

## **Chapter 5: Conclusion and Suggestion**

This chapter presents the conclusion of the study that has been conducted and provides several recommendations to the students, teachers, and further researchers.

### **Conclusion**

Based on the result of the data analysis, the researcher concludes that the use of SCROL strategy can improve students' reading comprehension on narrative text. It shows that this strategy can encourage students in reading comprehension and giving positive effect for them. The first advantage is to make the students stay focus and active in learning process because they were directed to do several steps. Second, this strategy makes students activate their prior knowledge while in the Survey and Connect steps. Third, this strategy makes students easy to understand the generic structure of reading and also make them easier to do assignment because they already have an outline from the text. Besides, SCROL strategy also gives positive effect in improved students' reading comprehension in learning process because students interest and enjoy to learn reading comprehension on narrative text by applying SCROL strategy.

Furthermore, the result of pre-test score and post test score was different. The students' reading comprehension on narrative text before being taught with SCROL strategy is still low. It can be seen the total score in pre-test was 41,15%. In the other side, the students' reading comprehension on narrative text after being taught SCROL strategy as a media in learning process, the students reading

comprehension was improved. It can be seen the total score in post-test was 60,90%. It was totally proved the significant of differences between pre-test and post-test. Therefore, based on the explanation above, it can be concluded that the students' reading comprehension on narrative text are improved because of the implementation of SCROL strategy in teaching and learning process.

### **Suggestion**

Based on the result from data analysis, it can be seen that the teacher who want to utilize SCROL strategy in class, they should consider the characteristic of the students first because this strategy not appropriate to young learners. This method divided into five steps that require students' comprehension and also need more time to manage all students. Moreover, the use of SCROL strategy can be considered because it is useful in learning process. Through the five steps, students more active and look enthusiastic in class.

For the further researcher, this research can be a reference for them who attempts to analyze students reading comprehension by using this strategy. Besides, they also can applying this strategy to improve students' reading comprehension in other genre of text, such as descriptive text, recount text, procedure text, report text, even analytical exposition text.

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## APPENDIX 1

### TRY OUT TEST

#### Text 1 for question number 1 through 5

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

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

<http://englishadmin.com/2018/12/65-contoh-soal-narrative-text-legend-dan-jawabannya.html>

1. Which one of the following statements is false about Sang Prabu?
  - a. Sang Prabu was a father of his only daughter
  - b. Sang Prabu was a king of a kingdom in West Java
  - c. Sang Prabu was taken to Kahyangan by a wicked fairy
  - d. Sang Prabu was a wise man
  - e. Sang Prabu didn't have a son
2. Why the wicked fairy did use her magic to make Raden Begawan unconscious?
  - a. She didn't like Raden Begawan
  - b. She didn't want Raden Prabu marry the princess
  - c. She wanted Teja Nirmala to forget about her wedding
  - d. She didn't want the prince of Blambangan marry the princess

- e. She didn't want the prince of Blambangan feel love with her
3. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
- a. Princess Segara will have married with Raden Begawan
  - b. Sang Prabu will not hold strength competition
  - c. Raden Begawan will not die
  - d. Teja Nirmala will stay in the Kahyangan
  - e. Wicked Fairy will not take Raden Begawan's life
4. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...
- a. The wicked fairy
  - b. The nice fairy
  - c. Princess Nirmala
  - d. Prince Teja
  - e. The prince of Blambangan
5. The similarity between fairy and human according to the text.
- a. The place they live
  - b. The jealousy that they possess
  - c. The way they don't feel a love
  - d. The strength they have
  - e. Their life that is immortal

**Text 2 for question number 6 through 10**

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men. Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

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

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

<http://englishadmin.com/2018/12/65-contoh-soal-narrative-text-legend-dan-jawabannya.html>

6. Which the following fact is true about Kbo Iwo?
  - a. Kebo Iwo ate a little amount of meat
  - b. Kebo Iwo is a destroyer that cannot make anything
  - c. Kebo Iwo was angry because his food was stolen by Balinese people
  - d. Kebo Iwo destroyed all the house but not the temple
  - e. Kebo eat food was equal for food of thousand people
7. Why did Kbo Iwo feel angry to the Balinese people?
  - a. Because Balinese people ate his meal
  - b. Because Balinese people took his food so his barns was empty
  - c. Because Balinese people didn't give him food
  - d. Because Balinese people were in hunger
  - e. Because Balinese people turned to rage
8. According to the story, if Kbo Iwo is never existed in Bali island, what do you think will happen?
  - a. There will be no Bali island
  - b. Bali People will never be angry
  - c. All Bali people will live in a prosperous way
  - d. We are not able see the beauty of Lake Batur



- e. Mount Batur will not be a sacred place now
9. “So, they came together to plan steps to oppose this powerful giant.....”(Paragraph 3). The meaning of the word “oppose “ is....
- a. Menentang
  - b. Mendukung
  - c. Membantu
  - d. Menjaga
  - e. Merubah
10. What is mount batur?
- a. A lake build by Kbo Iwa
  - b. A well dug by Kbo iwa
  - c. The mountain build by Kbo Iwa
  - d. A mound of earth dug from the well by Kbo iwa
  - e. A home build by Balinese people to Kbo Iwa

**Text 3 for question number 11 through 20**

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer’s young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said “ it is getting dark. Let my son, Ah Tim go with you though the forest.”

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, “ please eat my own son instead.” Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son’s life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

<http://englishadmin.com/2018/12/65-contoh-soal-narrative-text-legend-dan-jawabannya.html>

11. What separated between one village to another a long time ago in the New Territories ?
  - a. Another village
  - b. Mountains
  - c. Forests
  - d. Hills
  - e. Towers and logs
12. Who was Ah Tim ?
  - a. The young woman's brother
  - b. The young woman's son
  - c. The young woman's brother and nephew
  - d. The young woman's brother's son
  - e. One of the men who fetched a stick
13. Who walked in front when they were in the forest ?
  - a. Ah Tm
  - b. The woman
  - c. The woman's son
  - d. Her brother's nephew
  - e. The baby and his mother
14. How could the wolves catch Ah Tim?
  - a. He was afraid
  - b. He was stumbled by a stone
  - c. He ran slowly
  - d. The woman cried

- e. The wolves were good runners
15. The woman gave her son to the wolves because
- a. She loved her nephew than her son.
  - b. She thought about how her brother would be
  - c. She wanted her son was eaten by the wolves
  - d. She was crazy
  - e. She kept a grudge on his brother
16. What did the villagers bring sticks for ?
- a. For the weapon to beat the wolves
  - b. To bring the woman's nephew
  - c. For the fire woods.
  - d. For play
  - e. For building a house for the woman.
17. " all men in the village fetched thick stick ... The meaning of the word " fetched" is ...
- a. Menerima
  - b. Menangkap
  - c. Mengambil
  - d. Memukul
  - e. Mengangkat
18. From the passage we learn that the villages were ....
- a. Located in one huge area
  - b. Situated in a large district
  - c. Separated by untamed jungles.
  - d. Wild and unsafe
  - e. Dark and very dangerous
19. The brother let her son go with his aunt as she left home because ....
- a. Ah Tim wanted to see the wolves
  - b. His aunt wanted him to come long
  - c. Ah Tim was bored to live with his parents
  - d. The baby was too cute to be alone

- e. Ah Tim would be a guardian for them
20. What is the purpose of the writer by writing the story above ?
- a. To describe the danger of the villages
  - b. To entertain the readers of the story
  - c. To tell the villagers' relationship
  - d. To explain how important a relative is
  - e. To narrate how the wolves were playing with the baby.

**Text 4 for question number 21 through 24**

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

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

<http://englishadmin.com/2018/12/65-contoh-soal-narrative-text-legend-dan-jawabannya.html>

21. The story is about....
- a. Two children went to school for the first time

- b. A witch who is really kind
  - c. A father who begged a witch for money
  - d. A stepmother who saved her children from a witch
  - e. Two children saved their stepmother from a witch
22. Which statement is FALSE about the witch?
- a. She locked Hansel in a cage
  - b. She planned to eat Hansel & Gretel
  - c. She fell into the ocean
  - d. She hated the children
  - e. She set Gretel to clean the house
23. “The witch fell into the oven and the stepmother shut the door.” (Paragraph 4). The meaning of the word “shut” is...
- a. Menandai
  - b. Mewarnai
  - c. Membuka
  - d. Mendorong
  - e. Menutup
24. How did the stepmother find her children?
- a. She walked into the forest
  - b. She got tired and met her children
  - c. She peeped through the window of the witch’s cottage
  - d. She fell into the cliff
  - e. She was pushed against the wall

**Text 5 for question number 25 through 28**

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. “You are a stupid bird! Why can’t you say the word? Say Catano, or I will kill you!” but the

parrot would not say it. Then the man got so angry that he shouted over and over, “Say Catano, or I’ll kill you!” but the bird wouldn’t talk. One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.” In the chicken house there are four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you!”

<http://englishadmin.com/2018/12/65-contoh-soal-narrative-text-legend-dan-jawabannya.html>

25. Where does the story take place?
  - a. Indonesia
  - b. Brazil
  - c. Puerto Rico
  - d. New York
  - e. Jepang
26. From the text we learn that...
  - a. We have to follow others
  - b. We have to respect pet owner
  - c. We have to imitate others
  - d. We are not allowed to force others
  - e. We are not allowed to help others
27. Which statement is false according to the text?
  - a. Catano was the name of the city where the parrot came from
  - b. The man got angry at the parrot
  - c. The parrot couldn’t say Catano
  - d. The man killed the parrot
  - e. The parrot could say Catano

28. “It was very, very smart”. The underlined word “It” refers to...
- a. The chicken
  - b. The man
  - c. The Catano
  - d. The city
  - e. The bird

**Text 6 for question number 29 through 37**

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly “Anybody there! Bring me my tool. I will give you special present. If you are female I will consider you as my sister, if you are male I will marry you”. Suddenlly, a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunted, Tumang was always with him.

One day Dayang Sumbi wanted to have deer’s heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang go to the wood with his arrow and his faithful dog Tumang, but after several days Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. He gave Tumang’s heart to her mother. But Dayang Sumbi knew that it was Tumang’s heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat. Sangkuriang was angry. He kicked the boat. Then the boat turned upside down and became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

<http://englishadmin.com/2018/12/65-contoh-soal-narrative-text-legend-dan-jawabannya.html>

29. What is the story about?
- A wrath son
  - West java's tales
  - Tumang a Dog husband
  - The legend of Tangkuban Perahu
  - Dayang Sumbi's rejection to marry Sangkuriang
30. According to he story, Tumang was....
- actually a handsome prince



- b. married to Dayang Sumbii
  - c. Sangkuriang pet dog
  - d. good at hunting deer
  - e. in fact Dayang Sumbi's father
31. What did Dayang Sumbi look like?
- a. She liked weaving clothers
  - b. She looked for the heart of a deer
  - c. She was beautiful
  - d. She was looking at her fallen tool
  - e. She and her son were alike
32. What made Dayang Sumbi stay young?
- a. She set up conditions in doing things
  - b. A young man fall in love with her
  - c. She married a dog
  - d. She knew how to take care her body
  - e. God gave her an eternal beauty
33. Who are the main caracthers in the story?
- a. Dayang Sumbi and Sangkuriang
  - b. The king Dayang Sumbi, the dog and Sangkuriang
  - c. The king, Dayang Sumbi, the dog, Sangkuriang, the ganie, and the spiritis
  - d. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spiritis
  - e. The king, Dayang Sumbi, sister, daughter, the dog, a young man, Sangkuriang, the mount, the boat, the genie, the spiritis and God
34. "He brought her the falling tool". The underline word "He" refers to.....
- a. Samgkuriang
  - b. Tumang
  - c. Dayang Sumbi
  - d. The king
  - e. Father

35. “ if you are male, I will marry you’ (paragraph 2). the sentence mean that the one who helped Dayang Sumbi became her....
- Husband
  - Maid
  - Boss
  - Son
  - King
36. The complication starts when....
- Sangkuriang arrived at his own village
  - Tumang came bringing Dayang Sumbi fallen thing
  - Dayang Sumbi asked Sangkuriang to find deer’s heart
  - Dayang Sumbi and Sangkuriang fell in love and decided to marry
  - Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night
37. “Both of them did know each other” (pargraph 3). The underlined word “both of them“refers to...
- Dayang Sumbi and Tumang
  - Dayang Sumbi and her father
  - Dayang sumbi and Sangkuriang
  - Dayang sumbi and deer
  - Dayang Sumbi and deer’s heart

**Text 7 for question number 38 through 42**

**The Thief and His Mother**

A boy stole a lesson-book from one of his schoolfellows and took it home to his mother. She not only abstained from beating him, but encouraged him. He, next time, stole a cloak and brought it to her, and she again commended him. The youth, advanced to adulthood, proceeded to steal things of still greater value.

At last he was caught in the very act, and having his hands bound behind him, was led away to the place of public execution. His mother followed in the crowd and violently beat her breast in sorrow, whereupon the young man said, “I wish to

say something to my mother in her ear.” She came close to him, and he quickly seized her ear with his teeth and bit it off. The mother upbraided him as an unnatural child, whereon he replied, “Ah! If you had beaten me when I first stole and brought to you that lesson-book, I should not have come to this, nor have been thus led to a disgraceful death.”

<http://www.scribd.com/documen/207251268/Soal-Narrative-text.html>

38. What is the text about?
  - a. The effect of supporting bad attitudes
  - b. What a mother must do to the children
  - c. The life experiences of a professional thief
  - d. The relationship between a son and the mother
  - e. How a boy became a thief
39. What did the mother do to his son when he stole in the first time?
  - a. She bit him
  - b. She bit his ears
  - c. She bound his arms
  - d. She advised him
  - e. She encouraged him
40. Why did the mother violently beat her breast in sorrow?
  - a. She wanted to show the people that she was sorrowful
  - b. She wanted the people to think that she had educated his son well
  - c. She wanted the people to support her as the mother
  - d. She wanted her son to be set free
  - e. She wanted to hurt herself
41. Why did the thief blame his mother for what happened to him? Because....
  - a. He was actually a good man
  - b. He wanted his mother to die first
  - c. She had encouraged him to steal again and again
  - d. She had taken all the things that he stole
  - e. She was angry when he stole things.

42. “She not only abstained from beating him, ....” What is the meaning of the underlined word?
- Memperoleh
  - Membiarkan
  - Mengikat
  - Melarang
  - Menghalangi

**Text 8 for question number 43 through 46**

**The lion and The Mouse**

Once when a Lion was asleep a little Mouse began running up and down on his face; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. “Pardon, O King,” cried the little Mouse: “forgive me this time, I shall never forget it: who knows but I may be able to do you a turn someday?” The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go.

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

<http://abidinfaz.blogspot.com/2015/01/soal-bahasa-inggris-narrative-text-dan.html?m=1>

43. What problem did the little mouse have?
- She was trapped in a net
  - She was caught by hunters
  - She gnawed the ropes
  - She didn't have food
  - The lion caught her
44. What problem did the lion have?
- The mouse awakened him

- b. He was caught in a net
  - c. He was killed by some hunters
  - d. The mouse gnawed the ropes
  - e. He couldn't get the mouse
45. What did the mouse do to help the lion?
- a. She ran up and down on his face
  - b. She asked the hunters to help her
  - c. She cried and begged the lion
  - d. She gnawed the ropes
  - e. She cut the ropes with a knife
46. "...she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right ..." (last line). What does the underlined word refer to?
- a. The lion
  - b. The hunters
  - c. The mouse
  - d. The monster
  - e. The King

**Text 9 for question number 47 through 50**

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" the boss of crocodile answered, "We are twenty here." "Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.

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

<http://englishahkam.blogspot.com/2012/09/contoh-text-narrative.html?m=1>

47. The story mainly tells us about...
- a. Twenty crocodiles
  - b. A rabbit and the boss of crocodile
  - c. The boss of the crocodile
  - d. The boss of the crocodile and his friends
  - e. A rabbit and twenty crocodiles
48. What problem was faced by the rabbit? He actually wanted ...
- a. To cross the river
  - b. To know where the crocodiles are
  - c. To swim across the river
  - d. To know the number of crocodiles there
  - e. To meet the boss of crocodiles
49. How was the problem resolved?
- a. He swim accros the river
  - b. He walked on the bridge nearby
  - c. He jumped on the backs of the crocodiles
  - d. He counted the crocodiles in the river
  - e. He rode on a boat to cross the river
50. "All of you are good, nice, gentle, and kind..." (Paragraph 2) The meaning of the underlined word is ...
- a. Liar
  - b. Lembut Hati
  - c. Rajin
  - d. Terhormat
  - e. Pemberani

**APPENDIX 2**

**KEY ANSWER OF TRYOUT TEST**

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





## APPENDIX 4

### The Validity Testing of Instrument

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

$$\begin{aligned} 1. &= \frac{20 \cdot 546 - (18)(572)}{\sqrt{(20 \cdot 18 - (18)^2)(20 \cdot 18,244 - (572)^2)}} \\ &= \frac{10,920 - 10,296}{\sqrt{(360 - 324)(364,880 - 327,184)}} \\ &= \frac{10,920 - 10,296}{\sqrt{(36)(37,696)}} \\ &= \frac{624}{\sqrt{1,357,056}} = \frac{624}{1,164} = 0,536 = \text{Valid} \end{aligned}$$

$$\begin{aligned} 2. &= \frac{20 \cdot 557 - (19)(572)}{\sqrt{(20 \cdot 19 - (19)^2)(20 \cdot 18,244 - (572)^2)}} \\ &= \frac{11,140 - 10,868}{\sqrt{(380 - 361)(364,880 - 327,184)}} \\ &= \frac{11,140 - 10,868}{\sqrt{(19)(37,696)}} \\ &= \frac{272}{\sqrt{(716,224)}} = \frac{27}{846} = 0,321 = \text{Invalid} \end{aligned}$$

$$\begin{aligned} 3. &= \frac{20 \cdot 339 - (10)(572)}{\sqrt{(20 \cdot 10 - (10)^2)(20 \cdot 18,244 - (572)^2)}} \\ &= \frac{6,780 - 5,720}{\sqrt{(200 - 100)(364,880 - 327,184)}} \\ &= \frac{6,780 - 5,720}{\sqrt{(100)(37,696)}} \\ &= \frac{1,060}{\sqrt{3,769,600}} = \frac{1,060}{1,941} = 0,546 = \text{Valid} \end{aligned}$$

$$\begin{aligned}
4. &= \frac{20 \cdot 527 - (17)(572)}{\sqrt{(20 \cdot 17 - (17)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{10,540 - 9,724}{\sqrt{(340 - 289)(364,880 - 327,184)}} \\
&= \frac{10,540 - 9,724}{\sqrt{(51)(37,696)}} \\
&= \frac{816}{\sqrt{1,922,496}} = \frac{816}{1,386} = 0,588 = \text{Valid}
\end{aligned}$$

$$\begin{aligned}
5. &= \frac{20 \cdot 368 - (11)(572)}{\sqrt{(20 \cdot 11 - (11)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{7,360 - 6,292}{\sqrt{(220 - 121)(364,880 - 327,184)}} \\
&= \frac{7,360 - 6,292}{\sqrt{(99)(37,696)}} \\
&= \frac{1,068}{3,731,904} = \frac{1,068}{1,931} = 0,553 = \text{Valid}
\end{aligned}$$

$$\begin{aligned}
6. &= \frac{20 \cdot 464 - (15)(572)}{\sqrt{(20 \cdot 15 - (15)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{9,280 - 8,580}{\sqrt{(300 - 225)(364,880 - 327,184)}} \\
&= \frac{9,280 - 8,580}{\sqrt{(75)(37,696)}} \\
&= \frac{700}{\sqrt{2,827,200}} = \frac{624}{1,681} = 0,416 = \text{Invalid}
\end{aligned}$$

$$\begin{aligned}
7. &= \frac{20 \cdot 341 - (11)(572)}{\sqrt{(20 \cdot 11 - (11)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{6,820 - 6,292}{\sqrt{(220 - 121)(364,880 - 327,184)}}
\end{aligned}$$

$$\begin{aligned}
&= \frac{6,820 - 6,292}{\sqrt{(99)(37,696)}} \\
&= \frac{528}{\sqrt{3,371,904}} = \frac{528}{1,931} = 0,237 = \text{Invalid}
\end{aligned}$$

$$\begin{aligned}
8. &= \frac{20 \cdot 141 - (5)(572)}{\sqrt{(20 \cdot 5 - (5)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{2,820 - 2,860}{\sqrt{(100 - 25)(364,880 - 327,184)}} \\
&= \frac{2,820 - 2,860}{\sqrt{(75)(37,696)}} \\
&= \frac{-40}{\sqrt{2,827,200}} = \frac{-40}{1,681} = -0,023 = \text{Invalid}
\end{aligned}$$

$$\begin{aligned}
9. &= \frac{20 \cdot 406 - (13)(572)}{\sqrt{(20 \cdot 13 - (13)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{8,120 - 7,436}{\sqrt{(260 - 169)(364,880 - 327,184)}} \\
&= \frac{8,120 - 7,436}{\sqrt{(91)(37,696)}} \\
&= \frac{684}{\sqrt{3,430,336}} = \frac{684}{1,852} = 0,369 = \text{Invalid}
\end{aligned}$$

$$\begin{aligned}
10. &= \frac{20 \cdot 175 - (6)(572)}{\sqrt{(20 \cdot 6 - (6)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{3,500 - 3,432}{\sqrt{(120 - 36)(364,880 - 327,184)}} \\
&= \frac{3,500 - 3,432}{\sqrt{(84)(37,696)}} \\
&= \frac{68}{\sqrt{3,166,464}} = \frac{68}{1,779} = 0,038 = \text{Invalid}
\end{aligned}$$

$$\begin{aligned}
11. &= \frac{20 \cdot 163 - (5)(572)}{\sqrt{(20 \cdot 5 - (5)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{3,260 - 2,860}{\sqrt{(100 - 25)(364,880 - 327,184)}} \\
&= \frac{3,260 - 2,860}{\sqrt{(75)(37,696)}} \\
&= \frac{400}{\sqrt{2,827,200}} = \frac{400}{1,681} = 0,238 = \text{Invalid}
\end{aligned}$$

$$\begin{aligned}
12. &= \frac{20 \cdot 510 - (16)(572)}{\sqrt{(20 \cdot 16 - (16)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{10,200 - 9,152}{\sqrt{(320 - 256)(364,880 - 327,184)}} \\
&= \frac{10,200 - 9,152}{\sqrt{(64)(37,696)}} \\
&= \frac{1,048}{\sqrt{2,412,544}} = \frac{1,048}{1,553} = 0,675 = \text{Valid}
\end{aligned}$$

$$\begin{aligned}
13. &= \frac{20 \cdot 394 - (13)(572)}{\sqrt{(20 \cdot 13 - (13)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{7,880 - 7,436}{\sqrt{(260 - 169)(364,880 - 327,184)}} \\
&= \frac{7,880 - 7,436}{\sqrt{(91)(37,696)}} \\
&= \frac{444}{\sqrt{3,430,336}} = \frac{444}{1,852} = 0,239 = \text{Invalid}
\end{aligned}$$

$$14. = \frac{20 \cdot 0 - (0)(572)}{\sqrt{(20 \cdot 0 - (0)^2)(20 \cdot 18,244 - (572)^2)}}$$

$$\begin{aligned}
&= \frac{0}{\sqrt{(0)(364,880 - 327,184)}} \\
&= \frac{0}{\sqrt{0}} = 0 = \text{Invalid}
\end{aligned}$$

$$\begin{aligned}
15. &= \frac{20 \cdot 514 - (16)(572)}{\sqrt{(20 \cdot 16 - (16)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{10,280 - 9,152}{\sqrt{(320 - 256)(364,880 - 327,184)}} \\
&= \frac{10,280 - 9,152}{\sqrt{(64)(37,696)}} \\
&= \frac{1,128}{\sqrt{2,412,544}} = \frac{1,128}{1,553} = 0,726 = \text{Valid}
\end{aligned}$$

$$\begin{aligned}
16. &= \frac{20 \cdot 166 - (5)(572)}{\sqrt{(20 \cdot 5 - (5)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{3,320 - 2,860}{\sqrt{(100 - 25)(364,880 - 327,184)}} \\
&= \frac{3,320 - 2,860}{\sqrt{(75)(37,696)}} \\
&= \frac{460}{\sqrt{2,827,200}} = \frac{460}{1,681} = 0,273 = \text{Invalid}
\end{aligned}$$

$$\begin{aligned}
17. &= \frac{20 \cdot 491 - (15)(572)}{\sqrt{(20 \cdot 15 - (15)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{9,820 - 8,580}{\sqrt{(300 - 225)(364,880 - 327,184)}} \\
&= \frac{9,820 - 8,580}{\sqrt{(75)(37,696)}} \\
&= \frac{1,240}{\sqrt{2,827,200}} = \frac{1,240}{1,681} = 0,737 = \text{Valid}
\end{aligned}$$

$$\begin{aligned}
18. &= \frac{20 \cdot 335 - (10)(572)}{\sqrt{(20 \cdot 10 - (10)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{6,700 - 5,720}{\sqrt{(200 - 100)(364,880 - 327,184)}} \\
&= \frac{6,700 - 5,720}{\sqrt{(100)(37,696)}} \\
&= \frac{980}{\sqrt{3,769,600}} = \frac{980}{1,941} = 0,505 = \text{Valid}
\end{aligned}$$

$$\begin{aligned}
19. &= \frac{20 \cdot 139 - (5)(572)}{\sqrt{(20 \cdot 5 - (5)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{2,780 - 2,680}{\sqrt{(100 - 25)(364,880 - 327,184)}} \\
&= \frac{2,780 - 2,680}{\sqrt{(75)(37,696)}} \\
&= \frac{-80}{\sqrt{2,827,000}} = \frac{-80}{1,681} = -0,047 = \text{Invalid}
\end{aligned}$$

$$\begin{aligned}
20. &= \frac{20 \cdot 333 - (10)(572)}{\sqrt{(20 \cdot 10 - (10)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{6,660 - 5,720}{\sqrt{(200 - 100)(364,880 - 327,184)}} \\
&= \frac{6,660 - 5,720}{\sqrt{(100)(37,696)}} \\
&= \frac{940}{\sqrt{3,769,600}} = \frac{940}{1,941} = 0,484 = \text{Valid}
\end{aligned}$$

$$21. = \frac{20 \cdot 519 - (17)(572)}{\sqrt{(20 \cdot 17 - (17)^2)(20 \cdot 18,244 - (572)^2)}}$$

$$\begin{aligned}
&= \frac{10,380 - 9,724}{\sqrt{(340 - 289)(364,880 - 327,184)}} \\
&= \frac{10,380 - 9,724}{\sqrt{(51)(37,696)}} \\
&= \frac{656}{\sqrt{1,922,496}} = \frac{656}{1,386} = 0,473 = \text{Valid}
\end{aligned}$$

$$\begin{aligned}
22. &= \frac{20 \cdot 430 - (14)(572)}{\sqrt{(20 \cdot 14 - (14)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{8,600 - 8,008}{\sqrt{(280 - 194)(364,880 - 327,184)}} \\
&= \frac{8,600 - 8,008}{\sqrt{(86)(37,696)}} \\
&= \frac{592}{\sqrt{3,241,856}} = \frac{592}{1,800} = 0,332 = \text{Invalid}
\end{aligned}$$

$$\begin{aligned}
23. &= \frac{20 \cdot 472 - (14)(572)}{\sqrt{(20 \cdot 14 - (14)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{9,440 - 8,008}{\sqrt{(280 - 196)(364,880 - 327,184)}} \\
&= \frac{9,440 - 8,008}{\sqrt{(84)(37,696)}} \\
&= \frac{1,432}{\sqrt{3,166,464}} = \frac{1,432}{1,779} = 0,805 = \text{Valid}
\end{aligned}$$

$$\begin{aligned}
24. &= \frac{20 \cdot 314 - (9)(572)}{\sqrt{(20 \cdot 9 - (9)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{6,280 - 5,148}{\sqrt{(180 - 81)(364,880 - 327,184)}} \\
&= \frac{6,280 - 5,148}{\sqrt{(99)(37,696)}}
\end{aligned}$$

$$= \frac{1,132}{\sqrt{3,731,904}} = \frac{1,132}{1,931} = 0,586 = \text{Valid}$$

$$\begin{aligned}
 25. &= \frac{20 \cdot 355 - (11)(572)}{\sqrt{(20 \cdot 11 - (11)^2)(20 \cdot 18,244 - (572)^2)}} \\
 &= \frac{7,100 - 6,292}{\sqrt{(220 - 121)(364,880 - 327,184)}} \\
 &= \frac{7,100 - 6,292}{\sqrt{(99)(37,696)}} \\
 &= \frac{808}{\sqrt{3,731,904}} = \frac{808}{1,931} = 0,418 = \text{Invalid}
 \end{aligned}$$

$$\begin{aligned}
 26. &= \frac{20 \cdot 548 - (18)(572)}{\sqrt{(20 \cdot 18 - (18)^2)(20 \cdot 18,244 - (572)^2)}} \\
 &= \frac{10,960 - 10,296}{\sqrt{(360 - 324)(364,880 - 327,184)}} \\
 &= \frac{10,960 - 10,296}{\sqrt{(36)(37,696)}} \\
 &= \frac{664}{\sqrt{1,357,056}} = \frac{664}{1,164} = 0,570 = \text{Valid}
 \end{aligned}$$

$$\begin{aligned}
 27. &= \frac{20 \cdot 401 - (12)(572)}{\sqrt{(20 \cdot 12 - (12)^2)(20 \cdot 18,244 - (572)^2)}} \\
 &= \frac{8,020 - 6,864}{\sqrt{(240 - 144)(364,880 - 327,184)}} \\
 &= \frac{8,020 - 6,864}{\sqrt{(96)(37,696)}} \\
 &= \frac{1,156}{\sqrt{3,618,816}} = \frac{1,156}{1,902} = 0,608 = \text{Valid}
 \end{aligned}$$



$$\begin{aligned}
28. &= \frac{20 \cdot 448 - (14)(572)}{\sqrt{(20 \cdot 14 - (14)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{8,960 - 8,008}{\sqrt{(280 - 196)(364,880 - 327,184)}} \\
&= \frac{8,960 - 8,008}{\sqrt{(84)(37,696)}} \\
&= \frac{952}{\sqrt{3,166,464}} = \frac{952}{1,779} = 0,535 = \text{Valid}
\end{aligned}$$

$$\begin{aligned}
29. &= \frac{20 \cdot 523 - (17)(572)}{\sqrt{(20 \cdot 17 - (17)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{10,460 - 9,724}{\sqrt{(340 - 289)(364,880 - 327,184)}} \\
&= \frac{10,460 - 9,724}{\sqrt{(51)(37,696)}} \\
&= \frac{734}{\sqrt{1,922,496}} = \frac{734}{1,386} = 0,531 = \text{Valid}
\end{aligned}$$

$$\begin{aligned}
30. &= \frac{20 \cdot 320 - (10)(572)}{\sqrt{(20 \cdot 10 - (10)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{6,400 - 5,720}{\sqrt{(200 - 100)(364,880 - 327,184)}} \\
&= \frac{6,400 - 5,720}{\sqrt{(100)(37,696)}} \\
&= \frac{680}{\sqrt{3,769,600}} = \frac{680}{1,941} = 0,350 = \text{Invalid}
\end{aligned}$$

$$\begin{aligned}
31. &= \frac{20 \cdot 263 - (8)(572)}{\sqrt{(20 \cdot 8 - (8)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{5,260 - 4,576}{\sqrt{(160 - 64)(364,880 - 327,184)}}
\end{aligned}$$

$$\begin{aligned}
&= \frac{5,260 - 4,576}{\sqrt{(96)(37,696)}} \\
&= \frac{684}{\sqrt{3,618,816}} = \frac{684}{1,902} = 0,359 = \text{Invalid}
\end{aligned}$$

$$\begin{aligned}
32. &= \frac{20 \cdot 432 - (14)(572)}{\sqrt{(20 \cdot 14 - (14)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{8,640 - 8,008}{\sqrt{(280 - 196)(364,880 - 327,184)}} \\
&= \frac{8,640 - 8,008}{\sqrt{(84)(37,696)}} \\
&= \frac{632}{\sqrt{3,166,464}} = \frac{632}{1,779} = 0,355 = \text{Invalid}
\end{aligned}$$

$$\begin{aligned}
33. &= \frac{20 \cdot 364 - (11)(572)}{\sqrt{(20 \cdot 11 - (11)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{7,280 - 6,292}{\sqrt{(220 - 121)(364,880 - 327,184)}} \\
&= \frac{7,280 - 6,292}{\sqrt{(99)(37,696)}} \\
&= \frac{988}{\sqrt{3,731,904}} = \frac{988}{1,931} = 0,511 = \text{Valid}
\end{aligned}$$

$$\begin{aligned}
34. &= \frac{20 \cdot 377 - (12)(572)}{\sqrt{(20 \cdot 12 - (12)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{7,540 - 6,864}{\sqrt{(240 - 144)(364,880 - 327,184)}} \\
&= \frac{7,540 - 6,864}{\sqrt{(96)(37,696)}} \\
&= \frac{676}{\sqrt{3,618,816}} = \frac{676}{1,902} = 0,355 = \text{Invalid}
\end{aligned}$$

$$\begin{aligned}
35. &= \frac{20 \cdot 275 - (8)(572)}{\sqrt{(20 \cdot 8 - (8)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{5,500 - 4,576}{\sqrt{(160 - 64)(364,880 - 327,184)}} \\
&= \frac{5,500 - 4,576}{\sqrt{(96)(37,696)}} \\
&= \frac{924}{\sqrt{3,618,816}} = \frac{924}{1,902} = 0,486 = \text{Valid}
\end{aligned}$$

$$\begin{aligned}
36. &= \frac{20 \cdot 303 - (8)(572)}{\sqrt{(20 \cdot 8 - (8)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{6,060 - 4,576}{\sqrt{(160 - 64)(364,880 - 327,184)}} \\
&= \frac{6,060 - 4,576}{\sqrt{(96)(37,696)}} \\
&= \frac{1,484}{\sqrt{3,618,861}} = \frac{1,484}{1,902} = 0,780 = \text{Valid}
\end{aligned}$$

$$\begin{aligned}
37. &= \frac{20 \cdot 341 - (10)(572)}{\sqrt{(20 \cdot 10 - (10)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{6,820 - 5,720}{\sqrt{(200 - 100)(364,880 - 327,184)}} \\
&= \frac{6,820 - 5,720}{\sqrt{(100)(37,696)}} \\
&= \frac{1,100}{\sqrt{3,769,600}} = \frac{1,100}{1,941} = 0,566 = \text{Valid}
\end{aligned}$$

$$38. = \frac{20 \cdot 417 - (13)(572)}{\sqrt{(20 \cdot 13 - (13)^2)(20 \cdot 18,244 - (572)^2)}}$$

$$\begin{aligned}
&= \frac{8,340 - 7,436}{\sqrt{(260 - 169)(364,880 - 327,184)}} \\
&= \frac{8,340 - 7,436}{\sqrt{(91)(37,696)}} \\
&= \frac{904}{\sqrt{3,430,336}} = \frac{904}{1,852} = 0,488 = \text{Valid}
\end{aligned}$$

$$\begin{aligned}
39. &= \frac{20 \cdot 201 - (6)(572)}{\sqrt{(20 \cdot 6 - (6)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{4,020 - 3,432}{\sqrt{(120 - 36)(364,880 - 327,184)}} \\
&= \frac{4,020 - 3,432}{\sqrt{(84)(37,696)}} \\
&= \frac{588}{\sqrt{3,166,464}} = \frac{588}{1,779} = 0,330 = \text{Invalid}
\end{aligned}$$

$$\begin{aligned}
40. &= \frac{20 \cdot 401 - (12)(572)}{\sqrt{(20 \cdot 12 - (12)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{8,020 - 6,864}{\sqrt{(240 - 144)(364,880 - 327,184)}} \\
&= \frac{8,020 - 6,864}{\sqrt{(96)(37,696)}} \\
&= \frac{1,156}{\sqrt{3,618,816}} = \frac{1,156}{1,902} = 0,608 = \text{Valid}
\end{aligned}$$

$$\begin{aligned}
41. &= \frac{20 \cdot 358 - (11)(572)}{\sqrt{(20 \cdot 11 - (11)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{7,160 - 6,292}{\sqrt{(220 - 121)(364,880 - 327,184)}} \\
&= \frac{7,160 - 6,292}{\sqrt{(99)(37,696)}}
\end{aligned}$$

$$= \frac{868}{\sqrt{3,731,904}} = \frac{868}{1,931} = 0,449 = \text{Valid}$$

$$\begin{aligned}
 42. &= \frac{20 \cdot 219 - (6)(572)}{\sqrt{(20 \cdot 6 - (6)^2)(20 \cdot 18,244 - (572)^2)}} \\
 &= \frac{4,380 - 3,432}{\sqrt{(120 - 36)(364,880 - 327,184)}} \\
 &= \frac{4,380 - 3,432}{\sqrt{(84)(37,696)}} \\
 &= \frac{948}{\sqrt{3,166,464}} = \frac{948}{1,779} = 0,533 = \text{Valid}
 \end{aligned}$$

$$\begin{aligned}
 43. &= \frac{20 \cdot 434 - (14)(572)}{\sqrt{(20 \cdot 14 - (14)^2)(20 \cdot 18,244 - (572)^2)}} \\
 &= \frac{8,680 - 8,008}{\sqrt{(280 - 196)(364,880 - 327,184)}} \\
 &= \frac{8,680 - 8,008}{\sqrt{(84)(37,696)}} \\
 &= \frac{672}{\sqrt{3,166,464}} = \frac{672}{1,779} = 0,377 = \text{Invalid}
 \end{aligned}$$

$$\begin{aligned}
 44. &= \frac{20 \cdot 322 - (10)(572)}{\sqrt{(20 \cdot 10 - (10)^2)(20 \cdot 18,244 - (572)^2)}} \\
 &= \frac{6,440 - 5,720}{\sqrt{(200 - 100)(364,880 - 327,184)}} \\
 &= \frac{6,440 - 5,720}{\sqrt{(100)(37,696)}} \\
 &= \frac{720}{\sqrt{3,769,600}} = \frac{720}{1,941} = 0,371 = \text{Invalid}
 \end{aligned}$$

$$\begin{aligned}
45. &= \frac{20 \cdot 181 - (6)(572)}{\sqrt{(20 \cdot 6 - (6)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{3,620 - 3,432}{\sqrt{(120 - 36)(364,880 - 327,184)}} \\
&= \frac{3,620 - 3,432}{\sqrt{(84)(37,696)}} \\
&= \frac{188}{\sqrt{3,166,464}} = \frac{188}{1,779} = 0,105 = \text{Invalid}
\end{aligned}$$

$$\begin{aligned}
46. &= \frac{20 \cdot 247 - (8)(572)}{\sqrt{(20 \cdot 8 - (8)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{4,940 - 4,576}{\sqrt{(160 - 64)(364,880 - 327,184)}} \\
&= \frac{4,940 - 4,576}{\sqrt{(96)(37,696)}} \\
&= \frac{364}{\sqrt{3,618,816}} = \frac{364}{1,902} = 0,191 = \text{Invalid}
\end{aligned}$$

$$\begin{aligned}
47. &= \frac{20 \cdot 456 - (14)(572)}{\sqrt{(20 \cdot 14 - (14)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{9,120 - 8,008}{\sqrt{(280 - 196)(364,880 - 327,184)}} \\
&= \frac{9,120 - 8,008}{\sqrt{(84)(37,696)}} \\
&= \frac{1,112}{\sqrt{3,166,464}} = \frac{1,112}{1,779} = 0,625 = \text{Valid}
\end{aligned}$$

$$\begin{aligned}
48. &= \frac{20 \cdot 475 - (15)(572)}{\sqrt{(20 \cdot 15 - (15)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{9,500 - 8,580}{\sqrt{(300 - 225)(364,880 - 327,184)}}
\end{aligned}$$

$$\begin{aligned}
&= \frac{9,500 - 8,580}{\sqrt{(75)(37,696)}} \\
&= \frac{920}{\sqrt{2,827,200}} = \frac{920}{1,681} = 0,547 = \text{Valid}
\end{aligned}$$

$$\begin{aligned}
49. &= \frac{20 \cdot 452 - (15)(572)}{\sqrt{(20 \cdot 15 - (15)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{9,040 - 8,580}{\sqrt{(300 - 225)(364,880 - 327,184)}} \\
&= \frac{9,040 - 8,580}{\sqrt{(75)(37,696)}} \\
&= \frac{460}{\sqrt{2,827,200}} = \frac{460}{1,681} = 0,273 = \text{Invalid}
\end{aligned}$$

$$\begin{aligned}
50. &= \frac{20 \cdot 485 - (15)(572)}{\sqrt{(20 \cdot 15 - (15)^2)(20 \cdot 18,244 - (572)^2)}} \\
&= \frac{9,700 - 8,580}{\sqrt{(300 - 225)(364,880 - 327,184)}} \\
&= \frac{9,700 - 8,580}{\sqrt{(75)(37,696)}} \\
&= \frac{1,120}{\sqrt{2,827,200}} = \frac{1,120}{1,681} = 0,666 = \text{Valid}
\end{aligned}$$

## APPENDIX 5

### The Reliability Testing of Instrument

#### KR-21 Formula:

$$KR-21 = \frac{n}{n-1} \left( \frac{s^2x - \sum pq}{s^2x} \right)$$

$$\begin{aligned} \text{➤ } S^2x &= \frac{\sum xi^2 - \frac{(\sum xi)^2}{n}}{n-1} \\ &= \frac{18242 - \frac{(572)^2}{20}}{20-1} \\ &= \frac{18242 - \frac{327,184}{20}}{19} \\ &= \frac{18242 - 16,359}{19} \\ &= \frac{1,883}{19} \\ &= 99,105 \end{aligned}$$

$$\begin{aligned} \text{➤ } KR-21 &= \frac{n}{n-1} \left( \frac{s^2x - \sum pq}{s^2x} \right) \\ &= \frac{50}{50-1} \left( \frac{99,105 - 10,545}{99,105} \right) \\ &= \frac{50}{49} \left( \frac{88,560}{99,105} \right) \\ &= \frac{50}{49} (0,893) \\ &= 1,020 (0,893) \\ &= 0,910 \end{aligned}$$





**APPENDIX 7****THE NAME OF STUDENTS IN TREATMENT****CLASS : XIPA2**

<b>NO</b>	<b>NAME</b>	<b>MALE</b>	<b>FEMALE</b>
1	ANINDYA RAHMAWATI DAUN		✓
2	ANJANI DIHAPSARI PODOMI		✓
3	AUDIE NANDA PUTRA DAMOPOLII	✓	
4	BALGIS IJMI MIFTACHULCHASANAH		✓
5	JUMIASTRI RAKIB		✓
6	KALVINDO PRATAMA KUNUSA	✓	
7	LUTFI BINOL	✓	
8	MOHAMAD YUSRIL EDDY	✓	
9	MONA NURHALISA BLONGKOD	✓	
10	MUHAMAD ALFAREZA RIYANTO	✓	
11	MUHAMMAD ABDILLAH AHEN	✓	
12	MUHAMMAD DIDI POTABOGA	✓	
13	MUHAMMAD LUTFI	✓	
14	NAZWA PAMPAILE		✓
15	NURFADILAH M. MAHMUD		✓
16	RAHMATIA HASAN		✓
17	RATU YUNISHA RAMADHANI		✓
18	SITI KHAIRUNNISA SIRAJUDDIN		✓

## APPENDIX 8

### PRE-TEST AND POST TEST

#### Text 1 for question number 1 through 4

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

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

<http://englishadmin.com/2018/12/65-contoh-soal-narrative-text-legend-dan-jawabannya.html>

1. Which one of the following statements is false about Sang Prabu?
  - a. Sang Prabu was a father of his only daughter
  - b. Sang Prabu was a king of a kingdom in West Java
  - c. Sang Prabu was taken to Kahyangan by a wicked fairy
  - d. Sang Prabu was a wise man
  - e. Sang Prabu didn't have a son
2. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
  - a. Princess Segara will have married with Raden Begawan
  - b. Sang Prabu will not hold strength competition
  - c. Raden Begawan will not die

- d. Teja Nirmala will stay in the Kahyangan
  - e. Wicked Fairy will not take Raden Begawan's life
3. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...
- a. The wicked fairy
  - b. The nice fairy
  - c. Princess Nirmala
  - d. Prince Teja
  - e. The prince of Blambangan
4. The similarity between fairy and human according to the text.
- a. The place they live
  - b. The jealousy that they possess
  - c. The way they don't feel a love
  - d. The strength they have
  - e. Their life that is immortal

**Text 2 for question number 5 through 9**

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was

because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

<http://englishadmin.com/2018/12/65-contoh-soal-narrative-text-legend-dan-jawabannya.html>

5. Who was Ah Tim ?
  - a. The young woman's brother
  - b. The young woman's son
  - c. The young woman's brother and nephew
  - d. The young woman's brother's son
  - e. One of the men who fetched a stick
6. The woman gave her son to the wolves because
  - a. She loved her nephew than her son.
  - b. She thought about how her brother would be
  - c. She wanted her son was eaten by the wolves
  - d. She was crazy
  - e. She kept a grudge on his brother
7. " all men in the village fetched thick stick ... The meaning of the word "fetched" is ...
  - a. Menerima
  - b. Menangkap
  - c. Mengambil
  - d. Memukul
  - e. Mengangkat
8. From the passage we learn that the villages were ....
  - a. Located in one huge area
  - b. Situated in a large district

- c. Separated by untamed jungles.
  - d. Wild and unsafe
  - e. Dark and very dangerous
9. What is the purpose of the writer by writing the story above ?
- a. To describe the danger of the villages
  - b. To entertain the readers of the story
  - c. To tell the villagers' relationship
  - d. To explain how important a relative is
  - e. To narrate how the wolves were playing with the baby

**Text 3 for question number 10 through 12**

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

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

<http://englishadmin.com/2018/12/65-contoh-soal-narrative-text-legend-dan-jawabannya.html>

10. The story is about....
- a. Two children went to school for the first time
  - b. A witch who is really kind
  - c. A father who begged a witch for money
  - d. A stepmother who saved her children from a witch
  - e. Two children saved their stepmother from a witch
11. "The witch fell into the oven and the stepmother shut the door." (Paragraph 4). The meaning of the word "shut" is...
- a. Menandai
  - b. Mewarnai
  - c. Membuka
  - d. Mendorong
  - e. Menutup
12. How did the stepmother find her children?
- a. She walked into the forest
  - b. She got tired and met her children
  - c. She peeped through the window of the witch's cottage
  - d. She fell into the cliff
  - e. She was pushed against the wall

**Text 4 for question number 13 through 15**

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.” In the chicken house there are four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you!”

<http://englishadmin.com/2018/12/65-contoh-soal-narrative-text-legend-dan-jawabannya.html>

13. From the text we learn that...
  - a. We have to follow others
  - b. We have to respect pet owner
  - c. We have to imitate others
  - d. We are not allowed to force others
  - e. We are not allowed to help others
14. Which statement is false according to the text?
  - a. Catano was the name of the city where the parrot came from
  - b. The man got angry at the parrot
  - c. The parrot couldn’t say Catano
  - d. The man killed the parrot
  - e. The parrot could say Catano
15. “It was very, very smart”. The underlined word “It” refers to...
  - a. The chicken
  - b. The man
  - c. The Catano
  - d. The city
  - e. The bird



### **Text 5 for question number 16 through 20**

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly. "Anybody there! Bring me my tool. I will give you special present, if you are female, I will consider you as my sister, if you are male, I will marry you".

Suddenly, a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy. Sangkuriang liked hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting , Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He

wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spirits thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down and became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

<http://englishadmin.com/2018/12/65-contoh-soal-narrative-text-legend-dan-jawabannya.html>

16. What is the story about?
  - a. A wrath son
  - b. West java's tales
  - c. Tumang a Dog husband
  - d. The legend of Tangkuban Perahu
  - e. Dayang Sumbi's rejection to marry Sangkuriang
17. Who are the main caracters in the story?
  - a. Dayang Sumbi and Sangkuriang
  - b. The king Dayang Sumbi, the dog and Sangkuriang
  - c. The king, Dayang Sumbi, the dog, Sangkuriang, the ganie, and the spiritis
  - d. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spiritis
  - e. The king, Dayang Sumbi, sister, daughter, the dog, a young man, Sangkuriang, the mount, the boat, the genie, the spiritis and God

18. “ if you are male, I will marry you’ (paragraph 2). the sentence mean that the one who helped Dayang Sumbi became her....
- Husband
  - Maid
  - Boss
  - Son
  - King
19. The complication starts when....
- Sangkuriang arrived at his own village
  - Tumang came bringing Dayang Sumbi fallen thing
  - Dayang Sumbi asked Sangkuriang to find deer’s heart
  - Dayang Sumbi and Sangkuriang fellinlove and decided to marry
  - Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night
20. “Both of them did know each other” (pargraph 3). The underlined word “both of them“ refers to...
- Dayang Sumbi and Tumang
  - Dayang Sumbi and her father
  - Dayang sumbi and Sangkuriang
  - Dayang sumbi and deer
  - Dayang Sumbi and deer’s heart

**Text 6 for question number 21 through 24**

**The Thief and His Mother**

A boy stole a lesson-book from one of his schoolfellows and took it home to his mother. She not only abstained from beating him, but encouraged him. He, next time, stole a cloak and brought it to her, and she again commended him. The youth, advanced to adulthood, proceeded to steal things of still greater value.

At last he was caught in the very act, and having his hands bound behind him, was led away to the place of public execution. His mother followed in the crowd and violently beat her breast in sorrow, whereupon the young man said, “I

wish to say something to my mother in her ear.” She came close to him, and he quickly seized her ear with his teeth and bit it off. The mother upbraided him as an unnatural child, whereon he replied, “Ah! If you had beaten me when I first stole and brought to you that lesson-book, I should not have come to this, nor have been thus led to a disgraceful death.”

<http://www.scribd.com/documen/207251268/Soal-Narrative-text.html>

21. What is the text about?
  - a. The effect of supporting bad attitudes
  - b. What a mother must do to the children
  - c. The life experiences of a professional thief
  - d. The relationship between a son and the mother
  - e. How a boy became a thief
22. Why did the mother violently beat her breast in sorrow?
  - a. She wanted to show the people that she was sorrowful
  - b. She wanted the people to think that she had educated his son well
  - c. She wanted the people to support her as the mother
  - d. She wanted her son to be set free
  - e. She wanted to hurt herself
23. Why did the thief blame his mother for what happened to him? Because....
  - a. He was actually a good man
  - b. He wanted his mother to die first
  - c. She had encouraged him to steal again and again
  - d. She had taken all the things that he stole
  - e. She was angry when he stole things.
24. “She not only abstained from beating him, ....” What is the meaning of the underlined word?
  - a. Memperoleh
  - b. Membiarkan
  - c. Mengikat
  - d. Melarang

- e. Menghalangi

**Text 7 for question number 25 through 27**

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" the boss of crocodile answered, "We are twenty here." "Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.

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

<http://englishahkam.blogspot.com/2012/09/contoh-text-narrative.html?m=1>

25. The story mainly tells us about...
- a. Twenty crocodiles
  - b. A rabbit and the boss of crocodile
  - c. The boss of the crocodile
  - d. The boss of the crocodile and his friends
  - e. A rabbit and twenty crocodiles
26. What problem was faced by the rabbit? He actually wanted ...
- a. To cross the river
  - b. To know where the crocodiles are
  - c. To swim across the river
  - d. To know the number of crocodiles there
  - e. To meet the boss of crocodiles
27. "All of you are good, nice, gentle, and kind..." (Paragraph 2) The meaning of the underlined word is ...
- a. Liar

- b. Lembut hati
- c. Rajin
- d. Terhormat
- e. Pemberani

## APPENDIX 9

### KEY ANSWER OF PRE-TEST AND POST-TEST

<b>1. C</b>	<b>11. E</b>	<b>21. A</b>
<b>2. E</b>	<b>12. C</b>	<b>22. D</b>
<b>3. C</b>	<b>13. D</b>	<b>23. C</b>
<b>4. B</b>	<b>14. C</b>	<b>24. B</b>
<b>5. D</b>	<b>15. E</b>	<b>25. E</b>
<b>6. B</b>	<b>16. D</b>	<b>26. A</b>
<b>7. C</b>	<b>17. A</b>	<b>27. D</b>
<b>8. C</b>	<b>18. A</b>	
<b>9. B</b>	<b>19. E</b>	
<b>10. D</b>	<b>20. C</b>	

**APPENDIX 10**  
**RAW SCORE OF PRE-TEST**

No	Participants	Class	Number of Question																									ΣY		
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		26	27
1	Anindya Rahmawati Daun	X IPA 2A	1	0	1	1	1	0	1	0	1	1	1	0	0	0	1	0	1	1	0	1	1	0	1	0	1	1	0	16
2	Anjani Dihapsari Podomi	X IPA 2A	1	1	0	1	0	0	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0	0	0	0	0	0	14	
3	Audie Nanda Putra Damopolii	X IPA 2A	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	0	0	1	1	1	1	0	0	1	1	9	
4	Balgis Ijmi Miftachulchasanah	X IPA 2A	0	0	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	1	0	1	1	0	1	1	1	0	11	
5	Jumiastri Rakib	X IPA 2A	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	1	0	0	0	1	1	0	8	
6	Kalvindo Pratama Kunusa	X IPA 2A	0	0	0	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	1	0	1	0	0	1	0	7	
7	Lutfi Binol	X IPA 2A	0	0	1	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	7	
8	Mohamad Yusril Eddy	X IPA 2A	0	0	0	1	0	1	1	0	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	0	1	0	15	
9	Mona Nurhalisa Blongkod	X IPA 2A	0	0	0	0	1	0	0	1	0	1	1	0	0	1	0	0	0	1	0	0	0	1	0	1	0	1	9	
10	Muhamad Alfareza Riyanto	X IPA 2A	0	1	0	0	1	0	0	0	0	1	1	1	0	0	1	1	0	1	1	1	1	1	0	0	0	1	13	
11	Muhammad Abdillah Ahen	X IPA 2A	1	1	0	0	1	0	1	1	0	1	1	0	1	0	0	1	0	1	0	1	1	0	0	0	1	1	15	
12	Muhammad Didi Potabuga	X IPA 2A	1	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0	1	0	1	0	7	
13	Muhammad Lutfi	X IPA 2A	0	0	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	1	0	1	0	0	1	0	0	7	
14	Nazwa Pampaile	X IPA 2A	1	1	0	0	0	0	0	0	0	1	0	1	0	0	1	0	1	1	1	1	0	0	1	0	0	1	10	
15	Nurfadilah M. Mahmud	X IPA 2A	1	1	1	1	0	0	1	1	0	1	1	0	0	1	0	1	1	1	1	1	0	0	1	0	0	1	16	
16	Rahmatia Hasan	X IPA 2A	1	1	0	1	0	1	0	0	1	1	0	0	1	1	1	1	0	1	1	1	1	1	0	1	1	0	16	
17	Ratu Yunisha Ramadhani	X IPA 2A	0	0	1	0	0	1	0	0	1	1	0	0	0	0	1	0	1	1	0	1	0	0	1	1	1	0	12	
18	Siti Khairunnisa Sirajuddin	X IPA 2A	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0	1	0	0	1	0	1	0	1	1	0	8	
ΣX			7	7	6	7	4	4	5	4	8	14	9	4	7	8	6	7	6	11	10	14	8	4	8	8	11	9	4	200



## APPENDIX 11

### Finding Class Interval, Mean Score, and Standard Deviation of Pre-Test

#### 1. Class Interval (R)

$$\begin{aligned} R &= \text{The highest score} - \text{The lowest score} \\ &= 16 - 7 \\ &= 9 \end{aligned}$$

#### 2. Amount of interval class (K)

$$\begin{aligned} K &= 1 + 3,33 \log n \\ &= 1 + 3,33 \log 18 \\ &= 1 + 4,18 \\ &= 5,18 \longrightarrow 5 \end{aligned}$$

#### 3. Wide of interval class (P)

$$\begin{aligned} P &= \frac{R}{K} \\ &= 9 / 5 \\ &= 1,8 \longrightarrow 2 \end{aligned}$$

#### 4. Mean Score ( $\bar{X}$ )

$$\begin{aligned} X &= \frac{\sum xi}{n} \\ &= \frac{200}{18} \\ &= 11,11 \end{aligned}$$

Pre-Test Score	$F_i$	$X_i$	$X - \bar{X}$	$(X - \bar{X})^2$	$F_i (X - \bar{X})^2$	$F$ absolute
7 – 8	6	7.5	-3.61	13.03	78.19	33.33
9 – 10	3	9.5	-1.61	2.59	7.78	16.67
11 – 12	2	11.5	0.39	0.15	0.30	11.11
13 – 14	2	13.5	2.39	5.71	11.42	11.11
15 – 16	5	15.5	4.39	19.27	96.36	27.78
<b>Total</b>	<b>18</b>				<b>194.06</b>	<b>100</b>

### 1. Standard Deviation

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

$$S^2 = \frac{194,06}{17}$$

$$S^2 = 11,41$$

$$S^2 = \sqrt{11,41}$$

$$S^2 = 3,38$$

## APPENDIX 12

### Normality Data of Pre-Test by Using Lillieforse Formula

Student	Xi	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	26	-1.14471716	0.12616317	0.055555556	0.070607615
2	26	-1.14471716	0.12616317	0.111111111	0.015052059
3	26	-1.14471716	0.12616317	0.166666667	0.040503496
4	26	-1.14471716	0.12616317	0.222222222	0.096059052
5	29	-0.91320133	0.180568332	0.277777778	0.097209445
6	29	-0.91320133	0.180568332	0.333333333	0.152765001
7	33	-0.604513557	0.272751129	0.388888889	0.116137759
8	33	-0.604513557	0.272751129	0.444444444	0.171693315
9	37	-0.295825783	0.383681566	0.5	0.116318434
10	40	-0.064309953	0.474361714	0.555555556	0.081193841
11	44	0.244377821	0.596530891	0.611111111	0.01458022
12	48	0.553065594	0.709890752	0.666666667	0.043224086
13	51	0.784581424	0.783650488	0.722222222	0.061428265
14	55	1.093269198	0.862862189	0.777777778	0.085084411
15	55	1.093269198	0.862862189	0.833333333	0.029528855
16	59	1.401956971	0.919535952	0.888888889	0.030647063
17	59	1.401956971	0.919535952	0.944444444	0.024908493
18	59	1.401956971	0.919535952	1	0.080464048
<b>Average</b>	<b>40.83333333</b>			<b>L0</b>	<b>0.171693315</b>
<b>standar Dev</b>	<b>12.9580772</b>			<b>Llist</b>	<b>0.2</b>

- Data is normally distributed if  $L_0 < L_{list}$

$$L_0 = 0,17$$

$$L_{list} = 0,2$$

$$L_0 < L_{list}$$

It can be conclude that the data of pre-test was normal because  $L_0 < L_{list}$  or

$$0,171 < 0,2.$$

**APPENDIX 13**  
**RAW SCORE OF POST TEST**

No	Participants	Class	Number of Question																									$\Sigma Y$			
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		26	27	
1	Anindya Rahmawati Daun	X IPA 2A	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	0	1	0	1	21	
2	Anjani Dihapsari Podomi	X IPA 2A	1	1	0	1	0	1	0	0	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	1	0	17	
3	Audie Nanda Putra Damopolii	X IPA 2A	0	1	1	1	1	0	0	1	1	1	0	0	0	1	0	1	1	1	1	1	1	1	0	0	1	1	1	18	
4	Balgis Ijmi Miftachulchasanah	X IPA 2A	1	1	1	0	1	1	0	1	1	1	0	0	1	0	1	0	0	1	0	0	1	0	1	1	1	0	1	16	
5	Jumiastri Rakib	X IPA 2A	0	1	1	1	0	1	0	0	1	0	1	0	1	1	0	1	0	0	1	1	0	1	0	1	1	0	1	15	
6	Kalvindo Pratama Kunusa	X IPA 2A	1	1	0	1	1	0	0	1	0	1	1	1	0	1	1	0	0	0	1	1	0	1	0	0	1	0	1	15	
7	Lutfi Binol	X IPA 2A	1	0	1	1	1	0	0	1	1	1	1	0	1	0	0	1	0	0	0	1	1	0	1	0	1	1	1	16	
8	Mohamad Yusril Eddy	X IPA 2A	1	1	1	1	0	1	1	0	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	0	1	1	20	
9	Mona Nurhalisa Blongkod	X IPA 2A	1	1	1	0	1	0	0	1	0	1	1	1	0	1	1	0	0	1	1	0	0	0	1	1	0	0	1	15	
10	Muhamad Alfareza Riyanto	X IPA 2A	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	0	1	0	1	1	0	19	
11	Muhammad Abdillah Ahen	X IPA 2A	1	1	0	1	1	0	1	0	0	1	1	0	1	1	1	1	0	1	0	1	1	0	0	0	1	1	1	17	
12	Muhammad Didi Potabuga	X IPA 2A	1	0	1	1	0	1	0	0	1	1	0	1	1	0	0	1	0	0	1	1	0	1	1	0	1	0	0	14	
13	Muhammad Lutfi	X IPA 2A	1	0	1	0	1	1	0	0	0	0	1	1	0	0	0	0	1	0	1	0	1	0	0	1	1	0	1	12	
14	Nazwa Pampaile	X IPA 2A	1	1	0	0	1	1	0	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	0	1	0	0	0	1	16
15	Nurfadilah M. Mahmud	X IPA 2A	0	1	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	0	18
16	Rahmatia Hasan	X IPA 2A	0	1	1	1	0	1	0	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	1	0	1	1	1	1	19
17	Ratu Yunisha Ramadhani	X IPA 2A	1	0	1	1	1	0	0	0	1	1	1	1	0	0	1	0	0	1	0	1	0	1	1	1	1	1	0	1	16
18	Siti Khairunnisa Sirajuddin	X IPA 2A	0	1	0	0	1	0	0	0	1	1	0	0	1	0	1	0	1	1	0	1	0	1	0	0	1	1	0	1	12
$\Sigma X$			13	14	13	13	12	9	5	9	12	15	13	11	8	10	11	10	9	12	11	14	10	9	11	7	13	9	13	296	

## APPENDIX 14

### Finding Class Interval, Mean Score, and Standard Deviation of Post-Test

#### 1. Class Interval (R)

$$\begin{aligned} R &= \text{The highest score} - \text{The lowest score} \\ &= 21 - 12 \\ &= 9 \end{aligned}$$

#### 2. Amount of interval class (K)

$$\begin{aligned} K &= 1 + 3,33 \log n \\ &= 1 + 3,33 \log 18 \\ &= 1 + 4,18 \\ &= 5,18 \longrightarrow 5 \end{aligned}$$

#### 3. Wide of interval class (P)

$$\begin{aligned} P &= \frac{R}{K} \\ &= 9 / 5 \\ &= 1,8 \longrightarrow 2 \end{aligned}$$

#### 4. Mean Score ( $\bar{X}$ )

$$\begin{aligned} X &= \frac{\sum xi}{n} \\ &= \frac{296}{18} \\ &= 16,44 \end{aligned}$$

Post-Test Score	$F_i$	$X_i$	$X - \bar{X}$	$(X - \bar{X})^2$	$F_i (X - \bar{X})^2$	$F$ absolute
12 – 13	2	12.5	-3.94	15.52	31.05	11.11
14 – 15	4	14.5	-1.94	3.76	15.05	22.22
16 – 17	6	16.5	0.06	0.00	0.02	33.33
18 – 19	4	18.5	2.06	4.24	16.97	22.22
20 – 21	2	20.5	4.06	16.48	32.97	11.11
<b>Total</b>	<b>18</b>				<b>96.06</b>	<b>100</b>

### 5. Standard Deviation

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

$$S^2 = \frac{96,06}{17}$$

$$S^2 = 5,65$$

$$S^2 = \sqrt{5,65}$$

$$S^2 = 2,38$$

## APPENDIX 15

### Normality Data of Post-Test by Using Lillieforse Formula

Student	Xi	Zi	F(Zi)	S(Zi)	F(Zi) - S(Zi)
1	44	-1.784256702	0.037190981	0.055555556	0.018364574
2	44	-1.784256702	0.037190981	0.111111111	0.07392013
3	51	-1.022167399	0.153350839	0.166666667	0.013315828
4	55	-0.586687797	0.278706702	0.222222222	0.05648448
5	55	-0.586687797	0.278706702	0.277777778	0.000928925
6	55	-0.586687797	0.278706702	0.333333333	0.054626631
7	59	-0.151208195	0.439905743	0.388888889	0.051016854
8	59	-0.151208195	0.439905743	0.444444444	0.004538702
9	59	-0.151208195	0.439905743	0.5	0.060094257
10	59	-0.151208195	0.439905743	0.555555556	0.115649813
11	62	0.175401506	0.569617921	0.611111111	0.04149319
12	62	0.175401506	0.569617921	0.666666667	0.097048745
13	66	0.610881108	0.729360854	0.722222222	0.007138632
14	66	0.610881108	0.729360854	0.777777778	0.048416924
15	70	1.04636071	0.852302737	0.833333333	0.018969404
16	70	1.04636071	0.852302737	0.888888889	0.036586152
17	74	1.481840312	0.930808605	0.944444444	0.013635839
18	77	1.808450013	0.964731755	1	0.035268245
<b>Average</b>	<b>60.3888889</b>			<b>L0</b>	<b>0.115649813</b>
<b>standar Dev</b>	<b>9.18527523</b>			<b>Llist</b>	<b>0.2</b>

- Data is normally distributed if  $L_0 < L_{list}$

$$L_0 = 0,11$$

$$L_{list} = 0,2$$

$$L_0 < L_{list}$$

It can be conclude that the data of post-test was normal because  $L_0 < L_{list}$  or

$$0,11 < 0,2.$$

## APPENDIX 16

### The Difference of Students Score in Pre-test and Post-test

No	NAME	Pre-Test	Post-Test	Difference	$X_d = d - M_d$	$\sum x^2 d$
1	Anindya Rahmawati Daun	16	21	5	-0.333	0.111
2	Anjani Dihapsari Podomi	14	17	3	-2.333	5.444
3	Audie Nanda Putra Damopolii	9	18	9	3.667	13.444
4	Balgis Ijmi Miftachulchasanah	11	16	5	-0.333	0.111
5	Jumiastri Rakib	8	15	7	1.667	2.778
6	Kalvindo Pratama Kunusa	7	15	8	2.667	7.111
7	Lutfi Binol	7	16	9	3.667	13.444
8	Mohamad Yusril Eddy	15	20	5	-0.333	0.111
9	Mona Nurhalisa Blongkod	9	15	6	0.667	0.444
10	Muhamad Alfareza Riyanto	13	19	6	0.667	0.444
11	Muhammad Abdillah Ahen	15	17	2	-3.333	11.111
12	Muhammad Didi Potabuga	7	14	7	1.667	2.778
13	Muhammad Lutfi	7	12	5	-0.333	0.111
14	Nazwa Pampaile	10	16	6	0.667	0.444
15	Nurfadilah M. Mahmud	16	18	2	-3.333	11.111
16	Rahmatia Hasan	16	19	3	-2.333	5.444
17	Ratu Yunisha Ramadhani	12	16	4	-1.333	1.778
18	Siti Khairunnisa Sirajuddin	8	12	4	-1.333	1.778
	<b>SUM</b>			<b>96</b>		<b>78</b>
	<b>Mean of difference score</b>			<b>5.333</b>		
	<b>The Squared of the sum difference score</b>			<b>9216</b>		



## APPENDIX 17

### Step of finding t-test value

$$Md = \frac{\sum d}{n}$$

$$= \frac{96}{18}$$

$$= 5.33$$

$$n = 18$$

$$\sum d = 96$$

$$Md = 5.33$$

$$\sum x d^2 = 78$$

$$t = \frac{Md}{\sqrt{\frac{\sum x d^2}{N(N-2)}}$$

$$t = \frac{5,33}{\sqrt{\frac{78}{18(18-2)}}$$

$$= \frac{5,33}{\sqrt{\frac{78}{288}}}$$

$$= \frac{5,33}{\sqrt{0,270}}$$

$$= \frac{5,33}{0,52} = 10,25$$

## APPENDIX 18

### Hypothesis verification

$$N = 18$$

$$Df = N - 2$$

$$= 18 - 2$$

$$= 16$$

$$T_{test} = 10,25$$

$$T_{list} = (\alpha^{1/2}) (n-2)$$

$$= (0,05^{1/2}) (16)$$

$$= (0,025) (16)$$

$$= 0,025,16$$

$$= 2,120$$

Ttest higher than Tlist :  $10,25 > 2,120$

**APPENDIX 19**

**Table Score of r Product Moment**

N	Taraf Signifikan		N	Taraf Signifikan		N	Taraf Signifikan	
	5%	1%		5%	1%		5%	1%
3	0.997	0.999	27	0.381	0.487	55	0.266	0.345
4	0.950	0.990	28	0.374	0.478	60	0.254	0.330
5	0.878	0.959	29	0.367	0.470	65	0.244	0.317
6	0.811	0.917	30	0.361	0.463	70	0.235	0.306
7	0.754	0.874	31	0.355	0.456	75	0.227	0.296
8	0.707	0.834	32	0.349	0.449	80	0.220	0.286
9	0.666	0.798	33	0.344	0.442	85	0.213	0.278
10	0.632	0.765	34	0.339	0.436	90	0.207	0.270
11	0.602	0.735	35	0.334	0.430	95	0.202	0.263
12	0.576	0.708	36	0.329	0.424	100	0.195	0.256
13	0.553	0.684	37	0.325	0.418	125	0.176	0.230
14	0.532	0.661	38	0.320	0.413	150	0.159	0.210
15	0.514	0.641	39	0.316	0.408	175	0.148	0.194
16	0.497	0.623	40	0.312	0.403	200	0.138	0.181
17	0.482	0.606	41	0.308	0.398	300	0.113	0.148
18	0.468	0.590	42	0.304	0.393	400	0.098	0.128
19	0.456	0.575	43	0.301	0.389	500	0.088	0.115
20	0.444	0.561	44	0.297	0.384	600	0.080	0.105
21	0.433	0.549	45	0.294	0.380	700	0.074	0.097
22	0.423	0.537	46	0.291	0.376	800	0.070	0.091
23	0.413	0.526	47	0.288	0.372	900	0.065	0.086
24	0.404	0.515	48	0.284	0.368	1000	0.062	0.081
25	0.396	0.505	49	0.281	0.364			
26	0.388	0.496	50	0.279	0.361			

**APPENDIX 20**

**Table Score of Distribusi t**

Untuk uji dua pihak (two tail test)						
	0,50	0,20	0,10	0,05	0,02	0,01
Untuk uji satu pihak (one tail test)						
dk	0,25	0,10	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4541	5,841
4	0,741	1,533	2,132	2,776	3747	4,604
5	0,727	1,486	2,015	2,571	3365	4,032
6	0,718	1,440	1,943	2,447	3143	3,707
7	0,711	1,415	1,895	2,365	2998	3,499
8	0,706	1,397	1,860	2,306	2896	3,355
9	0,703	1,383	1,833	2,262	2821	3,250
10	0,700	1,372	1,812	2,228	274	3,165
11	0,697	1,363	1,796	2,201	2718	3,106
12	0,695	1,356	1,782	2,178	2681	3,055
13	0,692	1,350	1,771	2,160	2650	3,012
14	0,691	1,345	1,761	2,145	2624	2,977
15	0,690	1,341	1,753	2,132	2623	2,947
16	0,689	1,337	1,746	2,120	2583	2,921
17	0,688	1,333	1,743	2,110	2567	2,898
18	0,688	1,330	1,740	2,101	2552	2,878
19	0,687	1,328	1,729	2,093	2539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,381
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,575

**APPENDIX 21**

**LESSON PLAN**

**(RPP)**

## RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA TERPADU WIRA BHAKTI GORONTALO	Kelas/Semester : XI/1	KD : 3.8 dan 4.8
Mata Pelajaran : BAHASA INGGRIS	Alokasi Waktu : 2 x 45 menit	Pertemuanke : 1
Materi : Teks Naratif Terkait Legenda Rakyat ( The Legend of Roro Jonggrang)		

### A. TUJUAN

- Mengidentifikasi teks narrative terkait legenda rakyat, sederhana, sesuai konteks penggunaannya
- Memahami struktur teks narrative terkait legenda rakyat, sederhana, sesuai konteks penggunaannya
- Memahami unsur kebahasaan dari teks narrative terkait legenda rakyat, sederhana, sesuai konteks penggunaannya
- Menganalisis makna dalam teks narrative terkait legenda rakyat, sederhana, sesuai konteks penggunaannya

### B. LANGKAH-LANGKAH PEMBELAJARAN

<b>Media :</b> ➤ <i>Worksheet</i> atau lembar kerja (siswa) ➤ Lembarpenilaian ➤ LCD Proyektor/ Slide presentasi (ppt)	<b>Alat/Bahan :</b> ➤ Penggaris, spidol, papantulis ➤ Laptop & infocus
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<b>PENDAHULUAN</b>		<ul style="list-style-type: none"> <li>• Pesertadidik member salam, berdoa, menyanyikanlagunasional( <b>PPK</b>)</li> <li>• Guru mengecek kehadiran pesertadidik dan memberi motivasi (yel-yel/ice breaking)</li> <li>• Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan</li> <li>• Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran</li> </ul>
<b>KEGIATAN INTI</b>	<b>Kegiatan Literasi</b>	Pesertadidikdiberimotivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Merekadiberi tayangan dan bahan bacaan terkait materi <i>Teks Narrative terkait Legenda Rakyat</i>
	<b>Critical Thinking</b>	Guru mengarahkan peserta didik untuk mengidentifikasi ( <i>Survey</i> ) dan menghubungkan ( <i>Connect</i> ) antara judul, tema, heading atau subheading seperti <i>What do I already know about this topic ?/ how do the heading relate to one another ?</i> mengenai <i>Teks narrative terkait legenda rakyat</i>
	<b>Collaboration</b>	Guru meminta pesertadidik untuk membaca secara individu ( <i>Read</i> )kemudian dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, dan saling bertukar informasi untuk membuat <i>Outline</i> mengenai <i>Teks narrative terkait legenda rakyat</i> Guru kemudian meminta peserta didik untuk melihat kembali ( <i>Look Back</i> ) hasil outline mereka untuk memastikan kesesuaian dengan bacaan
	<b>Communication</b>	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
	<b>Creativity</b>	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks narrative terkait legenda rakyat</i> Pesertadidik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
<b>PENUTUP</b>		<ul style="list-style-type: none"> <li>• Guru bersama peserta didik merefleksikan pengalaman belajar</li> <li>• Guru memberikan penilaian lisan secara acak dan singkat</li> <li>• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa</li> </ul>

### C. PENILAIAN

- Sikap : Lembar pengamatan,	- Pengetahuan : LK peserta didik,	- Ketrampilan: Kinerja & observasi diskusi
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Mengetahui,  
Kepala Sekolah

**Bone Bolango, 21 Januari 2021**  
Guru Pengajar

Drs. Yusman.Y. Ekie  
Nip. 19680225 1993 03 1 009

Dyah Ayu Zunita Sari  
Nim. 321 415 060

## RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA TERPADU WIRA BHAKTI GORONTALO	Kelas/Semester : XI/1	KD : 3.8 dan 4.8
Mata Pelajaran : BAHASA INGGRIS	Alokasi Waktu : 2 x 45 menit	Pertemuanke : 2
Materi : Teks Naratif Terkait Legenda Rakyat ( Malin Kundang )		

### D. TUJUAN

<ul style="list-style-type: none"> <li>Mengidentifikasi teks narrative terkait legenda rakyat, sederhana, sesuai konteks penggunaannya</li> <li>Memahami struktur teks narrative terkait legenda rakyat, sederhana, sesuai konteks penggunaannya</li> <li>Memahami unsur kebahasaan dari teks narrative terkait legenda rakyat, sederhana, sesuai konteks penggunaannya</li> <li>Menganalisis makna dalam teks narrative terkait legenda rakyat, sederhana, sesuai konteks penggunaannya</li> </ul>
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### E. LANGKAH-LANGKAH PEMBELAJARAN

<b>Media :</b> ➤ Worksheet atau lembar kerja (siswa) ➤ Lembarpenilaian ➤ LCD Proyektor/ Slide presentasi (ppt)	<b>Alat/Bahan :</b> ➤ Penggaris, spidol, papantulis ➤ Laptop & infocus
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<b>PENDAHULUAN</b>		<ul style="list-style-type: none"> <li>Pesertadidik member salam, berdoa, menyanyikanlagunasional( <b>PPK</b>)</li> <li>Guru mengecek kehadiran pesertadidik dan memberi motivasi (yel-yel/ice breaking)</li> <li>Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan</li> <li>Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran</li> </ul>
<b>KEGIATAN INTI</b>	<b>Kegiatan Literasi</b>	Pesertadidikdiberimotivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Merekadiberi tayangan dan bahan bacaan terkait materi <b>Teks Narrative terkait Legenda Rakyat</b>
	<b>Critical Thinking</b>	Guru mengarahkan peserta didik untuk mengidentifikasi ( <i>Survey</i> ) dan menghubungkan ( <i>Connect</i> ) antara judul, tema, heading atau subheading seperti <i>What do I already know about this topic ?/ how do the heading relate to one another ?</i> mengenai <b>Teks narrative terkait legenda rakyat</b>
	<b>Collaboration</b>	Guru meminta pesertadidik untuk membaca secara individu ( <i>Read</i> )kemudian dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, dan saling bertukar informasi untuk membuat <b>Outline</b> mengenai <b>Teks narrative terkait legenda rakyat</b> Guru kemudian meminta peserta didik untuk melihat kembali ( <i>Look Back</i> ) hasil outline mereka untuk memastikan kesesuaian dengan bacaan
	<b>Communication</b>	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
	<b>Creativity</b>	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <b>Teks narrative terkait legenda rakyat</b> Pesertadidik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
<b>PENUTUP</b>		<ul style="list-style-type: none"> <li>Guru bersama peserta didik merefleksikan pengalaman belajar</li> <li>Guru memberikan penilaian lisan secara acak dan singkat</li> <li>Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa</li> </ul>

### F. PENILAIAN

- Sikap : Lembar pengamatan,	- Pengetahuan : LK peserta didik,	- Keterampilan: Kinerja & observasi diskusi
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Mengetahui,

Kepala Sekolah

**Drs. Yusman.Y. Ekie**  
**Nip. 19680225 1993 03 1 009**

**Bone Bolango, 23 Januari 2021**

Guru Pengajar

**Dyah Ayu Zunita Sari**  
**Nim. 321 415 060**



## RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA TERPADU WIRA BHAKTI GORONTALO	Kelas/Semester : XI/1	KD : 3.8 dan 4.8
Mata Pelajaran : BAHASA INGGRIS	Alokasi Waktu : 2 x 45 menit	Pertemuanke : 3
Materi : Teks Naratif Terkait Legenda Rakyat ( Legend of Tangkuban Prahur)		

### G. TUJUAN

<ul style="list-style-type: none"> <li>Mengidentifikasi teks narrative terkait legenda rakyat, sederhana, sesuai konteks penggunaannya</li> <li>Memahami struktur teks narrative terkait legenda rakyat, sederhana, sesuai konteks penggunaannya</li> <li>Memahami unsur kebahasaan dari teks narrative terkait legenda rakyat, sederhana, sesuai konteks penggunaannya</li> <li>Menganalisis makna dalam teks narrative terkait legenda rakyat, sederhana, sesuai konteks penggunaannya</li> </ul>
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### H. LANGKAH-LANGKAH PEMBELAJARAN

<b>Media :</b> ➤ <i>Worksheet atau lembar kerja (siswa)</i> ➤ <i>Lembarpenilaian</i> ➤ <i>LCD Proyektor/ Slide presentasi (ppt)</i>	<b>Alat/Bahan :</b> ➤ Penggaris, spidol, papantulis ➤ Laptop & infocus
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<b>PENDAHULUAN</b>	<ul style="list-style-type: none"> <li>Pesertadidik member salam, berdoa, menyanyikanlagunasional( <b>PPK</b>)</li> <li>Guru mengecek kehadiran pesertadidik dan memberi motivasi (yel-yel/ice breaking)</li> <li>Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan</li> <li>Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran</li> </ul>	
<b>KEGIATAN INTI</b>	<b>Kegiatan Literasi</b>	Pesertadidikdiberimotivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Merekadiberi tayangan dan bahan bacaan terkait materi <i>Teks Narrative terkait Legenda Rakyat</i>
	<b>Critical Thinking</b>	Guru mengarahkan peserta didik untuk mengidentifikasi ( <i>Survey</i> ) dan menghubungkan ( <i>Connect</i> ) antara judul, tema, heading atau subheading seperti <i>What do I already know about this topic ?/ how do the heading relate to one another ?</i> mengenai <i>Teks narrative terkait legenda rakyat</i>
	<b>Collaboration</b>	Guru meminta pesertadidik untuk membaca secara individu ( <i>Read</i> )kemudian dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, dan saling bertukar informasi untuk membuat <i>Outline</i> mengenai <i>Teks narrative terkait legenda rakyat</i> Guru kemudian meminta peserta didik untuk melihat kembali ( <i>Look Back</i> ) hasil outline mereka untuk memastikan kesesuaian dengan bacaan
	<b>Communication</b>	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
	<b>Creativity</b>	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks narrative terkait legenda rakyat</i> Pesertadidik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
<b>PENUTUP</b>	<ul style="list-style-type: none"> <li>Guru bersama peserta didik merefleksikan pengalaman belajar</li> <li>Guru memberikan penilaian lisan secara acak dan singkat</li> <li>Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa</li> </ul>	

### I. PENILAIAN

- Sikap : Lembar pengamatan,	- Pengetahuan : LK peserta didik,	- Ketrampilan: Kinerja & observasi diskusi
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Mengetahui,  
Kepala Sekolah

**Bone Bolango, 28 Januari 2021**  
Guru Pengajar

**Drs. Yusman.Y. Ekie**  
Nip. 19680225 1993 03 1 009

**Dyah Ayu Zunita Sari**  
Nim. 321 415 060

## RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA TERPADU WIRA BHAKTI GORONTALO	Kelas/Semester : XI/1	KD : 3.8 dan 4.8
Mata Pelajaran : BAHASA INGGRIS	Alokasi Waktu : 2 x 45 menit	Pertemuanke : 4
Materi : Teks Naratif Terkait Legenda Rakyat ( The Legend of Rawa Pening)		

### J. TUJUAN

<ul style="list-style-type: none"> <li>Mengidentifikasi teks narrative terkait legenda rakyat, sederhana, sesuai konteks penggunaannya</li> <li>Memahami struktur teks narrative terkait legenda rakyat, sederhana, sesuai konteks penggunaannya</li> <li>Memahami unsur kebahasaan dari teks narrative terkait legenda rakyat, sederhana, sesuai konteks penggunaannya</li> <li>Menganalisis makna dalam teks narrative terkait legenda rakyat, sederhana, sesuai konteks penggunaannya</li> </ul>
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### K. LANGKAH-LANGKAH PEMBELAJARAN

<b>Media :</b> ➤ <i>Worksheet atau lembar kerja (siswa)</i> ➤ <i>Lembarpenilaian</i> ➤ <i>LCD Proyektor/ Slide presentasi (ppt)</i>	<b>Alat/Bahan :</b> ➤ Penggaris, spidol, papantulis ➤ Laptop & infocus
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<b>PENDAHULUAN</b>		<ul style="list-style-type: none"> <li>Pesertadidik member salam, berdoa, menyanyikanlagunasional( <b>PPK</b>)</li> <li>Guru mengecek kehadiran pesertadidik dan memberi motivasi (yel-yel/ice breaking)</li> <li>Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan</li> <li>Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran</li> </ul>
<b>KEGIATAN INTI</b>	<b>Kegiatan Literasi</b>	Pesertadidikdiberimotivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Merekadiberi tayangan dan bahan bacaan terkait materi <i>Teks Narrative terkait Legenda Rakyat</i>
	<b>Critical Thinking</b>	Guru mengarahkan peserta didik untuk mengidentifikasi ( <i>Survey</i> ) dan menghubungkan ( <i>Connect</i> ) antara judul, tema, heading atau subheading seperti <i>What do I already know about this topic ?/ how do the heading relate to one another ?</i> mengenai <i>Teks narrative terkait legenda rakyat</i>
	<b>Collaboration</b>	Guru meminta pesertadidik untuk membaca secara individu ( <i>Read</i> )kemudian dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, dan saling bertukar informasi untuk membuat <i>Outline</i> mengenai <i>Teks narrative terkait legenda rakyat</i> Guru kemudian meminta peserta didik untuk melihat kembali ( <i>Look Back</i> ) hasil outline mereka untuk memastikan kesesuaian dengan bacaan
	<b>Communication</b>	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
	<b>Creativity</b>	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks narrative terkait legenda rakyat</i> Pesertadidik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
<b>PENUTUP</b>		<ul style="list-style-type: none"> <li>Guru bersama peserta didik merefleksikan pengalaman belajar</li> <li>Guru memberikan penilaian lisan secara acak dan singkat</li> <li>Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa</li> </ul>

### L. PENILAIAN

- Sikap : Lembar pengamatan,	- Pengetahuan : LK peserta didik,	- Keterampilan: Kinerja & observasi diskusi
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Mengetahui,  
Kepala Sekolah

**Bone Bolango, 30 Januari 2021**  
Guru Pengajar

**Drs. Yusman.Y. Ekie**  
Nip. 19680225 1993 03 1 009

**Dyah Ayu Zunita Sari**  
Nim. 321 415 060

## RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA TERPADU WIRA BHAKTI GORONTALO	Kelas/Semester : XI/1	KD : 3.8 dan 4.8
Mata Pelajaran : BAHASA INGGRIS	Alokasi Waktu : 2 x 45 menit	Pertemuanke : 5
Materi : Teks Naratif Terkait Legenda Rakyat (Legend of Gunung Bromo)		

### M. TUJUAN

<ul style="list-style-type: none"> <li>Mengidentifikasi teks narrative terkait legenda rakyat, sederhana, sesuai konteks penggunaannya</li> <li>Memahami struktur teks narrative terkait legenda rakyat, sederhana, sesuai konteks penggunaannya</li> <li>Memahami unsur kebahasaan dari teks narrative terkait legenda rakyat, sederhana, sesuai konteks penggunaannya</li> <li>Menganalisis makna dalam teks narrative terkait legenda rakyat, sederhana, sesuai konteks penggunaannya</li> </ul>
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### N. LANGKAH-LANGKAH PEMBELAJARAN

<b>Media :</b> ➤ <i>Worksheet atau lembar kerja (siswa)</i> ➤ <i>Lembarpenilaian</i> ➤ <i>LCD Proyektor/ Slide presentasi (ppt)</i>	<b>Alat/Bahan :</b> ➤ Penggaris, spidol, papantulis ➤ Laptop & infocus
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<b>PENDAHULUAN</b>		<ul style="list-style-type: none"> <li>Pesertadidik member salam, berdoa, menyanyikanlagunasional( <b>PPK</b>)</li> <li>Guru mengecek kehadiran pesertadidik dan memberi motivasi (yel-yel/ice breaking)</li> <li>Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan</li> <li>Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran</li> </ul>
<b>KEGIATAN INTI</b>	<b>Kegiatan Literasi</b>	Pesertadidikdiberimotivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Merekadiberi tayangan dan bahan bacaan terkait materi <i>Teks Narrative terkait Legenda Rakyat</i>
	<b>Critical Thinking</b>	Guru mengarahkan peserta didik untuk mengidentifikasi ( <i>Survey</i> ) dan menghubungkan ( <i>Connect</i> ) antara judul, tema, heading atau subheading seperti <i>What do I already know about this topic ?/ how do the heading relate to one another ?</i> mengenai <i>Teks narrative terkait legenda rakyat</i>
	<b>Collaboration</b>	Guru meminta pesertadidik untuk membaca secara individu ( <i>Read</i> )kemudian dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, dan saling bertukar informasi untuk membuat <i>Outline</i> mengenai <i>Teks narrative terkait legenda rakyat</i> Guru kemudian meminta peserta didik untuk melihat kembali ( <i>Look Back</i> ) hasil outline mereka untuk memastikan kesesuaian dengan bacaan
	<b>Communication</b>	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
	<b>Creativity</b>	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks narrative terkait legenda rakyat</i> Pesertadidik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
<b>PENUTUP</b>		<ul style="list-style-type: none"> <li>Guru bersama peserta didik merefleksikan pengalaman belajar</li> <li>Guru memberikan penilaian lisan secara acak dan singkat</li> <li>Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa</li> </ul>

### O. PENILAIAN

- Sikap : Lembar pengamatan,	- Pengetahuan : LK peserta didik,	- Ketrampilan: Kinerja & observasi diskusi
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Mengetahui,  
Kepala Sekolah

**Drs. Yusman.Y. Ekie**  
Nip. 19680225 1993 03 1 009

**Bone Bolango, 04 Februari 2021**

Guru Pengajar

**Dyah Ayu Zunita Sari**  
Nim. 321 415 060

## RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMA TERPADU WIRA BHAKTI GORONTALO	Kelas/Semester : XI/1	KD : 3.8 dan 4.8
Mata Pelajaran : BAHASA INGGRIS	Alokasi Waktu : 2 x 45 menit	Pertemuanke : 6
Materi : Teks Naratif Terkait Legenda Rakyat (Legend of Danau Toba)		

### P. TUJUAN

<ul style="list-style-type: none"> <li>Mengidentifikasi teks narrative terkait legenda rakyat, sederhana, sesuai konteks penggunaannya</li> <li>Memahami struktur teks narrative terkait legenda rakyat, sederhana, sesuai konteks penggunaannya</li> <li>Memahami unsur kebahasaan dari teks narrative terkait legenda rakyat, sederhana, sesuai konteks penggunaannya</li> <li>Menganalisis makna dalam teks narrative terkait legenda rakyat, sederhana, sesuai konteks penggunaannya</li> </ul>
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### Q. LANGKAH-LANGKAH PEMBELAJARAN

<b>Media :</b> ➤ Worksheet atau lembar kerja (siswa) ➤ Lembarpenilaian ➤ LCD Proyektor/ Slide presentasi (ppt)	<b>Alat/Bahan :</b> ➤ Penggaris, spidol, papantulis ➤ Laptop & infocus
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<b>PENDAHULUAN</b>		<ul style="list-style-type: none"> <li>Pesertadidik member salam, berdoa, menyanyikanlagunasional( PPK)</li> <li>Guru mengecek kehadiran pesertadidik dan memberi motivasi (yel-yel/ice breaking)</li> <li>Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan</li> <li>Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran</li> </ul>
<b>KEGIATAN INTI</b>	<b>Kegiatan Literasi</b>	Pesertadidikdiberimotivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Merekadiberi tayangan dan bahan bacaan terkait materi <i>Teks Narrative terkait Legenda Rakyat</i>
	<b>Critical Thinking</b>	Guru mengarahkan peserta didik untuk mengidentifikasi ( <i>Survey</i> ) dan menghubungkan ( <i>Connect</i> ) antara judul, tema, heading atau subheading seperti <i>What do I already know about this topic ?/ how do the heading relate to one another ?</i> mengenai <i>Teks narrative terkait legenda rakyat</i>
	<b>Collaboration</b>	Guru meminta pesertadidik untuk membaca secara individu ( <i>Read</i> )kemudian dibentuk dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, dan saling bertukar informasi untuk membuat <i>Outline</i> mengenai <i>Teks narrative terkait legenda rakyat</i> Guru kemudian meminta peserta didik untuk melihat kembali ( <i>Look Back</i> ) hasil outline mereka untuk memastikan kesesuaian dengan bacaan
	<b>Communication</b>	Peserta didik mempresentasikan hasil kerja kelompok atau individu secara klasikal, mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
	<b>Creativity</b>	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks narrative terkait legenda rakyat</i> Pesertadidik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
<b>PENUTUP</b>		<ul style="list-style-type: none"> <li>Guru bersama peserta didik merefleksikan pengalaman belajar</li> <li>Guru memberikan penilaian lisan secara acak dan singkat</li> <li>Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa</li> </ul>

### R. PENILAIAN

- Sikap : Lembar pengamatan,	- Pengetahuan : LK peserta didik,	- Ketrampilan: Kinerja & observasi diskusi
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Mengetahui,  
Kepala Sekolah

Bone Bolango, 06 Februari 2021  
Guru Pengajar

Drs. Yusman.Y. Ekie  
Nip. 19680225 1993 03 1 009

Dyah Ayu Zunita Sari  
Nim. 321 415 060

## I. Penilaian Hasil Pembelajaran

### 1. Sikap

#### - Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Anindya Rahmawati Daun	75	75	50	75	275	68,75	B
2	Anjani Dihapsari Podomi	...	...	...	...	...	...	...
3	Audie Nanda Putra Damopolii							
4	Balgis Ijmi Miftachulchasanah							
5	Jumiastri Rakib							
6	Kalvindo Pratama Kunusa							
7	Lutfi Binol							

#### Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

#### Catatan :

1. Aspek perilaku dinilai dengan kriteria:
  - 100 = Sangat Baik
  - 75 = Baik
  - 50 = Cukup
  - 25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria =  $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai =  $275 : 4 = 68,75$
4. Kode nilai / predikat :
  - 75,01 – 100,00 = Sangat Baik (SB)
  - 50,01 – 75,00 = Baik (B)
  - 25,01 – 50,00 = Cukup (C)
  - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

#### - Penilaian Diri

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	JumlahSkor	SkorSikap	Kode Nilai
1	Selamadiskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut sertadalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria =  $4 \times 100 = 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) =  $(250 : 400) \times 100 = 62,50$
4. Kode nilai / predikat :  
75,01 – 100,00 = Sangat Baik (SB)  
50,01 – 75,00 = Baik (B)  
25,01 – 50,00 = Cukup (C)  
00,00 – 25,00 = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- **Penilaian Teman Sebaya**

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya:

Nama yang diamati : ...  
Pengamat : ...

No	Pernyataan	Ya	Tidak	JumlahSkor	SkorSikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria =  $5 \times 100 = 500$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) =  $(450 : 500) \times 100 = 90,00$
4. Kode nilai / predikat :  
75,01 – 100,00 = SangatBaik (SB)  
50,01 – 75,00 = Baik (B)  
25,01 – 50,00 = Cukup (C)  
00,00 – 25,00 = Kurang (K)

- **Penilaian Jurnal** (Lihat lampiran)

**2. Penilaian Pengetahuan**

*Tabel Penilaian Aspek Pengetahuan*

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Tujuan Komunikatif	Sangat memahami	5	4	
		Memahami	4	3	
		Cukup memahami	3	2	
		Kurang memahami	Hampir tidak Memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat Runtut	5	4	
		Struktur teks yang digunakan runtut	4	3	
		Struktur teks yang digunakan cukup runtut	3	2	
		Struktur teks yang Digunakan kurang runtut	Struktur teks yang Digunakan hampir Tidak runtut	2	1

		Struktur teks yang Digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa Kurang tepat	Pilihan tata bahasa Hampir tidak tepat	2	1
		Pilihan tata bahasa Tidak tepat		1	

### 3. Penilaian Keterampilan

#### a. Penilaian Presentasi / Monolog

Nama pesertadidik: \_\_\_\_\_

Kelas: \_\_\_\_\_

No.	Aspek yang Dinilai	Baik	Kurangbaik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
<b>Skor yang dicapai</b>			
<b>Skor maksimum</b>			<b>10</b>

**Keterangan:**

Baik mendapat skor 2

Kurang baik mendapat skor 1

#### b. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosa kata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsure kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsure kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat

Presentasi	Tidak lancar, topic kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topic jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membacateks, fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsure kebahasaan sesuai, kalimat berkembang, serta ada transisi

**Keterangan:**

**MAHIR** mendapat skor 3

**MEMUASKAN** mendapat skor 2

**TERBATAS** mendapat skor 1

**c. Penilaian Portofolio**

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 1 Semester

Sampel yang Dikumpulkan : karangan

Nama Peserta didik : \_\_\_\_\_

Kelas : \_\_\_\_\_

No	Kompetensi Dasar	Periode	Contoh aspek yang dinilai				Catatan pendidik
			Tata bahaa	Perbendaharan kata	Kelengkapn gagasan	Sistematia	
1.	Menulis karangan deskriptif	30/7					
		10/8					
		.... dst					
2.	Membuat Resensi Buku	1/9					
		30/9					
		.... dst					

**d. Penilaian Kemampuan Menulis**

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Keaslian Penulisan	Sangat original	5	4	
		Original	4	3	
		Cukup original	3	2	
		Kurang memahami	Hampir tidak original	2	1
		Tidak original		1	
2	Kesesuaian Isi dengan judul	Isi sangat sesuai dengan judul	5	4	
		Isi sesuai dengan judul	4	3	
		Isi cukup sesuai dengan judul	3	2	
		Isi kurang sesuai dengan judul	Isi hampir tidak Sesuai dengan judul	2	1
		Isi tidak sesuai dengan judul		1	
3	KeruntutanTeks	Keruntutan teks sangat tepat	5	4	
		Keruntutan teks tepat	4	3	



		Keruntutan teks cukup tepat		3	2
		Keruntutan teks kurang tepat	Isi hampir tidak Sesuai dengan judul	2	1
		Keruntutan teks tidak tepat		1	
4	Pilihan Kosakata	Pilihan kosa kata sangat tepat		5	4
		Pilihan kosa kata tepat		4	3
		Pilihan kosa kata cukup tepat		3	2
		Pilihan kosa kata kurang tepat	Pilihan kosa kata hampir tidak tepat	2	1
		Pilihan kosa kata tidak tepat		1	
5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	
6	Penulisan Kosa kata	Penulisan kosa kata sangat tepat		5	4
		Penulisan kosa kata tepat		4	3
		Penulisan kosa kata cukup tepat		3	2
		Penulisan kosa kata kurang tepat	Penulisan kosa kata hampir tidak tepat	2	1
		Penulisan kosa kata tidak tepat		1	
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca		5	4
		Tulisan tidak rapi tetapi mudah terbaca		4	3
		Tulisan tidak rapi dan tidak mudah terbaca		3	2
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hampir tidak terbaca	2	1
		Tulisan tidak rapi dan tidak terbaca		1	

e. **Penilaian Kemampuan Berbicara (*Speaking Skill*)**

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Pengucapan ( <i>pronunciation</i> )	Hampir sempurna		5	4
		Ada beberapa kesalahan, tetapi tidak Mengganggu makna		4	3
		Ada beberapa kesalahan dan Mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi	Hampir sempurna		5	4

	<i>(intonation)</i>	Ada beberapa kesalahan, tetapi tidak Mengganggu makna		4	3
		Ada beberapa kesalahan dan Mengganggu makna		3	2
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran ( <i>fluency</i> )	Sangat lancar		5	4
		Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna ( <i>accuracy</i> )	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

#### Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

#### 4. Pengayaan

Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

#### 5. Pengayaan

Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial.