THE EFFECTIVENESS OF USING PRE-READING PLAN (PREP) STRATEGY TOWARD STUDENTS’ READING COMPREHENSION

(An Experimental Research of the Seventh Grade Students of Junior High School at MTs Ma’arif NU 12 Bulakpam Brebes in the Academic Year of 2019/2020)

RESEARCH PROJECT

Submitted as Partial Fulfilment of the Requirement for the degree of Sarjana Pendidikan In English Education

By

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AGREEMENT

This research project proposal entitled “THE EFFECTIVENESS OF USING PRE-READING PLAN (PREP) STRATEGY TOWARD STUDENTS’ READING COMPREHENSION (An Experimental Research at Seventh Grade of MTs Maarif NU 12 Bulakparen Brebes in the Academic Year of 2018/2019)” Wich is proposed by:
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STATEMENT OF ORIGINALITY

I state that my research project entitled “THE EFFECTIVENESS OF USING PRE-READING PLAN (PREP) STRATEGY TOWARD STUDENTS” is definitely my own work.

In writing research project, I do not make plagiarism or citation which inconsistent with the scientific etchic prevailed in the scientific community.

I am completely responsible for the originality of the content of this research project. Others’ opinion or findings included in this research project are quoted or cited adjusted to the critical standard.

Tegal, 10 Agustus 2020

The writer,

Diaz Maulida Karini
NPM 1614500012
MOTTO AND DEDICATION

MOTTO
1. Do the best and pray. God will take care of the rest.
2. There is no limit of struggling
3. Better to feel how hard education is at this time rather than fell the bitterness of stupidity, later.
4. It only takes a smile to hide a million tears.
5. Learn from the past, live for today and plan for tomorrow.

Dedication:
This thesis is dedicated to:
❖ Allah SWT, who always gives me the best for everything in my life
❖ My beloved parents (Bapak Kartono dan Ibu Rini Linggarwati). Thanks for supporting me to finish this research.
❖ My lovely Sisters Ika Nurdiantini She always entertains me when I am tired of finishing this research.
❖ All My Family, they always supporting me, so keep trying and praying when I am of finishing this research.
❖ My lovely brother Arif Al Fayath never stop make jokes so much to keep spirit.
PREFACE

Alhamdulillah, praise to Allah SWT who always brings miracle and blessing, so the writer could finish this research project entitled “THE EFFECTIVENESS OF USING PRE-READING PLAN (PREP) STRATEGY TOWARD STUDENTS”. The writer realizes that this research project could be finished because of the guidance and advice from several parties. Therefore, in this chance, the writer would like to give her sincerest gratitude and appreciation to:

1. Prof Dr. Fakhrudin, M.Pd., as the rector of Pancasakti University Tegal
2. Dr. Purwo Susongko, M.Pd., as the Dean of Teacher Training and Education Faculty of Pancasakti University Tegal
3. Yuvita, M.Pd., as the Headmaster of English Department of Teacher Training and Education Faculty of Pancasakti University Tegal
4. Drs. H. Masfuad E.S., M.Pd., as the second advisor, who has given advice, many correction and helpful guidance to the writer in writing this research project. The writer thanks for his kindness and wisdom from the beginning to the end of this research.
5. Yulia Nur Ekawati, M.Pd, as the second advisor who has given motivation, correction, and guidance in finishing this research project
6. All lecturer in English Departement of Pancasakti University Tegal
7. All people whom the writer can not mention their name one by one, who has assisted the writer to finish this research project.

It is realized that this research project needs a lot of improvement due to the writer’ limited capability in formulating and designing a qualified research project. Therefore, the writer will highly appreciate the readers’ constructive criticism for the sake of the perfection of this research project.

Tegal, August 2020
The writer
ABSTRACT

DIAZ MAULIDA KARINI. 2019. 1614500012‘The Effectiveness Of USing Pre-Reading Plan (PREP) Strategy Toward Students’ Reading Comprehension (an experimental research at seventh grade of Mt’s Ma’arif NU 12 Bulakparen). Research project. Strata 1 Program, English Department, Teacher Training and Education Faculty, Pancasakti University Tegal. The First Advisor is Drs. H. Masfuad Edy S., M.Pd. The Second Advisor is Yulia Nur Ekawati, M.Pd.

Keyword: Pre-Reading Plan (PREP) Strategy Reading comprehension.

The objective of this research is to find out the effect of using Pre Reading Plan (PREP) Strategy toward Method in Teaching of English reading for seventh Graders Students of Junior High School at MTs Ma’arif NU 12 Bulakparen in Academic Year of 2019/2020. The research hypothesis is the use Pre Reading Plan (PREP) Strategy toward Method gives a positive effect on students’ reading comprehension.

This research is experimental study. In conducting the research, the writer used two group design. Population of this research is 90 students of the second grade of MTs Ma’arif NU 12 Bulakparen. The cluster random sampling technique is used to take the sample. The sample consisting of 60 students that is divide into two groups. Sample 1 as group 1 consisting of 30 students who are taught by using Pre Reading Plan (PREP) and sample 2 as group 2 consisting of 30 students who are not taught by using Pre Reading Plan (PREP) strategy. Strategy in this research, the writer used multiple choices test as the instrument of the research which consist of 40 items.

The result of the analysis using the independent t-test obtained a p-value 5,438. The t-table shows 0,05. The result of t-test is higher than t-table (5,438>0,05). The research According to this calculation, the research hypothesis of this research is accepted hypothesis of this research is accepted. It means that there is significant difference in reading achievement between the students who are taught by using pre reading plan (PREP) Strategy toward method and those who are not taught by pre reading plan (PREP) Strategy toward. The conclusion of this research is “Students who are taught by using pre reading plan (PREP) Strategy toward Method got better achievement than those who are not taught by pre reading plan (PREP) Strategy toward Method in the teaching reading of the seventh grade students of MTs Ma’arif NU 12 Bulakparen Brebes.”
ABSTRAK

DIAZ MAULIDA KARINI. 2019. 1614500012 : “The Effectivenes Of Using Pre-Reading Plan (PREP) Strategy Toward Students’Reading Comprehension (an experimental research at seventh grade of Mts Ma’arif NU 12 Bulakparen)”. Skripsi. Program Sarjana (S1), Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pancasakti Tegal. Dosen Pembimbing I Drs. H. Masfuad Edy S., M.Pd, Dosen Pembimbing II Yulia Nur Ekawati, M.Pd.

Kata kunci: Pre-Reading Plan (PREP) Strategy Toward reading achievement


Penelitian ini bersifat eksperimental. Dalam melakukan penelitian, penulis menggunakan dua desain kelompok. Populasi penelitian ini adalah 90 siswa kelas dua MTs Ma’arif NU 12 Bulakparen. Teknik cluster random sampling digunakan untuk mengambil sampel. Sampel terdiri dari 60 siswa yang dibagi menjadi dua kelompok. Sampel 1 sebagai kelompok 1 terdiri dari 30 siswa yang diajar menggunakan Word Square Method dan sampel 2 sebagai kelompok 2 yang terdiri dari 30 siswa yang tidak diajar menggunakan Pre-Reading Plan (PREP) Method. Strategi dalam penelitian ini, penulis menggunakan tes pilihan ganda sebagai instrumen penelitian yang terdiri dari 40 item.

Hasil analisis menggunakan independent t-test diperoleh nilai p=5,438. Tabel t menunjukkan 0,05. Hasil uji t lebih tinggi dari tabel (5,438>0,05). Menurut perhitungan ini, hipotesis penelitian dari penelitian ini diterima. Ini berarti bahwa ada perbedaan yang signifikan dalam pencapaian reading antara siswa yang diajar dengan menggunakan Pre-Reading Plan (PREP) Method dan mereka yang tidak diajar oleh Pre-Reading Plan (PREP) Method.
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CHAPTER I
INTRODUCTION

In this chapter, the writer explains about the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the objective of the research and the benefit of the research.

A. Background of the Problem

Many comprehension strategies are significant for students to learn and use before, during, and after reading. Before students read a book, it is imperative for teachers to activate their prior knowledge to help them connect the information to their new found knowledge. There are various methods for teachers to activate students’ prior knowledge. Beers (2003) found that, “most teachers were introducing stories...by telling students something about the text” (p. 73). Though it is vital that teachers give information about the text, activating students’ prior knowledge to increase their comprehension is more than giving them a short summary.

Students need to be engaged and associated the information to their schema. It is evident that comprehension is a reading process, however struggling readers tend to rely on comprehension as answering questions correctly after reading the text (Beers, 2003). It is important for teachers to enforce that pre-reading strategies will help students understand the information and engage them in reading.
Reading is important and there are some reasons why reading is important. Reading can expose our selves to new thing, new information, new ways to solve a problem, and new ways to achieve one thing. And reading can also make someone be better because by reading them to get more information, learning and experience.

Reading can also enhance the creativity and imagination of us that can help us in our daily living, read also make us understand looking at things from a different perspective.

On the current interest in reading has been reduced because they feel difficulty when starting to read and understand the contents of the readings and also because of a sense that they are feeling lazy, this happened with the students in the junior high school and make the teaching experience the difficulty of how trick or the right way to increase interest in reading in students.

PREP is one of the techniques or strategies used in the reading learning to improve students’ reading interest and understanding the content of the readings performed before reading activities. PREP can also be used by the teacher to increases the interest in reading, and understanding the contents of a student's school students in reading.

Based on the reasons above, the writer is attracted on teaching Reading through technique; Pre-Reading Plan (Prep) Strategy Toward Students’ Reading Comprehension at Seventh Grade of Junior High School.
B. Limitation of the Problem

The identification of the problem in this research are:

1. Does teacher use Pre-Reading Plan (Prep) strategy toward students’ reading comprehension?
2. Does Pre-Reading Plan (Prep) strategy have positive effect for the students in reading?
3. What is the effect of Pre-Reading Plan (Prep) strategy on the reading comprehension achievement at seventh grade students of MTs Maarif NU 12 Bulakparen Brebes in the Academic Year of 2019/2020? 
4. What is the main goal of teaching Reading?

C. Objective of the Research

Based on the statement of the problem, the writer aims of to find out whether Pre-Reading Plan (Prep) strategy is effective in teaching reading comprehension to the seventh grade students of MTs Maarif NU 12 Bulakparen Brebes in the academic year of 2019/2020.

D. Significances of the Research

Significances of the study can be described theoritically and practically as follow:

1. Theoretical Significances

To schools and teachers, theoritically this study can be as reference:

a. In education, especially Pre-Reading Plan (Prep) Strategy in teaching Reading.
b. The achievement of English subject.

2. Practical Significances

To schools and teachers, practically this study can be used as:

a. One of the guidelines to improve students’ achievement especially in English subject of Junior High School Students.

b. One of the guidelines to understand using Pre-Reading Plan (Prep) Strategy in Reading for Junior High School Students.
CHAPTER II

REVIEW OF RELATED THEORIES, FRAME OF THINKING
AND HYPOTHESIS

In this chapter, the writer presents about review literature, logical framework and hypothesis of the research.

A. Review of Related Theories

1. Previous Studies

According to Langer (2011), in his research entitled “From Theory to Practice: A Pre-Reading Plan”. PReP is one way in which recent research can be translated into useful classroom application. The three steps in the PrePare based on research which amplifies our knowledge of comprehension and learning.

This research suggests that we can help students comprehend a text by creating conditions under which appropriate knowledge is likely to be brought to awareness and applied. This permits a link between text concepts and past experience sand sets up, in the mind of the learner, appropriate expectations about the language and content of the text.

Hwang (2011), stated her research entitled “The Effects Of Pre-Reading And Sharing Mechanisms On Learning With The Use Of Annotations”. In her research said In this research he says this study aims to examine the student's behavior and its impact on attainment by the method of pre-reading plan (PREP) and web-based sharing mechanism.
The use of pre-reading plan (PREP) and web-based annotation tools can stimulate and help students before beginning mebaca, and also shows the preparation of students before reading and describe their prior knowledge, so that can help teachers prepare the material appropriately.

Marinaccio (2012) stated her research entitled “The Most Effective Pre-reading Strategies for Comprehension”. The purpose of this study was to find which pre-reading strategy would improve student’s comprehension. The study was done because teachers stimulate student knowledge before reading activities, students can benefit from the features of the book running pre reading strategy, this strategy is in knowing the vocabulary before reading pre also benefit because students can paint their knowledge on students about what they will do when reading.

This strategy has been used since ancient times but due to the limited number of available books they are using two different types of books one book of science and the second is the social studies books so that the results can be less in maximum.

Through this research can be found that the importance of teacher information students with the proper strategy and could benefit their students.

From this research can take the conclusion that this strategy as knowledge should enable teachers initially students before starting to read the text type by explaining what these readings give review kosata used, so when it's read allows students to understand the material text readings.
2. General Concept of Reading

a. Definition of Reading

According to Dasawati (2003), Reading is a complex cognitive process of decoding symbols for the intention of deriving meaning and or constructing meaning. It is the mastery of basic cognitive process to the point where they are automatic so that attention is freed for the analysis of meaning.

Reading is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, it is complex interaction between the text and the reader which is shaped by the reader’s prior knowledge, experiences, attitude, and language community which is culturally and socially situated.

In reading, student not only read a text but they also have to comprehend the text. But in fact, based on writer’s experience conducting PPL program, most of students still encounter difficulties in reading. This problem faced by many teachers and students who are not fluent in English. One of the difficulties encountered by students is how to remember what they have read. But rapid reading is not necessarily good reading.

It is important to realize that we need to vary rate according to our intention in reading and the students cannot find main idea what they after read. Actually, there are many technique to make teaching reading more interesting.

Teaching with pre-questioning reading is one of them. Pre-questioning it self can build student’s interest and motivation before students read the whole text. Moreover, the students can predict what discussed on the text. In this study, students may improve their reading comprehension if they know about pre-questioning and
it is very important to understand about pre-questioning in order to get good comprehension in reading.

Based on the above explanation, reading is an activity analyzing, interpreting is done to obtain the message in a reading that would like delivered by the author in writing media.

b. Types of Reading

According to Agustin (2013), there are some types of reading, they are:

1) Reading for Gist

This means reading to get the main points of a text. Reading for gist are very common form of reading, most frequent perhaps in reading a newspaper. It is useful study skill for our purpose in reading, the text was to satisfy our curiosity and so were likely to want to read it quickly to get the gist of the story.

2) Reading for Information

It is another very important skill. It is different from gist, because it requires the readers to read selection to find or choose those parts of the text are relevant. Example include looking up a telephone number or word in dictionary, and finding out travel times.

3) Reading for Study

This skill is extremely valuable and not just in study situations. Previewing (surveying) a text in rather like looking at a map before beginning a journey. It involves making a text easier to understand by making it more predictable.

Based on the above explanation reading has many types that have a purpose each and contain a message that berbda is different
2. Understanding Reading

The reading ability in each person is different. It is influenced by maturity and habituality. The interest is usually have a contribution in anyone’s reading activities. But the interest could not be used as a determining factor in anyone who said be good or bad reader.

“Reading is an activity to see and understanding the contents of that written by express or only in heart. Not all reading activities in silence way. It depends on the type of reading text that is read by the reader. A good reading text is increase knowledge or positive conception”. (in Syaiful Bahri, 2008)

It is not easy to be a good reader, because it needs some skills in reading activity. So, to know students reading ability they should have some reading skill. There are skills that covering reading abilities are as follow:

1) Skimming
Skimming is fast reading skill to get global content of the reading material. The skill is carried in reading a novel, a newspaper, or magazine for more getting fun or getting the main information. To know how it is organized or to get an idea of the text.

2) Scanning
Scanning is reading skill to get the necessary information by separating certain parts which get a special attention. The common way in scanning is by seeing all of the pages in a glance, then separating the part which contain the desire information.
3) Predicting
The learners are getting information in a limited time. Through this kind of exercise both the teacher and students can improve teaching and learning reading activity.

4) Summarizing
Shamillah, (2011) stated that making a good summary of the main point obtained from a reading a passage is important for reader. They have to familiarize their selves with the passage, determine the main points made about the subject mater and write those points in their own word than answering the question on the passage.

3. Reading Comprehension

a. The definition of Reading Comprehension
Patel and Jain (2008) stated reading means to understand the meaning of printed words, in example written symbols. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one’s knowledge of the language.

Reading is very necessary to widen the main and gain and understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language. Reading comprehension is process in which the reader has to decide linguistic symbol and reconstruct them up to meaningful whole intended by the writer.
The writer’s simple conclusion is reading comprehension involves taking meaning to a text in order to obtain meaning from textreading comprehension is only a term referring skill through the important thing that is not on the pronouncing or load reading, but it is the understanding taken into consideration. Comprehension includes recognizing and understanding a main idea and related details. A focus on comprehension is line with our feeling that is what reading to getting information from written texts. There is no doubt that our monitoring of our own reading comprehension is of major importance. It may help to understand the comprehension process if you at it the way many experts in reading does. They often talk about three levels of comprehension.

Patel and Jain (2008) stated each level involves more than an active role on the part of the reader:

(1) Literal Comprehension

This level of comprehension represents the minimum of involvement on the part of the reader. It is the simple understanding of the words and ideas of author. The author’s message is received but not examined, evaluated, or utilized in any way.

(2) Interpretive Comprehension

At this level, the reader not only knows what the author said but beyond that simple knowledge. It involves an effort to grasp relationship, compare facts with personal experiences, understand sequences, see cause an affect relationship, and generally interpret the message. It require a more active participant on the part of the reader.
(3) **Applied Comprehension**

At this level, the reader does more than merely receiving and interpreting the message. The reader evaluate the author’s ideas, either accepting or rejecting them or applying them to some a new situation. Generally the emphasis at this level of comprehension is on actively bringing the reader’s general understanding to bear on the ideas and concept contained in the reading passage. The synthesis is necessary for higher comprehension, especially on difficult material.

4. **The Importance of Reading**

a. **The Importance of Reading Comprehension**

   Otto (1979) explains that in comprehension of a reading, the reader not only pronounces written symbols but also seeks to understand and interpret the information contained in the text.

   Smith and Robinson (1980) describe reading as a process of interaction, involving a reader engaging with the information submitted by author through the text. Through this process the reader seeks to understand, evaluate, and utilize the information and ideas being presented.

   From the opinion of the experts that reading comprehension is very important because of the reading comprehension of students can get appropriate information from a story they read
b. Tips on Teaching Reading Comprehension

There are many tips on teaching reading comprehension, below are tips to teach reading comprehension which are summarized from a number of expert opinion, and according to the authors most readily applied.

1) Develop Vocabulary Powers

The teacher must focus on developing the word power of student, the teacher must explain that word and what it means, when the student find an unknown word in a passage, and whenever that word pops up again, the teacher can ask children for what it means so that the students remember it. Teaching students to look for word meanings in the dictionary is important. A good practice is, to make student underline words, that the students do not understand in the first reading and then discuss them in class.

2) Do Not Proceed Without Understanding

Every sentence or word must be understood before the students go for the next material. Make students feel free to ask question their doubts if they don't understand.

3) Grasping the Heart of the Matter

Teach the students how reading is made simple when the teacher understand the main topic of a passage. That way, the students can easily connect and understand what binds all the sentences together and what is really being talked about.
4) Using Contextual Clues

One thing to teach students is that reading is a lot like detective work. The teacher need to figure out the meanings of sentences through the context in which they are used. Teach them to question every line until the meaning is made clear, relevant to the context. It is all a matter of practice.

5) Visualizing What is Written

One of the simplest ways of mastering reading comprehension is visualizing what the reader read. Encourage students to visualize what they are reading. Especially, when the students have given a story reading assignment, ask the student to visualize as the student read. It is all about teaching reading strategies that help them to look beyond those black words printed on white and see the thoughts, images and ideas they represent.

c. Reading Material

Reading material for junior high school in a syllabus explains that students should learn some kinds of genre. And based on the Silabus, there are only two kinds of genre that must be taught in reading materials, they are Report and Narrative text. The explanation of those genres areas follows:

1) Report Text

According to Hartono (2008), he stated that Report is a text which presents information about something, it is as a result of systematic observation and analysis, a report must meet the systematics as a purpose to present information about something, and the next section describes the structure of a Generic part that is in the general paragraph structure is divided into two general aspects, namely as
regards; animals, public places, plants, etc. discussed in general terms and
descriptions to describe the things that be discussed in detail; parts per part,
customs or the deed to living beings and the use of materials, and the features of
the script language is a feature report which introduced the group or general
aspects, using a conditional logical connection e.g. when, so, etc, and use the
simple present tense.

The following is the example of report text that has characterized among
others, have a purpose, and contain the rules of the existing structure in the report
text.

<table>
<thead>
<tr>
<th>Human Body Energy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human body is actually a living machine and is</td>
</tr>
<tr>
<td>like all other machines. This living machine needs fuel</td>
</tr>
<tr>
<td>to supply it with energy. The fuel is provided by the</td>
</tr>
<tr>
<td>food which we eat. However do we know how much we</td>
</tr>
<tr>
<td>need to stay healthy?</td>
</tr>
<tr>
<td>The energy value of food is usually measured</td>
</tr>
</tbody>
</table>
| in calories. A calorie is the amount of heat which is re-
| quired to raise the temperature of 1 kg of water by 1 de-
| gree C. The number of calories which people need per |
| day varies. It depends on the activity which the people |
| are involved in. For example; people will need more |
| calories for standing than for sitting, people need more |
| for running than for walking, etc. |
The energy which is provided by food is in the form of three kinds of chemical substances. They are carbohydrate, protein and fat. Carbohydrate provides 8.8 calories per gram (cal/gm) of energy, protein 4.0 cal/gm and fat 8.0 cal/gm. Each food contains different proportion of these substances. These three chemical substances are all important for body staying healthy.

Based in the example, if can be seen that in first paragraph in sentence general classification, paragraph two until last paragraph in sentence description.

2) **Narrative Text**

Wahidi (2009) states, “Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.” The purpose of narrative is to present a view of the world that entertains or in forms the reader or listener.

In this research, narrative text means kind of story genre which has social function to amuse, entertain with problematic events which followed the resolution. According to Wahidi (2009), the generic structure of narrative text consists of orientation, evaluation, complication, resolution, reorientation, as follows:

1) **Orientation**

Same as orientation in the Recount text above. It is about the opening paragraph where the characters of the story are introduced. Its the scene and introduces the
participants (who, when, where). Orientation actually exists in every text type though it has different term.

2) Evaluation

This is optional, evaluation is used to a stepping back to evaluate the plight.

3) Complication

This is the crisis or the problems in the story are resolved, for better or for worse. Resolution is the final series of the events which happen in the story. The resolution can be good or bad. The point is that it has been accomplished by the characters.

4) Resolution

This is the crisis or the problems in the story are resolved, for better or for worse. Resolution is the final series of the events which happen in the story. The resolution can be good or bad. The point is that it has been accomplished by the characters.

5) Reorientation

It is optional, it is about the comments from the author about the events happened in the story in the end of the story. According to Wahidi (2009), the language features of narrative text are as follows:


b. Using linking verbs and linking words oftine.

c. Using temporal conjunction and temporal circumstances.

d. Using material processes, behavioural and verbal processes.

e. Using relational processes and mental processes.
f. Using mental verbs and action verbs.
g. Focus on specific and usually individualized participants.
h. Some dialogue may included, using present or future
i. Connectives, linking words to do with time.
j. Specific nouns, strong nouns have more specific meanings, e.g. ‘oak’ as opposed to tree.
k. Use of tense where appropriate, the senses can be used to describe and develop the experiences, setting and character, e.g. what does it smell like, what can be heard, what can be seen-details, what does it taste like, what does it feel like.

The following is the example of narrative text that has characterized among others, have a purpose, and contain the rules of the generic structure in the narrative text.

**The Greedy Mouse**

A mouse was having a very bad time. She could not find food at all. She looked here and there, but there was no food, and she grew very thin. At last the mouse found a basket, full of corn. There was a small hole in the basket, and she crept in. She could just get through the hole. Then she began to eat the corn.

Being very hungry, she ate a great deal, and went on eating and eating. She had grown very fat before she felt that she had enough. When the mouse
tried to climb out of the basket, she could not.

She was too fat to pass through the hole.”How shall I climb out?” said the mouse.”Oh, how shall I climb out?” Just then a squirrel came along, and he heard the mouse.”Mouse,” said the squirrel, “if you want to climb out of the basket, you must wait till you have grown as thin as you were when you went in.”

Based in the example, if can be seen that in first paragraph refers to orientation dan evaluation, orientation in sentence “A mouse was having a very bad time. She could not find food at all. She looked here and there, but there was no food, and she grew very thin”, and evaluation in sentence “At last the mouse found a basket, full of corn. There was a small hole in the basket, and she crept in. She could just get through the hole. Then she began to eat the corn”, and second paragraph referse to complication in sentence “Being very hungry, she ate a great deal, and went on eating and eating. She had grown very fat before she felt that she had enough. When the mouse tried to climb out of the basket, she could not”, and last paragraph we has been seen reorintation dan resolition, resolution in sentence “She was too fat to pass through the hole.”How shall I climb out?” said the mouse.”Oh, how shall I climb out?” Just then a squirrel came along, and he heard the mouse”, and resolutin in sentence “if you want to climb out of the basket, you must wait till you have grown as thin as you were when you went in.”.
4. Pre-Reading Plan (Prep)

a. Definition of Pre-Reading Plan (Prep)

According to Lenger (1981) the Pre-Reading Plan (Prep) helps students activate prior knowledge as a starting point for better reading comprehension. The Prep strategy guides the students to create research knowledge of students and choose the main idea as material the material read, next is analyzing the results of research and compare whether the new information can expand knowledge. After that formulate their knowledge back in a container of new information.

The relationship between knowledge of the old and the new can enhance students’ ability to understand and retain the information text and the new.

b. Steps to a Pre-Reading Plan (Prep):

The teacher selects the text readings that be used and then make a brief identification of the main concepts in short sentences and easy know by students and distributed as a springboard to activity pre reading them, the teachers split the group into the keys small and then ask them to write words and phrases, as well as the idea according to which they are the main concepts related to ask for the one they shared, and then ask students to analyze the relationship of each word or term with the main concepts teachers also give students questions in order to be able to explain it.

Next steps the teacher asked students to remove any word or term that has nothing to do with the main material and explain it with words that relate to the main concept, and with a list of words which hold the students ask the students
read carefully and meticulously, after reading the complete ask one student to see a list of words and ask them to evaluate the results of the before and after reading whether there are changes or not.

In preparation for the discussion of teachers using Prep examines text and keywords, phrases or pictures to stimulate group discussion. Prep involves three phases: Early association with the concept in this first stage the teacher says, "tells anything that comes to mind when", When each student tells the idea what appeared originally in mind, teachers responded to each other on the Board wrote. During this phase students have the first opportunity to find associations between key concepts and their knowledge before and during the second phase of PREP students requested, "what makes you think about ... (the responses given by a student).

This phase helps students develop awareness of networked thinking, they also have the opportunity to listen to the explanation of each, to interact and be aware of the differences of the idea. Through this procedure they have the opportunity to weigh, refuse to accept, revise and integrated some ideas that came to mind.

Brown’s (2001) explanation of display questions, schema theory and students’ background knowledge explanation. He also defined pre-questioning implicitly as some questions which are provided before the students read the whole text, in order to build the students’ interest and motivation, also their cognitive factors and pre-questioning is very useful to activate the schemata, thus the students can predict what be faced by them in the reading text. There are two
factors that influence the students’ reading comprehension achievements and they are related one another, they are: internal factor and the external factor.

1. The Internal Factor

The internal factor means the factor which comes from the reader himself (Kahayanto, 2005:13). Or usually known as personal factor, because the factor has existed inside the reader. This factor dealt with self-motivation and interest.

a. Motivation

Motivation plays an important role in comprehending the text. The students be motivated to read when they fell that they need something from the text. Brown (2001) divided the motivation theory into two kinds, they are: intrinsic and extrinsic motivation. Edward Deci in Brown (2001) defined intrinsic motivation, as follow:

“Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self-determination.”

On the other one, extrinsic motivation defined by him as extrinsically motivated behaviors that carried out in anticipation of a reward from outside and beyond the self. Such as; money, prizes, grades, and even certain of positive feedback.

b. Interest

Interest is being one of the important factors in order to increasing the students’ comprehension achievement in reading. If one has interest to read, it
means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement. In line with the explanation of motivation and interest above, in this study the writer interested to use pre-questioning to build up the students’ motivation and interest, and also want to see the effect of using pre-questioning in relationship with the students’ reading comprehension achievements. Because, it is impossible for the students to understand the text if he or she has no interest and motivation to read. So, it can be concluded that the good interest and motivation result the good achievement of the students.

2. The External Factor.

The external factor has a close relationship to reading material and teacher of reading. They are related one another:

a. Reading Material

The students’ achievements’ in reading depends on the level of the difficulty of the text. Thus, it can influence students’ achievement if the text given is not at the right level of the difficulty of the readers or the students.

b. Teacher of Reading

The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students’ reading comprehension achievements.

3. Kinds of questions in reading comprehension

According to Loughed and TOEFL Information Bulletin in Djiwandono (2002), usually the questions in reading comprehension tests are about:
a. Main idea
b. Supporting details
c. Inferring meaning
d. Passage structure
e. Author’s aim
e. Knowledge about certain vocabulary
f. Defining vocabulary based on the context

Perhaps the simplest way to conceptualize the possibilities is to think of a range of questions, beginning with display questions that attempt to elicit information already known by the teacher and the students. In this study, the writer interested to use pre-questioning in order to make the general frame of the knowledge.

B. Theoretical Framework

Based on the frame of thinking of related teaching reading using Pre-Questioning technique it has positive effect. Although using Pre-Questioning strategies is different with other research.

The students have to study hard to develop a point and try to explain the text. To make students easy for learning, the condition teaching learning should be have fun and interesting. One of the way to make teaching learning more enthusiastic and fun is using Pre-Questioning strategies. This Pre-Questioning strategies make students to participate in class and make interaction with other students in group or in class. With participation, students can make good relation with other students. The result that the purpose of teaching learning is meaningful for students.

C. Hypothesis
Hypothesis is prediction that the researcher makes about the expected relationship among variables, in this research prediction about the population values that the researcher will estimate based on data from a sample.

a. First hypothesis ($H_0$): pre-reading plan strategy toward student reading is not effective to teach reading to the seventh graders of MTs Ma’arif NU 12 bulakparen in the academic year of 2019/2020.

b. From the hypothesis above, it was analyzed by using paired sample test to prove the alternative hypothesis ($H_1$) that using pre-reading plan strategy toward student reading comprehension is effective to teach reading to the seventh graders of MTs Maarif NU 12 bulakparen in the academic year of 2019/2020.

c. Hypothesis Testing to prove the first hypothesis, the writer used paired T-test by using SPSS22 as the tools in a windows. Paired sample T-test by using SPSS is used to find out whether there is a significant differences between two group by comparing the result from pre-test and post-test in each group.

Independent sample T-test compares the means of two independent groups in order to determine whether there is statistical evidence that the associated population means are different. Independent sample T-test is used to prove the second hypothesis. It means that this test is to find out the significant difference between students who are taught by using word square, and those who are taught by using conventional method.

By using SPSS, the writer used paired sample t-test and independent sam-
ple t-test to measure the significant difference between two groups. If the significant was higher than 0,05 (5%), it means the null hypothesis cannot be rejected. While if the significant is lower than 0,05 (5%), it means that the null hypothesis are rejected and the research hypothesis is accepted.
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents research method that is used in this research. They are the research approach, type, and design, population and sample. It also consists of research variable, research instrument, data collecting technique, and technique of analyzing data.

A. Approach, Type, and Design of the research

1. Research approach

The writer uses quantitative research, the writer wants to know about the effect of using Pre-Reading Plan strategy toward students’ reading comprehension. This quantitative research is to find out the correlation between two factors which is made by the writer intentionally with eliminating decrease another factor Arikunto (2010). The writer must calculate the numeric data from the test given to the experimental and control group. In this research, the writer will find out the effect of using pre-reading plan strategy toward student school at MTs Maarif NU 12 Bulakparen Brebes in academic year of 2019/2020

2. Research type

The type of this research is experimental research. This study is a part of quantitative research which, it has special characteristics, especially in the attendance of control group. According to Musfiquon (2012) Experimental research is the research to test causality between variables by using steps manipulation, control and observation. Analysis of this type is done
by learning the relation between two variables which found in this research. In this type, the writer or researcher must make own assessment toward independent variable and dependent variable. The researcher would conducted the experimental research to the seventh grade of MTs Maarif NU 12 Bulakparen in academic year of 2019/2020.

3. Research design

According to Musfiqon (2012) research design is a plan by describing Narrative;.. In this research used Quasi Experimental Design that focuses on non equivalent control group design. According John Creswel states that Quasi Experiment Design is experimental situation in which the researcher assigns participant to group, but not randomly.

According to the design above, the writer divided subjects into two groups: the experimental group and the control group. The instrument had been checked first by giving try out to the students in different group (try-out group). After the instrument is valid and reliable. And than, the treatment had been given to the experimental group. The experimental group was taught by using pre reading plan method and the control group was not taught by pre reading plan strategy. Both of groups had same materials. Post-test was given after the process of treatment. In this research the writer used this following design:

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Explanation:
Ex : Experimental Group
Co : Control Group
\( O_1 \) : Post-test for Experimental Group
\( O_2 \) : Post test for Control Group
X : Treatment using pre reading plan strategy

B. Population, Sample, and Technique of Sampling

a. Population

Population is the generalization region consisting of objects or subjects that have certain qualities and characteristics defined by there searchers to be studied and then drawn conclusions. In this research, the population is all of the seventh graders of MTs Ma’arif NU 12 Bulakparen Brebes in the academic year of 2019/2020 with total amount of the students is 90 students. Total of classes are 3 classes of seven graders of MTs Maarif NU 12 Bulakparen Brebes they are class 7A up to 7C

b. Sample

Sample is a part or representative population of the research. The sample was taken by using cluster random sampling technique. The writer took 2 classes from 3 classes of the seventh grade students in MTs Maarif NU 12 Bulakparen Brebes. The writer chose class VII A which contains 30 students as experiment class who were taught by pre reading plan strategy toward method and class VII C which contains 30 students as control class who were taught by using pre-reading plan strategy toward student reading
c. **Technique of Sampling**

The Technique of sampling was taken by using cluster random sampling technique in this sampling plan the total population is divided into these group and simple random sample of the group selected, the element in each cluster are than sampled. If all element in each sampled cluster are sampled then this is referred to as a “one stage” cluster sampling plan.

C. **Research variables**

Variable is the object of research or what is the point of attention of the research. In this research, the writer used two variables. A variable can be defined as an attribute of a person or from object. From the design experiment, there were two variables of this research. variables of the research are:

1). Independent variable is a variable that gives an effect. In this research the independent variable would be pre-reading plan strategy toward student reading

2). Dependent variable is measured by the writer. In this research the dependent variable would be the students’ Reading comprehension.

D. **Data Collecting Technique**

Data collecting is Processed data collecting. To get data that was needed in this research the writer used a Narrative text, fill in the blank spaces and also pre-reading plan strategy toward student reading method.
Before conducting the test, the writer conducted tryout test first to get the validity and reliability of the instrument to another group (tryout group). After that, the writer started the research. The writer taught vocabulary by applying word square method to experimental group and conventional method to control group. At the end of the lesson, the writer applied post-test that was reading test consist of narrative text, fill in the blank, and also pre-reading plan strategy toward

E. Research Instrument

The writer used reading test consist of narrative text, fill in the blank, and also pre-reading plan strategy toward student reading as instrument of this research. The test consists of 50 items. The test type was multiple choice with four options; A, B, C, and D for each item with maximal of time is 90 minutes. Before the instrument was used to collect data of the research, the writer did try out of the instrument at class 7B which was not samples of the research. Tryout of the instrument was intended to know whether the items were good items quality or not. A good instrument must fulfill requirements, that is valid and reliable. The result of tryout was analyzed as follows:

a. Validity of Test

A test is said to be valid when it actually measure what is intended to measure validity not emphasizing on the test itself but the result of the test or score.
A test has validity if the result has the criterion, it means to have a parallel between the result of these test with the criterion. Test validity is defined as the degree to which measure a test.

The technique to analyzed the quality or validity of the test was correlation technique of product moment by Pearson. The researcher investigates the external validity by using SPSS procedure of Pearson Product Moment correlation:

The writer did the try out in January, 6th 2020. In the try out, there were 50 questions and the result of the try-out that is valid 40 questions and the instrument that was not valid is 10 questions. The writer used 40 questions as the instrument for pre-test and post test. The writer had chosen the example number 1 to check the validity.

The writer used SPSS statistic based 22 to compute the validity of test. In SPSS program, the testing technique often used to measure validity is by using correlation of Pearson Product Moment technique. There are criteria of the test is as follows:

a. If \( r_{count} \geq r_{table} \) so the instrument or the question items have significant correlation (it’s asserted valid).

b. If \( r_{count} < r_{table} \) so the instrument or the question items have significant correlation (it’s asserted no valid).

From the table, the writer had choosen the example of number 1 to check validity and number 6 to check invalid.
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### EXAMPLE QUESTION VALIDITY NO.2

The formula for calculating the correlation coefficient ($r_{xy}$) is:

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

Using the given data:

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- $n = 28$
- $\sum X = 894$
- $\sum Y = 20$
- $\sum X^2 = 33432$
- $\sum Y^2 = 763$

Calculated $r_{xy}$:

$$r_{xy} = \frac{28 \times 894 - (894)(20)}{\sqrt{(28 \times 33432 - (894)^2)(28 \times 763 - (20)^2)}}$$

$$r_{xy} = \frac{28 \times 894 - 17880}{\sqrt{(28 \times 33432 - 792236)(28 \times 763 - 400)}}$$

$$r_{xy} = \frac{28 \times 894 - 17880}{\sqrt{(28 \times 33432 - 792236)(28 \times 763 - 400)}}$$

$$r_{xy} = \frac{28 \times 894 - 17880}{\sqrt{(28 \times 33432 - 792236)(28 \times 763 - 400)}}$$

$$r_{xy} = 0.745$$

- $t_{table} = 0.374$
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\[
\begin{align*}
\text{EXAMPLE QUESTION VALIDITY NO.1} \\
\sqrt{\frac{n \sum XY - (\sum X)(\sum Y)}{\left(n\sum X^2 - (\sum X)^2\right)\left(n\sum Y^2 - (\sum Y)^2\right)}} \\
\end{align*}
\]

\[
\begin{align*}
r_{xy} &= \frac{28 \times 850 - 26 \times 894}{\sqrt{(28^2 \times 26 - 26^2)^2 \times (28^2 \times 894 - 894^2)}} \\
&= \frac{23800}{\sqrt{799236}} \\
&= 556 \\
&= 556 \\
&= 7116720 \\
&= 0,208 \\
\end{align*}
\]

0,208

\[
\begin{align*}
r_{tabel} &= 0,374 \\
\end{align*}
\]
### EXAMPLE QUESTION VALIDITY NO.2

#### Calculation of Correlation Coefficient ($r_{xy}$)

The correlation coefficient, $r_{xy}$, is calculated using the formula:

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

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<table>
<thead>
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<th>No</th>
<th>n</th>
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<th>Y</th>
<th>$X^2$</th>
<th>$Y^2$</th>
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<td>20</td>
<td>894</td>
<td>20</td>
<td>33432</td>
<td>763</td>
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\[ r_{xy} = \frac{0.745}{0.374} \]
Table 1.

Question in validity no 1

<table>
<thead>
<tr>
<th>Pearson Correlation</th>
<th>0.069</th>
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</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.208</td>
</tr>
<tr>
<td>N</td>
<td>30</td>
</tr>
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</table>

From the data above, it can be said that the r-count value is 0.069 and r-table on the level of significant 5%, with the total of sample is (N) = 30 is 0.069. Here by, r-count is higher than t-table (0.208 > 0.2787). It means that the item test number 1 is “inVALID”.

Table 2.

Question validity no2

<table>
<thead>
<tr>
<th>Pearson Corelation</th>
<th>0.212</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig. (2-tailed)</td>
<td>0.745</td>
</tr>
<tr>
<td>N</td>
<td>30</td>
</tr>
</tbody>
</table>

From the data above, it can be said that the r-count value is 0.212. Then, the level of significant 5% it is found that r-table with N=30 so r-count is smaller than t-table (0.745< 0.2787). It can be said that the question number 2 is VALID”.
F. Technique of Analyzing Data

According to Nana Sudjana (2009) Analyzing data is a process of preparing, setting up and processing of data that can be used to justify or blame a hypothesis. The writer did pre analysis testing and analysis testing. To find out the effect of using pre-reading plan strategy toward student reading, whether it is a good or not, the writer will analyse the experiment result by using statistic formula test. These ways below are used to calculate and to prove the data, as follows:

a) Pre Analysis Testing

Pre analysis testing used to know the homogenity of sample. Test is used to measure the students vocabulary achievement before doing treatment. It also can make sure that each group of students have similar capability in vocabulary achievement. Homogeneity of the sample distribution took from pre-test score of both samples. It was used one-way a nova in SPSS 22 program. The sample is told homogenous if the levene statistic obtained p value 5.438 is higher than 0.005.
This chapter presents about the data description, data analysis and discussion of data analysis.

A. Data Description

Based on the explanation in the previous chapter, the research was done on the seventh graders student of MTs Maarif NU 12 Bulakparen in academic years 2019/2020 on January to February. The data description explains about the use of pre-reading plan strategy toward student reading.

In this research the writer taught two classes (VII A and VII C). The VII A class was as the experimental group which was taught by using pre-reading plan strategy toward student reading Method. Then, VII C class was as the control group which was not by using pre-reading plan strategy toward student reading.

This research held by using two groups design, it was experimental group and control group. As stated above, to know the effect of pre-reading plan strategy toward student reading, the writer taught directly the implementation to the sample. The research was conducted from January 6, 2020 until February 28, 2020, during 7 meetings and 1 meeting for post-test. In the first meeting that teaching learning vocabulary in conventional method and the next meeting started to introduce about the method to the student, than during seven times of the meetings in teaching learning process by using pre-reading plan strategy toward student reading Method in experimental group and the other method in control group. And post test was given on the last meeting.
1. Try-Out

Tryout was conducted on January 6, 2020. The try out test was multiple choices which consisted of 50 questions with four option A, B, C, and D. the material was about reading. The result of try out test was used to know the validity and reliability for pre-test and post-test. Try out was given for VIIB class. The students have taken the test in 70 minutes.

2. Pre-test

The pre-test given before the treatments to know the level of students Reading. The pre-test for experimental group (VIIA) was conducted on February 17, 2020. And control group ( VII C ) was conducted on February18, 2020. The test was multiple choices which consist of 40 questions with four option A, B, C, and D. The student had to do the test in 75 minutes.

3. Treatment

The treatment conducted in seven meetings from January 6, 2020 until February 28, 2020. The material which was given in the treatments was about reading taken from internet. Details of treatment are explained below:

a. Experimental Group ( VII A)

At the first meeting, the writer entered the classroom and greeted to the students. After that, the writer checked the attendance and than the writer introduced himself and than explained the purpose of the teaching learning activity on that day. The writer gave the material about narrative text to the experimental group. The writer gave narrative text and explain about the whole text (generic structure and function of the text).
At the second meeting, the writer explained the material about narrative text, and the theme

The text contained of picture. First, the writer stimulated the students comprehension about narrative text by asking them what had they learned the day before. Teaching learning process was started by divided students in groups. Each group was consisted 5 students. Then the writer gave another narrative text for them practicing in dividing the generic structure and the aim of the text.

At the third meeting, the writer entered the classroom and greeted to the students. After that, the writer checked the attendance and explained the purpose of the teaching-learning activity on that day. The writer gave a new example of narrative text. About people appearance to the experimental group. The writer asked students to narrative.

At the fourth meeting, the writer explained the material about narrative text. The text contained of picture. At the first, the writer checked the students memory about narrative text in previous meeting..

4. **Post Test**

After seven meetings of treatment, the writer gave both of the experimental (VIIA ) and control group ( VIIC ) the post test. It was executed on February 28th, 2020 for experimental group and control group with reading test as the post-test. The writer gave the questions of reading test based on the treatment materials before. It was for measuring the students reading comprehension. After the post-test was done, the writer could conclude that there is positive effect pre-reading plan strategy toward student reading because the score of post-test in experiment group is significance higher than post-test in control group.
B. Data Analysis Testing

The data description explains about The Effect of pre-reading plan strategy toward student reading Method to teach reading at the seventh grade of MTs Maa-rif NU 12 Bulakparen in academic of year of 2019/2020.

1. Pre Analysis Testing

The writer conducted pre-analysis testing by using homogeneity test. Homogeneity test is used to know that two or more groups of sample come from the same population. The purpose of homogeneity testing is to know whether there is belong to the same characteristics or not.

a. Homogeneity Test

Homogeneity is the condition of the samples variance from the same population. The aim was to find whether there is significant difference mean between the samples. In this research, the writer took score of mid test to know the homogeneity of sample distribution. The sample is told homogenous if the value of F-test ($F_0$) is lower than F-table ($F_t$) ($F_t < F_0$). There is no significance if the value of F-test ($F_0$) is higher than F-table ($F_t$) ($F_t > F_0$). It means there is no significant different mean between the samples. To find out the homogeneity of the samples, the writer used SPSS 22.

Table 3. The Result of Homogeneity Test.

<table>
<thead>
<tr>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.240</td>
<td>1</td>
<td>58</td>
<td>.626</td>
</tr>
</tbody>
</table>

The table above, it is known that the $F_0$ was 0.240. Then the writer consulted into $F_t$ with 5% significant level and the df (degree of freedom) between groups 1 and df (degree of freedom) within groups 58. The writer found that the $F_t$
was 0.626. It proved that the result of the F-table was higher than F-test (0.626 > 0.05). It means that there is no significant different mean from both of groups, in other words the samples were homogeneous.

**Table 4. The Result of paired samples statistics**

<table>
<thead>
<tr>
<th>Pair</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>74.600</td>
<td>64.000</td>
</tr>
<tr>
<td>N</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>8.4225</td>
<td>6.5601</td>
</tr>
<tr>
<td>Std. Error Mean</td>
<td>1.5377</td>
<td>1.1977</td>
</tr>
</tbody>
</table>

Based on the table above, the amount of students in experimental group (N) was 30 students. The average score (mean) of pre-test was 74.600 and the standard deviation was 8.4225. Mean while, the average score (mean) of post-test was 64.000.

And the standard deviation was 6.5601. Based on the result above, it showed that after the students were taught pre reading plan, it had higher average score than before taught reading by using pre reading plan.

**Table 5. Group Statistics**

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
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<tr>
<td>Score</td>
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<td>74.600</td>
<td>84225</td>
<td>1.5377</td>
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<tr>
<td>Control</td>
<td>30</td>
<td>64.000</td>
<td>6.5601</td>
<td>1.1977</td>
</tr>
</tbody>
</table>

Based on the table above, the participants in experimental group and control group (N) were 30 students. The average score (mean) of experimental group post-test was 74.600. Mean while, the average score (mean) of control group post test was 64.000. It can be seen that mean post-test of experimental group was higher than the mean post-test of control group (74600>6400). It means that the students who are taught by using pre reading plan was higher score than the students.
Table 6. The Result of Independent Sample Test

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>T-test for Equality of Means</th>
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<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>SCORE</td>
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<tr>
<td>Equal variances assumed</td>
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</tr>
<tr>
<td>Equal variances not assumed</td>
<td>54.720</td>
<td>.000</td>
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</table>

From the table above, The result of the analysis using the independent t-test obtained a p-value 5.438. The t-table shows 0,05. The result of t-test is higher than t-table (5.438>0.05), it means the PREP Strategy is effective to teach reading.

C. Discussion

Based on the result of study, the writer would like to present the summary of the effect of using Pre Reading Plan Method to teach reading at the seventh grade of MTs Maarif nu 12 bulakparen in academic year of 2019/2020.

Teaching reading by Pre reading plan method could be one of the ways to develop the student's reading. It could be proved by the writer’s observation before treatment and the experience in implement the technique. Before the treatment begun, the writer had conducted observation to the selected class. Based on the observation, there were no effort or event spirit of students to learn, especially in learning English. The simple evidence was there only a few of the students brought the dictionary and opened it at the English lesson. After the treatment begun, the student automatically brought.
Thus, Teaching reading by this strategy could increase the students reading achievement. It could be proved by the T-test calculation. The result of t-test which shows t-test higher than t-table, however, the writer also finds out that the students were more active and enthusiasm in teaching learning process especially in English learning because students felt fun when the writer using this method. Pre reading plan method gives students many reading because, in the implementation of it, the teacher should give some words. It makes students feel need to look up the meaning of the words, Then they would look up the meaning by opening dictionary or asking they friends. After they know the meaning of word then they have to know the meaning of another words. After they know the meaning of words, they could answer the question. All of that activity makes students active. It could be seen when the writer teaches in the class. Students are highly motivating in opening dictionary to find the new words that they did not.
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter discusses about conclusion and suggestion including the conclusion of the final data of the test.

A. Conclusion

The result of the analysis using the independent t-test obtained a p-value of 5.438>0.05. According to this calculation, the research hypothesis of this research is accepted. It means that there is significant difference in reading achievement between the students who are taught by using pre reading plan (PREP) Strategy toward method and those who are not taught by pre reading plan (PREP) Strategy toward.

B. Suggestions

Suggestion has important role as the feedback of finishing the research. Because in applying PREP method, there are some strengths and weaknesses. In this research, the writer give some suggestion to teacher, students and for further reseacher. The details are as follows:
1. For the teacher, they have to give improvement or such kind of new method in teaching English, especially teaching descriptive. Thus, teacher should pay more attention about their mistake when pronounce the new word.

2. For the students, students have to be an active learner. It means that, if students are difficult to understand the material, ask teacher to give more explanation. Students should develop their knowledge get through using word square method to solve their narrative problems.

3. For other researchers, this research still has many weaknesses. As consequence, other researchers should explore the aspects which are not presented yet in this paper. Finally, they can use this research as their reference.

Those are some suggestions for all school aspect which have the important rule in the school. The writer hoped that this method can be applied in another school subject. In order to help their vocabulary of some new words.
REFERENCES


REFERENCES:

# APPENDIX 1

## The Schedule Class VII

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Day/Date</th>
<th>Topic</th>
<th>Activity</th>
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<td>Monday, 6th January 2020</td>
<td>Try Out</td>
<td>Giving Instrument</td>
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<tr>
<td>2nd Meeting</td>
<td>Thursday, 17-18 February 2020</td>
<td>Pre Test</td>
<td>Giving Instrument</td>
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<tr>
<td>3rd Meeting</td>
<td>Tuesday, 14th January 2020</td>
<td>Introduction and Narrative text</td>
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<tr>
<td>4th Meeting</td>
<td>Friday, 24th January 2020</td>
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<td>6th Meeting</td>
<td>Wednesday, 29th January 2020</td>
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<tr>
<td>7th Meeting</td>
<td>Tuesday, 4th February 2020</td>
<td>Narrative text (Text 5)</td>
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<td>8th Meeting</td>
<td>Friday, 28th February 2020</td>
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<td>9.</td>
<td>MOH, HARUN SANJAYA</td>
<td>42</td>
</tr>
<tr>
<td>10.</td>
<td>MUTIARA</td>
<td>38</td>
</tr>
<tr>
<td>11.</td>
<td>RAMA BAYU SAPUTRA</td>
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</tr>
<tr>
<td>12.</td>
<td>RENDI NURFAUZI</td>
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<tr>
<td>13.</td>
<td>RICO AGENG</td>
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</tr>
<tr>
<td>14.</td>
<td>RIYADI</td>
<td>46</td>
</tr>
<tr>
<td>15.</td>
<td>SUKMAWATI</td>
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</tr>
<tr>
<td>16.</td>
<td>SEPTI AULIA</td>
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</tr>
<tr>
<td>17.</td>
<td>SRI WULANDARI</td>
<td>48</td>
</tr>
<tr>
<td>18.</td>
<td>SUSILOWATI</td>
<td>26</td>
</tr>
<tr>
<td>19.</td>
<td>TAUFIKKUROKHMAN</td>
<td>36</td>
</tr>
<tr>
<td>20.</td>
<td>WINDI SAPUTRI</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Age</td>
</tr>
<tr>
<td>---</td>
<td>----------------------</td>
<td>-----</td>
</tr>
<tr>
<td>21.</td>
<td>ZAHWA AULIA</td>
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</tr>
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<td>22.</td>
<td>M.DAFFA NURRIYAH</td>
<td>32</td>
</tr>
<tr>
<td>23.</td>
<td>ZAHRA LAYINA NADIBA</td>
<td>46</td>
</tr>
<tr>
<td>24.</td>
<td>RIFA ULHAQALAJIBA</td>
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<tr>
<td>25.</td>
<td>RIMANDADELAISNAENI</td>
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<td>26.</td>
<td>RISKAROSIANA</td>
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<td>27.</td>
<td>SANTINUR AFRIDA</td>
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<tr>
<td>28.</td>
<td>SILVIFARADILA</td>
<td>24</td>
</tr>
<tr>
<td>29.</td>
<td>SITIMAGHIROH</td>
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</tr>
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<td>30.</td>
<td>SUCIKARISMAHASRAH</td>
<td>42</td>
</tr>
</tbody>
</table>
### APPENDIX. 4

**SCORE OF EXPERIMENTAL GROUP**

<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA</th>
<th>PRE-TEST</th>
<th>POST-TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AINI NADZIROH</td>
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</tr>
<tr>
<td>2.</td>
<td>ALFINA DAMAYANTI</td>
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<td>86</td>
</tr>
<tr>
<td>3.</td>
<td>DWI MELIANA SAPUTRI</td>
<td>50</td>
<td>67</td>
</tr>
<tr>
<td>4.</td>
<td>FAOZIYAH</td>
<td>80</td>
<td>87</td>
</tr>
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<td>5.</td>
<td>FATKHIYATUR RIZKIYAH</td>
<td>70</td>
<td>74</td>
</tr>
<tr>
<td>6.</td>
<td>FAUZIAH</td>
<td>57</td>
<td>77</td>
</tr>
<tr>
<td>7.</td>
<td>FIRLY</td>
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</tr>
<tr>
<td>8.</td>
<td>HERLINA</td>
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</tr>
<tr>
<td>9.</td>
<td>ILNA FATMAWATI</td>
<td>70</td>
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</tr>
<tr>
<td>10.</td>
<td>ISNAENI</td>
<td>84</td>
<td>93</td>
</tr>
<tr>
<td>11.</td>
<td>IZMI NUR HIDAYAH</td>
<td>80</td>
<td>93</td>
</tr>
<tr>
<td>12.</td>
<td>JIHAN RAHMA DEWI</td>
<td>80</td>
<td>97</td>
</tr>
<tr>
<td>13.</td>
<td>KAPITA SARI</td>
<td>74</td>
<td>90</td>
</tr>
<tr>
<td>14.</td>
<td>LAILATUL KHAQIYAH</td>
<td>80</td>
<td>93</td>
</tr>
<tr>
<td>15.</td>
<td>LIZZA RAKHMALIA</td>
<td>74</td>
<td>80</td>
</tr>
<tr>
<td>16.</td>
<td>MAULINA SAFITRI</td>
<td>80</td>
<td>86</td>
</tr>
<tr>
<td>17.</td>
<td>NISA PERMATA TIAS</td>
<td>77</td>
<td>97</td>
</tr>
<tr>
<td>18.</td>
<td>NUR ALIFAH</td>
<td>67</td>
<td>70</td>
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<tr>
<td>19.</td>
<td>NUR HIKMAH</td>
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<td>77</td>
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<tr>
<td>20.</td>
<td>NUR ROKHMAH</td>
<td>80</td>
<td>93</td>
</tr>
<tr>
<td>21.</td>
<td>NURUL KHILYATUN NISA</td>
<td>80</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Score</td>
<td>Grade</td>
</tr>
<tr>
<td>---</td>
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<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>22.</td>
<td>ROKHILATUN</td>
<td>80</td>
<td>93</td>
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<tr>
<td>23.</td>
<td>SITI FATMAWATI</td>
<td>64</td>
<td>77</td>
</tr>
<tr>
<td>24.</td>
<td>SITI NUR ALIYAH</td>
<td>67</td>
<td>83</td>
</tr>
<tr>
<td>25.</td>
<td>SITI WAHYUNI</td>
<td>74</td>
<td>80</td>
</tr>
<tr>
<td>26.</td>
<td>SRI AROFAH</td>
<td>80</td>
<td>97</td>
</tr>
<tr>
<td>27.</td>
<td>TUTI NUR ANISA</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>28.</td>
<td>ULI AULIANI</td>
<td>57</td>
<td>70</td>
</tr>
<tr>
<td>29.</td>
<td>USWATUN KHASANAH</td>
<td>74</td>
<td>93</td>
</tr>
<tr>
<td>30.</td>
<td>VERA HIDAYAH</td>
<td>67</td>
<td>73</td>
</tr>
</tbody>
</table>
APPENDIX 5

SILABUS SMP/MTs

<table>
<thead>
<tr>
<th>Mata Pelajaran</th>
<th>Bahasa Inggris</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelas</td>
<td>VII</td>
</tr>
</tbody>
</table>

Kompetensi Inti:

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>komunikasi interpersonal dengan guru dan teman.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</td>
</tr>
<tr>
<td>2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.1 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1. Menyusun teks lisan se-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teks lisan untuk (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Masing-masing mengunakan prosedur yang sama</strong></td>
</tr>
<tr>
<td><strong>Mengamati</strong></td>
</tr>
<tr>
<td>• Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Kriteria Penilaian</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tingkat ketercapaian fungsi sosial (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, serta responnya.</td>
</tr>
<tr>
<td>• Tingkat kelengkapan dan keruntutan struktur ungkapan (a)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12 JP</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Buku Teks wajib</td>
</tr>
<tr>
<td>• Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</td>
</tr>
<tr>
<td>• Contoh peragaan dalam bentuk</td>
</tr>
</tbody>
</table>
derhana untuk mengucapkan dan merespon sapaan, pamit, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

<table>
<thead>
<tr>
<th>Struktur teks</th>
<th>untuk menjaga hubungan interpersonal dengan ungkapan yang sesuai dengan konteksnya (keteladanan).</th>
</tr>
</thead>
<tbody>
<tr>
<td>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</td>
<td>- Siswa dituntut untuk mencontoh keteladanan tersebut dengan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf serta meresponnya, dalam bahasa Inggris, untuk menjaga hubungan interpersonal dan sesuai dengan konteksnya.</td>
</tr>
<tr>
<td>a. Good morning. How are you?, Fine, thank you. And you? dan semacamnya</td>
<td>- TINGKAT KETEPATAN UNSUR KEBAHASAAN: TATA BAHASA, KOSA KATA, UCAPAN, TEKANAN KATA, INTONASI, EJAAN, TANDA BACA, TULISAN TANGAN.</td>
</tr>
</tbody>
</table>
| b. Goodbye. Bye. See you later. See you. Take care., dan semacamnya | - Sikap santun, peduli, dan percaya diri yang menyertai ungkapan (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, serta responnya.
| c. Thank you. You are welcome., dan semacamnya | - CARA PENILAIAN: |
| d. I’m sorry. That’s fine, okay. Alright., dan semacamnya |

Unsur kebahasaan
1. Kosa kata dan tata bahasa baku
2. Ucapan, tekanan kata, intonasi
3. Ejaan dan tanda baca
4. Tulisan tangan

Topik
Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku santun dan peduli.

Menanya
Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responnya dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.

Mengumpulkan Informasi
- Siswa mendengarkan dan menyaksikan banyak contoh interaksi (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb.
- Siswa menirukan contoh-contoh interaksi sapaan, pamit, ucapan terimakasih, dan meminta maaf, serta responnya.

Cara Penilaian:
Kinerja (praktik)
Simulasi dan/atau bermain peran (role play) untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, (d) meminta maaf, serta responnya.

rekaman CD/VCD/DVD/kaset
- Contoh interaksi tertulis
- Contoh teks tertulis
- Sumber dari internet, seperti:
  - www.dailyenglish.com
  - http://americanenglish.state.gov/files/aeremocfile
  - http://learnenglish.britishcouncil.org/en
  - rekaman CD/VCD/DVD/kaset
  - Contoh interaksi tertulis
  - Contoh teks tertulis
  - Sumber dari internet, seperti:
    - www.dailyenglish.com
    - http://americanenglish.state.gov/files/aeremocfile
    - http://learnenglish.britishcouncil.org/en
teraksi (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responsnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.

- Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responsnya.
- Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf, serta responsnya, dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur.

Mengasosiasikan
- Siswa membandingkan berbagai ungkapan (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf serta responsnya yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- Siswa membandingkan ungkapan (a) sapaan, (b) pamitan, (c) ucapan terimakasih, dan (d) permintaan maaf serta responsnya yang telah dikumpulkan dari berbagai sumber tersebut di atas.

Observasi:
- Observasi yang bertujuan untuk memberikan balikan secara lebih cepat)
  - Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf ketika muncul kesempatan di dalam dan di luar kelas.
  - Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan.
  - Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas.

Penilaian diri:
Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman
imakasih, dan (d) permintaan maaf, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.

- Siswa memperoleh balikan *(feedback)* dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

**Mengkomunikasikan**

- Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf, serta responnya di dalam dan di luar kelas, untuk menjaga hubungan interpersonal dan sesuai dengan konteksnya.
- Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.
- Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) menyapa, (b) berpamitan, (c) mengucapkan terimakasih, dan (d) meminta maaf, serta responnya, dan menuliskannya da-
<table>
<thead>
<tr>
<th></th>
<th>lam jurnal belajar sederhana dalam bahasa Indonesia.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2</td>
<td>Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.</td>
</tr>
<tr>
<td>4.2</td>
<td>Menyusun teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teks lisan dan tulis sederhana untuk perkenalan diri serta responnya</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fungsi sosial</strong></td>
</tr>
<tr>
<td>Memperkenalkan diri untuk menjalin hubungan interpersonal dengan guru dan teman</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Struktur teks</th>
</tr>
</thead>
<tbody>
<tr>
<td>My name is ..., I’m ..., I live in ..., What’s your name?, Where do you live?, Nice to meet you, How do you do, ... dan semacamnya.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unsur kebahasaan</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Kosa kata</td>
</tr>
<tr>
<td>(2) Tata bahasa: be, have; kata ganti I, he, she, they, dst.; kata ganti kepunyaan my, your, his, their, dst.</td>
</tr>
<tr>
<td>(3) Ucapan, tekanan kata, dan intonasi</td>
</tr>
<tr>
<td>(4) Ejaan dan tanda baca</td>
</tr>
<tr>
<td>(5) Tulisan tangan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mengamati</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Siswa melihat, mendengar, dan menyaksikan guru memperkenalkan dirinya dalam bahasa Inggris secara benar sesuai kenyataan, untuk dapat dikenal siswa secara lebih dekat.</td>
</tr>
<tr>
<td>• Guru mengulanginya berkali-kali, dan secara interaktif mengajak siswa untuk mengamati secara jelas, kalimat demi kalimat, isi pesan dan unsur kebahasaan yang digunakan dalam perkenalan diri.</td>
</tr>
<tr>
<td>• Siswa menirukan guru mengatakan setiap kalimat.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Menanya</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan perkenalan diri dalam bahasa Inggris dan dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mengumpulkan Informasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Siswa mendengarkan dan menyaki-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KRITERIA PENILAIAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tingkat ketercapaian fungsi sosial perkenalan diri, serta responnya.</td>
</tr>
<tr>
<td>• Tingkat kelengkapan dan keruntutan struktur teks perkenalan diri, serta responnya.</td>
</tr>
<tr>
<td>• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ejaan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.</td>
</tr>
<tr>
<td>• Sikap santun, peduli, dan percaya diri yang menyertai perkenalan diri, serta responnya.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CARA PENILAIAN:</th>
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</thead>
<tbody>
<tr>
<td>Kinerja (praktik)</td>
</tr>
<tr>
<td>Simulasi dan/atau bermain peran (role play) dalam</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>4 JP</th>
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</thead>
<tbody>
<tr>
<td>• Buku Teks wajib</td>
</tr>
<tr>
<td>• Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</td>
</tr>
<tr>
<td>• Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset</td>
</tr>
<tr>
<td>• Contoh interaksi tertulis</td>
</tr>
<tr>
<td>• Contoh teks tertulis</td>
</tr>
<tr>
<td>• Sumber dari internet, seperti:</td>
</tr>
<tr>
<td>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></td>
</tr>
<tr>
<td>- <a href="http://americanenglish.state.gov/files/ae/resource_files/">http://americanenglish.state.gov/files/ae/resource_files/</a></td>
</tr>
<tr>
<td>- <a href="http://learnenglish.britishcouncil.or">http://learnenglish.britishcouncil.or</a></td>
</tr>
</tbody>
</table>
| Topik | Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, percaya diri, dan bertanggung jawab. | kan banyak contoh interaksi perkenalan diri dalam bahasa Inggris dari film, kaset, buku teks, dsb.  
- Siswa mengikuti dan menirukan contoh-contoh interaksi perkenalan diri dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.  
- Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi perkenalan diri.  
- Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk memperkenalkan diri dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur. | melakukan perkenalan diri, serta responnya.  
Observasi:  
(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)  
- Observasi terhadap tingkah laku siswa menggunakan bahasa Inggris untuk perkenalan diri, dan responnya, ketika muncul kesempatan di dalam dan di luar kelas.  
- Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan.  
- Observasi terhadap kesantunan dan kepedulian dalam melaksanakan komunikasi di dalam dan di luar kelas. |  
Penilaian diri:  
Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan |
<table>
<thead>
<tr>
<th>3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</th>
<th>Teks lisan dan tulis untuk menyatakan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (f) tahun</th>
<th>Masing-masing menggunakan prosedur yang sama</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama</td>
<td>Masing-masing diajarkan secara terpisah</td>
<td></td>
</tr>
<tr>
<td><strong>Fungsi sosial</strong></td>
<td>Menyadari pentingnya (a) nama</td>
<td><strong>MENGOMUNIKASIKAN</strong></td>
</tr>
<tr>
<td></td>
<td>digunakan.</td>
<td>- Siswa menggunakan bahasa Inggris untuk saling memperkenalkan diri agar saling mengenal secara lebih dekat.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Siswa membicarakan permasalahan yang dialami dalam memperkenalkan diri dalam bahasa Inggris dan menuliskannya dalam jurnal belajar sedehana dalam bahasa Indonesia.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>perkenalan diri, termasuk kemudahan dan kesulitanya.</td>
</tr>
</tbody>
</table>

**Kriteria Penilaian**

- Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun. 
- Tingkat kelengkapan dan keruntutan dalam berbagai kegiatan dan keadaan nyata.

<table>
<thead>
<tr>
<th>16 JP</th>
<th>Buku Teks wajib</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat</td>
</tr>
<tr>
<td></td>
<td>Contoh peragaan dalam bentuk</td>
</tr>
<tr>
<td>hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.</td>
<td>hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun untuk mengelola kehidupan manusia.</td>
</tr>
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<td>---</td>
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</tr>
<tr>
<td><strong>Struktur teks</strong></td>
<td><strong>Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, dalam bahasa Inggris.</strong></td>
</tr>
</tbody>
</table>
| a. *What day is it today?* It's Monday today. *When do we have English?*, dan semacamnya. | **Menanya**
Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, dalam bahasa Inggris yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.

**Mengumpulkan Informasi**
- Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dalam bahasa Inggris dari film, kaset, buku teks, dsb.
- Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun.

**CARA PENILAIAN:**

**Kinerja (praktik)**
Simulasi dan/atau bermain peran (*role play*) dalam rekaman CD/VCD/DVD/kaset
- Contoh interaksi tertulis
- Contoh teks tertulis
- Sumber dari internet, seperti:
  - [www.dailyenglish.com](http://www.dailyenglish.com)
  - [http://americanenglish.state.gov/files/ae/resource_files](http://americanenglish.state.gov/files/ae/resource_files)
<table>
<thead>
<tr>
<th>Topic</th>
<th>Unsuk kebahasaan</th>
<th>Mengasosiasi</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>three. dan semacamnya.</td>
<td>menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</td>
</tr>
<tr>
<td></td>
<td>Kosa kata terkait hari, bulan, waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</td>
<td>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun.</td>
</tr>
<tr>
<td></td>
<td>Kata kerja dalam simple present tense: be, have.</td>
<td>• Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur.</td>
</tr>
<tr>
<td></td>
<td>Kata tanya What time? What date? When?</td>
<td>• Siswa membandingkan ungkapan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun yang telah dikumpulkan dari berbagai bentuk interaksi dengan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun.</td>
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<tr>
<td></td>
<td>Kata ganti it dan artikel the.</td>
<td>Observasi:</td>
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<tr>
<td></td>
<td>Angka kardinal dan angka ordinal</td>
<td>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</td>
</tr>
<tr>
<td></td>
<td>Ucapan, tekanan kata, intonasi,</td>
<td>• Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, ketika muncul kesempatan, di dalam dan di luar kelas.</td>
</tr>
<tr>
<td></td>
<td>Ejaan dan tanda baca</td>
<td>• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</td>
</tr>
<tr>
<td></td>
<td>Tulisan tangan</td>
<td>• Observasi terhadap</td>
</tr>
<tr>
<td>Sumber tersebut di atas.</td>
<td>Siswa membandingkan ungkapan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</td>
<td>Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mengkomunikasikan</td>
<td>Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, tentang berbagai kegiatan dan keadaan, di dalam dan di luar kelas.</td>
<td>Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</td>
</tr>
<tr>
<td></td>
<td>Siswa membicarakan permasalahan kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</td>
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</tr>
<tr>
<td>Penilaian diri:</td>
<td>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, termasuk kemudahan dan kesulitannya.</td>
<td>Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun, termasuk kemudahan dan kesulitannya.</td>
</tr>
<tr>
<td>Tes tertulis</td>
<td>Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan (a) nama hari, (b) bulan, (c) nama waktu dalam hari, (d) waktu dalam bentuk angka, (e) tanggal, dan (e) tahun.</td>
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</tr>
<tr>
<td>3.4</td>
<td>Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunanya.</td>
<td></td>
</tr>
<tr>
<td>4.4</td>
<td>Menangkap makna pemaparan jati diri lisan dan tulis sangat pendek dan sederhana.</td>
<td></td>
</tr>
<tr>
<td>4.5</td>
<td>Menyusun teks lisan dan tulis untuk memaparkan dan menanyakan jati diri, dengan sangat pendek dan sederhana.</td>
<td></td>
</tr>
</tbody>
</table>

**Teks lisan dan tulis untuk pemaparan jati diri**

**Fungsi sosial**
Mengenalkan, menyebutkan identitas, untuk saling mengenal dan menjalin hubungan antar pribadi dengan teman dan guru.

**Struktur teks**
(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)

a. *My name is Arif, a-r-i-f. My father is Mr. Zainal. How do you spell your name? Who is she? I have two sisters, Siska and Muti. Is she your friend?*

b. *My dad is a nurse. He helps the doctors. His father is a gardener. She is the janitor, and she cleans the classroom.*

**Menanya**
Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan pemaparan jati diri dalam bahasa Inggris dan dalam bahasa Indonesia.

**Kriteria Penilaian**
- *Tingkat ketercapaian fungsi sosial memaparkan dan menanyakan jati diri.*
- *Tingkat kelengkapan dan keruntutan dalam memaparkan dan menanyakan jati diri.*
- *Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.*
- *Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan memaparkan dan menanyakan jati diri.*

**Buku Teks wajib**
- Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat
- Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset
- Contoh interaksi tertulis
- Contoh teks tertulis
- Sumber dari internet, seperti:
  - www.dailyenglish.com
  - http://americanenglish
<table>
<thead>
<tr>
<th>Unsur kebahasaan</th>
<th>Mengumpulkan Informasi</th>
<th>Cara Penilaian:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Nama status hubungan keluarga, kekerabatan, teman, tetangga</td>
<td>• Siswa mendengarkan dan menyaksikan banyak contoh interaksi pemaparan jati dalam bahasa Inggris dari film, kaset, buku teks, dsb.</td>
<td>Kinerja (praktik)</td>
</tr>
<tr>
<td>(2) Nama profesi pekerjaan.</td>
<td>• Siswa mengikuti dan menirukan contoh-contoh interaksi pemaparan jati diri dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.</td>
<td>Simulasi dan/atau bermain peran (role play) dalam bentuk interaksi dengan memaparkan dan menanyakan jati diri.</td>
</tr>
<tr>
<td>(3) Kata tanya Who? Which? How?</td>
<td>• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi pemaparan jati diri.</td>
<td>Observasi:</td>
</tr>
<tr>
<td>(4) Article a, an, the..</td>
<td>• Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk memaparkan jati diri dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur.</td>
<td>(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)</td>
</tr>
<tr>
<td>(5) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: be, have, work, live, dan sebagainya.</td>
<td>• Siswa membandingkan ungkapan untuk pemaparan diri yang telah dikumpulkan dari berbagai sumber tersebut di atas.</td>
<td>• Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk memaparkan dan menanyakan jati diri, ketika muncul kesempatan, di dalam dan di luar kelas.</td>
</tr>
<tr>
<td>(6) Penyebutan kata benda singular dan plural (-s), dan children</td>
<td>• Siswa membandingkan antara ungkapan untuk pemaparan diri yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau</td>
<td>• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</td>
</tr>
<tr>
<td>(7) Ucapan, tekanan kata, intonasi</td>
<td>• Tulisan tangan.</td>
<td>• Observasi terhadap kepedulian dan kepercayaan diri dalam</td>
</tr>
<tr>
<td>(8) Ejaan dan tanda baca</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(9) Tulisan tangan.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Topik**

Diri sendiri, orang tua, kakak, adik, famili, tetangga, dan orang terdekat lainnya, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, bertanggung jawab, dan kerja sama.
<table>
<thead>
<tr>
<th>3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan</th>
<th>Teks lisan dan tulis untuk menyatakan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari</th>
<th>Mengamati</th>
<th>KRITERIA PENILAIAN</th>
</tr>
</thead>
</table>
| dengan yang digunakan dalam bahasa lain.  
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.  

**Mengkomunikasikan**  
- Siswa menggunakan bahasa Inggris untuk saling memaparkan jati diri agar saling mengenal secara lebih dekat.  
- Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.  
- Siswa membicarakan permasalahan yang dialami dalam memaparkan jati diri dalam bahasa Inggris dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. | melaksanakan komunikasi, di dalam dan di luar kelas.  

**Penilaian diri:**  
Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memaparkan dan menanyakan jati diri, termasuk kemudahan dan kesulitannya.  

**Tes tertulis**  
Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan memaparkan dan menanyakan jati diri. | 24 JP  
- Buku Teks wajib  
- Keteladananucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional |
4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

<table>
<thead>
<tr>
<th>Fungsi sosial</th>
<th>Mengenalkan, mengidentifikasi benda, binatang, bangunan umum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Struktur teks</td>
<td>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</td>
</tr>
<tr>
<td>a. It's my cricket. They are my cats. There are many fireflies in the farm., What is it? How many cows do you have?</td>
<td></td>
</tr>
<tr>
<td>b. Are they your toys? Which one is your book? What is in your pocket? Who has a red pen?</td>
<td></td>
</tr>
<tr>
<td>c. The hospital is near the post office. The police station is in the corner. dan semacamnya.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unsur kebahasaan</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Nama binatang di lingkungan rumah dan sekolah siswa: hen, chicks, house lizard, dragon fly, cockroaches, mosquitoes, dll.</td>
<td></td>
</tr>
<tr>
<td>(2) Nama benda di lingkungan rumah dan sekolah: table, pillow, toy, mug, book shelf, pen, bag, dll.</td>
<td></td>
</tr>
<tr>
<td>(3) Nama bangunan umum: the</td>
<td></td>
</tr>
</tbody>
</table>

| Menanya | Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb. |

<table>
<thead>
<tr>
<th>Mengumpulkan Informasi</th>
<th>Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dari film, kaset, buku teks, dsb.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa menirukan contoh-interaksi dengan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dengan ucapan, bangunan publik.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CARA PENILAIAN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinerja (praktik)</td>
</tr>
</tbody>
</table>
| Simulasi dan/atau bermain peran (role play) dalam bentuk interaksi dengan menyebutkan dan menan-

<table>
<thead>
<tr>
<th>dengan benar dan akurat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset</td>
</tr>
<tr>
<td>Contoh interaksi tertulis</td>
</tr>
<tr>
<td>Contoh teks tertulis</td>
</tr>
<tr>
<td>Sumber dari internet, seperti:</td>
</tr>
<tr>
<td>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></td>
</tr>
<tr>
<td>- <a href="http://americanenglish.state.gov/file">http://americanenglish.state.gov/file</a> s/ae/resource_file s</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>(4)</td>
</tr>
<tr>
<td>(5)</td>
</tr>
<tr>
<td>(6)</td>
</tr>
<tr>
<td>(7)</td>
</tr>
<tr>
<td>(8)</td>
</tr>
<tr>
<td>(9)</td>
</tr>
<tr>
<td>(10)</td>
</tr>
<tr>
<td>(11)</td>
</tr>
</tbody>
</table>

**Topik**
Benda, binatang, bangunan umum yang terdapat di lingkungan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, bertanggung jawab, dan kerja sama.

**Mengasosiasi**
- Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.
- Siswa memperoleh balikan (feedback) yagan nama dan jumlah binatang, benda, dan bangunan publik.

**Observasi:**
- Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.
- Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.
- Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.
- Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.
3.6 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (label) dan daftar barang (list).

**Mengkomunikasikan**
- Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, di dalam dan di luar kelas.
- Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.
- Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

**Penilaian diri:**
Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, termasuk kemudahan dan kesulitannya.

**Tes tertulis**
Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.

| 3.6 | Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (label) dan daftar barang (list). | **Teks tulis label nama (label) dan daftar barang (list)** | **Masing-masing menggunakan prosedur yang sama**
Masing-masing diajarkan secara terpisah
Mengamati
- Siswa mencari benda atau tempat di
| **KRITERIA PENILAIAN**
- Tingkat ketercapaian fungsi sosial (a) label nama dan (b) daftar ba-

| 8 JP | - Buku Teks wajib
- Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi |
sesuai dengan konteks penggunaannya.

4.7 Menyusun teks tulis label nama (*label*) dan daftar barang (*list*), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

<table>
<thead>
<tr>
<th>Fungsi sosial</th>
<th>sekolah, rumah, dan sekitarnya di mana terdapat (a) label nama atau perlu diberi label nama dan (b) daftar barang, termasuk yang menggunakan bahasa Indonesia. Jika memungkinkan memfoto setiap yang dilihat tersebut.</th>
</tr>
</thead>
</table>
| Struktur text | a. Nama benda di lingkungan rumah dan sekolah, dengan atau tanpa artikel.  
  b. Daftar nama benda dalam rumpun yang sama, dengan atau tanpa jumlah. |
| Unsur kebahasaan | (1) Artikel *a*, kata benda plural (2) angka kardinal, 1 s.d. 100, *one*, *two*, *three*, ... *one hundred* (3) Ucapan, tekanan kata, intonasi (4) Ejaan dan tanda baca (5) Tulisan tangan |
| Topik | Benda-benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, peduli, kerjasama. |

**Multimedia:**

- Siswa membaca rujukan dari berbagai sumber, termasuk yang menggunakan bahasa Indonesia, dan memetakan (a) label nama dan (b) daftar barang.

**Menanya**

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara (a) label nama dan (b) daftar barang, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.

**CARA PENILAIAN:**

**Kinerja (praktik)**

Tugas menganalisis dan membuat (a) label nama dan (b) daftar barang untuk fungsi nyata.

**Observasi:**

(penilaian yang bertujuan untuk memberikan balikan interpersonal/ transaksional dengan benar dan akurat

- Contoh teks dari sumber otentik
- Sumber dari internet, seperti:
  - www.dailyenglish.com
  - http://americanenglish.state.gov/files/ae/resource_files
  - https://www.google.com/
<table>
<thead>
<tr>
<th>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</th>
<th>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</th>
<th>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</th>
</tr>
</thead>
<tbody>
<tr>
<td>sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) label nama dan (b) daftar barang.</td>
<td>• Siswa mempelajari secara lebih cermat semua (a) label nama dan (b) daftar barang yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya.</td>
<td>• Siswa mempelajari secara lebih cermat semua (a) label nama dan (b) daftar barang yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya.</td>
</tr>
<tr>
<td>• Siswa mempelajari secara lebih cermat semua (a) label nama dan (b) daftar barang yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasaannya.</td>
<td>• Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat (a) label nama dan (b) daftar barang untuk fungsi nyata di kelas, sekolah, rumah, dan sekitarnya.</td>
<td>• Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat (a) label nama dan (b) daftar barang untuk fungsi nyata di kelas, sekolah, rumah, dan sekitarnya.</td>
</tr>
<tr>
<td>Mengasosiasikan</td>
<td>• Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) label nama dan (b) daftar barang yang telah dikumpulkan dari berbagai sumber tersebut di atas.</td>
<td>• Siswa membandingkan dan persamaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) label nama dan (b) daftar yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber tersebut.</td>
</tr>
<tr>
<td>• Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) label nama dan (b) daftar barang yang telah dikumpulkan dari berbagai sumber tersebut di atas.</td>
<td>• Siswa menyesuaikan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) label nama dan (b) daftar barang sesuai fungsi sosialnya, di dalam dan di luar kelas.</td>
<td>• Siswa menyesuaikan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) label nama dan (b) daftar barang sesuai fungsi sosialnya, di dalam dan di luar kelas.</td>
</tr>
</tbody>
</table>

Penilaian diri:

Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat (a) label nama dan (b) daftar barang, termasuk kemudahan dan
### Teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda

<table>
<thead>
<tr>
<th>Kriterium</th>
<th>Pengembangan</th>
<th>Ketercapaian</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.7</strong> Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks</td>
<td><strong>Fungsi sosial</strong>&lt;br&gt;Mengidentifikasi, mengenalkan, lain, atau dengan yang digunakan dalam bahasa lain.&lt;br&gt;<strong>Siswa memperoleh balikan (feedback)</strong> dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.</td>
<td>Kesulitannya. <strong>Portofolio</strong>&lt;br&gt;<strong>Siswa membuat lebih banyak (a) label nama dan (b) daftar barang dalam bahasa Inggris untuk fungsi sosial nyata di kelas, sekolah, dan rumah.</strong>&lt;br&gt;<strong>Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</strong>&lt;br&gt;<strong>Siswa membicarakan permasalahan yang dialami dalam membuat (a) label nama dan (b) daftar barang dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</strong></td>
</tr>
</tbody>
</table>
penggunaannya.

4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

<table>
<thead>
<tr>
<th>Struktur teks</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</td>
<td></td>
</tr>
<tr>
<td><strong>a.</strong> The baby is cute. I’m tired. Her sister is friendly. The children are very strong and healthy. What is he like?, dan semacamnya.</td>
<td></td>
</tr>
<tr>
<td><strong>b.</strong> Fire is hot. Ice is cold. My school is very clean. The classrooms are big. The school yard is wide and green. How is your school?, dan semacamnya.</td>
<td></td>
</tr>
<tr>
<td><strong>c.</strong> The horse is very strong. Cows are big. Chicks are cute. A cockroach is brown., dan semacamnya.</td>
<td></td>
</tr>
</tbody>
</table>

**Struktur teks**

- Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan sifat orang, binatang, benda, dalam bahasa Inggris yang dipilih sesuai fungsi sosialnya.

**Menanya**

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan sifat orang, binatang, benda, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.

**Mengumpulkan Informasi**

- Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan sifat orang, binatang, benda, dalam bahasa Inggris dari film, kaset, buku teks, dsb.
- Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan sifat orang, binatang, benda dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.

**Cara Penilaian:**

**Kinerja (praktik)**

Simulasi dan/atau bermain peran (*role play*) dalam bentuk interaksi dengan menyebutkan dan menanyakan sifat orang, binatang, benda.

**Observasi:**

- Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan sifat orang, binatang, benda.
- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan.
- Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang me nyertai tindakan menyebutkan dan menanyakan sifat orang, binatang, benda.

- Sumber dari internet, seperti:
  - [www.dailyenglish.com](http://www.dailyenglish.com)
  - [http://americanenglish.state.gov/files/ae/resource_file](http://americanenglish.state.gov/files/ae/resource_file)
<table>
<thead>
<tr>
<th>those, these.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6) Kata kerja dalam simple present tense: be, have.</td>
</tr>
<tr>
<td>(7) Ucapan, tekanan kata, intonasi,</td>
</tr>
<tr>
<td>(8) Ejaan dan tanda baca</td>
</tr>
<tr>
<td>(9) Tulisan tangan.</td>
</tr>
</tbody>
</table>

**Topik**

Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.

- Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan sifat orang, binatang, benda.
- Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan sifat orang, binatang, benda dalam konteks pembelajaran, simulasi, role-play, dan kegiatan lain yang terstruktur.

**Mengasosiasi**

- Siswa membandingkan ungkapan menyebutkan dan menanyakan sifat orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- Siswa membandingkan ungkapan menyebutkan dan menanyakan sifat orang, binatang, benda yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)
- Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan sifat orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.
- Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.
- Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.

**Penilaian diri:**

Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan
<table>
<thead>
<tr>
<th>3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda</th>
<th>Teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda</th>
<th>Mengamati</th>
<th>KRITERIA PENILAIAN</th>
</tr>
</thead>
</table>
| **Fungsi sosial**
Mengidentifikasi, mengenal, digunakan. | **Mengkomunikasikan**
- Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan sifat orang, binatang, benda, di dalam dan di luar kelas, dengan unsur kebahasaan yang dipilih sesuai fungsi sosialnya.
- Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.
- Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan sifat orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. | **Tes tertulis**
Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan sifat orang, binatang, benda. |

| 12 JP | Buku Teks wajib | Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional |
orang, binatang, benda, sesuai dengan konteks penggunaannya.

4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.

<table>
<thead>
<tr>
<th>Struktur teks</th>
<th>Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, dengan unsur kebahasaan yang benar dan sesuai konteks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</td>
<td>a. We exercise in the morning. We don’t say bad words. He doesn’t like noodles. What do you do in the afternoon? dan semacamnya.</td>
</tr>
<tr>
<td>c. This story makes her cry. His toy train moves on the track. My TV doesn’t work. The movie plays at 4 pm., dan semacamnya.</td>
<td>c. This story makes her cry. His toy train moves on the track. My TV doesn’t work. The movie plays at 4 pm., dan semacamnya.</td>
</tr>
</tbody>
</table>

**Unsur kebahasaan**

1. Kata tanya dan pernyataan negatif *What do ...? Do you ...? Does he ...? He doesn’t ... They don’t ...*
2. Penyebutan kata kerja yang sangat lazim dan terkait dalam simple present tense untuk menyatakan kebiasaan, tanpa dan dengan –s.

**Mengumpulkan Informasi**

- Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, aki-bat jika tidak melakukan, dsb.

**Mencoba**

- Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, dalam bahasa Inggris.

**Menanya**

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, aki-bat jika tidak melakukan, dsb.

**Mengumpulkan Informasi**

- Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, aki-bat jika tidak melakukan, dsb.

**Cara Penilaian:**

**Kinerja (praktik)**

Simulasi dan/atau bermain peran (role play) dalam bentuk interaksi dengan menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, aki-bat jika tidak melakukan, dsb.

**Keterampilan,**

- Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset
- Contoh interaksi terus-menerus
- Contoh teks tertulis
- Sumber dari internet, seperti:
  - [www.dailyenglish.com](http://www.dailyenglish.com)
  - [http://americanenglish.state.gov/files/ae/resource_files](http://americanenglish.state.gov/files/ae/resource_files)
(3) Preposisi: in, at, on untuk menunjukkan tempat
(4) Preposisi in, at, on untuk menunjukkan waktu
(5) Ucapan, tekanan kata, intonasi,
(6) Ejaan dan tanda baca
(7) Tulisan tangan.

Topik
Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.

Mengasosiasi
- Siswa membandingkan ungkapan menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- Siswa membandingkan ungkapan menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.

Observasi:
(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)
- Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.
- Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.
- Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.

Penilaian diri:
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

**Mengkomunikasikan**
- Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai fungsi sosialnya.
- Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.
- Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda, termasuk kemudahan dan kesulitannya.

**Tes tertulis**
Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan menyebutkan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda.
3.9 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi (instruction), tanda atau rambu (short notice), dan tanda peringatan (warning/caution), sesuai dengan konteks penggunaannya.

4.10 Menangkap makna teks instruksi (instruction), tanda atau rambu (short notice), tanda peringatan (warning/caution), lisan dan tulis sangat pendek dan sederhana.

4.11 Menyusun teks instruksi (instruction), tanda atau rambu (short notice), tanda peringatan (warning/caution), lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

| Teks (a) instruksi (instruction), (b) tanda atau rambu (short notice), (c) tanda peringatan (warning/caution), lisan dan tulis |
| Masing-masing menggunakan prosedur yang sama |
| Mengamat |  |
| - Siswa mencari benda atau tempat di sekolah, rumah, dan sekitarnya di mana terdapat (a) instruksi (instruction), (b) tanda atau rambu (short notice), (c) tanda peringatan (warning/caution), termasuk yang menggunakan bahasa Indonesia. Jika memungkinkan memfoto setiap yang dilihat tersebut. |
| - Siswa mengumpulkan gambar dan foto berbagai lokasi dan benda di mana terdapat (a) instruksi (instruction), (b) tanda atau rambu (short notice), (c) tanda peringatan (warning/caution), dari berbagai sumber termasuk internet, film, koran, majalah, buku teks, dsb. |
| - Siswa memberikan komentar dan pandangannya tentang fungsi (a) instruksi (instruction), (b) tanda atau rambu (short notice), (c) tanda peringatan (warning/caution), ketepatan unsur kebahasaannya, format, tampilan, dsb. |

| Menanya |  |
| Dengan bimbingan dan arahan guru, |
|  |

| KRITERIA PENILAIAN |
|  |
| - Tingkat ketercapaian fungsi sosial (a) instruksi (instruction), (b) tanda atau rambu (short notice), (c) tanda peringatan (warning/caution). |
| - Tingkat kelengkapan dan keruntutan (a) instruksi (instruction), (b) tanda atau rambu (short notice), (c) tanda peringatan (warning/caution). |
| - Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, intonasi, tekanan kata, intonasi, ejaan, tanda baca, tulisan. |
| - Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang membantu memahami dan membuat (a) instruksi (instruction), (b) tanda atau rambu (short notice), (c) tanda peringatan. |

| Buku Teks wajib |
|  |
| Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat |
| Contoh teks dari sumber otentik |
| Sumber dari internet, seperti: |
| - www.dailyenglish.com |
| - http://americanenglish.state.gov/files/ae/resource_files |
| - https://www.google.com/ |
**Unsur kebahasaan**

1. Kata dan tata bahasa yang lazim digunakan dalam instruksi, rambu, dan peringatan dari sumber-sumber otentik.
2. Ucapan, tekanan kata, intonasi.
3. Ejaan dan tanda baca.
4. Tulisan tangan.

**Topik**

Tindakan di sekolah dan di rumah dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.

**Multimedia**

Layout dan dekorasi yang membuat tampilan teks lebih menarik

Siswa menanyakan dan mempertanyakan antara lain tentang perbedaan dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan, antara (a) instruksi (*instruction*), (b) tanda atau rambu (*short notice*), (c) tanda peringatan (*warning/caution*), dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak ada, dsb.

**Mengumpulkan Informasi**

- Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari (a) instruksi (*instruction*), (b) tanda atau rambu (*short notice*), (c) tanda peringatan (*warning/caution*).
- Siswa membaca secara lebih cermat semua (a) instruksi (*instruction*), (b) tanda atau rambu (*short notice*), (c) tanda peringatan (*warning/caution*) yang telah terkumpul dalam bentuk gambar dan foto tersebut di atas, untuk memberikan komentar dan pandangannya tentang fungsi sosial, struktur teks, dan unsur kebahasannya.
- Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat (a) instruksi (*instruction*), (b) tanda (*warning/caution*).

**Cara Penilaian:**

**Kinerja (praktik)**

Tugas menganalisis dan membuat (a) instruksi (*instruction*), (b) tanda atau rambu (*short notice*), (c) tanda peringatan (*warning/caution*) untuk fungsi nyata.

**Observasi:**

- Observasi terhadap tindakan siswa memahami dan menghasilkan (a) instruksi (*instruction*), (b) tanda atau rambu (*short notice*), (c) tanda peringatan (*warning/caution*) sesuai fungsi sosialnya, di dalam dan di luar kelas.
- Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama.
atau rambu (*short notice*), (c) tanda peringatan (*warning/caution*) untuk fungsi nyata di kelas, sekolah, rumah, dan sekitarnya.

**Mengasosiasi**
- Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) instruksi (*instruction*), (b) tanda atau rambu (*short notice*), (c) tanda peringatan (*warning/caution*) yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari berbagai (a) instruksi (*instruction*), (b) tanda atau rambu (*short notice*), (c) tanda peringatan (*warning/caution*) yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

**Mengkomunikasikan**
- Siswa membuat lebih banyak (a) instruksi (*instruction*), (b) tanda atau rambu (*short notice*), (c) tanda peringatan (*warning/caution*) yang telah siswa dalam proses pembelajaran di setiap tahapan.
- Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.

**Penilaian diri:**
Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan membuat (a) instruksi (*instruction*), (b) tanda atau rambu (*short notice*), (c) tanda peringatan (*warning/caution*), termasuk kemudahan dan kesusilitannya.

**Portofolio**
- Kumpulan karya berbagai (a) instruksi (*instruction*), (b) tanda atau rambu (*short notice*), (c) tanda peringatan (*warning/caution*) yang telah
### Teks deskriptif sangat pendek dan sederhana, tentang orang, binatang, dan benda

#### Fungsi sosial

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.

#### Struktur text (gagasan utama dan informasi rinci)

- a. Menyebutkan nama orang,
- b. Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.
- c. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur dibuat.

#### Kriteria Penilaian

- Tingkat ketercapaian fungsi sosial teks deskriptif orang, binatang, benda, sangat pendek dan sederhana.
- Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks deskriptif.

<table>
<thead>
<tr>
<th>a. Buku Teks wajib</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</td>
</tr>
<tr>
<td>c. Contoh teks dari sumber otentik</td>
</tr>
<tr>
<td>d. Sumber dari internet,</td>
</tr>
<tr>
<td>cara</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana.</td>
</tr>
<tr>
<td>Teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.</td>
</tr>
<tr>
<td>Menanyai Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</td>
</tr>
<tr>
<td>Panjang teks: kurang lebih 3 (tiga) kalimat.</td>
</tr>
<tr>
<td>Cara Penilaian:</td>
</tr>
<tr>
<td>Kinerja (praktik)</td>
</tr>
<tr>
<td>Tugas menganalisis dan menghasilkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</td>
</tr>
<tr>
<td>Menurut ketepatan unsur kebahasaan: tata bahasa, kosa kata, uraian, tekanan kata, intonasi, ejaan, tanda baca, kerapian tulisan.</td>
</tr>
<tr>
<td>Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif.</td>
</tr>
<tr>
<td><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></td>
</tr>
<tr>
<td><a href="https://www.google.com/">https://www.google.com/</a></td>
</tr>
</tbody>
</table>
Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal

Ucapan, tekanan kata, intonasi

Ejaan dan tanda baca

Tulisan tangan

**Topik**

Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.

**Mengasosiasi**

- Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.

**Observasi**

- Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang digunakan.

- Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks.

- Observasi terhadap tingkah laku siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.

- Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.

- Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.

**Penilaian diri:**

Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesu-
Mengkomunikasikan
- Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).
- Siswa menyampaikan beberapa teks deskriptif yang telah dibaca atau dibuat sendiri kepada teman-temannya, dengan cara antara lain membacakan, menyalin/menulis dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi deskripsi, dsb.
- Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.
- Siswa membicarakan permasalahan yang dialami dalam membuat teks

Tes tertulis
Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.

Portofolio
- Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat.
- Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda.
- Lembar soal dan hasil tes
| 3.11 Memahami fungsi sosial dan unsur kebahasaan dalam lagu. | Teks lagu pendek dan sederhana

**Fungsi sosial**
Memahami pesan moral lagu dan menghargai lagu sebagai karya seni

**Unsur kebahasaan**
1. Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.
2. Ucapan, tekanan kata, intonasi
3. Ejaan dan tanda baca.
4. Tulisan tangan

**Topik**
Hal-hal yang memberikan keteladanan dan inspirasi untuk berperilaku peduli dan cinta damai.

<table>
<thead>
<tr>
<th>Mengamati</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa menyalin dengan tulisan tangan beberapa lagu berbahasa Inggris sebagai sederhana yang memberikan keteladanan atau menginspirasi di dalam buku koleksi lagunya.</td>
</tr>
<tr>
<td>Siswa berusaha memahami isi pesan lagu dengan menguasai unsur kebahasaan dalam lagunya.</td>
</tr>
<tr>
<td>Hanya jika memungkinkan semuanya, siswa menyanyikan lagu-lagu tersebut.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Menanya</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan isi pesan dan unsur kebahasaan yang digunakan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KRITERIA PENILAIAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tingkat ketercapaan fungsi sosial lagu.</td>
</tr>
<tr>
<td>Tingkat kelengkapan dan keruntutan dalam memahami isi pesan lagu.</td>
</tr>
<tr>
<td>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, intonasi, ejaan, tanda baca, tulisan tangan.</td>
</tr>
<tr>
<td>Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai pemaparan tentang isi pesan serta pendapat dan perasaan siswa tentang isi pesan lagu.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8 JP</th>
<th>CARA PENILAIAN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buku Teks wajib</td>
<td></td>
</tr>
<tr>
<td>Contoh lagu dalam CD/VCD/DVD/kaset</td>
<td></td>
</tr>
<tr>
<td>Kumpulan lirik lagu</td>
<td></td>
</tr>
<tr>
<td>Sumber dari internet, seperti:</td>
<td></td>
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<tr>
<td><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></td>
<td></td>
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<tr>
<td><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></td>
<td></td>
</tr>
<tr>
<td>siswa mengidentifikasi ciri-ciri (isi pesan dan unsur kebahasaan) lagu tsb.</td>
<td>Kinerja (praktik)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Siswa menuliskan pendapat dan perasaannya tentang isi lagu tsb. dalam buku koleksi lagunya.</td>
<td>Tugas untuk menyebutkan isi pesan lagu secara singkat dan menyatakan kesan atau pendapatnya.</td>
</tr>
</tbody>
</table>

**Mengasosiasi**

- Siswa membandingkan isi pesan dan unsur kebahasaan yang terdapat dalam beberapa lagu dalam buku koleksi lagunya tersebut di atas atau dengan lagu-lagu lain.
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang pendapat dan perasaanya tentang lagu-lagu tersebut.

**Mengkomunikasikan**

- Siswa membacakan dan melaporkan analisisnya tentang satu lagu lain pilihan sendiri dalam kerja kelompok, dengan cara menyebutkan isi pesan serta pendapat dan perasaannya tentang lagu tersebut.
- Siswa berupaya membicarakan secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.
- Siswa membicarakan permasalahan Kinerja (praktik)

**Observasi:**

- Observasi terhadap interaksi siswa berusaha memahami fungsi sosial dan unsur kebahasaan dalam lagu.
- Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.
- Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi tentang lagu.

**Penilaian diri:**

Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indo-
yang dialami dalam memahami isi lagu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

<table>
<thead>
<tr>
<th>Portofolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Kumpulan lagu yang ditulis tangan</td>
</tr>
<tr>
<td>• Kumpulan hasil analisis tentang beberapa lagu yang telah dibuat.</td>
</tr>
<tr>
<td>• Lembar soal dan hasil tes</td>
</tr>
</tbody>
</table>

**Tes tertulis**
Membaca pemahaman tentang isi pesan lagu.

| Pengalaman tentang pengalaman belajar memahami fungsi sosial dan unsur kebahasaan dalam lagu, termasuk kemudahan dan kesulitannya. |  |
APPENDIX 6

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : MTS Maarif NU 12 Bulakparen
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII
Tahun Pelajaran : 2019 / 2020
Waktu : 4 X 40 menit (2 pertemuan)

A. Standar Kompetensi
Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.

B. Kompetensi Dasar
Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.

C. Tujuan Pembelajaran
Pertemuan 1:
1. Melalui mengerjakan soal-soal tentang bacaan tersebut, siswa dapat mengetahui informasi tertentu yang ada dalam teks narrative yang dibaca siswa.
2. Melalui kerja berpasangan, siswa dapat menentukan makna kata-kata yang digunakan dalam teks narrative tersebut.
3. Melalui kerja kelompok siswa dapat menjelaskan gambaran umum tentang isi bacaan teks narrative.

Pertemuan 2:
1. Melalui mengerjakan soal-soal tentang bacaan tersebut, siswa dapat menentukan informasi-informasi yang ada dalam teks narrative yang dibaca siswa.
2. Melalui kerja kelompok, siswa dapat mengidentifikasi bagian-bagian teks narrative yang dibacanya.

D. Materi Pembelajaran
1. Model Teks Narrative tentang dongeng:

The Legend of Toba Lake

Once upon time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru agreed and promised that he would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daugters. The daughters were crying. They found
their mother and talked her about it.

The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba lake.

2. **Fungsi Sosial Teks Narrative**
   To amuse, entertain and to deal with actual or various experiences in different ways.

3. **Struktur Generik Teks Narrative**
   - Orientation
   - Complication
   - Resolution
   - Reorientation

E. **Metode dan teknik pembelajaran**
   - ESA Sequence (Engage Study Activate)
   - Group work
   - Language games

F. **Langkah-langkah Kegiatan Pembelajaran**
   **F.1. Pertemuan 1:**
   **F.1.1. Kegiatan Pendahuluan**
   - Guru dan siswa melakukan tanya jawab tentang berbagai teks narrative.
   - Guru menjelaskan tujuan pembelajaran pertemuan tersebut.
   - Guru menjelaskan cakupan materi yang akan dipelajari.

   **F.1.2. Kegiatan Inti**
   - Siswa membaca teks tentang legenda dan menjawab pertanyaan-pertanyaan untuk menemukan informasi tertentu dari bacaan (eksplorasi).
   - Siswa mendiskusikan hasil pemahaman bacaan menggunakan kuis interaktif secara klasikal (eksplorasi).
   - Siswa mendapatkan umpan balik dari guru atas informasi-informasi rinci yang diperolehnya lewat **reading comprehension** (konfirmasi).
   - Siswa bekerja secara kelompok empat untuk mendiskusikan tentang gambaran umum isi bacaan tentang dongeng (elaborasi)
   - Siswa membaca teks tentang dongeng untuk menemukan makna beberapa kata tertentu yang ada di dalam teks tersebut (eksplorasi).
   - Siswa bekerja berpasangan untuk mengerjakan latihan menemukan makna beberapa istilah yang ada dalam teks (elaborasi).
   - Siswa mendapatkan penjelasan makna kata-kata tertentu dari guru (konfirmasi).

   **F.1.3. Kegiatan Penutup**
   - Siswa dibimbing guru membuat simpulan atas hasil belajar pertemuan tersebut.
   - Siswa dan guru membuat refleksi pelaksanaan pembelajaran.
   - Guru menyampaikan tugas terstruktur yang harus dikerjakan siswa di luar kegiatan tatap muka.
Guru menyampaikan rencana kegiatan pembelajaran pertemuan selanjutnya.

**F.2. Pertemuan 2**  
**F.2.1. Kegiatan Pendahuluan**  
- Siswa dibawah bimbingan guru membahas hasil kerja terstruktur.  
- Guru menyampaikan tujuan pembelajaran pada pertemuan tersebut.  
- Guru menyampaikan cakupan materi pembelajaran pertemuan tersebut.  

**F.2.2. Kegiatan Inti**  
- Siswa membaca ulang teks tentang dongeng untuk menemukan informasi tersirat yang ada dalam teks.  
- Siswa dibimbing guru membahas informasi tersirat yang ada dalam teks menggunakan kuis interaktif (eksplorasi).  
- Siswa mendapatkan penjelasan dari guru informasi tersirat yang didapatkan dari teks yang dibacanya (konfirmasi).  
- Siswa di bawah bimbingan guru menganalisis struktur teks narrative (elaborasi).  
- Siswa mendapatkan penjelasan guru tentang struktur generik teks narrative dan fungsi sosial teks narrative yang dibacanya (konfirmasi).  

**F.2.3. Kegiatan Penutup**  
- Siswa dan guru membuat simpulan hasil pembelajaran.  
- Siswa mengerjakan tes akhir pembelajaran (post test).

**G. Sumber Pembelajaran**  
[http://googel22.blogspot.com/2012/10/contoh-narrative-text.html](http://googel22.blogspot.com/2012/10/contoh-narrative-text.html)

**H. Penilaian**  
**H.1. Indikator Pencapaian Kompetensi:**  
- Menemukan informasi tertentu dari teks dengan tepat.  
- Menemukan gambaran umum tentang isi bacaan secara tepat.  
- Menentukan makna beberapa istilah yang ditemukan di dalam teks secara tepat.  
- Menentukan informasi tersirat yang terdapat di dalam teks secara tepat.  

**H.2. Teknik Penilaian:**  
- Tes Tertulis  

**H.3. Bentuk Instrumen:**  
- Pilihan Ganda  

**H.4. Instrumen Penilaian:**  
**POST TEST**  
*Read the texts and choose a, b, c, or d according to the text! (Teks 1 is for number 1, 2, 3, 4, and 5)*  

**The Smartest Parrot**  
Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.  

The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.
At the first, the man was very nice to the bird but then he got very angry. “You stupid bird!” pointed the man to the parrot. “Why can’t you say the word? Say Catano! Or I will kill you” the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; “Say Catano or I’ll kill you”. The bird kept not to say the word of Catano.

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner “You are as stupid as the chickens. Just stay with them” Said the man angrily. Then he continued to humble; “You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot”. After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; “Say Catano or I’ll kill you”.

1. What is the title of the text?
   a. The Smartest a Bulbul
   b. The Smartest a Dove
   c. The Smartest Parrot
   d. The Smartest Eagle

2. The parrot could say every word, except..........
   a. Catano
   b. The name owner of parrot
   c. Chicken
   d. Stupid bird

3. Why the man got very angry to the parrot?
   a. Because the parrot can’t whistle
   b. Because the parrot can’t say Catano
   c. Because the parrot stay at the chicken house
   d. Because the parrot can’t say anything

4. What is the text about?
   a. Report text
   b. Narrative text
   c. Recount text
   d. Report

5. Who was picked the parrot and threw it into the chicken house?
   a. Mother
   b. Father
   c. The man
   d. The women
The Monkey and The Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.

6. What was the monkey saw when he wanted to cross a river?
   a. A crocodile
   b. A fish
   c. Monkey’s friend
   d. A man

7. The first paragraph is about?
   a. Conclusion
   b. Complication
   c. Resolution
   d. Orientation

8. What idea had the monkey?
   a. Told the crocodile to swim continue
   b. Told the crocodile to stop swimming
   c. Told the crocodile to swim back
   d. A and B is false

9. What was crocodile asked when turn around and swam back to the bank of river?
   a. Where are you going?
   b. What’s for?
   c. What are you doing?
   d. Where is your heart?

10. What is the caracteristic of the monkey?
    a. Tricky
    b. Stupid
    c. Intelegent
    d. Exploid
H.5. Kunci Jawab & Norma Penilaian

- Kunci Jawab :

- Norma Penilaian :
  \[ N = \text{Jumlah Betul} \times 10 \]
  \[ N = 10 \times 10 \]
  \[ N = 100 \]

Brebes, 2019

Mengetahui

Kepala MTS Maarif NU 12

Guru Pengampu

Makdum, S.Pd.I

Soimah, S.Pd
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : Mts Maarif NU 12 Bulakparent
Mata Pelajaran : Bahasa Inggris
Kelas/Pelajaran : VII
Materi Pokok : Teks naratif berbentuk legenda sederhana.
Alokasi Waktu : 1 pertemuan (2 JP)

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

<table>
<thead>
<tr>
<th>No.</th>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar.</td>
<td>1.1.1 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris</td>
</tr>
</tbody>
</table>
| 2.  | 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. | 2.3.1 Bertanggung jawab atas tindakan anggotanya saat menjadi pemimpin kelompok.  
2.3.2 Mengakui ketika membuat kesalahan.  
2.3.3 Tidak menyalahkan orang lain atas tindakannya sendiri.  
2.3.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain. |
| 3.  | 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaaannya. | 3.10.1 Mengidentifikasi fungsi sosial, struktur text, unsur kebahasaan dalam teks narative sederhana berbentuk legenda.  
3.10.2 Mengidentifikasi gambaran umum dalam teks narative berbentuk legenda. |
| 4.  | 4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana. | 4.15.1 Menemukan informasi tersurat dari text narrative tulis berbentuk cerita pendek/legenda.  
4.15.2 Menemukan informasi tersurat dari text
KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu 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.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

C. Tujuan Pembelajaran

Diberikan sebuah teks narrative siswa mampu:
1. Mengidentifikasi fungsi sosial, struktur text, unsur kebahasaan dalam teks narrative sederhana berbentuk legenda.
2. Mengidentifikasi gambaran umum teks tulis berbentuk narrative.
3. Menemukan informasi tersurat dari teks narrative tulis berbentuk cerita pendek/legenda.
4. Menemukan informasi tersirat dari teks narrative tulis berbentuk cerita pendek/legenda.
5. Menemukan arti kata dari teks narrative tulis berbentuk cerita pendek/legenda.
D. Materi Pembelajaran

**Fungsi Sosial**: Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

**Structure Texts**:
- a. Pengenalan tokoh dan setting.
- b. Komplikasi terhadap tokoh utama.
- c. Solusi dan akhir cerita.

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

**Topik**: Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.

E. Metode Pembelajaran
1. Metode Ilmiah (Scientific Approach)

F. Media, Alat, dan Sumber Pembelajaran
- Buku siswa
- Koran/ majalah berbahasa Inggris.
G. Langkah-langkah Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Pendahuluan (10 menit)</th>
<th>Kegiatan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tahap</td>
<td>Kegiatan</td>
</tr>
</tbody>
</table>
| Salam tegur sapa       | • Apersepsi dan motivasi  
                          | • Penyampaian tujuan pembelajaran  
                          | • Penyampaian cakupan materi dan uraian kegiatan |

<table>
<thead>
<tr>
<th>Kegiatan inti (70 menit)</th>
<th>Observing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher</td>
</tr>
</tbody>
</table>
|                          | • Guru menampilkan contoh teks narrative. | • Siswa menyimak berbagai contoh teks legenda yang diberikan oleh guru  
                          |                          | • Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya. |

<table>
<thead>
<tr>
<th></th>
<th>Questioning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td>• Guru mengarahkan peserta didik untuk membuat pertanyaan dari text narrative tersebut.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Exploring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td>• Guru meminta murid untuk membaca task secara bergantian.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Associating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher</td>
</tr>
</tbody>
</table>
|                          | • Guru meminta murid untuk berdiskusi secara berkelompok. | • Secara berkelompok siswa mengerjakan tugas yang telah diberikan oleh guru.  
                          |                          | • Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. |

<table>
<thead>
<tr>
<th></th>
<th>Communicating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>• Guru menyarankan murid untuk membacakan cerita/teks legenda secara singkat di depan kelas dengan bahasa sendiri.</th>
<th>• Siswa mengulangi kembali teks legenda sederhana secara singkat dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Penutup (10 menit)</strong></td>
<td><strong>Penutup</strong></td>
</tr>
<tr>
<td>• Menyampaikan rencana kegiatan yang akan menyampaikan hal-hal yang telah dipelajari.</td>
<td>• Menyimpulkan hal yang telah dipelajari.</td>
</tr>
<tr>
<td>• Penugasan</td>
<td>• Penugasan</td>
</tr>
<tr>
<td>• Menyampaikan rencana kegiatan yang akan menyampaikan hal-hal yang telah dipelajari.</td>
<td>• Menyampaikan rencana kegiatan yang akan menyampaikan hal-hal yang telah dipelajari.</td>
</tr>
</tbody>
</table>

**Instrument Penilaian**

*Read the following text to answer question 1-5*

**Octopus**

The octopus is a sea animal with eight powerful feet which is used as hands. These are called tentacles. The word “octopus” comes from two greekt words that mean “eight feet”.

The octopus, squid and the cuttlefish belong to the same family that has no outside shells. Their bodies are covered entirely with skin. Therefore, the body of an octopus is soft. It looks like a big balloon. A fully grown octopus can be as large as 8.5 meters from the tip of one tentacle to tip of another. It can weigh as much as 45 kilograms.

Besides using its tentacles to catch small fish, seaplants, crab, and lobsters, the octopus wraps its tentacles around the victim and squeezes it before eating it.

The octopus escape from its enemies by giving out a thick dark fluid to darken the water. It can also change the color of its body to match its surrounding. It hides from its enemies by doing this.

1. How much does a fully grown octopus can weight?
   a. 35 kilograms  
   b. 40 kilograms  
   c. 45 kilograms  
   d. 55 kilograms

2. How does the octopus hunt for food?
   a. It uses color  
   b. It uses its teeth  
   c. It uses magic  
   d. It uses its tentacles

3. Before the octopus eats its victim it
   a. Changes the color of its body  
   b. Plays  
   c. Plays
with b. Realizes a thick dark fluid
d. Squeezes it

4. How large a fully-grown octopus can be from the tip of one tentacle to the tip of another?
a. 6.5 meters
c. 8.5 meters
b. 7.5 meters
d. 9.5 meters

5. What does the word “octopus” mean in Greek?
a. Monster
c. Darkwater
b. Fish
d. Eight feet

Brebes,

Mengetahui,

Mengetahui Kepala Mts Maarif

Makdum, S.PD.I

Guru Mata Pelajaran

Soimah, S.Pd

____________________  __________________
NIP. ...  NIP. ...
Long time ago there lived a king of a kingdom of Kediri, Raden Putra. He liked cock fighting. One of his wives told him that the queen had put poison in his food. The king was very angry. Without thinking deeply, he ordered his soldiers to bring the queen to a wood and kill her. But the soldiers took a pity on her as at that time she was pregnant. They did not kill her.

When the queen gave birth to a baby boy, she named him Cinde Laras. In his 15, he had a cock. Cinde Laras liked cock fighting, too. His cock was strong, so it won all fight. Hearing it, the king invited Cinde Laras to the palace for a cock fighting. In a fight, his cock could easily beat the king’s cock. Everybody was surprised when Cinde Laras’ cock crowed “Cockledodo, I am Cinde Laras’ cock, who lived in the wood, the son of Raden Putra”

The king was very surprised. Cinde Laras told him that he was the son of the queen who now lived in the wood. It made the king regretted his unwise decision. After that the king met the queen in the wood. Then he brought them back to palace and he punished his evil wife.

1. What does the text tell us about?
   A. Cinde Laras.
   B. Raden Putra.
   C. A cock fighting.
   D. A King of Kediri Kingdom.

2. Why did the soldiers bring the queen to the forest?
   A. Because the soldiers did not like the queen.
   B. Because the soldiers are asked by the King.
   C. Because the queen put poison into the King’s.
   D. Because the queen wanted to live in the forest.
3. What can we learn from the story?

A. Be wise in every decision you make.

B. Honest is the best attitude in our life.

C. Patient will give us a peaceful life.

D. Don’t worry about your future.

4. Arrange these jumbled sentences to make a meaningful narrative text.

1. When he returned home, his father told him that if he had helped the miners to dig, they would have bought his salt.
2. The man next went to a house where a wedding was taking place.
3. A stupid man was sent by his father to sell salt.
4. There he dug a huge hole.
5. He first went to a mining area but nobody there wanted his salt.
6. This made the people angry and they chased him away.

The best arrangement is . . .

A. 3 – 5 – 1 – 2 – 4 – 6

B. 1 – 2 – 3 – 5 – 4 – 6

C. 5 – 6 – 3 – 1 – 3 – 4

D. 6 – 1 – 3 – 5 – 2 – 4
Two Brothers

Long ago, there were two brothers called Akomi and Ombah. They were ambitious and winning. Akomi, the elder brother, said, "If we become the King's employees, we can make laws to collect more money from the people. We will become very rich."

They went to see King Aruya. Akomi said, "Your Majesty, let us be your ministers. We will make good laws. All your subjects will be happy. I am wise and clever. I know everything."

King Aruya said angrily, "That is not true! Nobody knows everything. For example, do you know how many stars there are in the sky? Guards! Throw this liar into the river of crocodiles!"

Ombah's hands trembled. Then he thought to himself, "King Aruya will also punish me if I say the wrong thing. My brother said he knew everything and his answer was wrong. So if I say the opposite, my answer will be right." Ombah then said, to King Aruya, "Your majesty, I know nothing."

King Aruya said, "That is also a lie. Nobody knows nothing, truly! Everybody knows at least something. For example, you know your father's name, don't you? Guards! Throw him into the river of crocodiles, too!"

5. The two brother's ambition was to ……
   A. become rich
   B. become ministers
   C. help the King make good laws
   D. make the King's subjects happy

6. King Aruya called Akomi a liar because Akomi ………
   A. knew everything
   B. made him angry
   C. did not tell the truth
   D. wanted to collect money

7. Ombah's hands trembled because he...
   A. was afraid
   B. knew nothing
   C. was thinking hard
   D. had the right answer

8. From the story, we can see that King Aruya ………
   A. kept many crocodiles
   B. could make good laws
   C. did not need any ministers
   D. disliked people who told lies
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.

9. What destroyed the homes of all rats?
A. a group of mice did
B. the hunter did
C. elephant-hunter did
D. a group of elephant did
E. elephant's herd

10. What helped the elephant's herd free?
A. the elephant-hunter did
B. the hunters did
C. the trapped elephants did
D. a group of king did
E. entire group of rats did

11. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"? A. Identification
B. Orientation
C. Complication
D. Resolution
E. Description

12. At the end of the story, how was the elephant's herd?
A. angry
B. sad
C. happy
D. dead
E. disappointed
Once upon a time, Roro Anteng and Joko Seger lived on the foot of Mount Bromo. – After six years of marriage, they had not had any children. They prayed and pleaded to Gods for children. Their prayer was granted in one condition. They should sacrifice their youngest son to the Bromo crater. After sometime, Roro Anteng gave birth to a child, and it happened every year until they had 25 children. They lived happy and forgot about the agreement. The mount Bromo erupted signaling that the Gods asked the couple to fulfill their promise. But they didn’t want their youngest son, Raden-Kusuma, to be sacrificed to the crater. RadenKusuma learned about the deal his parents had made. Meanwhile the lava from the crater had made the people living near the mountain suffered. Since RadenKusurna was a kind and noble man, he didn’t want his siblings and other people suffered because of him. Therefore he went to Mount Bromo and sacrificed himself to the crater. The eruption suddenly stopped. After that day, the Tengger people have given offerings to the crater, as RadenKusumahad sacrificed himself before.

13. From the text we know that Roro Anteng and Joko .
   A.agreed to their son’s behavior
   B.really loved Raden Kusuma
   C.disliked their youngest son
   D.let their son kill himself

14. What can we learn from the text?
   A.parents must not promise to do anything
   B.keeping our promise is unnecessary
   C.all parents love their children
   D.we have to fulfill our promise

15. Arrange the following sentences into a coherent paragraph
   - He was very hungry and weak
   - Nobody wanted to help the little boy.
   - Once upon a time, there was a little boy, who was poor, dirty, and smelly.
   - He came into a little village
• He knocked at every door and asked for some food, but nobody cared about him
• Finally, a generous old woman helped him
• She gave him shelter and a meal.

The best arrangement of the sentences is…

A. 5 – 1 – 7 – 4 – 2 – 6 – 3
B. 3 – 6 – 2 – 4 – 7 – 1 – 5
C. 3 – 4 – 1 – 5 – 2 – 6 – 7
D. 5 – 1 – 6 – 2 – 4 – 3 – 7

MOUSE DEAR

One day while a mouse deer was walking in the forest, he saw a big, black snake sleeping under the tree. When he saw the snake, the mouse deer was frightened. When he wanted to run away from the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake. The tiger woke up and took hold of the mouse deer. He told the mouse deer that he was going to eat him for lunch. "Please don’t eat me now", said the mouse deer. "I have something important to do”. “Look,” said the mouse deer. ”That is the king’s belt. He asked me to stay here and watch it while he was away in the forest”. The tiger looked at the snake and said, “That is a beautiful belt. I need a belt like that. Can I wear it?” He asked the mouse deer. "Oh, all right,” said the mouse deer. So he picked up the snake and winded it around the tiger. Then the snake woke up and saw the tiger. The snake twisted itself tighter and tighter, until the tiger couldn’t breathe. The tiger asked the mouse deer to help him. But the mouse deer turned and ran away into the forest.

16. Where was the tiger sleeping?

A.In the middle of the forest.

B.Next to the mouse deer’s house.

C.Near the black snake sleeping under the tree.

D.Far away from the place where the mouse deer fell
17. what is the mean idea of the second paragraph?

A. The story of the king’s belt
B. The trick of the mouse deer
C. The mouse deer and the tiger
D. The beautiful belt and the tiger

18. After reading this story, we can learn that…

A. we have to behave like the mouse deer
B. we have to be careful with the mouse deer
C. sleeping black snake was a dangerous animal
D. we have to find a way to save ourselves from danger

**Blind Listening**

A stupid man was sent by his father to sell salt. He first went to a mining area but nobody there wanted his salt. When he returned home, his father told him that if he had helped the miners to dig, they would have bought his salt.

The man next went to a house where a wedding was taking place. There he dug a huge hole. This made the people angry and they chased him away. When he returned home, his father told him that if he had beaten a drum and danced instead, the people there would have bought salt from him.

Then, he went to a village where there happened to be a fire. Rushing to the place, he started drumming and dancing, only to be thrown out by the people. His father told him that he should have poured water on the fire instead, if he wanted to sell salt there.

In the next place he went to, a couple were fighting with each other. The foolish man poured a bucketful of water on them, again to be chased away. His father later told him that he should have tried to settle the quarrel, in which case they would have bought salt from him.

In the final event, the man saw two bulls fighting with each other. He stepped in to stop the fight and was gored to death by angry bulls.

19. What did the man do when there were a couple fighting with each other?

A. He tried to settle the quarrel.
B. He told to his father about the fighting.
C. He ran to the place and started dancing.
D. He poured a bucketful of water on them.

20. “…the people there would have bought salt from **him**” (Par. 2)

The bold word refers to ….

A. The miners
B. The people
C. The man
D. Father

21. What can we learn from the story above?

A. We have to think twice to all the suggestions given
B. We have to work hard to reach our dream
C. We must do all the suggestions given
D. We must learn how to be a seller

**A RABBIT**

A rabbit once lived in a forest with a lion. The lion was very proud. He looked down upon the rabbit. He often insulted her and beat her a lot. The rabbit could stand it no longer. She made up her mind to get rid of the lion by a trick.

One day the rabbit came to the lion and said, “Good morning, Sir! Just now I saw over there an animal who looked just like you. He said that he was the king of all the animals in this forest. He told all of us to obey him and be his servants.”

“Didn’t you tell him about me?” roared the lion.

“Yes, I did,” said the rabbit. “I told him how strong you were, but he said that no animal was so strong as he was.”

The lion was very angry and roared, “Where is he? Where is he?” The rabbit took the lion to a deep well and said, “He is down over there in the well.” The lion rushed to the well and looked angrily at the water. “Yes, there he is,” he roared. He flew down at his enemy into the well and was drowned. Poor lion!
(What he said his enemy, was actually his reflection of the water.)

22. What is the best title of the text?
   A. The poor lion.
   B. The proud lion.
   C. The clever rabbit.
   D. The lion and a Rabbit.

23. What is the main idea of the second paragraph?
   A. The lion’s effort to get rid of the rabbit.
   B. The rabbit’s anger seeing his reflection.
   C. The rabbit’s provocative words to trick the lion.
   D. The lion’s anger seeing his enemy in the water.

A Dream of Nanke
In Tang Dynasty, there lived a person called Chun Yufen, who thought himself a wise man but was not recognized by people then. So he often felt sad and drank down to pass his time. One day, he was drinking under an old pagoda tree, to the south of his house. He soon fell asleep and had a dream.

In his dream, Chun Yufen met with an atomy who introduced himself to Chun Yufen that he came to invite him to the great Kingdom of Pagoda. Chun Yufen gladly went there with him. He found himself into a fairy world with many red gates, magnificent palaces, luxuriant pavilions and beautiful gardens; in a word, it couldn’t be found in the real world.

The king appreciated him very much so that he was named the head of Nanke. Soon after, he married the king’s pretty daughter. Chun Yufen was so happy with the life there that he totally forgot his hometown and his family.

But it was not long before the kingdom was invaded by another country and Chun Yufen had to lead the troops to hold out the enemies. Unfortunately, his troops were defeated and his wife died. Chun Yufen was badly hit and he felt very disappointed to himself, so he decided to leave the Kingdom of Pagoda. In the end, he was sent home by the atomy. As soon as he arrived home, he woke up to realize what had happened was just a dream, which only took him a short time to have. There lay the half glass of alcohol on the ground in front of him. And there was an ant creeping on one of his
feet. Looking down from the little creature he found an ant nest in the old pagoda tree. “Oh, it must have been the ant nest that I entered and took for that kingdom in my dream.” he murmured.

24. According to the text, Chun Yufen is ….

A. wise
B. foolish
C. bothering
D. annoying

25. “How fabulous the kingdom is” is the main idea of paragraph ….

A. 1
B. 2
C. 3
D. 4

26. What is the best title of the text above?

A. Nanke’s Kingdom
B. A dream of Nanke
C. The Tang Dynasti
D. Yufen’s daughter

27. What can we learn from the story?

A. It’s not good for people to live in their dream world.
B. Living in a luxurious kingdom will certainly interesting.
C. It is advisable for people to live in a very glamorous surrounding.
D. The King of Pagoda invited Chun Yufen to marry his pretty daughter
28. “Unfortunately, his troops were defeated and his wife died.”

What does the underlined phrase mean?

A. were conquered
B. were praised
C. were known
D. were killed

Complete the paragraph below!

Fisherman

Once, three fish lived in a pond. (29) … , just before the sun set, some fishermen passed by the pond and saw the fish. ‘This pond is full of fish’, they told each other excitedly. ‘We have never fished here before. We must come back tomorrow morning with our nets and catch these fish!’ So saying, the fishermen left.

When the eldest of the three fish (30) … this, he was troubled. He called the other fish together and said, ‘Did you hear what the fishermen said? We must leave this pond at once. The fishermen will return tomorrow and kill us all!’ The second of the three fish agreed. he said. ‘We must leave the pond.’

But the youngest fish laughed. ‘You are worrying without reason’, he said. ‘We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere – my luck will keep me safe’.

The eldest of the fish left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.

The fishermen arrived and caught all the fish left in the pond. The third fish’s luck did not help him – he was caught and killed.

29.

A. Last night
B. One morning
C. One evening
D. Every afternoon
The Legend of Nyi Roro Kidul

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means The goddess of sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The King did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita’s beautiful body full of ulcer. Then, Kadita’s body was full of ulcer. It smelled bad. The beautiful princess cried. The King was very sad. No one could cure his daughter’s illness. The King did not want her daughter to be a rumor so he sent his daughter away. The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother.

She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

31 What cured the princess from her illness?

A. The ocean.

B. Her noble heart.
C. The black wizard.
D. The Queen of the Ocean.

32. Kadita’s beautiful body full of ulcer. (par. 2)
What does the underlined word mean?
A. Fragrance
B. Perfume
C. Smell
D. Sore

33. Why did he send his daughter away?
A. His son wanted to be a king.
B. Her daughter’s body smelled bad.
C. He did not want her to be a rumor.
D. The princess had a power to command the sea.

34. What do we learn from the story?
A. A good heart will guide us to get blessing life.
B. The south ocean water will cure our illness.
C. Be careful, others may trick us in our life.
D. To get success we must walk far away.
Two brothers

Once upon a time in faraway China, lived two brothers, one named Sam, and the other named Tikki Tikki Tembo No Sarimbo Hari Kari Bushkie Perry Pem Do Hai Kai Kai Pom Pom Nikki No Meeno Dom Barako.

One day they were playing near the well in their garden and Sam fell into it. Tikki Tikki Tembo No Sarimbo Hari Kari Bushkie Perry Pem Do Hai Kai Kai Pom Pom Nikki No Meeno Dom Barakoran to his mother, shouting, "Quick, Sam has fallen into the well. What shall we do?"

"What?" cried the mother, "Sam has fallen into the well? Run and tell your father!"

Together they ran to the father and cried, "Quick, Sam has fallen into the well. What shall we do?"

"Sam has fallen into the well?" cried the father. "Run and tell the gardener!"

Then they all ran to the gardener and shouted, "Quick, Sam has fallen into the well. What shall we do?"

"Sam has fallen into the well?" cried the gardener, and then he quickly fetched a ladder and pulled the poor boy from the well. Sam was wet, cold, frightened and felt so happy to be alive.

After a while, they were playing near the well again, and this time Sam’s brother fell into the well. Sam ran to his mother, shouting, "Quick, Tikki Tikki Tembo No Sarimbo Hari Kari Bushkie Perry Pem Do Hai Kai Kai Pom Pom Nikki No Meeno Dom Barako has fallen into the well. What shall we do?"

"What?" cried the mother, "Tikki Tikki Tembo No Sarimbo Hari Kari Bushkie Perry Pem Hai Kai Pom Pom Nikki No Meeno Dom Barako has fallen into the well? Run and tell father!"

Together they ran to the father and cried, "Quick, Tikki Tikki Tembo No Sarimbo Hari Kari Bushkie Perry Pem Do Hai Kai Pom Pom Nikki No Meeno Dom Barako has fallen into the well. What shall we do?" And then he quickly fetched a ladder and pulled him, but the poor boy had drowned.

35. Tikki Tikki Tembo No Sarimbo Hari Kari Bushkie Perry Pem Do Hai Kai Pom Pom Nikki No Meeno Dom Barako couldn’t be saved because….

A. his name was too long and took a long time to get help

B. his name was too long and made him unlucky
C. his brother, Sam, could not do anything
D. his brother, Sam, and his parents didn’t care about him

36. What is the main idea of the second paragraph?
A. Tikki Tikki Tembo and his brother fell into the well.
B. Tikki Tikki Tembo and his brother played in the well together.
C. The two brothers always played in the well together.
D. When the two brothers were playing near the well, Sam fell into the well.

47. What is the moral value of the text?
A. Do everything that you can do!
B. Do everything that you like to do!
C. Don’t do the same mistakes!
D. Don’t obey the parent’s warning!

Badang and the Singapore Stone

According to local Malay folklore, Badang began as a poor fisherman who plied his trade at mouth of the Singapore River. One day he caught a genie in his fishing net, and in return of his release, the genie granted Badang’s wish to be the strongest man alive.

Impressed with Badang’s enormous strength, the Rajah of Singapura appointed him as the imperial warrior. Soon, other kingdoms heard of Badang’s fame and sent their warriors to challenge him. The king of India, in particular, sent his kingdom’s strongest man Wadi Bijaya to Singapura for a duel. In the last contest, Badang beat Wadi Bijaya by lifting a huge rock and throwing it towards the Singapore River.

Ancient inscriptions were added to the rock, probably to commemorate Badang’s achievements but centuries later in 1843, the British colonial government blasted it to pieces. Known as the Singapore Stone, only a fragment remains, and is now kept in the Singapore History Museum.
38. Why did Badang become a strong man alive?
   A. Because he was a poor fisherman.  
   B. Because a Genie granted Badang’s wish.  
   C. Because Rajah of Singapura gave the power to him.  
   D. Because Badang could beat Wadi Wijaya by lifting a huge rock.

39. What can we learn from the story above?
   A. The weakness will be defeated by the strong one.  
   B. Strength will not always give us a good win.  
   C. The strong man will lead the world well.  
   D. Only a strong man can defeat Badang.

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**THE WOLF AND THE STORK**

There was once a wolf who felt so hungry. He gulped down all his food as though his life depended on it. No wonder he had a chicken bone stuck in his throat! Luckily for him, a stork who happened to be passing nearby, heard his shrieks of pain, and she stopped, always ready to help wherever she could.

Just one look was enough for her to guess what had happened. At once, without saying a word or wasting anytime she site to work. It was going to be a very long and a very difficult job. But how could the stork help the greedy wolf?

At last, with the aid of her long beak, she got hold of the bone and pulled it out of the wolf’s throat.

Now, any other animal would have been glad to pay the stork for what she did. And, when the wolf began walking away, without even thanking her, she said as much. “You think I would pay you?” cried the wolf, finding his voice. “After digging into my throat with your long beak? You should be glad I don’t eat you, you ungrateful bird! Go away, and don’t get under my paws again!”
40. Where was the stork when she heard the wolf’s shrieks of pain?

A. She was behind the wolf.
B. She was far from the wolf.
C. She was near from the wolf.
D. She was not close from the wolf.

**INSTRUMENT OF POST TEST**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class:</td>
<td>Day/Date:</td>
</tr>
</tbody>
</table>

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

Kingdom kediri

Long time ago there lived a king of a kingdom of Kediri, Raden Putra. He liked cock fighting. One of his wives told him that the queen had put poison in his food. The king was very angry. Without thinking deeply, he ordered his soldiers to bring the queen to a wood and kill her. But the soldiers took a pity on her as at that time she was pregnant. They did not kill her.

When the queen gave birth to a baby boy, she named him Cinde Laras. In his 15, he had a cock. Cinde Laras liked cock fighting, too. His cock was strong, so it won all fight. Hearing it, the king invited Cinde Laras to the palace for a cock fighting. In a fight, his cock could easily beat the king’s cock. Everybody was surprised when Cinde Laras’ cock crowed “Cockledodo, I am Cinde Laras’ cock, who lived in the wood, the son of Raden Putra”.

The king was very surprised. Cinde Laras told him that he was the son of the queen who now lived in the wood. It made the king regretted his unwise decision. The King regretted his unwise decision. After that the king met the queen in the wood. Then he brought them back to palace and he punished his evil wife.

1. What does the text tell us about?

A. Cinde Laras.
B. Raden Putra.
C. A cock fighting.
D. A King of Kediri Kingdom.
2. Why did the soldiers bring the queen to the forest?

A. Because the soldiers did not like the queen.
B. Because the soldiers are asked by the King.
C. Because the queen put poison into the King’s.
D. Because the queen wanted to live in the forest.

3. What can we learn from the story?

A. Be wise in every decision you make.
B. Honest is the best attitude in our life.
C. Patient will give us a peaceful life.
D. Don’t worry about your future.

4. Arrange these jumbled sentences to make a meaningful narrative text.

7. When he returned home, his father told him that if he had helped the miners to dig, they would have bought his salt.
8. The man next went to a house where a wedding was taking place.
9. A stupid man was sent by his father to sell salt.
10. There he dug a huge hole.
11. He first went to a mining area but nobody there wanted his salt.
12. This made the people angry and they chased him away.

The best arrangement is … .

A. 3 – 5 – 1 – 2 – 4 – 6
B. 1 – 2 – 3 – 5 – 4 – 6
C. 5 – 6 – 3 – 1 – 3 – 4
D. 6 – 1 – 3 – 5 – 2 – 4
**Two Brothers**

Long ago, there were two brothers called Akomi and Ombah. They were ambitious and winning. Akomi, the elder brother, said, "If we become the King's employees, we can make laws to collect more money from the people. We will become very rich."

They went to see King Aruya. Akomi said, "Your Majesty, let us be your ministers. We will make good laws. All your subjects will be happy. I am wise and clever. I know everything."

King Aruya said angrily, "That is not true! Nobody knows everything. For example, do you know how many stars there are in the sky? Guards! Throw this liar into the river of crocodiles!"

Ombah's hands trembled. Then he thought to himself, "King Aruya will also punish me if I say the wrong thing. My brother said he knew everything and his answer was wrong. So if I say the opposite, my answer will be right." Ombah then said, to King Aruya, "Your majesty, I know nothing."

King Aruya said, "That is also a lie. Nobody knows nothing, truly! Everybody knows at least something. For example, you know your father's name, don't you? Guards! Throw him into the river of crocodiles, too!"

5. The two brother's ambition was to ........
A. become rich
B. become ministers
C. help the King make good laws
D. make the King's subjects happy

6. King Aruya called Akomi a liar because Akomi ..........
A. knew everything
B. made him angry
C. did not tell the truth
D. wanted to collect money

7. Ombah's hands trembled because he...
A. was afraid
B. knew nothing
C. was thinking hard
D. had the right answer

8. From the story, we can see that King Aruya ..........
A. kept many crocodiles
B. could make good laws
C. did not need any ministers
D. disliked people who told lies

**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.

9. What destroyed the homes of all rats?
A. a group of mice did
B. the hunter did
C. elephant-hunter did
D. a group of elephant did
E. elephant's herd

10. What helped the elephant's herd free?
A. the elephant-hunter did
B. the hunters did
C. the trapped elephants did
D. a group of king did
E. entire group of rats did

11. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"? A. Identification
B. Orientation
C. Complication
D. Resolution
E. Description

12. At the end of the story, how was the elephant's herd?
A. angry
B. sad
C. happy
D. dead
E. disappointed

Roro anteng

Once upon a time, Roro Anteng and Joko Seger lived on the foot of Mount Bromo. – After six years of marriage, they had not had any children. They prayed, pleaded to Gods for children. Their prayer was granted in one condition. They should sacrifice their youngest son to the Bromo crater. After sometime, Roro Anteng gave birth to a child, and it happened every year until they had 25 children. They lived happy and forgot about the agreement. The mount Bromo erupted signaling that the Gods asked the couple to fulfill their promise. But they didn’t want their youngest son, Raden-Kusuma, to be sacrificed to the crater.
RadenKusuma learned about the deal his parents had made. Meanwhile the lava from the crater had made the people living near the mountain suffered. Since RadenKusuma was a kind and noble man, he didn’t want his siblings and other people suffered because of him. Therefore he went to Mount Bromo and sacrificed himself to the crater. The eruption suddenly stopped. After that day, the Tengger people have given offerings to the crater, as RadenKusumahad sacrificed himself before.

13. From the text we know that Roro Anteng and Joko .
   A. agreed to their son’s behavior
   B. really loved Raden Kusuma
   C. disliked their youngest son
   D. let their son kill himself

14. What can we learn from the text?
   A. parents must not promise to do anything
   B. keeping our promise is unnecessary
   C. all parents love their children
   D. we have to fulfill our promise

15. Arrange the following sentences into a coherent paragraph
   • He was very hungry and weak
   • Nobody wanted to help the little boy.
   • Once upon a time, there was a little boy, who was poor, dirty, and smelly.
   • He came into a little village
   • He knocked at every door and asked for some food, but nobody cared about him
   • Finally, a generous old woman helped him
   • She gave him shelter and a meal.
The best arrangement of the sentences is…

A. 5 – 1 – 7 – 4 – 2 – 6 – 3
B. 3 – 6 – 2 – 4 – 7 – 1 – 5
C. 3 – 4 – 1 – 5 – 2 – 6 – 7
D. 5 – 1 – 6 – 2 – 4 – 3 – 7

MOUSE DEAR

One day while a mouse deer was walking in the forest, he saw a big, black snake sleeping under the tree. When he saw the snake, the mouse deer was frightened. When he wanted to run away from the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake. The tiger woke up and took hold of the mouse deer. He told the mouse deer that he was going to eat him for lunch. "Please don’t eat me now", said the mouse deer. "I have something important to do".

“Look,” said the mouse deer. "That is the king’s belt. He asked me to stay here and watch it while he was away in the forest”. The tiger looked at the snake and said, “That is a beautiful belt. I need a belt like that. Can I wear it?” He asked the mouse deer.

"Oh, all right,” said the mouse deer. So he picked up the snake and winded it around the tiger. Then the snake woke up and saw the tiger. The snake twisted itself tighter and tighter, until the tiger couldn’t breathe. The tiger asked the mouse deer to help him. But the mouse deer turned and ran away into the forest.

16. Where was the tiger sleeping?

A. In the middle of the forest.
B. Next to the mouse deer’s house.
C. Near the black snake sleeping under the tree.
D. Far away from the place where the mouse deer fell
17. What is the mean idea of the second paragraph?
   A. The story of the king’s belt
   B. The trick of the mouse deer
   C. The mouse deer and the tiger
   D. The beautiful belt and the tiger

18. After reading this story, we can learn that….
   A. we have to behave like the mouse deer
   B. we have to be careful with the mouse deer
   C. sleeping black snake was a dangerous animal
   D. we have to find a way to save ourselves from danger

**Blind Listening**

A stupid man was sent by his father to sell salt. He first went to a mining area but nobody there wanted his salt. When he returned home, his father told him that if he had helped the miners to dig, they would have bought his salt.

The man next went to a house where a wedding was taking place. There he dug a huge hole. This made the people angry and they chased him away. When he returned home, his father told him that if he had beaten a drum and danced instead, the people there would have bought salt from him.

Then, he went to a village where there happened to be a fire. Rushing to the place, he started drumming and dancing, only to be thrown out by the people. His father told him that he should have poured water on the fire instead, if he wanted to sell salt there.

In the next place he went to, a couple were fighting with each other. The foolish man poured a bucketful of water on them, again to be chased away. His father later told him that he should have tried to settle the quarrel, in which case they would have bought salt from him.

In the final event, the man saw two bulls fighting with each other. He stepped in to stop the fight and was gored to death by angry bulls.

19. What did the man do when there were a couple fighting with each other?
   A. He tried to settle the quarrel.
B. He told to his father about the fighting.
C. He ran to the place and started dancing.
D. He poured a bucketful of water on them.

20. “…the people there would have bought salt from him” (Par. 2)
The bold word refers to ….
   A. The miners
   B. The people
   C. The man
   D. Father

21. What can we learn from the story above?
   A. We have to think twice to all the suggestions given
   B. We have to work hard to reach our dream
   C. We must do all the suggestions given
   D. We must learn how to be a seller

A RABBIT

A rabbit once lived in a forest with a lion. The lion was very proud. He looked down upon
the rabbit. He often insulted her and beat her a lot. The rabbit could stand it no longer. She
made up her mind to get rid of the lion by a trick.

One day the rabbit came to the lion and said, “Good morning, Sir! Just now I saw over
there an animal who looked just like you. He said that he was the king of all the animals in
this forest. He told all of us to obey him and be his servants.”

“Didn’t you tell him about me?” roared the lion.

“Yes, I did,” said the rabbit. “I told him how strong you were, but he said that no animal
was so strong as he was.”

The lion was very angry and roared, “Where is he? Where is he?” The rabbit took the lion
to a deep well and said, “He is down over there in the well.”
The lion rushed to the well and looked angrily at the water. “Yes, there he is,” He roared. He flew down at his enemy into the well and was drowned. Poor lion!
(What he said his enemy, was actually his reflection of the water.)

22. What is the best title of the text?

A. The poor lion.
B. The proud lion.
C. The clever rabbit.
D. The lion and a Rabbit.

23. What is the main idea of the second paragraph?

A. The lion’s effort to get rid of the rabbit.
B. The rabbit’s anger seeing his reflection.
C. The rabbit’s provocative words to trick the lion.
D. The lion’s anger seeing his enemy in the water.

A Dream of Nanke

In Tang Dynasty, there lived a person called Chun Yufen, who thought himself a wise man but was not recognized by people then. So he often felt sad and drank down to pass his time. One day, he was drinking under an old pagoda tree, to the south of his house. he soon fell asleep and had a dream.

In his dream, Chun Yufen met with an atomy who introduced himself to Chun Yufen that he came to invite him to the great Kingdom of Pagoda. Chun Yufen gladly went there with him. He found himself into a fairy world with many red gates, magnificent palaces, luxuriant pavilions and beautiful gardens; in a word, it couldn’t be found in the real world.

The king appreciated him very much so that he was named the head of Nanke. Soon after, he married the king’s pretty daughter. Chun Yufen was so happy with the life there that he totally forgot his hometown and his family.

But it was not long before the kingdom was invaded by another country and Chun Yufen had to lead the troops to hold out the enemies. Unfortunately, his troops were defeated and his wife died. Chun Yufen was badly hit and he felt very disappointed to himself, so he decided to leave the Kingdom of Pagoda. In the end, he was sent home by the atomy. As soon as he arrived home, he woke up to realize what had happened was just a dream, which only took him a short time to have. There lay the half glass of alcohol on the ground in front of him. And there was an ant creeping on one of his
feet. Looking down from the little creature he found an ant nest in the old pagoda tree. “Oh, it must have been the ant nest that I entered and took for that kingdom in my dream.” he murmured.

24. According to the text, Chun Yufen is ….

A. wise
B. foolish
C. bothering
D. annoying

25. “How fabulous the kingdom is” is the main idea of paragraph ….

A. 1
B. 2
C. 3
D. 4

26. What is the best title of the text above?

A. Nanke’s Kingdom
B. A dream of Nanke
C. The Tang Dynasti
D. Yufen’s daughter

27. What can we learn from the story?

A. It’s not good for people to live in their dream world.
B. Living in a luxurious kingdom will certainly interesting.
C. It is advisable for people to live in a very glamorous surrounding.
D. The King of Pagoda invited Chun Yufen to marry his pretty daughter

28. “Unfortunately, his troops were defeated and his wife died.”
What does the underlined phrase mean?

A. were conquered  
B. were praised  
C. were known  
D. were killed

Complete the paragraph below!

Fisherman

Once, three fish lived in a pond. (29) …, just before the sun set, some fishermen passed by the pond and saw the fish. ‘This pond is full of fish’, they told each other excitedly. ‘We have never fished here before. We must come back tomorrow morning with our nets and catch these fish!’ So saying, the fishermen left.

When the eldest of the three fish (30) … this, he was troubled. He called the other fish together and said, ‘Did you hear what the fishermen said? We must leave this pond at once. The fishermen will return tomorrow and kill us all!’ The second of the three fish agreed. he said. ‘We must leave the pond.’

But the youngest fish laughed. ‘You are worrying without reason’, he said. ‘We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere – my luck will keep me safe’.

The eldest of the fish left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.

The fishermen arrived and caught all the fish left in the pond. The third fish’s luck did not help him – he was caught and killed.

29.

A. Last night  
B. One morning  
C. One evening  
D. Every afternoon

30.

A. hear
The Legend of Nyi Roro Kidul

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means The goddess of sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The King did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita’s beautiful body full of ulcer. Then, Kadita’s body was full of ulcer. It smelled bad. The beautiful princess cried. The King was very sad. No one could cure her illness. The King did not want her daughter to be a rumor so he sent his daughter away. The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother.

She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

31 What cured the princess from her illness?
   A. The ocean.
   B. Her noble heart.
   C. The black wizard.
   D. The Queen of the Ocean.

32. Kadita’s beautiful body full of ulcer. (par. 2)

What does the underlined word mean?
A. Fragrance
B. Perfume
C. Smell
D. Sore

33. Why did the send his daughter away?
   A. His son wanted to be a king.
   B. Her daughter’s body smelled bad.
   C. He did not want her to be a rumor.
   D. The princess had a power to command the sea.

34. What do we learn from the story?
   A. A good heart will guide us to get blessing life.
   B. The south ocean water will cure our illness.
   C. Be careful, others may trick us in our life.
   D. To get success we must walk far away.

Two brother

Once upon a time in faraway China, lived two brothers, one named Sam, and the other named TikkiTikkiTembo No SarimboHari Kari Bushkie Perry Pem Do Hai Kai KaiPomPom Nikki No Meeno Dom Barako.

One day they were playing near the well in their garden and Sam fell into it. Tikki-TikkiTembo No SarimboHari Kari Bushkie Perry Pem Do Hai Kai KaiPomPom Nikki No Meeno Dom Barakoran to his mother, shouting,”Quick, Sam has fallen into the well. What shall we do?”

“What?” cried the mother,”Sam has fallen into the well? Run and tell your father!”
Together they ran to the father and cried,”Quick, Sam has fallen into the well. What
“Sam has fallen into the well?” cried the father. “Run and tell the gardener!”

Then they all ran to the gardener and shouted, “Quick, Sam has fallen into the well. What shall we do?”

“Sam has fallen into the well?” cried the gardener, and then he quickly fetched a ladder and pulled the poor boy from the well. Sam was wet, cold, frightened and felt so happy to be alive.

After a while, they were playing near the well again, and this time Sam’s brother fell into the well. Sam ran to his mother, shouting, “Quick, Tikki Tikki Tembo No Sarimbo Hari Kari Bushkie Perry Pem Do Hai Kai Kai Pom Pom Nikki No Meeno Dom Barako has fallen into the well. What shall we do?”

“What?” cried the mother, “Tikki Tikki Tembo No Sarimbo Hari Kari Bushkie Perry Pem Hai Kai Pom Pom Nikki No Meeno Dom Barako has fallen into the well? Run and tell father!”

Together they ran to the father and cried, “Quick, Tikki Tikki Tembo No Sarimbo Hari Kari Bushkie Perry Pem Do Hai Kai Pom Pom Nikki No Meeno Dom Barako has fallen into the well. What shall we do?” And then he quickly fetched a ladder and pulled him, but the poor boy had drowned.

35. Tikki Tikki Tembo No Sarimbo Hari Kari Bushkie Perry Pem Do Hai Kai Pom Pom Nikki No Meeno Dom Barako couldn’t be saved because….

A. his name was too long and took a long time to get help
B. his name was too long and made him unlucky
C. his brother, Sam, could not do anything
D. his brother, Sam, and his parents didn’t care about him

36. What is the main idea of the second paragraph?

A. Tikki Tikki Tembo and his brother fell into the well.
B. Tikki Tikki Tembo and his brother played in the well together.
C. The two brothers always played in the well together.
D. When the two brothers were playing near the well, Sam fell into the well.
47. What is the moral value of the text?
   A. Do everything that you can do!
   B. Do everything that you like to do!
   C. Don’t do the same mistakes!
   D. Don’t obey the parent’s warning!

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**Badang and the Singapore Stone**

According to local Malay folklore, Badang began as a poor fisherman who plied his trade at mouth of the Singapore River. One day he caught a genie in his fishing net, and in return of his release, the genie granted Badang’s wish to be the strongest man alive.

Impressed with Badang’s enormous strength, the Rajah of Singapura appointed him as the imperial warrior. Soon, other kingdoms heard of Badang’s fame and sent their warriors to challenge him. The king of India, in particular, sent his kingdom’s strongest man Wadi Bijaya to Singapura for a duel. In the last contest, Badang beat Wadi Bijaya by lifting a huge rock and throwing it towards the Singapore River.

Ancient inscriptions were added to the rock, probably to commemorate Badang’s achievements but centuries later in 1843, the British colonial government blasted it to pieces. Known as the Singapore Stone, only a fragment remains, and is now kept in the Singapore History Museum.

38. Why did Badang become a strong man alive?
   A. Because He was a poor fisherman.
   B. Because a Genie granted Badang’s wish.
   C. Because Rajah of Singapura gave the power to him.
   D. Because Badang could beat Wadi Wijaya by lifting a huge rock.

39. What can we learn from the story above?
   A. The weakness will be defeated by the strong one.
   B. Strength will not always give us a good win.
C. The strong man will lead the world well.

D. Only a strong man can defeat Badang.

**THE WOLF AND THE STORK**

There was once a wolf who felt so hungry. He gulped down all his food as though his life depended on it. No wonder he had a chicken bone stuck in his throat! Luckily for him, a stork who happened to be passing nearby, heard his shrieks of pain, and stopped, always ready to help wherever she could.

Just one look was enough for her to guess what had happened. At once, without saying a word or wasting anytime she site to work. It was going to be a very long and a very difficult job. But how could the stork help the greedy wolf?

At last, with the aid of her long beak, she got hold of the bone and pulled it out of the wolf’s throat.

Now, any other animal would have been glad to pay the stork for what she did. And, when the wolf began walking away, without even thanking her, she said as much. “You think I would pay you?” cried the wolf, finding his voice. “After digging into my throat with your long beak? You should be glad I don’t eat you, you ungrateful bird! Go away, and don’t get under my paws again!”

40. Where was the stork when she heard the wolf’s shrieks of pain?

A. She was behind the wolf.

B. She was far from the wolf.

C. She was near from the wolf.

D. She was not close from the wolf.
APPENDIX 7

INSTRUMENT OF TRY OUT

Name: Time:

Class: Day/Date:

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

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.

1. What type of text is the above text? It is …
   A. a narrative text
   B. a description text
   C. a recount text
   D. an anecdote text
   E. an expository text

2. What destroyed the homes of all rats?
   A. a group of mice did
   B. the hunter did
   C. elephant-hunter did
   D. a group of elephant did
   E. elephant's herd

3. What helped the elephant's herd free?
   A. the elephant-hunter did
   B. the hunters did
   C. the trapped elephants did
   D. a group of king did
   E. entire group of rats did
Two Brothers

Long ago, there were two brothers called Akomi and Ombah. They were ambitious and winning. Akomi, the elder brother, said, "If we become the King's employees, we can make laws to collect more money from the people. We will become very rich."

They went to see King Aruya. Akomi said, "Your Majesty, let us be your ministers. We will make good laws. All your subjects will be happy. I am wise and clever. I know everything."

King Aruya said angrily, "That is not true! Nobody knows everything. For example, do you know how many stars there are in the sky? Guards! Throw this liar into the river of crocodiles!"

Ombah's hands trembled. Then he thought to himself, "King Aruya will also punish me if I say the wrong thing. My brother said he knew everything and his answer was wrong. So if I say the opposite, my answer will be right." Ombah then said, to King Aruya, "Your majesty, I know nothing."

King Aruya said, "That is also a lie. Nobody knows nothing, truly! Everybody knows at least something. For example, you know your father's name, don't you? Guards! Throw him into the river of crocodiles, too!"

6. The two brother's ambition was to .......
A. become rich  
B. become ministers  
C. help the King make good laws  
D. make the King's subjects happy  

7. King Aruya called Akomi a liar because Akomi ........
A. knew everything  
B. made him angry  
C. did not tell the truth  
D. wanted to collect money
8. Ombah said I know nothing because he …………..
A. did not want to lie to King Aruya
B. wanted to see the crocodiles
C. did not know how many stars there were
D. thought that the answer would be right
9. Ombah's hands trembled because he...
A. was afraid
B. knew nothing
C. was thinking hard
D. had the right answer
10. From the story, we can see that King Aruya ……..
A. kept many crocodiles
B. could make good laws
C. did not need any ministers
D. disliked people who told lies

MOUSE DEAR

One day while a mouse deer was walking in the forest, he saw a big, black snake sleeping under the tree. When he saw the snake, the mouse deer was frightened. When he wanted to run away from the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake. The tiger woke up and took hold of the mouse deer. He told the mouse deer that he was going to eat him for lunch. ”Please don’t eat me now”, said the mouse deer. ”I have something important to do”.

“Look,” said the mouse deer. ”That is the king’s belt. He asked me to stay here and watch it while he was away in the forest”. The tiger looked at the snake and said, “That is a beautiful belt. I need a belt like that. Can I wear it?” He asked the mouse deer.

”Oh, all right,” said the mouse deer. So he picked up the snake and winded it around the tiger. Then the snake woke up and saw the tiger. The snake twisted itself tighter and tighter, until the tiger couldn’t breathe. The tiger asked the mouse deer to help him. But the mouse deer turned and ran away into the forest.

11. Where was the tiger sleeping?
A.In the middle of the forest.
B.Next to the mouse deer’s house.
C.Near the black snake sleeping under the tree.
D.Far away from the place where the mouse deer fell

12. what is the mean idea of the second paragraph?
13. After reading this story, we can learn that…

A. we have to behave like the mouse deer
B. we have to be careful with the mouse deer
C. sleeping black snake was a dangerous animal
D. we have to find a way to save ourselves from danger

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**Roro anteng**

Once upon a time, Roro Anteng and Joko Seger lived on the foot of Mount Bromo. After six years of marriage, they had not had any children. They prayed, pleaded to Gods for children. Their prayer was granted in one condition. They should sacrifice their youngest son to the Bromo crater. After sometime, Roro Anteng gave birth to a child, and it happened every year until they had 25 children. They lived happy and forgot about the agreement. The mount Bromo erupted signaling that the Gods asked the couple to fulfill their promise. But they didn’t want their youngest son, Raden-Kusuma, to be sacrificed to the crater.

Raden-Kusuma learned about the deal his parents had made. Meanwhile the lava from the crater had made the people living near the mountain suffered. Since Raden-Kusurna was a kind and noble man, he didn’t want his siblings and other people suffered because of him. Therefore he went to Mount Bromo and sacrificed himself to the crater, The eruption suddenly stopped. After that day, the Tengger people have given offerings to the crater, as Raden-Kusumahad sacrificed himself before.

14. What is the text about?

A. Roro Anteng
B. Mount Bromo
C. Roro Anteng and Joko Seger
D. Joko Seger and Raden-Kusumo
15. From the text we know that Roro Anteng and Joko.

A. agreed to their son’s behavior
B. really loved Raden Kusuma
C. disliked their youngest son
D. let their son kill himself

16. What can we learn from the text?

A. parents must not promise to do anything
B. keeping our promise is unnecessary
C. all parents love their children
D. we have to fulfill our promise

17. Arrange the following sentences into a coherent paragraph

- He was very hungry and weak
- Nobody wanted to help the little boy.
- Once upon a time, there was a little boy, who was poor, dirty, and smelly.
- He came into a little village
- He knocked at every door and asked for some food, but nobody cared about him
- Finally, a generous old woman helped him
- She gave him shelter and a meal.

The best arrangement of the sentences is…

A. 5 – 1 – 7 – 4 – 2 – 6 – 3
B. 3 – 6 – 2 – 4 – 7 – 1 – 5
C. 3 – 4 – 1 – 5 – 2 – 6 – 7
D. 5 – 1 – 6 – 2 – 4 – 3 – 7

**Blind Listening**

A stupid man was sent by his father to sell salt. He first went to a mining area but nobody there wanted his salt. When he returned home, his father told him that if he had helped the miners to dig, they would
have bought his salt.

The man next went to a house where a wedding was taking place. There he dug a huge hole. This made the people angry and they chased him away. When he returned home, his father told him that if he had beaten a drum and danced instead, the people there would have bought salt from him.

Then, he went to a village where there happened to be a fire. Rushing to the place, he started drumming and dancing, only to be thrown out by the people. His father told him that he should have poured water on the fire instead, if he wanted to sell salt there.

In the next place he went to, a couple were fighting with each other. The foolish man poured a bucketful of water on them, again to be chased away. His father later told him that he should have tried to settle the quarrel, in which case they would have bought salt from him.

In the final event, the man saw two bulls fighting with each other. He stepped in to stop the fight and was gored to death by angry bulls.

18. What did the man do when there were a couple fighting with each other?

A. He tried to settle the quarrel.
B. He told his father about the fighting.
C. He ran to the place and started dancing.
D. He poured a bucketful of water on them.

19. “…the people there would have bought salt from him” (Par. 2)

The bold word refers to ….

A. The miners
B. The people
C. The man
D. Father

20. How many suggestions did the father give to his son?

A. Two
B. Three
C. Four
A rabbit once lived in a forest with a lion. The lion was very proud. He looked down upon the rabbit. He often insulted her and beat her a lot. The rabbit could stand it no longer. She made up her mind to get rid of the lion by a trick.

One day the rabbit came to the lion and said, “Good morning, Sir! Just now I saw over there an animal who looked just like you. He said that he was the king of all the animals in this forest. He told all of us to obey him and be his servants.”

“Didn’t you tell him about me?” roared the lion.

“Yes, I did,” said the rabbit. “I told him how strong you were, but he said that no animal was so strong as he was.”

The lion was very angry and roared, “Where is he? Where is he?” The rabbit took the lion to a deep well and said, “He is down over there in the well.”

The lion rushed to the well and looked angrily at the water. “Yes, there he is,” He roared. He flew down at his enemy into the well and was drowned. Poor lion!

(What he said his enemy, was actually his reflection of the water.)

21. What can we learn from the story above?

A. We have to think twice to all the suggestions given
B. We have to work hard to reach our dream
C. We must do all the suggestions given
D. We must learn how to be a seller

D. Five

22. What is the best title of the text?

A. The poor lion.
B. The proud lion.
C. The clever rabbit.
D. The lion and a Rabbit.
23. What is the main idea of the second paragraph?

A. The lion’s effort to get rid of the rabbit.
B. The rabbit’s anger seeing his reflection.
C. The rabbit’s provocative words to trick the lion.
D. The lion’s anger seeing his enemy in the water.

24. Which statement is true based on the text?

A. The rabbit often insulted and beat the lion.
B. The lion often insulted and beat the rabbit.
C. The rabbit told the truth about another similar animal to the lion.
D. The lion rushed to the well and drowned the rabbit into the well.

A Dream of Nanke

In Tang Dynasty, there lived a person called Chun Yufen, who thought himself a wise man but was not recognized by people then. So he often felt sad and drank down to pass his time. One day, he was drinking under an old pagoda tree, to the south of his house. He soon fell asleep and had a dream.

In his dream, Chun Yufen met with an atomy who introduced himself to Chun Yufen that he came to invite him to the great Kingdom of Pagoda. Chun Yufen gladly went there with him. He found himself into a fairy world with many red gates, magnificent palaces, luxuriant pavilions and beautiful gardens; in a word, it couldn’t be found in the real world.

The king appreciated him very much so that he was named the head of Nanke. Soon after, he married the king’s pretty daughter. Chun Yufen was so happy with the life there that he totally forgot his hometown and his family.

But it was not long before the kingdom was invaded by another country and Chun Yufen had to lead the troops to hold out the enemies. Unfortunately, his troops were defeated and his wife died. Chun Yufen was badly hit and he felt very disappointed to himself, so he decided to leave the Kingdom of Pagoda. In the end, he was sent home by the atomy. As soon as he arrived home, he woke up to realize what had happened was just a dream, which only took him a short time to have. There lay the half glass of alcohol on the ground in front of him. And there was an ant creeping on one of his feet. Looking down from the little creature he found an ant nest in the old pagoda tree. “Oh, it must have been the ant nest that I entered and took for that kingdom in my dream.” he murmured.
25. According to the text, Chun Yufen is ….
   A. wise
   B. foolish
   C. bothering
   D. annoying

26. “How fabulous the kingdom is” is the main idea of paragraph ….
   A. 1
   B. 2
   C. 3
   D. 4

27. What is the best title of the text above?
   A. Nanke’s Kingdom
   B. A dream of Nanke
   C. The Tang Dynasti
   D. Yufen’s daughter

28. What can we learn from the story?
   A. It’s not good for people to live in their dream world.
   B. Living in a luxurious kingdom will certainly interesting.
   C. It is advisable for people to live in a very glamorous surrounding.
   D. The King of Pagoda invited Chun Yufen to marry his pretty daughter

28. “Unfortunately, his troops were defeated and his wife died.”
What does the underlined phrase mean?
   A. were conquered
Fisherman

Once, three fish lived in a pond. (30) … , just before the sun set, some fishermen passed by the pond and saw the fish. ‘This pond is full of fish’, they told each other excitedly. ‘We have never fished here before. We must come back tomorrow morning with our nets and catch these fish!’ So saying, the fishermen left.

When the eldest of the three fish (31) … this, he was troubled. He called the other fish together and said, ‘Did you hear what the fishermen said? We must leave this pond at once. The fishermen will return tomorrow and kill us all!’ The second of the three fish agreed. (32) ‘… ’, he said. ‘We must leave the pond.’

But the youngest fish laughed. ‘You are worrying without reason’, he said. ‘We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere – my luck will keep me safe’.

The eldest of the fish left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.

The fishermen arrived and caught all the fish left in the pond. The third fish’s luck did not help him – he was caught and killed.

30. A.Last night  
B.One morning  
C.One evening  
D.Every afternoon

31. A.hear  
B.heard  
C.will hear
The Legend of Nyi Roro Kidul

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means The goddess of sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The King did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita’s beautiful body full of ulcer. Then, Kadita’s body was full of ulcer. It smelled bad. The beautiful princess cried. The King was very sad. No one could cure his daughter’s illness. The King did not want her daughter to be a rumor so he sent his daughter away. The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother.

She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

33. What cured the princess from her illness?

A. The ocean.
B. Her noble heart.
C. The black wizard.
D. The Queen of the Ocean.

34. Kadita’s beautiful body full of ulcer. (par. 2)

What does the underlined word mean?

A. Fragrance
B. Perfume
C. Smell
D. Sore

35. Why did the send his daughter away?

A. His son wanted to be a king.
B. Her daughter’s body smelled bad.
C. He did not want her to be a rumor.
D. The princess had a power to command the sea.

36. What do we learn from the story?

A. A good heart will guide us to get blessing life.
B. The south ocean water will cure our illness.
C. Be careful, others may trick us in our life.
D. To get success we must walk far away.

Two brothers

Once upon a time in faraway China, lived two brothers, one named Sam, and the other named Tikki Tikki Tembo No Sarimbo Hari Kari Bushkie Perry Pem Do Hai Kai Kai Pom Pom Nikki No Meeno Dom Barako.

One day they were playing near the well in their garden and Sam fell into it. Tikki Tikki Tembo No Sarimbo Hari Kari Bushkie Perry Pem Do Hai Kai Kai Pom Pom Nikki No Meeno Dom Barakoran to his mother, shouting, ”Quick, Sam has fallen into
the well. What shall we do?”

“What?” cried the mother, ”Sam has fallen into the well? Run and tell your father!”

Together they ran to the father and cried, ”Quick, Sam has fallen into the well. What shall we do?”

“Sam has fallen into the well?” cried the father. “Run and tell the gardener!”

Then they all ran to the gardener and shouted, ”Quick, Sam has fallen into the well. What shall we do?”

“Sam has fallen into the well?” cried the gardener, and then he quickly fetched a ladder and pulled the poor boy from the well. Sam was wet, cold, frightened and felt so happy to be alive.

After a while, they were playing near the well again, and this time Sam’s brother fell into the well. Sam ran to his mother, shouting, ”Quick, TikkiTikkiTembo No SarimboHari Kari Bushkie Perry Pem Do Hai Kai KaiPomPom Nikki No Meeno DomBarako has fallen into the well. What shall we do?”

“What?” cried the mother, ”TikkiTikkiTembo No SarimboHari Kari Bushkie Perry PemHai Kai PomPom Nikki No Meeno Dom Barako has fallen into the well? Run and tell father!”

Together they ran to the father and cried, ”Quick, TikkiTikkiTembo No SarimboHari Kari Bushkie Perry Pem Do Hai Kai PomPom Nikki No Meeno Dom Barako has fallen into the well. What shall we do?” And then he quickly fetched a ladder and pulled him, but the poor boy had drowned.

37. TikkiTikkiTembo No SarimboHari Kari Bushkie Perry Pem Do Hai Kai Pom-Pom Nikki No Meeno DomBarako couldn’t be saved because….

A. his name was too long and took a long time to get help
B. his name was too long and made him unlucky
C. his brother, Sam, could not do anything
D. his brother, Sam, and his parents didn’t care about him

38. What is the main idea of the second paragraph?

A. TikkiTikkiTembo and his brother fell into the well.
B. TikkiTikkiTembo and his brother played in the well together.
C. The two brothers always played in the well together.

D. When the two brothers were playing near the well, Sam fell into the well.

39. The story shows us that
   A. Sam could help his brother if he wanted to
   B. Sam did not know his brother had fallen
   C. Sam’s parents did not try to help Sam’s brother
   D. the well had no fence to protect people

40. What is the moral value of the text?
   A. Do everything that you can do!
   B. Do everything that you like to do!
   C. Don’t do the same mistakes!
   D. Don’t obey the parent’s warning!

**Badang and the Singapore Stone**

According to local Malay folklore, Badang began as a poor fisherman who plied his trade at mouth of the Singapore River. One day he caught a genie in his fishing net, and in return of his release, the genie granted Badang’s wish to be the strongest man alive.

Impressed with Badang’s enormous strength, the Rajah of Singapura appointed him as the imperial warrior. Soon, other kingdoms heard of Badang’s fame and sent their warriors to challenge him. The king of India, in particular, sent his kingdom’s strongest man Wadi Bijaya to Singapura for a duel. In the last contest, Badang beat Wadi Bijaya by lifting a huge rock and throwing it towards the Singapore River.

Ancient inscriptions were added to the rock, probably to commemorate Badang’s achievements but centuries later in 1843, the British colonial government blasted it to pieces. Known as the Singapore Stone, only a fragment remains, and is now kept in the Singapore History Museum.
41. Why did Badang become a strong man alive?
   A. Because He was a poor fisherman.
   B. Because a Genie granted Badang’s wish.
   C. Because Rajah of Singapura gave the power to him.
   D. Because Badang could beat Wadi Wijaya by lifting a huge rock.

42. What is the main idea of the second paragraph?
   A. The Rajah of Singapura was impressed with Badang’s strength.
   B. The Rajah of Singapura appointed Wadi to fight with Badang.
   C. Badang could beat his enemy by lifting a huge rock.
   D. British colonial government blasted Badang.

43. What can we learn from the story above?
   A. The weakness will be defeated by the strong one.
   B. Strength will not always give us a good win.
   C. The strong man will lead the world well.
   D. Only a strong man can defeat Badang.

Kingdom Kediri

Long time ago there lived a king of a kingdom of Kediri, Raden Putra. He liked cock fighting. One of his wives told him that the queen had put poison in his food. The king was very angry. Without thinking deeply, he ordered his soldiers to bring the queen to a wood and kill her. But the soldiers took a pity on her as at that time she was pregnant. They did not kill her.

When the queen gave birth to a baby boy, she named him Cinde Laras. In his 15, he had a cock. Cinde Laras liked cock fighting, too. His cock was strong, so it won all fight. Hearing it, the king invited Cinde Laras to the palace for a cock fighting. In a fight, his cock could easily beat the king’s cock. Everybody was surprised when Cinde Laras’ cock crowed “Cockledodo, I am Cinde Laras’ cock, who lived in the wood, the son of Raden Putra”
The king was very surprised. Cinde Laras told him that he was the son of the queen who now lived in the wood. It made the king regretted his unwise decision. After that the king met the queen in the wood. Then he brought them back to palace and he punished his evil wife.

44. What does the text tell us about?
   A. Cinde Laras.
   B. Raden Putra.
   C. A cock fighting.
   D. A King of Kediri Kingdom.

45. Why did the soldiers bring the queen to the forest?
   A. Because the soldiers did not like the queen.
   B. Because the soldiers are asked by the King.
   C. Because the queen put poison into the King’s.
   D. Because the queen wanted to live in the forest.

46. What can we learn from the story?
   A. Be wise in every decision you make.
   B. Honest is the best attitude in our life.
   C. Patient will give us a peaceful life.
   D. Don’t worry about your future.

47. Arrange these jumbled sentences to make a meaningful narrative text.

1. When he returned home, his father told him that if he had helped the miners to dig, they would have bought his salt.
2. The man next went to a house where a wedding was taking place.
3. A stupid man was sent by his father to sell salt.
4. There he dug a huge hole.
5. He first went to a mining area but nobody there wanted his salt.
6. This made the people angry and they chased him away.

The best arrangement is … .

A. 3 – 5 – 1 – 2 – 4 – 6
B. 1 – 2 – 3 – 5 – 4 – 6
C. 5 – 6 – 3 – 1 – 3 – 4
D. 6 – 1 – 3 – 5 – 2 – 4

THE WOLF AND THE STORK

There was once a wolf who felt so hungry. He gulped down all his food as though his life depended on it. No wonder he had a chicken bone stuck in his throat! Luckily for him, a stork who happened to be passing nearby, heard his shrieks of pain, and she stopped, always ready to help wherever she could.

Just one look was enough for her to guess what had happened. At once, without saying a word or wasting anytime she site to work. It was going to be a very long and a very difficult job. But how could the stork help the greedy wolf?

At last, with the aid of her long beak, she got hold of the bone and pulled it out of the wolf’s throat.

Now, any other animal would have been glad to pay the stork for what she did. And, when the wolf began walking away, without even thanking her, she said as much. “You think I would pay you?” cried the wolf, finding his voice. “After digging into my throat with your long beak? You should be glad I don’t eat you, you ungrateful bird! Go away, and don’t get under my paws again!”

48. Where was the stork when she heard the wolf’s shrieks of pain?

A. She was behind the wolf.
B. She was far from the wolf
C. She was near from the wolf.
D. She was not close from the wolf.
49. What did the stork do to help the wolf from a chicken bone that stuck in his throat?

A. She got hold of the bone with her short beak.

B. She pushed the chicken bone with the aid of her long beak.

C. She took the chicken bone with the aid of her short beak.

D. She pulled the chicken bone with the aid of her long beak.

50. What is the moral value of the text?

A. Don’t be an ungrateful people.

B. No one can do something perfectly.

C. Don’t blame yourself for something bad.

D. Think first deeply before taking an action.