

**THE EFFECTIVENESS OF MOODLE E-LEARNING AS MEDIA IN  
TEACHING READING AT THE FIRST GRADE STUDENTS OF SMAN  
COLOMADU IN ACADEMIC YEAR 2017/ 2018**

**THESIS**

Submitted as A Partial Requirements

For Writing the Thesis



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Thank you for the attention.

*Wassalamu'alaikum Wr. Wb.*

Surakarta, 27 June 2018

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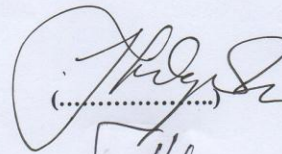
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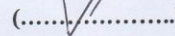
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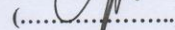
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## DEDICATION

*This thesis is dedicated to:*

- 1. My beloved parents, Mr. Rusno Hadi Utomo and Mrs. Nanik who have given a lot of motivation, pray, and love for me.*
- 2. My younger sister Dewi Rustanti.*
- 3. My advisor, Ms Hj. Fithriyah Nurul Hidayati, M.Pd who has helped and guided me patiently.*
- 4. My beloved friends Fitri Puryanti, Riska, Faradilla, Manda Radina and Ika Fitriyani who have helped and supported me in finishing this thesis. The big family of Wisma Islami, I love you so much, thanks for everything and togetherness.*
- 5. IAIN Surakarta.*

## **MOTTO**

*He Patient Will Be Given A Reward Without Measure*

*The Qur'an 39: 10 (Surah az-zumar)*

*Dreams will continue to be a dream if you don't wake up and make it happen*

*(Muhammad Luqmanul Hakim)*

*The only things that make people run away from the challenge is lack of confidence*

*(Muhammad Ali)*

*Enjoy your life*

*(The Researcher)*



## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "The Effectiveness of Moodle E-Learning as Media in Teaching Reading at The First Grade Students of SMAN Colomadu in Academic Year 2017/ 2018" is my real 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 the academic sanction in the form of repealing my thesis and academic degree.

Surakarta, June 27<sup>th</sup>, 2018

Sincerely Yours,



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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises be to Allah, the Lord of the world, who has given the writer His mercy, blessing, guidance, and the strength to finish this research. Sholawat and salam may Allah send to our prophet Muhammad SAW (Peace be upon him), his families, his companions, and his followers.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Dr. H. Mudofir, S.Ag, M.Pd., as the Rector of the State Islamic Institute of Surakarta.
2. Dr. H. Giyoto, M. Hum., as the Dean of Islamic Education and Teacher Training Faculty. Thanks for giving permission for the researcher's research.
3. Dr. Imroatus Solikhah, M. Pd., as the head of English Letter Department of Teacher Training and English Education Faculty. Thanks for giving permission for the researcher's research.
4. Hj. Fithriyah Nurul Hidayati, M.Pd as the advisor who has given her time to guide the researcher until this thesis finished. Thanks for the advice, suggestion, and guidance.
5. All the lecturers and officials employees of the English Letter Department of Islamic Education and Teacher Training Faculty of State Islamic Institute of Surakarta. Thanks for giving the service and the time during the researcher's study.
6. Mrs Sulami, S. Pd., as the English teacher. Thanks for giving permission for the researcher's research. All the officials' employees of SMAN Colomadu. Thanks for giving the service and time during the researcher's research.
7. The Students of X social 3 and X social 4 who are willing to contribute their effort during the study.

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

Surakarta, June 27<sup>th</sup>, 2018

The Researcher

Ima Yuliana

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## ABSTRACT

Ima Yuliana. 2018. The Effectiveness of Moodle E-Learning As Media in Teaching Reading at The First Grade Students of SMAN Colomadu in Academic Year 2017/ 2018.

Advisor : Hj. Fithriyah Nurul Hidayati, M.Pd.

Key words : Teaching Reading Narrative Text, Moodle, E-learning

The problems of this research is how Moodle E-Learning effective as media in teaching reading at the first grade students of SMAN Colomadu in academic year 2017/ 2018. The objectives of this reseach to find out Moodle e-Learning effective to use as media in teaching reading for the first grade students of SMA N Colomadu in academic year 2017/ 2018.

This research was carried out at SMAN Colomadu from march 07, 2018 until march 28, 2018. The reaseach used experimental reseach, the design of the reseach was quasi experimental with pre-test post-test design. The population of this reseach was tenth grade of SMAN Colomadu in academic year 2017/ 2018 The population of the students in the first grade of SMAN Colomadu are 288 students, which consist of 9 classes. The sample was taken by using cluster random sampling. The technique of collecting data is reading test. The reading test consisted of 30 items. Before the test was given, the test has been tried out in IPS 3 to see the validity and realibility. The data was analyzed using t-test.

Based on the result of the data analysis, the application of Moodle E-Learning effective as media in teaching reading at the first grade students of SMAN Colomadu in academic year 2017/ 2018, because the media can make the students to be active learner. It can be showed from the result of independent t-test, 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). 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 Moodle E-Learning effective as media in teaching reading in SMAN Colomadu.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

The development of information technology that occurred in this country progresses as the era of global market growth. The development of information technology is widely used to help support the activities of human life. In the world of education the presence of information technology becomes an option to organize educational programs. Utilization of the Internet in the form of web-based learning media is one form of *E-learning* which in this era is popularly developed by various educational institutions.

E-learning is a learning tool that uses electronic media to deliver content material. E-learning is a strategy to advance education so that the implementation needs to be expanded and developed. Rosenberg (2001) e-learning refers to the use of Internet technology for comprehensive troubleshooting that enhances knowledge and performance.

Koran (2002) defines e-learning as a teaching and learning that uses electronic circuits (LAN, WAN, or internet) to deliver learning content, interaction, or guidance. e-Learning is a generic term for all technologically supported learning using an array of teaching and learning tools as phone bridging, audio and videotapes, teleconferencing, satellite transmissions, and the more recognized web-based training or computer aided instruction also commonly referred to as online courses Soekartawi( 2002).

E-Learning is an innovation that has a huge contribution to the change of teaching and learning process, where the learning process is no longer just listening to the material description of the teachers who seem boring but the materials can be visualized in more

dynamic and interactive formats and forms by using e-learning, we can create a learning environment, then this problem can be solved by the solution that makes the online learning management system becomes an important means in creating WEB as a learning center and efficient student information center around. E- learning can give solution in English class on writing, speaking, listening and reading ability problems in teaching learning process.

Reading ability is an individual reading comprehension skill of a reader to find out meaning, information or other messages as being attended by the author through his or her writing. In reaching those aims, the teachers should do their effort. One of the effort can be done by the teacher is to develop their technique on teaching reading in every level of education especially in Senior High School .

Level of education at senior high school especially reading, the purpose of teaching reading is the students can understand the text, the teacher should prepare good strategies and appropriate media in teaching.the teacher can use variety of strategies to ensure that the students are actively engaged in reading. Pearse (2000: 92-95) say that there are three recommended stages in teaching reading. There are pre-reading activities to prepare the learners what they going to read, while reading is the stages to guide the learners in understanding the text, and post teaching is the next step for the learner in connecting what they have read with their own ideas and experiences.

In order to encourage students to read interactively, teachers need to find an effective exercise for student by using different reading strategies for different purposes. Teacher must be also ready to become the student facilitator and handle the classroom situation. One of new strategies introduced by the researcher was using E-Learning. The teacher can make collaboration between this strategy and videos to make interesting teaching –learning process.

SMAN Colomadu is one of senior high schools in colomadu. It is located on Jalan Fajar Indah, Baturan 57171, Colomadu, Karanganyar. The researcher chose SMAN Colomadu as the place of research because the school got several achievement in academic and non-academic in the district. Then, the school had enough facilities to support the teaching and learning process, but the facilities were rarely used. However, the situation and the environment of the school was very comfortable for teaching and learning process.

The result of the interview with English teacher at the tenth grade of SMAN Colomadu showed the teaching reading was not an easy task for teachers. The difficulties were due to limited reading strategies, and lack of consideration in applying the suitable strategy in teaching process. Usually the teachers always give the explanations to students and always translate each sentence or word by word rather than helping read to the understand the meaning of the text. The strategy seem to lead the students to think that reading is tiring and boring because it forces the students to look for the meaning of each word. These factors can certainly harm students because the material delivered is not fully absorbed into their memory. Then of course, it is needed an interesting media so that the students can read interactively in the learning process.

From the situation, the teacher should create a new appropriate media to lead the students. Media can stimulate students' sense to increase learning process. The more sense the students use to receive and process it the information, the more possibility of the information will be implanted in their long term memory. The research has proved that using more than one sense will give students an ease in receiving information (Arsyad, 1996: 8-9). One of media that can be used by the teacher to manage students in learning is *Moodle*.

MOODLE ( Modular object-oriented Dynamic Learning Environment) is e-learning software which is also known as learning management system (LMS). Sasikumar (2008:4) stated that Moodle is easy to use. When teachers want to edit something, there is edit mode feature available on the same screen. Teacher will directly get the screen by typing the menu in the item the teacher want to edit.

There are some types of exercises that can be admitted by moodle. They are multiple choice, true/ false, short answer, matching and embedded questions. Each various excercise aims to avoid the students to be bored and to increase the students' interests. Teacher can creat a quiz, put some sources, and those are editable. Moodle gives all of needs for online learning from available module. Some appearance design of moodle are; it is appropriate for online learning and extra class, it is simple, efficient, and simple face to face browser, easy to be installed in some platform which is supported PHP such us computer, laptop, notebook, mobile phone and etc., it is easy to put some worksheet and source into the moodle, students can work online or download worksheet as a printed assignment done based on the techer instruction. The students can get their marks immediatly after they finish the exercise. If they are not satisfied with the score they get they can re-attempt the exercise.

In the study, the researcher is interested to do research under the title "The Effectiveness of Moodle E-Learning as Media in Teaching Reading at the first grade students of SMA N Colomadu in academic year 2017/ 2018".

## **B. Identification of Problem**

Based on the background of the study, the researcher can identify the problems of the research. They are follows:

1. The students are still difficult to comprehend the text

2. The teacher only uses video as media
3. The teacher has not been able to create an interesting and fun learning atmosphere, so the students are less bored and motivated in learning reading.

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

Based on the syllabus for teaching English at tenth grade in the second semester, the materials especially that the students learn is narrative text. The researcher will teach about narrative text. The experimental class will be taught using e-learning method that is by using *MOODLE (Modular Object-Oriented Dynamic Learning Environment)*, meanwhile the control class will be taught using online video. The researcher wants to know the effectiveness of Moodle E-Learning as media in teaching reading for the first grade students of SMA N Colomadu in academic year 2017/ 2018.

### **D. Statements of the Problem**

Is Moodle E-Learning effective as media in teaching reading at the first grade students of SMA N Colomadu in academic year 2017/ 2018 ?

### **E. Objectives of the Study**

The study is aimed at finding the answers to the question stated in the statement of the problem. Therefore, the objective of this study is to know whether Moodle e-Learning is effective too use as media in teaching reading for the first grade students of SMA N Colomadu in academic year 2017/ 2018.

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

### 1. Theoretical benefits

The benefit of moodle this essay is contributing theories about the development and application of e-learning school. It can also contribute in improving the quality of education through electronic learning media.

### 2. Practical benefits

In practical terms, this research will be useful for:

#### a. For teachers

It provides additional knowledge for teachers to use instructional media other than the media currently used eg book media or modules. in addition, it provides an overview so that teachers can take advantage of technology, especially as learning.

#### b. For students

It provides knowledge for learners about e-learning as an internet-based electronic learning media

#### c. For Educational Institutions

This research is useful for the institution of inner education unit to improve the quality of technology-based education, media, and communicative learning.

#### d. Other researchers

This study will be helpful for other researchers to use this result of the study as an additional reference for further researchers dealing with teaching writing, to utilize the result of the study on a bigger scope for a similar research, to conduct experimental researches comparing this technique with another technique in teaching of technology-based education, media, and communication learning.

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

### 1. Reading

Harmer (2007: 99) Reading is useful for language acquisition, provided that students more or less understand what they read, the more they read, the better they get it all. Reading is very important for language acquisition, because it is made the students better after they read, and also reading is the information process from the author to the reader to tell about the messages, or ideas or to entertain the reader.

### 2. E-learning

E-learning as any teaching and learning that uses electronic circuits (LAN, WAN, or the internet) to convey learning content, interaction, or guidance (Kumar, 2002).

### 3. Moodle

Moodle is one of the most open source LMS popular. With Moodle (Modular Object-Oriented Dynamic Learning Environmen), e-learning portal can be modified accordingly conditions and needs of schools (Sukari, 2014: 2).

### 4. Media

Media is an intermediary from the source of information to the recipient information, for example video, television, computer, and so forth. These tools are media when used for channeling the information to be conveyed (Sanjaya, 2014: 57-58).



## **CHAPTER II**

### **REVIEW ON RELATED LITERATURE**

#### **A. Review on E-Learning**

##### **1. Definition of E-Learning**

The definition of e-learning often changes with the advancement of technology in this period. Various opinions are put forward to be able to define e-learning appropriately. Koran (2002: 22) defines e-learning as an arbitrary teaching and learning that uses electronic circuits (LAN, WAN, or internet) to convey instructional content, interaction, or guidance. Rosenberg (2001) e-learning refers to the use of Internet technology for comprehensive troubleshooting that enhances knowledge and performance. While Hartley (2001: 22) stated that E-Learning is a type of teaching learning that allows the delivery of teaching materials to students by using the media Internet, Intranet or other computer network media.

In recent years, e-learning has been becoming increasingly interesting for society and educational institutions because it supports the concept of lifelong learning and since knowledge is becoming more and more important. This increases the demand for various educational forms and means. Different education programs around the world cater to this increased demand and offer new forms of education that are frequently supported by information and communication technology.

## 2. E-Learning Components

The components that make up e-learning Romisatriawahono (2008 : 15) are:

### a. E-learning Infrastructure

E-learning infrastructure is a tool used in e-learning that can be a Personal Computer (PC), a privately owned computer (Febrian, 2004), a computer network (ie, a collection of devices in the form of computers, hubs, switches , routers, or other network devices connected by the use of certain communications media (Wagito, 2005), the Internet (stands for Interconnection Networking defined as connected computers around the world and multimedia equipment media tools that combine two or more elements of media consisting of text, graphics, images, photos, audio, video and animation in an integrated manner (Febrian, 2004). This includes teleconferencing equipment (remote meetings between multiple people physically located in different geographical locations when we provide synchronous learning services ie the learning process occurs at the same time as the teacher is teaching and the pupil is learning through teleconference.

### b. E-learning systems and applications

E-learning systems and applications often referred to as the Learning Management System (LMS), which is a software system that virtualizes the conventional learning process for administration,

documentation, reports of training programs, classrooms and online events, e-learning programs , and training content (Ellis, 2009), for example, all features related to teaching and learning process management such as classroom management, content creation, discussion forums, assessment systems, and online exam systems all accessible to the internet .

#### c. E-learning content

Content e-learning is content and teaching materials that exist in e-learning system. These content and teaching materials can be in the form of, for example, Multimedia-based Content Usually stored in Learning Management System (LMS) so that it can be run by learners anytime and anywhere.

While the existing 'actors' in implementing e-learning may be said to be the same as conventional teaching and learning process, it is necessary to have a teacher guiding students who receive teaching materials and administrators who manage administration and teaching and learning process.

### **3. Constraints to Applying E-Learning Systems**

Based on Darmawan (2014: 64) there are four constraints of learning is as follow:

- a. Still lack of the ability to use the Internet as a source learning;
- b. The cost required is still relatively expensive for the initial stages;

- c. Lack of attention from various parties to learning Through the internet;
- d. Inadequate supporting infrastructure for the regions certain.

#### **4. Functions and Benefits of E-Learning**

Darmawan (2014: 29-30) state that there are function and benefit of E-learning;

##### **a. Supplements**

E-learning as a supplement (additional), namely: learners have the freedom of choice, whether to utilize eLearning material or not. In this case there is no obligation / requirement for learners to access e-Learning materials. Despite its nature optional, learners who use it will certainly have additional knowledge or insight.

##### **b. Complement**

This means that the material in e-Learning is programmed to complete the learning materials received by learners inside class.

##### **c. Substitution**

There are three alternative models of learning activities to choose from (1) fully face-to-face (conventional), (2) partially face-to-face and partly via the internet; or (3) completely over the internet.

#### **5. Advantages of E-Learning**

Marc (2000:33) stated that some advantages of adoption of e-learning in education obtained from review of literature:

- a. It is flexible when issues of time and place are taken into consideration. Every student has the luxury of choosing the place and time that suits him/her. According to Smedley (2010), the adoption of e-learning provides the institutions as well as their students or learners the much flexibility of time and place of delivery or receipt of according to learning information.
- b. E-learning enhances the efficacy of knowledge and qualifications via ease of access to a huge amount of information.
- c. It is able to provide opportunities for relations between learners by the use of discussion forums. Through this, e-learning helps eliminate barriers that have the potential of hindering participation including the fear of talking to other learners. E-learning motivates students to interact with other, as well as exchange and respect different point of views. E-learning eases communication and also improves the relationships that sustain learning. Wagner et al (2008) note that e-Learning makes available extra prospects for interactivity between students and teachers during content delivery.
- d. E-learning is cost effective in the sense that there is no need for the students or learners to travel. It is also cost effective in the sense that it offers opportunities for learning for maximum number of learners with no need for many buildings.
- e. E-learning always takes into consideration the individual learners differences. Some learners, for instance prefer to concentrate on certain

parts of the course, while others are prepared to review the entire course.

- f. E-learning helps compensate for scarcities of academic staff, including instructors or teachers as well as facilitators, lab technicians etc.
- g. The use of e-Learning allows self-pacing. For instance the asynchronous way permits each student to study at his or her own pace and speed whether slow or quick. It therefore increases satisfaction and decreases stress (Codone, 2001; Amer, 2007; Urdan and Weggen, 2000; Algahtani, 2011; Marc, 2002; Klein and Ware, 2003).

The above-mentioned advantages of e-learning were summed up by Holmes and Gardner (2006) by noting that the ability of e-learning to assess the students and their learning as they learn, and at the same time enhance their educational experiences interactivity through collaborative learning, cultural diversity, globalization, and eradicating boundaries of place and time. The most vital characteristic, as well as the advantage of e-learning in education, is that it centers on students or learners (Holmes and Gardner, 2006).

## **6. Disadvantages of e-learning**

According to Almosa (2002), regardless of all the disadvantages of e-learning, there are a lot of benefits that inspire its use and encourage search for ways to reduce its disadvantages. Disadvantages of e learning listed in various studies include:

- a. E-learning as a method of education makes the learners undergo contemplation, remoteness, as well as lack of interaction or relation. It therefore requires a very strong motivation and time management skills in order to reduce such effects.
- b. With respect to clarifications, explanations, and interpretations, the e-learning method may be less effective than traditional methods of learning. The learning process is much easier face-to-face with instructors or teachers.
- c. E-learning may also be subject to piracy, plagiarism, cheating, inadequate selection skills, and inappropriate use of copy and paste.
- d. E-learning may negatively impact socialization skills and limit the role of instructors as directors of the educational process.

## **B. Review on Media**

### **1. Definition of Media**

Usman and Asnawir (2002: 12) define media as anything used to send messages from the senders to receivers, so it can arouse the learners' thought, feeling, and interest to gear the students' learning. While according to Sanjaya (2014: 57-58) states that Media is an intermediary from the source of information to the recipient of information, for example video, television, computer, and so forth. These tools are media used to channel



information to be delivered. While the difference between media and learning media is located on the message or content to be conveyed. According to Arsyad (2006: 3) says that media is the messages mediator or companion from the sender to the receiver. This means that any tool that originally contains about educational messages include as the media of education or learning.

## **2. Media Functions**

There are some functions of media in learning stated by experts, they are:

### **a. As a Learning Resource**

Munadi (2013: 27) Technically, the learning media serves as a learning resource. In the phrase "learning resources" is implied by the meaning of liveliness, namely as a distributor.

### **b. Semantic Functions**

Munadi (2013: 39) Namely the ability of the media in adding word to speech (verbal symbol) whose meaning or meaning is completely understood by the child educated (not verbalistic). The relationship between words, meanings, and references becomes very clear, ie "meaning" is not attached to the "word"; "Word" only "meaningful" when referring to a number of referents. As tiger can be used as a symbol of courage. In fact, the tiger itself usually referred to beasts.

### c. Manipulative Functions

Munadi (2013: 43) This manipulative function is based on common characteristics it has. Based on these common characteristics, the media has two abilities, ie overcoming the boundaries of space and time and overcoming the limitations of the senses.

- 1) The ability of media in overcoming the boundaries of space and time
  - a) The ability of the media to bring objects or events that are difficult to be presented in its original form.
  - b) The ability of the media to become an object or event that make long time become short time.
  - c) The ability of the media to bring back objects or events that has happened.
- 2) The ability of learning media in overcoming the limitations of human senses
  - a) Assist students in understanding objects that are difficult to observe because it is too small.
  - b) Assist students in understanding moving objects that are too slow or too fast.
  - c) Assist students in understanding the objects in need clarity of voice.
  - d) Assist students in understanding objects that are too complex.

### d. Psychological Functions

- 1) Attention Function

Munadi (2013: 43) Learning media can increase students' attention on teaching materials. Thus, learning media that are right to use are a learning medium that is able to attract the attention of the students.

## 2) Affective Function

Munadi (2013: 44) Affective function, namely to arouse feelings, emotions, and levels acceptance or rejection of students of something. Appropriate learning media can improve speech or student acceptance of certain stimuli. Welcoming or accepting is in the form of a will.

## 3) Cognitive Function

Munadi (2013: 45) Students who learn through learning media will acquire and use forms of representation that represent the objects faced, whether the object is a person, object, or event.

## 4) Imaginative Functions

Munadi (2013: 46) Learning media can improve and develop students' imagination. Imagination is the process of creating objects or events without the utilization of sensory data. This imagination includes the inclusion or creation of new objects as plans for the future.

## 5) Motivation Function

Munadi (2013: 47) Motivation is the business of the outside people, in this case is teachers who can encourage, activate and

mobilize their students consciously to be actively involved in the learning process.

Teachers can motivate their students by generating interest in learning and by giving and giving hope. Giving hope can be done by facilitating the students, even those who are considered as weak, to receive and understand the content of the lesson through the utilization of an appropriate learning media.

#### 6) Socio-Cultural Functions

Munadi (2013: 48) That is overcoming the socio-cultural barriers among participants to communicative learning. This problem can be solved with learning media, because the learning media has the ability of giving the same stimulus, equating experience, and generating the same perception.

### **3. Types of Learning Media**

Asyhar (2012: 45) mentions several types of learning media, they are ;

#### a. Visual Media

That is the type of media that rely only on the senses of the sole sight of the learner. With this medium, the learning experience experienced by learners is highly dependent on his vision ability.

b. Audio Media

That is the type of media used in the learning process that involve only the listener's sense of hearing. Learning experience which will be obtained is by relying on the senses of hearing.

c. Audio-Visual Media

This media is the type of media used in the learning activity by involving hearing and sight as well in one process or activity.

d. Multimedia

Asyhar (2012: 45), Multimedia is a medium that involves several types of media and equipment in an integrated process or learning activities. Multimedia learning involves the sense of sight and hearing through text media, visual silence, visual motion, and audio as well as computer-based interactive media and communication and information technology.

#### **4. Classification of Media**

There are a lot of media in teaching and learning processes. Arsyad (2005: 5) classifies media into 5 types, those are:

a. Blackboard

This teaching tool is very popular, used by traditional or modern school and can be combined with other teaching tools such as radio, TV. Tool is used in every method of teaching. Blackboard can be

used for writing that makes pictures, graphs, diagrams, maps and so on with white or coloured chalk.

b. Picture

Picture can be collected from various sources such as calendars, magazines, newspapers, pamphlets from travel agents, and etc.

c. Models

Models can be imitation of real objects such as models cars, trains, houses, animals etc.

d. Collection

Various collection can be organized as a variety of textiles, stones, dry leaves, currency, stamps, etc.

e. Map and Globe

Geography and history lessons will be crippled without a map. Kinds of maps shall be provided on each part of the world, also our economy, population and so forth.

## **5. Principle of Media Selection**

Asyhar (2012: 82-85) stated that principles of media selection are important to get a good media in learning process;

a. Conformity

The selected media must be in accordance with the learning objectives, characteristics of learners and the material being studied, as well as methods or learning experiences provided to learners.

b. Grain Clarity

Some types of media and learning resources are designed only by considering the scope of learning materials, without paying attention to the difficulty level of presentation at all. Assessment about the ease of serving a medium is very dependent on the condition and socio-cultural students, as well as the empirical experience of teachers. So, you can be different from school to school.

c. Easy Access

Ease of access becomes one of the principles in media selection learning. If it is available, are the media easily accessible and used by learners? Are the supporting devices available and compatible? Ease of access is also related with the location and media conditions.

d. Affordability

Affordability here is related to cost aspects. The cost required to get the media is one of the factors to consider.

e. Availability

The availability of a medium needs to be considered in choosing media. At the moment we are about to teach and in the plan it has been mentioned the kind or type of media to be used, then we need to check the availability of the media.

f. Quality

In choosing learning media, media quality should be noticed. Preferably, select high-quality media.



g. There is an Alternative

In the media selection, one of the principles that is also important to concern is that the teacher does not depend only on the media for certain course. So, if the expected media is not obtained, then use alternative media.

h. Interactivity

A good medium is one that can provide two-way communication interactively.

i. Organization

Another consideration that also needs attention is support the organization. For example, do the school leader or the foundation leader support the use of the media?

j. Novelty

The novelty of the media to be chosen should also be consideration because newer media is usually better and more appealing to students.

k. Student Oriented

The selection of instructional media should be student oriented. It means that, the teacher needs to consider the advantages and convenience of the media.

## **6. The Advantages of Media**

Good media can help the teacher to achieve the teaching learning goals. It can enhance the understanding of materials in the classroom to

the students. According to Humalik in Sukiman (2012: 41) the advantages of media are: to attract attention in learning process, to increase motivation, and to stimulate learning process to be more interesting. According to Sukiman (2012: 43) there are some advantages of using media in the teaching-learning process. Those are:

- a. To increase the learners' motivation because the learning process is more interesting.
- b. To make the learners easy to understand the instructional materials.
- c. To make the teaching-learning process more systematic and various.
- d. The students will do more activities in the learning process so it can avoid the learners boredom.

## **C. Review on Moodle**

### **1. Definition of Moodle**

Darmawan (2014 : 29-30 ) stated that Moodle (Modular Object-Oriented Dynamic Learning Environment) is a Software Course Content Management (CMS), which was introduced first by Martin Dougiamas, a scientist and educator, who spent most of his time developing a learning management system at one of the universities in Perth City, Australia. Moodle is available for free on the web. So anyone can download and install it. It has been translated into over 100 languages in the world including into Indonesian, it makes it easier for us in developing e-Learning applications.

Sukari (2014: 2) Moodle can also be referred to as LMS (Learning Management System). Moodle is one of the most popular open source LMS (can be modified according to school conditions and needs). Moodle can easily be used to develop an e-learning system portal.

Before going any further we need to understand the basic characteristics of an LMS. It is these characteristics that guide the Ministry of Education and Culture in developing LMS in schools. The characteristics are as follows:

- a. Providing student self service, it means that all learners in ICT-based learning can serve themselves when they want to have learning activities. Curriculum structure and teaching materials are accessible independently without interference from other parties.
- b. Providing online learning services, it means that all the teaching materials prepared by educators accessible to online learners through internet or intranet path. The teaching materials are presented in the course form (courses) that have been packaged according to Standards Competency and Basic Competencies.
- c. Providing online assessment services, it means that the participants who have been doing online learning can tell if he has mastered the learning materials by following the assessment service by online.
- d. Providing collaborative learning services, it means that the application provides learning collaboration services between educators with educators, educators with learners, and among learners.

- e. Providing training services resources management, it means that the application provides computerized training resource management services. The LMS application platform must be Web-based to be accessible through multiple platforms.

## **2. Excess Moodle**

Sukari (2014: 10) stated that there are several things that make Moodle different from others, including:

- a. Simple, efficient and lightweight and compatible with many browsers.
- b. Very easy installation.
- c. Support multiple languages including Indonesia language.
- d. Availability of site management to make overall site settings, module changes and so forth.
- e. Availability of user management (user management).
- f. Availability of good course management.
- g. Availability of chat module, polling module, forum module, module for journal, modules for quizzes, modules for workshops and surveys, and many more again.

Sukari (2014: 3) mentioned Some of learning activities supported by Moodle are as follows:

a. Assignment

This facility is used to give assignments to the participants on online learning. Learning participants can access task materials and collect tasks by sending files of their work.

b. Chat

This facility is used by faculty and participants to learn interacting online by means of a text dialogue (conversation on line).

c. Forum

An online discussion forum between teachers and participants learning participants that addresses the related topics of learning materials.

d. Quiz

This facility is used by teachers to conduct exams or tests online.

**3. The flow of Moodle e-Learning is as follows**

Amiroh (2012: 2-4) the flow of moodle in e-Learning Moodle are as follows:

- a. Build school (installation).
- b. Build a class / department (category).
- c. Loading subjects (Course).
- d. Setting the User (Course) permissions.

While the elements contained in e-Learning Moodle are as follows:

- a. Administrators, ie users with the highest access.
- b. Course creator, ie user who has access to create course and teaching in the course.
- c. Teachers, ie users who can perform the course function including adding / changing activity and giving value.
- d. Non-editing teacher, which is similar to a teacher's or lecturer's assistant is a user who can teach on course but can't add / change activity.
- e. Student, the user who has the right to access the course certain but can't change the course.
- f. Guest, ie users with limited access rights, are dependent on Moodle settings for this type of user.

## **D. Review on Reading**

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

Harmer (2007: 99) Reading is useful for language acquisition, provided that students more or less understand what they read, the more they read, the better they get it all. Reading is very important for language acquisition, because it makes the students better after they read, and also reading is an activity of processing the information processing from the author to the reader to tell about the messages, or ideas or to entertain the reader.

Klinger (2007:2) Comprehension is particularly important with English language learners (ELLs). Moreover, Janette and Sharon states that “reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. It means that reading comprehension is to find and understand new thing the readers read by using their knowledge actively. Then, Brown (2001) says that Reading comprehension is the process of getting knowledge and information by using comprehension skills connected with the prior knowledge of the reader. The important skill in comprehension is grasping the main idea from reading a paragraph, a report, an article or a story. The purpose in such reading is to find out the essential meaning, the central theme, or the general information of the material. The information may be feeling or emotion expressed.

Based on the definition above, the researcher concludes that reading is the process of understanding the meaning of the content and The author’s idea about the topic. Furthermore, understanding means comprehending the reading materials.

## 2. Types of Reading

Based on Harmer (2007:99), the researcher can assume that there are two kinds of reading, they are intensive reading and extensive reading.

There are two types of reading:

### a. Intensive reading

Concerning intensive reading, Harmer defined that “reading detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms. In other words, studying the construction of the text which has a certain purpose by the reader can be read intensively.

Based on the explanation above, the researcher concludes that intensive reading is reading a text that the reader must pay attention more deeply about the language features. Then, it also needs guidance to help and force the reader to understand.

### b. Extensive Reading

Broughton (2003:110) Extensive reading enables learners to achieve their independency by reading either in class or at home. Through extensive reading, learners can build their language competence, progress in their reading comprehension ability, become more independent in their studies, acquire cultural knowledge and develop confidence and motivation to carry on learning.



Brown (2003:189) Extensive reading applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories and books. The practice of extensive reading needs little justification. It is clearly the easiest way of bringing the foreign learner into sustained contact with a substantial body of English. If he reads, and what he reads is of some interest to him, then the language of what he has read rings in his head, the pattern of collocation and idiom are established almost painlessly with a range and intensity which is impossible in terms of oral classroom treatment of the language.

Based on the explanation above, the researcher concluded that extensive reading is reading as much as possible, for own pleasure, at a difficulty level at which the reader read smoothly and quickly without looking up words or translating to English, so the reader just read and know about the main idea of the text. the reader don't pay attention more deeply about the language features.

### **3. The Purpose of Reading**

Nunan (1999:3) stated that, "We read because we wanted to get something from the writing; facts, ideas, enjoyment even feelings of family community (from a letter): whatever it was, you wanted to get the message that the researcher had expressed. Based on the

definition from Nunan the researcher assumes Even though our reading is just for spending time, it is still a purpose. In this case, the purpose is reading for pleasure. It is different when we read a textbook or a recipe. We read it because we need information. In this case, our reading is to get information.

Harmer (1998:182) divided the purpose of reading into two general purposes. First, reading for pleasure. People reading the material is interesting, such as comics, novels or magazines. Second, reading for usefulness of the text. People read because they need the information contained in the text, such as book, newspaper, encyclopedia, and so on.

Based on the explanation above, the reasearcher conclude that whatever the materials we read, we always read it on purpose. Reading has a lot of purpose like reading for pleasure. We read it because we need information, when we read anything like comic, novel, newspaper, magazine and others, it does not mean that our reading does not have a purpose.

## **G. Review on Narrative Text**

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

Narrative is one of the genre of text forms. It is the material, which has been used by teachers in teaching English reading text. Therefore, the researcher discusses some points which relates to narrative among other;

the definition, the social function, generic structure and language features of narrative text.

Anderson (1997: 9) state that a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. Furthermore, Pardiyono (2007:93) states that narrative is a genre of the text for narrating problematic past events in order to amuse or entertain. Djuharie (2007:41) states that narrative text is a text that tells about stories. Furthermore, Celce and Murcia (2000:151) state that narrative text is structured round the chronological development of events and is centered on person or hero. Consequently, a narrative is usually personalized or individualized that tells about the events related to the person or person involved.

Kane Thomas (2000:356) states that narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.

Based on the definition above, it can be concluded that narrative text is a meaningful sequence of events. The story tells us about events or

something interesting in the past that has purpose to amuse or entertain the reader.

## **2. Features of Narrative Text**

Narrative text has social function, generic structure and language features, Pardiyono (2007:93) state that narrative has function to amuse and give the good lesson for the readers. On the other hands, Suprpto and Darwis (2006:38) state that narrative deal with problematic events which lead to crisis of turning point of some kind, which in turn finds resolution and entertain listeners or readers with true experience or imaginary one. Based on the explanation above, it means that the social functions of narrative text are to amuse and entertain the readers with the story.

## **3. The Forms of Narrative Text**

Pumamawati (2011:6-8) states that the common form of narrative text are:

### **a. Legend**

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human his story. Typically a legend, is a short, traditional and historicized narrative performed in a conversational mode. Example: The Legend of Toba Lake, Sangkuriang, and Timun Mas.

### **b. Fable**

A fable is a short allegorical narrative making a moral point, traditionally by means of animal characters who speak like act like human beings. Example the Ants and Grasshopper, The smartest parrot, etc.

c. Fairy tale

A fairy tale typically features like folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes and usually magic or enchantments. Example Snow White, Cinderella, The story of Rapunzel.

d. Science Fiction

Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. Science fiction is that class of prose narrative treating of a situation that could not arise in the world we know. Some examples of science fiction are: To the Moon from Earth by Jules Verne and Space Odyssey by Arthur C. Clarke.

#### **4. The generic Structure of Narrative Text**

Anderson (1997:8) states that the steps for conducting a narrative text are orientation, complication, sequence of events, resolution and coda. Derewianka (1990:32) states that the steps of conducting narrative are orientation, complication and resolution.

Peter Knapp (2005: 239) states that the generic structures of narrative are orientation, complication and resolution.

It can be concluded that narrative text is one of the text genre which constructed by developing the generic structure of narrative text that are orientation, complication, sequence of events, resolution and coda.

a. Orientation

In which the narrator tells the audiences or the readers about who in the story are, when the action is taking place, what the story tells about and where the action is happening. (Can be paragraph, picture or opening chapter).

b. Complication

Sets of a chain of events that, influences what will happen in the story.

c. Sequence of Events

It tells about which the characters react to the complication.

d. Resolution

In which the characters finally sort out the complication.

e. Coda

A coda is optional step in constructing a narrative text. It provides a comment or moral value based on what has been learned from the story.

Hence, the generic structures of narrative text are: orientation, complication, sequence of events, resolution and coda.

## **5. Language Features of Narrative text**

According to Anderson (2001: 9) the language features of narrative text are as follow:

a. Specific characters: there is introduction from the characters in the story.

b. Time words that connect to tell when they occur.

For example: at the end of the ten days.

c. Verb to show the actions that occur in the story.

For example: tried, set down.

d. Descriptive words to portray the characteristics and setting.

According to Gerotand Wignell (2004:204) states that language features of narrative text are:

1) Focus on specific and usually individualized participant.

Examples: Alladin, Cinderella.

2) Use of relational process and mental process

Example: Cinderella was unhappy.

3) Use for temporal conjunction and temporal circumstances.

Examples: a few years ago, sometime, one upon a time.

4) Use of past tense.

Example: she lived in the jungle, Cinderella was happy.

5) Use of verbal process.

Examples: said, told, and promised

6) Use of material process.

Example: the bomb exploded.

### **C. Previous Related Study**

The first study is “The use of Moodle e-learning platform: a study in a Portuguese University “ by Carolina Costa. The study was carried out at the University of Aveiro (UA), Portugal that analysed the functionalities and tools of the Moodle platform and their use by the students. The data were collected based on content analysis, one non structured interview with the responsible of the Moodle from UA and a questionnaire applied to 278 students. The results show that despite Moodle has a great potential, it is mainly used as a repository of materials. However, students recognize the importance of the use of other functionalities of this platform in order to promote the success of the teaching/learning process.

The second previous study is entitled The effectiveness of the use of E Learning Moodle as a Learning Media on Student Value in SMK Ma'arif Kota Mungkid. The use of e-learning in this case was Moodle, it is believed to contribute to the effectiveness of teaching and learning, which in turn can increase the students' grades. Through the study on the effectiveness of Moodle E-learning used in the teaching and learning SMK Maarif Kota Mungkid, it has lasted effective. This study used a method



introduced by Mc. DeLone, who applied it through sampling questionnaire test to obtain the data. The data were processed with the software and Spss Amos. The result shows that there are still obstacles that led to the use of E-learning has not been effective.

The next research is *Pengembangan E-Learning dengan Moodle sebagai Alternative Media Pembelajaran Berbasis Internet SMP Negeri 5 Semarang*, this study was conducted by Burhanudin (2011). The research was carried out at SMP Negeri 5 Semarang. The research method was research and development method. The result in the research is that e-learning schools with Moodle CMS that have been developed can be said to be good. The result was processed by descriptive percentage. The checklist results from 2 aspects of learning design and visual communication show that e-learning is included in good category with percentage in learning design, 89% teachers, and 82.13% students. While in visual communication, teachers 87.35%, and students 80.3%

Based on the three previous studies above, there are similarities and differences. The similarities are the use of moodle and the skill being focused in the reseachers that is reading skill. The difference among the previous studies is one of the previous studies used descriptive percentage. Furthermore, they used different research design, two of them concerned in experimental research and another concerned in classroom action research.

#### **D. Action Hypothesis**

Hypothesis is a tentative assumption about an object / subject that will be verified through a study. The researcher does not intend to prove her hypothesis but collects the data that support / accept or rejects it. Related to the previous study of related theories and rationale above, the researcher formulated the action hypothesis as follows:

1.  $H_a$  There is any significant effectiveness of using Moodle E-Learning as Media in Teaching Reading for the first grade students of SMA N Colomadu.
2.  $H_o$  There is no any significant effectiveness of using Moodle E-Learning as Media in Teaching Reading for the first grade students of SMAN Colomadu.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The researcher use a quantitative research. Quantitative is a means for testing objective theories by examining the relationships among variable Creswell (2003:04). Quantitative explains phenomena by collecting numerical data that are mathematically based on methods (in particular statistics) Muijs (2004:1). In this research, the researcher uses experimental research.

Arikunto (2006: 272) states that experimental research is intended know whether there is a casual relationship by comparing one or more experimental group that are given treatments with one or more of the comparison (control group) who are not given any treatment. Experimental has four designs as pre-experimental, true- experiment, factorial design and quasi experiment design (Sugiyono,2011:73).

The researcher uses quasi-experiments. In quasi experiment, the researcher uses control and experimental group but does not randomly assign participants to group (Creswell, 2013: 158). In this research, the researcher uses quasi experimental because there are some factors that cannot be fullfiled in the field. The quasi experimental research with not equal control group design (pre-test post-test control group) design.

In this research, there are two variables. *Moodle* e-learning as independent variable and teaching narrative text as dependent variable, so

true experimental design is used to analyze the main effect for both experimental variables as well as an analysis of the treatment by using *Moodle* e-learning. In this design there were two groups chosen randomly. The first group given a treatment was experimental group, and the second group without treatment was control group. In this experimental group, the students taught by using *Moodle* e-learning the control group taught by using video. After the treatment, both groups were given a post test to measure the achievement of the students' reading skill. The score of the pre- test and post-test became the data to be analyzed.

Best (1981: 151) stated that the design as follows:

Experimental Group	X1	P1
Control Group	X2	P2

Where:

P1 : the pre-test

P2 : the post-test

X1 : treatment in experimental group

X2 : treatment in control group

From the design above, subject of the research were grouped into experimental group and control group. The experimental group taught by using E- Learning Moodle, while the control group was taught by using video.

## B. The Setting of The Study

### 1. Place of The Study

This research will be conducted at SMAN Colomadu in academic year 2017/2018. This school is located on Jalan Fajar Indah, Baturan 57171, Colomadu, Karanganyar.

### 2. Time of The Study

This research is carried out in the first semester of 2017/ 2018 academic year from December 2017 to April 2018. It is included in academic year 2017/2018. The research consists of are pre-test, treatment, and post-test.

Table 3.1 Schedule

No	Activities	Months				
		December	January	February	March	April
1.	Preliminary observation	x	x	X	x	
2.	Writing the research proposal		x	x	x	X
3.	Developing research instrument			x	X	x
4.	Giving treatment and collecting data				x	x

- Discussing  
the data  
analysis
5. and writing x x x x  
the  
research  
report

## C. The Subject of Study

### 1. Population

Darmadi (2013: 48) Population can be interpreted as the whole object / subject that serve as a source of data in a study with the characteristics such as people, objects, events, time and place with the same traits or traits. Therefore population is a generalization of region consisting of objects / subjects that have certain qualities and characteristics set by the researcher to be studied and then drawn conclusions to serve as a source of data in a study. In this study the population of the student in the first grade of SMAN Colomadu are 288 students, which consist of 9 classes.

### 2. Sampling

Sanjaya (2013: 228) states that sampling is the way to get information accurately and efficiently about the population with a little part to make a sample. There are two types of sampling such as probability sampling and non probability sampling (Sugiyono, 2011: 81). The researcher took the probability sampling, therefore the researcher took the sample using random sampling. sample randomly

regardless in the population because the population is relatively homogeneous

### **3. Sample**

The sample is a portion of the population used as the object / subject of a research. Thus sample is part of the number and characteristics possessed by the population. Then the sample in this study is the students of X IPS 3 SMAN Colomadu.

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

### **1. Test**

There are several instruments that can be used to collect the data by researcher. Instrument is a tool used to know a social phenomenon that will be searched (Sugiyono, 2011:102). According to Arikunto (2006: 219) he states that instrument is a tool used to collect the data. Instrument has some types such as test, rating scale, interview, observation and check-list. In this research, the researcher used test as the instrument to collect the data.

Technique of collecting the data using test method or exam is data collection techniques where the object under study is required to do tasks or specific jobs provided by the researcher. This technique is common used to evaluate of student' learning outcomes. The goal is to know the level of the success of the teaching and learning process that has been done. This technique is used to determine the level of the

effectiveness of Moodle e-learning as media in teaching reading for the first grade students of class X IPS3 SMAN Colomadu through the value of the test about the evaluation that has been given in any learning.

## **E. Technique of Analyzing the Data**

### **1. Descriptive Analysis**

The descriptive analysis consist of mean, median, mode and standart deviation of reading score. The formula of mean, median, mode and standartd deviation as follows:

#### a. Mean

The mean is adding a list of score then dividin by the number of scores. The formula of mean score as follows:

$$\bar{X} = \frac{\sum X}{N}$$

$\bar{X}$  = the mean

$x$  = raw score

$\sum$  = the sum of

$N$  = the number of cases

#### b. Median

The median is the point in a distribution of measurement below 50 percent of the cases. The formula of median is as follows:



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

*Me* :the median

*L* : the lower limit of the interval within which the median lies

*I* : the interval size

*n* : the number of cases in the distribution

*cfb*: the cumulative frequency in all intervals below the interval containing the median

*fw* : the frequency of cases within the interval containing the median.

#### c. Mode

The value in a set of data which appears most frequently is called mode.

Mode of data can be more than one, it is called bimodal. Other data distribution which has three modes called trimodal, while if it more than three it is called multimodal (Purwaningsih, 2010: 85).

$$Mo = L + i \left( \frac{f1}{f1 + f2} \right)$$

*Mo* : the mode

*L* : the lower limit of the interval within which the mode lies

*I* : the interval size

$f1$  : the frequency of the interval containing mode reduced by that of the previous interval

$f2$  : the frequency of the interval containing mode reduced by that of the following interval

d. Standard deviation

Standard deviation is the distance of an individual value from the mean.

$$S = \sqrt{\frac{\sum(X-\bar{X})^2}{n}}$$

$S$  : the symbol for standard deviation

$\bar{X}$  : the mean of student's score

$X$  : value of the item

$n$  : total number of items

(Brown, 1996: 107)

## 2. Pre-requisite test

A requirement for the t-test, firstly the data instrument of experimental class and control class must be calculated using normality and homogeneity test. The researcher used T-test to find out the differences between the students' scores which were taken from pre-test and post-test in experimental class and control class. Before calculating the hypothesis testing, the researcher firstly measure the normality and homogeneity test.

a. Normality Test

Normality test is used to test the sample from the population that is going to be analyzed whether both groups have normal distribution or not.

The normality test analyzed by *Liliefors* formula with the criteria if  $L_m$  (L maximum) <  $L_t$  (L table) at the level significance 5% (0,05) the data is in normal distribution.

b. 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 researcher used the following formula to test the homogeneity of the population variants:

If  $X_o$  is lower than  $X_t$ , it can be concluded that the data are homogenous.

c. Hypothesis Testing

To respond the objectives of the study, the researcher examined the data in the following steps. Firstly, the test was done in both groups, experimental group was taught using Moodle and control group was taught using video. Secondly, the result of the test was scored by using analytic scale. Thirdly the means score of the group were determined. Finally, the two means were compared by applying T-test formula. T-test was used to find out if the student's result of student's reading narrative text by using moodle and video are different or not.

To prove that there is significant difference on the achievement of reading narrative text by using the two strategy, the researcher uses t-test.

The formula of the t-test is as follow: (Ary, 1985: 158-160)

$$t = \frac{x_1 - x_2}{S_{x_1 - x_2}}$$

where :

$X_1$  : average of student's score

$X_2$  : average of student's score

The value of the t-test was consulted to the value of t-table in the appropriate degrees of freedom at the level of significance 5%. The degrees of freedom can be determined by using the formula  $df = n_1 + n_2$ . Whether or not the difference between the two groups is significant depends on the comparison between the value of t-test and the value of t-table. If the value of t-test is higher than t-table, so it can be conclude that there is significant different between experimental group and the control group.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Findings**

This chapter presents findings of the study of application of MOODLE as media in teaching reading data description, prerequisite test and hypothesis test.

##### **1. The application of MOODLE ( Modular object-oriented Dynamic Learning Environment) as media in teaching reading**

The purpose of the research is to know the difference in reading narrative text between the students who are taught by using Moodle as media and students who are taught by using video as media. The sample is divided into two groups, experimental class which taught by using Moodle and control class which is taught by using video. The class which become experimental class is X IPS 3, while control class is X IPS 4.

##### **2. Data Description**

The data that were analyzed in this reseach 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 X Social 3 as experiment class and X Social 4 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, frequency distribution followed by histogram and polygon.

Based on the group analyzed, the description of the data were divided into four group, these were:

- a. The pre-test data of reading skill of the students for the group who were taught by Moodle as media.

The data analysis of pre-test reading narrative text in experimental class the students got scores 47 up to 82. Based on the table frequency can be found that mean of the test is 58, 81 the mode is 16, the median 58, 81 with standard derivation is 8,56. The data frequency of students' score can be showed by the table and histogram as follow:

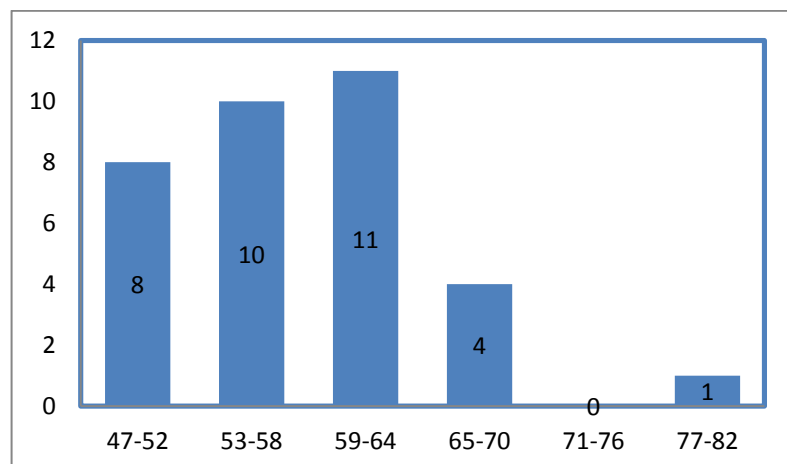
*Table: 4.1: Frequency Distribution of Reading Skill Pre-Test Data in Experimental Class*

<b>Interval</b>	<b>Frequency</b>	<b>Xi</b>	<b>Xi.fi</b>	<b>Xi-X</b>	<b>(Xi-X)<sup>2</sup></b>	<b>f(Xi-X)<sup>2</sup></b>
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	7.24	79.58
65-70	4	67.5	270	8.69	75.52	302.04
71-76	0	73.5	0	14.69	215.80	0
77-82	1	79.5	79.5	20.69	428.08	428.06
Total	29	387	1705.5	34.14	824.2566	1482.21

*Figure 4.1: Histogram And Polygon Data of Pre-Test*

*Reading in Experimental Class*



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

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 mean of the test is 64,31 the mode is 64,5 the median 64,27 with standard

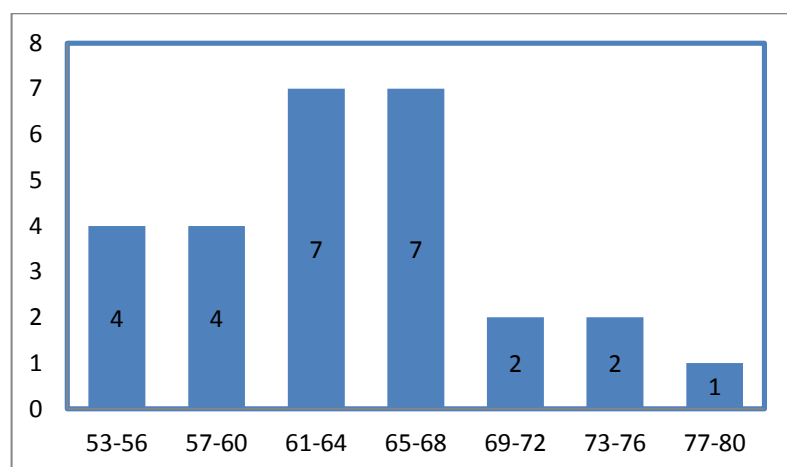
derivation is 7,24. The data frequency of students' score can be showed by the table and histogram as follow:

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

Interval	Frequency	xi	Xi.fi	Xi-X	(Xi-X) <sup>2</sup>	f(Xi-X) <sup>2</sup>
53-56	4	54.5	218	-8.81	77.62	310.8
57-60	4	58.5	234	-4.81	23.14	92.73
61-64	7	62.5	437.5	-0.81	0.66	4.65
65-68	7	66.5	465.5	1.19	1.42	9.83
69-72	2	70.5	141	7.19	51.70	103.25
73-76	2	74.5	149	11.19	125.22	250.22
77-80	1	78.5	78.5	15.19	230.74	230.59
Total	27	465.5	1723.5	20.33	510.473	1002.07

*Figure 4.2: Histogram And Polygon Data of Pre-Test*

*Reading in Control Class*





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

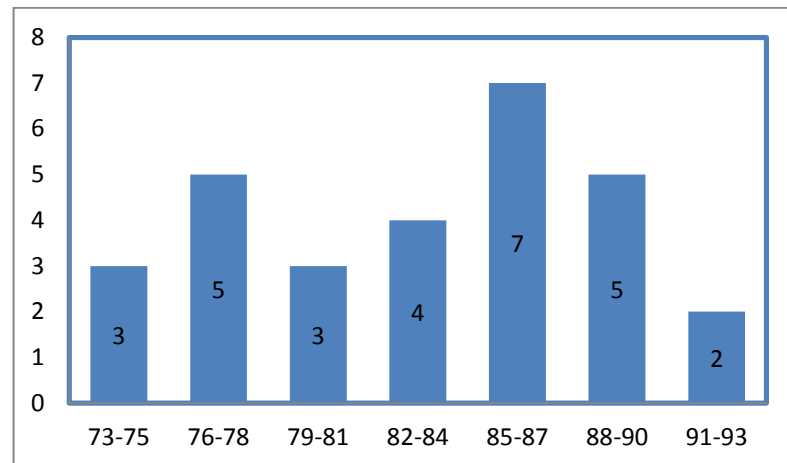
The descriptive data analysis of post-test reading narrative text in experiment class the students got scores 73 up to 93. Based on the table frequency can be found that mean of the test is 83,10 the mode is 86,3 the median 81,86 with standard derivation is 6,14. The data frequency of students' score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

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

<b>Interval</b>	<b>Frequency</b>	<b>xi</b>	<b>Xi.fi</b>	<b>Xi-X</b>	<b>(Xi-X)^2</b>	<b>f(Xi-X)^2</b>
73-75	3	74	222	-9.1	82.81	248.62
76-78	5	77	385	-6.1	37.21	186.26
79-81	3	80	240	-3.1	9.61	28.89
82-84	4	83	332	-0.1	0.01	0.04
85-87	7	86	602	2.9	8.41	58.73
88-90	5	89	445	5.9	34.81	173.85
91-93	2	92	184	8.9	79.21	158.3
Total	29	581	2410	-0.7	252.07	854.69

*Figure 4*

*Table 4.3: Histogram And Polygon Data of Post-Test  
Reading Skill in Experimental Class*



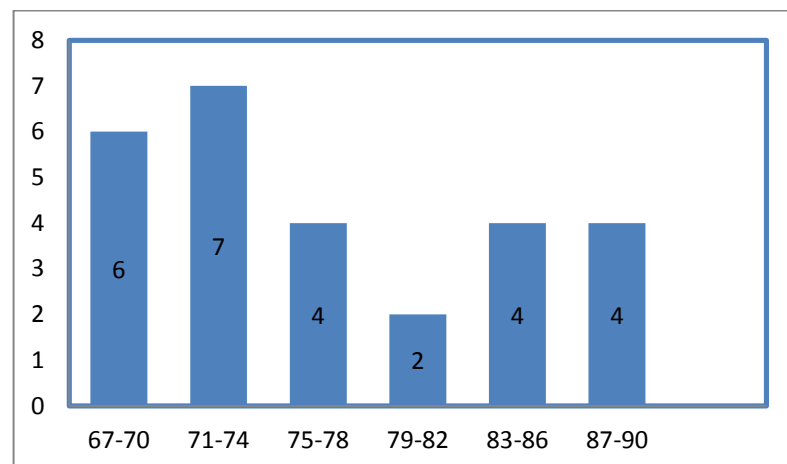
- d. The post-test data of reading skill of the students for the students for the group who were taught by Video.

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 mean of the test is 76,94 the mode is 71,5 the median 74,57 with standard derivation is 7,08. The data frequency of students' score can be showed by the table and histogram below:

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

Interval	Frequency	xi	Xi.fi	Xi-X	(Xi-X) <sup>2</sup>	f(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	0.2	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	534.12
Total	27	471	2077.5	9.36	294.52	1354.66

*Figure 4.3: Histogram And Polygon Data of Post-Test Reading Skill in Control Class*



### 3. Prerequisite test

Before determining the statistical analysis is used, the normality 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 to be analyzed have normal distribution. While, homogeneity test had to be done to know the data of the sample that were from taken from population were homogeneous. The test was presented as follow:

#### a. Normality Test

The sample is in normal distribution if  $L_0$  (L obtained) is lower than  $L_t$  (L table) with  $\alpha = 0.05$ . L stands for Lilliefors.

*Table 4.5: Normality Test*

No	Data	The Number	L Obtained (L <sub>0</sub> )	L Table (L <sub>t</sub> )	Alfa ( $\alpha$ )	Distribution Of Population
1.	Pre-test reading narrative text of experiment class	29	0.156	0.161	0.05	Normal
2.	Pre-test reading narrative text of control class	27	0.153	0.161	0.05	Normal
3.	Post-test reading narrative text of experiment class	29	0.130	0.161	0.05	Normal
4.	Post-test reading narrative text of control class	27	0.138	0.161	0.05	Normal

on the table above, the highest scores ( $L_{0\max}$ ) are 0.130 up to 0,156 and  $L_{\text{table}}$  for the total of sample is 56 with  $\alpha = 0.05$  is 0.161. the researcher conclude that  $L_{0\max}$  (0.130 –

0.156) are lower than  $L_{table} = 0.161$  so, the sample is in normal distribution.

#### b. Homogeneity test

The data of the sample that were going to be analyzed was homogeneity if  $X_0^2$  is lower than  $X_t^2$  with  $\alpha = 0.05$ . the table of homogeneity test could be showed as follow:

*Table 4.6: The Homogeneity Test*

No	Data	The number	$X_0^2$	$X_t^2$	Alfa ( $\alpha$ )	Verb
1.	Pre-test	56	0.765	1.89	0.05	Homogeneity
2.	Post- test	56	0.692	1.89	0.05	Homogeneity

Based on the table above can be conclude that  $X_0$  0.765 up to 0.692 lower than  $X_t$  at the level of significant  $0.05 = 1.89$  so  $X_0^2 < X_t$  ( $0.765 - 0.692 < 1.91$ ) and the data were homogenous.

#### 4. Hypothesis Testing

Hypothesis Test could be done after the results of normality and homogeneity test are fulfilled. The test was done by using independent sample T test.  $H_0$  is rejected if  $t_0 > t_{table}$  meaning that were a difference. The procedure of t test drawn as follows:

**a. Seeking Mean**

$$\begin{aligned} \text{Mean Experiment Class (X}_E) &= \frac{\sum X}{n} \\ &= \frac{2421}{29} = 83,48 \end{aligned}$$

$$\begin{aligned} \text{Mean Control Class (X}_C) &= \frac{\sum X_C}{n} \\ &= \frac{2068}{27} = 76,59 \end{aligned}$$

**b. Seeking  $T_{table}$**

T table with db ( $\infty; n_1 + n_2 - k$ ) or (5%; 27) = 1.703

**c. Seeking t**

$$t = \frac{X_E - X_C}{\sqrt{\left( \frac{(n_E - 1) SE_2 + (n_C - 1) SC_2}{n_E + n_C - 2} \right) \times \left( \frac{n_E + n_C}{n_E \cdot n_C} \right)}}$$

$$t = \frac{83,48 - 76,59}{\sqrt{\frac{(28 \times 37,7586) + (26 \times 50,1738)}{54} \times \frac{56}{783}}}$$

$$t = \frac{6,89017}{1,7686} = 3,895$$

**d. Criteria**

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

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

### e. Conclusion

Because  $t > t_{table}()$  for level significant of 0.05 so,  $H_0$  is not accepted. It means there is different of reading achievement between experiment class and control class. It means the result is there a significant difference is students' achievement in reading narrative text between the students who are taught using Moodle as media and who are taught using Video. The students who are taught using Moodle as media (83, 48) have higher score than those taught using Video as media (76, 59)

## B. Discussion

### **Moodle ( Modular object-oriented Dynamic Learning Environment) is more effective in teaching reading narrative text**

This point discusses about the result of the data analysis. It should be followed by the explanation about the result of the research, some theories and comment. In this point, it will be found the theories that supports with the result of the research.

Teaching narrative text in experimental class by using moodle can encourage students to be more interested and motivated. Moodle e learning as a teaching media can create situation in teaching and learning process in the classroom more enjoyable. Besides, it can be seen that the

average score of students in experimental class is better than the average score of students in control class.

The result of the test showed that the mean of reading narrative text before treatment in experiment 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 in 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 2,006 is higher than Ttable (1,703). It means the hypothesis which states that Moodle as media is more effective to teach reading narrative text at the **first** grade of SMAN Colomadu is accepted. The researcher can see their enthusiasm when following teaching learning process. The student became more active, enthusiasm and attractive following the reading class. Moodle can make the students more active in giving opinion appreciating another opinion and solving the problem in group. The result indicates that Moodle media in teaching reading narrative text gives difference to the students' reading narrative text is more effective than the students who are taught by Video media.

The result of analysis can be clarified by the following reason. It has been explained in chapter II that is according to Usman and Asnawir,



(2002:2) media is anything used to send message(s) from the students to receivers. So it can arouse the learners' thought, feeling, and interest to hear the students' learn. The teaching process in the classroom needs an appropriate media to teach the students. Media is a tool which has an important function to support teaching learning process in the classroom and it helps the teacher to transfer the knowledge for the students. Furthermore, it has important point to teach the good achievement of the student.

Darmawan (2014: 29-30) state that there are function and benefit of E-learning; E-learning as a supplement (additional), namely: learners have the freedom of choice, whether to utilize eLearning material or not. In this case there is no obligation / requirement for learners to access e-Learning materials. Despite its nature optional, learners who use it will certainly have additional knowledge or insight, This means that the material in e-Learning is programmed to complete the learning materials received by learners inside class, There are three alternative models of learning activities to choose from (1) fully face-to-face (conventional), (2) partially face-to-face and partly via the internet; or (3) completely over the internet.

Based on the theory that supports the result of the research, the using of Moodle e-learning to teach reading skill on narrative text is effective. There is a difference of reading difference between the students who are taught by Moodle e-learning and those taught by Video. The

result is supported by the theories above. So that the explanation above recommends that there is difference of students' reading achievement on narrative text between students who are taught by using Moodle e-learning and those who are taught by video.

Based on the discussion above, it can be concluded that the result of this research is that there is difference of reading achievement on text between students taught by using Moodle e-learning and those taught by using video at the first grade of SMAN Colomadu in the academic year 2017/2018. Teaching narrative text using Moodle e-learning is more effective than teaching narrative text using video because when the researcher conducted the research at tenth grade of SMAN Colomadu, the researcher found that the students were more interested in the teaching and learning process using Moodle e-learning. The students were easier in reading narrative texts by Moodle e-learning provided by the researcher. In other words, they learned narrative text more easily. On the other hand, the students found difficulties when they learned narrative text using video such as limited time to watch the videos given by the researcher to make a narrative text based Moodle e-learning. Therefore, Moodle e-learning is more effective to teach narrative text than the video.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

There is significant difference between students who taught using Moodle media and the students who are taught using Video media. The students were taught using Moodle media have better comprehension in reading narrative text than the students were taught using Video.

The mean score both experiment class and control class were difference. The pre-test score of reading narrative text before got a treatment in the experiment class that was using Moodle media at the first grade students of SMAN Colomadu was 57,69. The pre-test score of reading narrative text the control class that taught using Video before got a treatment was 62, 67. After the researcher gave some treatments both of experiment class and control class the mean score of student were better than before. The post-test score of reading narrative text in experiment class was 83, 48 and the post-test of reading narrative text in control class was 76,59.

Based on the statement above, it can be concluded that Moodle is effective to teach reading narrative text. Students who were taught Moodle

media is more active in learning than the students are taught using Video media.

## **B. Suggestions**

Related to the conclusion of the research that students teams achievement divisions gives a significant different in the reading achievement between the students who were taught by Moodle media and the student who were taught by Video. Furthermore, directed reading thinking activity is more effective in teaching reading especially in teaching reading narrative text for the first grade students in Senior High Scholl, the researcher had given some suggestion as follow:

1. To the teacher
  - a. Teacher should be more creative to create teaching learning process. It means that the teacher should know the suitable strategy in teaching reading in order to increase the students' reading skill.
  - b. English teacher can use Moodle in order to increase students' reading skill. It is created a good circumstance during teaching and learning in order to make the students comfortable and enjoyable in it.
  - c. Teacher must be monitoring the group activity in order to make group discussion become active and effective.
  - d. Teacher must give motivation to the students to guidance during the learning process.

2. To the students

- a. The students should be focus on teacher's direction in order to be able to practice and apply the Moodle media used by the teacher.
- b. The students must have high motivation to follow the English lesson, to practice both in the class and out of class.
- c. The students must not be shame to give opinion with their friends.
- d. The students must have high confident to use many new vocabulary when giving opinion about test.

3. To the researchers

This research is hoped to be experience in teaching learning process, especially in teching reading narrative text. The **researcher** also hoped this research can be little contribution to teach English reading. Other research can be developed with their other material which is suitable for the teaching learning process of English lesson. However, this research can be starting point of investigate the topic more complete.

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**Appendix 1:**  
**Syllabus**

## SILABUS SMA - WAJIB

**Mata Pelajaran : BAHASA INGGRIS**

**Kelas : X**

**Kompetensi Inti :**

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

<b>Kompetensi Dasar</b>	<b>Materi Pokok</b>	<b>Pembelajaran</b>	<b>Penilaian</b>	<b>Alokasi Waktu</b>	<b>Sumber Belajar</b>
Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi					

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
Internasional yang diwujudkan dalam semangat belajar					
<p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p>					

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.					
3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran, serta responnya, sesuai dengan konteks penggunaannya	<p><b>Teks lisan dan tulis dalam bentuk cerita</b></p> <p><b>Fungsi Sosial</b></p> <p><i>Menghibur pembaca dengan alur cerita yang menarik</i></p> <p><b>Struktur text</b></p> <p><b>Unsur kebahasaan</b></p> <p>(1) Kosakata terkait dengan kesehatan, tugas</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyimak betbagai contoh teks cerita pendek yang diberikan/ didengarkan guru</li> <li>Siswa mengamati fungsi social, struktur unsur kebahasaan</li> <li>Siswa membacakan cerita pendek kepada teman dengan menggunakan unsur kebahasaan yang tepat</li> <li>Siswa berlatih menyusun klaimat yang diberika menjadi cerita pendek</li> <li>Siswa secar berkelompok menuliskan/</li> </ul>	<p><b>KRITERIA PENILAIAN</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks cerita pendek</li> <li>Tingkat kelengkapan dan keruntutan struktur teks cerita pendek</li> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</li> <li>Sikap santun, peduli,</li> </ul>	1 6 J	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Contoh peragaan dalam bentuk rekaman CD/VC D/ DVD/kaset</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dail">www.dail</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.1 menangkap makna teks naratif berbentuk ceritA	sekolah , kebersihan lingkungan , dsb. (2) Tata bahasa: simple past tense, simple present tense, present perfect tense. (3) Ucapan , tekanan kata, intonasi (4) Ejaan dan tanda baca (5) Tulisan tangan	menyalin cerita pendek dari teks cerita pendek lisan dan tulis, sederhana, tentang pengalaman/ peristiwa dengan memperhatikan fungsi social, truktur, dan unsur kebahasaan dengan runtut  <b>Menanya</b> Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara memberi saran dan tawaran serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.  <b>Mengumpulkan Informasi</b> <ul style="list-style-type: none"> <li>• Siswa mendengarkan dan menyaksikan banyak teks cerita pendek</li> <li>• Dengan bimbingan dan arahan guru,</li> </ul>	percaya diri dan cinta damai yang menyertai ungkapan memberi saran dan tawaran, serta responnya.  <b>CARA PENILAIAN:</b>  <b>Kinerja (praktik)</b> Simulasi dan/atau bermain peran ( <i>role play</i> ) untuk memberi saran dan tawaran, serta responnya.  <b>Observasi:</b> (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) <ul style="list-style-type: none"> <li>• Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk memberi saran dan tawaran ketika muncul kesempatan di dalam dan di luar kelas.</li> <li>• Observasi</li> </ul>		<a href="http://yenglish.com">yenglish.com</a> - <a href="http://americanenglish.state.gov/file/ae/urce_files">http://americanenglish.state.gov/file/ae/urce_files</a> - <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan)</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Secara berpasangan siswa saling menganalisis cerita pendek tulis dengan focus pada fungsi social, truktur, dan unsur kebahasaan</li> <li>• Siswa mendiskusikan gagasan pokok, informasi tertentu dari teks</li> <li>• Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa mengisi rumpang dari cerita pendek sederhana dengan memperhatikan fungsi social, struktur dan unsur kebahsaanya</li> <li>• Siswa membuat kliping cerita pendek dengan menyalin dan</li> </ul>	<p>terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> <li>• Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan memberi saran dan tawaran, termasuk kemudahan dan kesulitannya.</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>beberapa sumber</p> <ul style="list-style-type: none"> <li>• Siswa membuat jurnal belajar (learning journal)</li> <li>• Membuat laporan evaluasi diri secara tertulis tentang pengalaman masing masing dalam cerita teks cerita pendek selama proses pembelajaran di dalam dan diluar kelas, termasuk kendala yang dialami</li> <li>• Siswa menggunakan 'learning jurnal'</li> </ul>			

**Appendix 2:**  
**Lesson Plan of Experiment Class**



## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMAN COLOMADU
Kelas/Semester	: XI/1
Tahun Pelajaran	: 2017 / 2018
Genre	: Narrative text
Topik	: Cinderella
Alokasi Waktu	: 2 x 45 menit

### A. Kompetensi Inti (KI)

KI-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

KI-3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan, prosedural pada bidang kajian yang specific sesuai dengan bakat, dan minatnya untuk memecahkan masalah.

KI-4: Mengolah, menalar, dan menyaji dalam ranah konkrit dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### B. Kompetensi Dasar

Menganalisis fungsi social, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk cerita pendek, sesuai dengan konteks penggunaannya.

### C. Indikator

Pada akhir pembelajaran ini, peserta didik diharapkan dapat:

1. Membaca teks narrative dengan ucapan dan intonasi yang benar.
2. Mengidentifikasi topic dari teks narrative
3. Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk cerita pendek
4. Mengidentifikasi informasi tersirat dan tersurat dari teks narrative.

### D. Materi Pembelajaran (Rincian dan Materi Pokok)

(Lampiran 1)

### E. Metode Pembelajaran

pengamatan (observasi) diskusi kelompok (berpasangan), penugasan individu

### F. Media dan Sumber Pembelajaran

1. Media : Video using Moodle ( Modular object-oriented Dynamic Learning Environment)
2. Sumber pembelajaran:
  - Bahasa Inggris SMA Kelas XI.
  - <http://learnenglish.britishcouncil.org/en/>

### G. Langkah Kegiatan Pembelajaran

#### Kegiatan awal (20 menit)

Guru	Peserta didik
a. Membuka dengan salam, memimpin siswa untuk berdoa selanjutnya mengkondisikan siswa untuk siap kehadiran dan membangun suasana kooperatif.	a. Siswa menjawab salam, berdoa bersama, melakukan absensi kelas, dan membuat kelompok.
b. Memberi motivasi kepada siswa dengan cara bercerita tentang cita-cita.	b. Siswa mendengarkan cerita dan ikut menyampaikan cita-citanya sebagai bentuk motivasi.
c. Menjelaskan siswa tentang tujuan pembelajaran serta topic yang akan	c. Mendengarkan penjelasan guru.

dibahas.

### **Kegiatan inti (60 menit)**

#### **Mengamati:**

- a. Memberikan contoh teks cerita pendek
- b. Menyuruh siswa untuk mengamati fungsi social, truktur teks dan unsu kebahasaan
- c. Menyuruh siswa untuk menentukan gagasan pokok dan informasi rinci dari teks narrative.

#### **Mengamati:**

- a. Menyimak contoh teks narrative yang diberikan guru
- b. Mengamati fungsi social, truktur teks dan unsu kebahasaanya
- c. Siswa belajar menentukan gagasan pokok dan informasi rinci dari teks narrative.

#### **Menanya:**

- a. Membimbing dan mengarahkan siswa untuk bertanya tentang fungsi social, gagasan pokok, dan informasi tertentu dalam teks cerita pendek.

#### **Menanya:**

- a. Siswa bertanya tentang fungsi social, gagasan pokok, dan informasi tertentu dalam teks cerita pendek.

#### **Mengeksplorasi:**

- a. Menyuruh siswa untuk membaca judul teks narrative.
- b. Mendorong siswa untuk berfikir tentang jalan cerita berdasarkan judul cerita pendek yang telah dibaca.
- c. Menginstruksikan siswa untuk memperhatikan video dengan judul "Cinderella".

#### **Mengeksplorasi:**

- a. Membuka judul teks narrative.
- b. Berfikir secara langsung tentang jalan cerita berdasarkan judul yang telah dibaca.
- c. Memberikan respond gagasan pokok, dan informasi tertentu dalam teks cerita pendek dalam video dengan judul "Cinderella".

**Mengasosiasi:**

- a. Menyuruh siswa untuk membaca teks berdasarkan video dengan judul “Cinderella”.
- b. Menyuruh siswa menganalisis dan mendiskusikan teks tersebut serta memberikan prediksi tentang jalan cerita video.

**Mengasosiasi:**

- a. Siswa membaca teks berdasarkan video dengan judul “Cinderella”.
- b. Siswa menganalisis dan mendiskusikan teks tersebut serta memberikan prediksi tentang jalan cerita video.

**Mengkomunikasikan:**

- a. Menyuruh siswa untuk menyampaikan prediksinya mengenai cerita dalam video.
- b. Mendiskusikan bersama siswa lain tentang kebenaran prediksi tersebut mengenai cerita dalam video.
- c. Membagikan soal soal berdasarkan wacana yang dibahas.

**Mengkomunikasikan:**

- a. Menyampaikan prediksi mengenai cerita dalam video.
- b. Mendiskusikan kebenaran prediksi
- c. Mengerjakan soal soal berdasarkan wacana yang dibahas.

**Kegiatan akhir (10 menit)**

- a. Menanyakan perasaan siswasetelah mengikuti serangkaian pembelajaran.
- b. Membahas soal-soal yang baru saja dikerjakan oleh siswa.
- c. Menegaskan siswa untuk mempersiapkan diri pada pembelajaran membaca berikutnya.
- d. Menutup pembelajaran dengan salam

- a. Siswa memberi tanggapan.
- b. Mendengarkan membahasan guru.
- c. Mendengarkan pesan guru dan mempersiapkan diri pad pembelajaran berikutnya.
- d. Menjawab salam.

**H. Penilaian**

1. Teknik Penilaian : Tes Tulis
2. Bentuk : pilihan ganda
- Total pertanyaan : 10
- Nilai setiap pertanyaan : 10

- Nilai = Total jawaban yang benar x 10  
= 100
3. Instrumen : (*Lampiran 2*)  
4. Kunci jawaban : (*Lampiran 3*)

Karanganyar, Desember 2017

**Mengetahui,**

English Teacher

The Reseacher

SRI SULAMI, S.Pd

ImaYuliana

NIP. ...

NIM 143221122

(*Lampiran 1*)

**NARRATIVE TEXT**

**A. Definition of Narrative Text**

Narrative Text is a text tells the reader about a story (such as; adventure, mystery, science, fiction, fantasy, historical fiction, contemporary fiction, dilemma stories, dialogue, myths, legend, fairy tales, fable). The story contain of conflict and following br resolution inside.

**B. The Purpose of Narrative Text**

The purpose of Narrative Text is to amuse, entertain, and to deal with actual or vicarious experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

### **C. Generic Structure of Narrative Text**

1. Orientation : to introduce the participant or the characters of the story with the time and place set.
2. Evaluation : a stepping back to evaluate the plight (optional).
3. Complication : a crisis arises.
4. Resolution : the crisis is resolved for better or for worse.
5. Reorientation : (optional).

### **D. Language Feature**

1. Focus and specific, usually individualized participant.
2. Use of material process (and in the text, behavioral, verbal, processor).
3. Use of relational process and mental process.
4. Use of temporal conjunction and temporal circumstances.
5. Use of simple past tense.

## **CINDERELLA**

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass

slippers. “Now, Cinderella”, she said; “You must leave before midnight”. Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king’s son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king’ son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king’s page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The king’s son was overjoyed to see her again. They were married and live happily ever after.

*(Lampiran 2)*

### **BLUEPRINT AND INSTRUMENT**

Construct: the researcher want to know the ability in understanding the text, especially narrative text from the students at the eleventh grade of SMAN Colomadu. The students can be said having good reading comprehension if they know and understand the following aspects such as the title, topic and main idea of the text, finding reffering, predicting, and finding explicit/implicit information. Reference of the instrument from (Destiwati, E. 2016 .The Effectiveness Of Using Reading Guide Method In Teaching Reading At The Seventh Grade Of Smp Kasatriyan 1 Surakarta in The Academic Year 2015/2016. Surakarta : Program Pasca Sarjana FITK Surakarta).

<b>NO</b>	<b>ASPECT</b>	<b>NO</b>	<b>ASPECT</b>
1.	Communicative Purpose	6.	Synonym
2.	Reffering	7.	Implicit Information
3.	Generic structure	8.	Main Idea
4.	Explicit Information	9.	Explicit Information
5.	Antonym	10.	Explicit Information

**Choose the correct answer by croosing the answer a, b, c, or d!**

1. What is the communicative purpose of the text?
  - a. Entertain the readers about fairy tale

- b. Describe how Cinderella went to the ball
  - c. Persuade the readers to read the story
  - d. Inform the readers about Cinderella's marriage
  - e. Explain to the readers why Cinderella's stepsister hated her so much
2. "Her step sister tried on the slipper but *it* was too small". The word "it" in the last paragraph refers to...
- a. The ball
  - b. Step sister
  - c. The slipper
  - d. Cinderella
  - e. The king's son
3. Which is the orientation of the text ?
- a. Paragraph 1
  - b. Paragraph 2
  - c. Line 1-8
  - d. Line 7-13
  - e. The last Paragraph
4. How does the fairy godmother help Cinderella come to the ball?
- a. The fairy godmother asked her step sister to help Cinderella
  - b. The fairy godmother helped Cinderella with her magic wind
  - c. The godmother asked Cinderella's step mother to help Cinderella
  - d. The godmother helped Cinderella with say abracadabra
  - e. The godmother asked the king's son to help Cinderella
5. "The step mother and sisters were conceited." (Line 2) the antonym of the underline word is....
- a. Gentle
  - b. Embarrass
  - c. Disappointed
  - d. Domineered
  - e. Arrogant
6. "The two sisters received an invitation to the ball." (paragraph 2) synonym of underline word is...
- a. A games
  - b. A job
  - c. The party
  - d. A play
  - e. The duty
7. Which of the following is not true according to the text?



- a. Cinderella lived with her step sisters
  - b. Cinderella felt happy with her husband
  - c. Cinderella felt annoyed with her step sister
  - d. Cinderella was helped by a fairy to get to the ball
  - e. Cinderella was helped by her step sister to do all the housework
8. What is the main idea of paragraph 3?
- a. Cinderella was helped by a fairy to get to the ball
  - b. The step sister asked Cinderella to do some housework
  - c. The fairy godmother did not help Cinderella to get to the ball
  - d. Cinderella has step sister and step mother
  - e. Cinderella was married with the king's son
9. Who was married with the king's son?
- a. The fairy
  - b. Cinderella
  - c. Cinderella step sister
  - d. The step mother
  - e. The godmother
10. What would happen after Cinderella married with the king's son?
- a. Cinderella still lived with her step sister
  - b. Cinderella live unhappy with the king's son
  - c. Cinderella asked the fairy to follow her
  - d. Cinderella live happily forever
  - e. Cinderella live lonely in the castle

(Lampiran 3)

## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMAN COLOMADU
Kelas/Semester	: XI/1
Tahun Pelajaran	: 2017 / 2018
Genre	: Narrative text
Topik	: The Ant and The Dove
Alokasi Waktu	: 2 x 45 menit

### I. Kompetensi Inti (KI)

KI-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

KI-3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural, berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan, prosedural pada bidang kajian yang specific sesuai dengan bakat, dan minatnya untuk memecahkan masalah.

KI-4: Mengolah, menalar, dan menyaji dalam ranah konkrit dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## **B. Kompetensi Dasar**

Menganalisis fungsi social, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk cerita pendek, sesuai dengan konteks penggunaannya.

## **C. Indikator**

Pada akhir pembelajaran ini, peserta didik diharapkan dapat:

1. Membaca teks narrative dengan ucapan dan intonasi yang benar.
2. Mengidentifikasi topic dari teks narrative
3. Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk cerita pendek
4. Mengidentifikasi informasi tersirat dan tersurat dari teks narrative.

## **D. Materi Pembelajaran (Rincian dan Materi Pokok)**

*(Lampiran 1)*

## **E. Metode Pembelajaran**

pengamatan (observasi) diskusi kelompok (berpasangan), penugasan individu

## **F. Media dan Sumber Pembelajaran**

1. Media : Video using Moodle ( Modular object-oriented Dynamic Learning Environment)
2. Sumber pembelajaran:
  - Bahasa Inggris SMA Kelas XI.
  - <http://learnenglish.britishcouncil.org/en/>

## **G. Langkah Kegiatan Pembelajaran**

### **Kegiatan awal (20 menit)**

#### **Guru**

#### **Peserta didik**

- |   |   |
|---|---|
| <p>a. Membuka dengan salam, memimpin siswa untuk berdoa selanjutnya mengkondisikan siswa untuk siap kehadiran dan membangun suasana kooperatif.</p> | <p>a. Siswa menjawab salam, berdoa bersama, melakukan absensi kelas, dan membuat kelompok.</p> <p>b. Siswa mendengarkan cerita dan ikut</p> |
|---|---|

- b. Memberi motivasi kepada siswa dengan menyampaikan cita-citanya sebagai cara bercerita tentang cita-cita. bentuk motivasi.
- c. Menjelaskan siswa tentang tujuan c. Mendengarkan penjelasan guru. pembelajaran serta topic yang akan dibahas.

### **Kegiatan inti (60 menit)**

#### **Mengamati:**

- a. Memberikan contoh teks cerita pendek
- b. Menyuruh siswa untuk mengamati fungsi social, truktur teks dan unsu kebahasaan
- c. Menyuruh siswa untuk menentukan gagasan pokok dan informasi rinci dari teks narrative.

#### **Mengamati:**

- a. Menyimak contoh teks narrative yang diberikan guru
- b. Mengamati fungsi social, truktur teks dan unsu kebahasaanya
- c. Siswa belajar menentukan gagasan pokok dan informasi rinci dari teks narrative.

#### **Menanya:**

- a. Membimbing dan mengarahkan siswa untuk bertanya tentang fungsi social, gagasan pokok, dan informasi tertentu dalam teks cerita pendek.

#### **Menanya:**

- a. Siswa bertanya tentang fungsi social, gagasan pokok, dan informasi tertentu dalam teks cerita pendek.

#### **Mengeksplorasi:**

- a. Menyuruh siswa untuk membaca judul teks narrative.
- b. Mendorong siswa untuk berfikir tentang jalan cerita berdasarkan judul cerita pendek yang telah dibaca.
- c. Menginstruksikan siswa untuk memperhatikan video dengan judul "The Ant and The Dove".

#### **Mengeksplorasi:**

- a. Membuka judul teks narrative.
- b. Berfikir secara langsung tentang jalan cerita berdasarkan judul yang telah dibaca.
- c. Memberikan respond gagasan pokok, dan informasi tertentu dalam teks cerita pendek dalam video dengan judul "The Ant and The Dove".

**Mengasosiasi:**

- a. Menyuruh siswa untuk membaca teks berdasarkan video dengan judul “The Ant and The Dove”.
- b. Menyuruh siswa menganalisis dan mendiskusikan teks tersebut serta memberikan prediksi tentang jalan cerita video.

**Mengasosiasi:**

- a. Siswa membaca teks berdasarkan video dengan judul “The Ant and The Dove”.
- b. Siswa menganalisis dan mendiskusikan teks tersebut serta memberikan prediksi tentang jalan cerita video.

**Mengkomunikasikan:**

- a. Menyuruh siswa untuk menyampaikan prediksinya mengenai cerita dalam video.
- b. Mendiskusikan bersama siswa lain tentang kebenaran prediksi tersebut mengenai cerita dalam video.
- c. Membagikan soal soal berdasarkan wacana yang dibahas.

**Mengkomunikasikan:**

- a. Menyampaikan prediksi mengenai cerita dalam video.
- b. Mendiskusikan kebenaran prediksi
- c. Mengerjakan soal soal berdasarkan wacana yang dibahas.

**Kegiatan akhir (10 menit)**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>a. Menanyakan perasaan siswasetelah mengikuti serangkaian pembelajaran.</li> <li>b. Membahas soal-soal yang baru saja dikerjakan oleh siswa.</li> <li>c. Menegaskan siswa untuk mempersiapkan diri pada pembelajaran membaca berikutnya.</li> <li>d. Menutup pembelajaran dengan salam</li> </ol> | <ol style="list-style-type: none"> <li>a. Siswa memberi tanggapan.</li> <li>b. Mendengarkan membahasan guru.</li> <li>c. Mendengarkan pesan guru dan mempersiapkan diri pad pembelajaran berikutnya.</li> <li>d. Menjawab salam.</li> </ol> |
|--|---|

**H. Penilaian**

1. Teknik Penilaian : Tes Tulis
2. Bentuk : pilihan ganda
 

Total pertanyaan	: 10
Nilai setiap pertanyaan	: 10

- Nilai = Total jawaban yang benar x 10  
= 100
3. Instrumen : (*Lampiran 2*)  
4. Kunci jawaban : (*Lampiran 3*)

Karanganyar, Desember 2017

### **Mengetahui,**

English Teacher

The Reseacher

SRI SULAMI, S.Pd

ImaYuliana

NIP. ...

NIM 143221122

(*Lampiran 1*)

### **THE ANT AND THE DOVE**

On the summer day, an ant was so thirsty. The little ant went to river to get some water. The water flowed so fast and made the little ant fall off from the bank into the river.

“I shall drown” the ant cried. “Help! Help! Help!”, but the voice was so tiny that it couldn’t be heard.

A dove was sitting on the tree hanging over the water. The dove saw the ant strggling and quickly nipped off a leaf and let and let it fall into the water. The ant climbed upon it andfloated down the river until the leaf was washed upon the bank of the river. The ant calledout im its tiny voice. “thankyou, kind dove, you have saved my life”, but of course the dove couldn’t hear him.

Meanwhile, the dove was again sitting on the tree; a hunter crept carefully up to the tree. His gun was pointed at the dove and he want to shoot it. When he was pointed his gun, his leg was bitten by an ant. He cried out with pain and dropped his gun. Knowing that, the dove flew

away and met the little ant to say thankyou. “Thankyou, kind ant” said the dove. The ant heard it and happy that the ant could help her.

*(Lampiran 2)*

### **BLUEPRINT AND INSTRUMENT**

Construct: the researcher want to know the ability in understanding the text, especially narrative text from the students at the eleventh grade of SMAN Colomadu. The students can be said having good reading comprehension if they know and understand the following aspects such as the title, topic and main idea of the text, finding reffering, predicting, and finding explicit/ implicit information. Reference of the instrument from (Destiwati, E. 2016 .The Effectiveness Of Using Reading Guide Method In Teaching Reading At The Seventh Grade Of Smp Kasatriyan 1 Surakarta in The Academic Year 2015/2016. Surakarta : Program Pasca Sarjana FITK Surakarta).

<b>NO</b>	<b>ASPECT</b>	<b>NUMBER OF ITEM</b>
1.	Implicit information	1, 4,7
2.	Referring	2,8
3.	Main Idea	3
4.	Explicit information	5,6
5.	Antonym	9
6.	Synonym	10

**Choose the correct answer by croosing the answer a, b, c, or d!**

1. According to the text, which of the following is not true ?
  - a. The ant didn't need the dove helped
  - b. The hunter wanted shoot the dove by his gun
  - c. The ant climbed the leaf quickly
  - d. The dove would be shoot by the hunter

- e. The ant shouted when fall into river
2. "it" in paragraph 3, line 5 refers to...
  - a. The trees
  - b. The hunter's foot
  - c. The dove's body
  - d. The bank
  - e. The leaf
3. The main idea of the third paragraph is...
  - a. The dove helped the ant by threw the leaf
  - b. The dove saw the ant was drinking water
  - c. The ant was looking for water in the river
  - d. The hunter shoot the dove under the tree
  - e. The ant saves the dove by biting the hunter's foot
4. Which is the true statement according to the text above, **except**?
  - a. The dove saved the ant from the river with a leaf
  - b. There was a hunter who wanted to shoot the dove
  - c. The ant saved the dove by bit the hunter's hand
  - d. The ant slipped and fell into the river
  - e. The dove saved the ant by but the hunter's foot
5. What does the dove to do after the ant saved the dove life?
  - a. The dove cried because was bitten by the ant
  - b. The dove flew away and never met the ant
  - c. The dove said thanks to the ant
  - d. The ant said thanks to the dove
  - e. The dove never met the ant again
6. The moral value than can be taken from the story is...
  - a. Thanking each other for kindness is dangerous
  - b. Helping each other is the best way in life
  - c. Supporting each other in the crime
  - d. Sharring each other making wealthy life
  - e. Forgetting each other for kindness
7. How does the dove do to save ant from river?
  - a. The dove climbed and floated in safety to the bank
  - b. The dove bit the hunter hard in the foot
  - c. The dove took a leaf and threw it down into the river
  - d. The dove made noisy
  - e. The dove hide in the tree until the ant come
8. "He want to shoot it" "it" in line 10 refers to ?...
  - a. The dove
  - b. The Hunter
  - c. The ant
  - d. The Writer
  - e. The Reader



9. "The ant heard it and happy that he could help". The word "happy" in line 13 has the opposite meaning with...
- a. Comfortable
  - b. Sad
  - c. Embarrassed
  - d. Shy
  - e. Humble
10. The word "voice" in the second paragraph has the same meaning with...
- a. Thundering
  - b. Noisy
  - c. Tone
  - d. Sound
  - e. Vowel

*(Lampiran 3)*

**Answer Key**

1. A    2. E    3. A    4. E    5. C    6. B    7. C    8. A    9. B    10. D

## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMAN COLOMADU
Kelas/Semester	: XI/1
Tahun Pelajaran	: 2017 / 2018
Genre	: Narrative text
Topik	: The Ant and The Grasshopper
Alokasi Waktu	: 2 x 45 menit

### **J. Kompetensi Inti (KI)**

KI-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

KI-3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan, prosedural pada bidang kajian yang specific sesuai dengan bakat, dan minatnya untuk memecahkan masalah.

KI-4: Mengolah, menalar, dan menyaji dalam ranah konkrit dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### **Kompetensi Dasar**

Menganalisis fungsi social, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk cerita pendek, sesuai dengan konteks penggunaannya.

## I. Indikator

Pada akhir pembelajaran ini, peserta didik diharapkan dapat:

1. Membaca teks narrative dengan ucapan dan intonasi yang benar.
2. Mengidentifikasi topic dari teks narrative
3. Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk cerita pendek
4. Mengidentifikasi informasi tersirat dan tersurat dari teks narrative.

## J. Materi Pembelajaran (Rincian dan Materi Pokok)

(Lampiran 1)

## K. Metode Pembelajaran

pengamatan (observasi) diskusi kelompok (berpasangan), penugasan individu

## L. Media dan Sumber Pembelajaran

1. Media : Video Video using Moodle ( Modular object-oriented Dynamic Learning Environment)
2. Sumber pembelajaran:
  - Bahasa Inggris SMA Kelas XI.
  - <http://learnenglish.britishcouncil.org/en/>

## M. Langkah Kegiatan Pembelajaran

### Kegiatan awal (20 menit)

Guru	Peserta didik
a. Membuka dengan salam, memimpin siswa untuk berdoa selanjutnya mengkondisikan siswa untuk siap kehadiran dan membangun suasana kooperatif.	a. Siswa menjawab salam, berdoa bersama, melakukan absensi kelas, dan membuat kelompok.
b. Memberi motivasi kepada siswa dengan cara bercerita tentang cita-cita.	b. Siswa mendengarkan cerita dan ikut menyampaikan cita-citanya sebagai bentuk motivasi.
c. Menjelaskan siswa tentang tujuan pembelajaran serta topic yang akan dibahas.	c. Mendengarkan penjelasan guru.

### Kegiatan inti (60 menit)

**Mengamati:**

- d. Memberikan contoh teks cerita pendek
- e. Menyuruh siswa untuk mengamati fungsi social, truktur teks dan unsu kebahasaan
- f. Menyuruh siswa untuk menentukan gagasan pokok dan informasi rinci dari teks narrative.

**Menanya:**

- b. Membimbing dan mengarahkan siswa untuk bertanya tentang fungsi social, gagasan pokok, dan informasi tertentu dalam teks cerita pendek.

**Mengeksplorasi:**

- d. Menyuruh siswa untuk membaca judul teks narrative.
- e. Mendorong siswa untuk berfikir tentang jalan cerita berdasarkan judul cerita pendek yang telah dibaca.
- f. Menginstruksikan siswa untuk memperhatikan video dengan judul "The Ant and The Grasshopper".

**Mengasosiasi:**

- a. Menyuruh siswa untuk membaca teks berdasarkan video dengan judul "The Ant and The Grasshopper".
- b. Menyuruh siswa menganalisis dan mendiskusikan teks tersebut serta

**Mengamati:**

- d. Menyimak contoh teks narrative yang diberikan guru
- e. Mengamati fungsi social, truktur teks dan unsu kebahasaanya
- f. Siswa belajar menentukan gagasan pokok dan informasi rinci dari teks narrative.

**Menanya:**

- b. Siswa bertanya tentang fungsi social, gagasan pokok, dan informasi tertentu dalam teks cerita pendek.

**Mengeksplorasi:**

- d. Membuka judul teks narrative.
- e. Berfikir secara langsung tentang jalan cerita berdasarkan judul yang telah dibaca.
- c. Memberikan respond gagasan pokok, dan informasi tertentu dalam teks cerita pendek dalam video dengan judul "The Ant and The Grasshopper".

**Mengasosiasi:**

- a. Siswa membaca teks berdasarkan video dengan judul "The Ant and The Grasshopper".
- b. Siswa menganalisis dan mendiskusikan teks tersebut serta

memberikan prediksi tentang jalan cerita video.

memberikan prediksi tentang jalan cerita video.

### Mengkomunikasikan:

- a. Menyuruh siswa untuk menyampaikan prediksinya mengenai cerita dalam video.
- b. Mendiskusikan bersama siswa lain tentang kebenaran prediksi tersebut mengenai cerita dalam video.
- c. Membagikan soal soal berdasarkan wacana yang dibahas.

### Mengkomunikasikan:

- a. Menyampaikan prediksi mengenai cerita dalam video.
- b. Mendiskusikan kebenaran prediksi
- c. Mengerjakan soal soal berdasarkan wacana yang dibahas.

### Kegiatan akhir (10 menit)

- e. Menanyakan perasaan siswasetelah mengikuti serangkaian pembelajaran.
- f. Membahas soal-soal yang baru saja dikerjakan oleh siswa.
- g. Menegaskan siswa untuk mempersiapkan diri pada pembelajaran membaca berikutnya.
- h. Menutup pembelajaran dengan salam

- e. Siswa memberi tanggapan.
- f. Mendengarkan membahasan guru.
- g. Mendengarkan pesan guru dan mempersiapkan diri pad pembelajaran berikutnya.
- h. Menjawab salam.

### N. Penilaian

1. Teknik Penilaian : Tes Tulis
2. Bentuk : pilihan ganda  
Total pertanyaan : 10  
Nilai setiap pertanyaan : 10  
Nilai = Total jawaban yang benar x 10  
= 100
3. Instrumen : (Lampiran 2)
4. Kunci jawaban : (Lampiran 3)

## **Mengetahui,**

English Teacher

The Reseacher

SRI SULAMI, S.Pd

ImaYuliana

NIP. ...

NIM 143221122

*(Lampiran 1)*

### **THE ANT AND GRASSHOPPER**

One summer day, a grasshopper and an ant were in the woods. The grasshopper played all day long. The ant worked very hard all day

The ant said, “grasshopper, all you do is playing music, you need to work. You should put away food the winter. “grasshopper looked at the ant and smiled. He said, “work is no fun. I like to play. I can work another day.”

All summr, th ant worked very hard. He put food away for the winter. the grasshopper played every day and didn’t put away any food.

In every short time, it was winter. The snow fell in the woods, and it was very cold. The grasshopper knocked on the ant’s door. He said, I’m hungry. It’s cold. What should I do? Do you have enough food for two ?” the ant answered, “there’s time for work and time for fun. I save food for only one. “the ant closed his door. The grasshopper said “I didn’t work. What did I play ? where can I find food on this winter day ?” he walked away and started to look for food in the woods.

*(Lampiran 2)*

### **BLUEPRINT AND INSTRUMENT**

Construct: the researcher want to know the ability in understanding the text, especially narrative text from the students at the eleventh grade of SMAN Colomadu. The students can be said having good reading comprehension if they know and understand the following aspects such as the title, topic and main idea of the text, finding reffering, predicting, and finding explicit/ implicit information. Reference of the instrument from (Destiowati, E. 2016 .The Effectiveness

Of Using Reading Guide Method In Teaching Reading At The Seventh Grade Of Smp Kasatriyan 1 Surakarta in The Academic Year 2015/2016. Surakarta : Program Pasca Sarjana FITK Surakarta).

NO	ASPECT	NO	ASPECT
1.	Main Idea	6.	Generic structure
2.	Reffering	7.	Communicative Purpose
3.	Implicit Information	8.	Explicit Information
4.	Implicit Information	9.	Explicit Information
5.	Antonym	10.	Synonym

**Choose the correct answer by croosing the answer a, b, c, or d!**

1. What the main idea of line 3-5?
  - a. The ant sings a song for the grasshopper
  - b. The grasshopper sings a song for the ant
  - c. The grasshopper asked the ant collected some food
  - d. The ant asked the grasshopper collected some food
  - e. The grasshopper helped the ant collected food
2. The word "he" in line 6 refers to...
 

<ol style="list-style-type: none"> <li>a. The ant</li> <li>b. The grasshopper</li> <li>c. Food</li> </ol>	<ol style="list-style-type: none"> <li>d. The winter</li> <li>e. The grass</li> </ol>
---	---
3. What is the moral value of this text ?
  - a. There is a time for work and time for play
  - b. Be your self
  - c. Don't forget to eat some food
  - d. Don't trust anyone
  - e. Be kind person
4. Which is the statement is true according the text above, **except**?
  - a. The grasshopper didn't have time to store some food
  - b. The grasshopper was so busy playing music
  - c. The grasshopper was helping store food for the winter
  - d. The grasshopper asked the ant for some food in the winter

- e. The grasshopper came to the ant's house
5. "You should put away food for the winter". what is the antonym of the underline word?
- a. Hot  
b. Tropical  
c. Rain  
d. Spring  
e. Summer
6. The generic structure of the text above are...
- a. Orientation, Complication, Resolution  
b. Orientation, Event, Re-orientation  
c. Event, Orientation, Description  
d. Re-orientation, Complication, Orientation  
e. Re-orientation, Description, Orientation
7. What is the communicative purpose of the text ?
- a. To amuse or entertain the reader  
b. To tell the reader what happened in the pass  
c. To persuade the reader that something a case  
d. To describe a particular place or thing  
e. To give the information to the reader
8. What will The grasshopper to do after the ant closed the door?
- a. The grasshopper shook his head in disgust  
b. The ant gave him food  
c. The grasshopper looking for some food in the wood  
d. The grasshopper gave the ant some food  
e. The grasshopper played a music again
9. What is the ant collected in the summer day ?
- a. The grass  
b. Stone  
c. Music  
d. The grasshopper  
e. Food
10. "... And started to look for food in the woods. The synonym of the underline word is...
- a. The foods  
b. The Forest  
c. The wings  
d. The House  
e. The Plants

*(Lampiran 3)*

**Answer Key**

1. D 2. A 3. A 4. C 5. E 6. A 7. A 8. C 9. E 10. B



**Appendix 3:**  
**Lesson Plan of Control Class**

## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMAN COLOMADU
Kelas/Semester	: XI/1
Tahun Pelajaran	: 2017 / 2018
Genre	: Narrative text
Topik	: Cinderella
Alokasi Waktu	: 2 x 45 menit

### **K. Kompetensi Inti (KI)**

KI-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

KI-3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan, prosedural pada bidang kajian yang specific sesuai dengan bakat, dan minatnya untuk memecahkan masalah.

KI-4: Mengolah, menalar, dan menyaji dalam ranah konkrit dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### **L. Kompetensi Dasar**

Menganalisis fungsi social, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk cerita pendek, sesuai dengan konteks penggunaannya.

## M. Indikator

Pada akhir pembelajaran ini, peserta didik diharapkan dapat:

5. Membaca teks narrative dengan ucapan dan intonasi yang benar.
6. Mengidentifikasi topic dari teks narrative
7. Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk cerita pendek
8. Mengidentifikasi informasi tersirat dan tersurat dari teks narrative.

## N. Materi Pembelajaran (Rincian dan Materi Pokok)

*(Lampiran 1)*

## O. Metode Pembelajaran

pengamatan (observasi) diskusi kelompok (berpasangan), penugasan individu

## P. Media dan Sumber Pembelajaran

3. Media : Video, laptop, LCD projector.
4. Sumber pembelajaran:
  - Bahasa Inggris SMA Kelas XI.
  - <http://learnenglish.britishcouncil.org/en/>

## Q. Langkah Kegiatan Pembelajaran

### Kegiatan awal (20 menit)

Guru	Peserta didik
d. Membuka dengan salam, memimpin siswa untuk berdoa selanjutnya mengkondisikan siswa untuk siap kehadiran dan membangun suasana kooperatif.	d. Siswa menjawab salam, berdoa bersama, melakukan absensi kelas, dan membuat kelompok.
e. Memberi motivasi kepada siswa dengan cara bercerita tentang cita-cita.	e. Siswa mendengarkan cerita dan ikut menyampaikan cita-citanya sebagai bentuk motivasi.
f. Menjelaskan siswa tentang tujuan pembelajaran serta topic yang akan dibahas.	f. Mendengarkan penjelasan guru.

### Kegiatan inti (60 menit)

**Mengamati:**

- d. Memberikan contoh teks cerita pendek
- e. Menyuruh siswa untuk mengamati fungsi social, truktur teks dan unsu kebahasaan
- f. Menyuruh siswa untuk menentukan gagasan pokok dan informasi rinci dari teks narrative.

**Menanya:**

- b. Membimbing dan mengarahkan siswa untuk bertanya tentang fungsi social, gagasan pokok, dan informasi tertentu dalam teks cerita pendek.

**Mengeksplorasi:**

- d. Menyuruh siswa untuk membaca judul teks narrative.
- e. Mendorong siswa untuk berfikir tentang jalan cerita berdasarkan judul cerita pendek yang telah dibaca.
- f. Menginstruksikan siswa untuk memperhatikan video dengan judul "Cinderella".

**Mengasosiasi:**

- d. Menyuruh siswa untuk membaca teks berdasarkan video dengan judul "Cinderella".
- e. Menyuruh siswa menganalisis dan mendiskusikan teks tersebut serta

**Mengamati:**

- d. Menyimak contoh teks narrative yang diberikan guru
- e. Mengamati fungsi social, truktur teks dan unsu kebahasaan
- f. Siswa belajar menentukan gagasan pokok dan informasi rinci dari teks narrative.

**Menanya:**

- b. Siswa bertanya tentang fungsi social, gagasan pokok, dan informasi tertentu dalam teks cerita pendek.

**Mengeksplorasi:**

- c. Membuka judul teks narrative.
- d. Berfikir secara langsung tentang jalan cerita berdasarkan judul yang telah dibaca.
- f. Memberikan respond gagasan pokok, dan informasi tertentu dalam teks cerita pendek dalam video dengan judul "Cinderella".

**Mengasosiasi:**

- c. Siswa membaca teks berdasarkan video dengan judul "Cinderella".
- d. Siswa menganalisis dan mendiskusikan teks tersebut serta

memberikan prediksi tentang jalan cerita video.

memberikan prediksi tentang jalan cerita video.

### Mengkomunikasikan:

- d. Menyuruh siswa untuk menyampaikan prediksinya mengenai cerita dalam video.
- e. Mendiskusikan bersama siswa lain tentang kebenaran prediksi tersebut mengenai cerita dalam video.
- f. Membagikan soal soal berdasarkan wacana yang dibahas.

### Mengkomunikasikan:

- d. Menyampaikan prediksi mengenai cerita dalam video.
- e. Mendiskusikan kebenaran prediksi
- f. Mengerjakan soal soal berdasarkan wacana yang dibahas.

### Kegiatan akhir (10 menit)

- e. Menanyakan perasaan siswasetelah mengikuti serangkaian pembelajaran.
- f. Membahas soal-soal yang baru saja dikerjakan oleh siswa.
- g. Menegaskan siswa untuk mempersiapkan diri pada pembelajaran membaca berikutnya.
- h. Menutup pembelajaran dengan salam

- e. Siswa memberi tanggapan.
- f. Mendengarkan membahasan guru.
- g. Mendengarkan pesan guru dan mempersiapkan diri pad pembelajaran berikutnya.
- h. Menjawab salam.

### R. Penilaian

- 5. Teknik Penilaian : Tes Tulis
- 6. Bentuk : pilihan ganda
  - Total pertanyaan : 10
  - Nilai setiap pertanyaan : 10
  - Nilai = Total jawaban yang benar x 10
  - = 100
- 7. Instrumen : (*Lampiran 2*)
- 8. Kunci jawaban : (*Lampiran 3*)

## Mengetahui,

English Teacher

The Reseacher

SRI SULAMI, S.Pd

ImaYuliana

NIP. ...

NIM 143221122

*(Lampiran 1)*

## NARRATIVE TEXT

### **E. Definition of Narrative Text**

Narrative Text is a text tells the reader about a story (such as; adventure, mystery, science, fiction, fantasy, historical fiction, contemporary fiction, dilemma stories, dialogue, myths, legend, fairy tales, fable). The story contain of conflict and following br resolution inside.

### **F. The Purpose of Narrative Text**

The pupose of Narrative Text is to amuse, entertain, and to deal with actual or vicarious experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

### **G. Generic Structure of Narrative Text**

6. Orientation : to introduce the participant or the characters of the story with the time and place set.
7. Evaluation : a stepping back to evaluate the plight (optional).
8. Complication : a crisis arises.

9. Resolution : the crisis is resolved for better or for worse.
10. Reorientation : (optional).

#### **H. Language Feature**

6. Focus and specific, usually individualized participant.
7. Use of material process (and in the text, behavioral, verbal, processor).
8. Use of relational process and mental process.
9. Use of temporal conjunction and temporal circumstances.
10. Use of simple past tense.

### **CINDERELLA**

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king's son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let

Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

(Lampiran 2)

### BLUEPRINT AND INSTRUMENT

Construct: the researcher want to know the ability in understanding the text, especially narrative text from the students at the eleventh grade of SMAN Colomadu. The students can be said having good reading comprehension if they know and understand the following aspects such as the title, topic and main idea of the text, finding reffering, predicting, and finding explicit/implicit information. Reference of the instrument from (Anisa, I. 2015 .The Effectiveness of DRTA Strategy in Teaching Reading Narrative Text. Surakarta : Program Pasca Sarjana FITK Surakarta).

NO	ASPECT	NO	ASPECT
1.	Communicative Purpose	6.	Synonym
2.	Reffering	7.	Implicit Information
3.	Generic structure	8.	Main Idea
4.	Explicit Information	9.	Explicit Information
5.	Antonym	10.	Explicit Information

**Choose the correct answer by croosing the answer a, b, c, or d!**

6. What is the communicative purpose of the text?
  - f. Entertain the readers about fairy tale
  - g. Describe how Cinderella went to the ball
  - h. Persuade the readers to read the story
  - i. Inform the readers about Cinderella's marriage
  - j. Explain to the readers why Cinderella's stepsister hated her so much
7. "Her step sister tried on the slipper but *it* was too small". The word "it" in the last paragraph refers to...
 

d. The ball	d. Cinderella
e. Step sister	e. The king's son
f. The slipper	



8. Which is the orientation of the text ?
- d. Paragraph 1
  - e. Paragraph 2
  - f. Line 1-8
  - d. Line 7-13
  - e. The last Paragraph
9. How does the fairy godmother help Cinderella come to the ball?
- f. The fairy godmother asked her step sister to help Cinderella
  - g. The fairy godmother helped Cinderella with her magic wind
  - h. The godmother asked Cinderella's step mother to help Cinderella
  - i. The godmother helped Cinderella with say abracadabra
  - j. The godmother asked the king's son to help Cinderella
10. "The step mother and sisters were conceited." (Line 2) the antonym of the underline word is....
- b. Gentle
  - c. Embarrass
  - d. dissapointed
  - d. Domineered
  - e. Arrogant
9. "The two sisters received an invitation to the ball." (paragraph 2) synonym of underline word is...
- d. A games
  - e. A job
  - f. The party
  - d. A play
  - e. The duty
10. Which of the following is not true according to the text?
- f. Cinderella lived with her step sisters
  - g. Cinderella felt happy with her husband
  - h. Cinderela felt annoyed with her step sister
  - i. Cinderella was helped by a fairy to get to the ball
  - j. Cinderella was helped by her step sister to do all the housework
11. What is the main idea og paragraph 3?
- f. Cinderella was helped by a fairy to get to the ball
  - g. The step sister asked cinderella to do some housework
  - h. The fairy godmother did not help cinderella to get to the ball
  - i. Cinderella has step sister and step mother

- j. Cinderella was married with the king's son
10. Who was married with the king's son?
- d. The fairy
  - e. Cinderella
  - f. Cinderella step sister
  - d. The step mother
  - e. The godmother
11. What would happen after Cinderella married with the king's son?
- f. Cinderella still lived with her step sister
  - g. Cinderella live unhappy with the king's son
  - h. Cinderella asked the fairy to follow her
  - i. Cinderella live happily forever
  - j. Cinderella live lonely in the castle

*(Lampiran 3)*

**Answer Key**

1. A    2. C    3. A    4. B    5. E    6. C    7. E    8. A    9. B    10. D

## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMAN COLOMADU
Kelas/Semester	: XI/1
Tahun Pelajaran	: 2017 / 2018
Genre	: Narrative text
Topik	: The Ant and The Dove
Alokasi Waktu	: 2 x 45 menit

### S. Kompetensi Inti (KI)

KI-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

KI-3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan, prosedural pada bidang kajian yang specific sesuai dengan bakat, dan minatnya untuk memecahkan masalah.

KI-4: Mengolah, menalar, dan menyaji dalam ranah konkrit dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### O. Kompetensi Dasar

Menganalisis fungsi social, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk cerita pendek, sesuai dengan konteks penggunaannya.

## **P. Indikator**

Pada akhir pembelajaran ini, peserta didik diharapkan dapat:

5. Membaca teks narrative dengan ucapan dan intonasi yang benar.
6. Mengidentifikasi topic dari teks narrative
7. Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk cerita pendek
8. Mengidentifikasi informasi tersirat dan tersurat dari teks narrative.

## **Q. Materi Pembelajaran (Rincian dan Materi Pokok)**

*(Lampiran 1)*

## **R. Metode Pembelajaran**

pengamatan (observasi) diskusi kelompok (berpasangan), penugasan individu

## **S. Media dan Sumber Pembelajaran**

1. Media : Video, laptop, LCD projector.
2. Sumber pembelajaran:
  - Bahasa Inggris SMA Kelas XI.
  - <http://learnenglish.britishcouncil.org/en/>

## **T. Langkah Kegiatan Pembelajaran**

### **Kegiatan awal (20 menit)**

- | <b>Guru</b>  | <b>Peserta didik</b>   |
|--|--|
| a. Membuka dengan salam, memimpin siswa untuk berdoa selanjutnya mengkondisikan siswa untuk siap kehadiran dan membangun suasana kooperatif. | a. Siswa menjawab salam, berdoa bersama, melakukan absensi kelas, dan membuat kelompok.  |
| b. Memberi motivasi kepada siswa dengan cara bercerita tentang cita-cita.  | b. Siswa mendengarkan cerita dan ikut menyampaikan cita-citanya sebagai bentuk motivasi. |
| c. Menjelaskan siswa tentang tujuan pembelajaran serta topic yang akan dibahas.  | c. Mendengarkan penjelasan guru.   |

### **Kegiatan inti (60 menit)**

**Mengamati:**

- a. Memberikan contoh teks cerita pendek
- b. Menyuruh siswa untuk mengamati fungsi social, truktur teks dan unsu kebahasaan
- c. Menyuruh siswa untuk menentukan gagasan pokok dan informasi rinci dari teks narrative.

**Menanya:**

- a. Membimbing dan mengarahkan siswa untuk bertanya tentang fungsi social, gagasan pokok, dan informasi tertentu dalam teks cerita pendek.

**Mengeksplorasi:**

- a. Menyuruh siswa untuk membaca judul teks narrative.
- b. Mendorong siswa untuk berfikir tentang jalan cerita berdasarkan judul cerita pendek yang telah dibaca.
- c. Menginstruksikan siswa untuk memperhatikan video dengan judul "The Ant and The Dove".

**Mengasosiasi:**

- a. Menyuruh siswa untuk membaca teks berdasarkan video dengan judul "The Ant and The Dove".
- b. Menyuruh siswa menganalisis dan mendiskusikan teks tersebut serta

**Mengamati:**

- a. Menyimak contoh teks narrative yang diberikan guru
- b. Mengamati fungsi social, truktur teks dan unsu kebahasaanya
- c. Siswa belajar menentukan gagasan pokok dan informasi rinci dari teks narrative.

**Menanya:**

- a. Siswa bertanya tentang fungsi social, gagasan pokok, dan informasi tertentu dalam teks cerita pendek.

**Mengeksplorasi:**

- a. Membuka judul teks narrative.
- b. Berfikir secara langsung tentang jalan cerita berdasarkan judul yang telah dibaca.
- c. Memberikan respond gagasan pokok, dan informasi tertentu dalam teks cerita pendek dalam video dengan judul "The Ant and The Dove".

**Mengasosiasi:**

- a. Siswa membaca teks berdasarkan video dengan judul "The Ant and The Dove".

memberikan prediksi tentang jalan cerita video.

b. Siswa menganalisis dan mendiskusikan teks tersebut serta memberikan prediksi tentang jalan cerita video.

### **Mengkomunikasikan:**

- a. Menyuruh siswa untuk menyampaikan prediksinya mengenai cerita dalam video.
- b. Mendiskusikan bersama siswa lain tentang kebenaran prediksi tersebut mengenai cerita dalam video.
- c. Membagikan soal soal berdasarkan wacana yang dibahas.

### **Mengkomunikasikan:**

- a. Menyampaikan prediksi mengenai cerita dalam video.
- b. Mendiskusikan kebenaran prediksi
- c. Mengerjakan soal soal berdasarkan wacana yang dibahas.

### **Kegiatan akhir (10 menit)**

- i. Menanyakan perasaan siswasetelah mengikuti serangkaian pembelajaran.
- j. Membahas soal-soal yang baru saja dikerjakan oleh siswa.
- k. Menegaskan siswa untuk mempersiapkan diri pada pembelajaran membaca berikutnya.
- l. Menutup pembelajaran dengan salam

- i. Siswa memberi tanggapan.
- j. Mendengarkan membahasan guru.
- k. Mendengarkan pesan guru dan mempersiapkan diri pad pembelajaran berikutnya.
- l. Menjawab salam.

### **U. Penilaian**

5. Teknik Penilaian : Tes Tulis

6. Bentuk : pilihan ganda

Total pertanyaan : 10

Nilai setiap pertanyaan : 10

Nilai = Total jawaban yang benar x 10  
= 100

7. Instrumen : (*Lampiran 2*)

8. Kunci jawaban : (*Lampiran 3*)

## **Mengetahui,**

English Teacher

The Reseacher

SRI SULAMI, S.Pd

ImaYuliana

NIP. ...

NIM 143221122

*(Lampiran 1)*

### **THE ANT AND THE DOVE**

On the summer day, an ant was so thirsty. The little ant went to river to get some water. The water flowed so fast and made the little ant fall off from the bank into the river.

“I shall drown” the ant cried. “Help! Help! Help!”, but the voice was so tiny that it couldn’t be heard.

A dove was sitting on the tree hanging over the water. The dove saw the ant strggling and quickly nipped off a leaf and let and let it fall into the water. The ant climbed upon it andfloated down the river until the leaf was washed upon the bank of the river. The ant calledout im its tiny voice. “thankyou, kind dove, you have saved my life”, but of course the dove couldn’t hear him.

Meanwhile, the dove was again sitting on the tree; a hunter crept carefully up to the tree. His gun was pointed at the dove and he want to shoot it. When he was pointed his gun, his leg was bitten by an ant. He cried out with pain and dropped his gun. Knowing that, the dove flew away and met the little ant to say thankyou. “Thankyou, kind ant” said the dove. The ant heard it and happy that the ant could help her.

(Lampiran 2)

### BLUEPRINT AND INSTRUMENT

Construct: the researcher want to know the ability in understanding the text, especially narrative text from the students at the eleventh grade of SMAN Colomadu. The students can be said having good reading comprehension if they know and understand the following aspects such as the title, topic and main idea of the text, finding reffering, predicting, and finding explicit/ implicit information. Reference of the instrument from (Anisa, I. 2015 .The Effectiveness of DRTA Strategy in Teaching Reading Narrative Text. Surakarta : Program Pasca Sarjana FITK Surakarta).

NO	ASPECT	NUMBER OF ITEM
1.	Implicit information	1, 4,7
2.	Referring	2,8
3.	Main Idea	3
4.	Explicit information	5,6
5.	Antonym	9
6.	Synonym	10

**Choose the correct answer by croosing the answer a, b, c, or d!**

2. According to the text, which of the following is not true ?
  - f. The ant didn't need the dove helped
  - g. The hunter wanted shoot the dove by his gun
  - h. The ant climbed the leaf quickly
  - i. The dove would be shoot by the hunter
  - j. The ant shouted when fall into river
3. "it" in paragraph 3, line 5 refers to...
  - d. The trees
  - e. The hunter's foot
  - f. The dove's body
  - d. The bank
  - e. The leaf
3. The main idea of the third paragraph is...
  - f. The dove helped the ant by threw the leaf
  - g. The dove saw the ant was drinking water



- h. The ant was looking for water in the river
  - i. The hunter shoot the dove under the tree
  - j. The ant saves the dove by biting the hunter's foot
4. Which is the true statement according to the text above, **except**?
- f. The dove saved the ant from the river with a leaf
  - g. There was a hunter who wanted to shoot the dove
  - h. The ant saved the dove by bit the hunter's hand
  - i. The ant slipped and fell into the river
  - j. The dove saved the ant by but the hunter's foot
5. What does the dove to do after the ant saved the dove life?
- f. The dove cried because was bitten by the ant
  - g. The dove flew away and never met the ant
  - h. The dove said thanks to the ant
  - i. The ant said thanks to the dove
  - j. The dove never met the ant again
6. The moral value than can be taken from the story is...
- f. Thanking each other for kindness is dangerous
  - g. Helping each other is the best way in life
  - h. Supporting each other in the crime
  - i. Sharring each other making wealthy life
  - j. Forgetting each other for kindness
7. How does the dove do to save ant from river?
- f. The dove climbed and floated in safety to the bank
  - g. The dove bit the hunter hard in the foot
  - h. The dove took a leaf and threw it down into the river
  - i. The dove made noisy
  - j. The dove hide in the tree until the ant come
8. "he want to shoot it" . "it" in line 10 refers to ?...
- |               |               |
|---------------|---------------|
| d. The dove   | d. The Writer |
| e. The Hunter | e. The Reader |
| f. The ant    |               |
9. "the ant heard it and happy that he could help". The word "happy" in line 13 has the opposite meaning with...
- |                |           |
|----------------|-----------|
| d. Comfortable | d. Shy    |
| e. Sad         | e. Humble |
| f. Embarrassed |           |
10. The word "voice" in the second paragraph has the same meaning with...
- |               |          |
|---------------|----------|
| d. Thundering | d. Sound |
| e. Noisy      | e. Vowel |

f. Tone

*(Lampiran 3)*

**Answer Key**

2. A    2. E    3. A    4. E    5. C    6. B    7. C    8. A    9. B    10. D

## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMAN COLOMADU
Kelas/Semester	: XI/1
Tahun Pelajaran	: 2017 / 2018
Genre	: Narrative text
Topik	: The Ant and The Grasshopper
Alokasi Waktu	: 2 x 45 menit

### T. Kompetensi Inti (KI)

KI-1: Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

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KI-4: Mengolah, menalar, dan menyaji dalam ranah konkrit dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### V. Kompetensi Dasar

Menganalisis fungsi social, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk cerita pendek, sesuai dengan konteks penggunaannya.

## W. Indikator

Pada akhir pembelajaran ini, peserta didik diharapkan dapat:

5. Membaca teks narrative dengan ucapan dan intonasi yang benar.
6. Mengidentifikasi topic dari teks narrative
7. Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk cerita pendek
8. Mengidentifikasi informasi tersirat dan tersurat dari teks narrative.

## X. Materi Pembelajaran (Rincian dan Materi Pokok)

*(Lampiran 1)*

## Y. Metode Pembelajaran

pengamatan (observasi) diskusi kelompok (berpasangan), penugasan individu

## Z. Media dan Sumber Pembelajaran

1. Media : Video, laptop, LCD projector.
2. Sumber pembelajaran:
  - Bahasa Inggris SMA Kelas XI.
  - <http://learnenglish.britishcouncil.org/en/>

## AA. Langkah Kegiatan Pembelajaran

### Kegiatan awal (20 menit)

Guru	Peserta didik
a. Membuka dengan salam, memimpin siswa untuk berdoa selanjutnya mengkondisikan siswa untuk siap kehadiran dan membangun suasana kooperatif.	a. Siswa menjawab salam, berdoa bersama, melakukan absensi kelas, dan membuat kelompok.
b. Memberi motivasi kepada siswa dengan cara bercerita tentang cita-cita.	b. Siswa mendengarkan cerita dan ikut menyampaikan cita-citanya sebagai bentuk motivasi.
c. Menjelaskan siswa tentang tujuan pembelajaran serta topic yang akan dibahas.	c. Mendengarkan penjelasan guru.

### Kegiatan inti (60 menit)

**Mengamati:**

- a. Memberikan contoh teks cerita pendek
- b. Menyuruh siswa untuk mengamati fungsi social, truktur teks dan unsu kebahasaan
- c. Menyuruh siswa untuk menentukan gagasan pokok dan informasi rinci dari teks narrative.

**Menanya:**

- a. Membimbing dan mengarahkan siswa untuk bertanya tentang fungsi social, gagasan pokok, dan informasi tertentu dalam teks cerita pendek.

**Mengeksplorasi:**

- a. Menyuruh siswa untuk membaca judul teks narrative.
- b. Mendorong siswa untuk berfikir tentang jalan cerita berdasarkan judul cerita pendek yang telah dibaca.
- c. Menginstruksikan siswa untuk memperhatikan video dengan judul "The Ant and The Grasshopper".

**Mengasosiasi:**

- a. Menyuruh siswa untuk membaca teks berdasarkan video dengan judul "The Ant and The Grasshopper".
- b. Menyuruh siswa menganalisis dan mendiskusikan teks tersebut serta

**Mengamati:**

- a. Menyimak contoh teks narrative yang diberikan guru
- b. Mengamati fungsi social, truktur teks dan unsu kebahasaanya
- c. Siswa belajar menentukan gagasan pokok dan informasi rinci dari teks narrative.

**Menanya:**

- b. Siswa bertanya tentang fungsi social, gagasan pokok, dan informasi tertentu dalam teks cerita pendek.

**Mengeksplorasi:**

- a. Membuka judul teks narrative.
- b. Berfikir secara langsung tentang jalan cerita berdasarkan judul yang telah dibaca.
- c. Memberikan respond gagasan pokok, dan informasi tertentu dalam teks cerita pendek dalam video dengan judul "The Ant and The Grasshopper".

**Mengasosiasi:**

- a. Siswa membaca teks berdasarkan video dengan judul "The Ant and The Grasshopper".
- b. Siswa menganalisis dan

memberikan prediksi tentang jalan cerita video.

mendiskusikan teks tersebut serta memberikan prediksi tentang jalan cerita video.

**Mengkomunikasikan:**

- a. Menyuruh siswa untuk menyampaikan prediksinya mengenai cerita dalam video.
- b. Mendiskusikan bersama siswa lain tentang kebenaran prediksi tersebut mengenai cerita dalam video.
- c. Membagikan soal soal berdasarkan wacana yang dibahas.

**Mengkomunikasikan:**

- a. Menyampaikan prediksi mengenai cerita dalam video.
- b. Mendiskusikan kebenaran prediksi
- c. Mengerjakan soal soal berdasarkan wacana yang dibahas.

**Kegiatan akhir (10 menit)**

- a. Menanyakan perasaan siswasetelah mengikuti serangkaian pembelajaran.
- b. Membahas soal-soal yang baru saja dikerjakan oleh siswa.
- c. Menegaskan siswa untuk mempersiapkan diri pada pembelajaran membaca berikutnya.
- d. Menutup pembelajaran dengan salam

- a. Siswa memberi tanggapan.
- b. Mendengarkan membahasan guru.
- c. Mendengarkan pesan guru dan mempersiapkan diri pad pembelajaran berikutnya.
- d. Menjawab salam.

**BB. Penilaian**

- 5. Teknik Penilaian : Tes Tulis
- 6. Bentuk : pilihan ganda
  - Total pertanyaan : 10
  - Nilai setiap pertanyaan : 10
  - Nilai = Total jawaban yang benar x 10
  - = 100
- 7. Instrumen : (*Lampiran 2*)
- 8. Kunci jawaban : (*Lampiran 3*)

**Mengetahui,**

English Teacher

The Reseacher

SRI SULAMI, S.Pd

ImaYuliana

NIP. ...

NIM 143221122

*(Lampiran 1)*

**THE ANT AND GRASSHOPPER**

One summer day, a grasshopper and an ant were in the woods. The grasshopper played all day long. The ant worked very hard all day

The ant said, “grasshopper, all you do is playing music, you need to work. You should put away food the winter. “grasshopper looked at the ant and smiled. He said, “work is no fun. I like to play. I can work another day.”

All summr, th ant worked very hard. He put food away for the winter. the grasshopper played every day and didn’t put away any food.

In every short time, it was winter. The snow fell in the woods, and it was very cold. The grasshopper knocked on the ant’s door. He said, I’m hungry. It’s cold. What should I do? Do you have enough food for two ?” the ant answered, “there’s time for work and time for fun. I save food for only one. “the ant closed his door. The grasshopper

said “I didn’t work. What did I play ? where can I find food on this winter day ?” he walked away and started to look for food in the woods.

(Lampiran 2)

### **BLUEPRINT AND INSTRUMENT**

Construct: the researcher want to know the ability in understanding the text, especially narrative text from the students at the eleventh grade of SMAN Colomadu. The students can be said having good reading comprehension if they know and understand the following aspects such as the title, topic and main idea of the text, finding reffering, predicting, and finding explicit/ implicit information. Reference of the instrument from (Anisa, I. 2015 .The Effectiveness of DRTA Strategy in Teaching Reading Narrative Text. Surakarta : Program Pasca Sarjana FITK Surakarta).

<b>NO</b>	<b>ASPECT</b>	<b>NO</b>	<b>ASPECT</b>
1.	Main Idea	6.	Generic structure
2.	Reffering	7.	Communicative Purpose
3.	Implicit Information	8.	Explicit Information
4.	Implicit Information	9.	Explicit Information
5.	Antonym	10.	Synonym

**Choose the correct answer by croosing the answer a, b, c, or d!**

11. What the main idea of line 3-5?

- f. The ant sings a song for the grasshopper
- g. The grasshopper sings a song for the ant
- h. The grasshopper asked the ant collected some food
- i. The ant asked the grasshopper collected some food
- j. The grasshopper helped the ant collected food

12. The word “he” in line 6 refers to...

- d. The ant
- e. The grasshopper
- f. Food
- d. The winter
- e. The grass



13. What is the moral value of this text ?
- f. There is a time for work and time for play
  - g. Be your self
  - h. Don't forget to eat some food
  - i. Don't trust anyone
  - j. Be kind person
14. Which is the statement is true according the text above, **except**?
- f. The grasshopper didn't have time to store some food
  - g. The grasshopper was so busy playing music
  - h. The grasshopper was helping store food for the winter
  - i. The grasshopper asked the ant for some food in the winter
  - j. The grasshopper came to the ant's house
15. "You should put away food for the winter". what is the antonym of the underline word?
- d. Hot
  - e. Tropical
  - f. Rain
  - d. Spring
  - e. Summer
16. The generic structure of the text above are...
- f. Orientation, Complication, Resolution
  - g. Orientation, Event, Re-orientation
  - h. Event, Orientation, Description
  - i. Re-orientation, Complication, Orientation
  - j. Re-orientation, Description, Orientation
17. What is the communicative purpose of the text ?
- f. To amuse or entertain the reader
  - g. To tell the reader what happened in the pass
  - h. To persuade the reader that something a case
  - i. To describe a particular place or thing
  - j. To give the information to the reader
18. What will The grasshopper to do after the ant closed the door?
- f. The grasshopper shook his head in disgust
  - g. The ant gave him food
  - h. The grasshopper looking for some food in the wood
  - i. The grasshopper gave the ant some food
  - j. The grasshopper played a music again
19. What is the ant collected in the summer day ?
- d. The grass
  - e. Stone
  - f. Music
  - d. The grasshopper
  - e. Food
20. "... And started to look for food in the woods. The synonym of the underline word is...

- d. The foods
- e. The Forest
- f. The wings

- d. The House
- e. The Plants

*(Lampiran 3)*

**Answer Key**

2. D 2. A 3. A 4. C 5. E 6. A 7. A 8. C 9. E 10. B

**Appendix 4:**  
**Sample of Try-Out Test**

## **BLUEPRINT OF TRY OUT TEST**

### **NARRATIVE TEXT**

<b>NO</b>	<b>ASPECTS</b>	<b>NUMBER OF ITEM</b>
1.	Main Idea	1, 6, 15, 24, 25, 27, 35, 36
2.	Reffering	16, 49
3.	Synonym	3, 8, 17, 40
4.	Antonym	18
5.	Type of text	29, 41
6.	Tenses	42
7.	Communicative Purpose	39, 47
8.	Generic structure	32, 48
9.	Implicit Information	4, 7, 13, 5, 11, 12, 4, 20, 26, 31, 33, 45, 37, 46
10.	Explicit Information	2, 9, 10, 19, 21, 22, 23, 24, 28, 30, 34, 38, 43, 44, 50

## SOAL TRY OUT

*Cross (x) the correct answer based on the text below!*

### The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children “I must find them,” she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children. She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

Children, I have come to save you, she said hugging them tightly. I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

1. The story is about a stepmother who.....
  - a. Cried every night
  - b. Planned to eat her children
  - c. Begged a witch for money
  - d. Tried to run away from a witch
  - e. saved her children from a witch
  
2. Which statement is TRUE about the stepmother?
  - a. She was the witch’s friend
  - b. She loved her stepchildren
  - d. She looked her children in a cage
  - e. She visited the witch to see her children



- e. He tried the lion to the tree so that the hunters could carry him
8. The word “huge”(p.1) means very...
- a. Old                      b. Large                      c. Tall                      d. Tiny                      e. Giant

### **The Story of Smart Parrot**

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. “You stupid bird! Why can’t you say the word? Say Catano, or I’ll kill you!”, but the bird wouldn’t talk. One day after trying for many hours to make the bird say Catano, the man got very, very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.” In the chicken house there were four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He could not believe what he saw at the chicken house. There were three dead chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last chicken “Say Catano or I’ll kill you!!”

9. Where does the story take place?
- a. London                      b. Puerto Rico                      c. Jakarta                      d. Buenos Aires                      e. java
10. What is the word that the parrot cannot say?
- a. Catano                      b. Tacano                      c. Canato                      d. Nacato                      e. Encano
11. How often did the owner teach the bird how to say the word ?
- a. Always                      b. Everyday                      c. Many times                      d. Ever Seconde.                      e. Every Sunday
12. Which statement is true according to the text?
- a. The parrot could say catano                      d. the man never got angry at the parrot  
b. At least the parrot could say catano                      e. the parrot like catano  
c. Catano was the name at the parrot
13. What does the man do to the bird because the bird cannot say the name of a place.
- a. The man ate the bird                      d. the man taught the bird  
b. The sold the bird                      e. the bird killed the man  
c. The man killed the bird

14. It is most likely that...
- a. The bird killed the three chickens
  - b. The three chicken killed the bird
  - c. The bird played with the chicken
  - d. the bird killed one of the three chickens
  - e. the bird saved the three chicken
15. What is the story about?
- a. A parrot and a cat
  - b. A parrot and a chicken
  - c. A parrot and the owner
  - d. A parrot, the owner, and chickens
  - e. A parrot and a dog
16. "It was very, very smart". The underlined word refers to...
- a. The man
  - b. The bird
  - c. The chicken
  - d. Puerto rico
  - e. Catano
17. "The parrot was very, very smart"  
The word "smart" means..
- a. Stupid
  - b. Clever
  - c. Nice
  - d. Stubborn
  - e. Beautiful
18. "The parrot was screaming at the fourth chickens". What does the underlined word mean?
- a. Smiling
  - b. Crying
  - c. Looking
  - d. Shouting
  - e. Laugh

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

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

The largest kangaroos are the Great Grey Kangaroo and the Red Kangaroo. Adults grow to a length of 1.60 metres and weight over 90 kilos.

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

19. Where is kangaroo found?
- a. In japan
  - b. In London
  - c. In Austria
  - d. In Australia
  - e. In America



20. It is about the kangaroos, *expect*...
- a. They eat grass and plants
  - b. They have short front legs
  - c. They have very strong back legs
  - d. They have a tail
  - e. They are not marsupials
21. The followings are what the kangaroo can do, *expect*...
- a. They have been known to make forward jump of over eight metres
  - b. They can leap across fences more than three metre high
  - c. They can also run at speeds of over 45 kilometres per hour
  - d. They can walk like other animal
  - e. They jumps of over eight metres
22. Adult grow to a leght of.....metre
- a. 130
  - b. 140
  - c. 150
  - d. 160
  - e. 170
23. Adult grow to a weighover...kilos
- a. 40
  - b. 50
  - c. 60
  - d. 80
  - e. 90
24. A baby kangaroo is...
- a. Very big
  - b. Very long
  - c. Very tiny
  - d. Very cool
  - e. Very smooth
25. What the title about the text...
- a. What the kangaroo?
  - b. What the buffalo?
  - c. Kangaroo is marsupials
  - d. What the animal?
  - e. Kangaroo is Australian animals
26. The largest kangaroos are...
- a. The great grey kangaroo and the white kangaroo
  - b. The great blue kangaroo and the red kangaroo
  - c. The great grey kangaroo and the red kangaroo
  - d. The great red kangaroo and the green kangaroo
  - e. The great white kangaroo and the pink kangaroo
27. What is mean from first paragraph..
- a. Kangaroo's live
  - b. Kangaroo's job
  - c. Kangaroo's hobby
  - d. Kangaroo's species
  - e. Kangaroo's name

### **The Rats and The Elephants**

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

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

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

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

28. Why kangaroo can run at speeds of over 45 kilometers per hour?

- a. Kangaroo have short front legs, but very long
- b. Kangaroo can run like lion
- c. Kangaroo can run like tiger
- d. Kangaroo can run like zebra
- e. Kangaroo have many legs

29. What type of the text is the above text?...

- a. Narrative text
- b. A description text
- c. A recount text
- d. An anecdote text
- e. An expository text

30. What destroyed the homes of all rats?

- a. A group of mice did
- b. The hunter did
- c. Elephant-Hunter did
- d. A group of elephant did
- e. Elephant's herd

31. What helped the elephant's herd free?

- a. Elephant-Hunter did
- b. Hunter did
- c. The trapped elephant did
- d. A group of king did
- e. Entire of group rats did

32. What is generic structure of “once upon a time there live a group of mice under a tree in peach”?
- Identification
  - Orientation
  - Complication
  - Resolution
  - Description
33. At the end of the story how was elephant herd?
- Angry
  - Sad
  - Happy
  - Dead
  - Disappointed

An ant went to the river to get a drink. The water rushed so fast that he was washed off from the bank into the river. "I shall drown" he cried. "Help! Help! Help!", but his voice was so tiny that it couldn't be heard.

A dove was sitting on the tree hanging over the water. She saw the ant struggling and quickly nipped off a leaf and let it fall into the water. The ant climbed upon it and floated down the river until the leaf was washed upon the bank of the river. The ant called out in its tiny voice. "Thank you, kind dove, you have saved my life", but of course the dove couldn't hear him.

Several days afterward, the dove was again sitting on the tree, a hunter crept carefully up to the tree. His gun was pointed at the dove and he was about to shoot, when he was bitten in the leg by an ant.

He cried out with pain and dropped his gun. This frightened the dove, and she flew away. "thank you, kind ant" cooed the dove. The ant heard it and happy that he could help her.

34. Why did the hunter cry out with pain?
- His gun was dropped down
  - His gun was exploded
  - His gun was bitten by the ant
  - His head was bitten by the dove
  - His leg was bitten by the dove
35. What is the main idea of the fourth paragraph?
- The dove saved the ant's life
  - The ant called the dove
  - The ant was thankful to the dove
  - The dove couldn't hear the ant
  - The ant swam the river
36. What does the text (generally) tell us about?
- The ant and the dove
  - The ant near the river
  - The dove on the tree
  - the hunter and the dove
  - the dove and the hunter

37. What can we learn of the story?
- Thanking each other for kindness of dangerous
  - Helping each other is the best way in life
  - Supporting each other in the crime
  - Sharing each other, making wealthy life
  - Forgetting each other for kindness

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister & stepmother. They were very bossy. She had to do all the housework. One day, an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, who fell in love with her, then later he married her. They lived happily ever after.

38. Which of the following is not true according to the text?
- Cinderella live with stepsister
  - Cinderella felt happy with her husband
  - Cinderella felt annoyed with stepsister
  - Cinderella was helped by a fairy to get to the ball
  - Cinderella was helped by her stepsister to do all the housework
39. The communicative purpose of the text is to
- Entertain the readers with a fairy tale
  - Describe how Cinderella went to the ball
  - Persuade the readers to read the story
  - Inform to the readers about Cinderella's marriage
  - Explain to the readers why cinderella's stepsister hated her so much

40. "They were very bossy" (paraghraph 1). The word "Bossy" means?
- Furious
  - Arrogant
  - Sensitif
  - Offensive
  - Domineering

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 this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. 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. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What's your name?"

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

Then Snow White told the dwarfs the whole story

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

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

Snow White and the seven dwarfs lived happily ever after.

41. What type of the text is used by the writer
- a. Narrative
  - b. Report
  - c. Anecdote
  - d. comparative
  - e. News item
42. To tell the plot, the writer uses...
- a. A theoretical question and the exclamation
  - b. Time sequences
  - c. Contrastive evidences
  - d. Past tense
  - e. Concessive conjunction
43. Why snow white run away to the woods?
- a. Her parent 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
  - e. Snow white like playing in the wood
44. When snow white run away to the woods?
- a. In the afternoon
  - b. In the morning
  - c. In the evening
  - d. In the full moon
  - e. In the middle of night
45. Where did snow white live after she run away to the woods?
- a. She live in the cave
  - b. She live in the lion nest
  - c. She live everywhere in the woods
  - d. She live in the dwarfs' cottage
  - e. She live in the street

46. According the text, before she run away into the woods, why did snow white live with her uncle and aunt ?
- Because she loved them very much
  - As a result of forcing attitude of them
  - Because her parent were dead
  - Because she were afraid of the dwarfs
  - Because she run away from a monster
47. The communicative purpose of text is ...
- To inform to the readers about important and newsworthy events
  - To intertain the readers with fairy tale
  - To share an account of an unusual events
  - To persuade readers to accept his/her opinions
  - To denote or propose something as the case
48. The organization of the text above is ...
- Abstract, orientation, crisis, incident, coda
  - Thesis, argument; plot elaboration, argument; plot elaboration, argument; plot elaboration, conclusion
  - Orientation, major complication, resolution, complication, resolution, complication, major complication
  - Description, baground event, sources
  - Orientation, event, event, event
49. "She knocked *it* but..."the word *it* the second paragraph refers to?
- Snow white
  - The dwarfs
  - cottage
  - wood
  - Her uncle
50. Why her aunt and uncle wanted to go to America without snow white?
- Because they did not have enough money
  - Because they were on vacation
  - Because snow white did not want to go
  - Because snow white run away
  - Because snow white in bad condition

### KUNCI JAWABAN

- |      |       |
|------|-------|
| 1. E | 26. C |
| 2. B | 27. A |
| 3. A | 28. A |
| 4. A | 29. A |

5. A
6. D
7. B
8. B
9. B
10. A
11. C
12. B
13. D
14. A
15. C
16. B
17. B
18. D
19. D
20. E
21. D
22. D
23. E
24. C
25. A

30. D
31. E
32. B
33. C
34. C
35. C
36. A
37. B
38. E
39. A
40. E
41. A
42. D
43. C
44. B
45. D
46. C
47. B
48. C
49. C
50. A

## RELIABILITY TEST

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

Realibility = 0.820

r table = 0.367

r11 = 0,901

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

It can be concluded that the items are reliable



**Appendix 5:**  
**Sample of Pre Test and Student' Answer Sheet**

## BLUEPRINT OF PRE-TEST

NO	ASPECTS	NUMBER OF ITEM
1.	Main Idea	2, 20, 21
2.	Reffering	12
3.	Synonym	25
4.	Antonym	4
5.	Type of text	5, 14
6.	Communicative Purpose	11, 24
7.	Generic structure	17
8.	Implicit Information	1, 3, 6, 9, 10, 16, 18, 22, 28, 29, 30
9.	Explicit Information	7, 8, 13, 15, 19, 23, 26, 27

### The Lion and The mouse

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

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

One day the lion was caught in a trap. Some hunters who to carry him alive to the king, and him to a tree while they went in search of a wagon to carry him in. just then te little mouse happened to pass by and see the sad plight n in which the lion was. The little mouse went up to finished growing away the ropes, e asked the lion to run away.

51. What is the moral lesson from the text?
- e. Don't look at someone because of his clothes
  - f. It is best to prepare for the days of necessity
  - g. Common people may prove great ones
  - h. Honestly begins at home
52. Paragraph three mainly tells that...
- f. The little mouse asked forgiveness
  - g. The hunters carried the lion alive to the king

- h. The lion was tied to a tree by the hunters
- i. The little mouse could prove that he could help the lion
- j. From the first, the lion believed in what the little mouse said

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

- f. He would never forget the lion
- g. He tried hard to help the lion free
- h. He ran up and down upon the lion
- i. He asked for apology to the king of the beast
- j. He tried the lion to the tree so that the hunters could carry him

54. The word “huge”(p.1) means very...

- b. Old
- b. Large
- c. Tall
- d. Tiny
- e. Giant

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 this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. 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. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, “What's your name?”

Snow White said, “My name is Snow White.”

Then Snow White told the dwarfs the whole story

The dwarfs said, “If you wish, you may live here with us.”

Snow White said, “Oh could I? Thank you.”

Snow White and the seven dwarfs lived happily ever after.

55. What type of the text is used by the writer

- b. Narrative
- b. Report
- c. Anecdote
- d.comparative
- e. News item

56. To tell the plot, the writer uses...

- f. A therorical question and the exclamation
- g. Time squences
- h. Contrastive evidences
- i. Past tense
- j. Concessive conjunction

57. Why snow white run away to the woods?
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  - h. Her uncle and aunt would go to America
  - i. Snow white was happy to run away
  - j. Snow white like playing in the wood
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  - e. In the morning
  - f. In the evening
  - d. In the full moon
  - e. In the middle of night
59. Where did snow white live after she run away to the woods?
- f. She live in the cave
  - g. She live in the lion nest
  - h. She live everywhere in the woods
  - i. She live in the dwarfs' cottage
  - j. She live in the street
60. According the text, before she run away into the woods, why did snow white live with her uncle and aunt ?
- f. Because she loved them very much
  - g. As a result of forcing attitude of them
  - h. Because her parent were dead
  - i. Because she were afraid of the dwarfs
  - j. Because she run away from a monster
61. The communicative purpose of text is ...
- f. To inform to the readers about important and newsworthy events
  - g. To intertain the readers with fairy tale
  - h. To share an account of an unusual events
  - i. To persuade readers to accept his/her opinions
  - j. To denote or propose something as the case
62. "She knocked *it* but..."the word *it* the second paragraph refers to?
- b. Snow white
  - b. The dwarfs
  - c. cottage
  - d. wood
  - e. Her uncle
63. Why her aunt and uncle wanted to go to America without snow white?
- f. Because they did not have enough money
  - g. Because they were on vacation

- h. Because snow white did not want to go
- i. Because snow white run away
- j. Because snow white in bad condition

### **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.

64. What type of the text is the above text?...

- f. Narrative text
- g. A description text
- h. A recount text
- i. An anecdote text
- j. An expository text

65. What destroyed the homes of all rats?

- c. A group of mice did
- c. Elephant-Hunter did
- e. Elephant's herd
- d. The hunter did
- d. A group of elephant did

66. What helped the elephant's herd free?

- f. Elephant-Hunter did
- g. Hunter did
- h. The trapped elephant did
- i. A group of king did
- j. Entire of group rats did

67. What is generic structure of "once upon a time there live a group of mice under a tree in peach"?

- f. Identification
- g. Orientation
- h. Complication
- i. Resolution
- j. Description

68. At the end of the story how was elephant herd?

- b. Angry
- b. Sad
- c. Happy
- d. Dead
- e. Disappointed

An ant went to the river to get a drink. The water rushed so fast that he was washed off from the bank into the river. "I shall drown" he cried. "Help! Help! Help!", but his voice was so tiny that it couldn't be heard.

A dove was sitting on the tree hanging over the water. She saw the ant struggling and quickly nipped off a leaf and let it fall into the water. The ant climbed upon it and floated down the river until the leaf was washed upon the bank of the river. The ant called out in its tiny voice. "Thank you, kind dove, you have saved my life", but of course the dove couldn't hear him.

Several days afterward, the dove was again sitting on the tree, a hunter crept carefully up to the tree. His gun was pointed at the dove and he was about to shoot, when he was bitten in the leg by an ant.

He cried out with pain and dropped his gun. This frightened the dove, and she flew away. "thank you, kind ant" cooed the dove. The ant heard it and happy that he could help her.

69. Why did the hunter cry out with pain?

- d. His gun was dropped down
- d. His head was bitten by the dove
- e. His gun was exploded
- e. His leg was bitten by the dove
- f. His gun was bitten by the ant

70. What is the main idea of the fourth paragraph?

- d. The dove saved the ant's life
- d. The dove couldn't hear the ant
- e. The ant called the dove
- e. The ant swam the river
- f. The ant was thankful to the dove

71. What does the text (generally) tell us about?

- d. The ant and the dove
- d. the hunter and the dove
- e. The ant near the river
- e. the dove and the hunter
- f. The dove on the tree

72. What can we learn of the story?

- f. Thanking each other for kindness of dangerous
- g. Helping each other is the best way in life
- h. Supporting each other in the crime

- i. Sharing each other, making wealthy life
- j. Forgetting each other for kindness

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister & stepmother. They were very bossy. She had to do all the housework.

One day, an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, who fell in love with her, then later he married her. They lived happily ever after.

73. Which of the following is not true according to the text?

- f. Cinderella live with stepsister
- g. Cinderella felt happy with her husband
- h. Cinderella felt annoyed with stepsister
- i. Cinderella was helped by a fairy to get to the ball
- j. Cinderella was helped by her stepsister to do all the housework

74. The communicative purpose of the text is to

- f. Entertain the readers with a fairy tale
- g. Describe how Cinderella went to the ball
- h. Persuade the readers to read the story
- i. Inform to the readers about Cinderella's marriage
- j. Explain to the readers why cinderella's stepsister hated her so much

75. "They were very bossy" (paragraph 1). The word "Bossy" means?

- b. Furious
- b. Arrogant
- c. Sensitif
- d. Offensive
- e. Domineering

### **The Story of Smart Parrot**

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You stupid bird! Why can't you say the word? Say Catano, or I'll kill you!", but the bird wouldn't talk. One day after trying for many hours to make the bird say Catano, the man got very, very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too. " In the chicken house there were four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He could not believe what he saw at the chicken house. There were three dead

chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last chicken "Say Catano or I'll kill you!!"

76. Where does the story take place?  
b. London      b. Puerto Rico   c. Jakarta      d. Buenos Aires      e. java
77. What is the word that the parrot cannot say?  
b. Catano      b. Tacano      c. Canato      d. Nacato      e. Encano
78. How often did the owner teach the bird how to say the word ?  
b. Always      b. Everyday      c. Many times   d. Ever Seconde.      e. Every Sunday
79. Which statement is true according to the text?  
d. The parrot could say catano      d. the man never got angry at the parrot  
e. At least the parrot could say catano      e. the parrot like catano  
f. Catano was the name at the parrot
80. What does the man do to the bird because the bird cannot say the name of a place.  
d. The man ate the bird      d. the man taught the bird  
e. The sold the bird      e. the bird killed the man  
f. The man killed the bird
81. It is most likely that...  
d. The bird killed the three chickens      d. the bird killed one of the three chickens  
e. The three chicken killed the bird      e. the bird saved the three chicken  
f. The bird played with the chicken

#### ANSWER KEY

- |       |       |
|-------|-------|
| 1. A  | 16. E |
| 2. D  | 17. B |
| 3. B  | 18. C |
| 4. B  | 19. C |
| 5. A  | 20. C |
| 6. D  | 21. A |
| 7. C  | 22. B |
| 8. B  | 23. E |
| 9. D  | 24. A |
| 10. C | 25. E |
| 11. B | 26. B |



12. C  
13. A  
14. A  
15. D

27. A  
28. C  
29. B  
30. A

**Appendix 6:**  
**Sample of Post Test and Student' Answer Shee**

## BLUEPRINT OF POST-TEST

NO	ASPECTS	NUMBER OF ITEM
1.	Main Idea	2, 20, 21
2.	Reffering	12
3.	Synonym	25
4.	Antonym	4
5.	Type of text	5, 14
6.	Communicative Purpose	11, 24
7.	Generic structure	17
8.	Implicit Information	1, 3, 6, 9, 10, 16, 18, 22, 28, 29, 30
9.	Explicit Information	7, 8, 13, 15, 19, 23, 26, 27

### 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.

82. What type of the text is the above text?...

- k. Narrative text
- l. A description text
- m. A recount text
- n. An anecdote text
- o. An expository text

83. What the destroyed the homes of all rats?

- e. A group of mice did
- f. The hunter did
- c. Elephant-Hunter did
- d. A group of elephant did
- e. Elephant's herd

84. What helped the elephant's herd free?
- k. Elephant-Hunter did
  - l. Hunter did
  - m. The trapped elephant did
  - n. A group of king did
  - o. Entire of group rats did
85. What is generic structure of "once upon a time there live a group of mice under a tree in peach"?
- k. Identification
  - l. Orientation
  - m. Complication
  - n. Resolution
  - o. Description
86. At the end of the story how was elephant herd?
- c. Angry
  - b. Sad
  - a. Happy
  - d. Dead
  - e. Disappointed

### **The Story of Smart Parrot**

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You stupid bird! Why can't you say the word? Say Catano, or I'll kill you!", but the bird wouldn't talk. One day after trying for many hours to make the bird say Catano, the man got very, very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there were four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He could not believe what he saw at the chicken house. There were three dead chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last chicken "Say Catano or I'll kill you!!"

87. Where does the story take place?
- c. London
  - b. Puerto Rico
  - a. Jakarta
  - d. Buenos Aires
  - e. Java
88. What is the word that the parrot cannot say?
- c. Catano
  - b. Tacano
  - a. Canato
  - d. Nacato
  - e. Encano
89. How often did the owner teach the bird how to say the word ?

- c. Always      b. Everyday      c. Many times      d. Ever Seconde.      e. Every Sunday

90. Which statement is true according to the text?

- g. The parrot could say catano      d. the man never got angry at the parrot  
h. At least the parrot could say catano      e. the parrot like catano  
i. Catano was the name at the parrot

91. What does the man do to the bird because the bird cannot say the name of a place.

- g. The man ate the bird      d. the man taught the bird  
h. The sold the bird      e. the bird killed the man  
i. The man killed the bird

92. It is most likely that...

- g. The bird killed the three chickens      d. the bird killed one of the three chickens  
h. The three chicken killed the bird      e. the bird saved the three chicken  
i. The bird played with the chicken

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister & stepmother. They were very bossy. She had to do all the housework.

One day, an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, who fell in love with her, then later he married her. They lived happily ever after.

93. Which of the following is not true according to the text?

- k. Cinderella live with stepsister  
l. Cinderella felt happy with her husband  
m. Cinderella felt annoyed with stepsister  
n. Cinderella was helped by a fairy to get to the ball  
o. Cinderella was helped by her stepsister to do all the housework

94. The communicative purpose of the text is to

- k. Entertain the readers with a fairy tale  
l. Describe how Cinderella went to the ball  
m. Persuade the readers to read the story  
n. Inform to the readers about Cinderella's marriage  
o. Explain to the readers why cinderella's stepsister hated her so much

An ant went to the river to get a drink. The water rushed so fast that he was washed off from the bank into the river. "I shall drown" he cried. "Help! Help! Help!", but his voice was so tiny that it couldn't be heard.

A dove was sitting on the tree hanging over the water. She saw the ant struggling and quickly nipped off a leaf and let it fall into the water. The ant climbed upon it and floated down the river until the leaf was washed upon the bank of the river. The ant called out in its tiny voice. "Thank you, kind dove, you have saved my life", but of course the dove couldn't hear him.

Several days afterward, the dove was again sitting on the tree, a hunter crept carefully up to the tree. His gun was pointed at the dove and he was about to shoot, when he was bitten in the leg by an ant.

He cried out with pain and dropped his gun. This frightened the dove, and she flew away. "thank you, kind ant" cooed the dove. The ant heard it and happy that he could help her.

95. Why did the hunter cry out with pain?

- g. His gun was dropped down
- h. His gun was exploded
- i. His gun was bitten by the ant
- d. His head was bitten by the dove
- e. His leg was bitten by the dove

96. What is the main idea of the fourth paragraph?

- g. The dove saved the ant's life
- h. The ant called the dove
- i. The ant was thankful to the dove
- d. The dove couldn't hear the ant
- e. The ant swam the river

97. What does the text (generally) tell us about?

- g. The ant and the dove
- h. The ant near the river
- i. The dove on the tree
- d. the hunter and the dove
- e. the dove and the hunter

98. What can we learn of the story?

- k. Thanking each other for kindness of dangerous
- l. Helping each other is the best way in life
- m. Supporting each other in the crime
- n. Sharing each other, making wealthy life
- o. Forgetting each other for kindness

### **The Lion and The mouse**

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

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

One day the lion was caught in a trap. Some hunters who to carry him alive to the king, and him to a tree while they went in search of a wagon to carry him in. just then te little mouse happened to pass by and see the sad plight n in which the lion was. The little mouse went up to finished growing away the ropes, e asked the lion to run away.

99. What is the moral lesson from the text?
- Don't look at someone because of his clothes
  - It is best to prepare for the days of necessity
  - Common people may prove great ones
  - Honestly begins at home
100. Paragraph three mainly tells that...
- The little mouse asked forgiveness
  - The hunters carried the lion alive to the king
  - The lion was tied to a tree by the hunters
  - The little mouse could prove that he could help the lion
  - From the first, the lion believed in what the little mouse said
101. What did the little mouse do to prove his words?
- He would never forget the lion
  - He tried hard to help the lion free
  - He ran up and down upon the lion
  - He asked for apology to the king of the beast
  - He tried the lion to the tree so that the hunters could carry him
102. The word “huge”(p.1) means very...
- Old
  - Large
  - Tall
  - Tiny
  - Giant
- d.

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 this so she decided it would be best if she ran away. The next morning she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. 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. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What's your name?"

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

Then Snow White told the dwarfs the whole story

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

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

Snow White and the seven dwarfs lived happily ever after.

103. What type of the text is used by the writer
- c. Narrative      b. Report      c. Anecdote      d.comparative      e. News item
104. To tell the plot, the writer uses...
- k. A therorical question and the exclamation  
l. Time squences  
m. Contrastive evidences  
n. Past tense  
o. Concessive conjunction
105. Why snow white run away to the woods?
- k. Her parent passed away  
l. Her uncle was angry with her  
m. Her uncle and aunt would go to America  
n. Snow white was happy to run away  
o. Snow white like playing in the wood
106. When snow white run away to the woods?
- g. In the afternoon      d. In the full moon  
h. In the morning      e. In the middle of night  
i. In the evening
107. Where did snow white live after she run away to the woods?
- k. She live in the cave  
l. She live in the lion nest  
m. She live everywhere in the woods  
n. She live in the dwarfs' cottage  
o. She live in the street
108. According the text, before she run away into the woods, why did snow white live with her uncle and aunt ?
- k. Because she loved them very much



- l. As a result of forcing attitude of them
  - m. Because her parent were dead
  - n. Because she were afraid of the dwarfs
  - o. Because she run away from a monster
109. The communicative purpose of text is ...
- k. To inform to the readers about important and newsworthy events
  - l. To intertain the readers with fairy tale
  - m. To share an account of an unusual events
  - n. To persuade readers to accept his/her opinions
  - o. To denote or propose something as the case
110. "She knocked *it* but..."the word *it* the second paragraph refers to?
- c. Snow white    b. The dwarfs    c. cottage    d. wood    e. Her uncle
111. Why her aunt and uncle wanted to go to America without snow white?
- k. Because they did not have enough money
  - l. Because they were on vacation
  - m. Because snow white did not want to go
  - n. Because snow white run away
  - o. Because snow white in bad condition

#### ANSWER KEY

- |       |       |
|-------|-------|
| 16. A | 16. A |
| 17. D | 17. B |
| 18. E | 18. A |
| 19. B | 19. D |
| 20. C | 20. B |
| 21. B | 21. B |
| 22. A | 22. A |
| 23. C | 23. D |
| 24. B | 24. C |
| 25. A | 25. B |
| 26. E | 26. D |
| 27. A | 27. C |
| 28. E | 28. B |
| 29. C | 29. C |
| 30. C | 30. A |

**Appendix 7:**  
**Students List and Score in Experiment Class**

**STUDENTS' SCORE IN CONTROL CLASS****X IPS 4**

<b>No</b>	<b>Students' Name</b>	<b>Pre- Test</b>	<b>Post- Test</b>	<b>Gain</b>
1	AP	67	87	20
2	ARR	53	77	24
3	BSH	53	70	17
4	BR	70	87	17
5	CAA	73	83	10
6	CVV	73	77	4
7	DBA	67	77	10
8	MAN	63	73	10
9	NDWL	63	67	4
10	NV	57	83	26
11	NA	57	87	30
12	IN	70	67	-3
13	OM	53	70	17
14	P	53	67	14
15	PAN	63	77	14
16	PD	67	83	16
17	RER	63	77	14
18	RBP	63	80	17
19	RTW	57	67	10
20	RNK	53	73	20
21	SOPIA	63	67	4
22	TRP	67	83	16
23	TW	67	90	23
24	TG	57	73	16
25	TF	77	73	-4
26	W	70	80	10
27	YA	53	73	20
<b>TOTAL</b>		<b>1692</b>	<b>2068</b>	<b>376</b>
<b>THE AVERAGE</b>		<b>57,69</b>	<b>83,48</b>	
<b>STANDART DEVIASI</b>		<b>7.243033789</b>	<b>7.083345902</b>	

**Appendix 8:**  
**Students List and Score in Control Class**

**STUDENTS' SCORE IN EXPERIMENTAL CLASS****X IPS 3**

<b>No</b>	<b>Students' Name</b>	<b>Pre- Test</b>	<b>Post- Test</b>	<b>Gain</b>
1	APA	60	73	13
2	ADS	53	87	34
3	CDNA	60	73	13
4	DA	60	80	20
5	DW	53	90	37
6	DC	53	77	24
7	DL	63	90	27
8	EKN	60	87	27
9	EW	60	83	23
10	FVN	70	87	17
11	FFE	80	90	10
12	FA	53	77	24
13	INA	63	93	30
14	IAM	53	77	24
15	ITS	47	83	36
16	IRQ	53	87	34
17	KW	60	80	20
18	LAP	63	90	27
19	LS	47	77	30
20	MDS	67	93	26
21	MFSN	47	87	40
22	NYK	47	83	36
23	NANU	63	73	10
24	PTS	47	83	36
25	PKY	70	87	17
26	RAW	47	87	40
27	UNA	47	80	33
28	WW	67	90	23
29	YASA	60	77	17
<b>TOTAL</b>		<b>1673</b>	<b>2421</b>	<b>748</b>
<b>THE AVERAGE</b>		<b>57,69</b>	<b>83,48</b>	
<b>STANDART DEVIASI</b>		<b>8.569478432</b>	<b>6.144804365</b>	

**Appendix 9:**  
**Normality Test**

## NORMALITY TEST

### Normality (Pre Test Control Class)

Yi	fi	fi. Yi	(Yi - Y)	Fi
53	6	318	93.4444	560.6667
57	4	228	32.1111	128.4444
63	6	378	0.1111	0.6667
67	5	335	18.7778	93.8889
70	3	210	53.7778	161.3333
73	2	146	106.7778	213.5556
77	1	77	205.4444	205.4444
<b>Σ</b>	27	1692	510.4444	1364.0000
<b>Mean : 62.67</b>				
<b>S : 7.24</b>				

Yi	fi	f kom	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
53	6	6	-	0.0910	0.2222	0.1312
57	4	10	-	0.2170	0.3704	0.1534
63	6	16	0.7824	0.5184	0.5926	0.0742
67	5	21	0.5983	0.7252	0.7778	0.0526
70	3	24	1.0125	0.8443	0.8889	0.0445
73	2	26	1.4267	0.9232	0.9630	0.0398
77	1	27	1.9789	0.9761	1.0000	0.0239
<b>Σ</b>	27	130	2.9454	4.2951		

**Lo : 0.153**

**Keterangan: 0.153 < 0.381 maka test yang di ujikan normal**

### Normality (Pre Test Experimental Class)

Yi	fi	fi. Yi	(Yi - Y)	Fi
47	7	329	114.2687	799.8811
53	6	318	21.99287	131.9572
60	7	420	5.337693	37.36385
63	4	252	28.19976	112.799
67	2	134	86.68252	173.365
70	2	140	151.5446	303.0892
80	1	80	497.7515	497.7515
<b>Σ</b>	29	1673	905.7776	2056.207
<b>Mean : 57.69</b>				
<b>S : 8.57</b>				

Yi	fi	f kom	Zi	F(Zi)	S(Zi)
47	7	7	-	0.1061	0.2414
53	6	13	-	0.2921	0.4483
60	7	20	1.2474	0.6063	0.6897
63	4	24	0.5473	0.7323	0.8276
67	2	26	0.6197	0.8614	0.8966
70	2	28	1.0865	0.9246	0.9655
80	1	29	1.4365	0.9954	1.0000
<b>Σ</b>	29	147	4.2211	4.5181	

**keterangan: 0.153 < 0.367 maka test yang di ujikan normal**

### Normality (Post Test Control Class)

Yi	fi	fi. Yi	(Yi - Y)	Fi
67	5	335	92.01783	460.0892
70	2	140	43.46228	86.92455
73	5	365	12.90672	64.53361
77	5	385	0.165981	0.829904
80	2	160	11.61043	23.22085
83	4	332	5763.338	23053.35
87	3	261	108.3141	324.9424
90	1	90	179.7586	179.7586
<b>Σ</b>	27	2068	6211.574	24193.65

Yi	fi	f kom	Zi	F(Zi)	S(Zi)
67	5	5	-	0.0878	0.1852
70	2	7	-	0.1760	0.2593
73	5	12	-0.9307	0.3060	0.4444
77	5	17	-0.5072	0.5229	0.6296
80	2	19	0.0575	0.6848	0.7037
83	4	23	0.4810	0.8172	0.8519
87	3	26	0.9046	0.9291	0.9630
90	1	27	1.4693	0.9708	1.0000
<b>Σ</b>	27	136	0.1203	3.5238	4.0370

**Lo :**

**Ltable**

<b>Mean : 76.59</b>
<b>S : 7.08</b>

keterangan:  $0.153 < 0.381$  maka test yang di ujikan normal

**Normality (Post Test Experimental Class)**

Yi	fi	fi. Yi	(Yi - Y)	fi
73	3	219	109.8882	329.6647
77	5	385	42.02616	210.1308
80	3	240	12.12961	36.38882
83	4	332	0.233056	0.932224
87	7	609	12.37099	86.59691
90	5	450	42.47444	212.3722
93	2	186	90.57788	181.1558
<b>Σ</b>	<b>29</b>	<b>2421</b>	<b>309.7004</b>	<b>1057.241</b>

**Mean : 83,48**

**S : 6.14**

Yi	fi	f kom	Zi	F(Zi)
73	3	3	-1.7060	0.0440
77	5	8	-1.0550	0.1457
80	3	11	-0.5668	0.2854
83	4	15	-0.0786	0.4687
87	7	22	0.5724	0.7165
90	5	27	1.0606	0.8556
93	2	29	1.5488	0.9393
<b>Σ</b>	<b>29</b>	<b>115</b>	<b>-0.2245</b>	<b>3.4552</b>

keterangan:  $0.130 < 0.367$  maka test yang di ujikan normal

**NORMALITY PRE-TE**

Yi	fi	fi. Yi	(Yi - Y) <sup>2</sup>	fi
47	7	329	171.3294	1199.3058
53	12	636	50.2580	603.0957
57	4	228	9.5437	38.1747
60	7	420	0.0080	0.0558
63	10	630	8.4723	84.7226
67	7	469	47.7580	334.3058
70	5	350	98.2223	491.1113
73	2	146	166.6865	333.3731
77	1	77	285.9723	285.9723
80	1	80	396.4365	396.4365
<b>Σ</b>	<b>56</b>	<b>3365</b>	<b>1234.6869</b>	<b>3766.5536</b>

**Mean : 60.09**

**s : 8.28**

Yi	fi	f kom	Zi
47	7	7	-1.581
53	12	19	-0.856
57	4	23	-0.373
60	7	30	-0.010
63	10	40	0.351
67	7	47	0.835
70	5	52	1.197
73	2	54	65.738
77	1	55	69.738
80	1	56	2.406
<b>Σ</b>	<b>56</b>	<b>383</b>	<b>137.445</b>

Keterangan:

kriteria Pengujian :

Tolak Ho jika L Maksimum > L table

Terima Ho jika L Maksimum < L table

Batas Penolakan Ho:

0.886 /



$$0.886 / 56 = 0.161$$

L tertinggi adalah  $0.143 < 0.161$  maka  $H_0$  diterima  
Artinya distribusi yang kita uji adalah normal

### NORMALITY POST-TEST

<b>Yi</b>	<b><i>f<sub>i</sub></i></b>	<b><i>f<sub>i</sub> · Yi</i></b>	<b><i>(Yi - Y)²</i></b>	<b><i>f<sub>i</sub></i></b>
67	5	335	173.2044	866.0220
70	2	140	103.2401	206.4802
73	8	584	51.2758	410.2066
77	10	770	9.9901	99.9011
80	5	400	0.0258	0.1291
83	8	664	8.0615	64.4923
87	10	870	46.7758	467.7583
90	6	540	96.8115	580.8693
93	2	186	164.8473	329.6945
<b>Σ</b>	<b>56</b>	<b>4489</b>	<b>654.2325</b>	<b>3025.554</b>
<b>Mean : 80.16</b>				
<b>s : 7.42</b>				

<b>Yi</b>	<b><i>f<sub>i</sub></i></b>	<b><i>f<sub>kom</sub></i></b>	<b><i>Zi</i></b>
67	5	5	-1.7744
70	2	7	-1.3699
73	8	15	-0.9655
77	10	25	-0.4262
80	5	30	-0.0217
83	8	38	0.3828
87	10	48	0.9221
90	6	54	0.9221
93	2	56	0.9221
<b>Σ</b>	<b>56</b>	<b>278</b>	<b>158.1315</b>

Keterangan:

kriteria Pengujian : Tolak  $H_0$  jika  $L \text{ Maksimum} > L \text{ table}$   
Terima  $H_0$  jika  $L \text{ Maksimum} < L \text{ table}$

Batas Penolakan  $H_0$ :  $0.886 /$   
 $0.886 / 56 = 0.161$

L tertinggi adalah  $0.111 < 0.161$  maka  $H_0$  diterima  
Artinya distribusi yang kita uji adalah normal

## Appendix 10: Homogeneity Test

UJI HOMOGENITAS

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Row 1	2	127	63.5	24.5
Row 2	2	106	53	0
Row 3	2	113	56.5	24.5
Row 4	2	130	65	50
Row 5	2	126	63	200
Row 6	2	126	63	200
Row 7	2	130	65	8

**(PRE-TEST)**

<b>NO</b>	<b>a</b>	<b>b</b>
1	67	60
2	53	53
3	53	60
4	70	60
5	73	53
6	73	53
7	67	63
8	63	60
9	63	60
10	57	70
11	57	80
12	70	53
13	53	63
14	53	53
15	63	47
16	67	53
17	63	60
18	63	63
19	57	47
20	53	67
21	63	47
22	67	47
23	67	63
24	57	47
25	77	70
26	70	47
27	53	47
28	0	67
29	0	60

<b>ANOVA</b>						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	4563.483	28	162.981527	0.765357345	0.759178854	1.867743517
Within Groups	6175.5	29	212.948276			
Total	10738.98	57				

**F (Max) hitung** = Variasi terbesar/ Variasi terkecil  
= 162.981527/ 212.948276  
= 0.765357345

**F (Max) Table** = 1.867743517

**Ho** :  $F1 < F \text{ Table}$   
:  $0.765357345 < 1.867743517$   
: **TRUE**

**Kesimpulan:** Ho diterima karena F (Max) hitung < F (Max) Table yang berarti variasi kedua kelompok homogen

**HOMOGENITAS  
(POST- TEST)**

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

Groups	Count	Sum	Average	Variance
Row 1	2	160	80	98
Row 2	2	164	82	50
Row 3	2	143	71.5	4.5
Row 4	2	167	83.5	24.5
Row 5	2	173	86.5	24.5
Row 6	2	154	77	0
Row 7	2	167	83.5	84.5
Row 8	2	160	80	98
Row 9	2	150	75	128
Row 10	2	170	85	8
Row 11	2	177	88.5	4.5
Row 12	2	144	72	50
Row 13	2	163	81.5	264.5
Row 14	2	144	72	50
Row 15	2	160	80	18
Row 16	2	170	85	8
Row 17	2	157	78.5	4.5
Row 18	2	170	85	50
Row 19	2	144	72	50
Row 20	2	166	83	200
Row 21	2	154	77	200
Row 22	2	166	83	0
Row 23	2	163	81.5	144.5
Row 24	2	156	78	50
Row 25	2	160	80	98
Row 26	2	167	83.5	24.5
Row 27	2	153	76.5	24.5
Row 28	1	90	90	
Row 29	1	77	77	

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1264.55357	28	45.16262755	0.69244233	0.830344	1.897523
Within Groups	1761	27	65.22222222			
Total	3025.55357	55				

**F (Max) hitung** = Variasi terbesar/ Varisi terkecil  
= 45.16262755/ 65.22222222  
= 0.69244233

**F (Max) Table** = 1.897523

**Ho** : F1 < F Table  
: 0.69244233 < 1.897523  
: TRUE

**Kesimpulan:** Ho diterima karena F (Max) hitung < F (Max) Table yang berarti variasi kedua kelompok homogen

**Appendix 11:**  
**T-Test of Students' Reading Test**

### T-Test (Pre-test experiment and control class)

NO	a	b
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	53	70
13	63	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	0
29	60	0

T-Test: Two-Sample Assuming Equal Variances		
	60	67
Mean	57.60714286	58.0357
Variance	75.9510582	318.48
Observations	28	28
Pooled Variance	197.2156085	
Hypothesized Mean Difference	0	
df	54	
t Stat	-0.114186981	
P(T<=t) one-tail	0.454756539	
t Critical one-tail	1.673564906	
P(T<=t) two-tail	0.909513078	
t Critical two-tail	2.004879288	

**T-Test (Post-test experiment and control class)**

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

t-Test: Two-Sample Assuming Equal Variances		
	<i>a</i>	<i>b</i>
Mean	76.19230769	83.8571429
Variance	47.68153846	34.9417989
Observations	26	28
Pooled Variance	41.06667371	
Hypothesized Mean Difference	0	
df	52	
t Stat	-4.39164135	
P(T<=t) one-tail	2.77361E-05	
t Critical one-tail	1.674689154	
P(T<=t) two-tail	5.54723E-05	
t Critical two-tail	2.006646805	

**Appendix 12:**  
**Photographs**



**Students' Activity in Experiment Class**



**Students' Activity in Control Class**



**Appendix 13:**  
**Letter of Permission**



PEMERINTAH PROVINSI JAWA TENGAH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SEKOLAH MENENGAH ATAS NEGERI  
COLOMADU

Jalan Fajar Indah, Baturan, Colomadu, Karanganyar Kode Pos 57171 Telepon 0271-721167  
Surat Elektronik smancolomadu@yahoo.co.id

SURAT KETERANGAN

Nomor : 422 / 441 / VII / 2018

Menindaklanjuti surat dari Institut Agama Islam Negeri Fakultas Ilmu Tarbiyah dan Keguruan Surakarta nomor: B 1414/in 10/06/PP/009/2/2018, tanggal 21-02-2018. Perihal : Ijin Penelitian

Dengan ini Kepala SMA Negeri Colomadu, menerangkan bahwa :

Nama	: IMA YULIANA
NIM	: 143221122
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Ilmu Tarbiyah dan Keguruan
Alamat	: Telon RT 39 Sambi Sambirejo Sragen

Telah melaksanakan Penelitian di SMA Negeri Colomadu tanggal 07 Maret s/d 2 Mei 2018 dengan judul skripsi "THE EFFECTIVENESS OF MOODLE E-LEARNING IN TEACCHING READING AT THE FIRST GRADE OF SMAN COLOMADU IN ACADEMIC YEAR 2017/2018"

Guru pembimbing :  
Nama : Sri Sulami, S.Pd.  
NIP : 19671027 200801 2 008  
Jabatan : Guru Bahasa Inggris

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

Colomadu, 03 Juli 2018  
Kepala Sekolah  
SMAN  
COLOMADU  
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