THE INFLUENCE OF STUDENT TEAM ACHIEVEMENT DIVISIONS (STAD) METHOD IN READING COMPREHENSION ON NARRATIVE TEXT

(An Experimental Study at Eleventh Grade of MA Darul Ulum Semarang in the Academic Year of 2015/2016)

THESIS

Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of Education
in English Language Education

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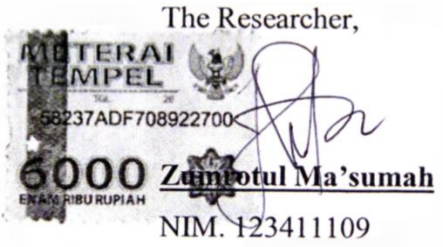

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Assalamu'alaikum Wr. Wb

I inform that I have given guidance, brifing, and connection to whatever extent necessary of the following thesis identification:

Title : **The Influence of Student Team Achievement Divisions (STAD) Method in Reading Comprehension in Narrative Text (an Experimental Study at the Eleventh Grade of MA Darul Ulum Semarang in the Academic Year of 2015/2016**

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ABSTRACT

Title : **THE INFLUENCE OF STUDENT TEAM ACHIEVEMENT DIVISIONS (STAD) METHOD IN READING COMPREHENSION ON NARRATIVE TEXT (an Experimental Study at the Eleventh Grade of MA Darul Ulum Semarang in the Academic Year of 2015/2016)**

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This thesis presented the results of teaching reading of narrative text by using of Student Team Achievement Divisions (STAD) method at the eleventh grade of **MA Darul Ulum Semarang in the Academic Year of 2015/2016**. The primary purpose of this research was to know the influence of Student Team Achievement Divisions (STAD) method in reading comprehension on narrative text. The research questions was How is the influence of students' reading comprehension achievement on narrative text after being taught by using Student Team Achievement Divisions (STAD) method?. The research objective was to find out the influence of students' reading comprehension achievement on narrative text after being taught by using Student Team Achievement Divisions (STAD) method.

In taking the sample, the researcher used bored sampling technique. Which means that technique determining sample if all members of population are used as sample. Class XI Science 1 was chosen as experimental class who were taught reading comprehension on narrative text using Student Team Achievement Divisions (STAD) method and class XI Social as control class who were taught reading comprehension without using Student Team Achievement Divisions (STAD) method. The instrument used to collect the data was multiple choise test.

The technique to analyze the data was t-test formula. It was used to determine whether there was or there was not a significant difference between the average score of the experimental and the control class. The average of post- test of experimental class was 70.64 which were higher than the average of post test of the control class 65.96. Based on the calculation result of t-test was obtained t_{count}(1,594) was higher than

the t_{table}(1,162). Since the $t_{count}$was higher than t_{table}, the hypothesis is accepted. It means that there was a significant difference in reading comprehension improvement between students who are taught reading narrative text by using Student Team Achievement Divisions (STAD) method and those who are taught by lecturing (without Student Team Achievement Divisions (STAD) method).

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Finally, the writer realizes that this thesis is a far from being perfect; therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone. Amin.

DEDICATION

I dedicate my thesis to my beloved Mom and Dad, thank you very much for your prayer, spirit and love. I hope, I always cry and be proud when everyone asks me to tell you. Then, to my beloved brothers (Agus Shafrul Khoir and Bustanul Fauzi), " *You are the best Bro"* and my sister in law (Lilis Tri Utami) and my cute niece (Maulida Zahra Azkiya), who always give me a happy moment in my life.

MOTTO

إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوۡمٍ حَتَّىٰ يُغَيِّرُواْ مَا بِأَنفُسِهِمۡ

Truly, allah will not alter what in a tribe unless they try to change it by themselves . . .

(Ar Ra'd: 11) [1]

[1]Departemen Agama RI, *Al Qur'an dan Terjemahannya*; *Ayat Pojok Bergaris*, (Semarang : Asy Syifa, 2008), p. 199

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CHAPTER I
INTRODUCTION

A. Background of the Research

Reading is an important activity in life which can update the knowledge.[1] Reading determines the succesful of any subject matter. Trough reading, people can teach writing, speaking, grammar and any other subjects. Reading also becomes something crucial and indispensable for the students because through reading they can get information from text that can increase their knowledge. Consequently, it is reasonable to say that everyone should be able to read.

Comprehension is the goal of reading activity.[2] Reading text in English is not easy thing if students emphasize to understand the meaning of the text. In order to understand the meaning of the text, students should have reading comprehension. When students read a text they will face some obstacles, such as vocabulary problem and cannot find the main idea of the text. Background knowledge or personal experience also will influence students' comprehending text.

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[1] M.F Patel and Praveen M. Jain, *English Language Teaching*, (Jaipur: **S**unrise Publishers & Distributors, 2008), p. 113

[2] Lulut Widyaningrum, *Mapping Readability of the Texts and Reading Abilities of the Users*, (Semarang: LP2MUIN Walisongo Semarang, 2014) p. 23

Teaching reading skill should be oriented to make students able to comprehend the text. A teacher should select appropriate method to make the students easier to understand the material and not make students feel bored in learning process. Basically, a fun learning condition will make students creative. One of criteria professional teacher is a teacher should be able to solve and implement good teaching technique.[3]

The Indonesian curriculum sets reading as a part of English curriculum. Reading is one of skills besides listening, speaking and writing. Based on this curriculum, there are some texts which have to be mastered by senior high school students. One of the texts taught in school is narrative text. Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.[4] Narrative text contains story by presenting the sequence of events and actors which have each characters.

Story, as the most known type of narrative text is not only found in novel or text book, but also in the holy Qur'an.

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[3] Oemar Hamalik, *Pendidikan Guru Berdasarkan Pendekatan Kompetensi*, (Jakarta: Bumi Aksara, 2002), p. 38

[4] Rahmat Wahidi, "Genre of the Text", http://rachmatwahidi.wordpress.com/pdf , retreived on February 2, 2016

As Allah stated in the Qur'an:

لَقَدْ كَانَ فِى قَصَصِهِمْ عِبْرَةٌ لِّأُوْلِى ٱلْأَلْبَٰبِ ۗ مَا كَانَ حَدِيثًا يُفْتَرَىٰ وَلَٰكِن تَصْدِيقَ ٱلَّذِى بَيْنَ يَدَيْهِ وَتَفْصِيلَ كُلِّ شَىْءٍ وَهُدًى وَرَحْمَةً لِّقَوْمٍ يُؤْمِنُونَ ﴿١١١﴾

"Indeed in their stories, there is a lesson for men of understanding. It (the Qur'an) is not a forged statement but a confirmation of the Allah's existing Books [the Taurat (Torah), the Injeel (Gospel) and other Scriptures of Allah] and a detailed explanation of everything and a guide and a Mercy for the people who believe."(Q.S. Yusuf ((12): 111)[5]

Based on the verse above, we know that story, as part of narrative text, has an important role in life .Even the verses that talk about the story are much more than the verses that speaks about the law. It signaled that the Quran is very attentive to story, which indeed it contains a lot of lessons (*ibrah*).[6]

The students usually are difficult to comprehend the text in reading narrative text. They face several problems when they are reading narrative text. One of the problem is the use of learning strategies that the teacher used. As we know that some teachers are still using monotonous way. It will make students feel bored and less active in the learning process. This case also happens in

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[5] Departemen Agama RI, *Al Qur'an dan Tafsirnya*, (Jakarta : Penerbit Lentera Abadi, 2010) p. 55

[6] Ali, A. Yusuf, *The Holy Qur'an: Text Translation and Commentary* (USA: Amana Corp, 1983), p. 390

MA Darul Ulum Semarang. The English teacher in MA Darul Ulum is still use monotonous way to teach the material by lecturing students, ask question for students etc. It causes students are not interested to learn about the materials. As a consequense, their ability in reading comprehension also still far from the expected goal.

Reading comprehension always appears in the questions in exam, whether in mid term exam, final semester exam, or National exam. The form of questions are varied, such as determining the main idea of the text, finding the closest meaning of a word and finding some informations from the text. Without good understanding, it is difficult for the stdents to answer those questions.

Discussing about the case above, the researcher assume that the implementation of co-operative learning will help to overcome the problem. According to Kagan:

> Cooperative learning improves the range of social skills, including listening, taking the perspective of others, leadership, problem solving, conflict resolution, and helping. Cooperative learning is also very powerful in developing higher-level thinking skills. One of the most powerful tools we have for developing higher-level thinking is the heterogeneous team. As students with different points of view interact, they challenge each other's assumptions and bring different data to the argument. This pushes each student to a higher-level synthesis than if they worked alone.[7]

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[7] Spencer Kagan and Miguel Kagan, Kagan Cooperative Learning, (San Clemente, Kagan Publishing: 2009) p. 112

The use of cooperative learning will make students more motivated due to they are counsciously responsible to work and become important member of a team to gain the best result for their team. In order to enhance the students' reading comprehension on narrative text by using cooperetive learning, STAD (Student Team Achievement Division) method can be choosen as alternative way to teaching reading comprehension on narrative text. STAD is a Cooperative Learning approach that emphasizes interaction activity among students in order to motivate and help each other in mastering the material to achieve maximum results. By interacting with others, it will build responsibility and solidarity among students. This method can be applied in all of students' level. This method also can be applied in all of subject such as: language, math, science, etc. [8]

The use of cooperative learning enables student to work together in groups. However, cooperative learning is more than just putting students in groups and giving them something to do. The principles of STAD method are tools which teachers use to encourage mutual helpfulness in the groups and the active participation all of members.[9] This method is developed by

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[8] Robert E. Slavin, Cooperative Learning, (Bandung: PT Nusa Media, 2005), p.142

[9] Jack C.Richard And Willy A Renandya, *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), p. 52.

Robert Slavin (1995) and his colleagues at Johns Hopkins University.

In the implementation of STAD method, students are divided into a small group by the differences academic ability to work together to complete the learning objectives[10]. After the teacher delivering the material, students discuss the new materials conveyed by the teacher. Students have a responsibility to ensure that their friends in the group understand the material that they have discussed. So the use of this learning method is expected to improve students' reading comprehension in the narrative text material.

Based on the reasons the writer wants to conduct an experimental research in teaching reading comprehension entitled: **The Influence of Student Team Achievement Divisions (STAD) Method in Reading Comprehension on Narrative Text** (An Experimental Study at the Eleventh Grade Students of MA Darul Ulum Semarang in Academic Year 2015/2016).

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[10] Miftahul Huda, *Model-model Pengajaran dan Pembelajaran*, (Yogjakarta: Pusaka Pelajar, 2014), p. 201

B. Reason for Choosing the Topic

There are some reasons for choosing the topic:

1. STAD is one of interesting methods to teach reading comprehension. Students will help and motivate each other to gain the purpose.
2. By using STAD method, students will be more active because every student will have opportunity to express and share their own opinion.
3. Students can be more motivated to understand the materials.
4. The condition in the class are more vivid because this method uses teamwork and encourages competitions.

C. Research Questions

This thesis is guided through the following major questions:

How is the influence of students' reading comprehension in narrative text after being taught by STAD method?

D. Objectives of the Research

The objective of study is to find out the influence of students' reading comprehension on narrative text after being taught by STAD method.

E. Significant of Research

The result of this study hopefully will be useful for:

1. Teacher

   By using STAD method, the teacher will have choice method to improving their students' reading comprehension.

2. Students

   This research are expected to increase the students' reading comprehension. Also students become more active in the English learning process.

3. School

   The use of STAD method will give contribution on the effort to improvement teaching learning process in reading to improve student's reading comprehension in narrative text.

4. Writer

   To get information of the student's achievement in reading comprehension in narrative text will be improved by STAD technique.

F. Limitation of The Research

Research should be limited in its scope, so that the problem being examined is not too wide and the research is effective. The limitations of this research are as follow:

1. The research subject of this research was the students of class XI IPA and XI IPS of MA Darul Ulum Semarang in academic year of 2015/2016.

   The instrument of the research are documentation, observation and test.
2. Because of many kind of teaching method, STAD as chosen as the employed media and text that was used in this research focuses on narrative text.
3. The researcher will use STAD method to improve reading comprehension on narrative text.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

The researcher take review of related research from other thesis as principle or comparative in this research. The thesis entitled *"Using DRTA Strategy To Improve Students' Reading Comprehension On Narrative Text (A Classrom Action Research at the 8.2 Grade of Mts Al Wathoniyyah in the Academic Year of 2014/2015)"* by Maftuhin (113411106). This research analyzed the improvement of students' reading comprehension on the narrative text through "Directed Reading Thinking Activity" strategy. The objectives of the research are to help students become motivated and more active in the process of English learning especially their reading comprehension on narrative text. The research shows that the students involved actively in teaching learning process, they are become active reader after applied the strategy.[1] The result of the research is that there is improvement of students' reading comprehension on the narrative text by using Direct Reading Thinking Activity. It can be seen from the mean score of pretest and post test. The differences between the thesis above and the researcher thesis are the

[1] Maftuhin (123411106), *Using DRTA Strategy To Improve Students' Reading Comprehension On Narrative Text (A Classrom Action Research at the 8.2 Grade of Mts Al Wathoniyyah in the Academic Year of 2014/2015),* Thesis, (Semarang: Faculty of Education and Teachers' Training: 2015) p. 1

research method and the learning strategy. The thesis above used classroom action research method and the reseacher use experimental method. The researcher will use Student Team Achievement Division (STAD) as the learning strategy, meanwhile the thesis above used Directed Reading Thinking Activity (DRTA) as the learning strategy.

The second review related to this research was the thesis entitled "The Effectiveness of Basic Questioning to Teach Descriptive Text Writing (An Experimental Research at the Eight Grade Of MTsN Model Pemalang In The Academic Year of 2013/2014)" By Retno Indah Yanti 093411049. This research is a quatitative research. The research design used is experimental design. The instrument used to collect the data in this research is test. The data show that there is significant difference of post test score mean between experimental class and control class since the mean of the experimental class is higher than the control class is higher.[2] The results of the study showed that using Basic Questioning could improve students' writing in descriptive text. The differences between the thesis above and the researcher thesis are the learning strategy, the material and the skill aspect. The thesis above used Basic Questioning and the researcher use

[2] Retno Indah Yanti (093411049), *The Effectiveness of Basic Questioning to Teach Descriptive Text Reading (An Experimental Research at the Eight Grade of MTsN Model Pemalang in the Academic Year of 2013/2014)*, thesis, (Semarang: Faculty of Education and Teachers' Training: 2015) p. 1

STAD. The researcher use reading comprehension on narrative text as the material, meanwhile the thesis above use writing on descriptive text.

B. Theoritical Framework

1. Concept of Reading Comprehension

Reading involves the activity either visually or kinestetically. When we are reading, we are clearly engaged in a great deal of mental activity, some of it automatic, some of it concious.[3] In literate sociaties, most "normal" children learn to read in five or six years old, and some even earlier. With the exeption of a small number of people with learning disabilities, reading is a skill that is taken by special way.

In foreign language learning, reading is likewise a skill that teacher simply expect learners aquire. Reading arguably the most essential skill for success in all eduacational contexts, remains a skill of paramount importance as we creat assesments of general language ability.[4] The statement above means reading is the key to gain the whole of knowledge field.

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[3] J. Charles Alderson, *Assessing Reading*, (Cambridge: Cambridge University Press, 2000) p. 13

[4] H. Douglas Brown, *Language Assesment: Principles and Clasroom Practices*, (San Francisco: Pearson Education) p. 104

Broughton said that the word *reading* of course has a number of common interpretations. It may mean reading aloud or silent reading. It must be recognised that reading aloud is primarily an oral matter. For those who teach foreign languages it is closer to 'pronunciation' than it is to 'comprehension'. It must also be admitted that the usefulness of the skill of reading aloud is limited. Reading may also mean 'silent reading'. Then, silent reading is nearest approach to reach the essence of reading. The functions silent reading are (i) to survey material which is to be studied, to look through indexes, chapter headings and outlines, (ii) to skim—particularly when one item of information is being sought in a mass of other printed information, (iii) to gain superficial comprehension, as when reading for pleasure or preparing to read aloud, (iv) to study the content of what is read in some detail, (v) to study the language in which the material is written—this may involve textual study in the literary sense or it may involve the kind of language study that a foreigner may need to do.[5] Both of reading styles above have its problem. People may get pronounciation problem when they are reading aloud. And by silent reading people also probably has problem in the depth of understanding the passage.

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[5] Geoffrey Broughton et.al, *Teaching English as a Foreign Language*, (New York: Taylor and Francis E-Library, 2003) p. 89-90

Reading also has some techniques, that are:

a) Scanning

Scanning is a strategy used by all readers to find relevant information in a text. The main function of scanning strategy is to find a specific piece of information such as a number or the answer to a question.

b) Skimming

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give the reader a sense of the topic and purpose of the text, the organization of the text, the perpective or point of view of the writer, its ease or difficulty, and/or its usefulness to the reader. Of course skimming can apply to text of less than one page, so it would be wise not to confine this type of task just to extensive texts.[6]

Skimming is valuable procedure. Skimming through a passage involves very fast in order to recognize main ideas and supporting details while

[6] H. Douglas Brown, *Language Assesment: Principles and Clasroom Practices*, (San Francisco: Pearson Education) p. 209

skipping (not reading) parts that are not relevant to your reading purposes.[7]

Reading has some types that are:

a) Perceptive

In keeping with the set of categories specified for listening compehension, similar specification are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading task involve attending to the components of larger streches of discorse: letters, words, punctuation and other graphemic symbols.

b) Selective

The category is largery an artifact of assesment formats. In order to ascertain one's reading recognition of lexical, gramatical or features of language within a very short scretch of language, certain typical task are used: pictured-cued, matching, true or false, multiple choise etc.

c) Interactive

Include among interactive reading types are streches of language of several pharagraphs to one page or more, in which the reader must, in a psycholinguistics sense, interact with the text. That

[7] Wallie Hammond et.al, *Peterson's Master Toefl Reading Skill*, (US: Peterson's Nelnet Company, 2007) p. 37

is, reading is a process of negotiating meaning. The reader brings to the text a set of schemata to understanding it, and intake is a product of interction. Typical genres that lend them selves into interactive reading are annecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes and the like. The focus of an interactive task is to identify relevant features within text is moderately short lengh with the objective of retaining the information that is processed.

d) Extensive

Extensive reading applies to texts of more than a page up to and including professional articles, essays, technical reports, short stories and books (it should be noted that reading research commonly refers to "extensive reading" as longer streches of discourse such as long articles and books that are usually read outside a clasroom hour. [8]

Reading comprehension is a very complex process. The common reason why reading with comprehension was complex is vocabulary knowledge. But having vocabulary knowledge is

[8] H Douglas Brown, *Language Assesment: Principles and Classrom Practices*, (San Francisco: Pearson Education) p. 189

not determine the success of reading comprehension[9]. According to Richard, comprehension is the process how a person understands the meaning of written or spoken language.[10] In order to comprehend the text, the readers should have strategy. Strategy here means, the way to reach comprehension.

There are five thinking strategies of good readers that are: predict, picture, relate, monitor, correct, and grasp in understanding. *Predict* means to make educated guesses. The readers make predictions about thoughts, events ,outcomes, and conclusions. By prediction, the readers become involved with the author's thinking and helps them to learn. The second is *picture*. Picture will increase reading understanding by the obvious form. The third is *relate* that means to draw connection between the readers' existing knowledge or experience with the new information in the text to help understanding the material. The fourth is *monitor* to check understanding. Monitor your

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[9] Lulut Widyaningrum, *Mapping Readability of the Texts and Reading Abilities of the Users*, (LP2M,UIN Walisongo Semarang, 2014) p. 24

[10] Jack Richard et.al, *Longman Dictionary of Applied Linguistics*, (England: Longman Group UK Limited,1990) pg. 54-55

ongoing comprehension to test your understanding of the material. The last is correct *gaps in understanding*. This strategy means seek solution when they are facing the problem of reading comprehension such as: rereading a sentence or looking back at previous page. [11] Some thinking strategies above can help the readers to overcome some problems when they are reading. Although everybody has different way to reach comprehension.

2. Narrative Text

a) Narrative Text Definition

Narrative is a genre which has social function to amuse, entertain and deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.[12] There are several common forms of narrative text which are studied at high school. First is legend. Legend is narrative of human actions that are perceived both by teller and listeners to take place within human history. Some define legend as

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[11] Lulut Widyaningrum, *Mapping Readability* .....p. 21-23

[12] Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook*, p. 204

folktale. The example legend are: Sangkuriang, Malin kundang, The legend of Tangkuban Perahu etc. Second is fable. Fable means a short allegorical narrative making a moral point, traditionally by means of animal characters who speak and act like human beings. The example of fable are: mousedeer and crocodile, the ants and grasshoper, etc. Third is fairy tale. Fairy tale typically features such fokloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes and usually magic or enchantment. The example of fairy tale are: cinderella, snow white, bauty ans the beast etc. The last is science fiction. Science fiction means fiction based upon some imagined development or the exploration of a tendency in society. Some example of science fiction are: to the moon from the earth by Jules Verne, starship trooper by Robert Heinlein etc.[13]

b) Social Function

To amuse, to entertain and to deal with actual or various experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

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[13] http://study123english.blogspot.co.id/2013/03/the-types-of-narrative-text.html , retreived on Tuesday, February, 2015, at 10.00 am

c) Generic Structure

- Orientation: Sets the scence and introduces the participant
- Evaluation : A stepping back to evaluate the plight
- Complication : A crisis arises
- Resolution : The crisis is resolved, for better for one worse
- Reorientation : Optional

d) Language Features

- Focus on specific and usually individually participants
- Use of material (action) processes
- Use of relational and mental processes
- Use of temporal conjunctions and temporal circumtances
- Use of past tense
- Short, telegraphic information about story summarized in one-sentence headline [14]

e) Example of Narrative Text

The Legend of Toba Lake

Once upon time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing.

[14] Writing 3, (Semarang: IKIP PGRI Semarang, 2010) p. 15

One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

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

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

The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole.

People believed that the big hole became a lake. Then this lake is known as Toba Lake.

3. Student Team Achievement Division

a) Definition of STAD (Student Team Achievement Division)

"Student Team Achievement Divisions (STAD) is a type of cooperative learning that very simple". It is also the best method for beginner for teacher who are not implement a cooperative approach yet.[15] Cooperative learning is an active and dynamic process based on students' expanding curiosity in their world. It should be student-centered and responsive to the students' own developing social interests and activities. In this regard, he believed that schools had a responsibility to build on students' natural interest in their social environment by fostering interpersonal communication and group involvement. By interacting with others, students receive feedback on their activities, they learn socially appropriate behaviours, and they understand what is involved in co-operating and working together.

Cooperative learning is a process or a learning model that not only prioritizes the achievement of students in cognitive (intellectual skills) but also the study that is expected to optimize the ability or skill

[15] Robert E. Slavin, Cooperative Learning, (Bandung: PT Nusa Media, 2005), p. 143

other domains, especially students in understanding the nature of consciousness itself, the nature of relationships with others and the environment. STAD consists of five major components: class presentation, team, quiz, scores of individual progress, team recognition. Students are placed in learning teams of four to five students who are mixture according to the level of performance, gender and ethnicity. The teacher delivering course material and then the students work in teams to ensure that all team members have mastered the lesson. Eventually all students will be given the quiz on the material but the students are not allowed to help each other. Then the scores that the students get from the quiz will be compared with the average score before. After that, the score will be obtained to get the team score . The team that has special criteria will be awarded.

The differences between STAD Method and reading comprehension strategy are: in STAD, the each groups are formed based on different intelegent. Each group have to ensure that all member of the group mastering the material. The students also must did the quizz individually. The students'score would be compared with previous score. By using the score, each team would get point based on students'score

improvement. Those are rules in the implementation of STAD method.

b) The Purpose of Using STAD Method

This study will help students:

1. To motivate the students in order to support and assist each other in mastering the skills taught by the teacher.
2. Train the responsibility of the students individually or in groups
3. The cooperative learning will form or guide the attitudes of students in order to form the ideal behavior in social life.
4. To increase empathy among students through communication and interaction with other groups.
5. Train the students' ability to argue
6. Very useful for low-ability students to improve their abilities.

c) Encourage them to do their best and revive a norm that learning is important, valuable and exiting.

The Prosedural steps of using STAD (Student Team Achievement Division)

According to Slavin, STAD consists of five main components, namely the class presentations,

group work (team), quiz, scores of individual advancement and recognition (awards) group.

1. Presentation of the class. In STAD, early learning material presented in class presentations. In this presentation, the teacher explains how STAD method runs. So, students are emphasized to know the concept of STAD method. It means that the studemts sould be concern during the presentation run. The method used usually by direct teaching or teacher guided class discussion. During the presentation of the class, students should really pay attention because it can help them in the individual quiz and also determine the score of the group.
2. Team works. Each group consisted of 4-5 students are heterogeneous (male and female, have different abilities). The main function of the group is to prepare members of the group so that they can work well in do the quizzes. After the teacher explains the material, each member of the group to discuss the worksheets, comparing the answers with other member of the group if meet the difficulties. The teachers should remind and emphasize to each group do the their best in their group frequently.
3. Quizzes. After the teacher gave the presentation, students will be given individual quiz. Each student is

not allowed to help each other during the quiz runs. Each student is responsible for studying and understanding the material that has been delivered.

4. Individual Score Improvement. Increasing of score of individual is made to show the goals of learning. It also to show the result of their effort. Each student can donate a maximum value in the group and each student has a basic score that is obtained from the average of previous tests or quizzes. Furthermore, the students donated the score to the group based on their Individual Improvement Score that they obtained.
5. Team Recognition. Group earn certificates or other awards if the average group score exceeds certain criteria. Team score can also be used to determine the twenty percent of their ratings.

Implementation steps STAD (Student Team Achievement Divisions) is as follows:

1. Teachers deliver materials and problems in learning to the students according to the basic competence that will be achieved.
2. The teacher gives a quiz or test to each student individually so that would be obtained the early score

3. The teacher form groups. Each group consists of 4 to 5 students with different abilities (high, medium and low).
4. The materials that have been prepared are discussed in the group to achieve basic competence. Cooperative learning in type STAD, usually used to strengthen the understanding of material.
5. The teacher facilitates the students in making a summary, directing, and giving emphasis on learning materials that have been studied.
6. The teacher gives a quiz or test to each student individually.
7. Teachers give awards to groups based on the acquisition of Individual Score Improvement from the base score to the next score.

d) Adventages and disadventages of STAD (Student Team Acheivement Division) Method

These are several adventages and disadventages of STAD (Student Team Acheivement Division) Method:

1. Adventages of STAD
   - Students cooperate in achieving the goal of fostering the norms of the group

- Students actively helping and motivating spirit to gain the succeed together
- Active as peer tutors to increase the success of the group
- Interaction between students can train them to give opinions
- To increase the aquisition of individual and group
- Not to be competitive
- Not having a sense of revenge

2. Disadventages of STAD
    - Contributions from low achievement's student become less
    - Students are low achievers tend to feel disappointment because of the role that intelligent members more dominant
    - It takes longer time for students and it make difficult to achieve the target of curriculum
    - It takes a longer time for teachers so that the teachers generally do not want to use cooperative learning
    - Require special skills for teachers so that not all teachers can make cooperative learning

- It force student to have certain attitude, like teaVmwork[16]

C. Hypothesis

The hypothesis of this research is "The use of Student Team Achievement Divisions (STAD) method influence students' reading comprehension on narrative text".

[16] Jumanta Hamdayama, *Model dan Metode Pembelajaran Kreatif dan Berkarakter*, (Bogor: Ghalia Indonesia, 2014) p. 116-118

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher uses an experimental with the form of true experimental design. According to Nunan, Experiments are carried out in order to explore the strengh of relationships between variables.[1] In this type of research, the researcher divides the sample into different groups and then compared the groups by using variables.[2] In experimental studies the researcher uses treatment, while in a naturalistic study without treatment. So the experimental research method can be interpreted as the research methods used to find a specific treatment effect against the other under controlled conditions.[3]

In this study also use pre-test and post-test. The design of experiment could be described as follows:[4]

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[1] David Nunan, *Research Methods in Language Leaning*, (Cambridge: Press Syndicate of the University of Cambridge,1992) p. 24

[2] Timothy C Urdan, *Statistic in Plain English*, (New York: Taylor And Francis Group, 2010), p. 4

[3] Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta.cv, 2012) p. 107

[4] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*,(Jakarta: Rineka Cipta,2006) p. 86

E	**0_1**	**X**	**0_2**
C	**0_3**	**Y**	**0_4**

Where:

E = experimental group

C = control group

0_1 = pre-test for experimental group

0_2 = post-test for experimental group

0_3 = pre-test for control group

0_4 = post-test for control group

X = treatment using think pair share technique

Y = treatment without using think pair share technique

B. Research Setting

1. Subject and place of the research

This research was conducted in MA Darul Ulum Semarang. The subjects of this study were the eleventh grade students of MA Darul Ulum Semarang in academic year of 2015/2016. This study was conducted in the second semester.

2. Time of the research

The research conducted from February 16th to February 27th 2016, and the proposal was submitted until the end of the research.

3. Procedures of the research

In collecting data, there were some procedures of the research, those steps were:

a. Preliminary visit (meet the administration officer)

The researcher visited the school to get information about teacher and students as participants. To gain the information, the researcher asked the admistration officer.

b. Contact the headmaster

The researcher asked the permission to the headmaster of MA Darul Ulum Semarang by giving the permission letter.

c. Contact the English teacher

After receiving the permission from the headmaster of the school, the researcher met the English teacher and ask for the data of the students, and ask guidance for the researcher explained about the test and material that will be given to the students.

d. Give try out test

In this section, the researcher gave the try out test to the XII grade of the research subject. The researcher gave the assignment of narrative text based on the paper. The students had to work at 30 questions in 45 minutes.

e. Give the pre test

In this section, the researcher gave the pre test to experimental and control class. The researcher gave the assignment of narrative text based on the paper. The students had to work at 20 questions in 30 minutes.

f. Give the treatment

In this section, the experimental class received a new treatment using STAD (Student Team Achievement Division) method in the teaching reading narrative text, but the control group did not get the treatment in the teaching reading narrative text.

g. Give the post test

In this section, the researcher gave the post test to measure the improvement of students' understanding on reading of narrative text. The students had to work at 20 questions in 30 minutes.

The procedures of collecting data could be seen in the following table:

Table.3.1

The Schedule of the Research

No.	Task	Plan	Date
1	Preliminary visit (meet	Letter of Pre-	Monday, February 1, 2016

	the administration officer)	research	
2	Contact the headmaster	Letter of research	Tuesday, February 2, 2016
3	Contact the English teacher	Discussion	Thursday, February 4, 2016
4.	Give try out test	Try out worksheet	Monday, February 16, 2016
5.	Give the Pre-test	Pre-test worksheet	- Experiment Class: Wednesday, February 18, 2016 - Control Class: Thursday, February 19, 2016
5.	Give the treatment	Lesson plan, worksheet, teaching materials, STAD Method	- Experiment Class: Monday, February 22, 2016 - Control Class: Monday, February 22, 2016
6.	Give the Post-test	Post-test worksheet	- Experiment Class: Wednesday,

			February 25, 2016 - Control Class: Thursday, February 26, 2016

C. Population, Sample and Sampling Technique

1. Population

Population is the generalization region consisting of: the object or subject that has certain qualities and characteristics defined by the researchers to be studied and then drawn conclusions. Population is not just the number that exist on the object or subject being studied, but entire characteristic or property that owned by the subject or object.[5] The population of this study is the whole students on eleventh grade of MA Darul Ulum Semarang in the academic year of 2015/2016.

2. Sample

Sample is part of and the number and characteristics possessed by the population.[6] When a large population, and researchers may not learn all of thing in the population. It is

[5] Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif, dan R&D*, (Bandung:Alfabeta, 2012) p. 117

[6] Sugiyono, "*Metode Penelitian...*", p. 118

may caused by limited funds, power and time. The researchers could use the sample that taken from the population. Therefore a sample that taken from the population should be truly representative.

3. Sampling

The quality of research is not only determined by the appropriateness of the methodology and the instrumentation but also by the suitability of the sampling strategy that has been adopted.[7]Technique sampling is a sampling technique to determine the sample to be used in research. Sample means apart of characteristic had by population that will be observed.[8]

In this research, the object of the research will be taken using bored sampling. Which means that technique determining sample if all members of population are used as sample. This technique is often conducted when the amount of population is relative small, or research which wish to make generalizing with small mistake. Other term of this sample is census, where all the population members used as sample.[9]

In this school, the students of the eleventh grade are divided into two classes where each class consists of about 31 students. Therefore, the total number of the population is

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[7] Louis Cohen et.al, *Research Methods in Education*, (London: Routledge Falmer, 2000) p. 92

[8] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, p. 81

[9] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, p. 85

about 62 students. Students in class XI IPA would be taught by Student Team Achievement Division consider as experimental group and XI IPS would be taught wihout STAD method as the control group.

D. Variable and Indicator of The Research

Variable is something that will be object of the research. As theoritical, variable can defined as an object which has variation among one to others According to Kerlinger variable is contructs or characters that will be learn. He also states that variable is a characteristic that taken from different values. Variable that is used in this research as follow:

a. Independent variable

Independent variable is the variable that influences the change of dependent variable. Independent variable in this research was the use of STAD method in teaching reading comprehension on narrative text. The experimental group was taught reading ccomprehension on narrative text using STAD method, while the control group was taught reading comprehension on narrative text without the method.

Table.3.2

Independent Variable

Variable	Indicator
Independent Variable (Using STAD Method)	a. Teacher devided students into some groups b. Teacher distribute the worksheet for each group c. Students discuss the material with their group d. Teacher asks students to do the quiz individually e. Teachers give awards to groups based on the acquisition of Individual Score Improvement

b. Dependent variable

Dependent variable is the variable that is influenced by independent variable. Dependent variable in this research was improving students' achievement in teaching reading comprehension on narrative text at the eleventh grade students of MA Darul Ulum Semarang in 2014/2015 academic year.

Table.3.3

Dependent Variable

Dependent Variable (Students' achievement in reading comprehension on narrative text)	
Sub Variable	Indicator
1) Students' ability in understanding narrative text.	1) Explaining social function of narrative text. 2) Explaining the generic structure of narrative text. 3) Explaining language features of narrative text.
2) Students' ability in reading comprehension on narrative text.	1) Students do the the exercise about reading comprehension on narrative text on worksheet.

E. Technique of Collecting Data

The researcher will collect the data to achieve the research. The techniques of data collection that the writer uses are:

1. Observation

Observation is an assessment tool used to measure the behavior of individuals or the process of an activity that are observed. The observations showed how the attitudes and behavior of students, the activities that were done, the

level of participation in an activity, the activity accomplishments, ability, even the results of its activities.[10] The researcher observed the teaching learning process of reading class on narrative text, include the the problem students' reading comprehension on narrative text.

In this observasion, the observasion's subject are students and teacher in English teaching learning process. In the other words, this observasion aimed to know the method and media that used by teacher, and try to find the obstacle factors during lesson.

2. Documentation

Documentation is the collecting, abstracting, and coding of printed or written information for future reference.[11] The researcher will use documentation to collect some student information, such as: student name list and their English score. In this study, documentation only uses to support the data about the students' condition reflect on their activity in the class.

3. Test

The test is generally used to assess and measure student learning outcomes, particularly cognitive learning outcomes by mastering teaching materials in accordance

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[10] Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: PT Remaja Rosdakarya, 2013) p. 84

[11]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2002), p.156.

with the purpose of education and teaching.[12] Arikunto explained that a test is sequence of question of exercise that are used to measure skill, knowledge, intelligent, or talent of individual group.[13]

a. Try Out Test

Try out test would be given in order to measure the quality of the test. This test would be given to the higher class. Before doing the test, students will do try out test first. A good evaluation of our test could help us to measure student reading comprehension more accurately. Before administering the real test (pre-posttest) researcher would do a try asses the quality test.

b. Pre-test

Pre-test would be given in order to measure the students' ability. Before the teacher explained material by using Student Team Achievement Divisions method, the teacher gives test to the students. Pre-test will be given to the experimental group and the control group in the same way. This test will be given before the experiment session.

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[12] Nana Sudjana, *Penilaian Hasil* .....p. 35
[13] Suharsimi Arikunto, *Prosedur Penelitian*.....p. 158

c. Post-test

Post-test would given to to the experiment group and the control group. Post-test would be given in order to know the increasing of students' ability in reading comprehension on narrative text. Post test would be given to both of class after receiving treatment.

F. Techniques of Data Analysis

The data analysis method, which was used in this research, was quantitative analysis. Quantitative was concerned with the amount of number.

1. Try out instrument of test

a. Validity of test

Validity is an important key to effective research. If a piece of research is invalid then it is worthless.Validity is also a requirement for both quantitative and qualitative/naturalistic research[14]. Validity is measurement that shows the validity of instrument. It was counted using product moment formula.[15]

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[14] Louis Cohen et.al, *Research Methods in Education*, (London: Routledge Falmer, 2000) p. 105

[15] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: PT Bumi Aksara, 2002), p. 65

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

Where:

r_{xy}: The correlation coefficient between X variable and Y variable

N: The number of students

$\sum X$: The sum of score of X item

$\sum Y$: The sum of score of Y item

b. Reability

A reliable test score would be consistent of different characteristics of the testing situation. It means that it could be believed. Besides having high validity, a good test should have high reability too. Alpha formula was used to know reability of test is K – R. 20.[16]

$$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{s^{2s} - \sum pq}{s^2}\right)$$

Where:

r_{11} : the reability coefficient of items

k : the number of item in the test

P : the proportion of students who give the right answer

[16] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013) p. 187

Q : the proportion of students who give the right answer

S^2 : the deviation standart of the test

c. Degree of test Difficulty

A good question was a question that is not really difficult and easy. Formula for degree of test difficulty was: [17]

P = $\frac{B}{JS}$

Notice:

P : difficulty's index

B : number of students who have right answer

JS : number of students

The criteria were:

Bigners of DD	Interpretation
Less of 0,25	difficult question
0,25-0,75	medium question
More than 0,75	easy question

d. Discriminating power

The Discriminating power was a measure of the effectiveness of a whole test. It was used to know how accurate the question differs higher

[17] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, ... p. 208

subject and lower subject. The formula for discriminating power was:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where:

D : discrimination index

JA : member of students in upper group

JB : member of students in low group

BA : member of students in upper group who answer the item correctly

BB : member of students in low group who answer the item correctly

The criteria are:

Bigness of DP	**Interpretation**
Less of 0,20	Poor
0,21-0,40	Satisfactory
0,41-0,70	Good
0,71-1	Exelent
Negative sign	Thrown item

2. Pre test

a. Normality

It was used to know the normality of the data that was going to be analyzed whether both

groups had normal distribution or not. Chi squre are used here:[18]

$$x^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Where:

x^2 : chi squre

O_i : frequency from observation

E_i : expected frequency

b. Homogeneity

It was used to know whether experimental group and control group, that were decided, came from population that had relatively same variant or not. The formula was:[19]

F = $\frac{Vb}{Vk}$

Where:

Vb : bigger varian

Vk : smaller varian

c. Testing the similarity of Average of the Initial Data between Experimental and Control Classes.

Proposed hyphothetical test in average similarity with the right test is as follows:

[18] Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2002) , p. 273

[19] Sudjana, *Metode Statistika*. . . . . , p. 250

Ho = $\mu_1 = \mu_2$

Ha = $\mu_1 > \mu_2$

μ_1 : average data of experiment group

μ_2 : average data of control group

The t-test formula is used.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt[5]{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With :

$$s = \sqrt{\frac{(n_3 - 1)S_1^2 + (n_1 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Where:

$\overline{X_1}$: average of experimental group

$\overline{X_2}$: average of control group

n_1 : number of experiment group

n_2 : number of control group

S_1^2: standart deviation of experimental group

S_2^2: standart deviation of control group

Testing criteria that apply Ho is accepted if $t_{count} > t_{table}$

With determinate df = $(n_1 + n_2 - 2)$ and the significant α = 5 % (1-α)

3. Post test

Post test were held after all treatments were conducted. This test was used to measure students' achievement after they were given treatments. The result of test was analyzed statistically.

a. Normality test

Steps normality second step was the normality test was the same on the initial data.

b. Homogeneity test

Steps normality second step was the homogeneity test was the same on the initial data.

c. Hypothesis test

Proposed hypothesis test in average similarity with the right test is as follows:

Ho: □1 □ □ □2

Ha: □1□ □ □2

μ_1: Average data of experimental group

μ_2: Average data of control group

The formula that is used in the t-test as follows:[20]

$$t = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

[20]Sudjana, *Metode Statistika*, p. 239

With:

$$s=\sqrt{\frac{(n_1-)s^2+(n_1+n_2)}{n_1+n_2-2}}$$

Where:

$\overline{x_1}$: Average of experimental group

$\overline{x_2}$: Average of control group

n_1 : The Number of experimental group

n_2 : The number of control group

s : Standard deviation

s^2 : Variance

Criteria test is Ho is accepted if $t_{count} > t_{table}$ with determinate df = (n_1+n_2-2) and the significant α = 5% (1- α).

CHAPTER IV
RESEARCH FINDING AND ANALYSIS

A. Descriptions of Research Findings

In this chapter, the researcher wanted to describe the result of the research based on the data collected and analyzed. The researcher wanted to find out the difference between the students who were taught using STAD Method and the students who were not taught using STAD Method in teaching reading comprehension on narrative text at 11th grade students in MA Darul Ulum Semarang in academic year 2015/2016.

The research had been conducted since February 16th , 2016 to February 27th, 2016 in MA Darul Ulum Semarang. The researcher did an analysis of quantitative data. The data was obtained by giving test to the experimental class and control class after giving a different treatment of learning process in both classes. The subjects of this research were divided into two classes. They were experimental class (XI Science) and control class (XI Social).

Before the activities were conducted, the research determined the materials and lesson plan of learning. The researcher gave first to analyze validity, reliability, difficulty level, and the discrimination power of each item. The researcher prepared 30 items as the instrument of the test. Try out test was given to the students who were had benn got material of narrative

text. It was to the XII Science class. Then the researcher did the pre test to both classes, experimental and control group. It was used to know groups were normal and had same variant.

The learning process in the experimental class used STAD method, while the control class without using STAD method. After the both classes conducted the learning process, students were asked to do the assignment. This assignment was hoped to help the students to identify and remember narrative text.

After giving in experimental class and conventional teaching in control class, the researcher gave post-test which approximately finished on 45 minutes.

B. Data Analysis and Hypothesis Test

1. Analysis of Try-out Test Instrument

This discussion covered validity, reliability, difficulty level and also discriminating power.

a. Validity of instrument

Validity was a condition in which a test could measure what was supposed to be measured. It aws used to know index validity of the test. To calculate the validity of instrument, the researcher used the person product moment formula to analyze each item.

There were 30 items as the instrument of try-out test. It was obtained 20 items which were valid and 10 test items which were invalid. They were to be said

invalid because the computation result of their r_{xy} value was lower than r_{table} value.

It was done to know the normality and homogeneity of the initial data in the experimental class and control class.

Table 4.1

Validity of Each Item

Criteria	t_{table}	Number of questions	Total
Valid	0,3388	2, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16, 17, 19, 20, 23, 25, 27, 28, 30	20
Invalid		1, 3, 12, 15, 18, 21, 22, 24, 26, 29	10

The following was item of validity computation for item number 1 and for the other items would use the same formula.

$N = 34$ $\sum X^2 = 10$

$\sum XY = 114$ $\sum X = 10$

$\sum Y = 287$ $\sum Y^2 = 3009$

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

$$= \frac{(34\ x\ 114) - (10\ x\ 287)}{\sqrt{\{(34x10) - (10)^2\}\{(34x10) - (287)^2\}}}$$

$$= 0.01223$$

From the computation above, the result computing validity of the item number 1 was 0.01223 after that, the researcher consulted the result to the table of *r* product moment with tyhe number of subject (N) = 34 and significant level 5% it is 0,3388. Because the result of the computation was higher than r_{table}, the index of validity of the item number was considered to be valid. The list of the validity of each item could be seen in appendix.

b. Reliability of instrument

A good test had to be valid and reliable. Reliability meant "consistent and dependent".[1] Besides the index of validity, the researcher calculated the reliability of the test using formula:

$$r_{11}=\left(\frac{k}{k-1}\right)\left(\frac{s^{2s}-\sum pq}{s^2}\right)$$

Before computing reliability, the researcher had to compute Varian (S^2) with the formula below:

$$S_t^2 = \frac{X_t^2}{N}$$

$$x^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

$$= 3009 - \frac{(287)^2}{34}$$

$$= 3009 - \frac{82369}{34}$$

[1]Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2007), p. 86

$= 3009 - 2422{,}6$

$= 586{,}4$

$S_t^2 = \frac{X_t^2}{N} = \frac{586{,}4}{34} = 17{,}24$

The computation of the total varians (S_t^2) was 17,24. After finding the total varians (S_t^2) the researcher computed the reliability of the test as follows:

$r_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S_t^2 - \sum pq}{S_t^2}\right)$

$r_{11} = \left(\frac{30}{30-1}\right)\left(\frac{17{,}24 - 4{,}062}{17{,}24}\right)$

$r_{11} = 0{,}7899$

From the computation above, it was found out that r_{11}(the total of reliability test) was 0.7899, if $r_{11} \geq$ 0,3388, so the test was reliable and if $r_{11} \leq$ 0,3388, so the test was not reliable. Based on the computation, we had found that r_{11}(the total of reliability test) was 0.7899, it meant $r_{11} \geq$ 0,3388, so the test was reliable.

c. Difficulty level

This following was computation of the level difficulty for item number 1 and the other items would use the same formula.

The criteria:

Interval P	Criteria
Less than 0,25	Difficilt
0,25 - 0,75	Medium
More than 0,75	Easy

B= 10

JS= 34

$$P = \frac{B}{JS}$$

$$= \frac{10}{34}$$

$$= 3,4$$

It was proper to say that the index difficulty of the item number 1 above could be said as the medium category, because the calculation result of the item number 1 was in the interval $0,25 \leq P < 0,75$.

After computing 30 items of the try out test, there were 4 item was considered to be easy, 22 items were medium, and 4 items were difficult. The whole computation result of difficulty level could be seen in appendix.

Table 4.2

Degree of Difficulty of each Item

Criteria	Number of questions	Total
Easy	1,9,23,24	4
Medium	2,3,4,5,6,10,11,12,13,14,15, 18,19,20,21,22,25,26,27,28,29,30	22
Difficult	7,8,16,17	4

d. Discriminating power

Item of discriminating power used to know how accurate the question differ higher subject and lower

subject. The index of discriminating power told us whether those students who performed well on the whole test tended to do well or badly on each item in the test. To do this analysis, the number of try out subjects was divided into 2 groups, upper and lower groups.

The criteria:

Interval DP	Criteria
Less than 0,20	Poor
0,21-0,40	Satisfactory
0,41-0,70	Good
0,71-1	Exelent
Negative signs	Thrown item

Table 4.3

The Table of Discriminating power of Item Number 1

Upper group			Lower group		
No	Code	Score	No	Code	Score
1	UC-11	1	18	UC-20	1
2	UC-9	0	19	UC-30	1
3	UC-13	1	20	UC-25	1
4	UC-1	0	21	UC-3	0
5	UC-4	1	22	UC-15	1
6	UC-6	1	23	UC-31	1
7	UC-7	1	24	UC-32	1
8	UC-8	1	25	UC-33	1
9	UC-26	0	26	UC-14	1
10	UC-19	1	27	UC-17	1

11	UC-10	1	28	UC-22	1
12	UC-16	1	29	UC-24	1
13	UC-21	1	30	UC-29	1
14	UC-23	1	31	UC-18	1
15	UC-2	1	32	UC-12	1
16	UC-27	1	33	UC-28	0
17	UC-5	1	34	UC-34	1
Sum		14	Sum		15

The following was the computation of the discriminating power for the item number 1 and for other items would use the same formula.

$BA = 14$ $BB = 15$

$JA = 17$ $JB = 17$

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

$$= \frac{14}{17} - \frac{15}{17}$$

$$= -0.0588$$

According to the criteria, the item number 1 above was failed, because the calculation result of the item number 1 was less than 0,20. After computing 30 items of try out test, there were 4 items were considered to be good, 12 items were enough, 9 items were bad and 5 items were failed. The result of the discriminating power of each item could be seen appendix.

Table 4.4

Discriminating power of Each Item

Criteria	Number of questions	Total
Thrown item	1, 3, 15, 24, 25	5
Poor	2, 5, 10, 11, 16, 19, 20, 21, 29	9
Satisfactory	4, 6, 7, 8, 9, 12, 13, 17, 22, 23, 26, 28	12
Good	14, 18, 27, 30	4

Based on the analysis on validity, reliability, difficulty level and discriminating power, finally 20 items were accepted. They were number 2, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16, 17, 18, 20, 23, 25, 27, 28, 30.

2. Analysis of Pre-Test

a. Normality Test of Pre-Test

The normality test is used to know whether the data of control and experimental class which had been collected from the research came from normal distribution or not. To find out the distribution data is used normality test with Chi-square.

Ho: the data of normal distribution

Ha: the data of un normal distribution

With criteria Ho accepted if $x^2_{count} < x^2_{table}$.

Table 4.5

The normality result pre-test in experimental class and control classes

Class	Test	x^2_{count}	x^2_{table}	Criteria
Experimental	Pre-Test	0.80	7.81	Normal
Control	Pre-Test	3.82		Normal

Based on the analysis above it can be seen that x^2_{count} both of class were lower than x^2_{table} ($x^2_{count} < x^2_{table}$), so Ho is accepted. It can be concluded that the distribution data of experimental and control class are normal.

b. Homogeneity Test of Pre Test

The homogeneity test is used to know whether the group sample that was taken from population is homogeneous or not.

Ho : $\sigma_1^2 = \sigma_2^2$

Ha : $\sigma_1^2 \neq \sigma_2^2$

Table 4.6
The homogeneity result of pre-test in experimental and control classes

Class	Variance (s^2)	N	F_{count}	F_{table}	Criteria
Experimental	95.930	31	1.272	1.606	Homogenous
Control	122.030	31			

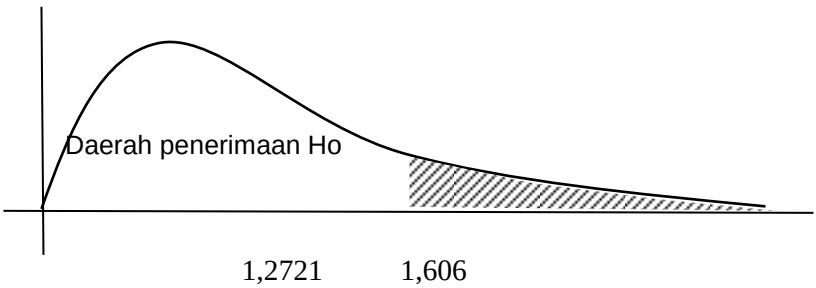
According to the formula above, it is obtained that:

$$F = \frac{Biggest\ Variance}{Smallest\ Variance}$$

$$F = \frac{122.0300}{95.9300}$$

$$= 1.272$$

$F_{(0.05)(31:31)}$ = 1,606 `



Karena F berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa kedua kelas homogen.

Based on the computation above it is obtained that F_{count} is lower than F_{table} so Ho accepted. It can be conclude that data of pre-test from experimental and control class have the same variance.

c. Testing the similarity of Average of the Initial Data between Experimental and Control Classes.

To test the difference of average the writer used t-test.

Ho: $\mu_1 = \mu_2$

Ha: $\mu_1 \neq \mu_2$

Where:

μ_1 : average data of experimental group

μ_2: average data of control group

Table 4.7
The average similarity test of pre-test in experimental and control classes

Source of Variance	Experimental	Control	Criteria
Sum	2000	1940	Ho accepted (same)
N	31	31	
Average	62.581	64.516	
Variance ($S^{2)}$	87,258	116,452	
Standard Deviation (S)	9,341	10,791	

According to the formula above, it is obtained that:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = 10,09$$

$$t_{count} = \frac{64,52-62,58}{10,09\sqrt{\frac{1}{31}+\frac{1}{31}}} = 0,775$$

Pada a= 5% dengan dk= 31+31-2= 60 diperoleh $t_{(0.95)(60)}$= 2.0002978

Karena t berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa kedua kelas homogen.

With α = 5% and df= 31+31-2= 60, obtained t_{table} = 2.0003. From the result of calculation t-test, t_{count} = 0,755. Because t_{count} was lower than t_{table} (2.0003> 0,755) So Ho is accepted. It means that both of classes was homogeneous.

3. Post test

It was done to answer hypothesis of this research. The data used were the result of post-test of both classes. The final analysis contains of normality test, homogeneity test and the hypothesis test.

a. Normality Test

Ho: the data of normal distribution

Ha: the data of abnormal distribution

With criteria:

Ho accepted if $x^2_{count} < x^2_{table}$

Ho rejected if $x^2_{count} > x^2_{table}$

With α= 5% and df = k-1

Table 4.8

The normality result of post-test in experimental and control classes

Class	x^2_{count}	x^2_{table}	Criteria
Experimental	3.25	7.81	Normal
Control	4.45		Normal

Based on analysis above, it can be seen that $x^2_{count}$of both classes is lower than x^2_{table} (x^2_{count}< x^2_{table}) so Ho accepted. The conclusion is the distribution data of experimental and control classes are normal.

b. Homogeneity test

The homogeneity test is used to know whether the group sample that is taken from population is homogeneous or not.

Ho : $\sigma_1^2 = \sigma_2^2$

Ha : $\sigma_1^2 \neq \sigma_2^2$

Table 4.9

The homogeneity result of post-test in experimental and control classes

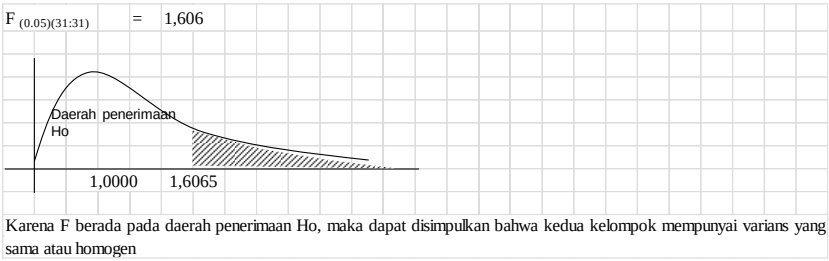
Class	Variance (s^2)	N	F *count*	F *table*	Criteria
Experimental	129.570	31	1.0000	1.6065	Homogenous
Control	137.366	31			

According to the formula above, it is obtained that:

$$F = \frac{Biggest\ Variance}{Smallest\ Variance}$$

$$F = \frac{129.5699}{129.5699}$$

$$= 1.0000$$



Karena F berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa kedua kelas homogen.

Based on computation above it is obtained that F_{count} is lower than F_{table} so Ho accepted. It can be concluded that data of post-test from experimental class and control class have the same variance or homogeneous.

c. Hypothesis test

Hypothesis test is used to know whether there is a difference on post-test of experimental class and control class. The data which is used to test the hypothesis is score post-test both of class. To test the difference of average used t-test.

Ho: $\mu_1 = \mu_2$: it means there is no significant difference between the reading comprehension improvement of students who were taught by using STAD methid and who were taught by using non-STAD method.

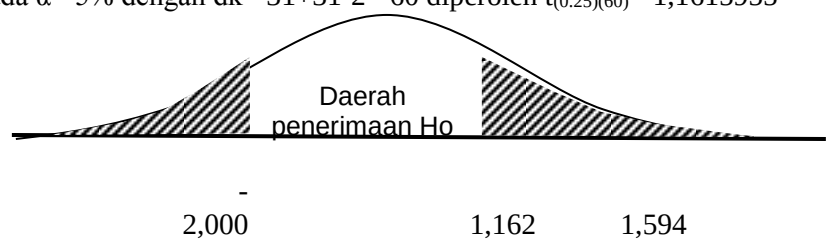
Ha: $\mu_1 \neq \mu_2$: it means there is significant difference between the reading comprehension improvement of students who were taught by using STAD method and who taught by using non-STAD method.

Table 4.10

The result of computation T-test

Class	N	Average (X)	Variance ($S^{2)}$	Standard of deviation (S)	t_{table}	t_{count}	Criteria
Experimental	31	70.64516	129.5700	11.3830	1,162	1,594	Ha accepted
Control	31	65.96774	137.3660	11.7200			

Pada α= 5% dengan dk= 31+31-2= 60 diperoleh $t_{(0.25)(60)}$= 1,1615955



Based on the computation above, it is obtained that the average of post-test of the experimental class and control class who are taught by using STAD method is 70.64516 and standard deviation (s) is 11.3830 . While the average of post-test of the control class who are taught by using non-STAD method is 65.96774 and standard deviation (s) 11.7200. with df= 31+31-2= 60 by α= 5%, so obtained t_{table} and t_{count} , $t_{count} > t_{table.}$ It means that Ho is rejected and Ha is accepted.

C. Discussion of the Research Findings

1. The comparison of average score between pre-test of experimental class and pre-test of control class was not significance/homogeneous.

   The homogeneity of pre-test is very important for the researcher if she/he want to continue his/her research.[2] The average score of experimental class was 62.581 and the average score of control class was 64.516.

2. The progress between pre-test and post-test of experimental class and control class.

   The difference influence of experimental class and control class was on the treatment. The students of experimental class was taught by using STAD method, while the students of control class was taught by using non-STAD

[2] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik.* (Jakarta: PT Rineka Cipta, 2006), p. 321.

method The progress of learning process in experimental class was increased and influence, it can be seen on students' activity in treatment process by using STAD method.

It means that after using STAD method students can understand about reading comprehension on narrative text as well. So, it is possible that they will get higher score than before.

It was affected to the students average score of post-test was 70.64516 while the average score of pre-test in reading comprehension was 62.581. Meanwhile, the average score of control class was 65.96774 for post-test and 64.516 for pre-test, because the teacher taught using without STAD method.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this research is drawn in accordance with the result of the data analysis in the previous chapter. There are some significant difference between experimental and control class. In the result of post-test of experimental class was 70.64 which were higher than the control class 65.96774. It means that there was an improvement of the students' achievement in reading comprehension on narrative text. The achievement of the experimental class was higher than the control class.

The result of the calculation using the t-test showed that t_{count}= 1,594 and t_{table} for α: 5% was 1,161. It means that t *count* was higher than t *table* (1,594>1,161). It can be conclude that there is difference result of the learning using STAD method and learning without using STAD method. Consequently, based on the testing, STAD method is effective to improve student's reading comprehension on narrative text.

In addition, teaching narrative text by using STAD method can help the students improve their reading comprehension. It could be seen when teaching and learning process, the students were enthusiasm in learning it.

B. Suggestion

One of the problem that teacher may find in teaching learning process is how to make the students interested in the teaching or how to promote the students' interested to join the learning process well. If the students have high interest in following the teacher it will not be so difficult for the teacher to teach the lesson.

Besed on the result of the study, the researcher would like to propose some suggestion as follows:

1. English teachers are recommended to apply STAD method as one of the ways in teaching reading comprehension on the narrative text because it can make students become more active during learning process.
2. The school institution should support teachers to create enjoyable, fun and interesting atmosphere in learning English especially in teaching narrative text. So, this research can improve students' English skill especially in reading.
3. Teacher as facilitator, motivator and mediator has to be more creative, innovative and effective in teaching learning process. Teachers has to be able to create and use methods in teaching. If the teacher have a good capability in teaching, it will bring a good effect for the students.

C. Closing

The true praise only belongs to Allah, who gives power and health until this final project can be finished. The writer is sure that this research is far from the perfectness. Therefore, constructive criticism and advices are really expected. Finally, the writer hopes that it can be useful for her and for the readers in general.

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APPENDIX 1

DAFTAR NAMA SISWA KELAS UJI COBA (XII IPA)			
No	JK	Nama	Kode
1	L	A. Taufik Juwarno	UC-XII IPA-1
2	P	Aimatus Solekhah	UC-XII IPA-2
3	L	Ari Mashudi	UC-XII IPA-3
4	L	Linda Istriyaningsih	UC-XII IPA-4
5	L	Muhammad Ulinnuha	UC-XII IPA-5
6	L	Nur Fuat Kamalluddin	UC-XII IPA-6
7	L	Roni Setiawan	UC-XII IPA-7
8	P	Siti Muyasaroh	UC-XII IPA-8
9	P	Siti Zuliati	UC-XII IPA-9
10	L	Sumaryadi	UC-XII IPA-10
11	P	Sundari	UC-XII IPA-11
12	L	Turchamun	UC-XII IPA-12
13	L	Turja'un	UC-XII IPA-13
14	L	Two Bagus Pamungkas	UC-XII IPA-14
15	L	Alfian Primlaksono WR	UC-XII IPA-15
16	P	Khikmatul Nasiroh	UC-XII IPA-16
17	L	M. Khoeroni	UC-XII IPA-17
18	P	Nisa Choirul Irawati	UC-XII IPA-18
19	L	Afifur Rohman	UC-XII IPA-19
20	P	Arifatul Ita	UC-XII IPA-20
21	L	Khoerul Anam	UC-XII IPA-21
22	L	Abdul Ghofur	UC-XII IPA-22
23	P	Neli Mufida	UC-XII IPA-23
24	P	Neni Triana Wati	UC-XII IPA-24

25	L	Turmudzi	UC-XII IPA-25
26	L	Salafuddin	UC-XII IPA-26
27	L	Hariyanto	UC-XII IPA-27
28	P	Umi Hanik	UC-XII IPA-28
29	P	Nur Khasanah	UC-XII IPA-29
30	P	Fifi Maghfiroh	UC-XII IPA-30
31	L	Irvan Syahrul Maulana	UC-XII IPA-31
32	P	Nor Afwah	UC-XII IPA-32
33	P	Uyunus Sa'adah	UC-XII IPA-33
34	L	Muhammad Faiq	UC-XII IPA-34

APPENDIX 2

DAFTAR NAMA SISWA KELAS EKSPERIMEN (XI IPA)			
No	JK	Nama	Kode
1	L	Eri Fathan	E-XI IPA-1
2	P	Eva Nur Levia Arifah	E-XI IPA-2
3	L	M. Hanif Nur Rochman W.	E-XI IPA-3
4	L	M. Hamdani	E-XI IPA-4
5	P	Mawar Idah Sonia	E-XI IPA-5
6	L	Muhammad Asnawi	E-XI IPA-6
7	L	Nur Hadi	E-XI IPA-7
8	P	Rismawati Putri	E-XI IPA-8
9	P	Siti Sundari Rezky	E-XI IPA-9
10	P	Yuli Anggraeni	E-XI IPA-10
11	L	Muh. Habiburrohman	E-XI IPA-11
12	P	Unaesti Suroya	E-XI IPA-12
13	L	Nur Fajar Shoodiq	E-XI IPA-13
14	P	Nihayatul Mirzah	E-XI IPA-14
15	L	Abdul Jamal	E-XI IPA-15
16	L	Imam Susilo	E-XI IPA-16
17	L	Sobirin	E-XI IPA-17
18	P	Dita Rusmadi	E-XI IPA-18
19	L	Ainul Yaqin	E-XI IPA-19
20	P	Qutrotun Nada	E-XI IPA-20
21	P	Destaria Krisdayanti	E-XI IPA-21
22	L	Ahmad Farikin	E-XI IPA-22
23	L	Syafi' Hidayatulloh	E-XI IPA-23
24	L	Hendi Danu Ramadhan	E-XI IPA-24

25	L	Misbahul Munir	E-XI IPA-25
26	P	Siti Zulaikha	E-XI IPA-26
27	L	Nur Yahya	E-XI IPA-27
28	L	M. Nur Habib	E-XI IPA-28
29	L	M. Robi Darlis	E-XI IPA-29
30	P	Umi Nur Latifah	E-XI IPA-30
31	L	Haniffudin	E-XI IPA-31

APPENDIX 3

DAFTAR NAMA SISWA KELAS KONTROL (XI IPS)			
No	JK	Nama	Kode
1	L	Agus Listiyanto	K-XI IPS-1
2	P	Ani Lailatul Muslimah	K-XI IPS-2
3	P	Anita Rahmawati	K-XI IPS-3
4	L	Bagus Idris	K-XI IPS-4
5	P	Dwi Setyowati	K-XI IPS-5
6	L	M. Khabibur Rohman	K-XI IPS-6
7	L	M. Risqi Beni P	K-XI IPS-7
8	L	Sobirin	K-XI IPS-8
9	L	Ahmad Nasrullah	K-XI IPS-9
10	L	Ahsin Fauji	K-XI IPS-10
11	P	Dewi Sri Rahayu WN	K-XI IPS-11
12	L	Tri Hardono	K-XI IPS-12
13	P	Zakiyah Annajuyah Fatina	K-XI IPS-13
14	L	Maulana Mahrubi	K-XI IPS-14
15	L	Muhammad Adi Kurniawan	K-XI IPS-15
16	L	Andani Dian Nugraha	K-XI IPS-16
17	L	Dinul Mubarak Fatah	K-XI IPS-17
18	P	Bunga Sabila Setyo Putri	K-XI IPS-18
19	P	Irma Lukmanul Khoiriyah	K-XI IPS-19
20	P	Lia Sustia	K-XI IPS-20
21	L	M. Ajay Kusuma	K-XI IPS-21
22	P	Muzayanatul Imamah	K-XI IPS-22
23	L	Rejah Permana	K-XI IPS-23
24	P	Restu Lia Amalia	K-XI IPS-24

25	P	Septi Wulandari	K-XI IPS-25
26	L	Soleh	K-XI IPS-26
27	L	Sri Haryanto	K-XI IPS-27
28	P	Umi Fathul Hidayah	K-XI IPS-28
29	P	Nur Cholisna	K-XI IPS-29
30	P	Laila Nur Fitria	K-XI IPS-30
31	L	Wira Gustiana	K-XI IPS-31

APPENDIX 4

SCORE PRE TEST BETWEEN EXPERIMENTAL CLASS AND CONTROL CLASS					
CONTROL			EXPERIMENT		
NO	CODE	SCORE	NO	CODE	SCORE
1	C-1	50	1	E-1	80
2	C-2	70	2	E-2	75
3	C-3	65	3	E-3	65
4	C-4	55	4	E-4	50
5	C-5	45	5	E-5	60
6	C-6	55	6	E-6	60
7	C-7	60	7	E-7	65
8	C-8	50	8	E-8	55
9	C-9	75	9	E-9	65
10	C-10	60	10	E-10	75
11	C-11	55	11	E-11	70
12	C-12	45	12	E-12	55
13	C-13	70	13	E-13	65
14	C-14	65	14	E-14	70
15	C-15	50	15	E-15	60
16	C-16	70	16	E-16	55
17	C-17	70	17	E-17	65
18	C-18	80	18	E-18	70
19	C-19	65	19	E-19	50
20	C-20	70	20	E-20	65
21	C-21	45	21	E-21	80
22	C-22	75	22	E-22	55
23	C-23	70	23	E-23	70

24	C-24	80	24	E-24	55
25	C-25	75	25	E-25	65
26	C-26	80	26	E-26	70
27	C-27	60	27	E-27	85
28	C-28	55	28	E-28	70
29	C-29	65	29	E-29	45
30	C-30	55	30	E-30	65
31	C-31	55	31	E-31	65
jumlah		1940			2000
N		31			31
X rata2		62,58065			64,51613
Varians(s2)		116,452			87,25806
Standar devisiasi (S)		10,79127			9,341203

APPENDIX 5

	CONTROL		EXPERIMENTAL		
NO	CODE	SCORE	N0	CODE	SCORE
1	C-1	45	1	E-1	70
2	C-2	65	2	E-2	60
3	C-3	80	3	E-3	80
4	C-4	50	4	E-4	75
5	C-5	70	5	E-5	80
6	C-6	50	6	E-6	70
7	C-7	80	7	E-7	75
8	C-8	50	8	E-8	85
9	C-9	55	9	E-9	70
10	C-10	85	10	E-10	50
11	C-11	55	11	E-11	85
12	C-12	75	12	E-12	70
13	C-13	70	13	E-13	80
14	C-14	60	14	E-14	75
15	C-15	60	15	E-15	65
16	C-16	65	16	E-16	60
17	C-17	60	17	E-17	50
18	C-18	70	18	E-18	80
19	C-19	55	19	E-19	90
20	C-20	65	20	E-20	65
21	C-21	70	21	E-21	70
22	C-22	75	22	E-22	60
23	C-23	50	23	E-23	90
24	C-24	80	24	E-24	55
25	C-25	70	25	E-25	65
26	C-26	85	26	E-26	75

27	C-27	60	27	E-27	85
28	C-28	65	28	E-28	55
29	C-29	85	29	E-29	80
30	C-30	80	30	E-30	60
31	C-31	60	31	E-31	60
jumlah		2045			2190
N		31			31
X rata2		65,96774			70,64516
Varians(s2)		137,366			129,5699
Standar devisiasi (S)		11,72031			11,38288

APPENDIX 6

Uji Normalitas Nilai Pre-Test

Kelas experiment

Hipotesis

H_o: Data berdistribusi normal

H_1: Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i = E_i)^2}{E_i}$$

Kriterian yanng digunakan

diterima jika H_0 = $\chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal	=	85			
Nilai minimal	=	45			
Rentang nilai (R)	=	85 - 45	=	40	
Banyaknya kelas (k)	=	1 + 3,3 log 31		=	5,921 = 6 kelas
Panjang kelas (P)	=	40/6 =	6,76	=	7

Tabel distribusi nilai pree-test kelas eksperimen

Kelas			f_i	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
45	–	52	3	48,5	2352,25	145,5	7056,75
53	–	60	8	56,5	3192,25	452	25538
61	–	68	9	64,5	4160,25	580,5	37442,3
69	–	76	8	72,5	5256,25	580	42050
77	–	84	2	80,5	6480,25	161	12960,5
85	–	92	1	88,5	7832,25	88,5	7832,25
Jumlah			31			2007,5	132880

$$\overline{X} = \frac{\sum f_i \chi_i}{\sum f_i} = \frac{2007,5}{31} = 64,76$$

$$S^2 = \frac{n\sum f_i \chi_i^2 - \left(\sum f_i \chi_i\right)^2}{n(n-1)}$$

$$= \frac{31*132880 - (2007,5)^2}{31(31 - 1)}$$

S^2 = 95,93

S = 9,79

Daftar nilai frekuensi observasi kelas eksperimen

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
			44,5	-2,07	-0,4807				
45	–	52				0,0861	2,8	3	0,0220
			52,5	-1,25	-0,3946				
53	–	60				0,2265	7,2	8	0,0780
			60,5	-0,43	-0,1681				
61	–	68				0,3169	10,1	9	0,1284
			68,5	0,38	0,1488				
69	–	76				0,2359	7,5	8	0,0269
			76,5	1,20	0,3847				
77	–	84				0,0934	3,0	2	0,3267
			84,5	2,02	0,4781				
85	–	92				0,0196	0,6	1	0,2211
			92,5	2,83	0,4977				
							χ^2	=	0,80

Untuk a = 5%, dengan dk = 6 - 3 = 3 diperoleh χ^2_{tabel} = 7,81

Karena $\chi^2_{hitung} < \chi^2_{tabel}$, maka data tersebut berdistribusi normal

APPENDIX 7

Uji Normalitas Nilai Pre-Test

Kelas kontrol

Hipotesis

H_o: Data berdistribusi normal

H_1: Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i = E_i)^2}{E_i}$$

Kriterian yanng digunakan

diterima jika H_0 = $\chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal	=	80				
Nilai minimal	=	45				
Rentang nilai (R)	=	80 - 45	=	35		
Banyaknya kelas (k)	=	1 + 3,3 log 31		=	5,967	= 6 kelas
Panjang kelas (P)	=	35/6 =	5,87	=	6	

Tabel distribusi nilai pree-test kelas kontrol

Kelas			f_i	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
45	–	51	6	48	2304	288	13824
52	–	58	6	55	3025	330	18150
59	–	65	7	62	3844	434	26908
66	–	72	6	69	4761	414	28566
73	–	79	3	76	5776	228	17328
80	–	86	3	83	6889	249	20667
Jumlah			31			1943	125443

$$\overline{X} = \frac{\sum f_i \chi_i}{\sum f_i} = \frac{1943}{31} = 62,68$$

$$S^2 = \frac{n\sum f_i \chi_i^2 - \left(\sum f_i \chi_i\right)^2}{n(n-1)}$$

$$= \frac{31*125443 - (1943)^2}{31(31 - 1)}$$

S^2 = 122,03

S = 11,05

Daftar nilai frekuensi observasi kelas kontrol

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
			44,5	-1,65	-0,4501				
45	–	51				0,1059	3,4	6	2,0137
			51,5	-1,01	-0,3442				
52	–	58				0,1968	6,3	6	0,0142
			58,5	-0,38	-0,1473				
59	–	65				0,2482	7,9	7	0,1117
			65,5	0,26	0,1008				
66	–	72				0,2122	6,8	6	0,0921
			72,5	0,89	0,3131				
73	–	79				0,1231	3,9	3	0,2233
			79,5	1,52	0,4361				
80	–	86				0,0484	1,5	3	1,3620
			86,5	2,16	0,4845				
							χ^2	=	3,82

Untuk a = 5%, dengan dk = 6 - 3 = 3 diperoleh χ^2_{tabel} = 7,81

Karena $\chi^2_{hitung} < \chi^2_{tabel}$, maka data tersebut berdistribusi normal

APPENDIX 8

Uji Normalitas Nilai Poss-Test

Kelas eksperimen

Hipotesis

H_o: Data berdistribusi normal

H_1: Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i = E_i)^2}{E_i}$$

Kriterian yanng digunakan

diterima jika H_0 = $\chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal	=	90				
Nilai minimal	=	50				
Rentang nilai (R)	=	90 - 50	=	40		
Banyaknya kelas (k)	=	1 + 3,3 log 31		=	5,967	= 6 kelas
Panjang kelas (P)	=	40/6=	6,70	=	7	

Tabel distribusi nilai pree-test kelas eksperimen

Kelas			f_i	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
50	–	57	4	53,5	2862,25	214	11449
58	–	65	8	61,5	3782,25	492	30258
66	–	73	5	69,5	4830,25	347,5	24151,3
74	–	81	9	77,5	6006,25	697,5	54056,3
82	–	89	3	85,5	7310,25	256,5	21930,8
90	–	97	2	93,5	8742,25	187	17484,5
Jumlah			31			2194,5	159330

$$\overline{X} = \frac{\sum f_i \chi_i}{\sum f_i} = \frac{2194,5}{31} = 70,79$$

$$S^2 = \frac{n\sum f_i \chi_i^2 - \left(\sum f_i \chi_i\right)^2}{n(n-1)}$$

$$= \frac{31*159330 - (2194,5)^2}{31(31 - 1)}$$

S^2 = 132,68

S = 11,52

Daftar nilai frekuensi observasi kelas eksperimen

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
			49,5	-1,85	-0,4677				
50	–	57				0,0920	2,9	4	0,3784
			57,5	-1,15	-0,3757				
58	–	65				0,1987	6,4	8	0,4233
			65,5	-0,46	-0,1770				
66	–	73				0,2700	8,6	5	1,5330
			73,5	0,24	0,0930				
74	–	81				0,2308	7,4	9	0,3534
			81,5	0,93	0,3238				
82	–	89				0,1241	4,0	3	0,2374
			89,5	1,62	0,4478				
90	–	97				0,0420	1,3	2	0,3220
			97,5	2,32	0,4898				
							χ^2	=	3,25

Untuk a = 5%, dengan dk = 6 - 3 = 3 diperoleh χ^2_{tabel} = 7,81

Karena $\chi^2_{hitung} < \chi^2_{tabel}$, maka data tersebut berdistribusi normal

APPENDIX 9

Uji Normalitas Nilai Poss-Test

Kelas kontrol

Hipotesis

H_0: Data berdistribusi normal

H_1: Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i = E_i)^2}{E_i}$$

Kriterian yanng digunakan

diterima jika H_0 = $\chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal	=	85				
Nilai minimal	=	45				
Rentang nilai (R)	=	85-45	=	40		
Banyaknya kelas (k)	=	1 + 3,3 log 31		=	5,967	= 6 kelas
Panjang kelas (P)	=	40/6=	6,70	=	7	

Tabel distribusi nilai pree-test kelas kontrol

Kelas			f_i	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
45	–	52	5	48,5	2352,25	242,5	11761,3
53	–	60	8	56,5	3192,25	452	25538
61	–	68	4	64,5	4160,25	258	16641
69	–	76	7	72,5	5256,25	507,5	36793,8
77	–	84	4	80,5	6480,25	322	25921
85	–	92	3	88,5	7832,25	265,5	23496,8
Jumlah			31			2047,5	140152

$$\overline{X} = \frac{\sum f_i x_i}{\sum f_i} = \frac{2047,5}{31} = 66,05$$

$$S^2 = \frac{n\sum f_i x_i^2 - \left(\sum f_i x_i\right)^2}{n(n-1)}$$

$$= \frac{31*140152 - (2047,5)^2}{31(31 - 1)}$$

S^2 = 163,92

S = 12,80

Daftar nilai frekuensi observasi kelas kontrol

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
			44,5	-1,68	-0,4538				
45	–	52				0,0988	3,2	5	1,0691
			52,5	-1,06	-0,3550				
53	–	60				0,1874	6,0	8	0,6693
			60,5	-0,43	-0,1676				
61	–	68				0,2435	7,8	4	1,8466
			68,5	0,19	0,0759				
69	–	76				0,2169	6,9	7	0,0005
			76,5	0,82	0,2928				
77	–	84				0,1324	4,2	4	0,0132
			84,5	1,44	0,4252				
85	–	92				0,0554	1,8	3	0,8522
			92,5	2,07	0,4806				
							χ^2	=	4,45

Untuk a = 5%, dengan dk = 6 - 3 = 3 diperoleh χ^2_{tabel} = 7,81

Karena $\chi^2_{hitung} < \chi^2_{tabel}$, maka data tersebut berdistribusi normal

APPENDIX 10

UJI KESAMAAN DUA VARIANS (HOMOGENITAS) DATA pre -TEST
ANTARA KELAS eksperimen DENGAN kontrol

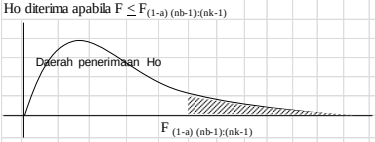
Hipotesis

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus:

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

Ho diterima apabila $F \leq F_{(1-a)\ (nb-1):(nk-1)}$



Dari data diperoleh:

Sumber variasi	eksperimen	kontrol
Jumlah	2000	1940
n	31	31
x	62,581	64,516
Varians (s^2)	95,930	122,030
Standart deviasi (s)	9,790	11,050

Berdasarkan rumus di atas diperoleh:

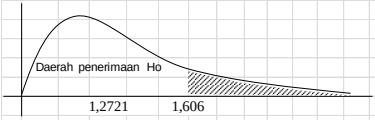
$$F = \frac{122{,}0300}{95{,}9300} = 1{,}272$$

Pada a = 5% dengan:

dk pembilang = nb - 1 = 31 - 1 = 30

dk penyebut = nk -1 = 31 0 1 = 30

$F_{(0.05)(31:31)}$ = 1,606 `



Karena F berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa kedua kelompok mempunyai varians yang sama atau homogen

APPENDIX 11

UJI KESAMAAN DUA VARIANS (HOMOGENITAS) DATA POST-TEST ANTARA KELAS EKSPERIMEN DAN KONTROL

Hipotesis

Ho : $s_1^2 = s_2^2$

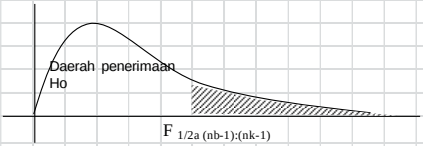
Ha : $s_1^2 = s_2^2$

Uji Hipotesis

Untuk menguji hipotesis digunakan rumus:

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

Ho diterima apabila $F \leq F_{1/2a\ (nb-1):(nk-1)}$



Dari data diperoleh:

Sumber variasi	Eksperimen	Kontrol
Jumlah	2190	2045
n	31	31
x	70,645	65,968
Varians (s^2)	129,570	137,366
Standart deviasi (s)	11,383	11,720

Berdasarkan rumus di atas diperoleh:

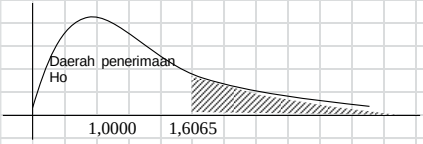
$$F = \frac{129{,}5699}{129{,}5699} = 1{,}000$$

Pada a = 5% dengan:

dk pembilang = nb - 1 = 31 - 1 = 30

dk penyebut = nk -1 = 31 - 1 = 30

$F_{(0.05)(31:31)}$ = 1,606



Karena F berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa kedua kelompok mempunyai varians yang sama atau homogen

APPENDIX 12

THE AVERAGE SIMILARITY TEST OF PRE-TEST OF THE EXPERIMENTAL CLASS AND CONTROL CLASS

Hipotesis

H_0 : $\mu_1 = \mu_2$

H_1 : $\mu_1 \neq \mu_2$

Uji Hipotesis

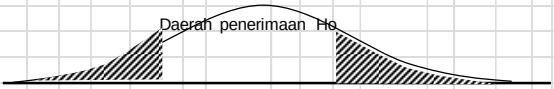
Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Dimana,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

H_0 diterima apabila $-t_{(1-1/2a)} \leq t \leq t_{(1-1/2a)(n1+n2-2)}$



Dari data diperoleh:

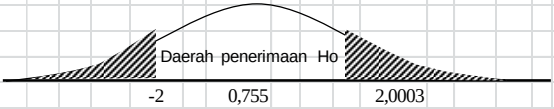
Sumber variasi	KELAS EKSPERIMEN	KELAS KONTROL
Jumlah	2000	1940
n	31	31
$\bar{x}$	62,581	64,516
Varians (s^2)	87,258	116,452
Standart deviasi (s)	9,341	10,791

Berdasarkan rumus di atas diperoleh:

$$s = \sqrt{\frac{(31 - 1)\,87{,}26 + (31 - 1)\,116{,}45}{31 + 31 - 2}} = 10{,}09$$

$$t = \frac{64{,}52 - 62{,}58}{10{,}09\sqrt{\frac{1}{31} + \frac{1}{31}}} = 0{,}755$$

Pada a = 5% dengan dk = 31 + 31 - 2 = 60 diperoleh $t_{(0.95)(60)}$ = 2,0002978



Karena t berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa kedua kelas homogen.

APPENDIX 13

THE AVERAGE SIMILARITY TEST OF POST-TEST OF THE EXPERIMENTAL CLASS AND CONTROL CLASS

Hipotesis

H_0 : $\mu_1 = \mu_2$

H_1 : $\mu_1 \neq \mu_2$

Uji Hipotesis

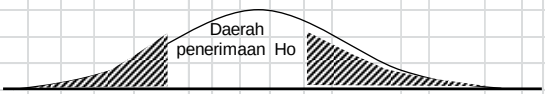
Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Dimana,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

H_0 diterima apabila $-t_{(1-1/2a)} \leq t \leq t_{(1-1/2a)(n1+n2-2)}$



Dari data diperoleh:

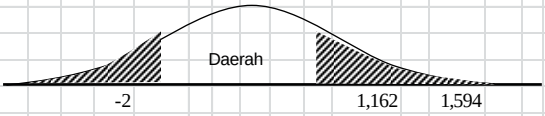
Sumber variasi	KELAS EKSPERIMEN	KELAS KONTROL
Jumlah	2190	2045
n	31	31
$\bar{x}$	70,6450	65,9680
Varians (s^2)	129,5700	137,3660
Standart deviasi (s)	11,3830	11,7200

Berdasarkan rumus di atas diperoleh:

$$s = \sqrt{\frac{(31 - 1)\,129{,}57 + (31 - 1)\,137{,}37}{31 + 31 - 2}} = 11{,}55$$

$$t = \frac{70{,}65 - 65{,}97}{11{,}55\sqrt{\frac{1}{31} + \frac{1}{31}}} = 1{,}594$$

Pada a = 5% dengan dk = 31 + 31 - 2 = 60 diperoleh $t_{(0.95)(60)}$ = 1,1615955



Karena t berada pada daerah penerimaan Ha, maka dapat disimpulkan bahwa ada perbedaan rata-rata dari kedua kelompok.

Appendix 14

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

“Experiment Class”

Nama Sekolah : MA Darul Ulum

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI IPA / 2

Alokasi Waktu : 1 x 45 menit

Materi : Reading Narrative Text

A. Standar Kompetensi

Membaca

11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar

11.1 Merespon makna dalam teks fungsional pendek (misalnya *banner, poster, pamphlet,* dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, spoof,* dan *hortatory exposition.*

Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya dan Karakter Bangsa
• Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar • Mengidentifikasi topic dari teks yang dibaca • Mengidentifikasi informasi tertentu dari *banner, poster, pamphlet* • Mengidentifikasi makna kata dalam teks yang dibaca • Mengidentifikasi makna kalimat dalam teks yang dibaca • Mengidentifikasi setting dalam sebuah cerita narasi • Mengidentifikasi komplikasi dalam sebuah cerita narasi • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi kasus yang dibahas dalam teks • Mengidentifikasi argumen yang diberikan • Mengidentifikasi saran yang diberikan	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab

• Mengidentifikasi langkahlangkah retorika dari teks • Mengidentifikasi tujuan komunikasi teks dibaca	

B. Tujuan Pembelajaran

Pada akhir pembelajaran:

- Siswa dapat membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar
- Siswa dapat mengidentifikasi topic dari teks yang dibaca
- Siswa dapat mengidentifikasi informasi tertentu dari *banner, poster, pamphlet*
- Siswa dapat mengidentifikasi makna kata dalam teks yang dibaca
- Siswa dapat mengidentifikasi makna kalimat dalam teks yang dibaca
- Siswa dapat mengidentifikasi setting dalam sebuah cerita narasi
- Siswa dapat mengidentifikasi komplikasi dalam sebuah cerita narasi
- Siswa dapat mengidentifikasi kejadian dalam teks yang dibaca
- Siswa dapat mengidentifikasi kasus yang dibahas dalam teks
- Siswa dapat mengidentifikasi argumen yang diberikan
- Siswa dapat mengidentifikasi saran yang diberikan
- Siswa dapat mengidentifikasi langkah langkah retorika dari teks

- Siswa dapat mengidentifikasi tujuan komunikasi teks dibaca

C. Materi Pokok

1) The definition about Narrative

   Narrative text is the genre structure underlying stories. The purpose of Narrative text is to amuse, to entertain, and to deal with actual or various experience in different ways.

2) General structure of narrative text

   A narrative text usually has three main parts, consist of:

   a. Orientation = it tells about the setting in time and place, and characters, or sets the scene and introduces the participants.
   b. Complication = this part tells about problem to be solved by characters.
   c. Resolution = it describes the solution to the complication and gives and ending of story.

3) Language Features of Narrative Text

   a. Focus on specific and usually individually participants
   b. Use of material (action) processes
   c. Use of relation and mental processes
   d. Use of temporal conjunctions and temporal circumstances
   e. Use of past tense
   f. Short, telegraphic information about story summarized in one-sentence headline

4) Example of Narrative

The Origin of the city of Banyuwangi

Orientation: Once Upon time, there was a local ruler named King Sulahkromo. Prime Minister King has named Raden Sidopekso. Prime Minister's wife has named Sri Tanjung . She is so beautiful and sweet that the king wanted her to be his wife.

Complication: One day, the King sent the Prime Minister for long missions. While the Prime Minister went the King tried to get Sri Tanjung. But the king failed.

Resolution: Before Sidopekso killed Sri Tanjung and threw her into the river, She said that she will be proven innocent Once Sidopekso kill her, she threw his body into the river dirty. River soon became clean and start spreading the wonderful aroma and very fragrant. Sidopekso said, "Banyuwangi... Banyuwangi". It means fragrant water.

Reorientation: Banyuwangi proof of love born of noble and sacred . that's the origin of the town of Banyuwangi .

D. Metode Pembelajaran

STAD (Student Team Achievement Divisions)

E. Langkah-langkah Pembelajaran

1. Pre activity (5 minute)

Teacher	Students
a. Greets the class. "Assalamu'alaikum, good morning/good afternoon" b. Asks the students' life. "How are you today?" c. Checks students' attendance. "Who is absent today?" d. Teacher tells to the student the learning aim.	a. Give responses for the teacher's greeting, asking for their own condition, attendance and the previous material about.

2. Main activity (35 minute)

a. Exploration

Teacher	Students
a. Teacher gives some stimulating question to the students. "do you know what is narrative text?" "have you ever studied about narrative text before?"	a. Students pay attention to the teacher stimulating and answer the question orally.

b. Elaboration

Teacher	Students
a. Teacher explains the	a. Students answer about the

material that will be learned. b. Teacher distributes the worksheet to the students. c. Teacher asks the students to pay attention to the example of narrative text on the worksheet. d. Teacher explain the social function, generic structure and language feature (past tense). e. Teacher divides the students into some group f. Teacher ask students to discuss to identify the social function, generic structure and language feature (past tense) in group. g. Teacher checks the students' understanding by asking some students about the social function, generic structure and language	material. b. Students get the worksheet. c. Students pay attention to the example of narrative text on the worksheet. d. Students pay attention to the teacher's explanation e. Students make some groups f. Students discuss to identify the social function, generic structure and language feature (past tense) with their own group. g. Students answer the teacher's question.

feature (past tense) from each group. h. Teacher give a quizz to each student individually	h. Students do the quizz

c. Confirmation

Teacher	Students
a. Teacher gives the positive feedback to the students by telling that the group which get the highest score will be awarded and asking some questions to finishes their problem orally. "is there any question?"	a. Students give response about teacher's feedback

3. Post activity (5 minute)

Teacher	Students
a. Teacher reviews the material. b. Motivate students to study hard c. Finishes the activities and	Give attention and response of teacher's closing.

closes the meeting. *"I think enough. See you next time. Wassalamu'alaikum."*	

F. Worksheet

Text 1

The Legend of Surabaya

Once upon a time, there were two animals, Sura and Baya. Sura is the name of the shark and Baya the crocodile. They lived in the deep of sea. **(ORIENTATION)**

One day Sura and Baya were looking for some food. Suddenly, Baya see a nice goat:"Hmmm...Yummy is good, this is the most delicious lunch" Baya said. "No way! This is my lunch.You are greedy, i would not back to the ground if you give me this goat". Sura said. Later they fought for goats. Finally, Baya give the goat to Sura. After several hours of fighting, they were very tired. So, they rest in different places. Sura back to the water and Baya stay in the country. **(COMPLICATION)**

Someday, Sura went to the ground and look for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke his promise. They fight again. They both punching and kicking. Sura bit Baya's tail. Baya also did the same thing to Sura. **(RESOLUTION)**

Baya bit very hard until Sura finally gave up and returned to the sea. Baya was happy . Named of they final city is Surabaya. **(REORIENTATION)**

Text 2

The Origin of the city of Banyuwangi

Once Upon, there was a local ruler named King Sulahkromo thing. Prime Minister King has named Raden Sidopekso. Prime Minister 's wife has named Sri Tanjung. She is very beautiful and it made the king wanted her to be his wife.

One day, the King sent the Prime Minister for long missions. While the Prime Minister went, the King tried to get Sri Tanjung. But the king failed.

He was very angry and upset. So, when Sidopekso back, the King told him that his wife was unfaithful to him . Prime Minister is very angry with his wife. Sri Tanjung said that was not true. However , Sidopekso said that he would kill her. She took him to the river bank.

Before Sidopekso killed Sri Tanjung and threw her into the river, She said that she would proved that she innocent by threw his body into the dirty river. Soon, river became clean and start spreading

the wonderful aroma and very fragrant . Sidopekso said , " ... Banyu Wangi ... Banyuwangi " . It means ' fragrant water '.

Banyuwangi was the proof love born of noble and sacred. That's the origin of the town of Banyuwangi .

Instructions:

- Identify the social function, generic structure and language feature!
- Give 5 sentence using simple past tense!

G. Sumber/Bahan/Alat

- Achmad Doddy dkk, *Developing English Competencies for Senior High School*, Pusat Perbukuan Dinas Pendidikan Nasional, 2008

H. Penilaian

- Teknik : Tugas individu
- Bentuk Instrumen : Mengerjakan kuis mengenai teks naratif
- Pedoman Penilaian :

Jumlah skor maksimal	=	20 x 5 = 100
Penilaian	:	jumlah soal x 5

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Mengetahui,
Guru Mapel Bahasa Inggris
Peneliti

Saefudin, S.Pd., M.S.I
Zumrotul ma'sumah

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

"Control Class"

Nama Sekolah : MA Darul Ulum

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI IPS / 2

Alokasi Waktu : 1 x 45 menit

Materi : Reading Narrative Text

I. Standar Kompetensi

Membaca

11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar

11.1 Merespon makna dalam teks fungsional pendek (misalnya *banner, poster, pamphlet,* dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, spoof,* dan *hortatory exposition.*

Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya dan Karakter Bangsa
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• Mengidentifikasi informasi tertentu dari *banner*, *poster*, *pamphlet* • Mengidentifikasi makna kata dalam teks yang dibaca • Mengidentifikasi makna kalimat dalam teks yang dibaca • Mengidentifikasi setting dalam sebuah cerita narasi • Mengidentifikasi komplikasi dalam sebuah cerita narasi • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi kasus yang dibahas dalam teks • Mengidentifikasi argumen yang diberikan • Mengidentifikasi saran yang diberikan • Mengidentifikasi langkahlangkah retorika dari teks • Mengidentifikasi tujuan komunikasi teks dibaca	cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab

J. Tujuan Pembelajaran

Pada akhir pembelajaran:

- Siswa dapat membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar

- Siswa dapat mengidentifikasi topic dari teks yang dibaca
- Siswa dapat mengidentifikasi informasi tertentu dari *banner, poster, pamphlet*
- Siswa dapat mengidentifikasi makna kata dalam teks yang dibaca
- Siswa dapat mengidentifikasi makna kalimat dalam teks yang dibaca
- Siswa dapat mengidentifikasi setting dalam sebuah cerita narasi
- Siswa dapat mengidentifikasi komplikasi dalam sebuah cerita narasi
- Siswa dapat mengidentifikasi kejadian dalam teks yang dibaca
- Siswa dapat mengidentifikasi kasus yang dibahas dalam teks
- Siswa dapat mengidentifikasi argumen yang diberikan
- Siswa dapat mengidentifikasi saran yang diberikan
- Siswa dapat mengidentifikasi langkah langkah retorika dari teks
- Siswa dapat mengidentifikasi tujuan komunikasi teks dibaca

K. Materi Pokok

5) The definition about Narrative

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6) General structure of narrative text

A narrative text usually has three main parts, consist of:

d. Orientation = it tells about the setting in time and place, and characters, or sets the scene and introduces the participants.
e. Complication = this part tells about problem to be solved by characters.
f. Resolution = it describes the solution to the complication and gives and ending of story.

7) Language Features of Narrative Text

g. Focus on specific and usually individually participants
h. Use of material (action) processes
i. Use of relation and mental processes
j. Use of temporal conjunctions and temporal circumstances
k. Use of past tense
l. Short, telegraphic information about story summarized in one-sentence headline

8) Example of Narrative

The Origin of the city of Banyuwangi

Orientation: Once Upon time, there was a local ruler named King Sulahkromo. Prime Minister King has named Raden Sidopekso. Prime Minister's wife has named Sri Tanjung . She is so beautiful and sweet that the king wanted her to be his wife.

Complication: One day, the King sent the Prime Minister for long missions. While the Prime Minister

went the King tried to get Sri Tanjung. But the king failed.

Resolution: Before Sidopekso killed Sri Tanjung and threw her into the river, She said that she will be proven innocent Once Sidopekso kill her, she threw his body into the river dirty. River soon became clean and start spreading the wonderful aroma and very fragrant. Sidopekso said, "Banyuwangi... Banyuwangi". It means fragrant water.

Reorientation: Banyuwangi proof of love born of noble and sacred . that's the origin of the town of Banyuwangi .

L. Metode Pembelajaran

Small Group discussion (pair work)

M. Langkah-langkah Pembelajaran

4. Pre activity (5 minute)

Teacher	Students
e. Greets the class. "Assalamu'alaikum, good morning/good afternoon" f. Asks the students' life. "How are you today?" g. Checks students' attendance.	b. Give responses for the teacher's greeting, asking for their own condition, attendance and the previous material about.

"Who is absent today?" h. Teacher tells to the student the learning aim.	

5. Main activity (30 minute)

d. Exploration

Teacher	Students
b. Teacher gives some stimulating question to the students. "do you know what is narrative text?" "have you ever studied about narrative text before?"	b. Students pay attention to the teacher stimulating and answer the question orally.

e. Elaboration

Teacher	Students
i. Teacher explains the material that will be learned.	i. Students answer about the material.
j. Teacher guides the students to pay attention to the example of narrative text on book	j. Students pay attention to the example of narrative text on book
k. Teacher explains the	k. Students pay attention to

social function, generic structure and language feature of text. l. Teacher asks the students to identify the social function, generic structure and language feature on another text. m. Teacher ask the students to find out the example of past tense from the text. n. Teacher asks some students to give another example of past tense. o. Teacher asks students to translate a story into Indonesian language and find the generic structure then look for sentence that uses simple past tense, work in pair.	the teacher's explanation l. Students identify the social function, generic structure and language feature on another text. m. Students try to to find out the example of past tense from the text. n. Students find the example of past tense. o. Students translate a story into Indonesian language and find generic structure and language then look for sentence that uses simple past tense in pair.

f. Confirmation

Teacher	Students

b. Teacher gives the positive feedback to the students by asking some questions and finishes their problem orally. “is there any question?”	c. Students give response about teacher’s feedback and give responds about teacher’s question.

6. Post activity (10 minute)

Teacher	Students
d. Teacher reviews the material. e. Motivate students to study hard f. Finishes the activities and closes the meeting. *“I think enough. See you next time. Wassalamu’alaikum.”*	Give attention and response of teacher’s closing.

N. Sumber/Bahan/Alat

- Achmad Doddy dkk, *Developing English Competencies for Senior High School*, Pusat Perbukuan Dinas Pendidikan Nasional, 2008

O. Penilaian

- Teknik : Tugas individu

- Bentuk Instrumen : Mengerjakan lembar soal mengenai teks naratif
- Pedoman Penilaian :

Jumlah skor maksimal = 20 x 5 = 100

Penilaian : jumlah soal x 5

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Mengetahui,
Guru Mapel Bahasa Inggris
Peneliti

Saefudin, S.Pd., M.S.I
Zumrotul Ma'sumah

Appendix 15

Name :

Class :

..

Try out

TEXT 1

THE GOLDEN EGGS

Long time ago a remote village, in central China, was inhabited mainly with farmers and hunters.

One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation.

Few days later an old man, with long grey beard, passed by his house took pity on him. He gave him a goose and said. ″I don't have any expensive thing to give you and hope this goose will help you to ease your hardship.″

A week later to his most surprise the farmer found an egg in his yard. This was not an ordinary egg. It was a golden egg. He was suddenly overcome with joy. Thereafter, the livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift.

Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach.

Though the very much regretted for his foolishness, it's already too late.

1. What happened to the farmer's livestock ?

a. They were all stolen

b. They were all given away

c. They were all slaughtered

d. They were killed by flood

e. They were eaten by the wild animal

2. What is the communicative purpose of the text ?

a. To describe how the farmer got rich

b. To share an amusing story with others

c. To persuade the reader to read the story

d. To entertain the reader with an interesting story

e. To inform readers about the farmer and the goose

3. Which of the following statement is true ?

a. God gave the goose to the farmer

b. The farmer did not believe the old man

c. An old man with long grey beard gave a farmer a goose

d. The farmer died of starvation because he became lazy and spendthrift

e. The farmer slaughtered his goose because there were golden eggs inside its stomach

4. What do we learn from the story ?

a. Foolishness did not pay

b. Always pray to God for help

c. Not to be lazy or arrogant

d. Not to forget a good deed

e. Not to be greedy and be contented with what we had

5. ″I don’t have any expensive thing to give you ……..″ (paragraph 3)

The word ″I″ refers to ……

a. A poor farmer

b. The writer

c. The reader

d. An old man

e. Hunter

TEXT 2

Once upon a time a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "Won't you marry me?"

The hen loved the brave, strong hawk and wishes to marry him. But she said, I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. Then, we can fly together.

The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk.

So it happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. "Throw that ring away at once! Didn't you tell the hawk that you'd already promised to marry me?" shouted the rooster. Then hen was so frightened at the rooster's anger that she threw away the ring immediately.

When the hawk came the next day, the hen told him the truth. The hawk so furious that he cursed the hen. "Why didn't you tell me earlier? Now you'll always be scratching the earth, and I'll always be flying above you to catch your children," said the hawk.

The curse seems to have come true.

6. Why couldn't the hen say "yes" right away?

a. Because she did not love the hawk

b. Because it would make the roaster angry

c. Because she had to learn how to fly as high as the hawk.

d. Because she had no ring to exchange.

e. Because the hawk was too brave and strong

7. What is the story about ?

a. A hen and a rooster c. A hawk and his wife e. A hen and her children

b. A rooster and his fiancé d. A hawk, a hen a rooster.

8. "The hawk flew down from the sky and asked the hen, <u>"Won't you marry me?"</u> (Par 1).

What does the underlined utterance mean?

a. The hen wanted to marry the hawk

b. The hen agreed to be the hawk's wife

c. The hawk wanted to marry the hen at the sky

d. The hen refused to marry the hawk

e. The hawk proposed the hen to be his wife

9. Why was the rooster angry when he saw the ring?

a. The hen had betrayed him

b. The hand didn't wear her own ring

c. The ring was too small for the hen

d. The hen had stolen his ring

e. The ring was not good for the hen

10. What can we learn from the story? We have to …

a. take car of our children

b. listen to other

c. keep our promise

d. marry soon

e. love one another

TEXT 3

The Magic Box

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

One day, she dropped an apple into it. Immediately the box began to will up with apples. No matter how many were taken out. Others took their place. So the farmer dropped a coin into the box. At once, apples disappeared and the box began, to fill itself with coin. Everyday the farmer and his wife collected hundreds and hundreds of dollars from the box. Soon they became very rich.

Now the farmer's grandfather lived with the couple. He was not very strong and he could not go out to work. So the farmer asked the old man to help him take the money out of the box. When his grandfather became tired and wanted to rest, the farmer shouted at him, "Why are you so lazy? Why can't you work harder ?" the old man did not say anything but he continued working until he fell inside the box and died. At once the money disappeared and the box began to fill up with dead grandfathers.

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

11. How was the farmer according to the writer ?

a. Greedy b. Humorous c. Generous
d. Rich e. Kind

12. The complication start in the part of the story when…

a. the farmer dug up a big box in his field, took at home and showed it to his wife.
b. His wife dropped an apple into it and immediately the box filled up with apples.
c. The farmer and his wife sold the apples and were able to live comfortable

d. The farmers dropped the coins into the box
e. The apples disappeared and bean to fill itself with coin.

13. Which statement is true according to the story….

a. His wife cleaned and kept the box to the story

b. The box was full of valuable things when it was found

c. The farmer had to pull dead grandfather out and bury them

d. The poor farmer finally was killed by the grandfather

e. The farmer's wife became happy after the grandfather.

14. What did we learn from the story ….

a. Being honest is not always wise

b. Being a miser is sometimes important

c. All the glitters is not gold

d. it is good to be honest in life

e. being greedy is not good.

15. The communicative purpose of the text is ….

a. to amuse and entertain the readers with problematic events

b. to tell the readers what really happened in the pest

c. to inform the readers how and why something works

d. to present information about a current issue

e. to describe an event in the past

TEXT 4

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted the seed. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbours came to the couple to ask for some pari seeds, but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me". Right after he said those words, an incredible

thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.

16. What did Jaka Pandelengan and his wife do to be rich?

a. Helped poor people.

b. Had a great power.

c. Planted pari seeds.

d. Built a temple.

e. Buy a ship

17 The couple becomes temples because ....

a. they were rich

b. Kiai Gede said so

c. Kiai Gede liked them

d. they were good people

e. they were wicked

18“... , an incredible thing happened."
The underlined word means ....

a. untouchable

b. unbelievable

c. common

d. usual

e. amazing

19. What can we learn from the story?

a. We should live separately from our parents.

b. We have to listen to our parent's advice.

c. We have to prepare a good paddy field.

d. We should refuse other people's help.

e. We should become honest person

20. To show the real words of the speakers, the writer uses ….

a.passive voice
b. direct speech
c.reported speech
d. simple past tense
e.simple present tense.

TEXT 5

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

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

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

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

21. What is the main idea in paragraph 3?
    a. The mother started crying, felt sad that her husband had broken his promise.
    b. His daughter would help bringing lunch to her father out in the fields.
    c. His daughter was so hungry and she ate his father's lunch.
    d. The daughter ran home and asked her mother.
    e. The man shouted and be furious.
22. Finally, what did happen to the man?
    a. He sunk
    b. He turned into a lake
    c. He turned into an island
    d. He turned into a fish
    e. He attacked by earthquake
23. What can we learn from the text above?
    a. We must obey our parents
    b. We must not break our promise
    c. We must not eat our father's meal

d. We must go fishing to find a golden fish
e. We must run to the hill if there is earthquake

24. What is the best title of the text above?
a. Toba lake and Samosir in North Sumatera
b. The man, the fish and their daughter
c. The story of Samosir island
.d. The man and the gold fish
e. The story of Toba Lake

25. The generic structure of the text is…….
a. Orientation > Complication > Resolution > Re-Orientation

b. Orientation > Events > Re- Orientation

c. General Classification > Description

d. Identification > Description

e. Newsworthy Events > Background Events > Sources

TEXT 6

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a “lesung”, a big wooden mortar for pounding rice. She reminded him, “please remember, if there is a flood you must save yourself.

Use this “lesung” as a boat”. The “lesung” was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the “lesung” as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

26. Where is the Rawa Pening?
    a. In Semarang b. In Salatiga c. In Jakarta
    d. In Rembang e. In Lasem

27. With what the old woman survived the flood?
    a. by boat b. by car c. with dimples
    d. by plane e. with bike

28. Who survived the flood?
    a. little child b. all citizens c. old woman
    d. a little boy and older woman e. Gentlemen

29. What happens after the stick pulled out of the ground?

a. Land issued fire b. Land issued a worm c. Land issued a beast
d. Land issued a stone e. Land removing water

30. What is the purpose of the text above?
a. to entertain the readers
b. to describe about Rawa Pening
c. to report about Rawa Pening
d. to inform about how to make Rawa Pening
e. to invite the readers come to Rawa Pening

Appendix 16

LATIHAN SOAL

Name :

Class :

THE GOLDEN EGGS

TEXT 1

Long time ago a remote village, in central China, was inhabited mainly with farmers and hunters.

One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation.

Few days later an old man, with long grey beard, passed by his house took pity on him. He gave him a goose and said. ″I don't have any expensive thing to give you and hope this goose will help you to ease your hardship.″

A week later to his most surprise the farmer found an egg in his yard. This was not an ordinary egg. It was a golden egg. He was suddenly overcome with joy. Thereafter, the livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift.

Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach.

Though the very much regretted for his foolishness, it's already too late.

1. What is the communicative purpose of the text?

a. To describe how the farmer got rich

b. To share an amusing story with others

c. To persuade the reader to read the story

d. To entertain the reader with an interesting story

e. To inform readers about the farmer and the goose

2. What do we learn from the story?

a. Foolishness did not pay

b. Always pray to God for help

c. Not to be lazy or arrogant

d. Not to forget a good deed

e. Not to be greedy and be contented with what we had

3. ″I don’t have any expensive thing to give you ……..″ (paragraph 3)

The word ″I″ refers to ……

a. A poor farmer
c. The reader
e. Hunter

b. The writer
d. An old man

c. The reader

TEXT 2

“Once upon a time a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "Won't you marry me?"

The hen loved the brave, strong hawk and wishes to marry him. But she said, I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. Then, we can fly together."

The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk.

So it happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. "Throw that ring away at once! Didn't you tell the hawk that you'd already promised to marry me?" shouted the rooster. Then hen was so frightened at the rooster's anger that she threw away the ring immediately.

When the hawk came the next day, the hen told him the truth. The hawk so furious that he cursed the hen. "Why didn't you tell me earlier? Now you'll always be scratching the earth, and I'll always be flying above you to catch your children," said the hawk.

The curse seems to have come true.

4. Why couldn't the hen say "yes" right away?

a. Because she did not love the hawk,

b. Because it would make the roaster angry

c. Because she had to learn how to fly as high as the hawk.

d. Because she had no ring to exchange.

e. Because the hawk was too brave and strong.

5. What is the story about ?

a. A hen and a rooster

b. A rooster and his fiancé

c. A hawk and his wife

d. A hawk, a hen a rooster.

e. A hen and her children

6. "The hawk flew down from the sky and asked the hen, <u>"Won't you marry me?"</u> (Par 1).

What does the underlined utterance mean?

a. The hen wanted to marry the hawk

b. The hen agreed to be the hawk's wife

c. The hawk wanted to marry the hen at the sky

d. The hen refused to marry the hawk

e. The hawk proposed the hen to be his wife

7. Why was the rooster angry when he saw the ring?

a. The hen had betrayed him

b. The hand didn't wear her own ring

c. The ring was too small for the hen

d. The hen had stolen his ring

e. The ring was not good for the hen

8. What can we learn from the story? We have to …

a. take car of our children

b. listen to other

c. keep our promise

d. marry soon

e. love one another

TEXT 3

The Magic Box

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

One day, she dropped an apple into it. Immediately the box began to will up with apples. No matter how many were taken out. Others took their place. So the farmer dropped a coin into the box. At once, apples disappeared and the box began, to fill itself with coin. Everyday the farmer and his wife collected hundreds and hundreds of dollars from the box. Soon they became very rich.

Now the farmer's grandfather lived with the couple. He was not very strong and he could not go out to work. So the farmer asked the old man to help him take the money out of the box. When his grandfather became tired and wanted to rest, the farmer shouted at him, "Why are you so lazy? Why can't you work harder ?" the old man did not say anything but he continued working until he fell inside the box and died. At once the money disappeared and the box began to fill up with dead grandfathers.

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

9. How was the farmer according to the writer?

a. Greedy b. Humorous c. Generous
d. Rich e. Kind

10. Which statement is true according to the story….

a. His wife cleaned and kept the box to the story

b. The box was full of valuable things when it was found

c. The farmer had to pull dead grandfather out and bury them

d. The poor farmer finally was killed by the grandfather

e. The farmer’s wife became happy after the grandfather.

11. What did we learn from the story ….

a. Being honest is not always wise

b. Being a miser is sometimes important

c. All the glitters is not gold

d. it is good to be honest in life

e. being greedy is not good.

TEXT 4

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted the seed. Soon, the seeds grew and became a lot of rice.

Now the couple became very rich. The poor neighbours came to the couple to ask for some pari seeds, but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me". Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.

12. What did Jaka Pandelengan and his wife do to be rich?
    a. Helped poor people.
    b. Had a great power.
    c. Planted pari seeds.
    d. Built a temple.
    e. Buy a ship

13. The couple becomes temples because ....
    a. they were rich
    b. Kiai Gede said so
    c. Kiai Gede liked them
    d. they were good people
    e. they were wicked

14. "... , an <u>incredible</u> thing happened."
    The underlined word means ....

a. untouchable

b. unbelievable

c. common

d. usual

e. amazing

15. What can we learn from the story?

a. We should live separately from our parents.

b. We have to listen to our parent's advice.

. c. We have to prepare a good paddy field.

. d. We should refuse other people's help.

e. we should become honest person

16. To show the real words of the speakers, the writer uses ….

f. passive voice
g. direct speech
h. reported speech
i. simple past tense
j. simple present tense.

TEXT 5

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

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

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

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

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

17. What can we learn from the text above?
    a. We must obey our parents
    b. We must not break our promise
    c. We must not eat our father's meal
    d. We must go fishing to find a golden fish
    e. We must run to the hill if there is earthquake
18. The generic structure of the text is…….
    a. Orientation > Complication > Resolution > Re-Orientation
    b. Orientation > Events > Re- Orientation
    c. General Classification > Description
    d. Identification > Description
    e. Newsworthy Events > Background Events > Sources

TEXT 6

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a “lesung”, a big wooden mortar for pounding rice. She reminded him, “please remember, if there is a flood you must save yourself.

Use this “lesung” as a boat”. The “lesung” was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the “lesung” as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

19. With what the old woman survived the flood?

a. by boat b. by car c. with dimples
d. by plane e. with bike

20. Who survived the flood?
a. little child

b. all citizens

c. old woman
d. a little boy and older woman

e. Gentlemen

Appendix 17

KEY ANSWER

TRY OUT

1.D

2.D

3.C

4.E

5.D

6.B

7.D

8.E

9.A

10.C

11.A

12.B

13.C

14.E

15.A

16.C

17.B

18.B

19.B

20.B

21.A

22.C

23.B

24.C

25.A

26.B

27.C

28.D

29.E

30.A

PRE TEST AND POST TEST

1.D

2.E

3.D

4.B

5.D

6.E

7.A

8.C

9.A

10.C

11.E

12.C

13.B

14.B

15.B

16.B

17.B

18.A

19.C

20.D

Appendix 21

THE RESEARCHER EXPLAINED THE MATERIAL

THE STUDENTS DISCUSSED THE MATERIAL BY USING STAD METHOD

STUDENTS DISCUSSED THE MATERIAL BY USING STAD METHOD

STUDENTS DID THE QUIZZ

Name : khoirul anam
Class : XII IPA
No : 21

15

TRY OUT

LATIHAN SOAL

TEXT 1

THE GOLDEN EGGS

Long time ago a remote village, in central China, was inhabited mainly with farmers and hunters.

One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation.

Few days later an old man, with long grey beard, passed by his house took pity on him. He gave him a goose and said. "I don't have any expensive thing to give you and hope this goose will help you to ease your hardship."

A week later to his most surprise the farmer found an egg in his yard. This was not an ordinary egg. It was a golden egg. He was suddenly overcome with joy. Therearter, the livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift.

Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach.

Though the very much regretted for his foolishness, it's already too late.

1. What happened to the farmer's livestock ?
   a. They were all stolen
   b. They were all given away
   c. They were all slaughtered
   d. They were killed by flood
   e. They were eaten by the wild animal
2. What is the communicative purpose of the text ?
   a. To describe how the farmer got rich
   b. To share an amusing story with others
   c. To persuade the reader to read the story
   d. To entertain the reader with an interesting story
   e. To inform readers about the farmer and the goose
3. Which of the following statement is true ?
   a. God gave the goose to the farmer
   b. The farmer did not believe the old man
   c. An old man with long grey beard gave a farmer a goose
   d. The farmer died of starvation because he became lazy and spendthrift
   e. The farmer slaughtered his goose because there were golden eggs inside its stomach
4. What do we learn from the story ?
   a. Foolishness did not pay
   b. Always pray to God for help
   c. Not to be lazy or arrogant
   d. Not to forget a good deed
   e. Not to be greedy and be contented with what we had
5. "I don't have any expensive thing to give you ……." (paragraph 3)
   The word "I" refers to ……
   a. A poor farmer
   b. The writer
   c. The reader
   d. An old man
   e. Hunter

TEXT 2

Once upon a time a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "Won't you marry me?"

The hen loved the brave, strong hawk and wishes to marry him. But she said, I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. Then, we can fly together.

The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk.

So it happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. "Throw that ring away at once! Didn't you tell the hawk that you'd already promised to marry me?" shouted the rooster. Then hen was so frightened at the rooster's anger that she threw away the ring immediately.

When the hawk came the next day, the hen told him the truth. The hawk so furious that he cursed the hen. "Why didn't you tell me earlier? Now you'll always be scratching the earth, and I'll always be flying above you to catch your children," said the hawk.

The curse seems to have come true.

6. Why couldn't the hen say "yes" right away?
   a. Because she did not love the hawk
   b. Because it would make the roaster angry
   c. Because she had to learn how to fly as high as the hawk.
   d. Because she had no ring to exchange.
   e. Because the hawk was too brave and strong
7. What is the story about ?
   a. A hen and a rooster
   b. A rooster and his fiancé
   c. A hawk and his wife
   d. A hawk, a hen a rooster.
   e. A hen and her children
8. "The hawk flew down from the sky and asked the hen, "Won't you marry me?" (Par 1).
   What does the underlined utterance mean?
   a. The hen wanted to marry the hawk
   b. The hen agreed to be the hawk's wife
   c. The hawk wanted to marry the hen at the sky
   d. The hen refused to marry the hawk
   e. The hawk proposed the hen to be his wife
9. Why was the rooster angry when he saw the ring?
   a. The hen had betrayed him
   b. The hand didn't wear her own ring
   c. The ring was too small for the hen
   d. The hen had stolen his ring
   e. The ring was not good for the hen
10. What can we learn from the story? We have to …
    a. take car of our children
    b. listen to other
    c. keep our promise
    d. marry soon
    e. love one another

TEXT 3

The Magic Box

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

One day, she dropped an apple into it. Immediately the box began to will up with apples. No matter how many were taken out. Others took their place. So the farmer dropped a coin into the box. At once, apples disappeared and the box began, to fill itself with coin. Everyday the farmer and his wife collected hundreds and hundreds of dollars from the box. Soon they became very rich.

Now the farmer's grandfather lived with the couple. He was not very strong and he could not go out to work. So the farmer asked the old man to help him take the money out of the box. When his grandfather became tired and wanted to rest, the farmer shouted at him, "Why are you so lazy? Why can't you work harder ?" the old man did not say anything but he continued working until he fell inside the box and died. At once the money disappeared and the box began to fill up with dead grandfathers.

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

11. How was the farmer according to the writer ?
    a. Greedy b. Humorous c. Generous d. Rich e. Kind
12. The complication start in the part of the story when…
    a. the farmer dug up a big box in his field, took at home and showed it to his wife.
    b. His wife dropped an apple into it and immediately the box filled up with apples.
    c. The farmer and his wife sold the apples and were able to live comfortable
    d. The farmers dropped the coins into the box
    e. The apples disappeared and bean to fill itself with coin.
13. Which statement is true according to the story….
    a. His wife cleaned and kept the box to the story
    b. The box was full of valuable things when it was found
    c. The farmer had to pull dead grandfather out and bury them
    d. The poor farmer finally was killed by the grandfather
    e. The farmer's wife became happy after the grandfather.
14. What did we learn from the story ….
    a. Being honest is not always wise
    b. Being a miser is sometimes important
    c. All the glitters is not gold
    d. it is good to be honest in life
    e. being greedy is not good.
15. The communicative purpose of the text is ….
    a. to amuse and entertain the readers with problematic events
    b. to tell the readers what really happened in the pest
    c. to inform the readers how and why something works
    d. to present information about a current issue
    e. to describe an event in the past

TEXT 4

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted the seed. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbours came to the couple to ask for some pari seeds, but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me". Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.

16. What did Jaka Pandelengan and his wife do to be rich?
    a. Helped poor people.
    b. Had a great power.
    c. Planted pari seeds.
    d. Built a temple.
    e. Buy a ship
17. The couple becomes temples because ....
    a. they were rich
    b. Kiai Gede said so
    c. Kiai Gede liked them
    d. they were good people
    e. they were wicked
18. "... , an incredible thing happened."
    The underlined word means ....
    a. untouchable
    b. unbelievable
    c. common
    d. usual
    e. amazing
19. What can we learn from the story?
    a. We should live separately from our parents.
    b. We have to listen to our parent's advice.
    c. We have to prepare a good paddy field.
    d. We should refuse other people's help.
    e. We should become honest person
20. To show the real words of the speakers, the writer uses ….
    a. passive voice
    b. direct speech
    c. reported speech
    d. simple past tense
    e. simple present tense.

TEXT 5

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

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

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

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

21. What is the main idea in paragraph 3?
    a. The mother started crying, felt sad that her husband had broken his promise.
    b. His daughter would help bringing lunch to her father out in the fields.
    c. His daughter was so hungry and she ate his father's lunch.
    d. The daughter ran home and asked her mother.
    e. The man shouted and be furious.
22. Finally, what did happen to the man?
    a. He sunk
    b. He turned into a lake
    c. He turned into an island
    d. He turned into a fish
    e. He attacked by earthquake
23. What can we learn from the text above?
    a. We must obey our parents
    b. We must not break our promise
    c. We must not eat our father's meal
    d. We must go fishing to find a golden fish
    e. We must run to the hill if there is earthquake
24. What is the best title of the text above?
    a. Toba lake and Samosir in North Sumatera
    b. The man, the fish and their daughter
    c. The story of Samosir island
    d. The man and the gold fish
    e. The story of Toba Lake
25. The generic structure of the text is.....
    a. Orientation > Complication > Resolution > Re-Orientation
    b. Orientation > Events > Re- Orientation
    c. General Classification > Description
    d. Identification > Description
    e. Newsworthy Events > Background Events > Sources

TEXT 6

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "please remember, if there is a flood you must save yourself.

Use this "lesung" as a boat". The "lesung" was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

26. Where is the Rawa Pening?
    a. In Semarang b. In Salatiga c. In Jakarta
    d. In Rembang e. In Lasem
27. With what the old woman survived the flood?
    a. by boat b. by car c. with dimples
    d. by plane e. with bike
28. Who survived the flood?
    a. little child b. all citizens c. old woman
    d. a little boy and older woman e. Gentlemen
29. What happens after the stick pulled out of the ground?
    a. Land issued fire b. Land issued a worm c. Land issued a beast
    d. Land issued a stone e. Land removing water
30. What is the purpose of the text above?
    a. to entertain the readers
    b. to describe about Rawa Pening
    c. to report about Rawa Pening
    d. to inform about how to make Rawa Pening
    e. to invite the readers come to Rawa Pening

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POST TEST

LATIHAN SOAL

Name : Mawar Indah
Class : XI IPA
No : 5

THE GOLDEN EGGS

TEXT 1

Long time ago a remote village, in central China, was inhabited mainly with farmers and hunters.

One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation.

Few days later an old man, with long grey beard, passed by his house took pity on him. He gave him a goose and said. "I don't have any expensive thing to give you and hope this goose will help you to ease your hardship."

A week later to his most surprise the farmer found an egg in his yard. This was not an ordinary egg. It was a golden egg. He was suddenly overcome with joy. Thereafter, the livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift.

Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach.

Though the very much regretted for his foolishness, it's already too late.

1. What is the communicative purpose of the text?
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3. "I don't have any expensive thing to give you ....." (paragraph 3)
   The word "I" refers to .....
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   b. The writer
   c. The reader
   d. An old man
   e. Hunter

TEXT 2

"Once upon a time a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "Won't you marry me?"

The hen loved the brave, strong hawk and wishes to marry him. But she said, I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. Then, we can fly together."

The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk.

So it happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. "Throw that ring away at once! Didn't you tell the hawk that you'd already promised to marry me?" shouted the rooster. Then hen was so frightened at the rooster's anger that she threw away the ring immediately.

When the hawk came the next day, the hen told him the truth. The hawk so furious that he cursed the hen. "Why didn't you tell me earlier? Now you'll always be scratching the earth, and I'll always be flying above you to catch your children," said the hawk.

The curse seems to have come true.

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   a. Because she did not love the hawk,
   b. Because it would make the roaster angry
   c. Because she had to learn how to fly as high as the hawk.
   d. Because she had no ring to exchange.
   e. Because the hawk was too brave and strong.
5. What is the story about ?
   a. A hen and a rooster
   b. A rooster and his fiancé
   c. A hawk and his wife
   d. A hawk, a hen a rooster.
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   a. The hen had betrayed him
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8. What can we learn from the story? We have to ...
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   b. listen to other
   c. keep our promise
   d. marry soon
   e. love one another

TEXT 3

The Magic Box

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

One day, she dropped an apple into it. Immediately the box began to will up with apples. No matter how many were taken out. Others took their place. So the farmer dropped a coin into the box. At once, apples disappeared and the box began, to fill itself with coin. Everyday the farmer and his wife collected hundreds and hundreds of dollars from the box. Soon they became very rich.

Now the farmer's grandfather lived with the couple. He was not very strong and he could not go out to work. So the farmer asked the old man to help him take the money out of the box. When his grandfather became tired and wanted to rest, the farmer shouted at him, "Why are you so lazy? Why can't you work harder ?" the old man did not say anything but he continued

working until he fell inside the box and died. At once the money disappeared and the box began to fill up with dead grandfathers.

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

9. How was the farmer according to the writer?
   a. Greedy b. Humorous c. Generous d. Rich e. Kind
10. Which statement is true according to the story....
   a. His wife cleaned and kept the box to the story
   b. The box was full of valuable things when it was found
   c. The farmer had to pull dead grandfather out and bury them
   d. The poor farmer finally was killed by the grandfather
   e. The farmer's wife became happy after the grandfather.
11. What did we learn from the story ....
   a. Being honest is not always wise
   b. Being a miser is sometimes important
   c. All the glitters is not gold
   d. it is good to be honest in life
   e. being greedy is not good.

TEXT 4

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted the seed. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbours came to the couple to ask for some pari seeds, but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me". Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.

12. What did Jaka Pandelengan and his wife do to be rich?
   a. Helped poor people.
   b. Had a great power.
   c. Planted pari seeds.
   d. Built a temple.
   e. Buy a ship
13. The couple becomes temples because ....
   a. they were rich
   b. Kiai Gede said so
   c. Kiai Gede liked them
   d. they were good people
   e. they were wicked
14. "... , an <u>incredible</u> thing happened."
   The underlined word means ....
   a. untouchable
   b. unbelievable
   c. common
   d. usual
   e. amazing
15. What can we learn from the story?
   a. We should live separately from our parents.
   b. We have to listen to our parent's advice.
   c. We have to prepare a good paddy field.
   d. We should refuse other people's help.
   e. we should become honest person
16. To show the real words of the speakers, the writer uses ....
   a. passive voice
   b. direct speech
   c. reported speech
   d. simple past tense
   e. simple present tense.

TEXT 5

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

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

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

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

17. What can we learn from the text above?
   a. We must obey our parents
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18. The generic structure of the text is.....
   a. Orientation > Complication > Resolution > Re-Orientation
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d. Identification > Description
e. Newsworthy Events > Background Events > Sources

TEXT 6

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "please remember, if there is a flood you must save yourself.

Use this "lesung" as a boat". The "lesung" was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

19. With what the old woman survived the flood?
    a. by boat b. by car c. with dimples
    d. by plane e. with bike
20. Who survived the flood?
    a. little child
    b. all citizens
    c. old woman
    d. a little boy and older woman
    e. Gentlemen

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PRETEST

LATIHAN SOAL

Name : Mawar Indah
Class : XI IPA
No : 5

THE GOLDEN EGGS

TEXT 1

Long time ago a remote village, in central China, was inhabited mainly with farmers and hunters.

One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation.

Few days later an old man, with long grey beard, passed by his house took pity on him. He gave him a goose and said. "I don't have any expensive thing to give you and hope this goose will help you to ease your hardship."

A week later to his most surprise the farmer found an egg in his yard. This was not an ordinary egg. It was a golden egg. He was suddenly overcome with joy. Thereafter, the livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift.

Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach.

Though the very much regretted for his foolishness, it's already too late.

1. What is the communicative purpose of the text?
    a. To describe how the farmer got rich
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2. What do we learn from the story?
    a. Foolishness did not pay
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3. "I don't have any expensive thing to give you ……." (paragraph 3)
    The word "I" refers to ……
    a. A poor farmer c. The reader e. Hunter
    b. The writer d. An old man
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TEXT 2

"Once upon a time a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "Won't you marry me?"

The hen loved the brave, strong hawk and wishes to marry him. But she said, I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. Then, we can fly together."

The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk.

So it happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. "Throw that ring away at once! Didn't you tell the hawk that

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PRETEST

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LATIHAN SOAL

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The curse seems to have come true.

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TEXT 3

The Magic Box

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

One day, she dropped an apple into it. Immediately the box began to will up with apples. No matter how many were taken out. Others took their place. So the farmer dropped a coin into the box. At once, apples disappeared and the box began, to fill itself with coin. Everyday the farmer and his wife collected hundreds and hundreds of dollars from the box. Soon they became very rich.

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   c. All the glitters is not gold
   d. it is good to be honest in life
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TEXT 4

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted the seed. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbours came to the couple to ask for some pari seeds, but the couple refused to help them.

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12. What did Jaka Pandelengan and his wife do to be rich?
   a. Helped poor people.
   b. Had a great power.
   c. Planted pari seeds.
   d. Built a temple.
   e. Buy a ship
13. The couple becomes temples because ....
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14. "... , an incredible thing happened."
The underlined word means ....
a. untouchable
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15. What can we learn from the story?
a. We should live separately from our parents.
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16. To show the real words of the speakers, the writer uses ....
a. passive voice
b. direct speech
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TEXT 5

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

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

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

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

17. What can we learn from the text above?
a. We must obey our parents
b. We must not break our promise
c. We must not eat our father's meal
d. We must go fishing to find a golden fish
e. We must run to the hill if there is earthquake

18. The generic structure of the text is.....
a. Orientation > Complication > Resolution > Re-Orientation
b. Orientation > Events > Re- Orientation
c. General Classification > Description
d. Identification > Description
e. Newsworthy Events > Background Events > Sources

TEXT 6

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "please remember, if there is a flood you must save yourself.

Use this "lesung" as a boat". The "lesung" was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

19. With what the old woman survived the flood?
a. by boat b. by car c. with dimples
d. by plane e. with bike

20. Who survived the flood?
a. little child
b. all citizens
c. old woman
d. a little boy and older woman
e. Gentlemen

c. General Classification > Description
d. Identification > Description
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TEXT 6

The Legend of Rawa Pening

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POST TEST

55

LATIHAN SOAL

Name : Dewi Sri R
Class : XI IPS
No : 11

THE GOLDEN EGGS

TEXT 1

Long time ago a remote village, in central China, was inhabited mainly with farmers and hunters.

One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation.

Few days later an old man, with long grey beard, passed by his house took pity on him. He gave him a goose and said. "I don't have any expensive thing to give you and hope this goose will help you to ease your hardship."

A week later to his most surprise the farmer found an egg in his yard. This was not an ordinary egg. It was a golden egg. He was suddenly overcome with joy. Thereafter, the livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift.

Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach.

Though the very much regretted for his foolishness, it's already too late.

1. What is the communicative purpose of the text?
    a. To describe how the farmer got rich
    b. To share an amusing story with others
    c. To persuade the reader to read the story
    d. To entertain the reader with an interesting story
    e. To inform readers about the farmer and the goose
2. What do we learn from the story?
    a. Foolishness did not pay
    b. Always pray to God for help
    c. Not to be lazy or arrogant
    d. Not to forget a good deed
    e. Not to be greedy and be contented with what we had
3. "I don't have any expensive thing to give you ……." (paragraph 3)
    The word "I" refers to ……
    a. A poor farmer c. The reader e. Hunter
    b. The writer d. An old man
    c. The reader

TEXT 2

"Once upon a time a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "Won't you marry me?"

The hen loved the brave, strong hawk and wishes to marry him. But she said, I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. Then, we can fly together."

The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk.

So it happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. "Throw that ring away at once! Didn't you tell the hawk that

you'd already promised to marry me?" shouted the rooster. Then hen was so frightened at the rooster's anger that she threw away the ring immediately.

When the hawk came the next day, the hen told him the truth. The hawk so furious that he cursed the hen. "Why didn't you tell me earlier? Now you'll always be scratching the earth, and I'll always be flying above you to catch your children," said the hawk.

The curse seems to have come true.

4. Why couldn't the hen say "yes" right away?
   a. Because she did not love the hawk,
   b. Because it would make the roaster angry
   c. Because she had to learn how to fly as high as the hawk.
   d. Because she had no ring to exchange.
   e. Because the hawk was too brave and strong.
5. What is the story about ?
   a. A hen and a rooster
   b. A rooster and his fiancé
   c. A hawk and his wife
   d. A hawk, a hen a rooster.
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6. "The hawk flew down from the sky and asked the hen, "Won't you marry me?" (Par 1).
   What does the underlined utterance mean?
   a. The hen wanted to marry the hawk
   b. The hen agreed to be the hawk's wife
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7. Why was the rooster angry when he saw the ring?
   a. The hen had betrayed him
   b. The hand didn't wear her own ring
   c. The ring was too small for the hen
   d. The hen had stolen his ring
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8. What can we learn from the story? We have to ...
   a. take car of our children
   b. listen to other
   c. keep our promise
   d. marry soon
   e. love one another

TEXT 3

The Magic Box

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

One day, she dropped an apple into it. Immediately the box began to will up with apples. No matter how many were taken out. Others took their place. So the farmer dropped a coin into the box. At once, apples disappeared and the box began, to fill itself with coin. Everyday the farmer and his wife collected hundreds and hundreds of dollars from the box. Soon they became very rich.

Now the farmer's grandfather lived with the couple. He was not very strong and he could not go out to work. So the farmer asked the old man to help him take the money out of the box. When his grandfather became tired and wanted to rest, the farmer shouted at him, "Why are you so lazy? Why can't you work harder ?" the old man did not say anything but he continued working until he fell inside the box and died. At once the money disappeared and the box began to fill up with dead grandfathers.

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

9. How was the farmer according to the writer?
   a. Greedy
   b. Humorous
   c. Generous
   d. Rich
   e. Kind
10. Which statement is true according to the story....
   a. His wife cleaned and kept the box to the story
   b. The box was full of valuable things when it was found
   c. The farmer had to pull dead grandfather out and bury them
   d. The poor farmer finally was killed by the grandfather
   e. The farmer's wife became happy after the grandfather.
11. What did we learn from the story ....
   a. Being honest is not always wise
   b. Being a miser is sometimes important
   c. All the glitters is not gold
   d. it is good to be honest in life
   e. being greedy is not good.

TEXT 4

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted the seed. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbours came to the couple to ask for some pari seeds, but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me". Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.

12. What did Jaka Pandelengan and his wife do to be rich?
   a. Helped poor people.
   b. Had a great power.
   c. Planted pari seeds.
   d. Built a temple.
   e. Buy a ship
13. The couple becomes temples because ....
   a. they were rich

b. Kiai Gede said so
c. Kiai Gede liked them
d. they were good people
e. they were wicked

14. "... , an incredible thing happened."
The underlined word means ....
a. untouchable
b. unbelievable
c. common
d. usual
e. amazing

15. What can we learn from the story?
a. We should live separately from our parents.
b. We have to listen to our parent's advice.
c. We have to prepare a good paddy field.
d. We should refuse other people's help.
e. we should become honest person

16. To show the real words of the speakers, the writer uses ....
a. passive voice
b. direct speech
c. reported speech
d. simple past tense
e. simple present tense.

TEXT 5

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

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

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

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

17. What can we learn from the text above?
a. We must obey our parents
b. We must not break our promise
c. We must not eat our father's meal
d. We must go fishing to find a golden fish
e. We must run to the hill if there is earthquake

18. The generic structure of the text is.....
a. Orientation > Complication > Resolution > Re-Orientation
b. Orientation > Events > Re- Orientation
c. General Classification > Description
d. Identification > Description
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TEXT 6

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "please remember, if there is a flood you must save yourself.

Use this "lesung" as a boat". The "lesung" was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

19. With what the old woman survived the flood?
a. by boat b. by car c. with dimples
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Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

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POST TEST

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LATIHAN SOAL

Name : Dewi Sri R
Class : XI IPS
No : 6

THE GOLDEN EGGS

TEXT 1

Long time ago a remote village, in central China, was inhabited mainly with farmers and hunters.

One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation.

Few days later an old man, with long grey beard, passed by his house took pity on him. He gave him a goose and said. "I don't have any expensive thing to give you and hope this goose will help you to ease your hardship."

A week later to his most surprise the farmer found an egg in his yard. This was not an ordinary egg. It was a golden egg. He was suddenly overcome with joy. Thereafter, the livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift.

Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach.

Though the very much regretted for his foolishness, it's already too late.

1. What is the communicative purpose of the text?
    a. To describe how the farmer got rich
    b. To share an amusing story with others
    c. To persuade the reader to read the story
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2. What do we learn from the story?
    a. Foolishness did not pay
    b. Always pray to God for help
    c. Not to be lazy or arrogant
    d. Not to forget a good deed
    e. Not to be greedy and be contented with what we had
3. "I don't have any expensive thing to give you ……." (paragraph 3)
    The word "I" refers to ……
    a. A poor farmer c. The reader e. Hunter
    b. The writer d. An old man
    c. The reader

TEXT 2

"Once upon a time a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "Won't you marry me?"

The hen loved the brave, strong hawk and wishes to marry him. But she said, I cannot fly as high as you can. If you give me time, I may learn to fly as high as you. Then, we can fly together."

The hawk agreed. Before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk.

So it happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. "Throw that ring away at once! Didn't you tell the hawk that

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PRE TEST

LATIHAN SOAL

Name : Dewi Sri R
Class : XI IPS
No : 11

THE GOLDEN EGGS

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The curse seems to have come true.

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

One day, she dropped an apple into it. Immediately the box began to will up with apples. No matter how many were taken out. Others took their place. So the farmer dropped a coin into the box. At once, apples disappeared and the box began, to fill itself with coin. Everyday the farmer and his wife collected hundreds and hundreds of dollars from the box. Soon they became very rich.

Now the farmer's grandfather lived with the couple. He was not very strong and he could not go out to work. So the farmer asked the old man to help him take the money out of the box. When his grandfather became tired and wanted to rest, the farmer shouted at him, "Why are you so lazy? Why can't you work harder ?" the old man did not say anything but he continued

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Hal : **Penunjukkan Pembimbing Skripsi**

Yth:

Dra. Ma'rifatul Fadlilah, M. Ed

Assalamualaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama : Zumrotul Ma'sumah

NIM : 123411109

Judul : **The Influence of STAD as a Teaching Technique in Teaching Reading Report Text** (An Experimental Study at the Eleventh Grade Students of SMK N 4 Semarang in Academic Year 2015/2016)

Dan menunjuk Dra. Ma'rifatul Fadlilah, M. Ed sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini, atas kerjasamanya kami ucapkan terima kasih.

Wassalamualaikum Wr. Wb.

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Assalamua'alikum Wr.Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

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Alamat	: Jalan Raya Anyar Kel. Wates Kec.Ngaliyan
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Pembimbing	: Dra.Ma'rifatul Fadlilah, M. Ed

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu kami mohon mahasiswa tersebut diberi ijin riset selama 3 minggu, pada tanggal 27 Pebruari 2016 sampai dengan tanggal 12 Maret 2016.

Demikian atas perhatian dan kerjasamanya disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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Saya Kepala Madrasah Aliyah Darul Ulum Kota Semarang, menerangkan bahwa :

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benar-benar telah melakukan penelitian di MA Darul Ulum Semarang, pada tanggal 16 - 27 Februari 2016.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 12 April 2016
Kepala,

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