

**THE EFFECTIVENESS OF USING QUANTUM TEACHING METHOD
IN TEACHING READING COMPREHENSION
(An Experimental Study among the Tenth Grade Students of MAN 1 Sragen
in the Academic Year of 2018/2019)**

THESIS

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



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DEDICATION

This thesis is proudly dedicated to :

1. My Beloved Grandpa Eyang Salijo and Grandma Tuminah
2. My Beloved Parents Ibu Rinawati and Ayah Setyawan Budi Nugroho
3. My Beloved Brother Dhani Nugroho and Sister Desi Permatasi Nugroho
4. My Belove friends Sakri Saputro, Siti Nurjanah, Nomi Rayi Dimar, Zahriyatul Mufidah, Nur Azizah, Ridwan Yusmanto, Rohmad Rudi, Dimas Putra, Vivi Lelytha, Nurdiana.
5. My almamater IAIN Surakarta

MOTTO

And have patience with what they say, and leave them with noble (dignity)

(QS. AL-MUZZAMMIL : 10)

-HATERS GONNA HATE, BE GOOD AND DO GOOD-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “**The Effectiveness of Using Quantum Teaching Method in Teaching Reading Comprehension (An Experimental Study among the Tenth Grade Students of MAN 1 Sragen in the Academic Year of 2018/2019)**” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God almighty, for all blessing and mercies so the researcher was able to finish this thesis entitled “The Effectiveness of Using Quantum Teaching Method in Teaching Reading (An Experimental Study among the Tenth Grade Students of MAN 1 Sragen in the Academic Year of 2018/2019)”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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 him deepest thanks to all of those who had helped, supported, and suggested him during the process of writing this thesis. This goes to:

1. Dr. H. Mudhofir, M.Ag as the Rector of the State Islamic Institute of Surakarta.
2. Dr. H. Giyoto, M.Hum as the Dean of Cultures and Language Faculty.
3. Dr. Imroatus Solikhah, M.Pd as the Head of English Language Education.
4. Dr. Yusti Arini, M.Pdas the advisor for her guidance, precious advices, correction, time, motivation and helping revise the mistake during the entire process of writing this thesis. Thank you so much.
5. For all lecturers in English Language Education of The State Islamic Institute of Surakarta who had delivered useful and meaningful knowledge and education during she studied in this university.

6. For researcher's parents ibu Rinawati and ayah Setyawan Budi Nugroho. Additionally, thanks to her brothers Rusdi Imawan, Dhani Nugroho and sister Desi Permatasari Nugrohowho always motivates the researcher to finish this thesis as soon as possible.
7. Beloved Friends Sakri Saputro, Siti Nurjanah, Nomi Rayi Dimar, Zahriyatul Mufidah, Nur Azizah, Ridwan Yusmanto, Rohmad Rudi, Dimas Putra, Vivi Lelytha, Nurdiana.
8. *D*Class especially for Nur Azizah, Riyan Budhi Wijaya, Giswara, Faradilla, Eisha Jamila Qomariah I, Manda Radina A., Viana Putri R, Uci Nur Hidayati, Vicky H, Kriswanto, KTS 48, thanks for giving inspiration in friendship.

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

Surakarta, July 2019

The researcher,

Junitasari Fajarilla Nugroho

ABSTRACT

Nugroho, Junitasari Fajarilla. 2018. *The Effectiveness of Using Quantum Teaching Method in Teaching Reading (an Experimental Study among the Tenth Grade Students of MAN 1 Sragen in the Academic Year of 2018/2019)*. Thesis. English Education Department. Islamic Education and Teacher Training Faculty. IAIN Surakarta.

Advisor: Dr.Yusti Arini, M.Pd

Keywords: Teaching Reading, Teaching Method, Quasi Experimental

The main objectives of this research is to find out whether Quantum Teaching effective as method in teaching reading at the tenth grade of MAN 1 Sragen in the academic year 2018/2019. Hidayana Siregar and Rita Juliani (2014), states that Quantum Teaching is a variety of interactions that exist in around learning moments. This interaction includes effective learning elements that influence students success. The specific instruction of Quantum Teaching for creating an effective learning environment, designing curriculum, concluding content and facilitating the learning process.

This research was carried out from Augustus 2018 up to January 2019 at MAN 1 Sragen in the academic year of 2018/2019. The research used quasi experimental with pre-test post-test design. The population of this research was tenth grade of MAN 1 Sragen in the academic year of 2018/2019 are 166 students, divided into 5 classes : X Sains 1, X Sains 2, X Sains 3, X Sains 3, X Sains 4, and X Sains 5. The sample of the research were the eleventh grade students of X Sains 3 as experimental class consisting of 34 students taught by using Quantum Teaching Method and X Sains 2 as control class consisting of 32 students taught by using Direct Instruction. Both classes were taught narrative text in 4 meetings. In taking the sample, the researcher used purposive sampling technique because the researcher choose the class based on the purpose of the research and the two classes are homogeneous based on the amount of the students so the researcher choose the class. The technique of collecting the data was test, in the form of reading test that consists of 40 items. Before the test was given, the test has been tried out in X Sains 4to find out its validation and reliability. The data was analyzed using descriptive analyzed, prerequisite-test and hypothesis testing (Independent t-test).

Based on the result of data analysis, it was found that the t-test was higher than t-table ($2.84 > 1.99$) for the alpha (α) 5%. It means there is differences in post test score between experimental class and control class, the average score of post-test in experimental class is 79.32 and control class is 74.75. It can be concluded that the students in experimental class has higher achievement than the students in control class. Based on the result, the researcher concludes that Quantum Teaching Method was effective in teaching reading at the tenth grade of MAN 1 Sragen in academic year 2018/2019.

TABLE OF CONTENTS

COVER	i
ADVISOR SHEET	ii
RATIFICATION	iii
DEDICATION	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGMENT	vii
ABSTRACT	ix
CHAPTER I: INTRODUCTION	
A. Background of the Study.....	1
B. Identification of the Problem	4
C. Limitation of the Problem	4
D. Problem Statement	4
E. The Objectives of the Study.....	5
F. The Benefits of the Study.....	5
G. Definition of Key Terms	6
CHAPTER II: REVIEW ON RELATED LITERATURE	
A. Theoretical Description.....	8
1. The Nature of Reading	
a. The Definition of Reading	8
b. Macro and Micro Skill for Reading	11
c. Approaches in Reading Process	13
d. Strategies of Teaching Reading	16
e. Definiton of Reading Comprehension	17
2. The Nature of Narrative Text	

a.	Definition of Nature Text.....	18
b.	The Generic Structure of Narrative Text	19
3.	The Nature of Quantum Learning	
a.	The Definition of Quantum Learning	20
b.	Characteristic of Quantum Learning.....	22
c.	Advantages and Disadvantages Quantum Learning	23
d.	Design Frame of Quantum Learning	24
4.	The Nature of Direct Instruction	
a.	The Definition of Direct Instruction	26
b.	Advantages and Disadvantage of Direct Instruction.....	27
B.	Previous Study	28
C.	Rationale	30
D.	Hypothesis.....	31
CHAPTER III: RESEARCH METHODOLOGY		
A.	Research Method.....	32
B.	Subject of the Research.....	33
1.	Place of the Research	33
2.	Time of The Research	34
C.	Population and Sample of the Research.....	34
1.	Population	34
2.	Sample.....	35
3.	Sampling	35
D.	Technique of Collecting the Data	36

E. Research Instrument.....	37
1. Vaidity of the Test.....	37
2. Reliability of Test.....	38
F. Technique of Analysing the Data.....	38
1. Data Description.....	38
2. T-test	40
CHAPTER IV: RESEARCH FINDING AND DISCUSSION	
A. Data Description	62
1. Pre Test Result	62
2. Post Test Result	64
B. Data Analysis	66
1. Normality and Homogeneity	66
2. The Hypothesis testing	67
C. Discussion	70
CHAPTER V: CONCLUSION AND SUGESTION	
A. Conclusion	72
B. Implication	73
C. Sugestion	73
BIBLIOGRAPHY	75
APENDICES	80

CHAPTER 1

INTRODUCTION

A. Background of Research

English is a language that is used by the people to communicate one to others from different countries. English is very important to be developed as an international communication tool (Arikunto, 2009: 174). Almost all of countries teach and apply English. In Indonesia, English is considered as a foreign language and taught formally from elementary school up to the university level. English has four skills that have to be mastered, those are: listening, speaking, reading, and writing (Brown, 2004: 218). In learning English, everyone has different way to be able to learn the skills, especially in reading.

Reading is an important activity in the human life. In daily activities, people always do reading activity such as reading brochures, reading letters, reading newspapers, reading short message and so on. Harmer (in Fuziati, 2009: 32) stated that “Reading is one of the language skills needed to be taught in language classroom”. In reading activity, the readers have to be able to recognize every part of the text, because it will be easy for the readers to get the important information when the readers can organize the text. Reading is also one of the ways to communicate in the written form, like a message. The readers can understand the important information in the message by reading. Another example when the students get some question based on the text, to answer the question the students have to understand the meaning of the text by reading. Another example when the students get some questions based on the text, to answer the question the students have to understand the meaning of the text by reading.

Based on the statement above, the students have to be accustomed to read a text in English to get more information and knowledge. Sometimes, the students cannot read texts well, the students are unable to take the information and many students encounter some trouble in summarizing or pulling main ideas from the text. When the students read the text the meaning that the students get from the text may not be exactly the same as the meaning in the text or may be different from that of other students reading the same text. Besides the students be able to give the different information from the text and complete the reading assignment but the students are not aware that students have problems in reading text. There are several kinds of genre text that the students read, they are; descriptive, procedure, recount, narrative, report and so on, but in this research the researcher only focused on narrative text.

Narrative Text is a piece of writing which has purpose to entertain, it also deals with problematic events that leads to crisis and turning point (Gerrot and Wignell, 1994: 204). The narrative text is telling of a story or an account of a sequence of events which involves character. A narrative text relates a realistic, fiction or imagine story. Narratives can be divided into traditional fiction; like folks, tales, fables, myths and legends; and modern fiction including modern fantasy and contemporary realistic fiction. Based on the definition above, the researcher concludes that narrative text is a description of a series of events, either real or imaginary, that is written or order to entertain people and also give a moral value about the story which happened in the past to the reader. This type of text structually organizes the action, thought, and interactions of its characters into pattern of plot. Kane (2000: 363) also state that "A narrative text is meaningful sequence of events

told word.” It is sequential in that events are ordered, not merely random. Sequence always involves an arrangement in time. A straightforward movement from the first event to the last constitutes the simplest chronology. Narrative text is chosen because it is commonly read by senior high school students and persuades the students to be more interesting to the story. Beside that, narrative story give some moral values that can be taken by the students as a lesson.

From the result of interview of the teachers who taught English at the tenth grade of MAN 1 Sragen showed that teaching reading was not an easy task for teachers. The difficulties were due to large class size, limited reading method, and lack of consideration in applying the suitable method in teaching process. Usually the teachers always give the explanations everything to students and always translating each sentence or word by word rather than helping students read to understand the meaning of the text. The method seems 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. The teacher had not been able to create an interesting and fun atmosphere in teaching.

The success of teaching reading can be determined by many factors. One of the factors is the choice of teaching reading method. Teaching reading method is one of the most effective means of helping students to overcome their reading problems. Appropriate teaching reading method can make even the worst students become the good learner in reading, appropriate teaching reading method will allow students to learn reading effectively. It also can prevent the student from getting bored, so the use of appropriate teaching method will lead to success in reading.

It is already known that the suitable technique and method can help the teacher and learners in teaching process.

One of method that is introduced by the reasearcher was QuantumTeaching Method. Quantum teaching is a learning process approach that can bring out the abilities and natural talents of students in building effective learning processes (Porter, 2005: 3). It means that, quantum teaching can be said as a teaching method that emphasizes to provide meaningful benefits and also emphasizes the level of pleasure of learners or students. It is proved in previous research entitled “The Effect of Application of the Quantum Teaching Model on the Understanding of the Reading of Students in the XI Class of SMA N 3 Takalar”, a thesis made by Hasnawati in 2017. This thesis proved that Quantum Teaching gives a significant effect on students’ reading comprehension.

Erlina NK (2012) state that if quantum teaching implemented in reading lesson, the students will be easier to understand the text and get message from that text. Through quantum teaching, the students participations in learning process will be more controlled. Enrolling the students first feeling curiosity creates excitement and raises expectations. Something visuals-such as pictures, real object, music, etc.- and guiding questions related to the topic can emerge students ineterst.

Based on the theories above, some method can be used to teach reading, and also based on the need of the students of senior high school where the researcher did the research and since the method of teaching reading applied by the student is important, the researcher conducted the research at the tenth grade in MAN 1 Sragen.

Based on the background above, the researcher conducted the research entitled **“The Effectiveness of Using Quantum Teaching Method in Teaching Reading Comprehension (An Experimental Study among the Tenth Grade Students of MAN 1 Sragen in the Academic Year of 2018/2019).**

B. Identification of the Problems

Based on the explanation of the background of the study, the researcher identifies some problems as follow:

1. The students are not interested in the method or technique used in teaching reading.
2. The students feel difficult too comprehend reading narative text by themself.
3. The teachers always give the explanation about the material to students.
4. The teachers always translate each sentence or word by word rather than helping students read to understand the meaning of the text.
5. The teachers cannot find the effective method to teach reading.
6. The students have low motivation in learning English especially in reading.
7. The students feel bored during learning reading activities.

C. Limitation of the Problems

In this case, the researcher focuses on teaching reading narrative text by using Quantum Teaching as the teaching method because this method is a new

method that introduces a fun lesson process. This method can be effective to teach students' reading focusing on narrative text at the tenth grade of MAN 1 Sragen, it was a religion-based senior high school commonly known as Madrasah Aliyah Negeri 1 Sragen in the academic year of 2018/2019.

D. Problem Statement

Based on the background, this research is aimed to find the answer to the following research question: "Is the Quantum Teaching Method effective to teach reading comprehension at the tenth grade of MAN 1 Sragen?"

E. The Objectives of the Study

Based on the research problem, the objective of this study is to find out whether of Quantum Teaching Method is effective in teaching reading comprehension at the tenth grade of MAN 1 Sragen in the academic year of 2018/2019.

F. The Benefits of the Study

This research is expected to be able to give some positive contributions to the English language learning context and will be beneficial for many sides such as for students, teacher, school, reader and for the next researcher.

1. Theoretical Benefits

- a. The researcher hopes that this research will help the teachers to teach by using Quantum Teaching method in teaching reading narrative text

- b. This research is expected to give contributions to the development of teaching and learning English in senior high school.

2. Practical Benefits

a. For Teacher

The result of this research is expected to be able to widen the skill of teachers in using Quantum Teaching.

b. For Student

The Quantum Teaching can make the students more interested in reading narrative text

c. For School

The benefits of the research for school are it can increase the students achievement and it can develop teaching method and stimulate students to become interested in reading.

d. For researcher

The result of this research is expected to be a reference for other researchers who want to explore the effectiveness of using Quantum Teaching in teaching reading.

G. Definition of Key Terms

To avoid misunderstanding the meaning of words, there are several terms are clarified. Those are:

1. Reading is a set of skill that involves making sense and deriving meaning from the printed word (Linse, 2005: 69).

2. Quantum Teaching is a learning process approach that can bring out the abilities and natural talents of students in building effective learning processes (Porter, 2005: 3).
3. Narrative text is a piece of writing which has purpose to entertain, it also deals with problematic events that lead to crisis and turning point (Gerot and Wignell, 1994:204).
4. MAN 1 Sragen
It is institution in which the object of this research and where the writer held this research.
5. Experimental Research is the way to look for the relation cause and effect between two variables(Arikunto, 2006: 3)

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. The Nature of Reading

a. The Definition of Reading

Reading is process of understanding written text. Everyone needs reading in many kinds of contains. Reading is one of the most important skill in English subject especially for students to get more information from what the students read. It is complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language (Berndhart in PNG, 2003:6). It means that, we reads something, we use our eyes to receive written symbols such as letters, punctuation marks and numbers then using our brains to turn it into words, sentences, and paragraph that are the result of communication between the reader and the sources. Moreover, Richard C Andeson on *Becoming a nation of Readers* (1985:11) state that the reading is important for the society as well as the individual. Economics research has established that schooling is an investment that forms human capital that is, knowledge, skill,

and problem-solving ability that have enduring value. It means, reading is considered to be the central of other skill because it involves in almost every daily activity. By reading the written media such as books, magazine, journals, newspaper, and articles, the reader will get many advantages; he/she will get much information by doing reading.

Another definition from Harmer (2001:199) reading is one of the important skill which have to be learned by the students in order to master English well. Reading is also included into receptive skill besides listening. Receptive skill is the way in which people extract meaning from the discourse they see or hear. To achieve the purpose of reading, which is to get general or detail information from the text, the students have to comprehend the text in order to understand information effectively.

Based on those definitions above, the researcher takes a conclusion that, reading is a process from an act communication and also interaction between reader and author where the reader can get information, knowledge from the author's experience. Words and sentences are processed in reader's mind to draw a new meaning and then get the idea of the text being read.

They are some basic types which can be learned by students step by step. In Language Assessment Principle and

Classroom Practice, Brown(2004:189) states that the basic types of reading are:

1) Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other grapheme symbols. Bottom up processing is implied.

2) Selective

This category is largely an artefact of assessment formats. The example tasks of selective are used: picture-cued tasks, matching, true or false, and multiple-choice. Stimuli include sentences, brief paragraphs, simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

3) Interactive

Interactive reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in-take is the product of that interaction. Typical genres of interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of this type is to identify relevant features (lexical, symbolic,

grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

4) Extensive

This category applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. Top-down processing is assumed for most extensive tasks.

Based on the explanation above the teacher can give some tasks to students begin from the easier question. Teacher can use perceptive, selective, interactive, and extensive category in a series to give treatment to students.

b. Macro and Micro Skill of Reading

Brown (2003 ; 187) states that there are two skill categories of reading. They are:

1) Micro Skill of Reading

The Micro skill refers to producing the smaller chunks of language, such as; a) Discriminate among the distinctive graphemes and orthographic pattern of English. b) Retain chunks of language of different lengths in short-terms memory. c) Process writing at an efficient rate of suit the purpose. d) Recognize a core of

words, and interpret order patterns and their significant.

- e) Recognize grammatical word classes (noun, verbs, etc.).
- f) Recognize that a particular meaning may be expressed in different grammatical forms.
- g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2) Macro Skill of Reading Comprehension

The macro skill implies the reader's focus on the larger elements such as:

- a) Recognize the theoretical form of written discourse and their signification and interpretation.
- b) Recognize the communicative of written text according to form and purpose.
- c) Infer context that is not explicit by using background knowledge.
- d) From described events, ideas and etc...,infer link and connection between events, deduce cause and effects, and detect such relation as main idea, supporting idea, new information, given, generalization information.
- e) Distinguish between literal and implied.
- f) Detect culturally specific references and interpret them in a context of the appropriate cultural schema.
- g) Develop and use a battery of reading such as scanning and skimming, detecting discourse makers, guessing the meaning of word from context, and activating schema for interpretation of texts.

From the theories above, the researcher concludes the reading comprehension is the activities which the reader is able to master grammar, vocabularies and the abilities in distinguishing the ideas or any information included in the text.

c. Assessment on Reading

Brown (2004:190-214) in his books explains some reading assessment based on the type of reading. The explanation as follows:

1) The design of assessment task for perceptive reading.

At the beginning level of reading a second language lies a set of task that are fundamental and basic : recognition of alphabetic symbols, capitalize and lower case letters, punctuation, words, and grapheme phoneme correspondences assessment of basic reading may be carried out in a number of different ways. Here the design of assessment of perceptive reading, as follows:

a) Reading aloud

The task taker sees separate a letters, words, and/or short sentences and reads them aloud, one by one, in presence of an administrator. Since the assessment is reading comprehension, any recognizable oral approximation of the target response is considers correct.

b) Written response

The same stimuli are presented, and the test taker's task is to reproduce the probe in writing. The evaluation of test taker's response must be carefully treated.

c) Multiple-choices

Multiple-choices responses are not only a matter of choosing one of four or five possible answers. Others format, some of which are especially useful at the low levels of reading, include same different, circle the answer, true/false, choose the letter, and matching.

d) Pictured-cued item

Test-takers are shown a picture, such as the one on the text page, along with a written text and are given one of a number of possible tasks to perform or a true/false procedure might be presented with the same picture.

2) The design of assessment for selective reading

Brown (2004:195), selective reading is largely the artefact of assessment format. In order to ascertain one's reading recognition of lexical, grammatical, or discourse

feature. Certain typical tasks are used: pictures-cued tasks, matching, true/false, multiple choices.

a) Multiple choices (for form-focused criteria)

The mainly reason, so many teacher use this multiple choice because it is easier to administer and can be scored quickly.

b) Matching task

The test taker's tasks simply to respond correctly which makes matching an appropriate format.

c) Gap-fillings task

Gap-fillings task or filling in the blank is the item in which the best taker's response is write a word or phrase.

3) The design of assessment for interactive reading

Brown (2004:201) states that reading is a process of negotiating meaning; the reader brings the text a set of schemata to understand it. Typical genre of the interactive reading anecdote, short narrative, and description.

a) Close task

The text taker should give the answer to deleting paragraph based on their mastering the vocabulary. Even, close task also made in the form of multiple choices to make rapid scoring.

b) Multiple choice plus comprehension question

The test takers should answer the question that has created by using the criteria of comprehending the text.

c) Short answer task

A popular alternative multiple choice question following reading passages is the age-old short answer format. A reading passage is presented, and the test taker reads question then answered a sentence or two.

d) Editing (lingering task)

Test taker should edit the sentence by choosing one wrong word.

4) The design of assessment reading for extensive reading

Brown(2004:212) states that extensive reading applies to text of a book more than a page, up to an including professional article, essay, technical report, etc. The purpose of assessment usually is to tap into the learner's global understanding of the text design of assessment of reading for extensive reading as follows:

a) Skimming

It is the processes of rapid converge of reading matter to determine its gist or the main idea.

b) Summarizing and responding

Asking the test taker to write the summary of the text, then give to another test taker to get the response about the summary.

From the explanation above, the design of reading assessment which is used for the research is multiple choice plus comprehension question, because the text which is used to test the student is about short recount and narrative text in kind of interactive reading.

2. Review on Multiple Choice Questions

a. Definition of Multiple Choice Questions

Multiple choice questions is a form of question that asks to select the best answer among a set of option that consists of one true answer and 3-4 wrong answers. According to Philips (1999: 74) multiple choice questions ask you to select the best answers to questions about the information given in the reading passages. It is one of the objective tests that are easy to score and grade, provide a lower point value and less risk and usually emphasizes on the basic definition and are details such as specific dates, names, or vocabulary. A multiple choice question of reading passage

talking about main idea question, directly answered details, indirectly answered details, vocabulary, or overall review ideas.

b. Type of Multiple Choice Questions

The question type tells the reader exactly where to look the passage to find the correct answer. According to Philips (1996:13) the types multiple choice questions are as follow:

1) For main idea question

Look at the first line of each paragraph. The question is about the main idea of a passage always occurring in reading test passage. The main idea describes about overall meaning of the passage. In reading test passages, the test takers are asked to identify what the writer's purpose in writing topic. It is usually in the one sentence form that is not too specific.

2) For directly and indirectly answered details question

Choose a key word in the question, and skim for that key word (or related idea) in order in the passage. Directly details questions ask about finding a piece of information in the passage that is clearly stated, finding unstated detail, and finding reference. Meanwhile,

indirectly answered details questions ask about answering implied detail questions by drawing a conclusion from specific details in the passage and what probably topic is in the following paragraph in understanding a good writing.

3) For vocabulary question

The vocabulary will tell you where the word is located in the passage. Vocabulary question asks about finding definition of a word from structural clues, determining meanings from word parts, and using context to find meaning of simple and difficult word.

4) For overall review questions

The answers are found anywhere in the passage. Overall review questions ask about determining where piece specific information is found. It can be by studying the question, finding the line of the word, and skimming for the information are looking for. And, determining purpose what the writer is to do in the passage. It can be found by referring to the main idea and the organization of detail in the passage.

From the explanation above, there are four types of multiple choice question that are, for main idea question, for directly and indirectly answered details question, for

vocabulary question, for overall review questions. Its help the reader to find the correct answer easily.

c. Strategies for Answering Reading Passage Questions

The success key of answering reading passage exercise is able to comprehend the passage. The passage must be comprehended because usually the questions are taken from the text. Looking the importance of it, the readers need something strategies to make it all do easily. Phillips (1996:13) strategies to answer of reading passages as stated bellow:

- 1) Skim the reading passage to determine the idea and the overall organization of ideas in the passage. You do not need to understand every detail in each passage to answer the questions correctly. It is therefore a waste of time to read the passage with the intent of understanding every single detail before you try to answer the questions.
- 2) Look ahead the questions to determine what type of the questions you must answer. Each type of is answered in a different way.
- 3) Find the selection of the passage that deals with each question. The question-type tells you exactly look in the passage to find correct answers.
- 4) Carefully read the part of the passage that contains the answer. The answer will probably be in the same

sentence (or one sentence before or after) the key word or idea.

- 5) Choose the best answer to each question from the four answer choice listed in your test booklet. You can choose the best answer according to what is given in the appropriate section of the passage. Eliminate definitely wrong answer, and mark your best guess on the answer sheet.

The description give alternative of way for the reader can faster do the test of reading passage question moreover multiple choice questions. The steps of way are clearly, from how read the passage effectiveness until how to select the best answer from the passage.

3. Review on Genre

a. Definition of Genre

Pardiyono (2007:2) states that genre is the text type that functions as frame reference that a text can construct effectively, effective purpose and construction of text element also diction. Hartono (2005: 4) states that genre is used to refer to particular text types not to traditional varieties of literature. It means that genre is a type or kinds of text, defined in terms of its social purposes, also the level of context dealing with social purpose.

Genre is a text type that has function, stage, goal and social process. So every genre has different purpose, generic structure and language features.

b. Kinds of Genre

Pardiyono (2007:2) classifies the text into eleven types, they are: descriptive, recount, narrative, discussion, exposition, news item, report, anecdote, and review. It can be explained as below:

1) Descriptive

It is a type of text, which has specific function to give description about object or thing or people.

2) Recount

It is a type of text, which has specific function to inform about the past activity.

3) Narrative

It is a type of text to retell activity or past event for narrating problematic and resolution to amuse or entertain and often intended to give morality to the reader.

4) Discussion

It is kind of text to package information in the general ideas or options about the phenomenon that occurs in the community from the two point of view.

5) Exposition

It is kind of text to argue that something is the case (analytical exposition) and something should be or no (hortatory exposition).

6) News item

It informs the readers, listeners or viewers about newsworthy event.

7) Report

It is type of text to give information natural or non-natural phenomenon or things in the world to add knowledge to the reader.

8) Anecdote

The text uses for sharing with other an account of unusual or amusing event.

9) Review

It is kind of text to evaluate the quality of books and other works of art.

Furthermore, the syllabus of tenth grade of MAN 1 Sragen, genres of the text which are taught namely: Report and Narrative. Hence, the researcher only focuses on narrative text.

4. The Nature of Narrative Text

a. Definition of Nature Text

Narrative Text is a piece of writing which has purpose to entertain, it also deals with problematic events that leads to crisis and turning point (Gerrot and Wignell, 1994: 204). The narrative text is telling of a story or an account of a sequence of events which involves character. A narrative text relates a realistic, fiction or imagine story. Narratives can be divided into traditional fiction; like folks, tales, fables, myths and legends; and modern fiction including modern fantasy and contemporary realistic fiction.

Based on the definition above, the researcher concludes that narrative text is a description of a series of events, either real or imaginary, that is written or order to entertain people and also give a moral value about the story which happened in the past to the reader. This type of text structurally organizes the action, thought, and interactions of its characters into pattern of plot. Kane (2000: 363) also state that “A narrative text is meaningful sequence of events told word.” It is sequential in that events are ordered, not merely random. Sequence always involves an arrangement in time. 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.

b. The Generic Structure of Narrative Text

The generic structure of narrative text consists of several parts. Mark Anderson & Kathy Anderson (1997:8), state that the generic structure of narrative text consist of four part, those are:

1) Orientation

Orientation is the introduction of the text. It includes what is inside the text, what the text task in general, who involves in the text such as the character when and where it happen.

2) Complication

In complication, the text talks about what happens with the participants. It explores the conflict among the participants. Complication is the main element of narrative. Without complication, the text is not narrative. The conflict can be shown as natural, social, or psychological conflict.

3) Sequence of events

Sequence of events is where the narrator tells how the characters react to the complication. The events can be told chronological order (the order in which they happen) or with flashbacks. The audience is given the narrators point of view.

4) Resolution

Resolution is the end of narrative text. This is the phase where the participants solve the problem aroused by the conflict. It is not matter whether the participants success of fail. The point is the conflict becomes ended.

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

5. Quantum Teaching

a. The Definition of Quantum Teaching

Quantum teaching is a lively change of learning, with all its nuances. Quantum teaching also includes all links to interactions and differences that maximize learning moments. Quantum teaching is a variety of interactions that exist in around learning moments. This interaction includes effective learning elements that influence student success.

Interactions change students' abilities and talents into light that will benefit themselves and others. Quantum teaching includes specific instructions for creating an effective learning environment, designing curriculum, concluding content and facilitating the learning process (HidayanaSiregar and Rita Juliani, 2014).

Quantum Teaching is a learning model that can divide learning elements into two categories such as context and content (Rachmawati, 2012). Context categories include: moods, a well-regulated learning environment, basic learning, presentations and facilities. While the content category includes: the instructor will find skills on how to say the curriculum, the teacher will find the learning strategies needed by students, namely: good presentation, dynamic facilities, learning skills for learning and life skills (Ary, 2016).

Quantum teaching is a learning process approach that can bring out the abilities and natural talents of students in building effective learning processes (Porter, 2005: 3). Quantum teaching learning model emphasizes techniques to improve self-ability and the process of awareness of their potential.

This Quantum Teaching equation is likened to following the concept of Quantum Physics, namely;

$$E=mc^2$$

Where:

E: Energy (enthusiasm, effectiveness of teaching and learning, enthusiasm)

m: Mass (all individuals involved, situations, material, physical)

c: Interactions (relationships created in class)

Based on this equation it can be understood, interactions and learning processes that are created will have a profound effect on the effectiveness and enthusiasm of students in students. With Quantum teaching we can teach by functioning both the left hemisphere and the right brain in their respective functions. Researchers at the University of California revealed that each brain controls different intellectual activities.

The left brain handles numbers, structure, logic, organization, and other things that require rational thinking, reasoning with deductive and analytical considerations. This brain is used to think about things that are mathematical and scientific. We can focus on lines and formulas, ignoring the subtleties of color and rhythm. The right brain deals with abstract thinking problems with imagination. For example color, rhythm, music, and other thought processes that require creativity, originality, creativity and artistic talent.

The thinking of the right brain is more relaxed, less bound by scientific and mathematical parameters. We can involve ourselves in all shapes and shapes, colors and tenderness, and ignore all binding dimensions and dimensions

b. Principles of Quantum Teaching

De Porter (2005:7-8) state that Quantum Teaching has five fixed principles:

1. All things speaking up.

It means that from the environment tikk the way teachers use should send a message about learning.

2. Having the goal.

All things depend on the goal that the teachers make so that they must be careful to arrange the lesson design.

3. The experience of naming.

The students will remember for long term if the teacher can make the name of the lesson.

4. Admit all efforts.

The teacher should be aware that the students try to understand the lesson as well, so the students need ann admission of what they done in order they can be confident.

5. Rewarding

Give the appreciation for all things the students have done for the increase of their learning.

Based on the principles above the teachers must be aware that the educational transforming is not only the job of teachers but also it needs the role of second players that is student.

c. Advantages and Disadvantages Quantum Teaching Method

Sugiyanto (2009: 85-92) state that there are some advantages and disadvantages of Quantum Teaching. The advantages of Quantum Teaching are as follows:

- 1) Quantum teaching stem from cognitive psychology, rather than quantum physics and the term affliction, although the quantum concept is issued.
- 2) Quantum teaching is focused on quality and meaningful interaction, not just the meaning of the interaction.
- 3) Quantum teaching accelerates learning so much emphasis on a high level of success.
- 4) Quantum teaching has a model that combines the learning context and content.
- 5) Quantum teaching focuses on the formation of academic skills, life skills and physical or material accomplishments.

- 6) Quantum teaching place values and beliefs as an important part of the teaching process.
- 7) Quantum teaching prioritizes diversity and freedom, not uniformity and order.
- 8) Integrate the totality of quantum teaching body and mind in the learning process.

Meanwhile, the disadvantages of Quantum Teaching are:

- 1) Requires real experience.
- 2) Difficulty of identifying the student's skill.

Based on the explanation about the advantages and disadvantages of quantum teaching, it is very attention to the activity and creativity that can be achieved by learners. Quantum teaching leads a teacher to be a "good" teacher. Both in the sense, that teachers have creative ideas in providing learning process, is knowing well the level of the student ability.

d. Design Frame of Quantum Teaching

Quantum Teaching in the application conducts the procedures of teaching like below:

- 1) Grow the attention through making students satisfied for the benefit of lesson tough.

Through this stage the teacher tries to include students in the learning process. Strong motivation makes students

more interested in participating in the whole set of learning. The growth stage can be done by exploring problems related to the material to be studied, displaying a picture or real object, short story or video.

2) Create and tell the experience of educating`

This stage gives students the opportunity to develop their initial knowledge. Experience makes teachers able to teach through the back door to take advantage of their knowledge and desires.

3) Name the things like formula, lesson, or others so the students may keep remembering.

The stage is named the stage of giving keywords, concepts, models, or formulas for the experiences that students have gained. In this stage, students with the help of the teacher try to find a concept for the experience that has been passed. The naming stage spurs the cognitive structure of students to provide identity, strengthen and define what they experience. The naming process was built with the students' initial knowledge and curiosity at the time. This stage is a time to teach concepts to students. Giving names after experience will make things more meaningful and memorable for students. To help naming, you can use pictures, tools, and writing paper and wall

posters. The same principle makes us re-teach information to our students. They get information, but must get experience to really make that knowledge meaningful.

- 4) Give the students chance to demonstrate what they know.

This stage provides opportunities for students to show what they already know. Demonstrations can be done by presenting the class, playing games, answering questions, and showing the results of the work. Students give opportunities to make connections, practice, and show what they know. Give students to translate and apply their knowledge into other learning, and into their lives.

- 5) Give the students the method how to repeat the lesson in the unusual ways.

Repetition will strengthen neural connections so that it strengthens the cognitive structure of students. The more frequent repetitions are carried out, the deeper the knowledge will be. Repetition can be done by reaffirming the subject matter, giving students the opportunity to repeat the lesson with friends or through practice questions.

- 6) Celebrate all what the students have done for their participation, success, or anything for instance.

Celebration is a form of recognition for completion, participation and acquisition of skills and knowledge. Celebration can be done by giving praise, applause, singing together or something else.

Quantum Teaching creates an empowering atmosphere of trust, safety and a sense of belonging. Establishing engaging, focused traditions creates a sense of belonging and safety and is an effective strategy for classroom management, focusing attention and motivating students to increase participation in learning. By quantum teaching model teacher is hoped that they will make students release all ability they have. Through the ways in quantum teaching has provide to learn for example in the application.

6. The Nature of Direct Instruction (DI)

a. The Definition of Direct Instruction

Direct Instruction is teacher-centred model. When teacher becomes the centre of the teaching and learning, it means he/she is real actor in the classroom. Teacher gives explanation, present the material there by it can be concluded that DI is also closely related to “lecture and presentation” (Arends, 1997:64). Nunan (1996:49) argues “..... in direct

instruction, the teacher explicitly instruction the learner” it seems that both Arends and Nunan agree with its name proposed, the essential thing in DI is “instruction” teacher instructs the students while students listen to teacher’s instruction as well as do the required things by teacher.

In the same way, Bandura in Arends (1997: 296) declares that human learning is done by selectively observing and memorizing the behaviours of other. Further, he argues that it is a three step processing: attention, and retention, and production. In order to get students’ attention, teacher may use gesture as expressively as possible. Based on the explanation above, the researcher can take some points: Direct Instruction focuses on teacher’s behaviour imitated by students where it is firstly introduced by teacher’s way to get students’ attention continued by retention and ended by production; it is where behaviour modelling theory takes places.

b. Advantages and disadvantage of Direct Instruction

The advantages and disadvantages which are owned by the Direct Instruction as follow:

1) Advantages of Direct Instruction

- a) The teacher has control of the timing of the lesson.
- b) Students are physically easy to monitor.

- c) The teacher has control over what will be learned, and who will learn.
- d) The curriculum can be covered, so the teacher can say that s/he taught the material.
- e) Any information for which there is one right answer, and for which that answer is relatively simple, can be taught efficiently and honestly by using direct instruction.

2) Disadvantages of Direct Instruction

- a) It is based on old learning theories that we must learn simple tasks before complex ones, and that only measurable learning is worthwhile.
- b) Students do not have a sense of the overall purpose of the simple steps. However, if they are taught by the purpose using advance organizer, this disadvantage is overcome.
- c) Teachers cannot assess what the students' prior knowledge is, so will be unaware of why particular students cannot learn.
- d) Retention of how to solve the problems is low, because the students have not struggled with the problems themselves. This disadvantage can be

overcome by having the students do many complex problems on their own. However, this means that one of the advantages (time efficiency) is lost.

- e) Direct instruction as can instructional method works for only a small percentage of students, not for a great variety. The students who have other than verbal “intelligence” or who come from different cultural world views will fail.

B. Previous Study

The first previous study was done by Ary Yanuarti, A. Sobandi M. 2016 entitled “Efforts to Improve Students Learning through Application of Models of Quantum Learning Teaching”. The problems to be studied in this research was the lack of students’ learning outcomes. Learning model is one of the factors affecting students’ learning outcomes. This article discusses the results of quasi-experimental research aimed to find about the improvement of students’ learning outcomes through the implementation of Quantum Teaching learning model.

The research employed nonequivalent control group design. The findings show that the Quantum Teaching learning model is more appropriate for improving students' learning outcomes in the subject of Correspondence with the basic competence of identifying the procedures of writing official letters. Thus, Quantum Teaching learning model can be made one of the alternatives for teachers of Correspondence Subject in their efforts of improving students' learning outcomes in this subject.

The second previous study was done by Widiyaningsih, E. dan Pujiastuti, E. 2013 entitled "Effectiveness of Learning Quantum Teaching Models Assisted by 3D Cabri Against Problem Solving Abilities". This paper purpose of this study was to determine learning using the Quantum Teaching model exploration with Cabri 3D is effective to students problem solving ability. The population in this study was students of grade X Senior High School of Semarang academic year 2012/2013. There were two sample classes; those were an experimental class that applied mathematics learning using the Quantum Teaching model exploration with Cabri 3D and control class that applied Direct Instruction (DI) learning.

The results showed that the learning outcomes of students in problem solving ability aspects using the Quantum Teaching model exploration with Cabri 3D can achieve individual and classical mastery learning, the percentage of learning outcomes of students

problem solving ability in experiment class better than learning outcomes of students problem solving ability in control class, the average of learning outcomes of students problem solving ability in experiment class better than learning outcomes of students problem solving ability in control class. So, the conclusion is learning using Quantum Teaching model exploration with Cabri 3D is effective to students problem solving ability.

The third previous study was done by Sudarto, 2007 entitled “An analysis of the translation of the text of Quantum Teaching: Orchestrating Students’ Success based on the strategies on sentential level”. The purposes of this thesis are to describe the strategies used in the translated of the text Quantum Teaching Orchestrating Students’ Success and to identify the aspect of readability based on the sentential level. This thesis uses descriptive method and applies the technique of seeking, collecting, classifying and analyzing the data and draws conclusion based on the data analysis.

This thesis takes two kinds of sources of data. The first are documents from an English book entitled Quantum Teaching Orchestrating Students’ Success and its translation Quantum Teaching: mempraktikkan Quantum Learning di ruang-ruang kelas. The second are the informants known as teachers of elementary school. The researcher took purposive sampling on the both data. The documents were taken by criteria of the teaching learning activities including the description about the quantum

teaching method. Meanwhile, the different educational background took the criterion of the informants.

Then the researcher got 350 sentences as the data analyzed by the three informants. There are two factors used in defining the strategies of translation: the grammatical factor and the semantic factor. The grammatical factor includes two strategies: subtraction and transposition. The semantic factor includes eight strategies: transliteration, adaptation, cultural equivalences, reduction, extension, additional information, deletion and modulation. Furthermore, the aspect of readability is based on two aspects: the words choices and s the sentences structure.

The word choices factor is influenced by the new words, the foreign words and the ambiguous words. The sentences structure factor includes the ambiguous sentences, the long sentences, and the complex sentences. The fact says that most of data consist of more than one strategy in the translating process. The three major strategies used in this research are transposition (255 data), subtraction (211 data), and adaptation (185 data).

Meanwhile, the aspect of readabilities shows that most of the data are classified as the readable data. There are 346 data or 98, 8% sentences classified as readable data and only 4 data or 1, 14 % sentences classified as unreadable data.

The fourth previous study was done by Hasnawati, 2017 entitled “The Effect of Application of the Quantum Teaching Model

on the Understanding of the Reading Text of Students in the XI Class of SMA N 3 Takalar". This research is a quasi-experimental study with the aim to find out (1) how much understanding of the reading text students are taught by the Quantum Teaching model in class XI MIA SMAN 3 Takalar; (2) how much understanding of the reading text students are taught by the Direct Instruction model in class XI MIA SMAN 3 Takalar; and (3) knowing the effect of the Quantum Teaching model on understanding the reading text of students in class XI MIA SMAN 3 Takalar.

The design used is the design of The Matching Only Post-Test Control Group Design. The population in this study were all students of class XI MIA SMAN 3 Takalar which amounted to 279 people divided into 7 classes. The study sample consisted of 2 classes. Which consists of two classes namely the experimental class given treatment, namely the giving of the Quantum Teaching model while the comparative class performs the learning process with direct instruction model, which amounts to 50 students selected by matching sampling.

The research instruments used were tests of reading comprehension abilities, teacher and student observation sheets, lesson plans, and student worksheets. The data analysis technique used is descriptive and inferential analysis. For descriptive analysis includes the mean, standard deviation, and the level of ability to understand the concepts of physics. For inferential analysis includes

normality test, homogeneity test, and hypothetical test of the study using the t-test two independent samples.

The results of this study using the independent sample T-2 test with the results of the analysis, using the SPSS program, obtained the t test value of 4.397 with a significance of 0.000 so that it can be statistically concluded that Ho is rejected and H1 is accepted. In other words, there is the influence of the Quantum Teaching model on the understanding of the reading text of students of class XI MIA SMAN 3 Takalar. The implication of this research is that it can be used as a comparison and reference material, especially those who want to do similar research.

The review of relevant studies above gives contribution to this study that Quantum Teaching method is one of the effective strategies in teaching English especially in teaching reading. The students learn in enjoyable and fun activity. Learning activities in Quantum Teaching method.

C. Rationale

Based on the explanation above, the researcher uses Quantum Teaching Method in the class to teach reading that is focused on narrative text. The Quantum Teaching contributed as the method to help the teacher convey the material easily. It was expected that the material could be received by the students easily too. Quantum teaching is focused on quality and meaningful

interaction, not just the meaning of the interaction. In this case, the use of Quantum Teaching performance in teaching learning process had expectation to develop understanding of students in reading. This development could be determined from the students understanding about the content of the text.

The use Quantum Teaching could catch the students' attention, so it was expected that the students felt more interested and more active in learning the material. By this method, the students could understand the narrative text and make the student very easy to get the point of the content. The students can provide the prediction based on the evidences that can support the students' predictions and the students can answer the questions related to the text. It can be assumed that Quantum Teaching method was effective to teach reading narrative text.

D. Hypothesis

Considering the underlying theory, reading and Quantum Teaching, the hypothesis are:

1. H_a = there is a significant difference of students' reading achievement on narrative text between the students who are taught by using Quantum Teaching and Direct Instruction at the tenth grade of MAN 1 Sragen 2018/2019 academic year.
2. H_o = there is no significant difference of students' reading achievement on narrative text between the students who are

taught by using Quantum Teaching and Direct Instruction at the tenth grade of MAN 1 Sragen 2018/2019 academic year.

CHAPTER III
RESEARCH METODOLOGY

A. Research Method

This research applies experimental design. Frankel and Wallen (2012:265) states that experimental research is one of the most powerful research methodologies that researchers can use. Sugiyono (2015:108) states that there are several forms of experimental design that can be used in research namely, Pre-Experimental Design, True Experimental Design, Factorial Design and Quasi-Experimental.

The design of this research was Quasi-Experimental design, specifically pre-test and post-test control group design. Sugiyono (2015:114) states that a quasi-experimental research refers when a research conducted in the classroom setting and the researcher cannot control all of the external factors thoroughly that may influence the process of treatment in the control class.

Cohen (2000:214) states that one of the most commonly used quasi-experimental design in educational research can be represented as:

Table 3.1 Research Design

Experimental	O_1	X_1	O_2	
Control		O_3	X_2	O_4

Where:

O_1 : the pre-test in experimental group

O_2 : the post-test in experimental group

O₃: the pre-test in control group

O₄: the post-test in control group

X₁: treatment in experimental group

X₂: treatment in control group

From the design explained above, the subjects of the research were grouped into experimental group and control group. The experimental group taught by using Quantum teaching method, while the control group was taught by using Direct instruction. Experimental and control groups are given pre-test using reading narrative text. After that, experimental group is taught by using Quantum Teaching Method and control group is taught by using Direct Instruction. The last, experimental and control groups are given post-test using reading narrative text.

B. Subject of the Research

1. Place of the Research

The researcher conduct at religion-based senior high school or commonly known as Madrasah Aliyah Negeri 1 Sragen in academic year 2018/2019. The school is located in jl.Irian (Nglorog) Sragen. This school has three basics programs namely science class, social class, and religion class.

2. Time of the Research

This research was conducted from Augustus 2018 to January 2019. It was started from the preliminary research until the class observation during the teaching process. Here is the research schedule:

Table 3.2 the Research Schedule

No	Activity	Aug 2018				Sept 2018				Oct 2018				Nov 2018				Dec 2018				Jan 2019		
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3
1	Proposing proposal																							
2	Trying out test																							
3	Giving pre-test																							
4	Implementing the research																							
5	Giving post-test																							
7	Analysing the Data																							
8	Writing research report																							

C. Population and Sample of the Research

1. Population

Population is all targets to generate final research(Sanjaya,2013:228).

Sahu (2013:26) states population is a collection or totality of well-defined objectives. Sugiyono (2014:61) states population is generalized area that consists of: object or subject that has specific quality and characteristic that is set by researcher to be learned and taken conclusion. Dealing with those definitions of population, it could be said that the population of this study was the tenth grade students of MAN 1 Sragen in the academic year of 2018/2019 which considered of 166 students. The population of the research was distributed as follows:

- a. Class Xsains 1 with the number of 32 students.
- b. Class Xsains 2 with the number of 34 students.
- c. Class Xsains 3 with the number of 34 students.
- d. Class Xsains 4 with the number of 32 students.

e. Class Xsains 5 with the number of 34 students.

2. Sample

Sample is a part or representative of the population the researcher want to observe (Arikunto, 1993:117). Meanwhile, Sugiyono(2011:81) states that sample is a proportion of population. From this statement, population can be taken as sample. Based on the definitions of the sample afore explained, the researcher took two classes of the tenth grade.

The sample of the research are the XSains 2 and XSains 3 in the tenth grade students of MAN 1 Sragen in the academic year 2018/2019. The number of students in the X sains 2 is 34 students and the number of X Sains 3 is 34 students. So, the total number of the students in both classes is 68 students. The tenth grade X Sains 3 was experimental class and the tenth grade X Sains 2 was control class. The experimental class would be taught using by Quantum Teaching Method and the control would be taught using by Direct Instruction.

3. Sampling

Sampling is the way or technique of taking sample out of population. Fraenkel and Wallen (2012:91) states that sampling refers to the process of selecting the individuals (a sample) from a population preferably in such a way that the individuals are representative of the larger group from which they are selected.

There are two types of samplings such as probability sampling and non-probability sampling (Sugiyono, 2010:62). The researcher used cluster random sampling technique in which every class or unit an equal chance of being

selected from the frame or list. The researcher used lottery to choose the two classes for the sample. Arikunto (2012:125) states that steps in lottery as follows:

- a. Making the list of all classes
- b. Writing each class name in a small paper
- c. Enrolling the paper
- d. Rolling thhe paper
- e. Shaking the box and taking three rolled paper.

D. Technique of Collecting Data

In collecting the data, this researcher used test. A test is used to examine and measure the qualities of someone or the knowledge or abilities of someone. Brown (2004:3) states that a test is a method of measuring a person's ability, knowledge, or performance in a given domain. The test is pre-test and post-test that is tested in experimental and control group and the form of the test an objective test in the form of a multiple choices type.

Before doing test, the researcher did try out first. The result of the try out then is analyzed to know the instrument's validity and reliability and to know whether any of items should be revised or not.

Blueprint for Try Out

N O	Question Indicator	Number of Question
1.	Recognize the communication functions of written texts, according to purpose. <ul style="list-style-type: none"> - Identify genre of the text - Identify author purpose 	1, 7, 42. 2, 13, 32, 36, 41.
2.	Detect such relation as main idea, supporting idea, and given information. <ul style="list-style-type: none"> - Identify general idea - Identify stated detail information 	24, 34, 47, 50. 3, 4, 8, 9, 10, 16, 17, 19, 20, 21, 23, 25, 29, 30, 31, 35, 37, 38, 39, 43, 44, 45, 48.
3.	Distinguish between literal and implied meaning <ul style="list-style-type: none"> - Identify implied information - Making inferences (identify the moral value of the story) 	11, 18, 27. 12, 33.
4.	Detect culturally specific references. <ul style="list-style-type: none"> - Referring 	5, 15, 22, 28.
5.	Guessing the meaning words from the context. <ul style="list-style-type: none"> - Guessing the meaning of Unfamiliar words 	6, 14, 26, 40, 46, 49.

1. Validity of the Test Instrument

Arikunto (2013: 211) writes that validity is a measure that indicates the levels of validity or validity of an instrument. A test is considered valid if it able to measure what is to be measured. Cohen (2000:105) states that Validity is an important key to effective research. If a piece of research is invalid then it is worthless. In quantitative research validity might be improved through

careful sampling, appropriate instrumentation and appropriate statistical treatments of the data.

To calculate the validity of the items used formula Product Moment Pearson as follow:

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

(Arikunto, 2013:213)

Where:

n: the number of the students

X: the number of the scores of each item

Y: the number of the scores of each students

r_{xy} : the coefficient of correlation between X and Y

The criteria in this research is, if r_{observed} higher than r_{table} ($r_{xy} > r_{\text{table}}$), so the item is valid. However, if r_{observed} lower than r_{table} ($r_{xy} < r_{\text{table}}$), so the item is invalid.

From the formula above, the researcher analyzed tryout test result. The result of this research was consulted to critical score for r-product moment or r_{table} . If the obtained coefficient of correlation was higher than the critical score for r-product moment, it means that a test was valid at 5% significance level. On the contrary, if $r_{\text{observed}} < r_{\text{table}}$ the item test was invalid and must be deleted from the test.

Valid Items based on Try Out Result

Criteria	R _{table}	Number of question	Total
Valid	0,349	1,2,3,4,5,7,9,10,11,12,13,14,15,16,17,18,,20,21,22,23,25,26,27,28,29,31,32,33,34,36,38,39,40,41,42,43,44,45,46,47,49,50	42
Invalid		6, 8, 19, 24, 30, 35, 37, 48	8

2. Reliability of the Test Instrument

Arikunto (2013:221) states that reliability shows in one sense that something quite reliable instrument to be used as a data gathering tool because the instrument is good. Reliable means reliable, so reliable. While Cohen (2000:117) states that reliability in quantitative research is a synonym for consistency and replicability over time, over instruments, over groups of respondents.

In this research, to measure the question by using *BelahDua* method. This method was chosen because the point that used only one device. *BelahDua* method is a method of reliability testing that is done by dividing the side problems into two parts, next correlating the total score of both. The way of way of splitting the side in this research by using *butirawaldanbutirakhir* (Purwanto, 2009:160).

In this research, Spearman-Brown formula is used to examine the reliability of the test instrument. The formula is as follows:

$$r_{11} = \frac{2r_{11}}{1+r_{11}}$$

Where:

r_{11} = reliability of item test

$r_{\frac{11}{22}}$ = correlation of product moment between two side of item test

The criteria in this research is, if r_{observed} higher than r_{table} ($r_{11} > r_{\text{table}}$) so the item is reliable. However, if r_{observed} lower than r_{table} ($r_{11} < r_{\text{table}}$) so the item is not reliable (Purwanto, 2009:180).

The researcher has done validity test, then performed reliability testing on those instruments. Reliability test used to determine the level of consistency in answer to the instrument. A good instrument accurately has consistent answers to the instrument whenever it is presented. Based on the calculation point about the reliability of tryout coefficient obtained by $r_{11} = 0,895$. From the result above it can be concluded that the instrument can be trusted to be used as a data collection tool.

E. Technique of Analysing Data

1. Data Description

The descriptive analysis consists of mean, median, mode and standard deviation of reading score. The formula of mean, median, mode and standard deviation as follows:

a. Mean

Sugiyono (2010:49) states that mean is average that obtained from the sum of all score and divided with the total of the individual. The formula to obtain the mean in this research is as follows:

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

Where:

\bar{X} :the mean

x :raw score

\sum :the sum of

N :the number of cases

b. Mode

Sugiyono (2010:47) writes that mode is a score of group which has a biggest frequency. To calculate mode, the formula used is:

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

Where:

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

a. Median

Sugiyono (2010:48) states that median is a score who limits a half of frequency in under distribution from the upper distribution. The formula used is:

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

Where:

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.

b. Standard Deviation

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

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

Where:

S: the symbol for standard deviation

\bar{x} : the mean of students score

X : value of the item

n : total number of items

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 uses T-test to find out the differences between the students' scores, which would be taken from pre-test and post-test in experimental class and control class. Before testing

the hypothesis, the researcher first measured normality and homogeneity of the data.

a. Normality test

Normality test is implemented to find out whether the class have normal distribution index or not in this research. In order to test the normality, the researcher used Liliefors formula as follows:

$$z_i = \frac{x_i - X}{s} ; \quad X = \frac{\sum x}{n} ; \quad s = \sqrt{\frac{\sum x^2 - \frac{\sum x^2}{n}}{n-1}}$$

Lo (L_{obtained}) > Lt (L_{table}) = data do not have normal distribution.

Lo (L_{obtained}) < Lt (L_{table}) = data have normal distribution

b. Homogeneity test

Homogeneity test is conducted to find out whether the variances of scores in control and experimental groups are homogeneous or not. In order to test the homogeneity, formula as follows:

$$F = \frac{\text{highest variance}}{\text{lowes variance}}$$

The criteria in this test is to compare the F count with F table. Where if F_{observed} lower or equal with F_{table} ($F_h \leq F_t$), so H₀ is accepted and H_a is rejected. H₀ accepted means homogeneous variance (Sugiyono, 2015:276)

3. Hypothesis Testing (t-test)

In analyzing the data, the researcher uses t-test. T-test is used to compare the means of two groups. The formula of the t-test used in analyzing the data is as follows:

$$t = \frac{X_e - X_c}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

t : The effectiveness of the treatment

X_e : The average of experiment group

X_c : The average of control group

s_1 : The deviation from the individual in group 1

s_2 : The deviation from the individual in group 2

n_1 : The number of subject in group 1

n_2 : The number of subject in group

Arikunto (2013: 326)

Criteria of examination if $t_{\text{observed}} > t_{\text{tableSO}}$ Ha accepted and Ho rejected.

However, if $t_{\text{observed}} < t_{\text{tableSO}}$ Ha rejected and Ho accepted.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data Description

The objective of this research is to find out the effectiveness of applying Quantum Teaching method for the students' reading in MAN 1 Sragen in the academic year of 2018/2019. The researcher chose two classes as the sample. They are X SAINS 3 as the experimental group that consist of 34 students and X SAINS 2 as the control group that consist of 34 students.

The researcher gave the pre-test to both experimental group and control group to know that both classes are homogeneous after that, the researcher gave the treatment in four times and then gave the post-test. The result of the post-test of both group are compared by using t-test formula the data of two groups can be seen as follow:

1. Pre Test Result

a. Experimental group

The experimental group is a class that was taught by using Quantum Teaching method for students' reading. X Sains 3 as experimental group consist of 34 students. They have performed the test presened by the researcher. The descriptive data analysis of pre-test reading in experimental class the students got score 58 up to 85. Based on the table frequency can be found that the mean of the test is 67.823, the mode is 60, the median 67.5 and the standard desviation is 7, 338.

b. Control group

The control group is a class that was taught by using Direct Instruction for students' reading. X Sains 2 as the control group consist of 34 students. They have performed the test presented by the researcher. The descriptive data analysis of pre-test reading in control class the students got score 55 up to 80. Based on the table frequency can be found that the mean of the test is 68.235, the mode is 73, the median 70 and the standard deviation is 7,495.

The data frequency of studens' score can be showed by the table as follow:

Table 4.1 Frequency Distribution of Reading Comprehension Pre-Test Data in Experimental Class and Control Class

Pre Test Experiment	Pre Test Control
---------------------	------------------

No	Score	Frequency	Frequency Cumulative	No	Score	Frequency	Frequency Cumulative
1	58	3	3	1	55	3	3
2	60	7	10	2	58	1	4
3	63	3	13	3	60	5	9
4	65	4	17	4	65	6	15
5	70	4	21	5	70	4	19
6	73	5	26	6	73	7	26
7	75	5	31	7	75	4	30
8	78	1	32	8	78	2	32
9	80	1	33	9	80	2	34
10	85	1	34				

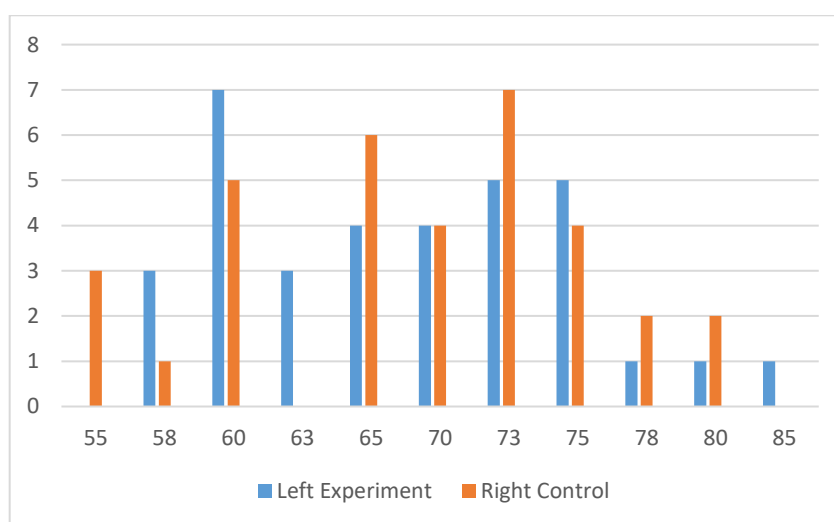


Figure 4.1 Histogram of Pre Test Reading Comprehension Score in Experimental and Control Group

2. Post Test Result

a. Experimental Group

The descriptive data analysis of post-test results in experimental group the students got score 68 up to 88. Based on the frequency table it can be found that the mean of the test is 79.323, the mode is 85, the median is 80 and the standard deviation is 6.093.

b. Control Group

The descriptive data analysis of post-test reading in control class the students got score 58 up to 83. Based on the frequency table can be found that mean of the test is 74.752, the mode is 78, the median is 76.5 and the standard deviation is 7.178.

Table 4.2 Frequency Distribution of Reading Comprehension Post-Test Data in Experimental Class and Control Class

Data of Experimental Group				Data of Control Group			
No	Score	Frequency	Cumulative Frequency	No	Score	Frequency	Cumulative Frequency
1	68	2	2	1	58	1	1
2	70	3	5	2	60	3	4
3	73	2	7	3	65	1	5
4	75	3	10	4	68	1	6
5	78	6	16	5	70	2	8
6	80	5	21	6	73	4	12
7	83	4	25	7	75	5	17
8	85	4	29	8	78	7	24
9	88	5	34	9	80	5	29
10				10	83	5	34

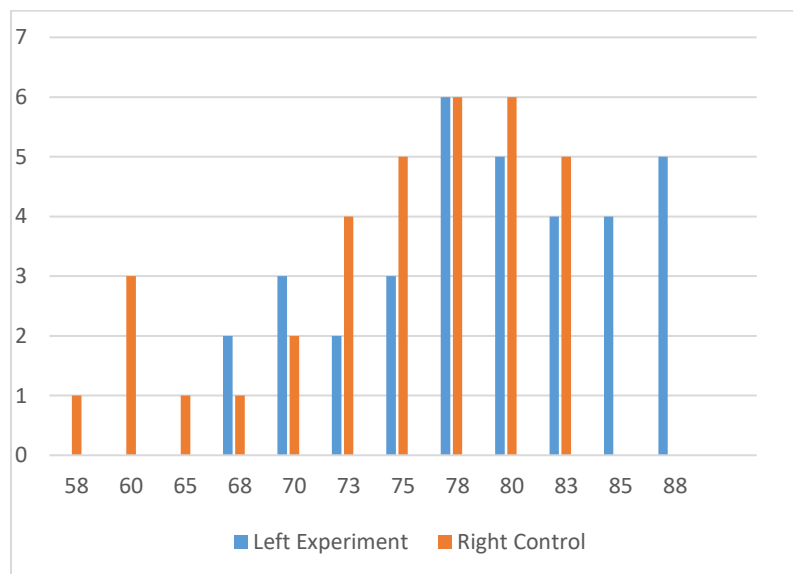


Figure 4.2 Histogram of Post Test Reading Comprehension Score in Experimental and Control Group

B. Data Analysis

The data obtained from both experimental and control group are used to be analyzed to know the difference between the experimental group and control group. To reveal the difference, the researcher uses t-test. The t-test requires normality and homogeneity were tested first based on the pre-test and post-test score.

1. Normality and Homogeneity

Before analyzing the data using t-test, the normality and homogeneity test must be done. The normality test had to reveal that the samples are in normal distribution, while homogeneity test had to be done to find out that the data of the sample taken from population were homogeneous. The test results are presented as follows:

a. Normality Test

Normality is used to test the sample from the population whether they have normal distribution or not. In this research the researcher used Liliefors formula to test the data normality.

Table 4.3 The Summary of Normality Test Using Liliefors

No	Data	Number of Sample	L Obtained (LO)	L Table (Lt)	Distribution of Population
1	Post Test (Exp)	34	0,07725	0,15195	NORMAL
2	Post Test (Ctrl)	34	0,124808	0,15195	NORMAL

The explanation of Table 4.3 above is follow:

- 1) The result of normality test of the post test data of the students who was taught by using Quantum Teaching shows that highest score ($L_{o\max}$) is 0.07725 and L_{table} for n 34 is 0.15195, it means that L_o is lower than L_{table} so the sample is in normal distribution.
- 2) The of normality test resultfor the post test data of the student taught by using Direct Instruction shows that the highest score ($L_o \max$) is 0.124808 and the L_{table} for n 34 is 0.15195, it means that L_o is lower that L_{table} so the sample is in normal distribution.

b. Homogeneity Test

The homogeneity test is used to find out whether the two samples of group are homogeneous. The data of the sample that were going to be analyzed if XO^2 is lower that X^2 with $\alpha = 0.05$. The table of homogeneity test could be showed as follows:

Table 4.4 The Computation of Homogeneity Test

Data	The number of sample	XO^2	$X1^2$	Alpha (α)	Category
Post Test	68	1.106	1.804	0.5	Homogenous

Based on Table 4.4 above it can be concluded that $Xo1.106$ lower than $X1$ at the level of significance $0.05= Xo^2 <X^2$ ($1.106 < 1.804$) and the data were homogeneous.

2. Hypothesis Testing

The hypothesis testing can be done after the normality and the homogeneity test are done. In this research, the researcher used t-test to analyze whether there is any significant difference of the reading ability between the students taught by using Quantum Teaching and those taught by using Direct Instruction.

a. Calculating mean

Mean Experimental group (X_e)

$$X_e = \frac{\sum X}{n}$$

$$X_e = \frac{2697}{34}$$

$$X_e = 79.323$$

Mean of Control group (X_c)

$$X_c = \frac{\sum X}{n}$$

$$X_c = \frac{2541}{34}$$

$$X_c = 74.73529$$

b. Calculating variance

Variance (standard deviation) of Experimental group

$$S = \sqrt{\frac{\sum (X - X_{rat})^2}{n - 1}}$$

$$S = \sqrt{1225.441}$$

$$S = \sqrt{37.1345758}$$

$$S = 6.093815$$

Variance (standard deviation) of Control group

$$S = \sqrt{\frac{\sum(X - X_{rat})^2}{n - 1}}$$

$$S = \sqrt{\frac{1700.618}{34 - 1}}$$

$$S = \sqrt{51.5338788}$$

$$S = 7.17871011$$

c. Calculating $t_{observed}$

$$t = \frac{X_e - X_c}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$t = \frac{79.32352 - 74.73529}{\sqrt{\frac{(34 - 1)6093815^2 + (34 - 1)7.178709^2}{34 + 34 - 2} \left(\frac{1}{34} + \frac{1}{34} \right)}}$$

$$t = \frac{4.58824}{\sqrt{\frac{(33)37.1345813 + (33)51.5338629}{66} (0.02941 + 0.02941)}}$$

$$t = \frac{4.58824}{\sqrt{\frac{1225.44118 + 1700.61748}{66} (0.05882)}}$$

$$t = \frac{4.58824}{\sqrt{\frac{2926.05866}{66} (0.05882)}}$$

$$t = \frac{4.58824}{\sqrt{44.3796767(0.05882)}}$$

$$t = \frac{4.58824}{\sqrt{2.61041258}}$$

$$t = \frac{4.58824}{1.61567713}$$

$$t = 2.841192002$$

The result of t computation (t-test) stated that t_{observed} is 2.84 and t_{table} is 1.99 with degree of freedom is 66 and the level of significance is 0.05. The result provides that t_{score} is higher than t_{table} so the null hypothesis (H_0) is rejected. It means that there is a significant difference in reading comprehension achievement between students taught by using Quantum Teaching Method and the students taught by using Direct Instruction.

C. Discussion

The result of the test showed that mean of reading achievement before the treatment was given in experimental group is 67.82 while in control group is 68.23. After the treatment was given in group, the mean of reading achievement in experimental group is 79.32 while in control group is 74.73. From calculation above it can be concluded that there is a significant difference between experimental group and control group where the mean of students' reading achievement in experimental (79.32) is higher than the students' reading achievement in control group (74.73) which indicated that the students' scores are better after being taught by using the Quantum Teaching.

Quantum Teaching use design frame Grow, Experience, Named, Demonstrate, Repeat, Celebrate to make students understand about a text. Before the students read a text the students should be identifying and remember about element of narrative text, so that the students have background knowledge about text.

The second findings prevailed was before giving the treatment, researcher checked the balance of the students' prior ability of both groups. The data used to test the balance was the score of pre-test. Analysis of prior data was conducted through normality test that aimed at showing whether the data is normally distributed or not. This can be seen from the normality test with *liliefors* formula, where $L_{\text{observed}} < L_{\text{table}}$, $\alpha = 5\%$. On the normality test of pre-test of the experimental group, it can be seen $L_{\text{observed}} (0.150) < L_{\text{table}} (0.151)$ and the control group $L_{\text{observed}} (0.128) < L_{\text{table}} (0.151)$. Since homogeneity test shows $F_{\text{observed}} (1.414) < F_{\text{table}} (1.804)$, it can be concluded that the two groups is homogeneous.

The normality test of post-test of experimental group result was $L_{\text{observed}}(0.078) < L_{\text{table}}(0.151)$ and control group results $L_{\text{observed}} (0.121) < L_{\text{table}} (0,151)$. H_0 accepted if $L_{\text{observed}} < L_{\text{table}}$. The post-test demonstrate that the hypothesis of those groups is normal on the distribution. It is proved with $F_{\text{observed}}(1.106) < F_{\text{table}} (1.804)$ from the homogeneity test that had the same variant. The last phase of the t-test, it is obtained $t_{\text{observed}} = 2.84$ with $t_{\text{table}} = 1.99$ with the level of significance 5%. Because of $t_{\text{observed}} > t_{\text{table}} = (2.84 > 1.99)$ so H_0 was rejected.

To findings indicate that the students' post-test marks significant that the students who had been exposed to performed better. Quantum Teaching use design frame to make students understand. Before the students read a text the students should be identifying and remember

about element of narrative text, so that the students have background knowledge about text. Hence, from the findings of the experimental group whose performance outperformed the control group, it is evident that use of Quantum Teaching method can improve teaching reading.

As the theory from DePorter, there are six design of Quantum Teaching by DePorter (2003:88-93) that designed to increase a student activity by providing learning experiences through observation, investigation, and discussion of problem found in everyday life. The learning experience is packaged in a fun learning scenario. Grow, Experience, Name, Demonstrate, Repeat, and Celebrate which is a framework for quantum teaching design. So, in this design the researcher make a fun learning. It made the students more antusias and enjoy in studying english especially for reading skill.

The theories of previous chapter have been talked about the advantage of using Quantum Teaching method. Sugiyanto (2009:8592) states that the advantages of Quantum Teaching method are has a model that combines the learning context and content. The context categories include: moods, a well-regulated learning environment, basic learning, presentations and facilities. It help students enjoy in learning process and make the students understand about the material. It was an great way to help the students easier to understand of what they read and what they have produce through the design of Quantum Teaching method in reading comprehension. The students were active in reading for example the students were searching the important words that they don't know

before that could made them understand the meaning. Furthermore, the students could understand the meaning of the text before they practice it in the action.

Based on the explanation above, it can be said that teaching reading by using Quantum Teaching method in tenth grade of student MAN 1 Sragen is significantly effective and different from teaching by using Direct Instruction. Therefore, Quantum Teaching is effective for teaching reading on narrative. It is proved by acceptability of H_a because the students treated by using Quantum Teaching in experimental group achived better score than the students taught by using Quantum Teaching in control group.

The teacher presented the information to the students about the text that they would read, and it could be in the form of a short lecture on the reading selected. When they read the text and try to found the meaninf of new vocabulary or text some students feel's bored and it make their unmood, then the teacher playing a song or showing some videos to make the student's fun and mood. It built the students' prior knowledge and made them more enthusiastic. The students read the text given by the teacher.

This explanation is compare to the information from the teacher present and the information from the students' reading achievement. This design could improve the students' prior knowledge. It was proven with with the students' final scores after they were given treatment, the achievement of reading narrative text using Quantum Teaching was

better than the achievement of reading narrative text using Direct Instruction.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the researcher got the result of the analysis. The result is that $t_{\text{observed}} 2.84$ whereas t_{table} at the level of significance 0.05 is 1.99. It shows that t_{observed} higher than t_{table} . Based on the research findings of the data analysis, it could be concluded that there is a significant difference in the reading achievement between the tenth grade students of MAN 1 Sragen taught by Quantum Teaching Method and those taught by using Direct Instruction.

The analysis showed that H_0 was rejected and H_a was accepted. Therefore, the hypothesis which was "There is significant differences of students reading achievement on narrative text between the students who are taught by using Quantum Teaching and Direct Instruction at the tenth grade of MAN 1 Sragen" was accepted.

B. Implication

The result of the research shows that the use of Quantum Teaching and Direct Instruction shows a significant difference of reading. The use of Quantum Teaching is able to give higher score in reading than the use of Direct Instruction. It implies that Quantum Teaching is better applied in teaching reading, because Quantum Teaching is create a comfortable, fresh, healthy, relaxed, and not boring atmosphere. The researcher has conclusion of some implication as follow:

1. Quantum Teaching Method can be applied to teach reading for the tenth grade students in Senior High School.
2. Quantum Teaching Method makes the students more enjoyable, fun in lessons, and easy to understand the text.
3. The result of the study can be used by English teacher as a consideration in choosing a method to teach in learning process for the English teaching reading.

The application of Quantum Teaching in teaching reading is more effective than that of Direct Instruction.

C. Suggestion

Related to the conclusion on the result of this research positively indicates that there is a positive effect using Quantum Teaching in teaching Reading. Some suggestions for the teaching and learning English are proposed as follows:

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

2. To the English teacher

- a. Teaching English is difficult, so to make the students interested teacher should use various method in learning process. The teacher can choose appropriate method according to the situation and topic.
- b. Teachers can use Quantum Teaching method to teach reading and makes students achievement improved.
- c. The English teacher should give motivation to the students in teaching learning process.

3. To the other researcher

This research can be used as a reference to the other researcher. The researcher knows that this research paper can not give many contributions especially in reading. Hopefully this research can be developed by th other researcher realize that this research paper is not perfect. There are many weakness of this research because of the limited skills of the research. Hopefully, this research can be used as the reference for the other researcher who wants complete the research in different point.

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Algesindo

APPENDICES

SILABUS SMA/MA/SMK

Mata Pelajaran : BAHASA INGGRIS -

WAJIB Kelas :X

Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa 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 spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional</p>	<p>Teks naratif lisan dan tulisan berbentuk legenda sederhana. <i>Fungsi sosial</i> Meneladani nilai-nilai moral,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswamengamati 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks naratif 	<p>6 x 2 JP</p>	<ul style="list-style-type: none"> <u>Audio CD/VC D/DVD</u> <u>SUARAGURU</u> Koran / <u>majalah berbahasa Inggris</u>

<p>nal yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana</p>	<p>cinta tanah air, menghargai budayanya.</p> <p><i>Struktur</i></p> <p>a. Pengetahuan tokoh dan setting</p> <p>b. Kompleksi terhadap tokoh utama</p> <p>c. Solusi dan akhir cerita</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait karakter, watak, dan setting dalam legenda</p> <p>(2) Modal</p>	<p>keteladanan dari cerita legenda</p> <ul style="list-style-type: none"> Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan 	<ul style="list-style-type: none"> Ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan 	<p><u>s</u></p> <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/es/eresources/fil es http://learnenglish.britishcouncil.org/en/
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<p>berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15 Menangk</p>	<p>auxiliary verbs.</p> <p>(1) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(5) Ucapan,</p>	<p>n gagasan utama, informasi rinci dan informasi tertentu</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa membaca beberapa text legenda dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari 	<p>angan / didepan kelas</p> <ul style="list-style-type: none"> • Menggunakan struktur teks dan unsur kebahasaan dalam 		
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<p>ap makna teks naratif lisan dan tulis berbentu k legenda, sederhan a</p>	<p>tekanan kata, intonasi i , ketika mempr e sentasi kan secara lisan (6) Rujukan kata Topik Keteladanan tentang perilaku dan nilai- nilai luhur danbudaya .</p>	<p>beberapa teks s legenda sederhana</p> <ul style="list-style-type: none"> • Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi 	<p>teks naratif</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> • Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi • Ketepatan dan kesesuaian 	
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		<p>sosial, struktur, dan unsur kebahasaan</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa 	<p>menggunakan strategi dalam membaca</p> <ul style="list-style-type: none"> • 		
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		<p>menyampaikan informasi fungsi social, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda.</p> <ul style="list-style-type: none"> • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsure kebahasaannya. • Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. • Siswa membuat 'learning journal' 	<ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif • Kumpulan karya siswa yang mendokumentasikan proses penulisan teks 		
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			<p>s naratif berupa : draft, revisi, editing sampai hasil terbaik untuk dipubli kasi</p> <ul style="list-style-type: none">• Kumpul an hasilte s dan		
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			<p>latihan.</p> <ul style="list-style-type: none"> • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(KELAS EXPERIMEN PERTEMUAN PERTAMA)

Satuan Pendidikan : MAN 1 SRAGEN
Kelas / Semester : X / 2
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Narrative Text
Alokasi Waktu : 1 pertemuan (2 x 45 menit)

A. KOMPETENSI INTI (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleransi, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial alam serta dalam 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 spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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

B. KOMPETENSI DASAR

1.2. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.

4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.

C. INDIKATOR PENCAPAIAN KOMPETENSI

1.2.1. Siswa dapat menghargai Bahasa Inggris sebagai pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3.1. Melaksanakan perilaku kerjasama dalam melaksanakan kerja kelompok dengan teman.

3.9.1. Siswa dapat mengidentifikasi gagasan utama, informasi rinci, dan informasi

- tertentu yang ada dalam cerita rakyat(naratif).
- 3.9.2. Siswa dapat mengidentifikasi karakter yang ada dalam suatu cerita rakyat (teks naratif).
- 3.9.3. Siswa dapat mengidentifikasi setting (latar) cerita.
- 3.9.4. Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita.
- 3.9.5. Siswa dapat mengidentifikasi penggunaan kata-kata khusus dalam cerita.
- 4.15.1. Siswa dapat menjawab pertanyaan terkait dengan teks cerita rakyat yang dibaca.
- 4.15.2. Siswa dapat menceritakan kembali suatu cerita rakyat yang dibaca secara lisan.

D. TUJUAN PEMBELAJARAN

Siswa dapat mengungkapkan makna teks naratif dan tulis berbentuk cerita rakyat sederhana dengan menunjukkan perilaku kerjasama dan melaksanakan komunikasi fungsional.

E. MATERI PEMBELAJARAN

- a) Basic Material
- Narrative text is a kind of text to retell the story that past tense.
 - The purpose of the text is to entertain or to amuse the readers or listeners about the story.
- Function:
- To entertain the readers.
 - To teach or inform.
 - To change social opinion.
- b) Structure of Narrative text:
- Orientation: It set the scene and introduce the participants (it answers the question: who, when, what, and where).

- Complication: Tells the problems of the story and how the main characters solve them. This part includes situations, activities, or events that lead problem/complication to the climax.it shows when the crisis arise.
- Resolution: The crisis is resolved, for better or worse.
- Re-orientation: The ending of the story.

Other generic structures of narrative text:

- Evaluation : (optional) The stepping back to evaluate the story or the moral message of the story
- Coda : (optional) changes of the characters of lesson / value of the story.
- Re-orientation : (optional) The ending of the story.

c) The kind of narrative texts are:

- Legend: Lake Toba, Malin Kundang, etc.
- Fable: Crocodile and Mouse Deer, etc.
- A fairy tale: Snow White, Cinderella, Pinocchio etc.
- Mystery: Mirror, The Ring, Ghost Ship, etc.
- Science fiction: SpiderMan, Fantastic 4, etc.

d) Language features

The grammatical features of narrative text are:

- Use of adjectives to build noun groups to describe the people, animals, or things in the story, such as...a nice, diligent and kind-hearted man. Etc.
- Use of time connectives and conjunctions to sequence events through time, such as however, although, later, then.
- Use of adverbs and adverbial phrases to locate the particular events, such as once upon a time, long time ago.

- Use of past events, such as Aji Saka went to the kingdom, measured the size of the turban,etc.
- Use of action verbs to indicate the action, such as stood, explained, provided,smashed.
- Use of saying and thinking verbs to indicate what characters are feeling thinking or saying, such as told, realized,decided.

F. KEGIATAN BELAJAR MENGAJAR

1. Model Pembelajaran : Quantum Teaching (TANDUR)
2. Pendekatan : Scientific Approach
3. Metode : Ceramah, tanya jawab, diskusi, demonstrasi, pemberian tugas.

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
I	Pendahuluan		10 menit
G R O W T H	1.	- Guru menyapa menggunakan Bahasa Inggris: “Goodmorning students?”	- Siswa menjawab: “Good morning, Miss”
	2.	- Berdoa sebelum belajardan mengucapsalam.	Berdoa sebelum belajar dan menjawab salam.
	3.	- Guru mengabsensiswa.	Siswa mempersiapkan kelengkapan belajarnya.
	4.	- Guru membuat persepsi : menghubungkan materi hari ini dengan kehidupan sehari-hari.	Siswa memperhatikan dan menanggapi penjelasan guru.
No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu

	5.	Guru menginformasikan model pembelajaran <i>quantum teaching</i> dengan pendekatan kontekstual dan memutar musik.	Siswa menyimak apa yang disampaikan dan dilakukan oleh guru.	
	6.	Guru melakukan apersepsi dan memotivasi siswa dengan mengaitkan materi dengan kehidupan sehari-hari, guru menyampaikan berbagai informasi yang berhubungan dengan materi yang diajarkan.	Siswa menyimak apa yang disampaikan dan dilakukan oleh guru.	
	7.	Guru menuliskan judul di papan tulis	Siswa memperhatikan guru menulis judul di papan tulis.	
II		Kegiatan Inti		60 menit
E X P E R I E N C E	1.	Guru menempatkan siswa dalam 8 kelompok. Siswa diminta berkumpul dengan teman sekelompoknya untuk belajar secara berkelompok untuk mengerjakan lembar kerja berjudul “ <i>The Legend of Malin Kundang</i> ”, setiap kelompok terdiri dari 4-5 siswa.	Siswa membentuk kelompok dan menerima lembar kerja.	
	2.	Guru menyampaikan langkah-langkah pelaksanaan diskusi kelompok.	Siswa menyimak langkah-langkah pelaksanaan diskusi kelompok.	
No	Kegiatan Guru		Kegiatan Siswa	Alokasi Waktu

N A M E D	3.	Guru meminta siswa untuk mulai berdiskusi dengan teman kelompoknya dan membimbing kelompok yang mengalami kesulitan.	Siswa mulai berdiskusi dalam kelompok dan bertanya kepada guru bila mengalami kesulitan.	
	4.	Guru memberikan kesempatan siswa untuk bertanya.	Siswa bertanya kepada guru bila ada yang belum dimengerti.	
No		Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
D E M O N S T R A T I E	5.	Guru meminta siswa untuk mengumpulkan tugas kelompok dan meminta salah satu perwakilan kelompok maju untuk mempresentasikan hasil diskusinya di depan kelas	Siswa mengumpulkan tugas kelompoknya dan salah satu perwakilan kelompok maju untuk mempresentasikan hasil diskusinya, serta kelompok lain memberikan tanggapan	
	6.	Guru mengarahkan diskusi siswa dan membimbing siswa mengecek kebenaran jawaban siswa dengan konsep yang telah dipelajari	Siswa mendengarkan apa yang disampaikan oleh guru	
	7.	Guru memberikan kesempatan kepada kelompok yang lain untuk memberikan tanggapan dan bertanya apabila ada yang kurang dimengerti.	Kelompok yang lain bertanya bila ada yang belum dimengerti.	
No		Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu

R E P E A T	8.	Guru memberikan contoh soal berkaitan dengan materi.	Siswa memperhatikan penjelasan guru.	
	9.	Guru memberikan siswa kesempatan bertanya dan guru mengulang materi secara singkat untuk menguatkan pemahaman siswa	Siswa bertanya apabila ada hal yang tidak dimengerti.	
	10.	Guru memberikan lembar soal latihan individu dan memberikan waktu beberapa menit kepada siswa untuk menyelesaikannya	Siswa menerima dan mengerjakan.	
	11.	Guru meminta siswa untuk mengumpulkan dan memberikan kesempatan kepada siswa untuk bertanya.	Siswa mengumpulkan tugas.	
	No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
III	Penutup			10 menit
	1	guru memberikan pertanyaan kepada siswa (refleksi).	Siswa menjawab pertanyaan guru	2 menit
	2	Guru membimbing menarik kesimpulan dari pelajaran yang telah dipelajari hari ini	Siswa bersama-sama dengan guru menarik kesimpulan dari pelajaran yang telah dipelajari hari ini	2 menit
	No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu

C E L E B R A T E	3	Guru memberi penghargaan dengan mengajak siswa bertepuk tangan dan bersama-sama mengucapkan hore sebanyak 3 kali	Siswa mengekspresikan keberhasilannya dengan cara mengucapkan tiga kali hore	2 menit
	4	Guru menutup pelajaran dengan mengucapkan salam	Siswa berdiri dan menjawab salam dari guru	2 menit

H. MEDIA/ALAT BAHAN DAN SUMBER BELAJAR

1. Media/bahan
 - a) Whiteboard
 - b) Boardmarker
 - c) Mp3 player
2. Sumberbelajar
 - a) Buku paket Bahasa Inggris untuk kelas X
 - b) Dictionary

PENILAIAN

Penilaian ini hanya untuk mengetes kemampuan siswa seberapa jauh dalam memahami materi.

Question:

- 1) How is Malin Kundanglike?
- 2) How is the motherlike?
- 3) Why did Malin Kundang and his mother had to livehard?
- 4) What happened to the Malin Kundang after his mother prayed toGod?
- 5) Why Malin`s Kundang mother sad andangry
- 6) What is the purpose of thestory?
- 7) Analyze the generic structure of thestory!
 - Orientation:
 - Complication:
 - Resolution:
 - Re-orientation:
- 8) What are the moral values of thestory?
- 9) Find the synonym of thesewords:
 - a. Small
 - b. Passed away
 - c. Strong
 - d. Rich
 - e. Journey
- 10) WhereMalin`sKundangmothermetMalin afterhehas becomerich?

Sragen, 9 November
2018

Mengetahui,

Guru Mata Pelajaran

Mahasiswa/Praktikan

LAMPIRAN MATERI PERTEMUAN PERTAMA

1) Basic Material

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Function:

To entertain the readers. To teach or inform.

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Lampiran teks naratif yang berjudul The Legend of
MalinKundang

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

Oneday,when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He has a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in town; "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that the sea was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept

refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" after that he

ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(KELAS EXPERIMEN PERTEMUAN KEDUA)**

Satuan Pendidikan : MAN 1 SRAGEN
Kelas / Semester : X / 2
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Narrative Text
Alokasi Waktu : 1 pertemuan (2 x 45 menit)

A. KOMPETENSI INTI (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleransi, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
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KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

1.2. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.

4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.

C. INDIKATOR PENCAPAIAN KOMPETENSI

1.2.1. Siswa dapat menghargai Bahasa Inggris sebagai pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3.1. Melaksanakan perilaku kerjasama dalam melaksanakan kerja kelompok dengan teman.

3.9.6. Siswa dapat mengidentifikasi gagasan utama, informasi rinci, dan informasi

- tertentu yang ada dalam cerita rakyat(naratif).
- 3.9.7. Siswa dapat mengidentifikasi karakter yang ada dalam suatu cerita rakyat (teks naratif).
- 3.9.8. Siswa dapat mengidentifikasi setting (latar) cerita.
- 3.9.9. Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita.
- 3.9.10. Siswa dapat mengidentifikasi penggunaan kata-kata khusus dalam cerita.
- 4.15.3. Siswa dapat menjawab pertanyaan terkait dengan teks cerita rakyat yang dibaca.
- 4.15.4. Siswa dapat menceritakan kembali suatu cerita rakyat yang dibaca secara lisan.

C. TUJUAN PEMBELAJARAN

Siswa dapat mengungkapkan makna teks naratif dan tulis berbentuk cerita rakyat sederhana dengan menunjukkan perilaku kerjasama dan melaksanakan komunikasi fungsional.

D. MATERI PEMBELAJARAN

a) Basic Material

- Narrative text is a kind of text to retell the story that past tense.
- The purpose of the text is to entertain or to amuse the readers or listeners about the story.

Function:

- To entertain the readers.
- To teach or inform.
- To change social opinion.

b) Structure of Narrative text:

- Orientation: It set the scene and introduce the

participants (it answers the question: who, when, what, and where).

- Complication: Tells the problems of the story and how the main characters solve them. This part includes situations, activities, or events that lead problem/complication to the climax. It shows when the crisis arises.
- Resolution: The crisis is resolved, for better or worse.
- Re-orientation: The ending of the story.

Other generic structures of narrative text:

- Evaluation : (optional) The stepping back to evaluate the story or the moral message of the story
- Coda : (optional) changes of the characters of lesson / value of the story.
- Re-orientation : (optional) The ending of the story.

c) The kind of narrative texts are:

- Legend: Lake Toba, Malin Kundang, etc.
- Fable: Crocodile and Mouse Deer, etc.
- A fairy tale: Snow White, Cinderella, Pinocchio, etc.
- Mystery: Mirror, The Ring, Ghost Ship, etc.
- Science fiction: SpiderMan, Fantastic 4, etc.

d) Language features

The grammatical features of narrative text are:

- Use of adjectives to build noun groups to describe the people, animals, or things in the story, such as... a nice, diligent and kind-hearted man. Etc.
- Use of time connectives and conjunctions to sequence events through time, such as however,

although, later, then.

- Use of adverbs and adverbial phrases to locate the particular events, such as once upon a time, long time ago.
- Use of past events, such as Aji Saka went to the kingdom, measured the size of the turban, etc.
- Use of action verbs to indicate the action, such as stood, explained, provided, smashed.
- Use of saying and thinking verbs to indicate what characters are feeling thinking or saying, such as told, realized, decided.

E. KEGIATAN BELAJAR MENGAJAR

1. Model Pembelajaran : Quantum Teaching (TANDUR)
2. Pendekatan : Scientific Approach
3. Metode : Ceramah, tanya jawab, diskusi, demonstrasi, pemberian tugas.

F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
I	Pendahuluan		10 menit
G R O W T H	1.	- Guru menyapa menggunakan Bahasa Inggris: “Good morning students?”	- Siswa menjawab: “Good morning, Miss”
	2.	- Berdoa sebelum belajar dan mengucapkan salam.	Berdoa sebelum belajar dan menjawab salam.
	3.	- Guru mengabsen siswa.	Siswa mempersiapkan kelengkapan belajarnya.

	4.	- Guru membuat persepsi : menghubungkan materi hari ini dengan kehidupan sehari-hari.	Siswa memperhatikan dan menanggapi penjelasan guru.	
	5.	Guru menginformasikan model pembelajaran <i>quantum teaching</i> dengan pendekatan kontekstual dan memutar musik.	Siswa menyimak apa yang disampaikan dan dilakukan oleh guru.	
	No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
	6.	Guru melakukan apersepsi dan memotivasi siswa dengan mengaitkan materi dengan kehidupan sehari-hari, guru menyampaikan berbagai informasi yang berhubungan dengan materi yang diajarkan.	Siswa menyimak apa yang disampaikan dan dilakukan oleh guru.	
	7.	Guru menuliskan judul di papan tulis	Siswa memperhatikan guru menulis judul di papan tulis.	
	II	Kegiatan Inti		60 menit
E X	1.	Guru menempatkan siswa dalam 8 kelompok. Siswa diminta berkumpul dengan teman sekelompoknya untuk belajar secara berkelompok untuk mengerjakan lembar	Siswa membentuk kelompok dan menerima lembar kerja.	

P E R I E N C E		kerja berjudul <i>“The Legend of Crying Stone”</i> , setiap kelompok terdiri dari 4-5 siswa.		
	2.	Guru menyampaikan langkah-langkah pelaksanaan diskusi kelompok.	Siswa menyimak langkah-langkah pelaksanaan diskusi kelompok.	
	No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
N A M E D	3.	Guru meminta siswa untuk mulai berdiskusi dengan teman kelompoknya dan membimbing kelompok yang mengalami kesulitan.	Siswa mulai berdiskusi dalam kelompok dan bertanya kepada guru bila mengalami kesulitan.	
	4.	Guru memberikan kesempatan siswa untuk bertanya.	Siswa bertanya kepada guru bila ada yang belum dimengerti.	
	No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
D E M O N S T R A T E	5.	Guru meminta siswa untuk mengumpulkan tugas kelompok dan meminta salah satu perwakilan kelompok maju untuk mempresentasikan hasil diskusinya di depan kelas	Siswa mengumpulkan tugas kelompoknya dan salah satu perwakilan kelompok maju untuk mempresentasikan hasil diskusinya, serta kelompok lain memberikan tanggapan	
	6.	Guru mengarahkan diskusi siswa dan membimbing siswa mengecek kebenaran jawaban siswa dengan konsep yang telah dipelajari	Siswa mendengarkan apa yang disampaikan oleh guru	

	7.	Guru memberikan kesempatan kepada kelompok yang lain untuk memberikan tanggapan dan bertanya apabila ada yang kurang dimengerti.	Kelompok yang lain bertanya bila ada yang belum dimengerti.	
	No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
R E P E A T	8.	Guru memberikan contoh soal berkaitan dengan materi.	Siswa memperhatikan penjelasan guru.	
	9.	Guru memberikan siswa kesempatan bertanya dan guru mengulang materi secara singkat untuk menguatkan pemahaman siswa	Siswa bertanya apabila ada hal yang tidak dimengerti.	
	10.	Guru memberikan lembar soal latihan individu dan memberikan waktu beberapa menit kepada siswa untuk menyelesaikannya	Siswa menerima dan mengerjakan.	
	11.	Guru meminta siswa untuk mengumpulkan dan memberikan kesempatan kepada siswa untuk bertanya.	Siswa mengumpulkan tugas.	
	No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
III	Penutup			10 menit
	1	guru memberikan pertanyaan kepada siswa (refleksi).	Siswa menjawab pertanyaan guru	2 menit

	2	Guru membimbing menarik kesimpulan dari pelajaran yang telah dipelajari hari ini	Siswa bersama-sama dengan guru menarik kesimpulan dari pelajaran yang telah dipelajari hari ini	2 menit
	No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
C E L E B R A T E	3	Guru memberi penghargaan dengan mengajak siswa bertepuk tangan dan bersama-sama mengucapkan hore sebanyak 3 kali	Siswa mengekspresikan keberhasilannya dengan cara mengucapkan tiga kali hore	2 menit
	4	Guru menutup pelajaran dengan mengucapkan salam	Siswa berdiri dan menjawab salam dari guru	2 menit

G. MEDIA/ALAT BAHAN DAN SUMBER BELAJAR

3. Media/bahan
 - a) Whiteboard
 - b) Boardmarker
 - c) Mp3 player
4. Sumberbelajar
 - a) Buku paket Bahasa Inggris untuk kelas X
 - b) Dictionary

H. PENILAIAN

Penilaian ini hanya untuk mengetes kemampuan siswa seberapa jauh dalam memahami materi.

Question:

- 1) How is daughterlike?
- 2) How is the motherlike?
- 3) What are the daughter activities in herhome?
- 4) Why the mother prayed to God to punish her ungrateful child?
- 5) What happened to the girl after her mother prayed toGod?
- 6) Why do people name it “CryingStone”?
- 7) Analyze the generic structure of thestory!
 - Orientation:
 - Complication:
 - Resolution:
 - Re-orientation:
- 8) What are the moral values of thestory?
- 9) Find the synonym of thesewords:
 - a) Big
 - b) Beautiful
 - c) Clothes
 - d) Servant
- 10) What is the purpose of thestory?

Sragen, 9 November 2018

Mengetahui,

Guru Mata Pelajaran

Mahasiswa/Praktikan

NIP:

NIM:

LAMPIRAN MATERI PERTEMUAN KEDUA

The grammatical features of narrative texts are:

- 1) Use of adjectives to build noun groups to describe the people, animals or things in the story,
 - a. Some adjectives tell about the size of people or things A big house, A huge ship, A thin boy, Longtrousers
 - b. Some adjective tell about the color or things
A red carpet, A white swan, A brown bear, An orange balloon, Black shoes, Green plastic box
 - c. Some adjective tell what people or things are like by describing their quality

- A beautiful girl	- A strange A young soldier
- A handsome boy	- place
- A poor family	- A hot drink
- A rich couple	- A sunny day

- 2) Use of time connectives and conjunctions to sequence events throughtime
 - a. FANBOYS : for, and, nor, but, or, yet,so
 - b. Subordinatconjunction:
 - Regarding time: before, after, until, when, whenever, since, during, as soon as,while
 - Regarding place: where, wherever,there
 - c. Use of adverbs and adverbial phrases to locate the particular events.
once upon a time, long time ago, a long day, last year, two days ago, in the castle, in the jungle

Lampiran teks naratif yang berjudul The Legend of Crying Stone

THE LEGEND OF CRYING STONE

In a small village, a girl lives with her mother. The girl is very beautiful. Every day she puts make-up and wears her best clothes. She doesn't like to help her mother work in a field. The girl is very lazy.

One day, the mother asks the girl to accompany her to go to the market to buy some food. At first the girl refuses, but the mother persuades her by saying they are going to buy new clothes. The girl finally agrees. But she asks her mother to walk behind her. She doesn't want to walk side by side with her mother.

Although her mother is very sad, she agrees to walk behind her daughter.

On the way to the market, everybody admires the girl's beauty. They are also curious. Behind the beautiful girl, there is an old woman with a simple dress. The girl and her mother look very different!

"Hello, pretty lady. Who is the woman behind you?" asks them. "She is my servant," answers the girl.

The mother is very sad, but she doesn't say anything.

The girl and the mother meet other people. Again they ask who the woman behind the beautiful girl. Again the girl answers that her mother is her servant.

She always says that her mother is her servant every time they meet people.

At last, the mother cannot hold the pain anymore. She prays to God to punish her daughter. God answers her prayer. Slowly, the girl's leg turns into stone. The process continues to the upper part of the girl's body. The girl is very panicky.

“Mother, please forgive me!” she cries and ask
her mother to forgive her.

But it's too late. Her whole body finally becomes a big stone.
. Until now people still can see tears falling down the stone.
People then call it the crying stone or batu menangis

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(KELAS EXPERIMEN PERTEMUAN KETIGA)

Satuan Pendidikan : MAN 1 SRAGEN
Kelas / Semester : X / 2
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Narrative Text
Alokasi Waktu : 1 pertemuan (2 x 45 menit)

A. KOMPETENSI INTI (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleransi, damai), santun, responsife dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam beriteraksi secara efektif dengan lingkungan sosial alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 :Memahami, menerapkan, menganalisis pengetahuan, faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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

B. KOMPETENSI DASAR

1.2. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.

4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.

C. INDIKATOR PENCAPAIAN KOMPETENSI

1.2.1. Siswa dapat menghargai Bahasa Inggris sebagai pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3.1. Melaksanakan perilaku kerjasama dalam melaksanakan kerja kelompok dengan teman.

3.9.11. Siswa dapat mengidentifikasi gagasan utama, informasi rinci, dan informasi tertentu yang ada dalam cerita

- rakyat(naratif).
- 3.9.12. Siswa dapat mengidentifikasi karakter yang ada dalam suatu cerita rakyat (teks naratif).
 - 3.9.13. Siswa dapat mengidentifikasi setting (latar) cerita.
 - 3.9.14. Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita.
 - 3.9.15. Siswa dapat mengidentifikasi penggunaan kata-kata khusus dalam cerita.
 - 4.15.5. Siswa dapat menjawab pertanyaan terkait dengan teks cerita rakyat yang dibaca.
 - 4.15.6. Siswa dapat menceritakan kembali suatu cerita rakyat yang dibaca secara lisan.

D. TUJUAN PEMBELAJARAN

Siswa dapat mengungkapkan makna teks naratif dan tulis berbentuk cerita rakyat sederhana dengan menunjukkan perilaku kerjasama dan melaksanakan komunikasi fungsional.

E. MATERI PEMBELAJARAN

- a) Basic Material
 - Narrative text is a kind of text to retell the story that past tense.
 - The purpose of the text is to entertain or to amuse the readers or listeners about the story.
 - Function:
 - To entertain the readers.
 - To teach or inform.
 - To change social opinion.
- b) Structure of Narrative text:
 - Orientation: It set the scene and introduce the participants (it answers the question: who, when,

what, and where).

- **Complication:** Tells the problems of the story and how the main characters solve them. This part includes situations, activities, or events that lead problem/complication to the climax. It shows when the crisis arises.
- **Resolution:** The crisis is resolved, for better or worse.
- **Re-orientation:** The ending of the story.

Other generic structures of narrative text:

- **Evaluation** : (optional) The stepping back to evaluate the story or the moral message of the story
 - **Coda** : (optional) changes of the characters of lesson / value of the story.
 - **Re-orientation** : (optional) The ending of the story.
- c) The kind of narrative texts are:
- **Legend:** Lake Toba, Malin Kundang, etc.
 - **Fable:** Crocodile and Mouse Deer, etc.
 - **A fairy tale:** Snow White, Cinderella, Pinocchio etc.
 - **Mystery:** Mirror, The Ring, Ghost Ship, etc.
 - **Science fiction:** SpiderMan, Fantastic 4, etc.
- d) **Language features**

The grammatical features of narrative text are:

- Use of adjectives to build noun groups to describe the people, animals, or things in the story, such as... a nice, diligent and kind-hearted man. Etc.
- Use of time connectives and conjunctions to sequence events through time, such as however, although, later, then.
- Use of adverbs and adverbial phrases to locate the particular events, such as once upon a time, long

time ago.

- Use of past events, such as Aji Saka went to the kingdom, measured the size of the turban, etc.
- Use of action verbs to indicate the action, such as stood, explained, provided, smashed.
- Use of saying and thinking verbs to indicate what characters are feeling thinking or saying, such as told, realized, decided.

F. KEGIATAN BELAJAR MENGAJAR

1. Model Pembelajaran : Quantum Teaching (TANDUR)
2. Pendekatan : Scientific Approach
3. Metode : Ceramah, tanya jawab, diskusi, demonstrasi, pemberian tugas.

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
I	Pendahuluan		10 menit
G R O W T H	1.	- Guru menyapa menggunakan Bahasa Inggris: “Goodmorning students?”	- Siswa menjawab: “Good morning, Miss”
	2.	- Berdoa sebelum belajardan mengucapsalam.	Berdoa sebelum belajar dan menjawab salam.
	3.	- Guru mengabsensiswa.	Siswa mempersiapkan kelengkapan belajarnya.

	4.	- Guru membuat persepsi : menghubungkan materi hari ini dengan kehidupan sehari-hari.	Siswa memperhatikan dan menanggapi penjelasan guru.	
	No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
	5.	Guru menginformasikan model pembelajaran <i>quantum teaching</i> dengan pendekatan kontekstual dan memutar musik.	Siswa menyimak apa yang disampaikan dan dilakukan oleh guru.	
	6.	Guru melakukan apersepsi dan memotivasi siswa dengan mengaitkan materi dengan kehidupan sehari-hari, guru menyampaikan berbagai informasi yang berhubungan dengan materi yang diajarkan.	Siswa menyimak apa yang disampaikan dan dilakukan oleh guru.	
	7.	Guru menuliskan judul di papan tulis	Siswa memperhatikan guru menulis judul di papan tulis.	
	II	Kegiatan Inti		60 menit
E X P	1.	Guru menempatkan siswa dalam 8 kelompok. Siswa diminta berkumpul dengan teman sekelompoknya untuk belajar secara berkelompok untuk mengerjakan lembar kerja berjudul " <i>Pinnocchio</i> ",	Siswa membentuk kelompok dan menerima lembar kerja.	

E R I E N C E		setiap kelompok terdiri dari 4-5 siswa.		
	2.	Guru menyampaikan langkah-langkah pelaksanaan diskusi kelompok.	Siswa menyimak langkah-langkah pelaksanaan diskusi kelompok.	
No		Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
N A M E D	3.	Guru meminta siswa untuk mulai berdiskusi dengan teman kelompoknya dan membimbing kelompok yang mengalami kesulitan.	Siswa mulai berdiskusi dalam kelompok dan bertanya kepada guru bila mengalami kesulitan.	
	4.	Guru memberikan kesempatan siswa untuk bertanya.	Siswa bertanya kepada guru bila ada yang belum dimengerti.	
No		Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
D E M O N S T R A T I O N A L	5.	Guru meminta siswa untuk mengumpulkan tugas kelompok dan meminta salah satu perwakilan kelompok maju untuk mempresentasikan hasil diskusinya di depan kelas	Siswa mengumpulkan tugas kelompoknya dan salah satu perwakilan kelompok maju untuk mempresentasikan hasil diskusinya, serta kelompok lain memberikan tanggapan	
	6.	Guru mengarahkan diskusi siswa dan membimbing siswa mengecek kebenaran jawaban siswa dengan konsep yang telah dipelajari	Siswa mendengarkan apa yang disampaikan oleh guru	

	7.	Guru memberikan kesempatan kepada kelompok yang lain untuk memberikan tanggapan dan bertanya apabila ada yang kurang dimengerti.	Kelompok yang lain bertanya bila ada yang belum dimengerti.	
	No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
R E P E A T	8.	Guru memberikan contoh soal berkaitan dengan materi.	Siswa memperhatikan penjelasan guru.	
	9.	Guru memberikan siswa kesempatan bertanya dan guru mengulang materi secara singkat untuk menguatkan pemahaman siswa	Siswa bertanya apabila ada hal yang tidak dimengerti.	
	10.	Guru memberikan lembar soal latihan individu dan memberikan waktu beberapa menit kepada siswa untuk menyelesaikannya	Siswa menerima dan mengerjakan.	
	11.	Guru meminta siswa untuk mengumpulkan dan memberikan kesempatan kepada siswa untuk bertanya.	Siswa mengumpulkan tugas.	
	No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
III	Penutup			10 menit
	1	guru memberikan pertanyaan kepada siswa (refleksi).	Siswa menjawab pertanyaan guru	2 menit

	2	Guru membimbing menarik kesimpulan dari pelajaran yang telah dipelajari hari ini	Siswa bersama-sama dengan guru menarik kesimpulan dari pelajaran yang telah dipelajari hari ini	2 menit
	No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
C E L E B R A T E	3	Guru memberi penghargaan dengan mengajak siswa bertepuk tangan dan bersama-sama mengucapkan hore sebanyak 3 kali	Siswa mengekspresikan keberhasilannya dengan cara mengucapkan tiga kali hore	2 menit
	4	Guru menutup pelajaran dengan mengucapkan salam	Siswa berdiri dan menjawab salam dari guru	2 menit

MEDIA/ALAT BAHAN DAN SUMBER BELAJAR

5. Media/bahan
 - a) Whiteboard
 - b) Boardmarker
 - c) Mp3 player
6. Sumberbelajar
 - a) Buku paket Bahasa Inggris untuk kelas X
 - b) Dictionary

H. PENILAIAN

Penilaian ini hanya untuk mengetes kemampuan siswa seberapa jauh dalam memahami materi.

Question:

- 1) Why Geppetto madepuppet?
- 2) Why Geppetto felt sad after he haspuppet?
- 3) What is the Geppetto`scharacter?
- 4) What prayers are asked by Geppetto to theGod?
- 5) What we can learn from thestory?
- 6) Why Pinocchio`s nose becamelog?

For number 7-10, from the text have you read, please choose the best answer by giving the cross mark in the letter T if the statement is true and the letter F is the statement is false

- 7) T – F Geppetto made a puppet all night withoutresting.
- 8) T – F Pinocchio became owner for thecircus.
- 9) T – F Geppetto wish was Pinocchio became a real girl, human.
- 10) T – F Pinocchio met Geppetto in whale'sstomach

Sragen, 9 November
2018

Mengetahui,

Guru Mata Pelajaran

Mahasiswa/Praktikan

NIP:

NIM:

LAMPIRAN PERTEMUAN KETIGA

Materi Pembelajaran : Language feature

1. Simple Past Tense

Past tense is a verb that serves to indicate a work or action that has passed or happened in the past. Therefore, Past sentence must be followed by a description of the past tense. It could have happened yesterday, a year ago, a month ago, etc.

Pattern of Past Tense	
Positif (+)	S + V2 + O
Negatif (-)	S + Did + Not + V1 + O
Introgative (?)	Did + S + V2 + O+ ?

Keterangan: S = subject, V =

verb, O = object Example:

(+) Aji Saka went to the kingdom

(-) Aji Saka did

not go to the

kingdom (?) Did

Aji Saka go to

the kingdom?

2. **Action verbs** are verbs that specifically describe what the subject of the sentence is doing (Use of action verbs to indicate the actions, such as stood, explained, provided, smashed, slept, ran)

Example:

We **saw** cockatoos having a shower. My cat **ate** the food quickly.

3. Use of saying and thinking verbs to indicate what characters are feeling thinking or saying, such as told,

realized,decided.

PINOCCHIO

Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never felt lonely again. He made a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle of the night, Geppetto prayed to the God. His wish was Pinocchio became a real boy, human. He thought it on his mind in his dream.

In the next morning, he surprised. *Pinocchio* was alive. He really was happy. He taught Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grow longer. It meant that Pinocchio lied.

The next day, Pinocchio got caught by thieves. The thieves was the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinocchio didn't come home for 2 days. He found Pinocchio everywhere. When he discovered the sea, big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out. In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They got out from its stomach by made a

fire.They went home back together. In the end, they lived
happy foreverafter.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(KELAS EXPERIMEN PERTEMUAN KEEMPAT)

Satuan Pendidikan : MAN 1 SRAGEN
Kelas / Semester : X / 2
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Narrative Text
Alokasi Waktu : 1 pertemuan (2 x 45 menit)

A. KOMPETENSI INTI (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleransi, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial alam serta dalam 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 spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

- 1.2. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
- 4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.

C. INDIKATOR PENCAPAIAN KOMPETENSI

- 1.2.1. Siswa dapat menghargai Bahasa Inggris sebagai pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3.1. Melaksanakan perilaku kerjasama dalam melaksanakan kerja kelompok dengan teman.
- 3.9.16. Siswa dapat mengidentifikasi gagasan utama, informasi rinci, dan informasi tertentu yang ada dalam cerita rakyat (naratif).
- 3.9.17. Siswa dapat mengidentifikasi karakter yang ada dalam suatu cerita rakyat (teks naratif).
- 3.9.18. Siswa dapat mengidentifikasi setting (latar) cerita.
- 3.9.19. Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita.
- 3.9.20. Siswa dapat mengidentifikasi penggunaan kata-kata khusus dalam cerita.
- 4.15.7. Siswa dapat menjawab pertanyaan terkait dengan teks cerita rakyat yang dibaca.
- 4.15.8. Siswa dapat menceritakan kembali suatu cerita rakyat yang dibaca secara lisan.

D. TUJUAN PEMBELAJARAN

Siswa dapat mengungkapkan makna teks naratif dan tulis berbentuk cerita rakyat sederhana dengan menunjukkan perilaku kerjasama dan melaksanakan komunikasi fungsional.

E. MATERI PEMBELAJARAN

a) BasicMaterial

- Narrative text is a kind of text to retell the story that past tense.
- The purpose of the text is to entertain or to amuse the readers or listeners about the story.

Function:

- To entertain the readers.
- To teach or inform.
- To change social opinion.

b) Structure of Narrativetext:

- Orientation: It set the scene and introduce the participants (it answers the question: who, when, what, andwhere).
- Complication: Tells the problems of the story and how the main characters solve them. This part includes situations, activities, or events that lead problem/complication to the climax.it shows when the crisisarise.
- Resolution: The crisis is revolved, for better orworse.
- Re-orientation: The ending of thestory.

Other generic structures of narrative text:

- Evaluation : (optional) The stepping back to evaluate the story or the moral message of thestory
- Coda : (optional) changes of the characters of lesson / value of thestory.
- Re-orientation : (optional) The ending of thestory.

c) The kind of narrative texts are:

- Legend: Lake Toba, Malin Kundang,etc.
- Fable: Crocodile and Mouse Deer, etc.
- A fairy tale: Snow White, Cinderella, Pinocchioetc.
- Mystery: Mirror, The Ring, Ghost Ship,etc.
- Science fiction: SpiderMan, Fantastic 4,etc.

d) Languagefeatures

The grammatical features of narrative text are:

- Use of adjectives to build noun groups to describe the people, animals, or things in the story, such as...a nice, diligent and kind-hearted man.Etc.
- Use of time connectives and conjunctions to sequence events trough time,

such as however, although, later, then.

- Use of adverbs and adverbial phrases to locate the particular events, such as once upon a time, long time ago.
- Use of past events, such as Aji Saka went to the kingdom, measured the size of the turban, etc.
- Use of action verbs to indicate the action, such as stood, explained, provided, smashed.
- Use of saying and thinking verbs to indicate what characters are feeling thinking or saying, such as told, realized, decided.

F. KEGIATAN BELAJAR MENGAJAR

- 4. Model Pembelajaran : Quantum Teaching (TANDUR)
- 5. Pendekatan : Scientific Approach
- 6. Metode : Ceramah, tanya jawab, diskusi, pemberian tugas.

demonstrasi,

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
I	Pendahuluan		10 menit
G R O W T H	1.	- Guru menyapa menggunakan Bahasa Inggris: "Good morning students?"	- Siswa menjawab: "Good morning, Miss"
	2.	- Berdoa sebelum belajardan mengucapsalam.	Berdoa sebelum belajar dan menjawab salam.
	3.	- Guru mengabsensiswa.	Siswa mempersiapkan kelengkapan belajarnya.
	4.	- Guru membuat persepsi : menghubungkan materi hari ini	Siswa memperhatikan dan menanggapi penjelasan guru.

		dengan kehidupan sehari-hari.		
No		Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
	5.	Guru menginformasikan model pembelajaran <i>quantum teaching</i> dengan pendekatan kontekstual dan memutar musik.	Siswa menyimak apa yang disampaikan dan dilakukan oleh guru.	
	6.	Guru melakukan apersepsi dan memotivasi siswa dengan mengaitkan materi dengan kehidupan sehari-hari, guru menyampaikan berbagai informasi yang berhubungan dengan materi yang diajarkan.	Siswa menyimak apa yang disampaikan dan dilakukan oleh guru.	
	7.	Guru menuliskan judul di papan tulis	Siswa memperhatikan guru menulis judul di papan tulis.	
II		Kegiatan Inti		60 menit
E X P E R I E	1.	Guru menempatkan siswa dalam 8 kelompok. Siswa diminta berkumpul dengan teman sekelompoknya untuk belajar secara berkelompok untuk mengerjakan lembar kerja berjudul " <i>The Legend of Lake Toba</i> ", setiap kelompok terdiri dari 4-5 siswa.	Siswa membentuk kelompok dan menerima lembar kerja.	

N C E	2.	Guru menyampaikan langkah-langkah pelaksanaan diskusi kelompok.	Siswa menyimak langkah-langkah pelaksanaan diskusi kelompok.	
	No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
N A M E D	3.	Guru meminta siswa untuk mulai berdiskusi dengan teman kelompoknya dan membimbing kelompok yang mengalami kesulitan.	Siswa mulai berdiskusi dalam kelompok dan bertanya kepada guru bila mengalami kesulitan.	
	4.	Guru memberikan kesempatan siswa untuk bertanya.	Siswa bertanya kepada guru bila ada yang belum dimengerti.	
	No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
D E M O N S T R A T E	5.	Guru meminta siswa untuk mengumpulkan tugas kelompok dan meminta salah satu perwakilan kelompok maju untuk mempresentasikan hasil diskusinya di depan kelas	Siswa mengumpulkan tugas kelompoknya dan salah satu perwakilan kelompok maju untuk mempresentasikan hasil diskusinya, serta kelompok lain memberikan tanggapan	
	6.	Guru mengarahkan diskusi siswa dan membimbing siswa mengecek kebenaran jawaban siswa dengan konsep yang telah dipelajari	Siswa mendengarkan apa yang disampaikan oleh guru	
	7.	Guru memberikan kesempatan kepada kelompok yang lain untuk memberikan tanggapan dan bertanya apabila ada yang kurang dimengerti.	Kelompok yang lain bertanya bila ada yang belum dimengerti.	
	No	Kegiatan Guru	Kegiatan Siswa	

			Alokasi Waktu	
R E P E A T	8.	Guru memberikan contoh soal berkaitan dengan materi.	Siswa memperhatikan penjelasan guru.	
	9.	Guru memberikan siswa kesempatan bertanya dan guru mengulang materi secara singkat untuk menguatkan pemahaman siswa	Siswa bertanya apabila ada hal yang tidak dimengerti.	
	10.	Guru memberikan lembar soal latihan individu dan memberikan waktu beberapa menit kepada siswa untuk menyelesaikannya	Siswa menerima dan mengerjakan.	
	11.	Guru meminta siswa untuk mengumpulkan dan memberikan kesempatan kepada siswa untuk bertanya.	Siswa mengumpulkan tugas.	
No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu	
III	Penutup		10 menit	
	1	guru memberikan pertanyaan kepada siswa (refleksi).	Siswa menjawab pertanyaan guru	2 menit
	2	Guru membimbing menarik kesimpulan dari pelajaran yang telah dipelajari hari ini	Siswa bersama-sama dengan guru menarik kesimpulan dari pelajaran yang telah dipelajari hari ini	2 menit
No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu	
C E L E B R A	3	Guru memberi penghargaan dengan mengajak siswa bertepuk tangan dan bersama-sama mengucapkan hore sebanyak 3 kali	Siswa mengekspresikan keberhasilannya dengan cara mengucapkan tiga kali hore	2 menit

T E	4	Guru menutup pelajaran dengan mengucapkan salam	Siswa berdiri dan menjawab salam dari guru	2 menit
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H. MEDIA/ALAT BAHAN DAN SUMBER BELAJAR

7. Media/bahan
 - a) Whiteboard
 - b) Boardmarker
 - c) Mp3 player
8. Sumberbelajar
 - a) Buku paket Bahasa Inggris untuk kelas X
 - b) Dictionary

I. PENILAIAN

Penilaian ini hanya untuk mengetes kemampuan siswa seberapa jauh dalam memahami materi.

Question :

For number 1-5, from the text have you read, please choose the best answer by giving the cross mark in the letter. T if the statement True. F if the statement False

1. T–F The golden fish turned into a beautifulprincess.
2. T–F The man and his wife lived happilyforever.
3. T–F The daughter was so hungry and she ate her mother’slunch.
4. T– F The husband had broken his promise.
5. T – F They have a son.
6. Why the man broke his promise?
7. What are the daughter’s characters?
8. What did happen when the mother prayed after her husband broke his promise?
9. What we can learn from the story?
10. What is the communicative purpose of thetext?

Sragen, 9 November 2018

Mengetahui,

Guru Mata Pelajaran

Mahasiswa/Praktikan

NIP:

NIM:

THE LEGEND OF LAKE TOBA

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful

princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(KELAS KONTROL PERTEMUAN PERTAMA)

Satuan Pendidikan : MAN 1 SRAGEN
Kelas / Semester : X / 2
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Narrative Text
Alokasi Waktu : 1 pertemuan (2 x 45 menit)

C. KOMPETENSI INTI (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleransi, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial alam serta dalam 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 spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
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D. KOMPETENSI DASAR

- 1.2. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
- 4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.

C. INDIKATOR PENCAPAIAN KOMPETENSI

- 1.2.1. Siswa dapat menghargai Bahasa Inggris sebagai pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3.1. Melaksanakan perilaku kerjasama dalam melaksanakan kerja kelompok dengan teman.
- 3.9.21. Siswa dapat mengidentifikasi gagasan utama, informasi rinci, dan informasi tertentu yang ada dalam cerita rakyat(naratif).
- 3.9.22. Siswa dapat mengidentifikasi karakter yang ada dalam suatu cerita rakyat (teks naratif).
- 3.9.23. Siswa dapat mengidentifikasi setting (latar) cerita.
- 3.9.24. Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita.
- 3.9.25. Siswa dapat mengidentifikasi penggunaan kata-kata khusus dalam cerita.
- 4.15.9. Siswa dapat menjawab pertanyaan terkait dengan teks cerita rakyat yang dibaca.
- 4.15.10. Siswa dapat menceritakan kembali suatu cerita rakyat yang dibaca secara lisan.

I. TUJUAN PEMBELAJARAN

Siswa dapat mengungkapkan makna teks naratif dan tulis berbentuk cerita rakyat sederhana dengan menunjukkan perilaku kerjasama dan melaksanakan komunikasi fungsional.

J. MATERI PEMBELAJARAN

- e) Basic Material
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Function:

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- To teach or inform.
- To change social opinion.

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- Resolution: The crisis is revolved, for better orworse.
- Re-orientation: The ending of thestory.

Other generic structures of narrative text:

- Evaluation : (optional) The stepping back to evaluate the story or the moral message of thestory
- Coda : (optional) changes of the characters of lesson / value of thestory.
- Re-orientation : (optional) The ending of thestory.

g) The kind of narrative texts are:

- Legend: Lake Toba, Malin Kundang,etc.
- Fable: Crocodile and Mouse Deer, etc.
- A fairy tale: Snow White, Cinderella, Pinocchioetc.
- Mystery: Mirror, The Ring, Ghost Ship,etc.
- Science fiction: SpiderMan, Fantastic 4,etc.

h) Languagefeatures

The grammatical features of narrative text are:

- Use of adjectives to build noun groups to describe the people, animals, or things in the story, such as...a nice, diligent and kind-hearted man.Etc.
- Use of time connectives and conjunctions to sequence events trough time, such as however, although, later,then.
- Use of adverbs and adverbial phrases to locate the particular events, such as once upon a time, long timeago.
- Use of past events, such as Aji Saka went to the kingdom, measured the size

of the turban,etc.

- Use of action verbs to indicate the action, such as stood, explained, provided,smashed.
- Use of saying and thinking verbs to indicate what characters are feeling thinking or saying, such as told, realized,decided.

K. KEGIATAN BELAJAR MENGAJAR

4. Model Pembelajaran : Direct Instruction
5. Pendekatan : Scientific Approach
6. Metode : Ceramah, tanya jawab, diskusi, demonstrasi, pemberian tugas.

L. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
I	Pendahuluan		10 menit
1.	- Guru menyapa menggunakan Bahasa Inggris: “Goodmorning students?”	- Siswa menjawab: “Good morning, Miss”	
2.	- Berdoa sebelum belajardan mengucapsalam.	Berdoa sebelum belajar dan menjawab salam.	
3.	- Guru mengabsensiswa.	Siswa mempersiapkan kelengkapan belajarnya.	
4.	- Guru membuat persepsi : menghubungkan materi hari ini dengan kehidupan sehari-hari.	Siswa memperhatikan dan menanggapi penjelasan guru.	
No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu

	5.	Guru menginformasikan model pembelajaran.	Siswa menyimak apa yang disampaikan dan dilakukan oleh guru.	
	6.	Guru melakukan apersepsi dan memotivasi siswa dengan mengaitkan materi dengan kehidupan sehari-hari, guru menyampaikan berbagai informasi yang berhubungan dengan materi yang diajarkan.	Siswa menyimak apa yang disampaikan dan dilakukan oleh guru.	
	7.	Guru menuliskan judul di papan tulis	Siswa memperhatikan guru menulis judul di papan tulis.	
II		Kegiatan Inti		70 menit
	1.	Guru menempatkan siswa dalam 8 kelompok. Siswa diminta berkumpul dengan teman sekelompoknya untuk belajar secara berkelompok untuk mengerjakan lembar kerja berjudul " <i>The Legend of Malin Kundang</i> ", setiap kelompok terdiri dari 4-5 siswa.	Siswa membentuk kelompok dan menerima lembar kerja.	
	2.	Guru menyampaikan langkah-langkah pelaksanaan diskusi kelompok.	Siswa menyimak langkah-langkah pelaksanaan diskusi kelompok.	
No		Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
	3.	Guru meminta siswa untuk mulai berdiskusi dengan teman kelompoknya dan	Siswa mulai berdiskusi dalam kelompok dan bertanya kepada guru bila mengalami kesulitan.	

		membimbing kelompok yang mengalami kesulitan.		
	4.	Guru memberikan kesempatan siswa untuk bertanya.	Siswa bertanya kepada guru bila ada yang belum dimengerti.	
No		Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
	5.	Guru meminta siswa untuk mengumpulkan tugas kelompok dan meminta salah satu perwakilan kelompok maju untuk mempresentasikan hasil diskusinya di depan kelas	Siswa mengumpulkan tugas kelompoknya dan salah satu perwakilan kelompok maju untuk mempresentasikan hasil diskusinya, serta kelompok lain memberikan tanggapan	
	6.	Guru mengarahkan diskusi siswa dan membimbing siswa mengecek kebenaran jawaban siswa dengan konsep yang telah dipelajari	Siswa mendengarkan apa yang disampaikan oleh guru	
	7.	Guru memberikan kesempatan kepada kelompok yang lain untuk memberikan tanggapan dan bertanya apabila ada yang kurang dimengerti.	Kelompok yang lain bertanya bila ada yang belum dimengerti.	
No		Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
	8.	Guru memberikan contoh soal berkaitan dengan materi.	Siswa memperhatikan penjelasan guru.	
	9.	Guru memberikan kesempatan bertanya dan guru mengulang materi secara singkat untuk	Siswa bertanya apabila ada hal yang tidak dimengerti.	

		menguatkan pemahaman siswa		
	10.	Guru memberikan lembar soal latihan individu dan memberikan waktu beberapa menit kepada siswa untuk menyelesaikannya	Siswa menerima dan mengerjakan.	
	11.	Guru meminta siswa untuk mengumpulkan dan memberikan kesempatan kepada siswa untuk bertanya.	Siswa mengumpulkan tugas.	
	No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
III	Penutup			10 menit
	1	guru memberikan pertanyaan kepada siswa (refleksi).	Siswa menjawab pertanyaan guru	
	2	Guru membimbing menarik kesimpulan dari pelajaran yang telah dipelajari hari ini	Siswa bersama-sama dengan guru menarik kesimpulan dari pelajaran yang telah dipelajari hari ini	
	No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
	3	Guru memberi penghargaan dengan mengajak siswa bertepuk tangan bersama-sama.	Siswa mengekspresikan keberhasilannya.	
	4	Guru menutup pelajaran dengan mengucapkan salam	Siswa berdiri dan menjawab salam dari guru	

M. MEDIA/ALAT BAHAN DAN SUMBER BELAJAR

9. Media/bahan
 - a) Whiteboard
 - b) Boardmarker
 - c) Mp3 player
10. Sumberbelajar
 - a) Buku paket Bahasa Inggris untuk kelas X
 - b) Dictionary

N. PENILAIAN

Penilaian ini hanya untuk mengetes kemampuan siswa seberapa jauh dalam memahami materi.

Question:

- 11) How is Malin Kundang like?
- 12) How is the mother like?
- 13) Why did Malin Kundang and his mother had to live hard?
- 14) What happened to the Malin Kundang after his mother prayed to God?
- 15) Why Malin's Kundang mother sad and angry?
- 16) What is the purpose of the story?
- 17) Analyze the generic structure of the story!
 - Orientation:
 - Complication :
 - Resolution :
 - Re-orientation :
- 18) What are the moral values of the story?
- 19) Find the synonym of these words:
 - f. Small
 - g. Passed away
 - h. Strong
 - i. Rich
 - j. Journey
- 20) Where Malin's Kundang mother met Malin after he has become rich?

Sragen, 9 November 2018

Mengetahui,

Guru Mata Pelajaran

Mahasiswa/Praktikan

NIP:

NIM:

LAMPIRAN MATERI PERTEMUAN PERTAMA

4) BasicMaterial

Narrative text is a kind of text to retell the story that past tense.

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

Function:

To entertain the readers.

To teach or inform.

To change social opinion.

5) Structure of Narrativetext:

- Orientation: It set the scene and introduce the participants (it answers the question: who, when, what, andwhere).
- Complication: Tells the problems of the story and how the main characters solve them. This part includes situations, activities, or events that lead problem/complication to the climax.it shows when the crisis arise.
- Resolution: The crisis is revolved, for better orworse.
- Re-orientation: The ending of thestory.

Other generic structures of narrative text:

- Evaluation : (optional) The stepping back to evaluate the story or the moral message of thestory
- Coda : (optional) changes of the characters of lesson / value of thestory.
- Re-orientation : (optional) The ending of thestory.

6) The kind of narrative texts are:

- Legend: Lake Toba, Malin Kundang,etc.
- Fable: Crocodile and Mouse Deer, etc.
- A fairy tale: Snow White, Cinderella, Pinocchioetc.
- Mystery: Mirror, The Ring, Ghost Ship,etc.
- Science fiction: SpiderMan, Fantastic 4,etc

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(KELAS KONTROL PERTEMUAN KEDUA)

Satuan Pendidikan : MAN 1 SRAGEN
Kelas / Semester : X / 2
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Narrative Text
Alokasi Waktu : 1 pertemuan (2 x 45 menit)

I. KOMPETENSI INTI (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleransi, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial alam serta dalam 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 spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

J. KOMPETENSI DASAR

- 1.2. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.

4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.

C. INDIKATOR PENCAPAIAN KOMPETENSI

1.2.1. Siswa dapat menghargai Bahasa Inggris sebagai pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3.1. Melaksanakan perilaku kerjasama dalam melaksanakan kerja kelompok dengan teman.

3.9.26. Siswa dapat mengidentifikasi gagasan utama, informasi rinci, dan informasi tertentu yang ada dalam cerita rakyat(naratif).

3.9.27. Siswa dapat mengidentifikasi karakter yang ada dalam suatu cerita rakyat (teks naratif).

3.9.28. Siswa dapat mengidentifikasi setting (latar) cerita.

3.9.29. Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita.

3.9.30. Siswa dapat mengidentifikasi penggunaan kata-kata khusus dalam cerita.

4.15.11. Siswa dapat menjawab pertanyaan terkait dengan teks cerita rakyat yang dibaca.

4.15.12. Siswa dapat menceritakan kembali suatu cerita rakyat yang dibaca secara lisan.

K. TUJUAN PEMBELAJARAN

Siswa dapat mengungkapkan makna teks naratif dan tulis berbentuk cerita rakyat sederhana dengan menunjukkan perilaku kerjasama dan melaksanakan komunikasi fungsional.

L. MATERI PEMBELAJARAN

e) Basic Material

- Narrative text is a kind of text to retell the story that past tense.
- The purpose of the text is to entertain or to amuse the readers or listeners about the story.

Function:

- To entertain the readers.
- To teach or inform.

- To change social opinion.

f) Structure of Narrativetext:

- Orientation: It set the scene and introduce the participants (it answers the question: who, when, what, andwhere).
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Other generic structures of narrative text:

- Evaluation : (optional) The stepping back to evaluate the story or the moral message of thestory
- Coda : (optional) changes of the characters of lesson / value of thestory.
- Re-orientation : (optional) The ending of thestory.

g) The kind of narrative texts are:

- Legend: Lake Toba, Malin Kundang,etc.
- Fable: Crocodile and Mouse Deer, etc.
- A fairy tale: Snow White, Cinderella, Pinocchioetc.
- Mystery: Mirror, The Ring, Ghost Ship,etc.
- Science fiction: SpiderMan, Fantastic 4,etc.

h) Languagefeatures

The grammatical features of narrative text are:

- Use of adjectives to build noun groups to describe the people, animals, or things in the story, such as...a nice, diligent and kind-hearted man.Etc.
- Use of time connectives and conjunctions to sequence events trough time, such as however, although, later,then.
- Use of adverbs and adverbial phrases to locate the particular events, such as once upon a time, long timeago.
- Use of past events, such as Aji Saka went to the kingdom, measured the size of the turban,etc.
- Use of action verbs to indicate the action, such as stood, explained, provided,smashed.

- Use of saying and thinking verbs to indicate what characters are feeling thinking or saying, such as told, realized,decided.

M. KEGIATAN BELAJAR MENGAJAR

- 4. Model Pembelajaran : Direct Instruction
- 5. Pendekatan : Scientific Approach
- 6. Metode : Ceramah, tanya jawab, diskusi, pemberian tugas.

N. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
I	Pendahuluan		10 menit
1.	- Guru menyapa menggunakan Bahasa Inggris: “Goodmorning students?”	- Siswa menjawab: “Good morning, Miss”	
2.	- Berdoa sebelum belajardan mengucapsalam.	Berdoa sebelum belajar dan menjawab salam.	
3.	- Guru mengabsensiswa.	Siswa mempersiapkan kelengkapan belajarnya.	
4.	- Guru membuat persepsi : menghubungkan materi hari ini dengan kehidupan sehari-hari.	Siswa memperhatikan dan menanggapi penjelasan guru.	
No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu

	5.	Guru menginformasikan model pembelajaran.	Siswa menyimak apa yang disampaikan dan dilakukan oleh guru.	
	6.	Guru melakukan apersepsi dan memotivasi siswa dengan mengaitkan materi dengan kehidupan sehari-hari, guru menyampaikan berbagai informasi yang berhubungan dengan materi yang diajarkan.	Siswa menyimak apa yang disampaikan dan dilakukan oleh guru.	
	7.	Guru menuliskan judul di papan tulis	Siswa memperhatikan guru menulis judul di papan tulis.	
II		Kegiatan Inti		70 menit
	1.	Guru menempatkan siswa dalam 8 kelompok. Siswa diminta berkumpul dengan teman sekelompoknya untuk belajar secara berkelompok untuk mengerjakan lembar kerja berjudul " <i>The Legend of Crying Stone</i> ", setiap kelompok terdiri dari 4-5 siswa.	Siswa membentuk kelompok dan menerima lembar kerja.	
	2.	Guru menyampaikan langkah-langkah pelaksanaan diskusi kelompok.	Siswa menyimak langkah-langkah pelaksanaan diskusi kelompok.	
No		Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
	3.	Guru meminta siswa untuk mulai berdiskusi dengan teman kelompoknya dan membimbing kelompok yang mengalami kesulitan.	Siswa mulai berdiskusi dalam kelompok dan bertanya kepada guru bila mengalami kesulitan.	

	4.	Guru memberikan kesempatan siswa untuk bertanya.	Siswa bertanya kepada guru bila ada yang belum dimengerti.	
No		Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
	5.	Guru meminta siswa untuk mengumpulkan tugas kelompok dan meminta salah satu perwakilan kelompok maju untuk mempresentasikan hasil diskusinya di depan kelas	Siswa mengumpulkan tugas kelompoknya dan salah satu perwakilan kelompok maju untuk mempresentasikan hasil diskusinya, serta kelompok lain memberikan tanggapan	
	6.	Guru mengarahkan diskusi siswa dan membimbing siswa mengecek kebenaran jawaban siswa dengan konsep yang telah dipelajari	Siswa mendengarkan apa yang disampaikan oleh guru	
	7.	Guru memberikan kesempatan kepada kelompok yang lain untuk memberikan tanggapan dan bertanya apabila ada yang kurang dimengerti.	Kelompok yang lain bertanya bila ada yang belum dimengerti.	
No		Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
	8.	Guru memberikan contoh soal berkaitan dengan materi.	Siswa memperhatikan penjelasan guru.	
	9.	Guru memberikan siswa kesempatan bertanya dan guru mengulang materi secara singkat untuk menguatkan pemahaman siswa	Siswa bertanya apabila ada hal yang tidak dimengerti.	
	10.	Guru memberikan lembar soal latihan individu dan	Siswa menerima dan mengerjakan.	

		memberikan waktu beberapa menit kepada siswa untuk menyelesaikannya		
	11.	Guru meminta siswa untuk mengumpulkan dan memberikan kesempatan kepada siswa untuk bertanya.	Siswa mengumpulkan tugas.	
No		Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
III		Penutup		10 menit
	1	guru memberikan pertanyaan kepada siswa (refleksi).	Siswa menjawab pertanyaan guru	
	2	Guru membimbing menarik kesimpulan dari pelajaran yang telah dipelajari hari ini	Siswa bersama-sama dengan guru menarik kesimpulan dari pelajaran yang telah dipelajari hari ini	
No		Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
	3	Guru memberi penghargaan dengan mengajak siswa bertepuk tangan bersama-sama.	Siswa mengekspresikan keberhasilannya.	
	4	Guru menutup pelajaran dengan mengucapkan salam	Siswa berdiri dan menjawab salam dari guru	

O. MEDIA/ALAT BAHAN DAN SUMBER BELAJAR

11. Media/bahan

- a) Whiteboard
- b) Boardmarker
- c) Mp3 player

12. Sumberbelajar

- a) Buku paket Bahasa Inggris untuk kelas X
- b) Dictionary

P. PENILAIAN

Penilaian ini hanya untuk mengetes kemampuan siswa seberapa jauh dalam memahami materi.

Question:

- 11) How is daughterlike?
- 12) How is the motherlike?
- 13) What are the daughter activities in herhome?
- 14) Why the mother prayed to God to punish her ungrateful child?
- 15) What happened to the girl after her mother prayed toGod?
- 16) Why do people name it “CryingStone”?
- 17) Analyze the generic structure of thestory!
 - Orientation :
 - Complication :
 - Resolution :
 - Re-orientation :
- 18) What are the moral values of thestory?
- 19) Find the synonym of thesewords:
 - e) Big
 - f) Beautiful
 - g) Clothes
 - h) Servant
- 20) What is the purpose of thestory?

Sragen, 9 November 2018

Mengetahui,

Guru Mata Pelajaran

Mahasiswa/Praktikan

NIP:

NIM:

LAMPIRAN MATERI PERTEMUAN KEDUA

The grammatical features of narrative texts are:

- 3) Use of adjectives to build noun groups to describe the people, animals or

things in the story,

- a. Some adjectives tell about the size of people or things

A big house, A huge ship, A thin boy, Longtrousers

- b. Some adjective tell about the color or things

A red carpet, A white swan, A brown bear, An orange balloon, Black shoes, Green plastic box

- c. Some adjective tell what people or things are like by describing their quality

- | | |
|--------------------|-----------------------------|
| - A beautiful girl | - A strange A young soldier |
| - A handsome boy | - place |
| - A poor family | - A hot drink |
| - A rich couple | - A sunny day |

- 4) Use of time connectives and conjunctions to sequence events through time

- a. FANBOYS : for, and, nor, but, or, yet, so

- b. Subordinate conjunction:

- Regarding time: before, after, until, when, whenever, since, during, as soon as, while
- Regarding place: where, wherever, there

- c. Use of adverbs and adverbial phrases to locate the particular events.

once upon a time, long time ago, a long day, last year, two days ago, in the castle, in the jungle

Lampiran teks naratif yang berjudul The Legend of Crying Stone

THE LEGEND OF CRYING STONE

In a small village, a girl lives with her mother. The girl is very beautiful. Everydaysheputsmake-upandwears herbestclothes. Shedoesn'tliketohelp her mother work in a field. The girl is verylazy.

One day, the mother asks the girl to accompany her to go to the market to buy some food. At first the girl refuses, but the mother persuades her by saying they are going to buy new clothes. The girl finally agrees. But she asks her mother to walk behind her. She doesn't want to walk side by side with her mother.

Although her mother is very sad, she agrees to walk behind her daughter.

On the way to the market, everybody admires the girl's beauty. They are also curious. Behind the beautiful girl, there is an old woman with a simple dress. The girl and her mother look very different!

"Hello, pretty lady. Who is the woman behind you?" asks them. "She is my servant," answers the girl.

The mother is very sad, but she doesn't say anything.

The girl and the mother meet other people. Again they ask who the woman behind the beautiful girl. Again the girl answers that her mother is her servant.

She always says that her mother is her servant every time they meet people.

At last, the mother cannot hold the pain anymore. She prays to God to punish her daughter. God answers her prayer. Slowly, the girl's leg turns into stone. Theprocesscontinues totheupperpartofthegirl'sbody. Thegirlis very panicky.

"Mother, please forgive me!" she cries and ask her mother to forgive her.

Butit'stoolate. Herwholebodyfinallybecomesabigstone. Untilnow people still can see tears falling down the stone. People then call it the crying stone or batumenangis

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(KELAS KONTROL PERTEMUAN KETIGA)

Satuan Pendidikan : MAN 1 SRAGEN
Kelas / Semester : X / 2
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Narrative Text
Alokasi Waktu : 1 pertemuan (2 x 45 menit)

I. KOMPETENSI INTI (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleransi, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial alam serta dalam 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 spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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

J. KOMPETENSI DASAR

1.2. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.

4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.

K. INDIKATOR PENCAPAIAN KOMPETENSI

1.2.1. Siswa dapat menghargai Bahasa Inggris sebagai pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3.1. Melaksanakan perilaku kerjasama dalam melaksanakan kerja kelompok dengan teman.

3.9.31. Siswa dapat mengidentifikasi gagasan

- utama, informasi rinci, dan informasi tertentu yang ada dalam cerita rakyat(naratif).
- 3.9.32. Siswa dapat mengidentifikasi karakter yang ada dalam suatucerita rakyat (teksnaratif).
- 3.9.33. Siswa dapat mengidentifikasi setting (latar)cerita.
- 3.9.34. Siswa dapat mengidentifikasi nilai moral yang ada dalamcerita.
- 3.9.35. Siswa dapat mengidentifikasi penggunaan kata-kata khusus dalam cerita.
- 4.15.13. Siswa dapat menjawab pertanyaan terkait dengan tekks ceitarakyat yangdibaca.
- 4.15.14. Siswa dapat menceritakan kembali suatu cerita rakyat yangdibaca secaralisan.

L. TUJUAN PEMBELAJARAN

Siswa dapat mengungkapkan makna teks naratif dan tulis berbentuk cerita rakyat sederhana dengan menunjukkan perilaku kerjasama dan melaksanakan komunikasi fungsional.

M. MATERI PEMBELAJARAN

- e) BasicMaterial
- Narrative text is a kind of text to retell the story that past tense.
 - The purpose of the text is to entertain or to amuse the readers or listeners about the story.
 - Function:
 - To entertain the readers.
 - To teach or inform.
 - To change social opinion.
- f) Structure of Narrativetext:

- Orientation: It set the scene and introduce the participants (it answers the question: who, when, what, andwhere).
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Other generic structures of narrative text:

- Evaluation : (optional) The stepping back to evaluate the story or the moral message of the story
- Coda : (optional) changes of the characters of lesson / value of the story.
- Re-orientation : (optional) The ending of the story.

g) The kind of narrative texts are:

- Legend: Lake Toba, Malin Kundang, etc.
- Fable: Crocodile and Mouse Deer, etc.
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- Mystery: Mirror, The Ring, Ghost Ship, etc.
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h) Language features

The grammatical features of narrative text are:

- Use of adjectives to build noun groups to describe the people, animals, or things in the story, such as...a nice, diligent and kind-hearted man. Etc.
- Use of time connectives and conjunctions to sequence events through time, such as however, although, later, then.

- Use of adverbs and adverbial phrases to locate the particular events, such as once upon a time, long timeago.
- Use of past events, such as Aji Saka went to the kingdom, measured the size of the turban,etc.
- Use of action verbs to indicate the action, such as stood, explained, provided,smashed.
- Use of saying and thinking verbs to indicate what characters are feeling thinking or saying, such as told, realized,decided.

N. KEGIATAN BELAJAR MENGAJAR

- 7. Model Pembelajaran : Direct Instruction
- 8. Pendekatan : Scientific Approach
- 9. Metode : Ceramah, tanya jawab, diskusi, pemberian tugas.

O. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
I	Pendahuluan		10 menit
1.	- Guru menyapa menggunakan Bahasa Inggris: “Goodmorning students?”	- Siswa menjawab: “Good morning, Miss”	
2.	- Berdoa sebelum belajardan mengucapsalam.	Berdoa sebelum belajar dan menjawabsalam.	

	3.	- Guru mengabsensiswa.	Siswa mempersiapkan kelengkapan belajarnya.	
	4.	- Guru membuatapersepsi : menghubungkan materi hari ini dengan kehidupan sehari-hari.	Siswa memperhatikan dan menanggapi penjelasan guru.	
	No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
	5.	Guru menginformasikan model pembelajaran.	Siswa menyimak apa yang disampaikan dan dilakukan oleh guru.	
	6.	Guru melakukan apersepsi dan memotivasi siswa dengan mengaitkan materi dengan kehidupan sehari-hari, guru menyampaikan berbagai informasi yang berhubungan dengan materi yang diajarkan.	Siswa menyimak apa yang disampaikan dan dilakukan oleh guru.	
	7.	Guru menuliskan judul di papan tulis	Siswa memperhatikan guru menulis judul di papan tulis.	
	II	Kegiatan Inti		70 menit
	1.	Guru menempatkan siswa dalam 8 kelompok. Siswa diminta berkumpul dengan	Siswa membentuk kelompok dan menerima lembar kerja.	

		teman sekelompoknya untuk belajar secara berkelompok untuk mengerjakan lembar kerja berjudul “ <i>Pinnochio</i> ”, setiap kelompok terdiri dari 4-5 siswa.		
	2.	Guru menyampaikan langkah-langkah pelaksanaan diskusi kelompok.	Siswa menyimak langkah-langkah pelaksanaan diskusi kelompok.	
No		Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
	3.	Guru meminta siswa untuk mulai berdiskusi dengan teman kelompoknya dan membimbing kelompok yang mengalami kesulitan.	Siswa mulai berdiskusi dalam kelompok dan bertanya kepada guru bila mengalami kesulitan.	
	4.	Guru memberikan kesempatan siswa untuk bertanya.	Siswa bertanya kepada guru bila ada yang belum dimengerti.	
No		Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
	5.	Guru meminta siswa untuk mengumpulkan tugas kelompok dan meminta salah satu perwakilan kelompok maju untuk mempresentasikan hasil diskusinya di depan kelas	Siswa mengumpulkan tugas kelompoknya dan salah satu perwakilan kelompok maju untuk mempresentasikan hasil diskusinya, serta kelompok lain memberikan tanggapan	
	6.	Guru mengarahkan diskusi siswa dan membimbing siswa mengecek kebenaran	Siswa mendengarkan apa yang disampaikan oleh guru	

		jawaban siswa dengan konsep yang telah dipelajari		
	7.	Guru memberikan kesempatan kepada kelompok yang lain untuk memberikan tanggapan dan bertanya apabila ada yang kurang dimengerti.	Kelompok yang lain bertanya bila ada yang belum dimengerti.	
	No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
	8.	Guru memberikan contoh soal berkaitan dengan materi.	Siswa memperhatikan penjelasan guru.	
	9.	Guru memberikan siswa kesempatan bertanya dan guru mengulang materi secara singkat untuk menguatkan pemahaman siswa	Siswa bertanya apabila ada hal yang tidak dimengerti.	
	10.	Guru memberikan lembar soal latihan individu dan memberikan waktu beberapa menit kepada siswa untuk menyelesaikannya	Siswa menerima dan mengerjakan.	
	11.	Guru meminta siswa untuk mengumpulkan dan memberikan kesempatan kepada siswa untuk bertanya.	Siswa mengumpulkan tugas.	

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
III	Penutup		10 menit
1	guru memberikan pertanyaan kepada siswa (refleksi).	Siswa menjawab pertanyaan guru	
2	Guru membimbing menarik kesimpulan dari pelajaran yang telah dipelajari hari ini	Siswa bersama-sama dengan guru menarik kesimpulan dari pelajaran yang telah dipelajari hari ini	
No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
3	Guru memberi penghargaan dengan mengajak siswa bertepuk tangan bersama-sama.	Siswa mengekspresikan keberhasilannya.	
4	Guru menutup pelajaran dengan mengucapkan salam	Siswa berdiri dan menjawab salam dari guru	

P. MEDIA/ALAT BAHAN DAN SUMBER BELAJAR

13. Media/bahan

- a) Whiteboard
- b) Boardmarker
- c) Mp3 player

14. Sumberbelajar

- a) Buku paket Bahasa Inggris untuk kelas X
- b) Dictionary

Q. PENILAIAN

Penilaian ini hanya untuk mengetes kemampuan siswa seberapa jauh dalam memahami materi.

Q
ue
sti
on
:

- 11) Why Geppetto made puppet?
- 12) Why Geppetto felt sad after he has puppet?
- 13) What is the Geppetto's character?
- 14) What prayers are asked by Geppetto to the God?
- 15) What we can learn from the story?
- 16) Why Pinocchio's nose became long?

**For number 7-10, from the text
have you read, please choose the
best answer by giving the cross
mark in the letter T if the
statement is true and the letter F
if the statement is false**

- 17) T – F Geppetto made a puppet all night without resting.
- 18) T – F Pinocchio became owner for the circus.
- 19) T – F Geppetto wish was
Pinocchio became a real girl,
human.
- 20) T – F Pinocchio met Geppetto in whale's stomach

Sragen, 9 November
2018

Mengetahui,
Guru Mata Pelajaran

Mahasiswa/Praktikan

NIP: _____

NIM: _____

LAMPIRAN PERTEMUAN KETIGA

Materi Pembelajaran : Language feature

4. Simple Past Tense

Past tense is a verb that serves to indicate a work or action that has passed or happened in the past. Therefore, Past sentence must be followed by a description of the past tense. It could have happened yesterday, a year ago, a month ago, etc.

Pattern of Past Tense	
Positif (+)	S + V2 + O
Negatif (-)	S + Did + Not + V1 + O
Introgative (?)	Did + S + V2 + O+ ?

Keterangan: S = subject, V =

verb, O = object Example:

(+) Aji Saka went to the kingdom

(-) Aji Saka did

not go to the

kingdom (?) Did

Aji Saka go to

the kingdom?

5. **Action verbs** are verbs that specifically describe what the subject of the sentence is doing (Use of action verbs to indicate the actions, such as stood, explained, provided, smashed, slept, ran)

Example:

We **saw**

cockatoos

having a

shower. My

cat **ate** the

food quickly.

6. Use of saying and thinking verbs to indicate what characters are feeling thinking or saying, such as told, realized,decided.

PINOCCHIO

Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never felt lonely again. He made a puppet all night without resting. In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle of the night, Geppetto prayed to the God. His wish was Pinocchio became a real boy, human. He thought it on his mind in his dream.

In the next morning, he surprised. *Pinocchio* was alive. He really was happy. He tough Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grow longer. It meant that Pinocchio lied.

The next day, Pinocchio got caught by thieves. The thieves was the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinocchio didn't come home for 2 days. He found Pinocchio everywhere. When he discovered the sea, big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out. In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They got out from its stomach by made a

fire.They went home back together. In the end, they lived
happy foreverafter.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(KELAS KONTROL PERTEMUAN KEEMPAT)

Satuan Pendidikan : MAN 1 SRAGEN
Kelas / Semester : X / 2
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Narrative Text
Alokasi Waktu : 1 pertemuan (2 x 45 menit)

J. KOMPETENSI INTI (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleransi, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial alam serta dalam 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 spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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

K. KOMPETENSI DASAR

- 1.2. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
- 4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.

L. INDIKATOR PENCAPAIAN KOMPETENSI

- 1.2.1. Siswa dapat menghargai Bahasa Inggris sebagai pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3.1. Melaksanakan perilaku kerjasama dalam melaksanakan kerja kelompok dengan teman.
- 3.9.36. Siswa dapat mengidentifikasi gagasan utama, informasi rinci, dan informasi tertentu yang ada dalam cerita rakyat (naratif).
- 3.9.37. Siswa dapat mengidentifikasi karakter yang ada dalam suatu cerita rakyat (teks naratif).
- 3.9.38. Siswa dapat mengidentifikasi setting (latar) cerita.
- 3.9.39. Siswa dapat mengidentifikasi nilai moral yang ada

dalam cerita.

3.9.40. Siswa dapat mengidentifikasi penggunaan kata-kata khusus dalam cerita.

4.15.15. Siswa dapat menjawab pertanyaan terkait dengan teks cerita rakyat yang dibaca.

4.15.16. Siswa dapat menceritakan kembali suatu cerita rakyat yang dibaca secara lisan.

M. TUJUAN PEMBELAJARAN

Siswa dapat mengungkapkan makna teks naratif dan tulis berbentuk cerita rakyat sederhana dengan menunjukkan perilaku kerjasama dan melaksanakan komunikasi fungsional.

N. MATERI PEMBELAJARAN

e) Basic Material

- Narrative text is a kind of text to retell the story that past tense.
- The purpose of the text is to entertain or to amuse the readers or listeners about the story.

Function:

- To entertain the readers.
- To teach or inform.
- To change social opinion.

f) Structure of Narrative text:

- Orientation: It set the scene and introduce the participants (it answers the question: who, when, what, and where).
- Complication: Tells the problems of the story and how the main characters solve them. This part includes situations, activities, or events that lead problem/complication to the climax. It shows when the crisis arise.

- Resolution: The crisis is resolved, for better or worse.
 - Re-orientation: The ending of the story.
- Other generic structures of narrative text:
- Evaluation : (optional) The stepping back to evaluate the story or the moral message of the story
 - Coda : (optional) changes of the characters of lesson / value of the story.
 - Re-orientation : (optional) The ending of the story.
- g) The kind of narrative texts are:
- Legend: Lake Toba, Malin Kundang, etc.
 - Fable: Crocodile and Mouse Deer, etc.
 - A fairy tale: Snow White, Cinderella, Pinocchio etc.
 - Mystery: Mirror, The Ring, Ghost Ship, etc.
 - Science fiction: SpiderMan, Fantastic 4, etc.
- h) Language features
- The grammatical features of narrative text are:
- Use of adjectives to build noun groups to describe the people, animals, or things in the story, such as...a nice, diligent and kind-hearted man. Etc.
 - Use of time connectives and conjunctions to sequence events through time, such as however, although, later, then.
 - Use of adverbs and adverbial phrases to locate the particular events, such as once upon a time, long time ago.
 - Use of past events, such as Aji Saka went to the kingdom, measured the size of the turban, etc.
 - Use of action verbs to indicate the action, such as

stood, explained, provided,smashed.

- Use of saying and thinking verbs to indicate what characters are feeling thinking or saying, such as told, realized,decided.

O. KEGIATAN BELAJAR MENGAJAR

- 10. Model Pembelajaran : Direct Instruction
- 11. Pendekatan : Scientific Approach
- 12. Metode : Ceramah, tanya jawab, diskusi, pemberian tugas.

P. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
I	Pendahuluan		10 menit
1.	- Guru menyapa menggunakan Bahasa Inggris: “Goodmorning students?”	- Siswa menjawab: “Good morning, Miss”	
2.	- Berdoa sebelum belajardan mengucapsalam.	Berdoa sebelum belajar dan menjawab salam.	
3.	- Guru mengabsensiswa.	Siswa mempersiapkan kelengkapan belajarnya.	

	4.	- Guru membuat persepsi : menghubungkan materi hari ini dengan kehidupan sehari-hari.	Siswa memperhatikan dan menanggapi penjelasan guru.	
	No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
	5.	Guru menginformasikan model pembelajaran.	Siswa menyimak apa yang disampaikan dan dilakukan oleh guru.	
	6.	Guru melakukan apersepsi dan memotivasi siswa dengan mengaitkan materi dengan kehidupan sehari-hari, guru menyampaikan berbagai informasi yang berhubungan dengan materi yang diajarkan.	Siswa menyimak apa yang disampaikan dan dilakukan oleh guru.	
	7.	Guru menuliskan judul di papan tulis	Siswa memperhatikan guru menulis judul di papan tulis.	
	II	Kegiatan Inti		70 menit
	1.	Guru menempatkan siswa dalam 8 kelompok. Siswa diminta berkumpul dengan teman sekelompoknya untuk belajar secara berkelompok untuk mengerjakan lembar	Siswa membentuk kelompok dan menerima lembar kerja.	

		kerja berjudul <i>“The Legend of Lake Toba”</i> , setiap kelompok terdiri dari 4-5 siswa.		
	2.	Guru menyampaikan langkah-langkah pelaksanaan diskusi kelompok.	Siswa menyimak langkah-langkah pelaksanaan diskusi kelompok.	
No		Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
	3.	Guru meminta siswa untuk mulai berdiskusi dengan teman kelompoknya dan membimbing kelompok yang mengalami kesulitan.	Siswa mulai berdiskusi dalam kelompok dan bertanya kepada guru bila mengalami kesulitan.	
	4.	Guru memberikan kesempatan siswa untuk bertanya.	Siswa bertanya kepada guru bila ada yang belum dimengerti.	
No		Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
	5.	Guru meminta siswa untuk mengumpulkan tugas kelompok dan meminta salah satu perwakilan kelompok maju untuk mempresentasikan hasil diskusinya di depan kelas	Siswa mengumpulkan tugas kelompoknya dan salah satu perwakilan kelompok maju untuk mempresentasikan hasil diskusinya, serta kelompok lain memberikan tanggapan	
	6.	Guru mengarahkan diskusi siswa dan membimbing siswa mengecek kebenaran jawaban siswa dengan konsep yang telah dipelajari	Siswa mendengarkan apa yang disampaikan oleh guru	

	7.	Guru memberikan kesempatan kepada kelompok yang lain untuk memberikan tanggapan dan bertanya apabila ada yang kurang dimengerti.	Kelompok yang lain bertanya bila ada yang belum dimengerti.	
No		Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
	8.	Guru memberikan contoh soal berkaitan dengan materi.	Siswa memperhatikan penjelasan guru.	
	9.	Guru memberikan siswa kesempatan bertanya dan guru mengulang materi secara singkat untuk menguatkan pemahaman siswa	Siswa bertanya apabila ada hal yang tidak dimengerti.	
	10.	Guru memberikan lembar soal latihan individu dan memberikan waktu beberapa menit kepada siswa untuk menyelesaikannya	Siswa menerima dan mengerjakan.	
	11.	Guru meminta siswa untuk mengumpulkan dan memberikan kesempatan kepada siswa untuk bertanya.	Siswa mengumpulkan tugas.	
No		Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
III		Penutup		10 menit
	1	guru memberikan pertanyaan kepada siswa (refleksi).	Siswa menjawab pertanyaan guru	

	2	Guru membimbing menarik kesimpulan dari pelajaran yang telah dipelajari hari ini	Siswa bersama-sama dengan guru menarik kesimpulan dari pelajaran yang telah dipelajari hari ini	
	No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
	3	Guru memberi penghargaan dengan mengajak siswa bertepuk tangan bersama-sama.	Siswa mengekspresikan keberhasilannya.	
	4	Guru menutup pelajaran dengan mengucapkan salam	Siswa berdiri dan menjawab salam dari guru	

Q. MEDIA/ALAT BAHAN DAN SUMBER BELAJAR

15. Media/bahan

- a) Whiteboard
- b) Boardmarker
- c) Mp3 player

16. Sumberbelajar

- a) Buku paket Bahasa Inggris untuk kelas X
- b) Dictionary

R. PENILAIAN

Penilaian ini hanya untuk mengetes kemampuan siswa seberapa jauh dalam memahami materi.

Question :

For number 1-5, from the text have you read, please choose the best answer by giving the cross mark in the letter. T if the statement True. F if the statement False

11. T–F The golden fish turned into a beautifulprincess.

12. T–F The man and his wife lived happilyforever.

13. T–F The daughter was so hungry and she ate her mother’slunch.

14. T–F The husband had broken his promise.

15. T–F They have ason.

16. Why the man broke hispromise?

17. What are the daughter’scharacters?

18. What did happen when the mother prayed after her husband broke hispromise?

19. What we can learn from thestory?

20. What is the communicative purpose of the text?

Sragen, 9 November
2018

Mengetahui,

Guru Mata Pelajaran

Mahasiswa/Praktikan

NIP:

NIM:

THE LEGEND OF LAKE TOBA

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

Blueprint for Try Out

N O	Question Indicator	Number of Question
1.	Recognize the communication functions of written texts, according to purpose. <ul style="list-style-type: none"> - Identify genre of the text - Identify author purpose 	1, 7, 42. 2, 13, 32, 36, 41.
2.	Detect such relation as main idea, supporting idea, and given information. <ul style="list-style-type: none"> - Identify general idea - Identify stated detail information 	24, 34, 47, 50. 3, 4, 8, 9, 10, 16, 17, 19, 20, 21, 23, 25, 29, 30, 31, 35, 37, 38, 39, 43, 44, 45, 48.
3.	Distinguish between literal and implied meaning <ul style="list-style-type: none"> - Identify implied information - Making inferences (identify the moral value of the story) 	11, 18, 27. 12, 33.
4.	Detect culturally specific references. <ul style="list-style-type: none"> - Referring 	5, 15, 22, 28.
5.	Guessing the meaning words from the context. <ul style="list-style-type: none"> - Guessing the meaning of Unfamiliar words 	6, 14, 26, 40, 46, 49.

TRY OUT TEST
READING NARRATIVE TEXT

Petunjuk umum

1. Tulislah nama dan kelas pada lembar jawaban yang telah tersedia
2. Bacalah dengan seksama bacaan yang tersedia
3. Waktu mengerjakan 60 menit

Petunjuk khusus

Berilah tanda silang pada salah satu huruf A,B,C dan D untuk menjawab pertanyaan yang dianggap paling benar pada lembar jawaban yang tersedia.

The following text is for question number 1-6

Snow white

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died. One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them. Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood. In the wood she felt very tired and hungry.

Then she saw this cottage. She knocked but no one answered so she went inside and felt a sleep. Meanwhile, seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?". Snow White said; "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white ad the seven dwarfs lived happily ever after.

1. The text above is a

 - a. Recount
 - b. **Narrative**
 - c. Report
 - d. Descriptive

2. What is the communicative purpose of the text above ?

 - a. To give information about the Snow White
 - b. **To entertain the reader about Snow White**
 - c. To tell about Snow White

- d. To report Snow White’s story
- 3. Why did Snow White run away from the home?
 - a. She wanted to America
 - b. She wanted visit her aunt and uncle in America
 - c. She wanted visit dwarfts in the jungle
 - d. Her aunt and uncle wanted to America and wanted to leaved Snow White alone in castle
- 4. Why Snow White lived with her aunt and uncle?
 - a. Her mother was dead
 - b. Her father was dead
 - c. Her aunt and uncle didn’t have children
 - d. Her parent was dead
- 5. “One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn’t have enough money to take Snow White with them”. (paragraph 1 line 2)

The word “she” refers to

- a. Snow White
 - b. Snow White’s aunt
 - c. Snow White’s uncle
 - d. The dwrafts
6. She *run away* into the woods.

The italicized word has the same meaning as

- a. went
- b. escaped
- c. left
- d. visited

The following text is for question number 7-12

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 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.

7. What type is the text above ? It is....
 - a. a narrative text
 - b. description text
 - c. a recount text
 - d. an anecdote text
8. Who 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
9. Who helped the elephant's herd free?
 - a. A group of mice did
 - b. The hunter did
 - c. Elephant-hunter did
 - d. A group of elephant did
10. What kind of generic structure of "Once upon a time there lived a group of mice under a tree in peace". (paragraph 1)
 - a. Identification
 - b. Orientation
 - c. Complication
 - d. Resolution
11. At the end of the story, how was the elephant's herd feeling?
 - a. Angry
 - b. Sad
 - c. Happy
 - d. Disappointed

12. What is the moral value of the text ?

- a. We must help each other
- b. Do everything that you want to do
- c. Don't be good people in your life
- d. Don't care with another people

The following text is for question number 13-15

Sangkuriang

Long time ago in West Java a woman named Dayang Sumbi. She lived alone and she was thirsting for a husband or a live-friend. One day when quilting, her quilt fell off from her house. Then she prayed to Gods. Dayang Sumbi got married to the dog and called him Tumang. Dayang Sumbi gave a birth to a baby, named him sangkuriang. One day, Sangkuriang was hunting with Tumang in forest and he found nothing. He blamed Tumang for the failure and killed him. When Dayang Sumbi knew that, she hit Sangkuriang's head with a big spoon and expelled him.

Many years later, the wandering sangkuriang found a house in the forest, and an old beautiful woman was in the house. The woman is Dayang Sumbi, he forced her to marry him, Dayang Sumbi accepted and she told that Sangkuriang had to build a vast boat for honeymoon, just in one night. The morning came before they completed the boat. The ghost and the fairies ran away, leaving Sangkuriang. Engaged, he kicked away the boat to the downside, and turned into a mountain, called Tangkuban Perahu means the downside boat, which stood in the north Bandung

13. What is the purpose of the text above ?

- a. To entertain the reader
- b. To report about tangkuban prahu
- c. To describe sangkuriang's family
- d. To retell sangkuriang experience

14. "The woman is Dayang Sumbi, he forced her to marry him, dayang sumbi *accepted* and she told that Sangkuriang had to build a vast boat for honeymoon, just in one night." (paragraph 2 line 2)

The italicized word has the same meaning with

- a. refused
- b. **received**
- c. delayed
- d. postponed

15. "Many years later, the wandering sangkuriang found a house in the forest, and an old **beautiful woman** was in the house." (paragraph 2 line 1)

The word "beautiful woman" refers to...

- a. the king
- b. **Dayang Sumbi**
- c. Sangkuriang
- d. the dog

16. Why Dayang Sumbi hit Sangkuriang's head?

- a. **Because he kill the dog**
- b. Because he love dayang sumbi
- c. Because he don't got anything when Sangkuriang was hunting
- d. Because he naughty

17. Where is the location of Tangkupan Perahu?

- a. West Bandung
- b. **North Bandung**
- c. Bandung center
- d. Jakarta

The following text is for question number 18-20

Rawa Pening

Along time ago, the villagers of Ngebel surprised to see a very large snake. The snakes would attacked them and there was a villager who could catch snake named Klinting Baru. Having caught the snake was killed and the meat was eaten in a feast. Only one of the villagers who did not invited to enjoy the party is Nyai Minyak.

A few days later came a boy about ten years old. He looked disheveled and unkempt, even his skin was covered with the disease. He asked for food to villagers. But nobody gave him food or drinking water. Finally he arrived at the house of the latter, home Nyai Minyak. he advised if grandmother heard the sound of the gong, the grandmother went up to the top of the mortar. then the boy planted the stick, when the stick was pulled out of the ground, water sprang out of a hole, gradually it became a big flood.

After some time, the water stopped rising and slowly began to recede. Nyai carried aside so She could get to the land. Only her who could survived from the flood. Other villagers were all dead. The water did not dry completely back but left

wide puddle shaped lake that is now called as Rawa Pening. Rawa Pening is located in Ambarawa.

18. The text above is story legend from ?
- West java
 - Central java**
 - East java
 - Sumatra
19. Who survived from the flood ?
- Nyai Minyak**
 - Villagers
 - No one survived
 - Everyone
20. What happend when Baruklinting pulled out the stick of the ground ?
- Tsunami
 - Storm
 - Earthquake
 - Flood**
21. What kind of generic structure of paragraph 3?
- Identification
 - Orientation
 - Complication
 - Resolution**
22. "Only **her** who could survived from the flood."(paragraph 3 line 2)
- The word "her" refers to
- Nyai Minyak**
 - villagers
 - no one survived
 - everyone
23. Where did young man who advise Nyai Minyak to go?
- River
 - Beach
 - Forest

- d. **Top of mortar**

The following text is for question number 24-26

The rabbit and crocodile

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "how many crocodile are the river?" the rabbit asked for the second time. "what is it for?" the boss crocodile asked.

"all of you so kind, so i want to make a line in order. Later i will know how kind you are," said rabbit. Then, the boss of crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another. One..two..three..four...until twenty, and finally he thanked all crocodiles because he had crossed the river.

24. The story mainly tells us about ?
- a. Twenty crocodiles
 - b. The boss of crocodile
 - c. A rabbit and twenty crocodile
 - d. **A rabbit and the boss of crocodile**
25. We know from the first paragraph that rabbit actually wanted ?
- a. **To cross the river**
 - b. To swim across the river
 - c. To meet the boss of crocodile
 - d. A rabbit and boss of crocodile
26. Later i will know how kind you are," said rabbit.(paragraph 2)

The underlined word has same meaning with ?

- a. wild
- b. dilligent
- c. cheerful
- d. **good**

The following text is for question number 27-31

The Bear and the Two Friends

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

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being

led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

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

27. What is the moral value of the text ?
- We have to save ourselves
 - We have to learn how to climb
 - Bear will not harm a dead man
 - True friend always stand by us in ups and downs**
28. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to ?
- the bear**
 - the dead man
 - the friend who cannot climb
 - the friend who climb the tree
29. The text took location in ?
- The river
 - The park
 - The woods**
 - The zoo
30. What did the two friends do when they saw a large bear approaching them?
- Climbing the tree and pretending to be a dead man.**
 - Go around the forest
 - Go run together
 - Kick the bear and leave it.
31. What is generic structure of paragraph 2?
- Identification
 - Orientation
 - Complication**
 - Resolution

The following text is for question number 32-35

The Lion and The Mouse

Once upon a time when a lion was asleep, a little mouse began running up and down upon him, this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it, perhaps i be able to do you a good turn some of these days." The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

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

32. What is the purpose of the text?
- a. To inform the readers
 - b. To persuade the readers that something should or should not be the case
 - c. To entertain the readers about the story of the lion and the mouse
 - d. To explain something
33. What is the moral value of the text?
- a. Don't look at someone because of his clothes
 - b. It is best for prepare for the days of necessity
 - c. We must be able to keep the promise
 - d. United we stand, divided we fall
34. The second paragraph, mainly tells us about ?
- a. He little mouse asked for forgiveness
 - b. The hunters carried the lion alive to the King
 - c. The lion was tied to a tree by the hunters
 - d. The little mouse could prove that he could help the lion
35. What did the little mouse do to prove his words?
- a. He would never forget the lion
 - b. He tried hard to help the lion free
 - c. He ran up and down upon the lion
 - d. He asked for apology to the king of the beast

The following text is for question number 35-40

Cindrella

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores. One day the king invited all the ladies in the kingdom to go to a ball in the palace. He wanted to find the Crown Prince a wife. The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too. Just then a fairy godmother came. With her magic wand, she gave Cindrella a coach, two horses and footmen. She also gave Cindrella a lovely dress to wear the ball and a pair of glass slippers. She told Cindrella to come home before midnight.

At the ball, Cindrella danced all night with the Prince. The Prince fell in love with her. At midnight, Cindrella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cindrella again that night. The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner. After searching for along time, finally, they came to Cindrella's house. The slipper fit her. The prince was very happy to find Cindrella again. They got married and lived ever after.

36. What is the purpose of the text above?
- a. To tell us how to write a story
 - b. To inform what happened in the past
 - c. To give a description of a beautiful girl
 - d. To entertain readers about the story of cindrella
37. What was the prince do in the kingdom at the time?
- a. A game
 - b. A birthday party
 - c. Glass slippers
 - d. A ball
38. Why did the king hold the event at his palace?
- a. To celebrate his birthday
 - b. To find his crown prince a wife
 - c. To celebrate his wedding
 - d. To entertain his people
39. How was the end of the story?
- a. The prince married Cindrella.

- b. The king gave the kingdom to Cinderella.
 - c. Cinderella was killed by her step mother .
 - d. Cinderella was betrayed by the king.
40. "She also gave Cinderella a lovely dress to wear the ball and a pair of glass slipper." (Paragraph 1). The underlined word has the same meaning with ?
- a. Boring
 - b. Polite
 - c. **Pretty**
 - d. Honest

The following text is for question number 41-44

A FISHERMAN AND A FISH

A long time ago, there lived fisherman. One day he had been fishing all day, but he did not catch anything. In the evening, he caught a very small fish. The fish said, "Please don't eat me. Please, I am too small to make you good dinner. Please, throw me back to the water. Later, when I grow bigger, you come back and catch me again". "No" said the fisherman, "I am to keep you. If you get back into the water, you take very good care, and you will never come near me again".

Then the fisherman put the poor little fish and his pound at the backyard. When the fish grew bigger, it becomes a good friend of the fisherman. He never wanted to eat the fish.

41. What is the purpose of the text ?
- a. To inform about fish
 - b. **To entertain the readers**
 - c. To tell past events
 - d. To describe a person or place
42. What the kinds of the text ?
- a. Procedure text
 - b. Recount text
 - c. Descriptive text
 - d. **Narrative text**
43. What did the fisherman do to the fish ?
- a. **He took care of the fish**
 - b. He sold him
 - c. He ate him

- d. He cook him
44. What happened between the fisherman and the fish at last ?
- a. The fisherman eat the fishh
 - b. The fisherman become a good friend with him**
 - c. The fish made a good house for the fisherman
 - d. The fish gave the fisherman everything he wanted

The following text is for question number 45-47

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 make you home and become a family again.. they returned to their home and stepmother became the best mother anyone could wish to have, and of course they lived happily ever after.

45. The story is about a stepmother who ?
- a. Cried every night
 - b. Planned to eat her children
 - c. Saved her children from a witch**
 - d. Tried to run away from a witch
46. "the witch fell into the oven and the stepmother shut the door". (Paragraph 4) the underlined word can be replaced by the word ?
- a. closed**
 - b. opened
 - c. painted
 - d. marked
47. The last paragraph mainly tells about ?
- a. The stepmother help their and became the best mother**

- b. The stepmother was hit with a broom
- c. The old witchh was trapped in a cage
- d. She was locked in herr house.

The following text is for question number 48-50

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature. After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home. To this surprise, the farmer found the box full of precious stones.

When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away. Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

48. Which of the following statements do you agree with ?

- a. The farmer chased his wife away
- b. The farmer lived happily with his wife
- c. The farmer's wife took care of the bird
- d. **The bird was very thankful to the farmer.**

49. "When his wife saw them, she decided that she too deserved a reward, and she went to see the birds." The underlined word can be replaced by the word ?

- a. took
- b. gave
- c. watched
- d. **looked**

50. What is the main information discussed in the third paragraph ?

- a. He bird left the farmer
- b. **The birds welcomed the farmer**

- c. The farmer got a little casket from the birds
- d. The farmer was so angry ad went out to find the bird

Blueprint for Pre Test

N O	Question Indicator	Number of Question
1.	Recognize the communication functions of written texts, according to purpose. <ul style="list-style-type: none"> - Identify genre of the text - Identify author purpose 	1, 6, 35. 2, 11, 27, 30, 34.
2.	Detect such relation as main idea, supporting idea, and given information. <ul style="list-style-type: none"> - Identify general idea - Identify stated detail information 	21, 29, 32, 40. 3, 4, 7, 8, 14, 15, 17, 18, 20, 26, 31, 36, 37, 38.
3.	Distinguish between literal and implied meaning <ul style="list-style-type: none"> - Identify implied information - Making inferences (identify the moral value of the story) 	9, 16, 25. 10, 23, 28.
4.	Detect culturally specific references. <ul style="list-style-type: none"> - Referring 	5, 15, 22, 28.
5.	Guessing the meaning words from the context. <ul style="list-style-type: none"> - Guessing the meaning of Unfamiliar words 	12, 22, 33, 39.

PRE TEST
READING NARRATIVE TEXT

Petunjuk umum

1. Tulislah nama dan kelas pada lembar jawaban yang telah tersedia
2. Bacalah dengan seksama bacaan yang tersedia
3. Waktu mengerjakan 60 menit

Petunjuk khusus

Berilah tanda silang pada salah satu huruf A,B,C dan D untuk menjawab pertanyaan yang dianggap paling benar pada lembar jawaban yang tersedia.

The following text is for question number 1-5

Snow white

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died. One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them. Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood. In the wood she felt very tired and hungry.

Then she saw this cottage. She knocked but no one answered so she went inside and felt a sleep. Meanwhile, seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?". Snow White said; "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white ad the seven dwarfs lived happily ever after.

1. The text above is a
 - a. Recount
 - b. **Narrative**
 - c. Report
 - d. Descriptive

2. What is the communicative purpose of the text above ?
 - a. To give information about the Snow White
 - b. **To entertain the reader about Snow White**
 - c. To tell about Snow White
 - d. To report Snow White's story

3. Why did Snow White run away from the home?

- a. She wanted to America
 - b. She wanted visit her aunt and uncle in America
 - c. She wanted visit dwarfts in the jungle
 - d. Her aunt and uncle wanted to America and wanted to leaved Snow White alone in castle
4. Why Snow White lived with her aunt and uncle?
- a. Her mother was dead
 - b. Her father was dead
 - c. Her aunt and uncle didn't have children
 - d. Her parent was dead
5. "One day **she** heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them". (paragraph 1 line 2)

The word "she" refers to

- a. Snow White
- b. Snow White's aunt
- c. Snow White's uncle
- d. The dwrafts

The following text is for question number 6-10

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.

6. What type is the text above ? It is....
- a. a narrative text

- b. description text
 - c. a recount text
 - d. an anecdote text
7. Who helped the elephant's herd free?
- a. A group of mice did
 - b. The hunter did
 - c. Elephant-hunter did
 - d. A group of elephant did
8. What kind of generic structure of "Once upon a time their lived a group of mice under a tree in peace". (paragraph 1)
- a. Identification
 - b. Orientation
 - c. Complication
 - d. Resolution
9. At the end of the story, how was the elephant's herd feeling?
- a. Angry
 - b. Sad
 - c. Happy
 - d. Disappointed
10. What is the moral value of the text ?
- a. We must help each other
 - b. Do everything that you want to do
 - c. Don't be good people in your life
 - d. Don't care with another people

The following text is for question number 11-15

Sangkuriang

Long time ago in West Java a woman named Dayang Sumbi. She lived alone and she was thirsting for a husband or a live-friend. One day when quilting, her quilt fell off from her house. Then she prayed to Gods. Dayang Sumbi got married to the dog and called him Tumang. Dayang Sumbi gave a birth to a baby, named him sangkuriang. One day, Sangkuriang was hunting with Tumang in forest and he found nothing. He blamed Tumang for the failure and killed him. When Dayang Sumbi knew that, she hit Sangkuriang's head with a big spoon and expelled him.

Many years later, the wandering sangkuriang found a house in the forest, and an old beautiful woman was in the house. The woman is Dayang Sumbi, he forced her to marry him, Dayang Sumbi accepted and she told that Sangkuriang had to build a vast boat for honeymoon, just in one night. The morning came before they completed the boat. The ghost and the fairies ran away, leaving Sangkuriang. Engaged, he kicked away the boat to the downside, and turned into a mountain, called Tangkuban Perahu means the downside boat, which stood in the north Bandung

11. What is the purpose of the text above ?

- a. To entertain the reader
- b. To report about tangkuban prahu
- c. To describe sangkuriang's family
- d. To retell sangkuriang experience

12. "The woman is Dayang Sumbi, he forced her to marry him, dayang sumbi *accepted* and she told that Sangkuriang had to build a vast boat for honeymoon, just in one night." (paragraph 2 line 2)

The italicized word has the same meaning with

- a. refused
- b. **received**
- c. delayed
- d. postponed

13. "Many years later, the wandering sangkuriang found a house in the forest, and an old **beautiful woman** was in the house." (paragraph 2 line 1)

The word "beautiful woman" refers to...

- a. the king
- b. **Dayang Sumbi**
- c. Sangkuriang
- d. the dog

14. Why Dayang Sumbi hit Sangkuriang's head?

- a. **Because he kill the dog**
- b. Because he love dayang sumbi
- c. Because he don't got anything when Sangkuriang was hunting
- d. Because he naughty

15. Where is the location of Tangkuban Perahu?

- a. West Bandung

- b. North Bandung
- c. Bandung center
- d. Jakarta

The following text is for question number 16-20

Rawa Pening

Along time ago, the villagers of Ngebel surprised to see a very large snake. The snakes would attacked them and there was a villager who could catch snake named Klinting Baru. Having caught the snake was killed and the meat was eaten in a feast. Only one of the villagers who did not invited to enjoy the party is Nyai Minyak.

A few days later came a boy about ten years old. He looked disheveled and unkempt, even his skin was covered with the disease. He asked for food to villagers. But nobody gave him food or drinking water. Finally he arrived at the house of the latter, home Nyai Minyak. he advised if grandmother heard the sound of the gong, the grandmother went up to the top of the mortar. then the boy planted the stick, when the stick was pulled out of the ground, water sprang out of a hole, gradually it became a big flood.

After some time, the water stopped rising and slowly began to recede. Nyai carried aside so She could get to the land. Only her who could survived from the flood. Other villagers were all dead. The water did not dry completely back but left wide puddle shaped lake that is now called as Rawa Pening. Rawa Pening is located in Ambarawa.

16. The text above is story legend from ?

- a. West java
- b. **Central java**
- c. East java
- d. Sumatra

17. What happend when Baruklinting pulled out the stick of the ground ?

- a. Tsunami
- b. Storm
- c. Earthquake
- d. **Flood**

18. What kind of generic structure of paragraph 3?

- e. Identification
- f. Orientation
- a. Complication
- b. **Resolution**

19. “Only **her** who could survived from the flood.”(paragraph 3 line 2)

The word “her” refers to

- a. Nyai Minyak
- b. villagers
- c. no one survived
- d. everyone

20. Where did young man who advise Nyai Minyak to go?

- a. River
- b. Beach
- c. Forest
- d. Top of mortar

The following text is for question number 21-22

The rabbit and crocodile

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "how many crocodile are the river?" the rabbit asked for the second time. "what is it for?" the boss crocodile asked.

"all of you so kind, so i want to make a line in order. Later i will know how kind you are," said rabbit. Then, the boss of crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another. One..two..three..four...until twenty, and finally he thanked all crocodiles because he had crossed the river.

21. We know from the first paragraph that rabbit actually wanted ?

- a. To cross the river
- b. To swim across the river
- c. To meet the boss of crocodile
- d. A rabbit and boss of crocodile

22. Later i will know how kind you are," said rabbit.(paragraph 2)

The underlined word has same meaning with ?

- a. wild
- b. dilligent
- c. cheerful
- d. good

The following text is for question number 23-26

The Bear and the Two Friends

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

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

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

23. What is the moral value of the text ?

- a. We have to save ourselves
- b. We have to learn how to climb
- c. Bear will not harm a dead man
- d. True friend always stand by us in ups and downs

24. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to ?

- a. the bear
- b. the dead man
- c. the friend who cannot climb
- d. the friend who climb the tree

25. The text took location in ?

- a. The river
- b. The park
- c. The woods
- d. The zoo

26. What is generic structure of paragraph 2?

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

The following text is for question number 27-29

The Lion and The Mouse

Once upon a time when a lion was asleep, a little mouse began running up and down upon him, this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it, perhaps i be able to do you a good turn some of these days." The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

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

27. What is the purpose of the text?

- a. To inform the readers
- b. To persuade the readers that something should or should not be the case
- c. To entertain the readers about the story of the lion and the mouse
- d. To explain something

28. What is the moral value of the text?

- a. Don't look at someone because of his clothes
- b. It is best for prepare for the days of necessity
- c. We must be able to keep the promise
- d. United we stand, divided we fall

29. The second paragraph, mainly tells us about ?

- a. He little mouse asked for forgiveness
- b. The hunters carried the lion alive to the King
- c. The lion was tied to a tree by the hunters
- d. The little mouse could prove that he could help the lion

The following text is for question number 30-33

Cindrella

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores. One day the king invited all the ladies in the kingdom to go to a ball in the palace. He wanted to find the Crown Prince a wife. The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go

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

At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night. The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner. After searching for a long time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.

30. What is the purpose of the text above?

- e. To tell us how to write a story
- f. To inform what happened in the past
- a. To give a description of a beautiful girl
- b. To entertain readers about the story of Cinderella**

31. Why did the king hold the event at his palace?

- a. To celebrate his birthday
- b. To find his crown prince a wife**
- c. To celebrate his wedding
- d. To entertain his people

32. How was the end of the story?

- a. The prince married Cinderella.**
- b. The king gave the kingdom to Cinderella.
- c. Cinderella was killed by her step mother .
- d. Cinderella was betrayed by the king.

33. "She also gave Cinderella a lovely dress to wear to the ball and a pair of glass slippers." (Paragraph 1). The underlined word has the same meaning with ?

- a. Boring
- b. Polite
- c. Pretty**
- d. Honest

The following text is for question number 34-37

A FISHERMAN AND A FISH

A long time ago, there lived fisherman. One day he had been fishing all day, but he did not catch anything. In the evening, he caught a very small fish. The fish said, "Please don't eat me. Please, I am too small to make you good dinner. Please, throw me back to the water. Later, when I grow bigger, you come back and catch me again". "No" said the fisherman, "I am to keep you. If you get back into the water, you take very good care, and you will never come near me again".

Then the fisherman put the poor little fish and his pound at the backyard. When the fish grew bigger, it becomes a good friend of the fisherman. He never wanted to eat the fish.

34. What is the purpose of the text ?

- e. To inform about fish
- a. To entertain the readers
- b. To tell past events
- c. To describe a person or place

35. What the kinds of the text ?

- a. Procedure text
- b. Recount text
- c. Descriptive text
- d. Narrative text

36. What did the fisherman do to the fish ?

- a. He took care of the fish
- b. He sold him
- c. He ate him
- d. He cook him

37. What happened between the fisherman and the fish at last ?

- a. The fisherman eat the fish
- b. The fisherman become a good friend with him
- c. The fish made a good house for the fisherman
- d. The fish gave the fisherman everything he wanted

The following text is for question number 38-40

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 make you home and become a family again.. they returned to their home and stepmother became the best mother anyone could wish to have, and of course they lived happily ever after.

38. The story is about a stepmother who ?

- a. Cried every night
- b. Planned to eat her children
- c. Saved her children from a witch
- d. Tried to run away from a witch

39. “the witch fell into the oven and the stepmother shut the door”. (Paragraph 4) the underlined word can be replaced by the word ?

- a. closed
- b. opened
- c. painted
- d. marked

40. The last paragraph mainly tells about ?

- a. The stepmother helped them and became the best mother
- b. The stepmother was hit with a broom
- c. The old witch was trapped in a cage
- d. She was locked in her house.

N O	Question Indicator	Number of Question
1.	Recognize the communication functions of written texts, according to purpose. <ul style="list-style-type: none"> - Identify author purpose 	12, 33
2.	Detect such relation as main idea, supporting idea, and given information. <ul style="list-style-type: none"> - Identify general idea - Identify stated detail information 	2, 27 1, 5, 9, 11, 15, 16, 17, 19, 22, 25, 28, 31, 32, 35, 37, 38
3.	Distinguish between literal and implied meaning <ul style="list-style-type: none"> - Identify implied information - Making inferences (identify the moral value of the story) 	7, 23, 36, 39 3, 10, 26, 34
4.	Detect culturally specific references. <ul style="list-style-type: none"> - Referring 	6, 14 21, 29, 40
5.	Guessing the meaning words from the context. <ul style="list-style-type: none"> - Guessing the meaning of Unfamiliar words 	13, 4

POST-TEST
READING NARRATIVE TEXT

Petunjuk umum

1. Tulislah nama dan kelas pada lembar jawaban yang telah tersedia
2. Bacalah dengan seksama bacaan yang tersedia
3. Waktu mengerjakan 60 menit

Petunjuk khusus

Berilah tanda silang pada salah satu huruf A,B,C dan D untuk menjawab pertanyaan yang dianggap paling benar pada lembar jawaban yang tersedia.

The following text is for questions number 1-6

The Bear and The Rabbit

Once upon a time there lived as neighbors, a bear and a rabbit. The rabbit was a good shot, and the bear, being very clumsy, could not use the arrow to good advantage. The bear would call over the rabbit, and asked the rabbit to take his bow and arrows and came with the bear to the other side of the hill. The rabbit, fearing to arouse the bear's anger by refusing, consented and went with the bear and shot enough buffaloes to satisfy the hungry family. Indeed he shot and killed so many that the was lots of meat left after the bear and his family had loaded themselves, and packed all they could carry home. The bear was gluttonous and did not want the rabbit to get any of the meat, so the poor rabbit could not even taste the blood from butchering. As the bear would throw e blood and dry it up. Poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. The mother bear, knowing that her youngest child was very hearty eater, always gave him an extra large piece of meat, but the youngest child didn't eat. He would take with him and pretend to play ball with it, kicking it toward the rabbit's house. When he got close to the door, he would give the meat with such a great kick, that it would fly into the rabbit's house, and in this way the poor rabbit would get his meal unknown to the father bear.

1. Why didn't the poor rabbit get anything of the meat ?
 - a. The meat is already given to the butcher
 - b. The meat is eaten by the youngest bear
 - c. **The bear carried all the meat home**
 - d. They are already dried up
2. Which statement is NOT TRUE according to the text ?

- a. The papa bear was not very kind to the rabbit
 - b. The rabbit got nothing from his shooting
 - c. The mother bear always gave her youngest extra meat
 - d. **The father of bear knew that his youngest child gave the rabbit some meat.**
3. What is the moral value of the text ?
- a. Poverty makes people suffer
 - b. We must keep our promise
 - c. Being greedy makes other people happy
 - d. **We must keep our relationship with others**

4. The rabbit, fearing to arouse the bear's anger by *refusing*.

The italicized word has the same meaning as ?

- a. Accepting
 - b. **rejecting**
 - c. admitting
 - d. receiving
5. Why the youngest child play ball and kick it toward the rabbit's house?
- a. **He gave the rabbit some meat.**
 - b. He don't like with the rabbit family
 - c. He just want to play football
 - d. He gave the bear some meat
6. When **he** got close to the door, he would give the meat with such a great kick, that it would fly into the rabbit's house, and in this way the poor rabbit would get his meal unknown to the father bear.

The word "he" refers to ?

- e. Mother bear
- a. The rabbit
- b. **Youngest child of the bear**
- c. The mother rabbit

The following text is for questions number 7-12

The Magic Box

Once upon a time, there was a poor farmer who lived with his wife. One day, he dug up his field and found a big box. He took it home with him and showed it to his wife. His wife cleaned the box and kept it in their house.

One sunny morning his wife dropped an apple into it. Suddenly the box began fill up with apples. No matter how many the apples were taken out, more

apples took their place, So the farmer and his wife decide to sell the apples and in short time they were able to live quite comfortably.

One day, the farmer dropped a gold coin into the box. At once, apples disappeared and the box began to fill itself with coins. Everyday, the farmer and his wife collected hundreds of gold coins from the box. Soon they became very rich.

Having heard that his son had gone rich, the farmer's grandfather visited the couple. He was not very strong and he could not go out to work anymore. So the farmer asked the old man to help him take the money out of the box. When his grandfather told his son that he was tired and wanted to have arrest, the farmer shouted at him," why are you so lazy? Why can't you work harder?"

The old man didn't say anything, and continued to work until he fell into the box and suddenly died. At once, the money disappeared and the box began to fill up with dead grandfathers.

The farmer had to pull them out and bury them. To do this, he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.

7. How was the farmer according to the text above ? He was....

- a. **Mean**
- b. Generous
- c. Kind
- d. humorous

8. What kind of generic structure of paragraph 2 ?

- e. Identification
- a. Orientation
- b. **Complication**
- c. Resolution

9. At the end of the story, how was the farmer condition?

- e. He got a lot of money
- a. He got crazy
- b. **He was just as poor as he was before**
- c. He was happy with him life

10. What is the moral value of the text ?

- a. **Don't be insubordinate to the parent.**
- b. Do everything that you want to do
- c. Don't be good people in your life
- d. Don't care with another people

11. How did the farmer become the rich person ?

- a. He found the magic of box
- b. He found the apple
- c. Because he hard worker
- d. He found the golden

The following text is for questions number 13-15

Sangkuriang

Long time ago in west java a woman named Dayang Sumbi. She lived alone and she was thirsting for a husband or a live-friend. One day when quilting, her quilt fell off from her house. Then she prayed to Gods. Dayang Sumbi got married to the dog and called him Tumang. Dayang Sumbi gave a birt to a baby ,named him sangkuriang. One day, Sangkuriang was hunting with Tumangin forest and he found nothing. He blamed Tumang for the failure and killed him. When Dayang Sumbi knew that, she hit Sangkuriang's head with a big spoon and expelled him.

Many years later, the wandering sangkuriang found a house in the forest , and an old beautiful woman was in the house. The women is Dayang Sumbi, he forced her to marry him, Dayang Sumbi accepted and she told that Sangkuriang had to build a vast boat for honeymoon, just in one night. The morning came before they completed the boat. The ghost and the fairies ran away, leaving Sangkuriang . Engaged, he kicked away the boat to the downside, and turned into a mountain, called Tangkuban Perahu means the downside boat, which stood in the north Bandung

12. What the purpose of the text above ?

- a. to entertain the reader about tangkuban prahu
- b. to report about tangkuban prahu
- c. to describe sangkuriang's family
- d. to retell sangkuriang experience

13. The women is Dayang Sumbi, he forced her to marry him, Dayang Sumbi *accepted* and she told that Sangkuriang had to build a vast boat for honeymoon, just in one night. (paragraph 2 line 3)

The italicized word has the same meaning with ?

- a. refused
- b. received
- c. delayed
- d. postponed

14. Engaged, he kicked away the boat to the downside.

The word "he" refers to ?

- a. The king
- b. Dayang sumbi
- c. **Sangkuriang**
- d. The dog

15. Why did sangkuriang kill the dog when sangkuriang was hunting ?

- a. Because he hate the dog
- b. Because he love dayang sumbi
- c. **Because he don't got anything when Sangkuriang was hunting**
- d. Because he naughty

16. Where is the location of Tangkupan Perahu?

- a. West bandung
- b. **North bandung**
- c. Bandung center
- d. Jakarta

The following text is for questions number 18-20

Timun mas

Once upon a time, not far from a jungle, lived husband and a wife. They were farmers. They were diligent farmers and always worked hard on the paddy fields. They had been married for many years and still not have a child yet. One night, while they were praying, a giant passed their house. The giant heard they pray. "Don't worry farmers. I can give you a child. But you have to give me that child when she is 17 years old," said the giant. The giant gave them a bunch of cucumber seeds. The farmers planted them carefully. Then the seeds changed into plants. Not long after that, a big golden cucumber grew from plants. They were very surprised to see beautiful girl inside the cucumber. They named her Timun Mas or Golden Cucumber. Years passed by and Timun Mas has changed into a beautiful girl.

On her 17th birthday, the giant came into their house. "Run Timun Mas. Save your life!" said the mother. The giant was angry. He knew the farmers wanted to break their promise. He chased Timun Mas away. The giant was getting closer and closer. Timun Mas then opened the bag and threw a handful of salt. It became sea. The giant had to swim to cross the sea. Later, Timun Mas threw some chilly. It became a jungle with trees. The trees had sharp thorns so they hurt the giant. However, the giant was still able to chase Timun Mas. Timun Mas took her third

magic stuff. It was cucumber seeds. She threw them and became cucumber field. But the giant still could escape from the field. Then it was the last magic stuff she had in the bag. It was a shrimp paste, terasi. She threw it and became a big swamp. The giant was still trying to swim the swamp but he was very tired. Then he was drowning and died. Timun Mas then immediately went home. The farmers were so happy that they finally together again.

17. Who is the main character of that story?

- a. Giant
- b. **Timun mas**
- c. Parents
- d. Timun's mom

18. How is the ending of the story?

- a. **Happy ending**
- b. Sad ending
- c. Never ending.
- d. Will be continued

19. What is the problem in that story ?

- e. Old parents have a child
- f. Giant wants to marry with timun mas
- g. **Giant wants to eat timun mas**
- h. Timun mas loves giant so much

20. What kind of generic structure of paragraph 1 ?

- c. **Identification**
- d. Orientation
- e. Complication
- f. Resolution

21. On her 17th birthday, the giant came into their house. (paragraph 2 line 1)

The word "her" refers to ?

- a. The giant
- b. The farmer
- c. **Timun mas**

- d. The mother of Timun mas
22. How many wrap did Timun Mas bring ?
- e. Two
 - a. **Three**
 - b. Four
 - c. Five
23. How is the characteristic of Timun Mas?
- a. Cruel, evil
 - b. **Dilligent, smart**
 - c. Dilligent, smart, cruel
 - d. Stingy, smart

The following text is for questions number 24-27

Danau Toba

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, his daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You damned daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

24. What is the complication in third paragraph ?
- e. Twenty crocodiles the mother started crying, felt sad that her husband had broken his promise.
 - a. His daughter would help bringing lunch to her father out in the fields.
 - b. **His daughter was so hungry and she ate his father’s lunch.**

- c. The daughter ran home and asked her mother.
25. Finally, what happened to the man?
- a. He sunk
 - b. He turned into a lake
 - c. He turned into a fish
 - d. **He turned into an island**
26. What is the moral value of the text?
- a. We must obey our parents
 - b. **We must not break our promise**
 - c. We must not eat our father's meal
 - d. We must go fishing to find a golden fish
27. What is the best title of the text above?
- a. Toba lake and Samosir in North Sumatera
 - b. The man, the fish and their daughter
 - c. **The story of Samosir island**
 - d. The man and the gold fish

The following text is for questions number 28-31

The Rabbit

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

28. How many character in the text above ?
- e. 4
 - a. **5**
 - b. 6

c. 7

29. "Heran straight away to Mr. McGregor's garden." (Paragraph 2 line 2)

The underlined word refers to ?

e. Flopsy

a. Mopsy

b. Cotton-tail

c. **Petter**

30. "But Peter was *naughty*".(Paragraph 2 line 2)

The italicized word has the same meaning with ?

a. **Mischievous**

b. Kind

c. Well

d. Proper

31. What did the petter do when his brothers went down the lane to pick blackberries?

e. Went down the land with his brothers.

a. Stay at home his mother

b. He went to Mr. McGregor's garden.

c. He went to Mr. McGregor,s house.

32. Why their mother forbid them to go to Mr. McGregor's garden? Because...

a. There is no blackberries there.

b. **Their father had an accident there.**

c. It is too long to go there.

d. Their mother had an accident there.

The following text is for questions number 33-35

The Fox and The Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. "Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs," she said. "I know only one trick to get away from dogs," said the cat. 'You should teach me some of yours!' "Well, maybe someday, when I have the time, I may teach you a few of the simpler ones," replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder, the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. "This is the trick I told you about, the only one I know," said the cat. "Which one of your hundred tricks are you going to use?" The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

33. What is the purpose of the text?
- a. To inform the readers
 - b. To persuade the readers that something should or should not be the case
 - c. To entertain the readers about the story of the fox and the cat
 - d. To explain something about the fox and the cat
34. What is the moral value of the text?
- a. Don't be a liar and boastful people.
 - b. It is best for prepare for the days of necessity
 - c. We must be able to keep the promise
 - d. United we stand, divided we fall
35. What did the fox do when the dogs came ?
- a. Climbed the tree with the cat
 - b. Help the cat to climbed the tree
 - c. Showed the tricks to get away from the dogs
 - d. The fox sat silently under the tree, wondering which trick she should use
36. Who survived the dog's disorder ?
- a. The fox
 - b. The cat
 - c. The both
 - d. The are no survived

The following text is for questions number 36-40

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land he found dying trees. "Huh... I hate this branches, I don't like it!". Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious'

imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid'. The mouse deer was figuring out the way how to reach there.

Suddenly, he jumped to the air, he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile."Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly.They approached the edge of the river."But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly,"said the mouse deer.

"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

37. Why did mouse deer want to go across the river?

- a. **Because he was very hungry**
- b. Because he wanted to cheat Mr. Crocodile
- c. He wanted to eat some dying trees
- d. He was afraid of the current of the river

38. How many crocodiles were there in the story above?

- a. Three crocodiles
- b. **Ten crocodiles**
- c. Thirteen crocodiles
- d. Not mentioned

39. After reading the text, we may conclude that the mouse deer was ?

- a. Very greedy animal
- b. **Cunning animal**
- c. Dumb animal
- d. Frightened animal

40. " But we are a large group, I can't count it precisely," (Paragraph 3). The underlined word has the same meaning with ?

- a. **Accurately**
- b. Objectively
- c. Definitely
- d. **Obviously**

**SCORE
experiment**

NO	STUDENT'S NAME	PRE TEST	POST TEST	GAIN
1	ABF	60	83	23
2	AN	63	78	15
3	BSA	60	73	13
4	DA	65	85	20
5	FFP	75	78	3
6	GSS	60	80	20
7	IN	58	85	27
8	IWW	60	68	8
9	NAF	60	80	20
10	RDR	58	70	12
11	TN	65	83	18
12	WAR	60	68	8
13	AA	60	78	18
14	AIS	58	88	30
15	AN	63	70	7
16	AAA	85	88	3
17	APP	75	88	13
18	ARP	63	80	17
19	APM	73	83	10
20	AHP	78	78	0
21	DAP	70	80	10
22	DR	73	83	10
23	DKW	73	88	15
24	FAS	70	75	5
25	FFW	73	85	12
26	HNH	65	80	15
27	LC	75	75	0
28	MDP	75	78	3
29	MAS	75	73	-2
30	MBS	73	85	12
31	MHM	65	70	5
32	RAS	70	75	5
33	SDWM	70	78	8
34	TR	80	88	8

Control

NO	STUDENT'S NAME	PRE TEST	POST TEST	GAIN
1	ANC	70	80	10
2	AG	70	78	8
3	BHPS	65	78	13
4	DPNS	75	80	5
5	EDR	65	78	13
6	FAD	78	83	5
7	HAPSN	65	70	5
8	IDW	65	75	10
9	JBEA	70	75	5
10	AL	80	80	0
11	MA	60	78	18
12	MNA	55	70	15
13	M	55	60	5
14	RBH	75	83	8
15	AS	60	60	0
16	AAGP	73	75	2
17	ANLJ	70	80	10
18	ADB	60	58	-2
19	ACS	60	75	15
20	ARRP	65	73	8
21	DANH	73	83	10
22	DANH	78	75	-3
23	ERD	73	83	10
24	ETP	73	73	0
25	IMS	75	78	3
26	KLA	55	68	13
27	LFR	65	73	8
28	LRS	80	80	0
29	NSR	73	73	0
30	NR	73	80	7
31	NSW	75	78	3
32	PE	60	65	5
33	SP	73	83	10
34	WRF	58	60	2

**NORMALITY
EXPERIMEN**

NO	STUDENT'S NAME	PRE TEST	POST TEST	GAIN
1	ABF	60	83	23
2	AN	63	78	15
3	BSA	60	73	13
4	DA	65	85	20
5	FFP	75	85	10
6	GSS	60	80	20
7	IN	58	85	27
8	IWW	60	68	8
9	NAF	60	80	20
10	RDR	58	70	12
11	TN	65	83	18
12	WAR	60	68	8
13	AA	60	78	18
14	AIS	58	88	30
15	AN	63	70	7
16	AAA	85	85	0
17	APP	75	88	13
18	ARP	63	80	17
19	APM	73	83	10
20	AHP	78	78	0
21	DAP	70	80	10
22	DR	73	83	10
23	DKW	73	88	15
24	FAS	70	75	5
25	FFW	73	85	12
26	HNH	65	80	15
27	LC	75	75	0
28	MDP	75	78	3
29	MAS	75	73	-2
30	MBS	73	85	12
31	MHM	65	70	5
32	RAS	70	75	5
33	SDWM	70	78	8
34	TR	80	88	8

NORMALITY OF PRE TEST

x	f	fk	x-X	$z = \frac{(x-X)}{SD}$	f(z)	s(z)	f(z)-s(z)
58	3	3	-9.82353	-1.33871	0.090331804	0.088235	0.002097
60	7	10	-7.82353	-1.06616	0.143175228	0.294118	0.150942
63	3	13	-4.82353	-0.65733	0.25548344	0.382353	0.12687
65	4	17	-2.82353	-0.38478	0.35020012	0.5	0.1498
70	4	21	2.176471	0.296601	0.616614592	0.617647	0.001032
73	5	26	5.176471	0.70543	0.759728796	0.764706	0.004977
75	5	31	7.176471	0.977983	0.835958661	0.911765	0.075806
78	1	32	10.17647	1.386812	0.917250469	0.941176	0.023926
80	1	33	12.17647	1.659365	0.951478846	0.970588	0.019109
85	1	34	17.17647	2.340746	0.990377384	1	0.009623
jumlah	34						
mean (X)	67.82353						
SD	7.338031		NORMAL				
L table	0.15195						
L hitung	0.150942						

NORMALITY OF POST TEST

x	f	fk	x-X	$z = \frac{(x-X)}{SD}$	f(z)	s(z)	f(z)-s(z)
68	2	2	-11.4412	-1.88759	0.02954	0.058824	0.029283
70	3	5	-9.44118	-1.55763	0.059661	0.088235	0.028574
73	2	7	-6.44118	-1.06268	0.143964	0.205882	0.061919
75	3	10	-4.44118	-0.73272	0.231866	0.294118	0.062252
78	5	15	-1.44118	-0.23777	0.40603	0.441176	0.035146
80	5	20	0.558824	0.092196	0.536729	0.588235	0.051506
83	4	24	3.558824	0.587143	0.721446	0.705882	0.015564
85	6	30	5.558824	0.917107	0.820457	0.882353	0.061896
88	4	34	8.558824	1.412054	0.921033	1	0.078967
jumlah	34						
mean (X)	79.44118						
SD	6.061259		NORMAL				
L table	0.15195						
L hitung	0.078967						

HOMOGENITY

PRE TEST

exp	cont
60	70
63	70
60	65
65	75
75	65
60	78
58	65
60	65
60	70
58	80
65	60
60	55
60	55
58	75
63	60
85	73
75	70
63	60
73	60
78	65
70	73
73	78
73	73
70	73
73	75
65	55
75	65
75	80
75	73
73	73
65	75
70	60
70	73
80	58

POST TEST

exp	cont
83	80
78	78
73	78
85	80
78	78
80	83
85	70
68	75
80	75
70	80
83	78
68	70
78	60
88	83
70	60
88	75
88	80
80	58
83	75
78	73
80	83
83	75
88	83
75	73
85	78
80	68
75	73
78	80
73	73
85	80
70	78
75	65
78	83
88	60

F-Test Two-Sample for Variances

	60	83
Mean	68.06060606	79.2121212
Variance	53.55871212	37.8598485
Observations	33	33
df	32	32
F	1.414657329	
P(F<=f) one-tail	0.165747612	
F Critical one-tail	1.804481608	
F hitung	1.414657329	
F tabel	1.804481608	
Keterangan	HOMOGEN	

F-Test Two-Sample for Variances

	70	80
Mean	68.18181818	74.57575758
Variance	57.84090909	52.25189394
Observations	33	33
df	32	32
F	1.10696292	
P(F<=f) one-tail	0.387773048	
F Critical one-tail	1.804481608	
F hitung	1.10696292	
F tabel	1.804481608	
Keterangan	HOMOGEN	

STANDARD DEVIATION

Computation of Pre Test Standar Deviation

EXPERIMENT (X)					CONTROL (Y)				
no	score	x rat	X-Xrat	(X-Xrat)2	no	score	Y rat	Y-Yrat	(Y-Yrat)2
1	60	67.82353	-7.82353	61.20761	1	70	68.23529	1.764706	3.114187
2	63	67.82353	-4.82353	23.26644	2	70	68.23529	1.764706	3.114187
3	60	67.82353	-7.82353	61.20761	3	65	68.23529	-3.23529	10.46713
4	65	67.82353	-2.82353	7.972318	4	75	68.23529	6.764706	45.76125
5	75	67.82353	7.176471	51.50173	5	65	68.23529	-3.23529	10.46713
6	60	67.82353	-7.82353	61.20761	6	78	68.23529	9.764706	95.34948
7	58	67.82353	-9.82353	96.50173	7	65	68.23529	-3.23529	10.46713
8	60	67.82353	-7.82353	61.20761	8	65	68.23529	-3.23529	10.46713
9	60	67.82353	-7.82353	61.20761	9	70	68.23529	1.764706	3.114187
10	58	67.82353	-9.82353	96.50173	10	80	68.23529	11.76471	138.4083
11	65	67.82353	-2.82353	7.972318	11	60	68.23529	-8.23529	67.82007
12	60	67.82353	-7.82353	61.20761	12	55	68.23529	-13.2353	175.173
13	60	67.82353	-7.82353	61.20761	13	55	68.23529	-13.2353	175.173
14	58	67.82353	-9.82353	96.50173	14	75	68.23529	6.764706	45.76125
15	63	67.82353	-4.82353	23.26644	15	60	68.23529	-8.23529	67.82007
16	85	67.82353	17.17647	295.0311	16	73	68.23529	4.764706	22.70242
17	75	67.82353	7.176471	51.50173	17	70	68.23529	1.764706	3.114187
18	63	67.82353	-4.82353	23.26644	18	60	68.23529	-8.23529	67.82007
19	73	67.82353	5.176471	26.79585	19	60	68.23529	-8.23529	67.82007
20	78	67.82353	10.17647	103.5606	20	65	68.23529	-3.23529	10.46713
21	70	67.82353	2.176471	4.737024	21	73	68.23529	4.764706	22.70242
22	73	67.82353	5.176471	26.79585	22	78	68.23529	9.764706	95.34948
23	73	67.82353	5.176471	26.79585	23	73	68.23529	4.764706	22.70242
24	70	67.82353	2.176471	4.737024	24	73	68.23529	4.764706	22.70242
25	73	67.82353	5.176471	26.79585	25	75	68.23529	6.764706	45.76125
26	65	67.82353	-2.82353	7.972318	26	55	68.23529	-13.2353	175.173
27	75	67.82353	7.176471	51.50173	27	65	68.23529	-3.23529	10.46713
28	75	67.82353	7.176471	51.50173	28	80	68.23529	11.76471	138.4083
29	75	67.82353	7.176471	51.50173	29	73	68.23529	4.764706	22.70242
30	73	67.82353	5.176471	26.79585	30	73	68.23529	4.764706	22.70242
31	65	67.82353	-2.82353	7.972318	31	75	68.23529	6.764706	45.76125
32	70	67.82353	2.176471	4.737024	32	60	68.23529	-8.23529	67.82007
33	70	67.82353	2.176471	4.737024	33	73	68.23529	4.764706	22.70242
34	80	67.82353	12.17647	148.2664	34	58	68.23529	-10.2353	104.7612
Sum	2306			1776.941	Sum	2320			1854.118
mean		67.82353			mean		68.23529		
n-1		33			n-1		33		
variance	sum/n-1	53.8467			variance	sum/n-1	56.18538		
SD	akar var	7.338031			SD	akar var	7.495691		

Computation of Post Test Standar Deviation

EXPERIMENT (X)					CONTROL (Y)				
no	score	x rat	X-Xrat	(X-Xrat)2	no	score	Y rat	Y-Yrat	(Y-Yrat)2
1	83	79.32353	3.676471	13.51644	1	80	74.73529	5.264706	27.71713
2	78	79.32353	-1.32353	1.75173	2	78	74.73529	3.264706	10.6583
3	73	79.32353	-6.32353	39.98702	3	78	74.73529	3.264706	10.6583
4	85	79.32353	5.676471	32.22232	4	80	74.73529	5.264706	27.71713
5	78	79.32353	-1.32353	1.75173	5	78	74.73529	3.264706	10.6583
6	80	79.32353	0.676471	0.457612	6	83	74.73529	8.264706	68.30536
7	85	79.32353	5.676471	32.22232	7	70	74.73529	-4.73529	22.42301
8	68	79.32353	-11.3235	128.2223	8	75	74.73529	0.264706	0.070069
9	80	79.32353	0.676471	0.457612	9	75	74.73529	0.264706	0.070069
10	70	79.32353	-9.32353	86.9282	10	80	74.73529	5.264706	27.71713
11	83	79.32353	3.676471	13.51644	11	78	74.73529	3.264706	10.6583
12	68	79.32353	-11.3235	128.2223	12	70	74.73529	-4.73529	22.42301
13	78	79.32353	-1.32353	1.75173	13	60	74.73529	-14.7353	217.1289
14	88	79.32353	8.676471	75.28114	14	83	74.73529	8.264706	68.30536
15	70	79.32353	-9.32353	86.9282	15	60	74.73529	-14.7353	217.1289
16	88	79.32353	8.676471	75.28114	16	75	74.73529	0.264706	0.070069
17	88	79.32353	8.676471	75.28114	17	80	74.73529	5.264706	27.71713
18	80	79.32353	0.676471	0.457612	18	58	74.73529	-16.7353	280.0701
19	83	79.32353	3.676471	13.51644	19	75	74.73529	0.264706	0.070069
20	78	79.32353	-1.32353	1.75173	20	73	74.73529	-1.73529	3.011246
21	80	79.32353	0.676471	0.457612	21	83	74.73529	8.264706	68.30536
22	83	79.32353	3.676471	13.51644	22	75	74.73529	0.264706	0.070069
23	88	79.32353	8.676471	75.28114	23	83	74.73529	8.264706	68.30536
24	75	79.32353	-4.32353	18.69291	24	73	74.73529	-1.73529	3.011246
25	85	79.32353	5.676471	32.22232	25	78	74.73529	3.264706	10.6583
26	80	79.32353	0.676471	0.457612	26	68	74.73529	-6.73529	45.36419
27	75	79.32353	-4.32353	18.69291	27	73	74.73529	-1.73529	3.011246
28	78	79.32353	-1.32353	1.75173	28	80	74.73529	5.264706	27.71713
29	73	79.32353	-6.32353	39.98702	29	73	74.73529	-1.73529	3.011246
30	85	79.32353	5.676471	32.22232	30	80	74.73529	5.264706	27.71713
31	70	79.32353	-9.32353	86.9282	31	78	74.73529	3.264706	10.6583
32	75	79.32353	-4.32353	18.69291	32	65	74.73529	-9.73529	94.77595
33	78	79.32353	-1.32353	1.75173	33	83	74.73529	8.264706	68.30536
34	88	79.32353	8.676471	75.28114	34	60	74.73529	-14.7353	217.1289
Sum	2697			1225.441	Sum	2541			1700.618
mean		79.32353			mean		74.73529		
n-l		33			n-l		33		
variance	sum/n-1	37.13458			variance	sum/n-1	51.53387		
SD	akar var	6.093815			SD	akar var	7.178709		

PRE		
MEDIAN	67.5	EX
	70	CO
MODUS	60	EX
	73	CO

POST		
MEDIAN	80	EX
	76.5	CO
MODUS	85	EX
	78	CO

Pre Test Experiment				Pre Test Control			
No	Score	Frequency	Frequency Cumulative	No	Score	Frequency	Frequency Cumulative
1	58	3	3	1	55	3	3
2	60	7	10	2	58	1	4
3	63	3	13	3	60	5	9
4	65	4	17	4	65	6	15
5	70	4	21	5	70	4	19
6	73	5	26	6	73	7	26
7	75	5	31	7	75	4	30
8	78	1	32	8	78	2	32
9	80	1	33	9	80	2	34
10	85	1	34				

Post Test Experiment				Post Test Control			
No	Score	Frequency	Frequency Cumulative	No	Score	Frequency	Frequency Cumulative
1	68	2	2	1	58	1	1
2	70	3	5	2	60	3	4
3	73	2	7	3	65	1	5
4	75	3	10	4	68	1	6
5	78	6	16	5	70	2	8
6	80	5	21	6	73	4	12
7	83	4	25	7	75	5	17
8	85	4	29	8	78	6	23
9	88	5	34	9	80	6	29
10				10	83	5	34

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

T-tet POST TEST

no	Exp	cont
1	83	80
2	78	78
3	73	78
4	85	80
5	78	78
6	80	83
7	85	70
8	68	75
9	80	75
10	70	80
11	83	78
12	68	70
13	78	60
14	88	83
15	70	60
16	88	75
17	88	80
18	80	58
19	83	75
20	78	73
21	80	83
22	83	75
23	88	83
24	75	73
25	85	78
26	80	68
27	75	73
28	78	80
29	73	73
30	85	80
31	70	78
32	75	65
33	78	83
34	88	60

T-test PRE TEST

no	exp	cont
1	83	80
2	78	78
3	73	78
4	85	80
5	78	78
6	80	83
7	85	70
8	68	75
9	80	75
10	70	80
11	83	78
12	68	70
13	78	60
14	88	83
15	70	60
16	88	75
17	88	80
18	80	58
19	83	75
20	78	73
21	80	83
22	83	75
23	88	83
24	75	73
25	85	78
26	80	68
27	75	73
28	78	80
29	73	73
30	85	80
31	70	78
32	75	65
33	78	83
34	88	60

t-Test: Two-Sample Assuming Equal Variances		
	<i>exp</i>	<i>cont</i>
Mean	79.32352941	74.73529412
Variance	37.13458111	51.53386809
Observations	34	34
Pooled Variance	44.3342246	
Hypothesized Mean Difference	0	
Df	66	
t Stat	2.841192002	
P(T<=t) one-tail	0.002986085	
t Critical one-tail	1.668270514	
P(T<=t) two-tail	0.00597217	
t Critical two-tail	1.996564419	

t-Test: Two-Sample Assuming Equal Variances		
	83	80
Mean	79.21212121	74.57575758
Variance	37.85984848	52.25189394
Observations	33	33
Pooled Variance	45.05587121	
Hypothesized Mean Difference	0	
Df	64	
t Stat	2.805716377	
P(T<=t) one-tail	0.00332147	
t Critical one-tail	1.669013025	
P(T<=t) two-tail	0.00664294	
t Critical two-tail	1.997729654	

Students	Items								
	1	2	3	4	5	6	7	8	9
1	1	0	1	0	0	0	0	0	0
2	1	1	1	0	1	0	1	0	1
3	0	0	1	1	0	0	1	0	1
4	0	1	1	0	1	0	1	0	0
5	1	1	1	1	1	0	1	0	1
6	1	1	1	1	1	0	1	0	1
7	1	1	1	1	1	1	1	1	1
8	0	1	0	0	0	1	0	0	0
9	1	1	1	1	1	0	1	1	1
10	1	1	1	1	1	0	1	0	0
11	1	1	1	1	0	0	1	0	1
12	1	1	1	0	1	0	1	1	1
13	1	1	1	0	1	0	0	0	0
14	1	1	1	1	1	0	0	0	1
15	1	1	1	1	1	0	1	1	1
16	1	1	1	1	1	0	1	0	1
17	1	1	1	0	1	1	0	1	0
18	1	1	1	1	1	0	1	0	1
19	1	1	1	0	1	0	1	0	0
20	1	1	1	1	1	0	1	0	1
21	1	1	0	0	1	0	1	1	0
22	1	1	1	1	1	0	0	0	1
23	1	0	1	0	1	1	0	1	0
24	1	0	1	1	0	1	1	0	1
25	1	0	0	0	1	1	0	0	1
26	1	0	1	0	1	1	1	1	1
27	1	1	1	0	1	0	1	0	0
28	0	0	1	0	0	0	1	0	1
29	0	1	1	1	1	0	1	0	0
30	1	1	1	1	1	0	1	0	1
31	1	1	1	0	0	1	1	0	1
32	0	1	0	1	1	1	0	0	1
	0.54481914	0.359955	0.460899	0.612659	0.350283	-0.28706	0.509369	0.16389	0.550051
	0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349
	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Invalid	Valid
	1	2	3	4	5	6	7	8	9

Students	Items								
	10	11	12	13	14	15	16	17	18
1	1	0	0	0	1	0	1	0	0
2	1	1	1	1	1	1	1	1	1
3	1	1	1	0	1	1	0	1	0
4	1	0	0	1	0	1	0	0	1
5	1	1	1	1	1	1	1	1	1
6	1	1	1	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1
8	0	1	0	0	0	0	0	0	0
9	1	1	0	1	0	1	1	1	1
10	1	1	1	1	1	1	1	1	1
11	1	1	0	1	0	1	1	1	1
12	1	1	1	1	1	1	1	1	1
13	1	0	0	1	0	0	1	0	1
14	1	1	1	1	1	0	1	1	1
15	1	1	1	1	1	1	1	1	0
16	1	1	1	1	1	1	1	1	1
17	1	0	0	1	0	0	1	0	1
18	1	1	1	1	1	1	1	1	1
19	1	0	1	1	1	1	1	0	1
20	1	1	1	1	1	1	1	1	1
21	0	0	1	1	1	1	1	1	1
22	1	1	1	0	0	1	1	1	1
23	0	0	1	0	0	1	1	0	1
24	1	1	0	1	0	1	1	1	1
25	1	0	0	0	0	1	1	1	1
26	1	0	1	1	0	1	1	1	1
27	1	0	1	1	1	1	1	1	0
28	0	0	0	1	1	0	0	1	0
29	1	1	0	1	1	0	0	0	1
30	1	1	0	1	0	1	1	1	0
31	1	0	0	1	0	1	1	0	1
32	0	1	1	1	0	0	0	1	1
	0.563296	0.655516	0.508025	0.442385	0.38232	0.537837	0.544819	0.580508	0.417983
	0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349
	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid
	10	11	12	13	14	15	16	17	18

Students	Items								
	19	20	21	22	23	24	25	26	27
1	1	1	0	0	1	0	0	0	1
2	0	1	1	0	1	0	1	1	1
3	0	0	1	1	1	0	0	0	1
4	0	0	1	1	0	0	1	1	1
5	0	1	1	0	1	0	1	1	1
6	0	1	1	1	1	0	1	1	1
7	1	1	1	1	1	0	1	1	1
8	1	0	0	0	1	1	0	1	0
9	0	1	1	1	1	1	1	1	1
10	0	1	1	1	1	0	1	1	1
11	0	1	1	1	1	0	1	1	1
12	0	1	1	1	1	0	1	1	1
13	0	1	1	0	0	0	1	1	1
14	0	1	1	0	1	0	1	1	1
15	0	1	1	1	1	1	1	1	1
16	0	1	1	1	1	0	1	1	1
17	1	1	1	0	0	1	1	1	1
18	0	1	1	1	1	0	1	1	1
19	0	0	1	1	0	0	1	1	1
20	0	1	1	1	1	0	1	1	1
21	0	1	0	1	0	0	1	1	1
22	0	1	1	1	1	0	0	1	1
23	0	1	0	1	0	1	0	1	1
24	0	1	1	1	1	0	1	1	1
25	0	1	1	0	0	1	0	1	1
26	1	0	1	1	0	1	1	1	1
27	1	0	1	1	0	0	1	0	0
28	1	0	0	1	0	0	1	0	0
29	1	0	1	0	1	0	1	1	1
30	1	1	1	1	1	0	1	0	0
31	1	1	1	0	0	1	1	1	1
32	0	1	0	0	1	1	1	1	0
	-0.3736	0.436271	0.637009	0.373277	0.575305	-0.30484	0.442385	0.398127	0.497229
	0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349
	Invalid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid
	19	20	21	22	23	24	25	26	27

Students	Items								
	28	29	30	31	32	33	34	35	36
1	0	1	0	1	1	1	0	0	1
2	1	1	0	1	1	1	1	1	1
3	1	1	1	1	1	1	1	0	0
4	0	1	0	0	1	1	0	0	1
5	1	1	0	1	1	1	1	0	1
6	1	1	0	1	1	1	1	0	1
7	1	1	0	0	1	1	1	0	1
8	1	0	1	1	1	0	1	1	1
9	0	1	0	1	1	1	0	0	1
10	1	1	0	1	1	1	1	0	1
11	0	1	0	1	1	1	1	1	1
12	1	1	1	1	1	1	0	1	1
13	0	1	0	0	1	1	0	0	1
14	1	1	0	1	1	1	1	0	1
15	1	1	0	1	1	1	1	0	1
16	1	1	0	1	1	1	1	0	1
17	0	1	0	0	1	1	0	0	1
18	1	1	0	1	1	1	1	0	1
19	1	1	0	0	1	1	0	1	1
20	1	1	0	1	1	1	1	1	1
21	1	0	1	0	0	1	0	0	1
22	1	1	1	1	1	1	1	0	1
23	1	0	1	0	0	1	0	0	0
24	0	1	1	1	1	1	1	0	1
25	0	1	1	0	1	1	0	0	1
26	1	1	1	0	1	1	0	1	1
27	1	1	1	0	0	0	0	1	0
28	0	0	1	0	1	1	0	1	0
29	0	1	0	1	1	1	1	1	0
30	0	1	1	1	1	0	1	0	0
31	0	1	0	0	0	1	0	0	1
32	1	0	1	1	0	0	1	0	0
	0.399503	0.563296	-0.4022	0.482088	0.387116	0.388364	0.511271	-0.01995	0.446997
	0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349
	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Invalid	Valid
	28	29	30	31	32	33	34	35	36

Students	Items								
	37	38	39	40	41	42	43	44	45
1	0	1	0	0	1	0	1	0	1
2	0	1	0	1	1	1	1	1	1
3	1	1	1	0	1	1	0	1	1
4	0	0	1	1	1	0	0	0	1
5	0	1	0	1	1	1	1	1	1
6	0	1	1	1	1	1	1	1	1
7	0	1	1	1	1	1	1	1	1
8	1	0	0	0	0	0	0	0	1
9	0	1	1	1	1	0	1	1	1
10	0	1	1	1	1	1	1	1	1
11	0	1	1	1	1	0	1	1	1
12	1	1	1	1	1	1	1	1	1
13	0	0	0	1	1	0	1	0	1
14	0	1	0	1	1	1	1	1	1
15	0	1	1	0	1	1	1	0	1
16	0	1	1	1	1	1	1	1	1
17	0	0	0	1	1	0	1	0	1
18	0	1	1	1	1	1	1	1	1
19	0	0	1	1	1	1	1	0	1
20	0	1	1	1	1	0	1	1	1
21	0	0	1	1	1	0	1	0	0
22	0	1	1	1	1	1	1	0	1
23	1	0	1	0	1	1	1	1	0
24	0	1	1	1	1	1	1	0	1
25	0	0	0	0	1	1	1	1	0
26	0	0	1	1	1	1	0	0	1
27	0	0	1	1	0	0	0	1	0
28	0	0	1	1	0	1	0	1	1
29	1	1	0	0	1	1	0	1	1
30	0	1	0	0	0	1	1	1	1
31	1	0	0	1	1	1	1	0	0
32	0	1	0	0	0	0	1	0	0
	-0.23752	0.680291	0.374728	0.473799	0.497229	0.432202	0.446997	0.402197	0.452629
	0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349	0.349
	Invalid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid
	37	38	39	40	41	42	43	44	45

Students	Items					Jumlah
	46	47	48	49	50	
1	1	1	1	1	0	22
2	1	1	0	1	1	40
3	0	1	0	0	0	29
4	0	0	0	1	1	23
5	1	1	0	1	1	40
6	1	1	0	1	1	42
7	1	1	0	0	1	43
8	0	1	1	0	1	19
9	1	1	0	1	1	39
10	1	1	0	1	1	41
11	1	1	0	1	1	38
12	1	0	0	1	1	43
13	1	0	0	1	1	24
14	1	1	1	1	1	39
15	1	1	0	1	0	40
16	1	1	0	1	1	42
17	0	0	1	1	1	28
18	1	1	0	1	1	42
19	1	0	0	1	1	32
20	1	1	0	1	1	42
21	1	0	0	1	1	28
22	0	1	0	1	1	37
23	1	0	0	0	0	24
24	1	1	0	1	1	38
25	0	0	0	1	0	24
26	1	0	1	1	1	37
27	1	0	1	0	1	26
28	1	0	0	0	1	20
29	1	1	1	0	0	31
30	1	1	1	0	0	32
31	1	0	0	1	1	29
32	1	1	0	0	0	23
	0.391169	0.482088	-0.27931	0.447122	0.362405	
	0.349	0.349	0.349	0.349	0.349	
	Valid	Valid	Invalid	Valid	Valid	
	46	47	48	49	50	

Students	Butir Awal													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1	0	1	0	0	0	0	0	0	1	0	0	0	1
2	1	1	1	0	1	0	1	0	1	1	1	1	1	1
3	0	0	1	1	0	0	1	0	1	1	1	1	0	1
4	0	1	1	0	1	0	1	0	0	1	0	0	1	0
5	1	1	1	1	1	0	1	0	1	1	1	1	1	1
6	1	1	1	1	1	0	1	0	1	1	1	1	1	1
7	1	1	1	1	1	1	1	1	1	1	1	1	1	1
8	0	1	0	0	0	1	0	0	0	0	1	0	0	0
9	1	1	1	1	1	0	1	1	1	1	1	0	1	0
10	1	1	1	1	1	0	1	0	0	1	1	1	1	1
11	1	1	1	1	0	0	1	0	1	1	1	0	1	0
12	1	1	1	0	1	0	1	1	1	1	1	1	1	1
13	1	1	1	0	1	0	0	0	0	1	0	0	1	0
14	1	1	1	1	1	0	0	0	1	1	1	1	1	1
15	1	1	1	1	1	0	1	1	1	1	1	1	1	1
16	1	1	1	1	1	0	1	0	1	1	1	1	1	1
17	1	1	1	0	1	1	0	1	0	1	0	0	1	0
18	1	1	1	1	1	0	1	0	1	1	1	1	1	1
19	1	1	1	0	1	0	1	0	0	1	0	1	1	1
20	1	1	1	1	1	0	1	0	1	1	1	1	1	1
21	1	1	0	0	1	0	1	1	0	0	0	1	1	1
22	1	1	1	1	1	0	0	0	1	1	1	1	0	0
23	1	0	1	0	1	1	0	1	0	0	0	1	0	0
24	1	0	1	1	0	1	1	0	1	1	1	0	1	0
25	1	0	0	0	1	1	0	0	1	1	0	0	0	0
26	1	0	1	0	1	1	1	1	1	1	0	1	1	0
27	1	1	1	0	1	0	1	0	0	1	0	1	1	1
28	0	0	1	0	0	0	1	0	1	0	0	0	1	1
29	0	1	1	1	1	0	1	0	0	1	1	0	1	1
30	1	1	1	1	1	0	1	0	1	1	1	0	1	0
31	1	1	1	0	0	1	1	0	1	1	0	0	1	0
32	0	1	0	1	1	1	0	0	1	0	1	1	1	0

Students	Butir Awal											Jumlah
	15	16	17	18	19	20	21	22	23	24	25	
1	0	1	0	0	1	1	0	0	1	0	0	8
2	1	1	1	1	0	1	1	0	1	0	1	19
3	1	0	1	0	0	0	1	1	1	0	0	13
4	1	0	0	1	0	0	1	1	0	0	1	11
5	1	1	1	1	0	1	1	0	1	0	1	20
6	1	1	1	1	0	1	1	1	1	0	1	21
7	1	1	1	1	1	1	1	1	1	0	1	24
8	0	0	0	0	1	0	0	0	1	1	0	6
9	1	1	1	1	0	1	1	1	1	1	1	21
10	1	1	1	1	0	1	1	1	1	0	1	20
11	1	1	1	1	0	1	1	1	1	0	1	18
12	1	1	1	1	0	1	1	1	1	0	1	21
13	0	1	0	1	0	1	1	0	0	0	1	11
14	0	1	1	1	0	1	1	0	1	0	1	18
15	1	1	1	0	0	1	1	1	1	1	1	22
16	1	1	1	1	0	1	1	1	1	0	1	21
17	0	1	0	1	1	1	1	0	0	1	1	15
18	1	1	1	1	0	1	1	1	1	0	1	21
19	1	1	0	1	0	0	1	1	0	0	1	15
20	1	1	1	1	0	1	1	1	1	0	1	21
21	1	1	1	1	0	1	0	1	0	0	1	15
22	1	1	1	1	0	1	1	1	1	0	0	17
23	1	1	0	1	0	1	0	1	0	1	0	12
24	1	1	1	1	0	1	1	1	1	0	1	18
25	1	1	1	1	0	1	1	0	0	1	0	12
26	1	1	1	1	1	0	1	1	0	1	1	19
27	1	1	1	0	1	0	1	1	0	0	1	16
28	0	0	1	0	1	0	0	1	0	0	1	9
29	0	0	0	1	1	0	1	0	1	0	1	14
30	1	1	1	0	1	1	1	1	1	0	1	19
31	1	1	0	1	1	1	1	0	0	1	1	16
32	0	0	1	1	0	1	0	0	1	1	1	14

Students	Butir Akhir													
	26	27	28	29	30	31	32	33	34	35	36	37	38	39
1	0	1	0	1	0	1	1	1	0	0	1	0	1	0
2	1	1	1	1	0	1	1	1	1	1	1	0	1	0
3	0	1	1	1	1	1	1	1	1	0	0	1	1	1
4	1	1	0	1	0	0	1	1	0	0	1	0	0	1
5	1	1	1	1	0	1	1	1	1	0	1	0	1	0
6	1	1	1	1	0	1	1	1	1	0	1	0	1	1
7	1	1	1	1	0	0	1	1	1	0	1	0	1	1
8	1	0	1	0	1	1	1	0	1	1	1	1	0	0
9	1	1	0	1	0	1	1	1	0	0	1	0	1	1
10	1	1	1	1	0	1	1	1	1	0	1	0	1	1
11	1	1	0	1	0	1	1	1	1	1	1	0	1	1
12	1	1	1	1	1	1	1	1	0	1	1	1	1	1
13	1	1	0	1	0	0	1	1	0	0	1	0	0	0
14	1	1	1	1	0	1	1	1	1	0	1	0	1	0
15	1	1	1	1	0	1	1	1	1	0	1	0	1	1
16	1	1	1	1	0	1	1	1	1	0	1	0	1	1
17	1	1	0	1	0	0	1	1	0	0	1	0	0	0
18	1	1	1	1	0	1	1	1	1	0	1	0	1	1
19	1	1	1	1	0	0	1	1	0	1	1	0	0	1
20	1	1	1	1	0	1	1	1	1	1	1	0	1	1
21	1	1	1	0	1	0	0	1	0	0	1	0	0	1
22	1	1	1	1	1	1	1	1	1	0	1	0	1	1
23	1	1	1	0	1	0	0	1	0	0	0	1	0	1
24	1	1	0	1	1	1	1	1	1	0	1	0	1	1
25	1	1	0	1	1	0	1	1	0	0	1	0	0	0
26	1	1	1	1	1	0	1	1	0	1	1	0	0	1
27	0	0	1	1	1	0	0	0	0	1	0	0	0	1
28	0	0	0	0	1	0	1	1	0	1	0	0	0	1
29	1	1	0	1	0	1	1	1	1	1	0	1	1	0
30	0	0	0	1	1	1	1	0	1	0	0	0	1	0
31	1	1	0	1	0	0	0	1	0	0	1	1	0	0
32	1	0	1	0	1	1	0	0	1	0	0	0	1	0

Students	Butir Awal											Jumlah
	40	41	42	43	44	45	46	47	48	49	50	
1	0	1	0	1	0	1	1	1	1	1	0	14
2	1	1	1	1	1	1	1	1	0	1	1	21
3	0	1	1	0	1	1	0	1	0	0	0	16
4	1	1	0	0	0	1	0	0	0	1	1	12
5	1	1	1	1	1	1	1	1	0	1	1	20
6	1	1	1	1	1	1	1	1	0	1	1	21
7	1	1	1	1	1	1	1	1	0	0	1	19
8	0	0	0	0	0	1	0	1	1	0	1	13
9	1	1	0	1	1	1	1	1	0	1	1	18
10	1	1	1	1	1	1	1	1	0	1	1	21
11	1	1	0	1	1	1	1	1	0	1	1	20
12	1	1	1	1	1	1	1	0	0	1	1	22
13	1	1	0	1	0	1	1	0	0	1	1	13
14	1	1	1	1	1	1	1	1	1	1	1	21
15	0	1	1	1	0	1	1	1	0	1	0	18
16	1	1	1	1	1	1	1	1	0	1	1	21
17	1	1	0	1	0	1	0	0	1	1	1	13
18	1	1	1	1	1	1	1	1	0	1	1	21
19	1	1	1	1	0	1	1	0	0	1	1	17
20	1	1	0	1	1	1	1	1	0	1	1	21
21	1	1	0	1	0	0	1	0	0	1	1	13
22	1	1	1	1	0	1	0	1	0	1	1	20
23	0	1	1	1	1	0	1	0	0	0	0	12
24	1	1	1	1	0	1	1	1	0	1	1	20
25	0	1	1	1	1	0	0	0	0	1	0	12
26	1	1	1	0	0	1	1	0	1	1	1	18
27	1	0	0	0	1	0	1	0	1	0	1	10
28	1	0	1	0	1	1	1	0	0	0	1	11
29	0	1	1	0	1	1	1	1	1	0	0	17
30	0	0	1	1	1	1	1	1	1	0	0	13
31	1	1	1	1	0	0	1	0	0	1	1	13
32	0	0	0	1	0	0	1	1	0	0	0	9

No	x	y	x ²	y ²	xy
1	8	14	64	196	112
2	19	21	361	441	399
3	13	16	169	256	208
4	11	12	121	144	132
5	20	20	400	400	400
6	21	21	441	441	441
7	24	19	576	361	456
8	6	13	36	169	78
9	21	18	441	324	378
10	20	21	400	441	420
11	18	20	324	400	360
12	21	22	441	484	462
13	11	13	121	169	143
14	18	21	324	441	378
15	22	18	484	324	396
16	21	21	441	441	441
17	15	13	225	169	195
18	21	21	441	441	441
19	15	17	225	289	255
20	21	21	441	441	441
21	15	13	225	169	195
22	17	20	289	400	340
23	12	12	144	144	144
24	18	20	324	400	360
25	12	12	144	144	144
26	19	18	361	324	342
27	16	10	256	100	160
28	9	11	81	121	99
29	14	17	196	289	238
30	19	13	361	169	247
31	16	13	256	169	208
32	14	9	196	81	126

$\sum X =$	519
$\sum Y =$	530
$\sum X^2 =$	9309
$\sum Y^2 =$	9282
$\sum XY =$	9139
$N \sum XY - (\sum X)(\sum Y) =$	17378
$N \sum X^2 - (\sum X)^2 =$	28527
$N \sum Y^2 - (\sum Y)^2 =$	16124
$\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\} =$	5E+08

$$\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}} = 21447$$

$$r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} = 0.8103$$

$$r_{11} = \frac{2 \cdot r_{1/2/2}}{1 + r_{1/2/2}} = 0.8952$$

r hitung = r1/2.1/2 =	0.8103	
r11 =	0.8952	
r tabel (α =0,05) =	0.2354	
keputusan =	RELIABEL	

Kriteria uji:

Jika $r_{11} \geq r_{\text{tabel}}$, instrumen reliabel

Jika $r_{11} < r_{\text{tabel}}$, instrumen tidak reliabel

Keterangan :

r.1/2.1.2 = reliabilitas 1/2 tes

r11 = reliabilitas tes

Tabel perhitungan uji validitas butir soal no 1

Student	X (1)	Y (total)	XY	X2	Y2
1	1	22	22	1	484
2	1	40	40	1	1600
3	0	29	0	0	841
4	0	23	0	0	529
5	1	40	40	1	1600
6	1	42	42	1	1764
7	1	43	43	1	1849
8	0	19	0	0	361
9	1	39	39	1	1521
10	1	41	41	1	1681
11	1	38	38	1	1444
12	1	43	43	1	1849
13	1	24	24	1	576
14	1	39	39	1	1521
15	1	40	40	1	1600
16	1	42	42	1	1764
17	1	28	28	1	784
18	1	42	42	1	1764
19	1	32	32	1	1024
20	1	42	42	1	1764
21	1	28	28	1	784
22	1	37	37	1	1369
23	1	24	24	1	576
24	1	38	38	1	1444
25	1	24	24	1	576
26	1	37	37	1	1369
27	1	26	26	1	676
28	0	20	0	0	400
29	0	31	0	0	961
30	1	32	32	1	1024
31	1	29	29	1	841
32	0	23	0	0	529

$\sum Y =$	26
$\sum X^2 =$	1057
$\sum Y^2 =$	26
$\sum XY =$	36869
$N \sum XY - (\sum X)(\sum Y) =$	912
$N \sum X^2 - (\sum X)^2 =$	1702
$N \sum Y^2 - (\sum Y)^2 =$	156
$\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}$	62559
$=$	9759204

$$\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}} = 3123.972$$

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} = 0.544819$$

r count 0.544819

r table 0.349

the conclusion is r count < r table,

so question number 1 is valid

for the other item, it is calculated in same way