Easy
  - Hot
  - Net
  - Hunter

Jawaban

- E
- A
- C
- A
- A

### III. Pedoman Penilaian:

Pedoman penskoran: masing-masing soal jika di jawab benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir

dalam skala 0 – 100 sebagai berikut :

$$\text{Nilai akhir: } \frac{\text{Skor Perolehan}}{\text{Skor maksimal}} \times 100$$

Surakarta, June 2016

Mengetahui Guru Mapel Bahasa Inggris

Mahasiswa,

Dewi Prastisi, M.Pd

Annisa Nurfatin Adilla

Mengatahui

Kepala SMA N I Wonosari

Drs. Andrian Setiadi, M.Pd

**Appendix 8 The Data Result of Students Reading Test**

**The Data Results of Students' Reading**

No.	Experimental Group	Control Group
1	83	73
2	80	73
3	86	80
4	76	60
5	100	96
6	66	63
7	90	90
8	80	70
9	96	83
10	93	86
11	70	60
12	86	73
13	66	63
14	83	83
15	86	73
16	70	70
17	86	83
18	83	70
19	93	96
20	76	60
21	83	73
22	90	90
23	70	86
24	96	90
25	93	86
26	70	80
27	80	80
28	90	66
29	86	66
30	80	66
31	90	83
32	100	83
33	76	80
34	83	86

Appendix 9 Normality Test

**NORMALITY TEST OF EXPERIMENTAL GROUP PRE TEST**

No.	X	F	F <sub>x</sub>	F <sub>k</sub>	fk/n	Z	P <sub>≤Z</sub>	L(F <sub>k</sub> /n - P <sub>≤Z</sub> )
1.	50	3	150	3	0,08823529	-1,78541701	0,03709685	0,05113844
2.	55	3	165	6	0,17647059	-1,2709736	0,10186902	0,07460157
3.	60	6	360	12	0,35294118	-0,75653019	0,22466569	0,12827549
4.	65	3	195	15	0,44117647	-0,24208678	0,40435646	0,03682001
5.	70	8	560	23	0,67647059	0,27235663	0,60732609	0,0691445
6.	75	6	450	29	0,85294118	0,786800041	0,78430054	0,06864064
7.	80	3	240	32	0,94117647	1,301243451	0,90341243	0,03776404
8.	85	2	170	34	1	1,815686861	0,96529079	0,03470921

$L_{\max} (Lo) = 0,12827549$
$L_{\text{table}} \text{ for } n (34) = 0,151948$

From the data of normality test of experiment group's students pre-test above, the researcher obtained:

$L_{\text{table}} \text{ for } n (34) \text{ is } L_{\text{table}} = \frac{0,886}{\sqrt{34}} = 0,151948$  while,  $L_{\max} (Lo)$  is 0,12827549, it

meant that  $L_{\max} (Lo)$  was lower than  $L_{\text{table}}$  so the sample was in normal distribution.

### NORMALITY TEST OF EXPERIMENTAL GROUP POST TEST

No.	X	F	Fx	Fk	fk/n	Z	P≤Z	L(Fk/n - P≤Z)
1.	66	2	132	2	0,05882353	-1,8891518	0,029435747	0,02938778
2.	70	4	280	6	0,17647059	-1,4551583	0,072812717	0,10365787
3.	76	3	228	9	0,26470588	-0,8041682	0,210649932	0,05405595
4.	80	4	320	13	0,38235294	-0,3701747	0,355626159	0,02672678
5.	83	5	415	18	0,52941176	-0,0446796	0,482181337	0,04723043
6.	86	5	430	23	0,67647059	0,28081546	0,610574028	0,06589656
7.	90	4	360	27	0,79411765	0,71480891	0,762636435	0,03148121
8.	93	3	279	30	0,88235294	1,040304	0,850900656	0,03145229
9.	96	2	192	32	0,94117647	1,36579908	0,913998983	0,02717749
10.	100	2	200	34	1	1,79979253	0,964053298	0,0359467

$L_{\max} (Lo) = 0,10365787$
$L_{\text{table}} \text{ for } n (34) = 0,151948$

From the data of normality test of students experiment group's post-test above, the researcher obtained:

$L_{\text{table}} \text{ for } n (34) \text{ is } L_{\text{table}} = \frac{0,886}{\sqrt{34}} = 0,151948 \text{ while, } L_{\max} (Lo) \text{ is } 0,10365787,$

it meant that  $L_{\max} (Lo)$  was lower than  $L_{\text{table}}$  so the sample was in normal distribution.

### NORMALITY TEST OF CONTROL GROUP PRE TEST

No.	X	F	F <sub>x</sub>	F <sub>k</sub>	f <sub>k</sub> /n	Z	P <sub>≤Z</sub>	L(F <sub>k</sub> /n- P <sub>≤Z</sub> )
1.	50	5	250	5	0,14705882	-1,47744346	0,0697784	0,07728042
2.	55	5	275	10	0,29411765	-1,00797532	0,15673315	0,13738449
3.	60	3	180	13	0,38235294	-0,53850719	0,29511347	0,08723947
4.	65	4	260	17	0,5	-0,06903905	0,47247927	0,02752073
5.	70	7	490	24	0,70588235	0,400429094	0,65557975	0,0503026
6.	75	5	375	29	0,85294118	0,869897233	0,80782172	0,04511946
7.	80	3	240	32	0,94117647	1,339365373	0,90977412	0,03140235
8.	85	2	170	34	1	1,808833513	0,96476156	0,03523844

$L_{\max} (Lo) = 0,13738449$
$L_{\text{table}} \text{ for } n (34) = 0,151948$

From the data of normality test of students control group's pre-test above, the researcher obtained:

$L_{\text{table}} \text{ for } n (34) \text{ is } L_{\text{table}} = \frac{0,886}{\sqrt{34}} = 0,151948$  while,  $L_{\max} (Lo)$  is 0,13738449,

it means that  $L_{\max} (Lo)$  is lower than  $L_{\text{table}}$  so the sample is in normal distribution.



### NORMALITY TEST OF CONTROL GROUP POST TEST

No.	X	F	F <sub>x</sub>	F <sub>k</sub>	fk/n	Z	P≤Z	L(F <sub>k</sub> /n - P<=Z)
1.	60	3	180	3	0,08823529	-1,65371715	0,0490925	0,0391428
2.	63	2	126	5	0,14705882	-1,36289097	0,08645844	0,06060039
3.	66	3	198	8	0,23529412	-1,07206479	0,14184547	0,09344865
4.	70	3	210	11	0,32352941	-0,68429655	0,24689396	0,07663545
5.	73	5	365	16	0,47058824	-0,39347037	0,34698605	0,12360218
6.	80	4	320	20	0,58823529	0,285124047	0,61222545	0,02399015
7.	83	5	415	25	0,73529412	0,575950226	0,71767559	0,01761853
8.	86	4	344	29	0,85294118	0,866776405	0,80696773	0,04597344
9.	90	3	270	32	0,94117647	1,254544644	0,89517795	0,04599853
10.	96	2	192	34	1	1,836197002	0,96683574	0,03316426

$L_{\max} (Lo) = 0,12360218$
$L_{\text{table}} \text{ for } n (34) = 0,151948$

From the data of normality test of students control group's post-test above, the researcher obtained:

$L_{\text{table}} \text{ for } n (34) \text{ is } L_{\text{table}} = \frac{0,886}{\sqrt{34}} = 0,151948$  while,  $L_{\max} (Lo)$  is 0,12360218, it meant that  $L_{\max} (Lo)$  was lower than  $L_{\text{table}}$  so the sample was in normal distribution.

## HOMOGENETY TEST

Group	N	SD	Variance
Experimental group	34	9,719242 <sup>2</sup>	94,463665054564
Control group	34	10,65035 <sup>2</sup>	113,4299551225
$\Sigma$	68		

$F_{\text{table}}$  for  $n\{34\} = 4,013$

$$F = \frac{V_e}{V_c}$$

$$F = \frac{94,463665054564}{113,4299551225}$$

$$F = 0,832792933335351$$

From the result of calculating the data obtained that  $F_{\text{count}} = 0,832792933335351$  while  $F_{\text{table}} = 4,013$ . It meant that  $F_{\text{count}}$  is lower than  $F_{\text{table}}$ , so the experimental group and control group were homogenous.

Appendix 11 Hypothesis Test

The Computation of T-Test

No	$x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$
1	83	-0,4118	0,16957924	73	-4,0588	16,4740198
2	80	-3,4118	11,6403792	73	-4,0588	16,4740198
3	86	2,5882	6,69877924	80	2,94118	8,65053979
4	76	-7,4118	54,9347792	60	-17,059	291,00334
5	100	16,5882	275,168379	96	18,9412	358,7683
6	66	-17,4118	303,170779	63	-14,059	197,65042
7	90	6,5882	43,4043792	90	12,9412	167,47414
8	80	-3,4118	11,6403792	70	-7,0588	49,8269398
9	96	12,5882	158,462779	83	5,94118	35,2976198
10	93	9,5882	91,9335792	86	8,94118	79,9446998
11	70	-13,4118	179,876379	60	-17,059	291,00334
12	86	2,5882	6,69877924	73	-4,0588	16,4740198
13	66	-17,4118	303,170779	63	-14,059	197,65042
14	83	-0,4118	0,16957924	83	5,94118	35,2976198
15	86	2,5882	6,69877924	73	-4,0588	16,4740198
16	70	-13,4118	179,876379	70	-7,0588	49,8269398
17	86	2,5882	6,69877924	83	5,94118	35,2976198
18	83	-0,4118	0,16957924	70	-7,0588	49,8269398
19	93	9,5882	91,9335792	96	18,9412	358,7683
20	76	-7,4118	54,9347792	60	-17,059	291,00334
21	83	-0,4118	0,16957924	73	-4,0588	16,4740198

22	90	6,5882	43,4043792	90	12,9412	167,47414
23	70	-13,4118	179,876379	86	8,94118	79,9446998
24	96	12,5882	158,462779	90	12,9412	167,47414
25	93	9,5882	91,9335792	86	8,94118	79,9446998
26	70	-13,4118	179,876379	80	2,94118	8,65053979
27	80	-3,4118	11,6403792	80	2,94118	8,65053979
28	90	6,5882	43,4043792	66	-11,059	122,2975
29	86	2,5882	6,69877924	66	-11,059	122,2975
30	80	-3,4118	11,6403792	66	-11,059	122,2975
31	90	6,5882	43,4043792	83	5,94118	35,2976198
32	100	16,5882	275,168379	83	5,94118	35,2976198
33	76	-7,4118	54,9347792	80	2,94118	8,65053979
34	83	-0,4118	0,16957924	86	8,94118	79,9446998
			$\Sigma X_i = 2836$ $\bar{x}_1 =$ 83,41176 $N_1 = 34$ $v_1 = 84,948$			$\Sigma X_i = 2620$ $\bar{x}_2 = 77,05882$ $N_2 = 34$ $v_2 = 106,408$

$$dsg = \sqrt{\frac{(n_1-1)v_1 + (n_2-1)v_2}{n_1 + n_2 - 2}}$$

$$dsg = \sqrt{\frac{(34-1)84,948 + (34-1)106,408}{34 + 34 - 2}}$$

$$dsg = \sqrt{\frac{(33)84,948 + (33)106,408}{66}}$$

$$dsg = \sqrt{\frac{2.803,284 + 3.511,464}{66}}$$

$$dsg = \sqrt{\frac{6.314,748}{66}}$$

$$dsg = \sqrt{95,678}$$

$$dsg = 9,7815$$

While,

$$t_{score} = \frac{\bar{x}_1 - \bar{x}_2}{dsg \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t_{score} = \frac{83,41176 - 77,05882}{9,7815 \sqrt{\frac{1}{34} + \frac{1}{34}}}$$

$$t_{score} = \frac{6,35294}{9,7815 \sqrt{\frac{2}{34}}}$$

$$t_{score} = \frac{6,35294}{9,7815 \sqrt{0,0588}}$$

$$t_{score} = \frac{6,35294}{9,7815(0,2425)}$$

$$t_{score} = \frac{6,35294}{2,37201375}$$

$$t_{score} = 2,678$$

The result of data analysis used t-test:

3.  $t_{score}$  was 2,678 and
4. The degree of freedom (df) was 66 and the level of significance 0,05, so the value of  $t_{table}$  was 1,697

It can be conclude that  $t_{score} > t_{table}$ , it meant that the Null hypothesis (Ho) was rejected and Alternative hypothesis (Ha) was accepted, so the teams games tournament technique was effective to teach reading at the tenth grade of SMA N 1 Wonosari in academic year 2015/ 2016.

[illegible]



# Test validity of STARKS - 2019-2020

Item Number	r-Ming	r-Table	Explanation
1	0.4063421	0.224	VALID
2	0.2979967	0.224	VALID
3	0.2752607	0.224	VALID
4	0.2822894	0.224	VALID
5*	0.1846051	0.224	INVALID
6	0.2870692	0.224	VALID
7	0.2502523	0.224	VALID
8	0.1542827	0.224	INVALID
9	0.4225244	0.224	VALID
10	0.6129894	0.224	VALID
11	0.42229	0.224	VALID
12	0.2709719	0.224	VALID
13	-0.0072644	0.224	INVALID
14	0.4297612	0.224	VALID
15	0.2474102	0.224	VALID
16	0.4156892	0.224	VALID
17	0.4674281	0.224	VALID
18	0.4970047	0.224	VALID
19	0.0727997	0.224	INVALID
20	0.2761119	0.224	VALID
21	0.7495632	0.224	VALID
22	0.2243204	0.224	VALID
23	0.4417819	0.224	VALID
24	0.2555982	0.224	VALID
25	0.2691229	0.224	VALID
26	0.4592874	0.224	VALID
27	0.4542192	0.224	VALID
28	0.282922	0.224	VALID
29	0.1845552	0.224	VALID
30	0.4752146	0.224	VALID
31	0.2995645	0.224	VALID
32	-0.0122071	0.224	INVALID
33	0.090272	0.224	INVALID
34	0.1777054	0.224	VALID
35	0.3091844	0.224	VALID
36	0.0974898	0.224	INVALID
37	0.0022572	0.224	INVALID
38	-0.2562225	0.224	INVALID
39	0.4162468	0.224	VALID
40	0.0725527	0.224	INVALID
Number of Validity			33

[illegible]



# THE VALIDITY OF STUDENTS' READING TEST

Item Numbers	r-hitung	r-table	Explanation
1	0,45862324	0,334	VALID
2	0,33771608	0,334	VALID
3	0,42406561	0,334	VALID
4	0,41041579	0,334	VALID
5	0,36033587	0,334	VALID
6	0,16283779	0,334	INVALID
7	0,41041579	0,334	VALID
8	-0,1501671	0,334	INVALID
9	0,36514503	0,334	VALID
10	0,42629764	0,334	VALID
11	0,43914704	0,334	VALID
12	0,38538595	0,334	VALID
13	-0,1803846	0,334	INVALID
14	-0,1321712	0,334	INVALID
15	0,37287103	0,334	VALID
16	0,39945962	0,334	VALID
17	0,36035611	0,334	VALID
18	0,41014806	0,334	VALID
19	0,33698351	0,334	VALID
20	-0,0150726	0,334	INVALID
21	0,42706455	0,334	VALID
22	0,18514721	0,334	INVALID
23	0,42706455	0,334	VALID
24	0,37899844	0,334	VALID
25	0,38167623	0,334	VALID
26	0,55370518	0,334	VALID
27	0,42406561	0,334	VALID
28	0,20106741	0,334	INVALID
29	0,3956346	0,334	VALID
30	0,40397877	0,334	VALID
31	0,3956346	0,334	VALID
32	0,35219571	0,334	VALID
33	0,00993832	0,334	INVALID
34	0,41344829	0,334	VALID
35	0,47172511	0,334	VALID
36	0,0384955	0,334	INVALID
37	0,37287103	0,334	VALID
38	-0,1655978	0,334	INVALID
39	0,35381547	0,334	VALID
40	0,34808445	0,334	VALID
Number of valid item			30

### **The Three Pigs**

Once upon a time there were three big pigs ... who ate ... and ate ... and ate. One day it rained and the pigs got wet. So they each decided to build a house.

The next day, the first pig looked around to see what he could build his house with. He decided to build ... "Pizza boxes!" So the first pig built a house out of pizza boxes!

The second pig looked around to see what he could build his house with. He decided to build a ... donut box house. So the second pig built his house out of donut boxes!

The third pig was the smartest. He decided to build his house out of strong bricks.

All three pigs were in their house when a big bad wolf came along.

"Little pig, little pig, let me in!" Said the wolf.

"Not by the hair on my chinny chin chin!" said the pig.

"Then, I'll just have to blow your house in!"

The house was broken. The pig was too big to run away, so he had to roll away.

Then the wolf came to the second house.

"Little pig, little pig, let me in!" said the wolf.

"Not by the hair on my chinny chin chin!" said the pig.

"I'll just have to tackle your house in!"

The house was broken too. The two pigs were too big to run away, so they had to roll away.

Then the wolf came to the third house.

"Little pig, little pig, let me in!" said the wolf.

"Not by the hair on my chinny chin chin!" said the pig.

"Then I'll just have to???" The wolf was not sure what to do.

He knew the house was too strong to knock down. So he decided to dig under the house. The wolf began to dig under the house. He tried to saw through the floor. One of the pig felt down the wolf. The wolf never bothered the pigs again!!!

**Answer the questions based on the story above!**

1. Why did the three pigs get well?
2. What did the first pig build the house from?
3. Who was the smartest pig? How was it?
4. Why did the pigs have to roll away?
5. What can you learn from the story?

## **The Legend of Beowulf**

Once upon a time there was a horrible monster called Grendel. He was half-man and half-monster. He lived in Denmark. One day, he went to the King's castle. The king and his men tried to kill the monster but their swords were useless. A knight called Beowulf heard about the problem and went to Denmark to help the king. That night, Beowulf and his men took off their armour and put away their swords and went to sleep. The monster came into the castle and killed a knight. Beowulf woke up and fought the monster he pulled off an arm! Grendel went back to his home in a lake and died. Grendel's mother was very angry and the next night she went to the castle and killed a knight.

In the morning, Beowulf went to the lake. He killed Grendel's mother with a special sword. When he came back, the king was very happy and he gave Beowulf presents and money. Beowulf went back to his country and became a king. He was king for fifty years. But one day, a dragon came to his country, and it attacked people. It lived in a cave with treasure. The dragon was very big and breathed fire. The knights were afraid and they did not want to fight the dragon. King Beowulf was an old man but he put on his armour again and went to the dragon's cave with his men...

### **Answer the questions based on the story above!**

1. Were the king and his men succeed in killing Grendel? Why?
2. Why did Beowulf come to Denmark?
3. What did Beowulf use to kill Grendel's mother?
4. What did Beowulf do to Grendel when he fought him?
5. How long did Beowulf become king?

### **The Legend of the Kesodo Ceremony**

Once upon a time on Mount Bromo, East Java, there were a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying.

"You are going to born a baby, and later you will give birth to many children. But I have a requirement for you to obey, if you really want to have children", said the voice.

"Whatever you ask, my Lord", the couple answered, "We will do it",

"You must sacrifice your first son for the gods".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops

to the gods.” Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

1. What the meaning of narrative text?
2. What is the purpose of narrative text?
3. Mention the generic structure of narrative text?
4. What does the first paragraph talk about?
5. What is the resolution?
6. What the name of the part of narrative text that consist of solving the problems ?
7. What is the resolution of this text?
8. What is the orientation of this text?
9. Who are the main characters?
10. What problem was faced by Kesuma’s parents?
11. Who is the name of they son?
12. What is the synonym of tough?
13. How is Kesuma’s personal characteristic?
14. What are the Kesuma’s parents promise?
15. What lesson can we get from the story?
16. Why the Kesuma’s parents was a loud voice in the sky?
17. What is the ending on remind The Legend of the Kesodo Ceremony story?
18. Where is the setting of the text?
19. The story “The Legend of the Kesodo Ceremony” is include the narrative about?
20. What the meaning of sacrifice?
21. What the meaning of pregnant?
22. Which one kinds of the narrative that tells about the source some place ?
23. What the meaning remind?
24. What is the synonym of dark?
25. What is the synonym loud?
26. What is the synonym of promise?

27. What is the antonym of afraid?
28. What happen after Kesuma jumped to the volcano?
29. What is the antonym og forget?
30. What the meaning of earthquakes?
31. What the meaning of volcano eruption?
32. What the meaning of requirement?
33. What is the dominant sructure used in the text?
34. What happen if the Kesuma's parents not keep their promise?
35. What does the main idea of last paragraph?

### **Mice and Elephant**

A long time ago, there was a village where no one lived. It was a deserted village which had no houses or buildings for anyone to stay and that was because all of the buildings had decayed. Some mice had made this dilapidated village their “kingdom”. Here there were mouse holes in hundreds in which thousands of mice had bred for generations. They lived happily in the dense tangle of mouse holes and followed their own lifestyles, festivals and customs in peace.

One day, out of a sudden, an elephant king, Iravat, passed through the mice kingdom. Iravat and his retinue of thousands destroyed many holes and crushed many innocent mice under their heavy, thundering feet. They were more concerned about reaching their destination, a lake on the other side of the village.

Seeing the havoc wreaked by the elephants, the mice king, Mooshak, decided to meet Iravat.

“Oh, Iravat, king of elephants and mighty one”, addressed Mooshak, “I know your might and your valour. Your passing through my kingdom has brought death and misery to my people. I request you to change your route so that we have at least some mice left to bring up the next generations. Your kind agreement would bring relief to my community. I am sure to repay you in some time of need, small and weak though you may think of me to be.” Oh Mooshak,” replied Iravat, “I **see** logic in your request. I grant your wish. As for your repay, only time will tell what a tiny creature like you can do for an elephant like me.”

Only after a few days, something happened. The elephant king was caught in a water trap laid by the human king. His men dragged out Iravat with strong ropes and then kept him tied with the ropes. Iravat felt



helpless and saw no solution coming his way. His elephant fellows couldn't help him.

Then, he remembered Mooshak. Iravat trumpeted out loud and summoned a calf who knew about Mooshak and his meeting with Iravat. "Go to Mooshak and ask him to help me out. The time has come for him to repay his debt to me for heeding his request in the past," said Iravat to the calf.

The calf rushed to Mooshak with the message from the elephant king. Mooshak arrived quickly with his strong-toothed army of soldier mice. They set to chew at the sturdy and very thick ropes that tied Iravat's foot to the tree. Soon, they cut the rope and Iravat was free. The elephant king thanked Mooshak and his troop.

1. What is the meaning of narrative text?
2. What does the story tell us about?
3. What is the dominant structure used in the text ?
4. What is the resolution of this text?
5. What is the orientation of this text?
6. What is the generic structure of "One day, out of a sudden, an elephant king, Iravat, passed through the mice kingdom. Iravat and his retinue of thousands destroyed many holes and crushed many innocent mice under their heavy, thundering feet."?
7. What is the name of the part of narrative text that consists of solving the problems ?
8. What is the name of the part of narrative text that consists of problem ?
9. What is the main idea of the last paragraph?
10. The third paragraph tells us about?
11. Where do the mice live?
12. What is the name of the king's mice?
13. What is the name of the king's elephant?
14. How is Iravat's personal characteristic?

15. How is Mooshak's personal characteristic?
16. What is the antonym of small?
17. What is the antonym of strong?
18. What is the antonym of retinue?
19. What is the synonym of creature?
20. What is the synonym of valour?
21. Who are the main characters?
22. Who are the supporting characters?
23. What is the meaning of grant?
24. What is the meaning of though?
25. What is the meaning of caught?
26. What is the meaning of generation?
27. What is the meaning of repay?
28. What is the meaning of decided?
29. Why Mooshak meeting with Iravat?
30. Why the Iravat request to meeting with Mooshak?
31. With whom Iravat for help to call Mooshak?
32. Why Iravat ask for help to mooshak?
33. What used to attract Iravat?
34. What is the moral value that we can learn from the story?
35. The story "Mice and Elephant" is include the narrative about?

#### Appendix 15 Card Matter in first tournament

1.Q: What the meaning of narrative text? A: Narrative text is an imaginative story to entertain people	2.Q: What is the purpose of narrative text? A: To entertain the readers or listeners about the story
3.Q: Mention the generic structure of narrative text? A: Orientation, complication, resolution, re-orientation	4.Q: What does the first paragraph talk about? A: The condition of Kesuma's Family
5. Q: What is the resolution? A: Where the problems in the story is solved (happy ending, bad ending)	6. Q: What the name of the part of narrative text that consist of solving the problems ? A: The name is Complication
7. Q: What is the resolution of this text? A: Kesuma jumped on to the crater of the volcano	8. Q: What is the orientation of this text? A: Once upon a time on Mount Bromo, East Java, there were a couple living there, but they hadn't got a baby for a long time.
9. Q: Who are the main characters? A: The main character is Kesuma and his parents	10. Q: What problem was faced by Kesuma's parents? A: They couldn't get a baby after getting married for a long time
11. Q: Who is the name of they son? A: He name was Kesuma	12. Q: What is the synonym of tough? A: The synonym of tough is strong
13. Q: How is Kesuma's personal characteristic? A: The character of Kesuma is heroic	14. Q: What are the Kesuma's parents promise? A: To sacrifice their first son to the God
15. Q: What lesson can we get from the story? A: Every one must keep his promise	16. Q: Why the Kesuma's parents was a loud voice in the sky? A: Because his parents prayed to the God for a child
17. Q: What is the ending on remind The Legend of the Kesodo Ceremony story? A: The ending is sad ending, because Kesoda jumped on to the crater of the volcano to save his village from disaster.	18. Q: Where is the setting of the text? A: In the village

19. Q: The story "The Legend of the Kesodo Ceremony" is include the narrative about?

A: The Legend of the Kesodo Ceremony is include the narrative about Legend

20. Q: What the meaning of sacrifice?

A: The meaning of sacrifice is "pengorbanan"

21. Q: What the meaning of pregnant?

A: The meaning of pregnant is "kelahiran"

22. Q: Which one kinds of the narrative that tells about the source some place ?

A: Legend

23. Q: What the meaning remind?

A: The meaning of remind is "memperingatkan"

24. Q: What is the synonym of dark?

A: The synonym of dark is illicit

25. Q: What is the synonym of loud?

A: The synonym of loud is hard

26. Q: What is the synonym of promise?

A: The synonym of promise is appointment

27. Q: What is the antonym of afraid?

A: The antonym of afraid is brave

28. Q: What happen after Kesuma jumped to the volcano?

A: The earthquakes and the eruption stopped at once.

29. Q: What is the antonym og forget?

A: The antonym of forgot is remember

30. Q: What the meaning of earthquakes?

A: The meaning of earthquakes is "gempa bumi"

31. Q: What the meaning of volcano eruption?

A: The meaning of volcano eruption is "letusan gunung berapi"

32. Q: What the meaning of requirement?

A: The meaning of requirement is "syarat"

33. Q: What is the dominant sructure used in the text?

A: Simple past tense

34. Q: What happen if the Kesuma's parents not keep their promise?

A: Kesuma's paents and all the people in the village die

35. Q: What does the main idea of last paragraph?

A: Kesuma knew the situation, and then he jumped on to the crater of the volcano to stopped the earthquakes and eruption.

#### Appendix 15 Card Matter in second tournament

1. Q: What is the meaning of narrative text?  
A: Narrative text is an imaginative story to entertain people

2. Q: What is story tell us about?  
A: The story tell about Mice and Elephant

3. Q: What is the dominant structure used in the text ?  
A: Simple past tense

4. Q: What is the resolution of this text?  
A: Mooshak and his strong toothed army of soldier mice come to help Iravad was caught in a water trap laid by the human king.

5. Q: What is the orientation of this text?  
A: A long time ago, there was a village where no one lived. It was a deserted village which had no houses or buildings for anyone to stay and that was because all of the buildings had decayed. Some mice had made this dilapidated village their "kingdom".

6. Q: What is generic structure of "One day, out of a sudden, an elephant king, Iravat, passed through the mice kingdom. Iravat and his retinue of thousands destroyed many holes and crushed many innocent mice under their heavy, thundering feet."?  
A: Complication

7. Q: What the name of the part of narrative text that consist of solving the problems ?  
A: Resolution

8. Q: What the name of the part of narrative text that consist of problem ?  
A: Complication

9. Q: What does the main idea of the last paragraph?  
A: Iravat aside from the thick ropes by the human king for help from Mooshak and mice soldier.

10. Q: The third paragraph tells us about?  
A: Mooshak request to Iravad to change their route.

11. Q: Where is the mice's live?  
A: In the village where no one lived.

12. Q: Who the name of king's mice?  
A: The name of King's Mice is Mooshak

13. Q: Who the name of king's elephant?  
A: The name of King's Elephant is Iravat

14. Q: How is iravat's personal characteristic?  
A: The Iravat's character is haughty or proud

15. Q: How is Mooshak's personal characteristic?  
A: The Mooshak's character is virtuous or keep his promise

16. Q: What is the antonym of small?  
A: The antonym of small is big

17. Q: What is the antonym of strong?  
A: The antonym of strong is weak

18. Q: What is the synonym of retinue?he  
A: synonym of retinue is group or community

19. Q: What is the synonym of creature?  
A: The synonym of creature is wight

20. Q: What is the synonym of valour?  
A: The synonym of valour is bravery

21. Q: Who are the main characters?  
A: The main characters are Iravat/ King's Elephants and Mooshak/ King's Mice

22. Q: Who are the supporting characters?  
A: The supporting characters are calf, Iravat, and Mooshak

23. Q: What is the meaning of grant?  
A: The meaning of grant is "hadiah"

24. Q: What is the meaning of though?  
A: The meaning of though is "walaupun"

25. Q: What is the meaning of caught?  
A: The meaning of caught is "tertangkap"

26. Q: What is the meaning of generation?  
A: The meaning of generation is "keturunan"

27. Q: What is the meaning of repay?  
A: The meaning of repay is "membayar kembali"

28. Q: What is the meaning of decided?  
A: The meaning of decided is "memutuskan"

29. Q: Why Mooshak meeting with Iravat?  
A: Because Iravat request that Mooshak to help him escape from the trap.

30. Q: Why the Iravat request to Calf meeting with Mooshak?  
A: Because Iravat remembered that Mooshak to repay his debt to Iravat for heeding his request in past

31. Q: With whom Iravat for help to call Mooshak?  
A: With a calf

32. Q: Why Iravat ask for help to mooshak?  
A: Because Iravat was caught in a water trap laid by human king.

33. Q: What used to attract Iravat?  
A: With Mooshak's strong-toothed and his soldier.

34. Q: What is the moral value that we can learn from the story?  
A: Don't judge everything from the cover

35. Q: The story "Mice and Elephant" is include the narrative about?  
A: Fable

