

**THE EFFECTIVENESS OF TEACHING READING USING COMIC  
STRIP TO FACILITATE STUDENTS' READING COMPREHENSION ON  
NARRATIVE TEXT**

*(An Experimental Research at the Ninth Grade Students of SMP N 4 Jatiyoso in  
the Academic Year 2016/2017)*

THESIS

Submitted as A Partial Requirements

for the Degree of *Sarjana* in English Education Program



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I hereby sincerely state that the thesis titled “The Effectiveness of Teaching Reading Using Comic Strip to Facilitate Students’ Reading Comprehension on Narrative Text (An Experimental Research at the Ninth Grade Students of SMP N 4 Jatiyoso in the Academic Year 2016/2017)” is my real masterpiece. The thing out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take academic sanctions in the form of repealing my thesis and academic degree.

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## **DEDICATION**

This thesis is dedicated to:

1. My Parents
2. My Brother
3. My lovely families
4. All of my friends
5. My Almamater IAIN Surakarta

## **MOTTO**

“Verily, along with every hardship is relief.” (QS. Al Insyirah : 5)

~Be your self~

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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, August 1st, 2017

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## ABSTRACT

Agung Wahyu Nugroho. 2017. *The Effectiveness of Teaching Reading Using Comic Strip to Facilitate Students' Reading Comprehension on Narrative Text*. Thesis. English Education Department, Islamic Education And Teacher Training Faculty.

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The problem of this research is there any differences reading comprehension skill of the students who are taught by using comic strips and those are taught by using module media for the ninth grade students of SMP N 4 Jatiyoso in the academic year 2016/2017. The objective of this study was to find out the empirical evidence whether using comic strip was effective or not in teaching narrative text between students were taught by using comic strip and the students were taught by using modul media at the ninth grade of SMP N 4 Jatiyoso in the Academic Year 2016/2017.

The research was carried out at SMP N 4 Jatiyoso from February 1st-25th, 2017. The research used an experimental research, the design of this reasearch was true experimental with pre-test and post-test design. The population of this study all SMP N 4 Jatiyoso students of the third grade were about 92 students, each class consisted of less 30. The technique of collecting data is an reading test. The reading test consist of 30 items. Before the test was gives, the test has been trial out in 9B to see validation and realibility. The data was analyzed using descriptive analyzed, prerequisite test and hypothesis testing (Independent t-test).

Based on the reesult of data analysis, the application of using Comic Strip is effective in teaching reading narrative text at the ninth grade of SMP N 4 Jatiyoso in the Academic Year 2016/2017, because the strategy can make the students to be more motivated and active learner. It can be showed from the result of independent t-test, where the mean score of experimental class which was taught using Comic strips is higher than the mean score of control classwhich as taught using module media. The result of independent T-test is higher than T-table ( $3,895 > 1,703$ ) on the significant level 0,05 with  $n=29$  students. It can be conclude that Comic Strips strategy was effective in teaching reading narrative text.

## TABLE OF CONTENT

TITLE.....	i
ADVISOR SHEET.....	ii
RATIFICATION.....	iii
PRONOUNCEMENT.....	iv
DEDICATION.....	v
MOTTO.....	vi
ACKNOWLEDGEMENT.....	vii
ABSTRACT.....	ix
TABLE OF CONTENT.....	x
LIST OF TABLE.....	xiii
LIST OF APPENDICES.....	xiv
CHAPTER I: INTRODUCTION	
A. Background of the Study.....	1
B. Identification of the Problem.....	5
C. Limitation of The Study.....	5
D. Problem Statement.....	6
E. The Objective of the Study.....	6
F. The Benefits of the Study.....	6
G. Definition of Key Terms.....	9
CHAPTER II: THEORETICAL FRAMEWORK	
A. Reading.....	11

1. The Definition of Reading.....	11
2. Reading Purpose.....	13
3. Reading Comprehension.....	14
4. Level of Reading Comprehension.....	15
B. Comic Strip .....	16
1. Definition of Comic Strip .....	16
2. Comic Strip as the Reading Material .....	17
3. The Use of Comic in Teaching.....	20
4. The Advantages and Disadvantages of Using Comic Strips.....	22
C. Review on Module .....	23
1. Definition of Module .....	23
2. Advantages of Module .....	24
3. Disadvantages of Module .....	24
D. Review on Narrative Text .....	25
1. Definiton of Narrative Text .....	25
2. General Structure of Narrative Text .....	27
3. Language Feature of Narrative Text.....	28
E. Rationale .....	29
F. Hypothesis .....	30
G. The Previous Study .....	31

### CHAPTER III: RESEARCH METHODOLOGY

A. Research Design .....	31
B. Research Setting .....	33

C. Population, Sample and Sampling Technique.....	33
1. Population .....	33
2. Sample .....	34
3. Sampling Technique .....	34
D. Technique of Collecting Data .....	35
1. Try Out Test.....	35
2. Test .....	37
E. Research Instrument .....	38
F. Technique of Analyzing Data .....	39
G. Hypothesis of Statistic .....	45
 CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION	
A. Research Finding .....	46
B. Data Description of Findings .....	47
C. Discussion .....	55
 CHAPTER V: CONCLUSSION, IMPLICATION AND SUGGESTION	
A. Conclusion .....	57
B. Suggestion .....	59
BIBLIOGRAPHY .....	61
APENDICIES .....	64

## LIST OF TABLE

Table 3.1	The Research design of pre-test post-test design	32
Table 4.1	Frequency Distribution of Reading Skill Pre-Test Data In Experiment Class	48
Table 4.2	Frequency Distribution of Reading Skill Pre-Test Data In Control Class	49
Table 4.3	Frequency Distribution of Reading Skill Post-Test Data In Experiment Class	50
Table 4.4	Frequency Distribution of Reading Skill Post-Test Data In Control Class	51
Table 4.5	Normality Test	52
Table 4.6	Homogeneity Test	53

## LIST OF APPENDICIES

Appendix 1	: Syllabus.....	64
Appendix 2	: Lesson Plan of Experimental Class .....	68
Appendix 3	: Lesson Plan of Control Class .....	76
Appendix 4	: Sample of Try-Out Test .....	80
Appendix 5	: Sample of Pre-Test and Students' Answer Sheet .....	94
Appendix 6	: Sample of Post-Test and Students' Answer Sheet .....	100
Appendix 7	: Students List and Score in Experimental Class .....	107
Appendix 8	: Students List and Score in Control Class .....	108
Appendix 9	: Normality Test .....	109
Appendix 10	: Homogeneity Test .....	112
Appendix 11	: T-Test of Students' Reading Test .....	115
Appendix 12	: The Photographs .....	117

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

In this Era of globalization, English is studied by many people in the world. It is because English as the international language that must be mastered by the people if they want to look better. English, not only as a global language, but also as the language of science, technology and advance search. The man who mastered the English will be easier to face the world. In the other side with English we can understanding many literary and make us have a wider knowledge. As a result, students are expected to be able to communicate through English as the demand of the improved curriculum and the competence. Therefore, the students must be able to share their ideas, opinions, experience in the spoken language as well as in the written language in every situation and place.

In Indonesia, English is the first foreign language with very limited use including the place, time, and environment. However, the age of information growth is likely demands on people's reading ability in English language. It plays an important role in the process of globalization as international language. This is why; the Indonesian government chooses English as first foreign language to be taught in school. By putting it as one of the subject in the curriculum, hopefully students will have an ability to

use it and when they have interested on it, the way for them to get in touch with the international community is widely opened.

In applied language over the last decades, it has been common to divide language into the four skills and then to add grammar, vocabulary and phonology to them (Lynne Cameron, 2000: 17). Hence the curriculum of KTSP is seeing language as linguistics system or a set of skills rather than describing language in term of how it is used in communication. As a result, the scope of teaching language at senior high school includes four language skills; listening, speaking, reading, and writing. Those four skills are taught in an integrated manner.

In this research, the researcher would deal with reading skill based on the consideration that success in reading will be very important for students both for academic and vocational advancement. For more than a quarter of a century language teachers have been dominated by the idea that speech is the primary form of language, writing is secondary. So, it is logic that there is such a common sense that teaching language is nothing more than a remedial stage of preparation to the more rigorous. Moreover, reading is regarded as somewhat dull because today's generation gets philosophy from the movie. In fact, studying literature can assure intellectual stimulation even at the beginning stages of learning.

According to the statement above, there is a challenge on the foreign language teachers to provide exposure to language and to provide opportunities for learning through classroom activities. In class, teachers have significant rule to bring out the fun class to the students. So, teachers



should try to get students read and develop their skills that are aimed to improve their ability and will to read. They should be a good facilitator in creating and building an effective reading class. One way to conduct the class to be more interesting is by using a fresh and interesting material to be brought to class.

Practically, it is not easy for students to read material in foreign language. They are forced to face new vocabulary and grammar that are definitely different from their mother language. It is hard for them to guess and predict the correct cues behind the texts because of their imperfect knowledge of the language. Rather recalling cues with which they are familiar, they are forced to recall cues that either do not know or know imperfectly. Because of this, readers will forget those cues much faster than they would cues in their native language (Omaggio, 1986: 99).

Here, the object is very important. So, the object of all readers is, or should be, comprehension of what they read. Therefore, it is clear that the goal of reading is the comprehension of meaning. Teacher has different ways to present the material. Some teaching methods have been used to make students interested in learning English. Teacher also uses several kinds of media to teach English such as picture, game, song, poster, realia, etc. in order to make them work well. Young learners usually respond well to being asked to use their imagination, they may well be involved in puzzle-like activities, in making things, in drawing, in games, in physical movement or in songs (Harmer, 2002: 38). It means that English teacher should not remain passive or give up all efforts to make improvements.

Many reading comprehension studies consider the extent to which visuals, that is any graphic display that portrays all or some accompanying text's content, help reader to comprehend factual information (Liu, 2004: 226). Comic is an art form using a series of static image in fixed sequence. There are two kinds of comics, comic strips and comic books. A comic strip is defined in this study as series of pictures inside boxes that tell a story. While comic books are collection of stories that have picture consist of one or more titles as themes.

In other words, comic is unification, work of art among fine literary works in which there are usual forms are the verbal explanation in fixed sequence and has cartoon story as theme. Reading comics is more than the material in hand, that it involves a certain immersion into the culture of the comics that one reader which involves any number of choices to be made. Comic can help readers to get the right visualizations.

Teacher should be selective in choosing teaching media/aids. In the researcher's opinion, teaching English on reading skill using comic strips was one of teaching aid in which students' were given chance to learn English more fun. The researcher thought that comic was such supplementary cues that provided a conceptual basis for organizing the input, the second language comprehension process would be facilitated since learners would be better to make imagery system when encountering words and expressions in a passage with which they were unfamiliar. It combined pictures and sentence, so it would help the students to understand content and context that teacher had taught easily. By using comic strips, it

was hoped that it could motivate students to read and pay attention to the material. It would create fun learning in English.

In this study, the researcher is interested in conducting an experimental research. The research was carried out in SMP N 4 Jatiyoso in two class, one class will be the experimental group and the other class will be control group, to see the significant difference between the students are taught reading comprehension on narrative text by using comic strip and the students are taught by using other model, it is common learning. The experimental research was conduct is entitled "*The Effectiveness of Teaching Reading Using Comic Strip to Facilitate Student's Reading Comprehension on Narrative Text (An Experimental Research at The Ninth Grades Students of SMP N 4 Jatiyoso in Academic year 2016/2017)*".

## **B. Identification of Problem**

Based on the background of the study above, the identified problems are:

1. The lack of vocabulary makes the students difficult to understand yhe meaning of the text.
2. The students always become passive learner in learning an English text.
3. The teacher teaches reading monotonously and cannot find the effective strategy to teach reading.
4. The students have less motivation to learn an English text.

## **C. Limitation of The Problem**

In this quantitative experimental research, the researcher focused on narrative text because it is the kind of the text in ninth grade of Junior High

school. The researcher used comic strips to teach the students' reading comprehension skill. Comic strips will be put as experimental variable and module media will be put as control variable in teaching reading comprehension on narrative text. So, this study is limited to observe study experimental about using comic strips in teaching reading of ninth grades students of SMP N 4 Jatiyoso in academic year 2017.

#### **D. The Problem Statement**

Is there any differences reading comprehension skill of the students who are taught by using comic strips and those are taught by using module media for the ninth grade students of SMP N 4 Jatiyoso in the academic year 2016/2017?

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

To know wether there are any differences between the students who are taught by using comic strips and who are taught by using module media in teaching reading comprehension on narrative text for the ninth grade students of SMP N 4 Jatiyoso in the academic year 2016/2017.

#### **F. The Benefits of the Research**

The results of this study are expected to give both theoretical and practical benefits as follows:

##### 1. Theoretically

The result of this study is expected for the candidates of English teacher to enter the education world by using a fresh media to solve some problems when they teach. This study also will make

a new way to create fun learning in English so the students will be motivated to read and pay attention to the material.

## 2. Practically

### a. Teacher

Teacher can use the material easier and teacher will have a new media to teach reading by using comic strip. Beside of that, The teacher can make this media to be an interesting media in other the students easy to understand in learning reading in narrative text.

### b. Students

The students will be easy to understand about how to understand a text, especially on narrative text. It will improve the student's ability in reading. The students also will be more interesting to read an english text.

### c. Researcher

The researcher can use the result of this study to be reference. The researcher also can search the same variable and can be revise to completing this method or curriculum of reading in English environment.

## **G. Key Terms**

Avoiding some incorrect interpretation of this research title, the researcher wants to clarify and explain the term used. There are three key

terms in this research, they are: reading comprehension, comic strip, and narrative. The explanation as follows:

### 1. Reading Comprehension

For general, reading comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately. ( Grabe and Stoller, 2002: 17) Reading is an active process in knowing the written text to get the information by comprehending the content of the text. The activities of comprehending reading text can be difficult thing for the students. Unless, the student's vocabularies are low, sometimes the students have difficulties to know the content of the reading text. The student needs concentration to achieve the reading comprehension. (Yuni Astika, 2014: 10).

### 2. Comic Strip

A comic strip is defined in this study as a series of pictures inside boxes that tell a story. Among visual genres, comic strips catch many researchers' attention because they are communicative, popular, accessible, and readable, and they combine aesthetic perception with intellectual pursuit (Liu, 2004: 230).

### 3. Narrative

Narrative is telling a story. It's social function is to entertain or amuse the readers. The generic structure of narrative text is orientation, complication, and resolution. Orientation introduces

main characters, setting, and time. Complication tells the problem happens among the characters. And resolution contains the problem resolved. It also has significant lexicogrammatical features, that are using adverbs, such as; long time ago, once upon a time, etc. And it uses past form. (Sadler and Hayllar, 2000: 12)

## CHAPTER II

### THEORETICAL REVIEW

#### A. Review on Reading

##### 1. The Definition of Reading

In school there are four skills that the students have to master. They are speaking, listening, reading, and writing. According to the KTSP (Kurikulum Tingkat Satuan Pendidikan), basic competence of reading understands the meaning in a simple short passage in some genres in order to be able to have interaction with around the surrounding. This aim is reasonable since the punch line of teaching foreign language is to be able to communicate in other language. Communicate using other language is not simple as talking in native language because it means shifting frames and norms. There is something we should not say or taboo. Shortly, studying other language involves not only words and structures, it is kind of thinking differently about language and communication. The end of process in studying other language is cross culture understanding. The big question is, how can we begin to understand another way of thinking? The answer is by reading.

According to Jeremy Harmer (2001: 199), Reading is a receptive skill. Receptive skills are the ways in which people extract meaning from the discourse they see or hear. In this aspect, the cognitive processes involved in reading are similar to those employed while listening. Though, in both, students are engaged in decoding a message rather than encoding, reading is not simply an act of absorbing



information only. It is communicative act that involves creating discourse from text.

Thus, it is not astonishing to see because reading experts' definition of reading is an active process of thinking. It is a thinking process that sets two people in action together—an author and a reader (Hennings, 1990: 2). To read is to develop relationships among ideas. They also explain that what you bring to the reading of a selection is as important to your understanding of it as what the author has put into it. You bring a purpose for reading, you bring understanding of vocabulary, your ability to figure out meanings and your attitudes toward reading. Reading is an active process in which people attempt to extract idea, concept, or image from the pattern words set forth on the printed page.

From those definition, reading can be regarded as a complex process, means to get information from the printed page, it is receiving ideas and impression from author via printed page. It can be said that reading is interpreting sign, letters, or symbols by taking meaning. In other words, reading is interpreting graphic symbols, which involves an interaction between the researcher and the reader through text. In a very short and proper definition, reading is interaction between a reader and the text.

## **2. Reading Purpose**

There is possible cause of the variation between readers and reading which we need to consider that is readers' different purposes. If a reader wishes to get a general idea of text content, he will pay less attention to the detail of the text and he may read in very different ways than if he is studying a text in order to identify key information. Thus, it becomes inevitable to say that the reason he is reading a text will influence the way he reads it. Reading short story at bedtime is likely different from reading a hand out for an examination to the next morning of course. A readers' purpose determines the way in which he treats a passage and which comprehension skills he uses. Because according to Hennings, what the readers get from reading also depends on what they bring to the reading of selection and the purpose for reading it.

While reading, presumably, many things can be happened. Not only is the reader looking at the printed page and deciphering marks. The readers is presumably thinking about what he is reading, how useful, useless, entertaining, boring text is. He may find some difficulties and ways of overcoming those or continuing the pleasure. Many different things can be going on when a reader reads with a different purpose of reading. Basically, reading experts divide purposes of reading into two broad categories (Harmer, 1986: 150):

- a. Instrumental: a large amount of reading takes place because it will help us to achieve some clear aim. For example, we read a road sign or instruction on a ticket machine because we want to know

how to operate it. In other words, we read because we have some kind of utilitarian or instrumental purpose.

b. Pleasurable: another kind of reading takes place largely for pleasure. Such as read a magazine or poetry. Familiar sensations: you are at the wheel of your car, waiting at traffic light, you take a book out of the bag, rip off the transparent wrapping, and start reading the first line. A storm of honking breaks over you. For this purpose, the reader maybe completely unconscious of how he is reading and of what is happening around him. He may be fully absorbed in the text he reads.

### **3. Reading Comprehension**

According to Grabe and Stoller (2002: 17), For general, reading comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately. Reading comprehension refers to reading with understanding. The understanding the written text means extracting the information from it as efficient as possible. Usually, in reading comprehension workbook, the questions include reader recalling what he has read without further recourse to the text. Reading is also defined as the process of understanding meaning from a piece of text.

From some definitions above can be simply that reading comprehension relates to understanding and thinking process to get the message from the reading materials. In other words, the reader is

understanding all or most of the thoughts the author intended to communicate. Thus, reading comprehension involves other skills such as recalling word meaning, finding answer to questions answered explicitly or in paraphrase, drawing inference from the context, and grabbing idea in the content.

According to reading experts, there are some factors that may influence reading comprehension. Reading comprehension is most likely to occur when students are reading what they want to read or at least what they see some good reason to read (Simanjuntak, 1988: 4).

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

According to Longman Dictionary of Applied Linguistics (1990: 233), there are four types of reading comprehension often distinguished based on the reader's purpose and types of reading used. These are the level of reading comprehension, as follows:

a. **Literal Comprehension**

Reading is in order to understand, remember or recall the information explicitly contained in a passage.

b. **Inferential comprehension**

Reading is in order to find information which is not explicitly stated in passage using the reader's experience and intuition and by referring.

c. **Critical comprehension**

Reading is in order to compare information in a passage with the reader's own knowledge and values.

d. Appreciative comprehension

Reading is in order to gain emotional or the kind of valued response from passage.

From the statement above, to achieve comprehension in reading, in literal comprehension the readers has to know the information explicitly. In interpretative comprehension the reader has to retain the information implicitly. The last, in the critical comprehension, the reader has to be able to evaluate the information by giving a question and critique the information.

## **B. Review on Comic Strip**

### **1. Definition of Comic Strip**

There are many definitions of "comics." Will Eisner define comics simply as "sequential art". Scott McCloud, using Eisner's definition as a starting point, defines comics as "juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer." Dylan Horrocks critiques McCloud's definition, arguing that it de-emphasizes some elements such as comics as a "cultural idiom", a "publishing genre", a "set of narrative conventions", a "kind of writing that uses words and pictures", a "literary genre" and as simply "texts." (wikipedia, 2016). But, there is simple definition of comic, it is magazine especially for children with stories told in pictures. A comic strip is some series of drawing that tell

a story and are often printed in news papers. In other definition, it is a sequence of drawings arranged in interrelated panels to display brief humor or form a narrative, often serialized, with text in balloons and captions. Traditionally, throughout the 20th century and into the 21st, these were published in newspapers, with horizontal strips printed in black-and-white in daily newspapers, while Sunday newspapers offered longer sequences in special color comics sections. It is an art form using a series of static image in fixed sequence. It can be united in a book which has picture consist of one or more titles as themes.

To make it simple, comic is a unification of serial comic, work of art among fine literary works in which there are usual forms of the verbal explanation in fixed sequence and has cartoon story as theme. Usually it is published in news paper.

## **2. Comic Strip as the Reading Material**

According to Omaggio, most educators would agree that language learning should be contextualized. With the idea that learning and practicing language in meaningful contexts is more appealing to both students and teachers than learning isolated bits of language through extensive memorization and drilling. Moreover for learning foreign language, the students will get some difficulties because there is no adequate background knowledge. It is important to bear in mind that the comprehension process may be quite different when the comprehender is processing material in the native language than when he or she is

dealing with target language material. So, the need for activating relevant contextual or background knowledge is such a primary need. As stated from Omaggio, Kollers (1973) maintain that reading is only incidentally visual. More information is contributed by the reader than by the printed page. In the other word, texts can be said as lazy machineries that ask someone to do part of their job.

The hypothesis that second language learners get more difficulties while learning or reading second or target language is supported by research done by Yorio, who isolates the following factors in the reading second language there are some factors or elements in reading process (Omaggio, 1986: 97):

- a. Knowledge of the language (the code)
- b. Ability to predict or guess in order to make correct choices
- c. Ability to remember the previous cues
- d. Ability to make the necessary associations between the different cues selected

In reading a second language, however, new and modified elements appear:

- a. The reader's knowledge of the foreign language differs from that of the native speaker.
- b. The guessing or predicting ability necessary to pick up the correct cues is hindered by the reader's imperfect knowledge of the language.

- c. The wrong or uncertain choices of cues make associations more difficult.
- d. Memory span in the foreign language is shortened in the early stages of its acquisition because of lack of training and unfamiliarity of the material, thereby making it more difficult to remember cues previously decoded.
- e. At all levels and at all times there is interface from the native language.

In short, second language learners are at the disadvantage position because of those reasons above. To compensate for those weaknesses, the teacher should provide background knowledge in some of the process strategies and linguistic proficiency such as comic strips to improve students' reading skill. Because of the visualization of comic strips has ability to bear concept and provide discourse structure.

Visualizing is creating pictures in our minds. When we read we create an image in our mind. We read and create this image with what we know or have experienced. Things come alive when we use sensory images. When students visualize, they create their 'own movie' in their minds. Teachers can use comic strip to help the students make their mental movies.

Basically, interest on reading is one of the internal factors that has influence in reading comprehension. By the interesting material, interest in reading could be increased. It can be assumed that the role of text including their elements in reading comprehension is very



important. One of interesting material is by using comic strips that students have already known.

Many reading comprehension studies consider the extent to which visuals, that is any graphic display that portrays all or some accompanying text's content, help reader to comprehend information from text. Reading comics is more than the material in hand, that it involves a certain immersion into the visuals to facilitate students. Because, visuals have good effect on readers. Researchers have outlined five major functions of visuals in reading (Liu, 2004: 226):

- a. Representation: visuals repeat the text's content or substantially overlap with text
- b. Organization: visuals enhance the text's coherence  
Interpretation: visuals provide the reader with more concrete information
- c. Transformation: visuals target critical information in the text and recode it in a more memorable form.
- d. Decoration: visuals are used for their aesthetic properties or to spark readers' interest in the text

### **3. The Use of Comic in Teaching**

The researcher thinks that comic is such supplementary cues that provide a conceptual basis for organizing the input, the second language comprehension process would be facilitated since learners would be better to make prediction when encountering words and expressions in

a passage with which they are unfamiliar. As stated from Omaggio, Goodman and Smith suggest reading are indeed hypothesis-testing process in which the comprehender selects cues and makes predictions about the ongoing discourse on the basis of these selections (Liu, 2004: 99).

So, comic strips can be regarded as a potential material in teaching and learning process to motivate students' interest. Among visuals genre, comic strips is more communicative, popular, accessible and readable. In short, comic as media in teaching and learning process will be more effective.

Teacher has always used pictures or graphics, whether drawn, taken from books, newspaper and magazines, or photographs to facilitates learning. Pictures can be in the form of flashcards (smallish cards which we can hold up for our students to see), large wall pictures (big enough for everyone to see details), cue cards (small cards which students use in pair or groupwork), photograph, illustration (typically in a text book). Some teacher also use projected slides, images from an overhead projector, or projected computer images. Teacher also draw pictures on the board to help with explanation and language work.

The choice and use of pictures is very much a matter of personal taste, but we should bear in mind three qualities they need to possess if they are to engage students and be linguistically useful. In the first place they need to be appropriate not only for the purpose in hand but also for the classess they are being used for. If they are too childish students may

not like them, and if they are culturally inappropriate they can offend people. The most important things for pictures in the end is that they should be visible.

Considering the standard of competence in reading according to curriculum that students are to be able to understand meaning in the short simple recount and narrative text to interact with their surrounding, comic strips can be both a method and medium of instruction. In the area of basic competence in reading, the task for students is responding meaning and rhetorical steps in the short simple passage and functional written text accurately, fluently and acceptable which is relating to the surrounding. Think of that, the use of comic strips in presumably, sort of inevitable state.

#### **4. The Advantages and Disadvantages of Using Comic Strips**

##### **a. The Advantages of using comic strips are:**

- 1) Help the students to understand content and context that teacher have teach easily.
- 2) By using comic strips, it is hope that it can motivate students to read and pay attention to the material. It will create fun learning in English.
- 3) Comic can help the readers to get the right visualizations. Comic is such supplementary cues that provide a conceptual basis for organizing the input, the second language comprehension process will be facilitated since learners will be better to make imagery system when

encountering words and expressions in a passage with which they are unfamiliar.

- 4) It motivates students.
- 5) It improves children's creative working skills.
- 6) Children are encouraged to express their creativity
- 7) It grabs the attention of reluctant readers.

**b. Disadvantages of comic strips:**

- 1) Students need computer access.
- 2) Limited range of facial expressions.
- 3) Need more time to search or to make it.

**C. Review on Module**

**1. Definition of Module**

Susilowati (2010:2) says that the Module was a way of organizing the subject matter that takes into account educational function. Organizing strategy instructional material sequencing, which refers to the making of the order of presentation of the subject matter, and synthesizing which refers to the attempt to demonstrate to learners the linkages between facts concepts, procedures and principles contained in the learning materials. Alipoetry (2011: 02) describes that Module as one complete unit that stands alone. It consisting of series of learning activities that are prepared to assist students in achieving the learning the learning objectives that had been a number of specific and operational.

Winkel (2009: 472) says that, Module is a unit of smallest teaching and learning program, which is studied by the students themselves individually or taught by the student himself (self-instructional). Based on the explanation above, it can be believed that the air-learning modules will effectively be able to change the conception of the students towards scientific concept, so that in turn their learning outcomes can be improved as optimal as possible in terms of both quality and quantity.

## **2. Advantages of Module**

Susilowati (2010:3) says that the advantages of Module as follows;

- a. Students achieve results in line with its capabilities.
- b. Study materials are divided more evenly in one semester.
- c. Education is more efficient, because the lesson materials are prepared according to academic levels.

## **3. Disadvantages of Module**

Suparman (1993:197), says that the disadvantages of module as follows;

- a. High development costs of materials and time required for long.
- b. Determining an elevated learning discipline that may be less owned by the students in general and students in particular.
- c. It requires persistence higher than a facilitator for continuous monitor students' learning process, motivating and consulting individually each time students in need.
- d. Learning activities need a good organization.

- e. During the learning, process needs to held a few replications/tests, which needs to be assessed as soon as possible.

## **D. Review on Narrative Text**

### **1. Definition of Narrative Text**

Learning text types in junior and senior high school is featuring the languages which are dominantly used to compose the narrative text. This language features are commonly relating to grammar and structure. Recently, studying grammar and structure can not separated with the contexts. That is why we find some grammar focus will be attached in the text.

Narrative is telling a story (R.K Sadler, 2000: 12). It's social function is to entertain or amuse the readers. The generic structure of narrative text is orientation, complication, and resolution. Orientation introduces main characters, setting, and time. Complication tells the problem happens among the characters. And resolution contains the problem resolved. It also has significant lexicogrammatical features, that are using adverbs, such as; long time ago, once upon a time, etc. And it uses past form.

Thus, the purpose of narration is to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. It means that is writing a narrative parragraph, the researcher writes the action or the events that happened

in chronological order which has a definite beginning and definite ending.

Narrative text, since it told a story, is dominantly constructed in past tenses. It is logic because every story happened in the past time, happened before it is talking as a story. The past tenses can be simple past, past continuous tense, and past perfect tense. These three tenses of the past will dominate talking in a narrative text.

Narration is a telling a story. Then to be interesting, a good story must have interesting content. It should tell about an event our audience would find engaging. We might even think of our narrative a a movie in which readers see people in action and hear them speak. Therefore, it should be detailed and clear,with event engaged in order in which they happened or in some other effective way. In writing a narration, the text should achieve the following goals (Meyers, 2005: 52) :

- a. It is unified, with all the action developing a central idea.
- b. It is interesting: it draws the readers into the action and makes them feel as if they're observing and listening to the events.
- c. It introduces the four Ws of a setting—who, what, where, and when— within the contex of the action.
- d. It is coherent: transition indicate changes in time, location and characters.

- e. It begins at the beginning and ends at the end. That is, the narrative follows a chronological order—with events happening in a time sequence.
- f. It builds toward a climax. This is the moment of most tension or surprise—a time when the ending is revealed or importance of events become clear.

## **2. General Structure of Narrative Text**

Derewianka states that the steps for constructing a narrative are :

### **a. Orientation**

This is beginning of the story in which the researcher tells the audience about who the characters in the story are, where the story is taking place and when the action happens.

### **b. Complication**

The story is pushed along by a series of event, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters. Narrative mirror the complication we face in life and tend to reassure us that they are resolvable

### **c. Resolution**



In a satisfying narrative, a resolution of complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this of course possible in certain types of narrative, which leave us wondering how the end is).

### **3. Language Feature of Narrative Text**

Anderson states that the language feature usually found in narrative text are:

- a. Specific characters. It means focusing on specific and usually individualized participants.
- b. Time words that connect to tell when they occur. Use of Temporal Conjunctions and temporal Circumstances can be choice too.
- c. Verbs to show the actions that occur in the story. It can be inferred that the tense used is past tense.
- d. Descriptive words to portray the characters and setting.

It is commonplace considering the definition of narrative is telling story,so description of characters and setting is important. Meanwhile, Derewianka, states several common grammatical patterns. They are: specific, often individual participants with defined identities; major participants are human or sometimes animal with human characteristics; use of action verbs referring to

events; use of past tense to locate events in relation to speakers' or researchers' time; use of conjunctions and time connectives to sequence of events; use of adverbs and adverbial phrases to indicate place and time; use of adjective to describe nouns. Those features of narrative text affect for reader, that is they appear to induce visualization in the reader as part of the reading process.

#### **E. Rationale**

Based on the theory above, the researcher assumes that reading is one of the most important skills that students have to master. With reading, student will be understand the information and knowledge.

There are many problem that student face in the reading material, the most of them has difficulties in understanding the meaning of word and they cannot get the point of the text which they read, and also students have less motivation to read the ordinary text. So, if the students are taught using comic strip, they can solve their problem in reading and have more motivation to face the reading material.

Comic strip is very helpful for a student which has low intelligent, because they will be helped by the picture on the comic strip to understand what the text tell them about. Since the students get a comic strip on the reading material, they will understand the meaning of difficult vocabulary and understand the text while they are reading.

In conclusion the researcher assumes that teaching reading using comic strip is more effective than teaching reading using module text. The

teaching learning reading will be easier and more fun to deliver when use a comic strip as a media on reading material.

## **F. Hypothesis**

Hypothesis is the provisional answer to the problem of the research that theoretically considered possibly or highest the level of his truth. It is provisional truth determined by researcher that should be tested and proved (Arikunto, 2006: 116). In other word, it needs to be explored more. Because it is created from the research question by replacing word 'is there' with the word 'there is'. If a statement is not needed to be researched is not named as hypothesis. Hypothesis is usually used in researches which applied quantitative using model deductive-verify.

The hypothesis in this research was "comic strips can increase the students' reading comprehension skill". It meant that using comic strips had a positive influence on the improvement of students' achievement in reading comprehension skills.

## **G. Previous Study**

In making this thesis, the researcher conducts this research based on the previous study from two thesis which using comic/story to teach student's reading skill. The first thesis entitled "The Effectiveness of Teaching Reading Using Fable Comic to Improve Students' Reading Ability" a thesis made by Mustaanisa (English Language Department Faculty of Tarbiyah Walisongo State Institute for Islamic Studies, 2009). From this research can be taken a conclusion that using fable comic can

improve students' ability in reading ability. It can be seen from the test result of the students. As the result, the mark of students in experimental class is higher than the mark of students in control class.

The second thesis is "The Effectiveness of Using Comic Strips in Teaching Students' Reading Comprehension Skill" a thesis made by Lilis Armilasari the student of State Islamic Institute of Surakarta in 2016. She states that there was significance difference of students' achievements in understanding the reading text between those taught using comic strips media with discussion technique and those taught by picture series at the eight grade students of MTSn Sukoharjo. The measurement showed that the increasing line of the understanding the reading text of the experimental group was higher than the understanding the reading text of the control group.

From the two of the previous researches above there are similarities in this research that is discussing about the effectiveness of using reading literature as a media in teaching reading and the research method. Meanwhile, there are similarities on each thesis above with the researcher's thesis. Those are the media which is used by the researcher and the subject which the research is hold.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research is experimental research. An experimental research is the most conclusive and scientific methods because the researcher actually establish different treatments and then studies their effect (Frankel and Wallen, 2000: 9). The essential feature of experimental research is that investigators deliberately control and manipulate the conditions which determine the events in which they are interested. At its simplest, the experiment involves making a change in the value of one variable –called the independent variable– and observing the effect that change on another variable –called the dependent variable. Independent variable is the label given to the variable that the experimenter expects to influence the other. And dependent variable is the variable upon which the independent variable is acting.

Here, experimental research referred to the activity of collecting data from the subject of the research. In doing so, the ninth year of SMP N 4 Jatiyoso was chosen to be the subject of the research. The controlled group is nine A and the experimental group is nine C.

The research design used is pre-test post-test control group design. So, it used pre-test, treatment and post-test. The research design is adopted from Hadjar (1999: 327). This research is a true-experimental research, which is a research about cause effect of the design, there are experimental class and control class. In this research there are two groups

that would be chosen randomly by the researcher. The first class was given a treatment by teaching reading using comic strip called experimental class and the other class was given a treatment too by using traditional method called control class. Both of class have same topic to be learned that is reading narrative text. After the treatment, both groups were given a post-test to measure the students' score in reading narrative text. The scores of the post-test become the data to be analyzed. T-test was used to analyze students' reading score from both experimental and control class. Hadjar, (1999: 327) showed the design of research below:

*Table 3.1: The Research design of pre-test post-test design*

	<b>Pre-Test</b>	<b>Treatment</b>	<b>Post-Test</b>
<b>R</b>	<b>E</b>	<b>X</b>	<b>Te</b>
<b>R</b>	<b>C</b>	<b>X</b>	<b>Tc</b>

Where:

**R** : Random class

**X** : Treatment

**E** : Pre-test of the experimental class

**C** : Pre-test of the control class

**Te** : Post-test of the experimental class

**Tc** : Post-test of the control class

## **B. Research Setting**

In this subchapter presents the place of the research and the time of conducting the research. The explanation of the place and the time of research is as follows:

### **1. Place of research**

The research was conducted at SMP N 4 Jatiyoso academic year 2017, which located at Beruk, Jatiyoso, Karanganyar, Central Java. The school has 9 classes. Every class consist of twenty seven until thirty students. The school has three grades; class 7 is named for first grade, class 8 for second grade and class 9 for third grade. Every class has three classes which name from A-C.

### **2. Time of Research**

This research was conducted on the second semester in the academic year of 2017 for about 3 weeks on February 2017.

## **C. Population, Sample and Sampling Technique.**

### **1. Population**

Population can be defined as totality of the presumable-whole grade, result for counting and measuring, quantitative and qualitative about the certain features from the whole group which is wanted to find out its feature. The population of the research was the eighth grade students of SMP Negeri 4 Jatiyoso in the academic year of 2017 which consists of three classes. Each class consists of Twenty seven until thirty students.

The total population is about 90 students. Population is assumed homogenous considering the background of conducting distribution class randomly and not based on act of ranking grades that there is no favorite class, and also taught by the same teacher.

## **2. Sample**

The researcher take sample from ninth grades students of SMP N 4 Jatiyoso. Therefore, the researcher only take two classes as the sample. The sample, the students have common characteristics of population as follows:

- a. The students study at the same school, SMP N 4 Jatiyoso in academic year 2016/2017.
- b. The students are at the same grade, the ninth grade students.
- c. The students are taught by the same teacher.

The samples will pick out from the population, and divide into two classes. The first class is the experimental class which taught by using comic strip and the other class as control class is taught using module media.

## **3. Sampling Technique**

In selecting the sample, the researcher used purposive sampling technique. This technique is used to determine the sample with certain consideration. There are two classes that will be take from three regular classes as the sample, namely class 9C as the experimental class and class 9A as controlled the class. The



researcher take 9A and 9C as the sample, because the students of each class almost had same ability in English proficiency.

#### **D. Technique of Collecting Data**

The technique of collecting data in this research is using quantitative data. This quantitative data was obtained from the students' score in pretest and posttest. The pretest and posttest was given to the experimental and controlled class. In this research, quantitative data is taken from try-out and test.

##### **1. Try Out Test**

Try out test shows the result of pre test and post test which is different or not. The try out was given to other class that was not experimental group and control group, the try out class was 9B. The researcher check the validity and reliability from the text to measure the valid and reliable of the test. This can be done by giving the try out to the students.

##### **a. Validity of the test**

Validity is the extent to which a test measures what it is intended to measure: it relates to uses made of the test scores and the ways in which test scores are interpreted, and is therefore always relative to test purpose (J. Charles, 1995:296). In research, validity is very important to measure what they want to measure it using instrument. It means, a test is said to be valid if it measures accurately what it is

intended to measure. The result would be consulted to critical score for r-product moment. If the obtained coefficient of correlation would higher than the critical score for r-product moment, it means that a test was valid at 5% alpha level significance.

$$r_{xy} = \frac{N\sum_{xy} - (\sum_x)(\sum_y)}{\sqrt{[(N\sum_x^2 - (\sum_x)^2)][N\sum_{xy}^2 - (\sum_y)^2]}}$$

Where:

$r_{xy}$  = the coefficients of correlation between X and Y

N = the total of subject of experiment

X = the sum of score of X item

Y = the sum of score of Y item

Calculation result of (rxy) was compared with r table of product moment by 5% degree of significance. If rxy was higher than r table, the item of questioned was valid. Validity in this research was the result of post test and pre test that would be given to ninth A and ninth C SMP N 4 Jatiyoso.

#### b. Reliability Test

Reliability test refers to degree to which a test is consistent and stable in measuring what it is intended to measure (Sugiono, 2006: 174). Reliability refers to the stability oor the consistency of the test, if the instruments is used many times to measure the same objects would be give

the same result. To measure the reliability of reading test, the researcher uses *Spearman Brown Formula*, as follows:

$$r_{11} = \frac{2(r_{xy})}{1+r_{xy}}$$

Where:

$r_1$  = reliability instruments

$r_{xy}$  = the result of product moment (Siregar, 2013 :65)

## 2. Test

The procedures that used in this experimental research were the following:

### a. Pretest

The pretest is before the learning process to measure students' understanding in learning narrative reading at first, so it will be held in the first meeting. The sum of question in pretest was 30 question multiple choice. Students in experimental class will ask to comprehend a narrative text by using English comic strip. Meanwhile, students in controlled class will ask to comprehend a narrative text without using English comic strip.

### b. Treatment

In the treatment, the teacher conducted teaching-learning activity with the students in both of experimental and controlled class in three meetings. In the first meeting of treatment, she explained about narrative text and how to write

it. Then, in the next two meetings, he asked the students to practice to comprehend a narrative text by using different narrative stories, and also different comic strips for students in experimental class specially.

c. Posttest

The last is posttest. The posttest to know the progression between the experimental and controlled class, after the teacher give treatments to the students. The sum of question in posttest was 30 question multiple choice. In this last meeting, he gave the test to the students in experimental and controlled class. The way he does the test was similar with the pretest.

## **E. Research Instrument**

The instrument used in this research reading comprehension test, by using pretest and posttest in the experimental class and control class. Pretest and posttest were given with different topic.

The students in the experimental and control class were taught by using different method. The students in the experimental class learn narrative text by using English comic strips. Meanwhile, the students in the control class learned narrative text without using English comic strips. Nonetheless, they will get the same topic in the pretest and posttest.

## F. Technique of Analyzing Data

The strategy of data analysis would be used statistically analysis. The researcher got the student scores of the experimental and control group . the score check for post-test of both groups. The first step was the researcher calculated the mean score of experimental group. The scores from the experimental and control class would be analyzed by using T-test. It was used T-test with the level of significance 0.05 (5%). There are three kinds of data that would be tested in experimental research. They are data discription, pre-requisite test and hypothesis test.

### 1. Test Analysis

#### a. Standard Description

The data description consist of mean, mode, and standard deviation.

##### 1) Mean

Individual data :

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

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

$n$  = the sum of student

data frequency distribution :

$$M_x = \frac{\sum f_1 x_1}{n}$$

Where:  $\sum f_1$  = Frequency of student's score

$x$  = Mid point of student's score

$n$  = The sum of students

- 2) Mode: the value in a set of data which appears most frequently

Data in frequency distribution:

$$M_x = L + i \left( \frac{f_1}{f_1 + f_2} \right)$$

Where:

$L$  = The lower limit of the interval within which the mode lies

$i$  = Interval (class width)

$f_1$  = The frequency of the interval containing more reduced by that of the previous interval

$f_2$  = The frequency of the interval containing more reduced by that of the following interval

- 3) Median

Data frequency distribution :

$$M_e = L + i \left( \frac{\frac{n}{2} - cfb}{fw} \right)$$

Where:

$L$  = The lower limit of the interval within which the mode lies

$i$  = Interval (class width)

$cfb$  = the cumulative frequency in all interval below the interval containing the median

$n$  = the sum of group

$fw$  = the frequency of cases within the interval containing the median

#### 4) Standard Deviation

Individual score:

$$S = \sqrt{\frac{(x-ax)^2}{n-1}} \quad \text{or} \quad \sqrt{\frac{\sum x^2}{n-1}}$$

Where:

$x$  = Score of the student

$ax$  = Average score of all students

$n$  = Sum of student

Data in frequency distribution

$$S = \sqrt{\frac{\sum f_1(x_1)^2 - \frac{(\sum f_1(x_1))^2}{n}}{n-1}}$$

Where:

$\sum f_1$  = Frequency of the student's score

$x_1$  = Students score

$n$  = Sum of student

#### b. Pre-requisite Test

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

##### 1) Normality test

Normality test was to determine whether the data from population normally or not (Susetyo, 2010: 137). This test was purpose for ensuring the distribution of data which were accomplished from the population had normal distribution or not. Normality test used is the *Liliefors* strategy is done to find out the distribution data. Sudjana (2002:466), the formula is as follow:

$$S = \sqrt{\frac{(x-ax)^2}{n-1}} \quad \text{or} \quad \sqrt{\frac{\sum x^2}{n-1}}$$

Data distribution in frequency distribution

$$Z = \frac{x-ax}{s}$$

Where:

x = students score

ax = The average of students score

n = Sum of students

## 2. Homogeneity test

Homogeneity test is used to know whether two groups (experimental and control class) that are taken from population have homogeneity or not. In this research the homogeneity uses Bartlett-test. Steps are as follow (Sudjana, 2002: 263):

$$S1^2 = \frac{\sum x1^2 - \frac{(\sum x1)^2}{n}}{n-1} \quad S2^2 = \frac{\sum x2^2 - \frac{(\sum x2)^2}{n}}{n-1}$$

Where:

$\sum x1$  = sum of student's score (expermental class)



$\sum x_2$  = sum of student's score (control class)

n = sum of students

### 3. Hypothesis Testing

The researcher examined the data in the following steps to answer the objective of the research. Firstly, the test would be done in both groups, experimental group using Comic strips and control group without using comic strips. Secondly, the result of the test would be scored using analytic scale. Thirdly, the mean score of two groups were determined. Finally, the mean was compared by applying T-test formula. T-test would be used to differentiate between the students' result of using Comic strips in reading narrative text and without using comic strips was significant or not. Arikunto (2007: 172), the formula as follow:

#### **T-test Independent formulation**

$$t = \frac{x_E - x_C}{\left[ \frac{(n_E - 1)S_E^2 + (n_C - 1)S_C^2}{n_E + n_C - 2} \right] \times \left[ \frac{n_E + n_C}{n_E \cdot n_C} \right]}$$

Where:

$x_E$  =Average student's score (experimental class)

$x_C$  =Average of student's score (control class)

$n_E$  =Sum of students (experimental class)

$n_C$  =Sum of students (control class)

$SE^2$  =Variance of students score in experiment class

$SC^2$  =Variance of students score in control class

If  $t_0$  higher than  $t_t$  ( $t_0 > t_t$  with  $\alpha = 0.05\%$ ,  $H_0$  is rejected and it can be concluded that there is a significant difference between two groups.

The researcher analyzed the scores between experimental and control classes. The test assumed that the data normally distributed and fairly robust to departures from normality. The technique of data analysis in this study was statistical analysis with t-test to know the effectiveness of teaching reading using comic strip to increase the student's reading comprehension on narrative text which significance  $\alpha = 0,05$ .

## **G. Hypothesis of Statistic**

The hypothesis of statistic that will be used in this research is:

$H_0 : \mu_1 = \mu_2$

$H_a : \mu_1 \neq \mu_2$

$H_0$  : Null hypothesis

$H_a$  : Alternative hypothesis

$\mu_1$  : Students' narrative reading achievement, who are teach by using English comic strips.

$\mu_2$  : Students' narrative writing achievement, who are teach without using English comic strips.

The assumption of the hypothesis as follows:

1. If  $t_0 > t_{table}$ , the null hypothesis  $H_0$  is rejected and the alternative hypothesis ( $H_a$ ) is accepted. It means that there is significant

difference between the students' score in learning narrative reading by using English comic strips and the students' score in learning narrative reading without using English comic strips at the eighth grade students of SMP N 4 Jatiyoso ( $\mu_1 \neq \mu_2$ ).

2. If  $t_o < t_{table}$ , the null hypothesis  $H_o$  is accepted and the alternative hypothesis ( $H_a$ ) is rejected. It means that there is no significant difference between the students' score in learning narrative reading by using English comic strips and the students' score in learning narrative reading without English comic strips at the eighth grade students of SMP N 4 Jatiyoso ( $\mu_1 = \mu_2$ ).

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Research finding

The research finding presents the application of comic strip in reading narrative text, data description , prerequisite test and hypothesis test

##### 1. The application of Comic strips

The puepose of the research is to know the significant difference in reading narrative text between the students who are taught by using comic strips and the students who are taught by using module media. the sample is devide into two groups, experimental class which taught by using comic strips and control class who are taught by using module media. the class which becomes experimental class is IX A, while control class is IX C. Comic strips media consisted of some steps. The steps in teaching reading comprehension skill through comic strip media are as following:

- a. The researcher showed some comic strips which would be discussed, in order they had curiosity about the comic strips and also made them interested for the comic strips.
- b. The researcher formed several groups that depended on number of students in the classroom. Each groups consisted of 5 students. The total number in experimental class are 29. So, in the class there were five groups.

- c. The researcher gave a comic strips for each groups then asked for them to discussed.
  - d. The researcher explained about the materials that would be discussed.
  - e. After that, the researcher asked them to translated the story from the comic strips, so they knew the meaning of the story.
  - f. Then the researcher gave some question to answered.
2. In control group, the researcher used module media.
    - a. The researcher asked the students to open the module.
    - b. The researcher asked find the narrative text chapter.
    - c. After that, the researcher explained the materials. Then asked one of the students about the material.
    - d. The researcher gave the exemple of narrative text.
    - e. And the last, the researcher gave some questions for them to done it.

## **B. Data Description of Findings**

The purpose of this research is to know wether there are any differences between the students who are taught by using comic strips and who are taught by using module media in teaching reading comprehension on narrative text for the ninth grade students of SMP N 4 Jatiyoso in the academic year 2016/2017.

1. Test

The data that were analyzed in this research was the result of the test. Before the students got a treatment, pre-test was given to the students. After giving treatments at two classes in IX C as experimental class and IX A as control class, the researcher got the students' score of reading narrative text from post-test. The score of students were compared by using T-test formula to know whether there is any significant difference between two classes. The description included the mean, the mode, the median, the standard deviation, and frequency distribution.

Based on the group analyzed , the description of the data were divide into four group, those are:

- a. The pre-test data of reading skill of the students for the group who were taght by Comic strips.

The descriptive data analysis of pre-test reading narrative text in experimental class the students got scores 47 up to 80. Based on the table frequency can be found that the mean of the test is 58,81 the mode is 61, the median 58,81 with standard deviation is 8,56. The data frequency of students' score can be showed by the table as follow:

*Table 4.1 : Frequency Distribution of Reading Skill Pre-Test Data In Experiment Class*

Interval	Frequency	Xi	Fixi	xi-x	(xi-x) <sup>2</sup>	fi(xi-x) <sup>2</sup>
47-52	7	49,5	346,5	-9,31	86,68	606,78
53-58	6	55,5	333	-3,31	10,96	65,75
59-64	11	61,5	676,5	2,69	7,23	79,58

65-70	4	67,5	270	8,69	75,51	302,04
71-76	0	73,5	0	14,69	215,79	0,00
77-82	1	79,5	79,5	20,69	428,06	428,06
Total	29	387	170,5	34,14	824,23	1482,21

- b. The pre-test data of reading skill of the students for the group who were taught by using module media

The descriptive data analysis of pre-test reading narrative text in control class the students got scores 53 up to 80. Based on the table frequency can be found that the mean of the test is 63,31 the mode is 64,5, the median 64,27 with standard deviation is 7,24. The data frequency of students' score can be showed by the table as follow:

*Table 4.2 : Frequency Distribution of Reading Skill Pre-Test Data In Control Class*

Interval	Frequency	Xi	Fixi	xi-x	(xi-x) <sup>2</sup>	fi(xi-x) <sup>2</sup>
53-56	4	54,5	218	-8,81	77,70	310,80
57-60	4	58,5	234	-4,81	23,18	92,73
61-64	7	62,5	437,5	-0,81	0,66	4,65
65-68	7	64,5	451,5	1,19	1,40	9,83
69-72	2	70,5	141	7,19	51,63	103,25
73-76	2	74,5	149	11,19	125,11	250,22
77-80	1	78,5	78,5	15,19	230,59	230,59
Total	27	463,5	1709,5	20,30	510,28	1002,07

- c. The post-test data of reading skill of the students for the group who were taught by using Comic strips

The descriptive data analysis of post-test reading narrative text in experimental class the students got scores 73 up to 93. Based on the table frequency can be found that the mean of the test is 83,10 the mode is 86,3, the median 81,86 with standard deviation is 6,14. The data frequency of students' score can be showed by the table as follow:

*Table 4.3 : Frequency Distribution of Reading Skill Post-Test Data In Experiment Class*

Interval	Frequency	Xi	Fixi	xi-x	(xi-x) <sup>2</sup>	fi(xi-x) <sup>2</sup>
73-75	3	74	222	-9,10	82,87	248,62
76-78	5	77	385	-6,10	37,25	186,36
79-81	3	80	240	-3,10	9,63	28,89
82-84	4	83	332	-0,10	0,01	0,04
85-87	7	86	602	2,90	8,39	58,73
88-90	5	89	445	5,90	34,77	173,85
91-93	2	92	184	8,90	79,15	158,30
Total	29	581	2410	-0,72	252,07	854,69

- d. The post-test data of reading skill of the students for the group who were taught by using module media

The descriptive data analysis of post-test reading narrative text in control class the students got scores 67 up to 90. Based on the table



frequency can be found that the mean of the test is 76,94 the mode is 71,75, the median 74,57 with standard deviation is 7,08. The data frequency of students' score can be showed by the table as follow:

*Table 4.4 : Frequency Distribution of Reading Skill Post-Test Data In Control Class*

Interval	Frequency	Xi	Fixi	xi-x	(xi-x) <sup>2</sup>	fi(xi-x) <sup>2</sup>
67-70	6	68,5	411	-8,44	71,31	427,85
71-74	7	72,5	507,5	-4,44	19,75	138,27
75-78	4	76,5	306	-0,44	0,20	0,79
79-82	2	80,5	161	3,56	12,64	25,28
83-86	4	84,5	338	7,56	57,09	228,35
87-90	4	88,5	354	11,56	133,53	524,12
Total	27	471	2077,5	9,33	294,52	1354,67

## 2. Prerequisite test

Before determining the statistical analysis is used, the normality test and homogeneity test of the data would be examined. The normality test had to be done to know the sample from the population that was going on be analyzed have normal distribution. While, homogeneitytest had to be done

to know the data of the sample that were taken from population were homogeneous. The test was presented as follow:

a. Normality Test

The sample is in normal distribution if  $L_o$  ( $L$  obtained) is lower than  $L_t$  ( $L$  table) with  $\alpha=0,05$ ,  $L$  stands for Liliefors.

*Table 4.5 Normality Test*

No	Data	The number of sample	L obtained ( $L_o$ )	L table ( $L_t$ )	Alfa ( $\alpha$ )	Distribution of population
1	Pre-test reading narrative text of experimental class	29	0.157	0.161	0.05	Normal
2	Pre-test reading narrative text of controll class	27	0.144	0.161	0.05	Normal
3	Post-test reading narrative text of experimental class	29	0.129	0.161	0.05	Normal
4	Post-test reading narrative text of controll class	27	0.153	0.161	0.05	Normal

Based on the table above, the highest scores ( $L_o$  max) are 0,129 up to 0,157 and  $L$  table for the total of sample is 56 with  $\alpha=0,05$  is 0,161. The researcher

concluded that  $L_o \max (0,129-0,157)$  are lower than  $L \text{ table} = 0,161$  so, the sample is in normal distribution.

b. Homogeneity Test

The data of the sample that were going to be analyzed was homogeneous if  $X_o^2$  is lower than  $X1^2$  with  $\alpha = 0,05$ . The table of homogeneity test could be showed as follow:

*Table 4.6: the Homogeneity Test*

No	Data	The number of sample	$X_o^2$	$X1^2$	Alfa ( $\alpha$ )	Verb
1	Pre-test	56	1.399	1.91	0.05	Homogeny
2	Post-test	56	1.328	1.91	0.05	Homogeny

Based on the table above can be concluded that  $X_o$  1.328 up to 1.399 lower than  $X1$  at the level of significant  $0.05 = 1.91$  So  $X_o^2 < X1^2 (1.328-1.399 < 1.91)$  and the data were homogeneous.

3. Hypothesis testing

Hypothesis test could be done after the result of normality and homogeneity test are fulfilled. The test was done by using independent sample T-test  $H_o$  is rejected if  $t_o > t_{table}$  meaning that there were a difference. The procedure of t-test was drawn as follow:

a. Seeking Mean

Mean Experimental class ( $X_e$ )

$$\begin{aligned} &= \frac{\sum X_E}{n} \\ &= \frac{2423}{29} = 83,48 \end{aligned}$$

Mean Control Class ( $X_c$ )

$$\begin{aligned} &= \frac{\sum X_C}{n} \\ &= \frac{2068}{27} = 76,59 \end{aligned}$$

b. Seeking t

$$\begin{aligned} t &= \frac{X_E - X_C}{\left[ \frac{(n_E - 1)S_E^2 + (n_C - 1)S_C^2}{n_E + n_C - 2} \right] \times \left[ \frac{n_E + n_C}{n_E \cdot n_C} \right]} \\ &= \frac{83,48 - 76,59}{\left[ \frac{(28 \times 37,7586) + (26 \times 50,1738)}{54} \right] \times \left[ \frac{56}{783} \right]} \\ &= \frac{6,89017}{1,7686} = 3,895 \end{aligned}$$

c. Seeking Ttable

Ttable with db ( $\alpha; n_1 + n_2 - k$ ) or (5%; 27) = 1.703

d. Criteria

$H_0$  = accepted if  $t < t_{table}$

$H_a$  = accepted if  $t > t_{table}$

e. Conclusion

Because  $t > t_{table}$  ( $3,895 > 1,703$ ) for level significant of 0,05 so,  $H_0$  is not accepted. It means there is difference of reading achievement between experimen class and control class. It means the result is there is a significant difference in students' achievement in reading narrative text between

the students who are taught using Comic Strips and who are taught using Module media. The students who are taught using Comic Strips (83,48) have higher score than those taught using Module media (76,59).

### **C. Discussion**

#### **1. Comic strip is more effective in teaching reading narrative text**

The result of the test showed that the mean of reading narrative text before given treatment in experimental class is 57,69 while control class is 62,67. After given treatment, the mean of reading narrative text in experiment class is 83,48 while control class is 76,59. The calculation above can be concluded that there is significant difference between experiment class and control class where the mean of students' reading narrative text in experiment class (83,48) is higher than students' reading narrative text in control class (76,59).

Based on the T-test, it got sign. P-value (0,000) is lower than a (0,05) and T-test 3,895 is higher than Ttable (1,703). It means the hypothesis which states that comic strips is more effective to teach reading narrative text at the ninth grade of SMP n 4 Jatiyoso is accepted. The result indicates that teaching reading narrative text using comic strips is more effective than the students who are taught by using module media.

## CHAPTER V

### CONCLUSIONS AND SUGESTIONS

#### A. Conclusions

After finishing research, the researcher will draw some conclusions as the result of the study at the eighth grade students of SMP N 4 Jatiyoso, Karanganyar in academic year 2016/2017 on the use of comic strips in improving students' reading skill comprehension of narrative text.

Based on this research, the researcher conclude that using comic strips as teaching media/aids in teaching narrative text can improve the students' reading skill and also motivate the students in learning English, especially narrative text. Because it can create fun, competitive, and consequently memorable learning in English subject. It can be seen from the significant improvement of students' score from the comparation between contol group and experimental group.

This study concluded as follow:

1. The implementation of comic strips as teaching media/aids in teaching narrative text are:
  - a. Teacher shows comic strips and asks the students to guess what the title of story based on the pictures.
  - b. Teacher asks some students to distribute the comic strips to each students.

- c. Teacher determines the first group, second group, third group, etc to discuss about the story and generic structure of narrative text.
  - d. The students ask the difficult word or phrase to the teacher .
  - e. Teacher asks some students to distribute the passage related to the comic strips.
  - f. Teacher asks some students to distribute the questions and answer sheet to each students.
2. The improvement of students' reading comprehension skill in learning narrative text using comic strips:

This research showed that the use of comic strips can improve the students' reading comprehension skill of narrative text. There were significant improvement of students' achievement in experimental group. Based on the finding and discussion in the previous chapter, it could be concluded that the use of comic strips as media in teaching reading comprehension skill of narrative text was effective. It was proved by the obtained score of t-test. The t-test showed that t-score 3,895 was higher than t-table 1,703. It means that  $H_a$  was accepted and  $H_o$  was rejected.

Since the t-score was higher than the t-table, there was a significance difference in the achievement between students in class IX C who were taught reading comprehension skill in

narrative text using comic strips and students in class IX A who were taught without using comic strips. The average score of experimental group was 83,48 and the average score of control group was 76,59. It means that the experimental group (class IX C) was better than the control group (class IX A).

The result of the research shows that comic strips is more effective and give significance different in the reading achievement, especially in teaching reading on narrative text. The use of comic strips is able to make the students achievement in reading test higher than the students whose not use it in SMP N 4 Jatiyoso.

The application of comic strips is more effective since it helps the students to make the creative outlining before reading and it can improves the students ability in memorizing the vocab. The students also become easier when they want to answer the question which is given by their teachers.

## **B. SUGGESTIONS**

Based on the result of this research positievely indicates that there is positive effect using comic strips in teaching narrative text. Some suggestions for the teaching and learning English are proposed as follows:

1. To English Teacher



- a. Teachers can use comic strips as a media to teach reading comprehension and makes students achievements improved.
- b. The English teacher should be selective in choosing teaching media/aids to help his/her job in explaining the material.
- c. Teacher also should not remain passive and give up all efforts to make improvements both in his/her performance in class and the understanding of the students to the material.
- d. The English teacher should give motivation to the students in teaching learning English.

2. To the students

- a. The students have to stay focus on teacher's direction in order to be able to practice and apply the group discussion used by the teacher.
- b. The students must have high motivation to follow the English lesson, especially in reading comprehension.
- c. The students are suggested to read the reading text accurately to find the difficult words to comprehend the text.
- d. Students should help each other to finish the reading task so each member can understand how to do the task.

### 3. To the researcher

The researcher is hoped that he will be more experience in teaching learning process especially in teaching reading comprehension. He also hoped this paper can be a little contribution to teach English reading.

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## SILABUS

Sekolah : SMP N 4 Jatiyoso

Kelas / Semester : IX / Genap

Mata Pelajaran : Bahasa Inggris

**Standar Kompetensi : 11. Membaca**

Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *narrative* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari

SK NO.	KOMPETENSI DASAR	MATERI POKOK	KEGIATAN PEMBELAJARAN	INDIKATOR	PENILAIAN	
					TEKNIK	BENEFIT INSTRUMEN
1.	11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i> dan <i>report</i>	<p>Teks monolog esay pendek sederhana berbentuk naratif dan report</p> <p>Kosa kata yang terkait dengan tema dan jenis teks.</p> <p>The Naughter Brothers</p> <p><i>Kim and Sandra were doing their homework from school. They had to make a cloth puppet and a paper house At noon Kim and Sandra left their room to have lunch in the dining room. While they were busily eating and chatting, their brothers, Tim and Alex, sneaked into the bedroom. They took the puppets and hid them</i></p>	<p>Bertanya jawab tentang berbagai hal yang berkaitan dengan materi.</p> <p>Membahas kosakata yang berkaitan dengan teks <i>narrative</i> dan <i>report</i>.</p> <p>Membaca teks esei pendek.</p> <p>Menjawab pertanyaan tentang isi teks.</p> <p>Membahas struktur kalimat yang berkaitan dengan teks <i>narrative</i> dan <i>report</i>.</p>	<p>- Siswa dapat membaca nyaring teks naratif dengan ucapan, tekanan, dan intonasi yang berterima serta dapat mengidentifikasi makna gagasan dalam teks meliputi:</p> <ul style="list-style-type: none"> <li>- Gagasan utama</li> <li>- Informasi faktual</li> <li>- Makna kata, frasa, kalimat</li> </ul>	Three Phase Technique	Essay

		<p><i>behind the wardrobe.</i></p> <p><i>After lunch, Kim and Sandra could not find the puppets anywhere. They searched everywhere, but still the puppets were missing. Meanwhile, Tim and Alex were playing outside. Kim and Sandra cried, because they would not be able to hand in their puppets the next day.</i></p> <p><i>In the morning, Tim remembered that they had not returned them to the girls. "Here are the puppets. I'm sorry we hid them yesterday," Tim said. Grandma was very angry, "Don't ever do that again!" she said. Kim and Sandra handed in them to their teacher, and they got very good marks.</i></p> <ol style="list-style-type: none"> <li><i>1. What did Kim and Sandra do yesterday?</i></li> <li><i>2. Where did their brothers hide the puppets?</i></li> <li><i>3. How was the grand ma?</i></li> </ol>	<p>Menjawab pertanyaan yang berhubungan dengan jenis teks, ciri kebahasaan, struktur generik, dan fitur-fitur kebahasaan teks <i>narrative</i> dan <i>report</i></p>		
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## Rencana Pelaksanaan Pembelajaran (RPP)

### KELAS EKSPERIMEN

Nama Sekolah : SMP N 4 Jatiyoso  
Kelas/Semester : IX/II  
Mata Pelajaran : Bahasa Inggris  
Topic : Narrative Text  
Pertemuan : 1 dan 2  
Alokasi Waktu : 4 x 40 menit

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#### A. Standard Kompetensi

##### Membaca (Reading)

11. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk narrative dan report untuk berinteraksi dalam konteks kehidupan sehari-hari.

#### B. Kompetensi Dasar

11.1 Membaca nyaring bermakna teks tulis fungsional dan esei pendek sederhana berbentuk narrative dan report dengan ucapan, tekanan dan intonasi yang berterima untuk berinteraksi dalam konteks kehidupan sehari-hari.

#### C. Indikator

1. Siswa dapat membaca nyaring teks naratif dengan ucapan, tekanan, dan intonasi yang berterima serta dapat mengidentifikasi makna gagasan dalam teks meliputi: Gagasan utama, Informasi faktual, Makna kata, frasa, kalimat

#### D. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi main idea, informasi umum specific dan moral value dalam narrative text
- Siswa mampu mengidentifikasi language features dan generic structure dalam narrative text
- Siswa mampu merespon main idea, supporting details dalam narrative text
- Siswa mampu merespon informasi umum, specific dalam narrative text

Karakter siswa yang diharapkan :

- Dapat dipercaya ( Trustworthines)
- Rasa hormat dan perhatian ( *respect* )
- Tekun ( *diligence* )

#### E. Materi Pembelajaran



- Materi Narrative Text
- *Comic Strips*: “The Smartest Animal”

F. Metode Pembelajaran : Ceramah/Diskusi

G. Sumber Belajar

- *Comic Strips*
- LKS

H. Kegiatan Belajar Mengajar

1. Kegiatan Pendahuluan

*Apersepsi* :

- Guru memberi salam, berdoa dan mengtur penampilan kelas.

*Motivasi* :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa

2. Kegiatan Inti

### **Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- Mempresentasikan narrative text di papan tulis.
- Membaca ‘The Smartest Animal’ dengan intonasi dan ekspresi yang tepat
- Membaca comic strip dengan intonasi dan pelafalan yang sesuai
- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran

### **Elaborasi**

Dalam kegiatan elaborasi, guru:

- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;

- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

### **Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
- Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
- Membantu menyelesaikan masalah;
- Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
- Memberi informasi untuk bereksplorasi lebih jauh;
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

### 3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan

konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

I. Penilaian

1. Teknik : Tes Tertulis
  2. Bentuk : Pilihan ganda
- Total pertanyaan : 10  
Nilai setiap pertanyaan : 10  
Nilai Siswa = Skor x 10 = 100

Mengetahui

Guru Mata Pelajaran

Praktikan

Lanjar Wiseno A.md

Agung Wahyu N

NIP 196909022005011008

NIM 123221005

## Rencana Pelaksanaan Pembelajaran (RPP)

### KELAS EKSPERIMEN

Nama Sekolah : SMP N 4 Jatiyoso  
Kelas/Semester : IX/II  
Mata Pelajaran : Bahasa Inggris  
Topic : Narrative Text  
Pertemuan : 2  
Alokasi Waktu : 2 x 40 menit

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#### A. Standard Kompetensi

##### Membaca (Reading)

11. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk narrative dan report untuk berinteraksi dalam konteks kehidupan sehari-hari.

#### B. Kompetensi Dasar

11.1 Membaca nyaring bermakna teks tulis fungsional dan esei pendek sederhana berbentuk narrative dan report dengan ucapan, tekanan dan intonasi yang berterima untuk berinteraksi dalam konteks kehidupan sehari-hari.

#### C. Indikator

2. Siswa dapat membaca nyaring teks naratif dengan ucapan, tekanan, dan intonasi yang berterima serta dapat mengidentifikasi makna gagasan dalam teks meliputi: Gagasan utama, Informasi faktual, Makna kata, frasa, kalimat

#### D. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi main idea, informasi umum specific dan moral value dalam narrative text
- Siswa mampu mengidentifikasi language features dan generic structure dalam narrative text
- Siswa mampu merespon main idea, supporting details dalam narrative text
- Siswa mampu merespon informasi umum, specific dalam narrative text

Karakter siswa yang diharapkan :

- Dapat dipercaya ( Trustworthines)
- Rasa hormat dan perhatian ( *respect* )
- Tekun ( *diligence* )

#### E. Materi Pembelajaran

- Materi Narrative Text
  - *Comic Strips*: “The Lion and His Fear”
- F. Metode Pembelajaran : Ceramah/Diskusi
- G. Sumber Belajar
- *Comic Strips*
  - LKS
- H. Kegiatan Belajar Mengajar
1. Kegiatan Pendahuluan
 

*Apersepsi* :

    - Guru memberi salam, berdoa dan mengtur penampilan kelas.

*Motivasi* :

    - Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa
  2. Kegiatan Inti
 

**Eksplorasi**

Dalam kegiatan eksplorasi, guru:

    - Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
    - Mempresentasikan narrative text di papan tulis.
    - Membaca ‘The Lion and His Fear’ dengan intonasi dan ekspresi yang tepat
    - Membaca comic strip dengan intonasi dan pelafalan yang sesuai
    - Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
    - Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran

### **Elaborasi**

Dalam kegiatan elaborasi, guru:

- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;

- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

### **Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
- Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
- Membantu menyelesaikan masalah;
- Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
- Memberi informasi untuk bereksplorasi lebih jauh;
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

### 3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan

konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

I. Penilaian

1. Teknik : Tes Tertulis
  2. Bentuk : Pilihan ganda
- Total pertanyaan : 10  
Nilai setiap pertanyaan : 10  
Nilai Siswa = Skor x 10 = 100

Mengetahui

Guru Mata Pelajaran

Praktikan

Lanjar Wiseno A.md

Agung Wahyu N

NIP 196909022005011008

NIM 123221005

## Rencana Pelaksanaan Pembelajaran (RPP)

### KELAS KONTROL

Nama Sekolah : SMP N 4 Jatiyoso  
Kelas/Semester : IX/II  
Mata Pelajaran : Bahasa Inggris  
Topic : Narrative Text  
Pertemuan : 1  
Alokasi Waktu : 2 x 40 menit

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#### A. Standard Kompetensi

##### Membaca (Reading)

11. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk narrative dan report untuk berinteraksi dalam konteks kehidupan sehari-hari.

#### B. Kompetensi Dasar

11.1 Membaca nyaring bermakna teks tulis fungsional dan esei pendek sederhana berbentuk narrative dan report dengan ucapan, tekanan dan intonasi yang berterima untuk berinteraksi dalam konteks kehidupan sehari-hari.

#### C. Indikator

3. Siswa dapat membaca nyaring teks naratif dengan ucapan, tekanan, dan intonasi yang berterima serta dapat mengidentifikasi makna gagasan dalam teks meliputi: Gagasan utama, Informasi faktual, Makna kata, frasa, kalimat

#### D. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi main idea, informasi umum specific dan moral value dalam narrative text
- Siswa mampu mengidentifikasi language features dan generic structure dalam narrative text
- Siswa mampu merespon main idea, supporting details dalam narrative text
- Siswa mampu merespon informasi umum, specific dalam narrative text

Karakter siswa yang diharapkan :

- Dapat dipercaya ( Trustworthines)
- Rasa hormat dan perhatian ( *respect* )
- Tekun ( *diligence* )

#### E. Materi Pembelajaran



- Materi Narrative Text
- Contoh Narratif text di LKS “The Smartest Animal”

F. Metode Pembelajaran : Ceramah/Diskusi

G. Sumber Belajar

- Buku yang relevan
- LKS

H. Kegiatan Belajar Mengajar

1. Kegiatan Pendahuluan

*Apersepsi :*

- Guru memberi salam, berdoa dan mengtur penampilan kelas.

*Motivasi :*

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa

2. Kegiatan Inti

### **Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- Mempresentasikan narrative text di papan tulis.
- Membaca ‘The Smartest Animal’ dengan intonasi dan ekspresi yang tepat
- Membaca comic strip dengan intonasi dan pelafalan yang sesuai
- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan

### **Elaborasi**

Dalam kegiatan elaborasi, guru:

- Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;

- Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

### **Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
- Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
- Membantu menyelesaikan masalah;
- Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
- Memberi informasi untuk bereksplorasi lebih jauh;
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

### 3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- memberikan umpan balik terhadap proses dan hasil pembelajaran;
- merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan

konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

I. Penilaian

1. Teknik : Tes Tertulis
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- Total pertanyaan : 10  
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Mengetahui

Guru Mata Pelajaran

Praktikan

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Agung Wahyu N

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## TRY-OUT TEST

Direction:

- Read this test carefully
- This score doesn't change your mid-test, final test or daily score

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I. Choose the correct answer by crossing the a, b, c or d

*Text 1 for question 1-5*

Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach, two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for along time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.

1. What is the purpose of the text above?
  - a. To tell us how to write a story
  - b. To inform what happened in the past
  - c. To give a description of a beautiful girl
  - d. To entertain readers with an actual, or vicarious experience
2. What was there at the palace one day?
  - a. A game
  - b. A birthday party
  - c. Glass slippers

- d. A ball
3. Why did the king hold the event at his palace?
    - a. To celebrate his birthday
    - b. To entertain his people
    - c. To celebrate his wedding
    - d. To show give amusement to his guests.
  4. How was the end of the story?
    - a. The prince married Cinderella.
    - b. The king gave the kingdom to Cinderella.
    - c. Cinderella was killed by her step mother .
    - d. Cinderella was betrayed by the king.
  5. “She also gave Cinderella a lovely dress....” (Paragraph 4). The underlined word has the same meaning with .....
- a. Boring
  - b. Polite
  - c. Pretty
  - d. Loyal

*Text 2 for questions 6 to 9*

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

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

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

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

6. The text tells the story of .....
  - a. a fox
  - b. a fox and a goat
  - c. the goat and an old man
  - d. a goat
7. What do we learn from the text?
  - a. The fox's idea of how to get out of the well
  - b. How the fox helped the goat
  - c. How both the goat and the fox got out of the well
  - d. Why the fox got into the well
8. "The goat did as he was asked ....." (Paragraph 3)

What does the above sentence mean?

- a. The goat drank enough and looked around.
  - b. The goat came down to the well and drank.
  - c. The goat stood on his hind legs and put his forelegs against the side of the well.
  - d. The goat waited someone who might help him.
9. "Come down and try it yourself." (Paragraph 1). The underlined word refers to .....
  - a. a well
  - b. a fox
  - c. Life
  - d. Water

*Text 3 for questions 10 to 13*

Once upon a time, there was a king who ruled in Teberu Lombok, who had a beautiful daughter called Puteri Mandalika. Because of her beauty, princes and kings from other kingdom around Teberu wished that she would be their wife. Six of them came to Teberu and ask for her hand of marriage. They were Prince Bumbang, Prince Aryo Johor, Prince Singa Trasak, Prince Daria Loka, Prince Gunung Piring and Prince Bungsu. Each prince wanted to win the hearth of Puteri Mandalika.

Her father, the king of Teberu, was very confused and did not know what to do. If he chose one prince instead of another then it would create jealousy and there could be war against his kingdom. All the princes were handsome and powerful and so the king allowed his daughter to make her own choice. But Puteri Mandalika was confused too and she also knew the dangerous risk that her kingdom and people would get, if she chose either one of the princes.

After several days of serious thinking, Puteri Mandalika met her parents and asked her permission to announce her decision in front of all the princes and the people of Teberu the next day in the beach. Early next morning, everybody gathered on the beach. There was a gentle breeze with small waves breaking softly across the shore. Everybody was looking at Puteri Mandalika, waiting for her announcement.

Meanwhile, the six princes prayed in their heart that he would be the chosen one. Then in a loud and clear voice, Puteri Mandalika Said, "Oh my beloved mother and father, all the princes and especially the people of Teberu Kingdom. Today I would like to announce that I will not give myself to any one of the princes, but rather to all people of Teberu and my own kingdom." Then Puteri Mandalika threw herself into the sea from the top of a hill and disappeared. Everybody desperately search for her but she could not be found and people believed she was transformed into flowing sea worms called "nyale". .

10. The second paragraph is called .....

- a. Orientation
- b. Complication
- c. Resolution
- d. Identification

11. Why was it hard for the princess to choose one of the princes?

- a. She loved all the princes.
- b. All the princes were handsome.
- c. All the princes were powerful.
- d. She was afraid of the dangerous risk.

12. "Six of them came to Teberu and ask for her hand of marriage."  
(Paragraph 1)

The underlined phrase can be replaced by .....

- a. Intend
- b. Admit
- c. propose
- d. Accompany

13. From the text we may conclude that .....

- a. Putri Mandalika sacrificed herself to the sea for the sake of her people.
- b. Putri Mandalika was a selfish princess.
- c. One of the princes won the heart of Putri Mandalika.
- d. The war happened against the kingdom due to the princess' decision.

*Text 4 for questions 14 to 17*

#### The Lion and the Mouse

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

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

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

14. What is the purpose of the text?

- a. To entertain the readers
- b. To persuade the readers that something should or should not be the case
- c. To inform the readers about the events of the day which are considered newsworthy



- d. To explain something
15. What is the moral value of the text?
- a. Don't look at someone because of his clothes
  - b. It is best for prepare for the days of necessity
  - c. Common people may prove great ones
  - d. United we stand, divided we fall
16. Paragraph three mainly tells us that .....
- a. The little mouse asked for forgiveness
  - b. The hunters carried the lion alive to the King
  - c. The lion was tied to a tree by the hunters
  - d. The little mouse could prove that he could help the lion
17. What did the little mouse do to prove his words?
- a. He would never forget the lion
  - b. He tried hard to help the lion free
  - c. He ran up and down upon the lion
  - d. He asked for apology to the king of the beast

*Text 5 for question 18-20*

### Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

18. What type of the text is used by the witer?
- a. Narrative
  - b. Report
  - c. Descriptive
  - d. Comparative
19. To tell the plot, the writers uses.....
- a. a rhetorical question and an exclamation
  - b. time sequences
  - c. contrastive evidences
  - d. past tense
20. Why Snow White ran away to the woods?
- a. Her parents passed away
  - b. Her uncle was angry with her
  - c. Her uncle and aunt would go to America
  - d. Snow White was happy to run away

*Text 6 for question 21-25*

#### The Rats and The Elephants

Once upon a time their 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 taking 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 on 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.

21. What type of text is the above text? It is ...
  - a. a narrative text
  - b. a description text
  - c. a recount text
  - d. an anecdote text
22. 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
23. What helped the elephant's herd free?
  - a. the elephant-hunter did
  - b. entire group of rats did
  - c. the trapped elephants did
  - d. a group of king did
24. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
  - a. Identification
  - b. Orientation
  - c. Complication
  - d. Resolution
25. At the end of the story, how was the elephant's herd?
  - a. Angry
  - b. Sad
  - c. Happy
  - d. Dead

*Text 7 for question 26-30*

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

26. Which one of the following statements is false about Sang Prabu?
- Sang Prabu was a father of his only daughter
  - Sang Prabu was a king of a kingdom in West Java
  - Sang Prabu was taken to Kahyangan by a wicked fairy
  - Sang Prabu was a wise man
27. Why the wicked fairy did used her magic to make Raden Begawan unconscious?
- She didn't like Raden Begawan
  - She didn't want Raden Prabu marry the princess
  - She wanted Teja Nirmala to forget about her wedding
  - She didn't want the prince of Blambangan marry the princess
28. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
- Princess Segara will have married with Raden Begawan
  - Sang Prabu will not hold strength competition
  - Wicked Fairy will not take Raden Begawan's life
  - Teja Nirmala will stay in the Kahyangan
29. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...

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

30. The similarity between fairy and human according to the text.

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

*Text 8 for question 31-35*

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

31. Which the following fact is true about Kbo Iwo?

- a. Kebo Iwo ate a little amount of meat
- b. Kebo Iwo is a destroyer that cannot make anything
- c. Kebo Iwo was angry because his food was stolen by Balinese people
- d. Kebo eat food was equal for food of thousand people

32. Why did Kebo Iwo feel angry to the Balinese people?
- a. Because Balinese people ate his meal
  - b. Because Balinese people took his food so his barns was empty
  - c. Because Balinese people didn't give him food
  - d. Because Balinese people were in hunger
33. According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?
- a. There will be no Bali island
  - b. Bali People will never be angry
  - c. All Bali people will live in a prosperous way
  - d. We are not able see the beauty of Lake Batur
34. So, they came together to plan steps to oppose this powerful giant.....(Paragraph 3) The antonym of the word "oppose " is....
- a. Support
  - b. Defeat
  - c. Turn Against
  - d. Beat
35. What is mount batur?
- a. A lake build by Kebo Iwa
  - b. A well dug by Kebo iwa
  - c. The mountain build by Kebo Iwa
  - d. A mound of earth dug from the well by Kebo iwa

*Text 9 for question 36-40*

Once there was a farmer from laos. Every morning and every evening he ploughed his field with his buffalo. One day, a tiger saw the farmer and his buffalo working. The tiger was surprised to see big animal listening to small animal. He wanted to know more about the buffalo and the man.

After the man home, the tiger spoke to the buffalo, "you are so big and strong. Why do you everything the man tells you ?" the buffalo answer, "oh, the man is very intelligent." The tiger asked, "can you tell me how intelligent he is?" "No, I can't tell you,"said the buffalo "But you can ask him".

So the next day the tiger said to the man, “can I see your intelligence?” but the man answered, “it’s a home.” “can you go and get it?” asked the tiger. “Yes,” said the man, “But i’m afraid you will kill my buffalo when i’m gone. Can i tie you to a tree?”

After the man tied the tiger to the tree, he didn’t go home to get his intelligent. He took his plough and hit the tiger. Then he said, “Now you know about my intelligence even if you haven’t seen it.

36. Where the story take place?

- a. Market
- b. Field
- c. School
- d. Forest

37. Which of the following was surprised to see the buffalo and the farmer working on the field.

- a. The Tiger
- b. The Farmer
- c. The Buffalo
- d. The Lion

38. Which one of this following is true based on the text?

- a. The buffalo is a small animal
- b. The Farmer and his buffalo working on the field
- c. The buffalo mare smarter than the farmer
- d. The Tiger was intelligence

39. “Can I see your Intelligence?” .... (paragraph 3).  
What is the closest meaning with underline word?

KUNCI JAWABAN TRY OUT TEST:

1. D	11. D	21. A	31. A	41. A
2. B	12. C	22. C	32. D	42. B
3. C	13. A	23. A	33. B	43. B
4. A	14. C	24. B	34. B	44. A
5. D	15. C	25. C	35. C	45. A
6. C	16. D	26. B	36. C	46. B
7. A	17. B	27. B	37. D	47. C
8. C	18. A	28. D	38. C	48. D
9. B	19. B	29. D	39. C	49. B
10. B	20. A	30. A	40. B	50. D



## PRE-TEST

Direction:

- Read this test carefully
- This score doesn't change your mid-test, final test or daily score

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I. Choose the correct answer by crossing the a, b, c or d

*Text 1 for question 1-5*

### The Rats and The Elephants

Once upon a time they 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 taking 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 ...
  - e. a narrative text
  - f. a description text
  - g. a recount text
  - h. an anecdote text
2. What destroyed the homes of all rats?
  - e. a group of mice did
  - f. the hunter did
  - g. elephant-hunter did
  - h. a group of elephant did
3. What helped the elephant's herd free?

- e. the elephant-hunter did
  - f. entire group of rats did
  - g. the trapped elephants did
  - h. a group of king did
4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
- e. Identification
  - f. Orientation
  - g. Complication
  - h. Resolution
5. At the end of the story, how was the elephant's herd?
- e. Angry
  - f. Sad
  - g. Happy
  - h. Dead

*Text 2 for question 6-10*

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

6. Which one of the following statements is false about Sang Prabu?
- e. Sang Prabu was a father of his only daughter
  - f. Sang Prabu was a king of a kingdom in West Java
  - g. Sang Prabu was taken to Kahyangan by a wicked fairy

- h. Sang Prabu was a wise man
7. Why the wicked fairy did used her magic to make Raden Begawan unconscious?
- e. She didn't like Raden Begawan
  - f. She didn't want Raden Prabu marry the princess
  - g. She wanted Teja Nirmala to forget about her wedding
  - h. She didn't want the prince of Blambangan marry the princess
8. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
- e. Princess Segara will have married with Raden Begawan
  - f. Sang Prabu will not hold strength competition
  - g. Wicked Fairy will not take Raden Begawan's life
  - h. Teja Nirmala will stay in the Kahyangan
9. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...
- e. The wicked fairy
  - f. The nice fairy
  - g. Princess Nirmala
  - h. Prince Teja
10. The similarity between fairy and human according to the text.
- e. The place they live
  - f. The jealousy that they possess
  - g. The way they don't feel a love
  - h. The strength they have

*Text 3 for question 11-15*

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

11. Which the following fact is true about Kbo Iwo?

- e. Kebo Iwo ate a little amount of meat
- f. Kebo Iwo is a destroyer that cannot make anything
- g. Kebo Iwo was angry because his food was stolen by Balinese people
- h. Kebo eat food was equal for food of thousand people

12. Why did Kebo Iwo feel angry to the Balinese people?

- e. Because Balinese people ate his meal
- f. Because Balinese people took his food so his barns was empty
- g. Because Balinese people didn't give him food
- h. Because Balinese people were in hunger

13. According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?

- e. There will be no Bali island
- f. Bali People will never be angry
- g. All Bali people will live in a prosperous way
- h. We are not able see the beauty of Lake Batur

14. So, they came together to plan steps to oppose this powerful giant.....(Paragraph 3) The antonym of the word "oppose" is....

- e. Support

- f. Defeat
- g. Turn Against
- h. Beat

15. What is mount batur?

- e. A lake build by Kebo Iwa
- f. A well dug by Kebo iwa
- g. The mountain build by Kebo Iwa
- h. A mound of earth dug from the well by Kebo iwa

*Text 4 for question 16-20*

Once there was a farmer from laos. Every morning and every evening he ploughed his field with his buffalo. One day, a tiger saw the farmer and his buffalo working. The tiger was surprised to see big animal listening to small animal. He wanted to know more about the buffalo and the man.

After the man home, the tiger spoke to the buffalo, “you are so big and strong. Why do you everything the man tells you ?” the buffalo answer, “oh, the man is very intelligent.” The tiger asked, “can you tell me how intelligent he is?” “No, I can’t tell you,”said the buffalo “But you can ask him”.

So the next day the tiger said to the man, “can I see your intelligence?” but the man answered, “it’s a home.” “can you go and get it?” asked the tiger. “Yes,” said the man, “But i’m afraid you will kill my buffalo when i’m gone. Can i tie you to a tree?”

After the man tied the tiger to the tree, he didn’t go home to get his intelligent. He took his plough and hit the tiger. Then he said, “Now you know about my intelligence even if you haven’t seen it.

16. Where the story take place?

- e. Market
- f. Field
- g. School
- h. Forest

17. Which of the following was surprised to see the buffalo and the farmer working on the field.

- e. The Tiger
- f. The Farmer
- g. The Buffalo
- h. The Lion

**KUNCI JAWABAN PRE-TEST :**

- |       |       |       |
|-------|-------|-------|
| 1. A  | 11. D | 21. A |
| 2. D  | 12. C | 22. C |
| 3. B  | 13. D | 23. A |
| 4. B  | 14. A | 24. B |
| 5. C  | 15. B | 25. C |
| 6. C  | 16. B | 26. B |
| 7. D  | 17. A | 27. B |
| 8. C  | 18. B | 28. D |
| 9. C  | 19. A | 29. D |
| 10. B | 20. A | 30. A |

## POST-TEST

Direction:

- Read this test carefully
- This score doesn't change your mid-test, final test or daily score

---

I. Choose the correct answer by crossing the a, b, c or d

*Text 1 for question 1-5*

Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach, two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for along time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.

1. What is the purpose of the text above?
  - e. To tell us how to write a story
  - f. To inform what happened in the past
  - g. To give a description of a beautiful girl
  - h. To entertain readers with an actual, or vicarious experience
2. What was there at the palace one day?
  - e. A game
  - f. A birthday party
  - g. Glass slippers
  - h. A ball

3. Why did the king hold the event at his palace?
  - e. To celebrate his birthday
  - f. To entertain his people
  - g. To celebrate his wedding
  - h. To show give amusement to his guests.
4. How was the end of the story?
  - e. The prince married Cinderella.
  - f. The king gave the kingdom to Cinderella.
  - g. Cinderella was killed by her step mother .
  - h. Cinderella was betrayed by the king.
5. “She also gave Cinderella a lovely dress....” (Paragraph 4). The underlined word has the same meaning with .....

  - e. Boring
  - f. Polite
  - g. Pretty
  - h. Loyal

*Text 2 for questions 6 to 9*

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

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

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

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



6. The text tells the story of .....
- e. a fox
  - f. a fox and a goat
  - g. the goat and an old man
  - h. a goat
7. What do we learn from the text?
- e. The fox's idea of how to get out of the well
  - f. How the fox helped the goat
  - g. How both the goat and the fox got out of the well
  - h. Why the fox got into the well
8. "The goat did as he was asked ....." (Paragraph 3)

What does the above sentence mean?

- e. The goat drank enough and looked around.
  - f. The goat came down to the well and drank.
  - g. The goat stood on his hind legs and put his forelegs against the side of the well.
  - h. The goat waited someone who might help him.
9. "Come down and try it yourself." (Paragraph 1). The underlined word refers to .....
- e. a well
  - f. a fox
  - g. Life
  - h. Water

*Text 3 for questions 10 to 13*

Once upon a time, there was a king who ruled in Teberu Lombok, who had a beautiful daughter called Puteri Mandalika. Because of her beauty, princes and kings from other kingdom around Teberu wished that she would be their wife. Six of them came to Teberu and ask for her hand of marriage. They were Prince

Bumbang, Prince Aryo Johor, Prince Singa Trasak, Prince Daria Loka, Prince Gunung Piring and Prince Bungsu. Each prince wanted to win the hearth of Puteri Mandalika.

Her father, the king of Teberu, was very confused and did not know what to do. If he chose one prince instead of another then it would create jealousy and there could be war against his kingdom. All the princes were handsome and powerful and so the king allowed his daughter to make her own choice. But Puteri Mandalika was confused too and she also knew the dangerous risk that her kingdom and people would get, if she chose either one of the princes.

After several days of serious thinking, Puteri Mandalika met her parents and asked her permission to announce her decision in front of all the princes and the people of Teberu the next day in the beach. Early next morning, everybody gathered on the beach. There was a gentle breeze with small waves breaking softly across the shore. Everybody was looking at Puteri Mandalika, waiting for her announcement.

Meanwhile, the six princes prayed in their heart that he would be the chosen one. Then in a loud and clear voice, Puteri Mandalika Said, "Oh my beloved mother and father, all the princes and especially the people of Teberu Kingdom. Today I would like to announce that I will not give myself to any one of the princes, but rather to all people of Teberu and my own kingdom." Then Puteri Mandalika threw herself into the sea from the top of a hill and disappeared. Everybody desperately search for her but she could not be found and people believed she was transformed into flowing sea worms called "nyale". .

10. The second paragraph is called .....

- e. Orientation
- f. Complication
- g. Resolution
- h. Identification

11. Why was it hard for the princess to choose one of the princes?

- e. She loved all the princes.
- f. All the princes were handsome.
- g. All the princes were powerful.
- h. She was afraid of the dangerous risk.

12. "Six of them came to Teberu and ask for her hand of marriage." (Paragraph 1)

The underlined phrase can be replaced by .....

- e. Intend

- f. Admit
- g. propose
- h. Accompany

13. From the text we may conclude that .....

- e. Putri Mandalika sacrificed herself to the sea for the sake of her people.
- f. Putri Mandalika was a selfish princess.
- g. One of the princes won the heart of Putri Mandalika.
- h. The war happened against the kingdom due to the princess' decision.

*Text 4 for questions 14 to 17*

#### The Lion and the Mouse

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

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

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

14. What is the purpose of the text?

- e. To entertain the readers
- f. To persuade the readers that something should or should not be the case
- g. To inform the readers about the events of the day which are considered newsworthy
- h. To explain something

15. What is the moral value of the text?

- e. Don't look at someone because of his clothes
- f. It is best for prepare for the days of necessity
- g. Common people may prove great ones
- h. United we stand, divided we fall

16. Paragraph three mainly tells us that .....

- e. The little mouse asked for forgiveness
- f. The hunters carried the lion alive to the King
- g. The lion was tied to a tree by the hunters
- h. The little mouse could prove that he could help the lion

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

- e. He would never forget the lion
- f. He tried hard to help the lion free
- g. He ran up and down upon the lion
- h. He asked for apology to the king of the beast

*Text 5 for question 18-20*

### Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

KUNCI JAWABAN POST-TEST :

11. D	11. D	21. A
12. B	12. C	22. C
13. C	13. A	23. A
14. A	14. C	24. B
15. D	15. C	25. C
16. C	16. D	26. B
17. A	17. B	27. B
18. C	18. A	28. D
19. B	19. B	29. D
20. B	20. A	30. A

Students List and score in Experimental class

No	Student Name	Pre-Test	Post-Test	Gain
1	A'idadatul Fitriyah	60	73	13
2	Aji Ramadhan	53	87	34
3	Alfian Iqbal D	60	73	13
4	Anas Arridho	60	80	20
5	Asih Murwati	53	90	37
6	Deni Setiawan	53	77	24
7	Dimas Nugroho	63	90	27
8	Dwi Haryanti	60	87	27
9	Fatimah	60	83	23
10	Fendy Hananto	70	87	17
11	Hana Faujiah	80	90	10
12	Helma Putri Lestari	53	77	24
13	Heru Nugroho	63	93	30
14	Khoirul Anwar	53	77	24
15	Lita Nur Wulandari	47	83	36
16	Mira Anjani	53	87	34
17	Molyadi	60	80	20
18	Muhamat Khoirudin	63	90	27
19	Muna Hnifah	47	77	30
20	Purnomo	67	93	26
21	Rijaludin	47	87	40
22	Sari Asih	47	83	36
23	Siti Nurjanah	63	73	10
24	Sumini	47	83	36
25	Sumiyati	70	87	17
26	Tyastuti	47	87	40
27	Wisnu Pratama	47	80	33
28	Zainal Arifin	67	90	23
29	Zainal Haq	60	77	17
	Total	1673	2421	748
	AVERAGE	57,69	83,48	
	STANDARD DEVIATION	8,56948	6,1448	

Student List and Score in Control Class

No	Student Name	Pre-Test	Post-Test	Gain
1	Abdullah Riyanto	67	87	20
2	Ananda Kinanthi	53	77	24
3	Ani Rohmah Khoiriah	53	70	17
4	Christian	70	87	17
5	Dwi Prasetyo	73	83	10
6	Dwi Untoro	73	77	10
7	Dwinur Apriyani	67	77	4
8	Erina Susi Irawati	63	73	10
9	Feri Pradana	63	67	10
10	Gesang Suryo Guritno	57	83	4
11	Giyanto	57	87	26
12	Gunawan Budi P	70	67	30
13	Khoirudin	53	70	-3
14	Listyani	53	67	17
15	Nita Suryaningsih	63	77	14
16	Nur Aisah	67	83	14
17	Nuroh Hani	63	77	16
18	Fatmawati	63	80	17
19	Pus Fita Sari	57	67	10
20	Renaldi Saputra	53	73	20
21	Rohana	63	67	4
22	Rusmini	67	83	16
23	Ryan Firmansyah	67	90	23
24	Tri Agustin Ulandari	57	73	16
25	Wahyu Eko Listiyanto	77	73	-4
26	Wahyudi	70	80	10
27	Wahyuni	53	73	20
	Total	1692	2068	376
	AVERAGE	62,67	76,59	
	STANDARD DEVIATION	7,243034	7,083346	

Normality test (pre-test control class)

x	x <sup>2</sup>	F	F	F/N	Z	P≤Z	L	x(f)
53	2809	6	6	0,222	-1,335175	0,0885	0,134	318
57	3249	4	10	0,370	-0,7826888	0,2266	0,144	228
63	3969	6	16	0,593	0,04604052	0,51994	0,073	378
67	4489	5	21	0,778	0,59853	0,70884	0,069	335
70	4900	3	24	0,889	1,01289	0,85834	0,036	210
73	5329	2	26	0,963	1,42726	0,92647	0,036	146
77	5929	1	27	1,000	1,97974	0,97441	0,026	77
Total								1692
Average								62,67
S, Deviation								7,24

Keterangan:  $0,144 < 0,161$  maka test yang diujikan normal,

Normality test (post-test control class)

x	x <sup>2</sup>	F	F	F/N	Z	P≤Z	L	x(f)
67	4489	5	5	0,185	-1,354886	0,0885	0,097	185
70	4900	2	7	0,259	-0,9311571	0,1723	0,088	240
73	5329	5	12	0,444	-0,5074283	0,2912	0,153	365
77	5929	5	17	0,630	0,05754	0,51994	0,110	385
80	6400	2	19	0,704	0,48127	0,57364	0,030	260
83	6889	4	23	0,852	0,90500	0,82994	0,023	332
87	7569	3	26	0,963	1,46997	0,92647	0,036	261
90	8100	1	27	1,000	1,89370	0,96784	0,032	90
Total								2068
Average								76,5926
S, Deviation								7,08

Keterangan:  $0,153 < 0,161$  maka test yang diujikan normal,

Normality test (pre-test experimental class)

X	x <sup>2</sup>	F	F	F/N	Z	P≤Z	L	x(f)
47	2209	7	7	0,241	-1,2487915	0,1057	0,136	125
53	2809	6	13	0,448	-0,5478569	0,2912	0,157	318
60	3600	7	20	0,690	0,2699001	0,59671	0,093	420



63	3969	4	24	0,828	0,62036739	0,34215	0,085	252
67	4489	2	26	0,897	1,08765711	0,85314	0,043	134
70	4900	2	28	0,966	1,4381244	0,92647	0,039	140
80	6400	1	29	1,000	2,60634869	0,99598	0,004	80
Total								1673
Average								57,68
S, Deviation								8,56

Keterangan:  $0,157 < 0,161$  maka test yang diujikan normal,

Normality test (post-test experimental class)

X	x <sup>2</sup>	F	F	F/N	Z	P<Z	L	x(f)
73	5329	3	3	0,103	-1,7072897	0,0401	0,063	229
77	5929	5	8	0,276	-1,0558239	0,1469	0,129	385
80	6400	3	11	0,379	0,5872245	0,2912	0,088	240
83	6885	4	15	0,517	0,0786252	0,4801	0,087	332
87	7569	7	22	0,759	0,57284062	0,70884	0,050	609
90	8100	5	27	0,931	1,06143996	0,85314	0,078	450
93	8649	2	29	1,000	1,55003931	0,93943	0,062	186
Total								2423
Average								83,482799
S, Deviation								6,34

Keterangan:  $0,129 < 0,161$  maka test yang diujikan normal,

Normality test pre-test

X	x <sup>2</sup>	F	F	F/N	Z	P<Z	L	x(f)
47	2209	7	7	0,125	-1,582743	0,0606	0,0644	329
53	2809	12	19	0,339286	-0,857229	0,1977	0,141586	636
57	3249	4	23	0,410714	-0,373553	0,3632	0,047514	228
60	3600	7	30	0,535714	-0,010796	0,4801	0,055614	420
63	3969	10	40	0,714286	0,3519606	0,63883	0,075456	630
67	4489	7	47	0,839286	0,8356366	0,80234	0,036946	469
70	4500	5	52	0,928571	1,1983939	0,87493	0,053641	350
73	5329	2	54	0,964286	1,5611505	0,93943	0,024856	346
77	5929	1	55	0,982143	2,0468264	0,97982	0,002323	77
80	6400	1	56	1	2,4075833	0,99286	0,00724	80
Total								3363
Average								60,085726
S, Deviation								8,27

Keterangan:

Kriteria pengujian : Tolak Ho Jika L maksimum > L tabel

Tolak Ho Jika L maksimum < L tabel

Batas penolakan Ho:  $0,886/\sqrt{n}$

$$0,886/\sqrt{56} = 0,161$$

L tertinggi adalah  $0,141 < 0,161$  maka Ho diterima

Artinya distribusi yang kita uji adalah normal

Normality test post-test

X	x <sup>2</sup>	F	F	F/N	Z	P<Z	L	x(f)
67	4489	5	5	0,08929	-1,776075	0,0401	0,04919	329
70	4900	2	7	0,12500	-1,371217	0,0885	0,03650	636
73	5329	8	15	0,26786	-0,966358	0,1711	0,09676	228
77	5929	10	25	0,44643	-0,426547	0,3264	0,12003	420
80	6400	5	30	0,53571	0,021689	0,4801	0,05561	630
83	6889	8	38	0,67857	0,3831695	0,63883	0,03974	469
87	7569	10	48	0,85714	1,9229805	0,82894	0,02820	350
90	8100	6	54	0,96429	1,3278388	0,91149	0,05280	346
93	8649	2	56	1	1,7326971	0,95994	0,04006	80
Total								4489
Average								80,160714
S, Deviation								7,41

Keterangan:

Kriteria pengujian : Tolak Ho Jika L maksimum > L tabel

Tolak Ho Jika L maksimum < L tabel

Batas penolakan Ho:  $0,886/\sqrt{n}$

$$0,886/\sqrt{56} = 0,161$$

L tertinggi adalah  $0,120 < 0,161$  maka Ho diterima

Artinya distribusi yang kita uji adalah normal

### UJI HOMOGENITAS (PRE-TEST)

No	x1	x2	(xi1-x2)	(xi2-x <sup>-2</sup> )	(xi1-x1)2	(xi2-x2)2
1	67	60	4,333333	2,310345	18,77778	5,337693
2	53	53	-9,66667	-4,68966	93,44444	21,99287
3	53	60	-9,66667	2,310345	93,44444	5,337693
4	70	60	7,333333	2,310345	53,77778	5,337693
5	73	53	10,333333	-4,68966	106,7778	21,99287
6	73	53	10,333333	-4,68966	106,7778	21,99287
7	67	63	4,333333	5,310345	18,77778	28,19976
8	63	60	0,333333	2,310345	0,111111	5,337693
9	63	60	0,333333	2,310345	0,111111	5,337693
10	57	70	-5,66667	12,31034	32,11111	151,5446
11	57	80	-5,66667	22,31034	32,11111	497,7515
12	70	51	7,333333	-4,68966	53,77778	21,99287
13	53	47	-9,66667	5,310345	93,44444	28,19976
14	53	53	-9,66667	-4,68966	93,44444	21,99287
15	63	47	0,333333	-10,6897	0,111111	114,2687
16	67	53	4,333333	-4,68966	18,77778	21,99287
17	63	60	0,333333	2,310345	0,111111	5,337693
18	63	63	0,333333	5,310345	0,111111	28,19976
19	57	47	-5,66667	-10,6897	32,11111	114,2687
20	53	67	-9,66667	9,310345	93,44444	86,68252
21	63	47	0,333333	-10,6897	0,111111	114,2687
22	67	47	4,333333	-10,6897	18,77778	114,2687
23	67	63	4,333333	5,310345	18,77778	28,19976
24	57	47	-5,66667	-10,6897	32,11111	114,2687
25	77	70	14,333333	12,31034	205,4444	151,5446
26	70	47	7,333333	-10,6897	53,77778	114,2687
27	53	47	-9,66667	-10,6897	93,44444	114,2687
28	0	67	0	9,310345	0	86,68252
29	0	60	0	2,310345	0	5,337693
Σ	1692	1673	0	0	1364	2056,207
x <sup>2</sup>	62,66667	57,68966			50,51852	70,90369
S	7,243034	8,569478				
S <sup>2</sup>	52,46154	73,43596				

F(max)hitung = Variansi terbesar/Variansi terkecil

$$(73,43/52,46)= 1,399$$

$$F(\text{max}) \text{ tabel} = 1,91$$

Kesimpulan = Ho diterima karena F(max) hitung < F(max) tabel

Yang berarti variansi kedua kelompok homogen

### UJI HOMOGENITAS (POST-TEST)

No	x1	x2	(xi1-x2)	(xi2-x <sup>-</sup> 2)	(xi1-x1)2	(xi2-x2)2
1	87	73	10,40741	-10,4828	108,3141	109,8882
2	77	87	0,407407	-3,48276	0,165981	12,37099
3	70	73	-6,59259	-10,4828	43,46778	109,8882
4	87	80	10,40741	3,517241	108,3141	12,37099
5	83	90	6,407407	-10,4828	41,05487	42,47444
6	77	77	0,407407	-3,48276	0,165981	42,02616
7	77	90	0,407407	6,517241	0,165981	90,57788
8	73	87	-3,59259	-6,48276	12,90672	42,02616
9	67	83	-9,59259	6,517241	92,01783	0,233056
10	83	87	6,407407	3,517241	41,05487	12,12961
11	87	90	10,40741	-0,48276	108,3141	42,47444
12	67	77	-9,59259	3,517241	92,01783	42,02616
13	70	93	-6,59259	6,517241	43,46778	90,57788
14	67	77	-9,59259	-6,48276	92,01783	42,02616
15	77	83	0,407407	-0,48276	0,165981	0,233056
16	83	87	6,407407	3,517241	41,05487	12,37099
17	77	80	0,407407	-3,48276	0,165981	12,12961
18	80	90	3,407407	6,517241	11,61043	42,47444
19	67	77	-9,59259	-6,48276	92,01783	42,02616
20	73	93	-3,59259	9,517241	12,90672	90,57788
21	67	87	-9,59259	3,517241	92,01783	12,37099
22	83	83	6,407407	-0,48276	41,05487	0,233056
23	90	73	13,40741	-10,4828	179,7586	109,8882
24	73	83	-3,59259	-0,48276	12,90672	0,233056
25	73	87	-3,59259	3,517241	12,90672	12,37099
26	80	87	3,407407	3,517241	11,61043	12,37099
27	73	80	-3,59259	-3,48276	12,90672	12,12961
28		90		6,517241		42,47444
29		77		-6,48276		42,02616
Σ	2068	2421			1304,519	1057,742
x <sup>-</sup>	76,59259	83,48276			48,3155	36,4569
S	7,083346	6,144804				
S <sup>2</sup>	50,17379	37,75862				

F(max)hitung = Variansi terbesar/Variansi terkecil

$$(73,43/52,46)= 1,399$$

$$F(\text{max}) \text{ tabel} = 1,91$$

Kesimpulan = Ho diterima karena F(max) hitung < F(max) tabel

Yang berarti variansi kedua kelompok homogen

No.	x1	x2
1	60	67
2	53	53
3	60	53
4	60	70
5	53	73
6	53	73
7	63	67
8	60	63
9	60	63
10	70	57
11	80	57
12	51	70
13	47	53
14	53	53
15	47	63
16	53	67
17	60	63
18	63	63
19	47	57
20	67	53
21	47	63
22	47	67
23	63	67
24	47	57
25	70	77
26	47	70
27	47	53
28	67	
29	60	

	X1	X2
$\bar{x}$ =	57.689655	62.66667
n=	29	27
S=	8.5694784	7.243034
S <sup>2</sup> =	73.435961	52.46154
$\bar{x}_1 - \bar{x}_2 =$	-4.9770115	
$(n-1)S^2 =$	2056.2069	1364
$n_1 n_2 =$	783	
$(n_1 + n_2) / n_1 n_2 =$	0.0715198	
t=	-2.33845	

Keterangan: H0 diterima jika  $t_0 < t_{table}$

H0 ditolak jika  $t_0 > t_{table}$

t table: 1,703

$t_0$  adalah  $-2,338 < 1,703$  maka H0 diterima

Artinya tidak ada perbedaan yang signifikan antara dua kelompok.

No.	x1	x2
1	73	87
2	87	77
3	73	70
4	80	87
5	90	83
6	77	77
7	90	77
8	87	73
9	83	67
10	87	83
11	90	87
12	77	67
13	93	70
14	77	67
15	83	77
16	87	83
17	80	77
18	90	80
19	77	67
20	93	73
21	87	67
22	83	83
23	73	90
24	83	73
25	87	73
26	87	80
27	80	73
28	90	
29	77	

	X1	X2
$\bar{x}$ =	83.482759	76.59259
n=	29	27
S=	6.1448044	7.083346
S <sup>2</sup> =	37.758621	50.17379
$\bar{x}_1 - \bar{x}_2 =$	6.890166	
$(n_1 - 1)S_1^2 =$	1057.2414	1304.519
$n_1 n_2 =$	783	
$(n_1 + n_2) / n_1 n_2 =$	0.0715198	
t=	3.89583	

Keterangan: H0 diterima jika  $t_0 < t_{table}$

H0 ditolak jika  $t_0 > t_{table}$

t table: 1,703

t0 adalah 3,895 > 1,703 maka H0 ditolak

Artinya ada perbedaan yang signifikan antara dua kelompok.

## RELIABILITY TEST

RESPONDEN	GANJIL	GENAP	xy	x <sup>2</sup>	y <sup>2</sup>
1	17	10	170	289	100
2	17	14	238	289	196
3	18	17	306	324	289
4	21	17	357	441	289
5	21	21	441	441	441
6	18	16	208	169	256
7	17	19	323	289	441
8	21	23	483	441	529
9	16	19	304	256	361
10	22	23	506	484	529
11	19	18	342	361	324
12	23	21	483	529	441
13	21	22	462	441	484
14	24	22	528	576	484
15	23	21	483	579	441
16	24	19	456	576	361
17	22	23	506	484	529
18	18	18	324	324	324
19	20	19	380	400	361
20	20	22	440	400	484
21	21	22	462	441	484
22	22	24	528	484	576
23	20	23	460	400	529
24	14	16	224	196	256
25	18	20	360	324	400
26	21	23	483	441	529
27	22	19	418	484	361
28	13	8	104	169	64
29	6	4	24	36	16
JUMLAH	554	543	10803	11018	10799

Reliability = 0.820

r table = 0.367

r11 = 0.901

Explained:  $r = 0,901 > r \text{ table} = 0,367$

It can be conclude that the items are reliable.

## THE PHOTOGRAPS

Foto kelas Experimental

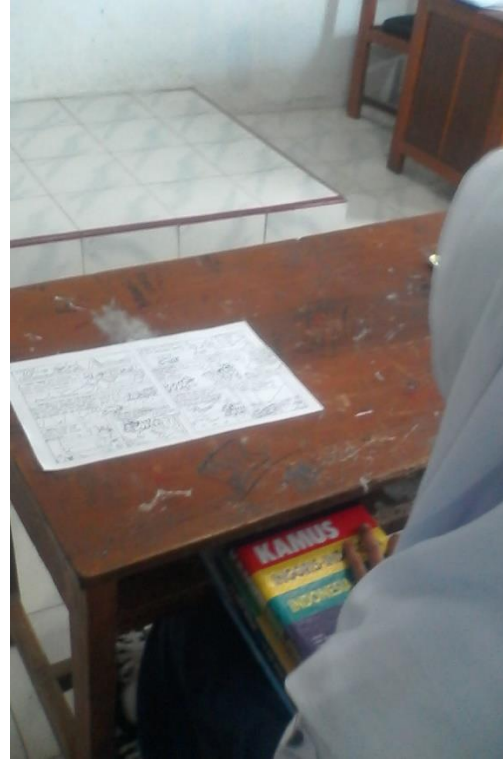
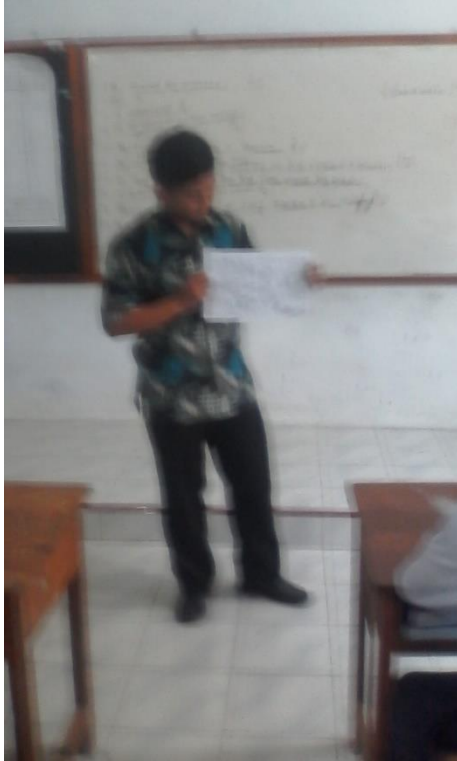


Foto Kelas Control





