

**“THE EFFECTIVENESS OF SNAKES AND LADDERS
GAME IN THE TEACHING READING OF
NARRATIVE TEXT”**
**(An Experimental Study at Tenth Grade Students of MAN 2
Semarang in the Academic Year of 2015/2016)**

THESIS

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



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LADDERS GAME IN THE TEACHING
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ABSTRACT

Title : **THE EFFECTIVENESS OF SNAKES AND LADDERS GAME IN THE TEACHING READING OF NARRATIVE TEXT (An Experimental Study at Tenth Grade Students of MAN 2 Semarang in the Academic Year of 2015/2016)**

Writer : Ajib Wahyu Saputra

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This thesis discussed about the effectiveness of Snakes and Ladders Game in the teaching reading of narative texts at tenth grade students of MAN 2 Semarang in the academic year of 2015/2016. The background of the study in this research was based on my interview when practicing Teaching Internship that tenth grade students of MAN 2 Semarang have some difficulties in understanding narrative text. Students lack of vocabulary, they can't find detail information from text, and Limited number of students' textbook and lack of students' interest. The facility to help teachers when they conduct teaching-learning process was limited. Projector or LCD is limited to be used by teacher. To attract students' interest, teachers should be creative to create an interesting teaching-learning process in the classroom. so that teacher should make student more active and interested with the teaching-learning process. Media such as game is useful to attract students' interest and to improve students' understanding in the teaching-learning process. The statement of problems in this study were how students' achievement in reading narrative text before and after being taught with Snakes and Ladders Game at Tenth Grade Students of MAN 2 Semarang in Academic Year of 2015/2016 is and How the effectiveness of Snakes and Ladders Game in the teaching reading narrative text at Tenth Grade Students of MAN 2 Semarang in Academic Year of 2015/2016 is.

The researcher conducted experimental research. There were two classes; experimental class and control class as sample. The researcher used cluster random sampling to choose the sample. Those are X Science 5 as experimental class and X Science 4 as control

class. The experimental class was taught by Snakes and Ladders Game, while the control class was taught by conventional method.

This research used test to collect the data. There were three tests in this research; they were try-out test, pre-test and post-test. Try-out test gave to class XI science 4. The test had been tried out to find out the validity, reliability, difficulty power and discriminating power before it was used to gather the data. The formula that was used to analyze the data was t-test. It was used to determine whether there was a significance difference both experimental class and control class or not. After collecting the data, it was found that the pre-test average score of experimental class was 63,553 and the control class was 63,026. Meanwhile, the post-test average score 75,131 and the control class was 69,605. It was obtained that t-test was 2,336 and the t-table was 1,666 for alpha (α) 5%. The t-test was higher than t-table ($2,336 > 1,666$). It meant that H_a was accepted and H_o was rejected. So, it can be concluded that the use of Snakes and Ladders Game was effective in the teaching reading of narrative texts.

Keywords: Interesting Teaching-learning Process, Snakes and Ladders Game, Teaching Reading of Narrative Texts.

MOTTO

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾

Read the name of your Lord who created.¹ (QS. Al-Alaq/96:5)

“BE A SOLDIER WHO BRAVE TO DIE”

(Sayyidatul Fadlilah, M.Pd)

¹ Mahmud Y. Zayid, *The Qur'an: An English Translation of Meaning of Qur'an*, (Lebanon: Dar al Chaura, 1980), p. 457

DEDICATION

This final project is dedicated to:

1. My beloved mother and father (Mrs. Rusmiati and Mr. Darmadi) who always support me materially and emotionally with pray, love, patience and guide. Thanks for the effort and contribution in making my education run well and success.
2. My beloved family, my younger brother (Akbar Syaifuddin) and younger sister (Yeyen Osinthia) who always gives me inspiration and motivation.
3. Umi Sa'idatul Mahmudah who always support me emotionally, Thanks for your pray, love, support, spirit and help in making my education run well and finishing my thesis.

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I realize that I cannot complete this thesis without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention of all them. I wish, however, to give my sincere gratitude and appreciation especially to:

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Finally, the researcher realizes that this thesis is still far from perfection; therefore, the researcher will be happy to accept constructive criticism in order to make it better. The researcher hopes that this thesis will be beneficial to everyone. Aamiin.

Semarang, April 8th 2016
The researcher,

Ajib Wahyu Saputra
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CHAPTER I

INTRODUCTION

A. Research Background

Reading is an active skill which involves guessing, predicting, checking and asking oneself questions.¹ Reading is process of thinking that develops relationship among ideas.² Reading also becomes one of four language skills that tested in National Examination. It plays significant roles for student as stated in core competence and basic competence of Curriculum 2013. It states that students are expected to have abilities in understanding some functional text and short essay.

Reading comprehension is required in order to ease the students in getting information needed. It is important because the purpose of reading is how the readers understand of written English text. There are lots of texts in English text. Narrative text is one of kind short essay that had been taught in Senior High School. Narrative text is a text which tells a story to present a view of the world in order to entertain and inform the reader or listener.³

¹Frangoise Grellet, *Developing Reading Skill*, (UK:Cambridge University Press, 2001), p.8

²Dorothy Grant Henning, *Reading with Meaning Strategies for College Reading*, (USA: Prentice Hall, 1999), p.xiii

³Mark Anderson and Kathy Anderson, *Text types in English 1-2* (Australia: Macmillan education Australia PTY. LTD, 2003), p.8

Teaching is a process of delivering knowledge to the students. Douglas brown stated that:

Teaching is defined as an activity showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, and causing to know or understand. Teaching is also guiding and facilitating learning, enabling the learner to learn and setting the condition for learning.⁴

Allah explained in the holy Qur'an command to read in the first divine revelation.

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَلَمْ يَكُنْ مِنْ عِلْمِ رَبِّكَ أَحْسَبًا ﴿٣﴾

الْأَكْرَمُ ﴿٤﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٥﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٦﴾

Read the name of your Lord who created, created man from clots of congealed blood. Read! Your Lord is The Most Beautiful One, who taught by pen, taught man what he did not know.⁵

This verse told to the prophet to read the environment, society and written text which is holy Qur'an or not.⁶ The next

⁴Douglas Brown, *Principles of Language and Teaching*, (United States: Prentice-Hall, inc, 1994) p.7

⁵ Mahmud Y. Zayid, *The Qur'an: An English Translation of Meaning of Qur'an*, (Lebanon: Dar al Chaura, 1980), p.457

⁶ M. Quraish Shihab, *Tafsir al Misbah Pesan, Kesan dan Keserasian al-Qur'an*, (Ciputat: Lentera Hati, 2010), p.454

command of this verse has meaning to read, study, and observe the world. And it was commanded to read unwritten text or written text that will be ready to go to the society.⁷ Teaching reading in the young learners is very important because the process of understanding is begun from reading.

Teaching reading in Senior High School sometimes is complicated and it needs special focus in order to have a good reading skill to understand text and short essay. Reading becomes students' anxiety because most of question in National Examination are in the form of reading comprehension. Teaching reading of functional text and short essay sometimes can be difficult for the teacher because the students' lack of vocabulary. They still difficult to find main idea of the text and can't get the detail information of the text. Ironically, Students is not interesting with the process of teaching reading in the class because teacher only uses lecturing method or conventional method by using *LKS (Lembar Kerja Siswa)* so that students could feel difficult and bored.

The students of MAN 2 Semarang had some problem above in the teaching-learning process of reading. Most of them found it difficult to understand text due to limited their background and low vocabulary mastery. The situation makes worries because of limited number of students' textbook.

⁷ M. Quraish Shihab, *Tafsir al Misbah Pesan...*, p.461

MAN 2 Semarang also has problem to give facility to help teachers when they conduct teaching-learning process. Projector or LCD is limited to be used by teacher so that teachers should teach by using lecturing method. To attract students' interest, teachers should be creative to create an interesting teaching-learning process in the class.

An interesting teaching-learning process can be taught in the various ways. As manifested in Curriculum 2013, center of learning is not only on the teacher explanation but also on the students' activeness.⁸ Teacher should be a good facilitator and motivator to the students. Teacher should create an interesting teaching-learning process, so that teacher should make student more active and interested. Then, students can understand easily and enjoy the teaching-learning process. English teachers should be creative. They can support teaching-learning process by media or method that is suitable with the material.

Media such as game is useful to attract students' interest. Teacher can use media such as games, flashcard, online site, etc. to improve students' understanding in the teaching-learning process. Teacher can use games to make teaching-learning process enjoyable and interesting.

⁸ Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 70 Tahun 2013, *Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan*, Paragraph 1, verse 3.

Games can be seen as classroom technique for having fun. Games can facilitate teaching-learning process and encourage students to use their language creative and commutative.⁹ Games had been prepared in teaching-learning process in order to create an active teaching-learning environment. Active learning environment can stimulate students to be interactive. It means that active teaching-learning environment occurs and makes teaching-learning process is better.¹⁰

Snakes and Ladders Games can be a good option to teach reading of narrative text more interesting and fun. This game has a role that can lead students and order to cooperate with other students while playing game. Snakes and Ladders Game also familiar games in the childhood. It is not difficult to play the game because the students are famous with the game.

Based on the description above, the researcher will try to test the effectiveness using snakes and ladders game in order to improve students' understanding in the teaching reading of Narrative text. The researcher also wants to know students' achievement of understanding of narrative text after being taught by using snakes and ladders games. This research entitled "The

⁹Gullin Yolageldeli and Arda Arikan, "*Effectiveness Using Games in Teaching Grammar to Young Learners*", *Elementary Education Online*,(Vol.X, No. 1, October/2011), p.1

¹⁰J. Biggs, *Teaching for Quality Learning at University*,(Berkshire: Open University Press, 2003), p.79

Effectiveness Snakes And Ladders Game in The Teaching Reading of Narrative Text (An Experimental Study at Tenth Grade Students of MAN 2 Semarang in Academic Year 2015/2016)”

B. Research Question

This study will attempt to answer the following questions:

1. How is students' achievement in the teaching reading of narrative text before and after being taught with Snakes and Ladders Game at Tenth Grade Students of MAN 2 Semarang in Academic Year of 2015/2016?
2. How is the effectiveness of Snakes and Ladders Game in in the teaching reading of narrative text at Tenth Grade Students of MAN 2 Semarang in Academic Year of 2015/2016?

C. Objective of Research

1. To find out students achievement in the teaching reading of narrative text before being taught with Snake and Ladders Game at Tenth Grade Students of MAN 2 Semarang in Academic Year of 2015/2016.
2. To find out students achievement in the teaching reading of narrative text after being taught with Snake and Ladders Game at Tenth Grade Students of MAN 2 Semarang in Academic Year of 2015/2016.

D. Limitation of Research

The limitation of this research can be described as follow:

1. This research is about teaching reading of narrative text through Snakes and Ladders Game. The researcher wants to focus his research on the influence of teaching reading which uses Snakes and Ladders Game toward students' reading achievement in narrative text.
2. The object of this research is only the tenth grade students of MAN 2 Semarang in the academic year of 2015/2016.

E. Significance of Research

1. Theoretically

The result of research can give larger knowledge and positive contribution about Snakes and Ladders Game as a teaching media in teaching reading of narrative text that will be able to increase students' understanding of text.

2. Practically

The results of this study hopefully are useful to provide input for:

- a. English Teacher

At this way of teaching reading of narrative text will help teacher to get more information about the use of Snakes and Ladders Game for teaching, especially reading skill in narrative text and also more description on how to use game for teaching-learning process of reading skill in narrative text.

b. Students

Students are the subject of teaching and learning process of reading skill. This result of the study was expected to develop reading activities with the strategy that will improve student's understanding in reading skill so that students will be more motivated in learning English. By using game, the students can develop their interest and ability in learning English, and also they will have different experience in studying English especially when they will be taught reading of narrative text by using Snakes and Ladders Game.

c. The Readers

By reading this study, the readers will get more information and experiences about teaching reading of narrative text using Snakes and Ladders Game.

d. The researcher

The result of this research, researcher will get some experiences and knowledge about the study and it can be useful for the future research.

e. The School

This research can be a starting point to develop the teaching media as a technique which is applied in teaching-learning process in the school.

CHAPTER II

LITERATURE REVIEW

A. Previous Researches

To develop the original analysis, the researcher presents the previous study dealing with the topic.

1. Gülin YOLAGELDİLİ, Arda ARIKAN.¹ This study was designed as a descriptive study with an aim to explore the beliefs and habits of Turkish EFL teachers' towards using games in young learners' English classes.

The results of the question of Teachers' Beliefs about the Pedagogical Value of Using Games in Language Teaching show that a great majority of EFL teachers, 86.67%, believe in the pedagogical value of games in second language teaching.

As the findings of this study show, according to the teachers, games are an important and necessary part of English language teaching and learning in the context of primary schools' English lessons simply because they provide EFL teachers with many instructional advantages. Games are one of the best ways to direct young learners' energy into language learning because young learners like to be physically active; moreover, they are imaginative and creative and by the teacher and games are one of

¹Gullin Yolageldeli and Arda Arikan, “*Effectiveness Using Games in Teaching Grammar to Young Learners*”, *Elementary Education Online*,(Vol.X, No. 1, October/2011), Journal,

the best ways to achieve this. Teaching young learners requires a special effort and challenge.

The difference between their research and this research is in the research approach. Their research use qualitative approach and this research use quantitative approach. The similarities between their research and this research are game as object of research.

2. M. Jauhar Fuadi.² The objective of this research is to know the effectiveness of using team pair solo technique in teaching the writing of narrative texts at the eighth grade of MTs N Model Brebes in the academic year of 2014/2015. From the results of test score, it shows that the experimental class which were given treatment using Team Pair Solo Technique got higher score that is 79, 23 compared with the control class who didn't give same treatment. This class got 70, 20. According to the data, researcher concluded that teaching of narrative text writing using Team Pair Solo Technique is more effective to improve students' achievement than without using Team Pair Solo Technique.

The difference between his research and this research is in the method that used and skill that researched. He uses Team Pair Solo Technique but the researcher uses Snakes and Ladders Game. Then, He researched writing skill and the researcher focused on reading skill.

²M. Jauhar Fuadi, *“Teaching The writing of Narrative Texts Through a Team Pair Solo Technique (An Experimental Research at the Grade of MTs N Model Brebes in Academic Year of 2014/2015) Thesis* (Semarang: Walisongo State Islamic University, 2015. p.vii

B. Theoretical Frame Work

1. General Concept of Reading

a. Definition of Reading

Marie Clay defines “reading provides framework for discussing our goals for reading instruction.”³ Reading is a process of understand the text, this is an activity involves reader and text. Rosenblatt says reading as a transaction among the reader, the text, and the intention of the author. She posited that each reader brings his own feelings, personality, and experiences to the text and that each reader is different each time he revisits a particular text⁴.

Similarly, Brown says reading is an interactive process involves readers and texts which produce an understanding⁵. He adds readers need to be able to master fundamental bottom-up strategies for processing separate letters, words, and phrases, as well as top-down, conceptually driven strategies for comprehension. Then, as part of that top-down approach, second language

³Patricia L. Scharer, *Policy into Practice*, Issue: October 2012 Ohio University, p. 1 journal

⁴Judi Moreillon. *Collaborative Strategies for Teaching Reading Comprehension : Maximizing Your Impact*, (Chicago: American Library Association, 2007) , P. 19

⁵H Douglas Brown. *Language Assessment: Principles and Classroom Practices*, P.185

readers must develop content and formal schemata – background information and cultural experience – to carry out those interpretations effectively. Wiji defines Farrel perceptions about reading as:

The process of constructing meaning through dynamic interaction among the reader's prior knowledge, the information contained in the printed page and the context of the text. It means that reading is not a passive activity, as it involves the reader in an active interaction with what is presented in the text in order to make sense of what is written. The process itself is dynamic because the comprehension of the same text may be different for different people based on their prior knowledge.⁶

Grabe defines reading as a rapid and automatic process, interacting process, flexible and strategic process, purposeful process, and linguistic process⁷. In the Journal of Language and Learning, Godman's perception of reading is described by Grabe as "an active process of comprehending where students need to be taught strategies to be read more efficiently for example guess from context, define expectations, make inferences

⁶Wiji Kurnia Asih, *Developing Interactive Learning Multimedia to Teach Reading Narrative Texts for the 8th students for SMP 1 Puring* Thesis, (Yogyakarta: Universitas Negeri Yogyakarta, 2013), p.8

⁷Grabe, W. *Reading in a Second Language*. In Suharso. *The Validity of Cloze-Test and C Test as a Measurement of The Ability to Read English Texts*. (Yogyakarta: Universitas Negeri Yogyakarta. 2008), P. 4

about the text, skim a head to fill in the context, etc.”⁸

Morover Paran opposes Godman’s perceptions of reading as follows:

An activity involving constant guesses that are later rejected or confirmed. This means that one doesn’t read all the sentences in the same way, but one relies on a number of words or cues to get an idea of what kind of sentence (e.g., an explanation) is likely to follow.⁹

Based on the theories above, the researcher concluded that reading is an activity that have been done by the reader with text in order to get understanding as a process of transferring information from the author to the reader. Reading activities is important because a lot of information and knowledge that contained in the printed page or text can be accepted by reading.

b. Reading Comprehension

Bozena Kwiatkowska describes reading comprehension in his dissertation as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written

⁸Hesham Suleiman Alyousef et. all., *Teaching Reading Comprehension to ESL/EFL Learners*”, *Journal of Language and Learning*, (Vol. V, No.1,January/2006), p.63

⁹Hesham Suleiman Alyousef et. all., *Teaching Reading...*, p.63

language.”¹⁰ A coherent mental representation of a text’s meaning that is integrated with the reader’s prior knowledge is the product of reading comprehension.

G. Wolley describes reading is “the process of making meaning from text.”¹¹ Reading comprehension is a complex skill. A successful development and technique of variety of lower and higher-level processes and skills is required.¹²

The goal of reading comprehension is to acquire an overall understanding of what is described in the text rather than to get meaning from words or sentences. In understanding read text information, children develop mental model. Or during the reading process, they represent the meaning of text ideas.¹³

c. Reading Process

Wiji in her thesis finds some findings that related to the reading process, those are bottom-up and top-down processing. The bottom-up processing, the readers must first recognize multiplicity of linguistic signals (letter,

¹⁰Bozena Kwiatkowska, *Understanding Reading Comprehension Performance in High School Students” Dissertation* (Canada: Queen’s University, 2012), p.3

¹¹Gary Wolley, *Reading Comprehension: Assisting Children with Learning Difficulties*,(New York: Springer Dordrecht Heidelberg, 2011), p.15

¹²Bozena Kwiatkowska, *Understanding Reading...*, p.3

¹³Gary Wolley, *Reading Comprehension...*, p.15-16

morpheme, syllables, words, phrases) and use their linguistic data-processing to impose some of order. It proceeds from part to whole that result and emphasizes on the printed text.¹⁴

The top-down processing is process of identifying letters and words only to confirm their assumption about the meaning of the text.¹⁵ Harmer stated that the reader gets general view of the reading passage by absorbing the overall picture in top-down processing. The readers used their prior knowledge to make an assumption and identified text only to confirm assumption. The reader comprehended the text not from word meaning but it developed meaning.¹⁶

2. General Concept of Text

a. Definition of Text

Text usually informs much knowledge. Text is unit of meaning which coherent and appropriate for its context.¹⁷ Ken Hyland states that there is structure in the texts, words, clauses and sentences are orderly

¹⁴Wiji Kurnia Asih, *Developing Interactive Learning Multimedia...*, p.8-9

¹⁵Wiji Kurnia Asih, *Developing Interactive Learning Multimedia...*, p.9

¹⁶Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), p.201

¹⁷Entika Fani Prastikawati, and Siti Musarokah, *Writing 3 Handout and Assignment,I* (Semarang: IKIP PGRI Semarang, 2010) p.7

arrangements, by following the principles which guide the correct arrangement of elements, a full semantics representation of their intended meanings can be encoded by writers.¹⁸

Mark Anderson states narrative is piece of text which tells a story. Present a view of the world that entertains or informs the reader or listener is the purpose of narrative text.¹⁹ There are many types of narrative text, including: humor, romance, crime, fantasy, mystery, real-life fiction, historical fiction, science fiction, diary-novels and adventure.²⁰

Moreover R,R Jordan defines narrative text as “a piece of academic writing contains some kinds of historical background or development of events which entails following a time sequence or chronological order in the past.”²¹

Considering the definition above, the researcher concluded that narrative is text which tells a story. The

¹⁸Ken Hyland, *Teaching and Researching Writing*, (London: Pearson Longman, 2009), p.8

¹⁹Mark and Kathy Anderson, *Text Types in English 1-2* (Australia: Macmillan Education Australia PTY, LTD, 2003), p.8

²⁰Mark and Kathy Anderson, *Text Types..*, p.18

²¹R.R Jordan, *Academic Writing Course: Study Skills in English Ed 3rd*,(UK: Pearson Education Limited, 1999), p.27

purpose is to present a view of world that entertains the reader or listener.

b. Genre of Text

Types of text are called genre. The definition of genre as state by Gerot and Wignell is result of written and spoken language to help accomplish something that has culturally specific text-type.²² Key Hyland states that genre is a term for collecting texts together, how writers use language to respond of recurring situation is represented. A number of features make genres different to others. Each genre of text has a specific purpose, generic structure, and specific languages features.²³ There are two different kinds of Genres. They are story genre and factual genre. The examples of Story Genre are: Narrative, News story, Anecdote, Recount, and Spoof. Thus, Procedure, Explanation, Report, Exposition, Discussion, Description, Review, and News Item are included factual genre.²⁴ Gerot and Wignell state kind of genre text, they are: Spoof, recount, report, analytical exposition, news item, anecdote, narrative, procedure,

²²Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: GerdStabler, 1994), p.17

²³Ken Hyland. *Teaching and Researching Writing*, (London: Pearson Longman, 2009), p.15

²⁴Entika Fani Prastikawati and Siti Musarokah, *Writing 3*....p.15

descriptive, hortatory exposition, explanation, discussion, and reviews.²⁵

3. General Concept of Narrative Text

a. Definition of Narrative Text and Its Purpose

One kinds of genre of text is narrative. R.R. states “narrative text as piece of academic writing contains some kinds of historical background or development that usually in the form of account or description of events in past which entails following a sequence time or chronological order.”²⁶

Mark and Kathy Anderson explain narrative text is type of text that tells story. The story can be realistic, fantastic, or a mix of both.²⁷ Presenting a view of the world that entertains or inform the reader or listener is became the purpose of narrative text.²⁸ Its purpose is “to amuse, to entertain, and to deal with actual or various experience in different ways; its deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.”²⁹

²⁵Linda Gerot and Peter Wignell, *Making Sense...*, p.192-218

²⁶Mark and Kathy Anderson, *Text type in English 2*, (South Melbourne: Macmillan Education Australia PTY. LTD, 2003).p.8

²⁷Sarwoko, *English on Target*, (Jakarta: Erlangga, 2014), p.109

²⁸Mark and Kathy Anderson, *Text type in English 2...*, p.6

²⁹Entika Fani Prastikawati and Siti Musarokah, *Writing 3...*, p.15

b. Generic Structure of Narrative Text

The generic structure of narrative is orientation, complication, the sequence of events, resolution, and coda. First is orientation. Introducing participants and informing the time and place is on the orientation. The characters, settings, and time of story are built in introduction. *Who* in the story, *when* the story is taking place and *where* the action is happening are shown in orientation. Second is complication. Description of rising crises which influence what happen in the story is created in complication. Third is sequence of events. It is a condition where the characters of actors react to the complication in the story. Fourth, it is resolution. The way of participant to solve the crises in the complication is called resolution. Happy or sad, better or worse can be resolution of the story. Fifth is coda. The readers or listeners can get comment or moral of story is according to what has been learned from the story.³⁰

c. Language Feature of Narrative Text

Narrative text has many items of its language features. First is focused on specific and usually individual participant. For instance: in the legend of Malin Kundang, the specific participant of the story is Malin Kundang. Second is using simple past tense with the relational verb

³⁰Anderson, *Text Types in English 2...*, p.8

and action verb, active/passive forms and direct/indirect speech. Narrative usually applies it for telling something or give specific information. What the actor doing in the story is called an action verb. The examples are went, searched, tried, trapped, etc. Third, it uses temporal conjunctions. To make the story comprehensible to the reader or listener, the conjunction is used to indicate time or sequence time. Fourth, it uses of mental process or mental verbs. It is verb that refers to mental states, such as emotions, attitudes, desires, perception etc. The examples are: feel, want, like, need, wonder, and so on. The last, Narrative uses saying verbs. Saying verb or communicating verb is used in the dialogue between the participants. For instance: said, answered, talked and proclaimed.³¹

d. The Example of Narrative Text

THE LEGEND OF MALIN KUNDANG

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

³¹Linda Gerot and Peter Wignell, *Making Sense...*, p.204

would bring it to his mother, or sell the caught fish in the town.

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

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here".³²

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

³²Kementrian Pendidikan dan Kebudayaan, *Bahasa Inggris*, (Jakarta: Balitbang Kemendikbud, 2014) p.64

mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger.

Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn’t apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.³³

4. General Concept of Media

a. Definition of Media

The word media is derived from Latin *medius* that literally means center, between, mediator or introduction. In Arabic media is (وسائل) intermediary, companion or mediator a message from sender to receiver message. Media is the plural form of medium that means mediator of message from sender to receiver.³⁴ According to Azhar Arsyad Media are graphic instruments, photograph

³³Kementrian Pendidikan dan Kebudayaan, *Bahasa Inggris...*, p.64

³⁴Arif Sadiman dkk, *Media Pendidikan*, (Jakarta: Rajawali Press, 2014), p.6

electronic to keep, to process, and to arrange the visual and verbal information.³⁵ In addition, according to Gerland and Elly said that medium broadly conceived is any person, material, or events that establishes condition which enable learners or students to acquire knowledge, skills and attitudes.³⁶

“Media is a means of communication to help transferring the message and give power to the material presentation so it will be understood easier and staying longer in the memory retention. Media nowadays has touched all aspects in human’s life, including education.”³⁷ Many provide limitations on the media. Association of Education and Communication Technology/(AECT) in the United States limits the media as all forms and channels that can be used by people to convey messages or information. Gagne states that media is various kinds of components in the environment that can stimulate students to learn. Meanwhile, Briggs argues that media are all the physical tools that can present messages and stimulate

³⁵Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Rajawali Press, 2014), p.3

³⁶Azhar Arsyad, *Media Pembelajaran...*, p.3

³⁷Listiyaning Sumardiyani and Zulfa Sakhiya, *Speaking For Instructional Purpose a Handbook*, (Semarang: IKIP Press, 2007), p.47

students to learn. Some example are book, film type recorder etc.³⁸

Heinich et.al, states that medium as mediator or agent that send information between sender or source and receiver. If the media brings messages or information that has instructional purpose or contains learning aims, it can be called as media of learning.³⁹ Then, Gagne and Briggs state that media of learning such as tool or instruments that is used to convey learning material, such as book, tape recorder, video, film, slide, picture, photos, graphics, television and computer. In the other hand, media is component of learning sources that contains instructional matter in the environment that can stimulate students to learn.⁴⁰

Media is a facilitator or tool that used by instructor to convey an information or knowledge in the teaching and learning. If the media contain learning aims, it can be named media of learning.

b. Types of Media

According to Gerlach and Elly state that media can be classified into five groups. They are still picture, audio

³⁸Arif S Sadiman dkk, *Media Pendidikan...*, p.6

³⁹Azhar Arsyad, *Media Pembelajaran...*, p.6

⁴⁰Azhar Arsyad, *Media Pembelajaran...*, p.6

recording, motion picture, television, and real things, simulation and models.

Sumardiyani and Sakhiyya states that teaching media can be classified into three categories, such as 1) Audio media, 2) Visual media and 3) Audio visual media.

It explains as follows:

1) Audio media

Audio media are media that can be listened. It means that audio media has sound which can be listened by us. Such as radio, audio tape, and audio conference which can allow learners to hear some ideas and opinions.⁴¹

2) Visual media

Visual media are media that can be seen.⁴² It can be formed of picture, moving picture or animation, and flashcard, etc.

3) Audio visual media

Audio visual media are media that have sound and picture.⁴³ Movie is an example of audio visual media in teaching and it must have a sound because, if

⁴¹Listiyaning Sumardiyani and Zulfa Sakhiya, *Speaking For Instructional Purpose a Handbook...*,p.48.

⁴²Listiyaning Sumardiyani and Zulfa Sakhiya, *Speaking For Instructional Purpose a Handbook...*,p.52

⁴³Listiyaning Sumardiyani and Zulfa Sakhiya, *Speaking For Instructional Purpose a Handbook...*,p.59

that is produced to get the reality picture in the original form and it describes science theory.

According to Gerlachand Elly in Arif Rahman, Media can be classified into five groups. They are 1) still picture, A still picture is a record or a copy of real object or event which may be larger or smaller than the object or event it represents. 2) Audio recording, Recording are made on magnetic tape, on discs, or on motion picture sound tracks. Sounds are genuine and represented in the sequence in which they actually happened unless the recording is edited. Obviously, one of the most important types of audio recording is verbal material. So, audio recording may be used by individual or played directly to an audience or over radio or a central sound system. 3) motion picture, 4) television, Television can originate from a variety sources and can be distributed in many ways, but the signal eventually is displayed by a television receiver. It is usually used to show live show that is held in other places.⁴⁴ and 5) real things, simulation and models. This category includes people, events, objects, and demonstrations. Real things as contrasted

⁴⁴Arif Rahman, *Correlation Between Frequency Watching English Movies And Vocabulary Mastery of The Second Grade of Students MAN 1 Semarang in The Academic Year 2011/2012* Thesis S1 IAIN,(Semarang: FITK library, 2012), p.8

with other media are not substitutes for the actual object or event. Simulation is the replication of the real situation which has been designed to be as near the actual event or process as possible.

Model is a replica or representation of reality. Such as, when teachers get part of body material that has to be explained to the students, teachers can use students to be model in front of class to help teachers explain the material.⁴⁵

c. The Benefit of Teaching Media

According to Sudjana and Rivai relating to the benefits of media in teaching and learning of students include: a) Teaching and learning process will be more so attractive that it can get more attention from students. Because of it, media can cultivate students' motivation to learn. b) Teaching materials will be more obviously the meaning so it can be more understood by students and students to master the purpose of learning process more. c) Teaching methods will be more varied, so students do not get bored and the teacher does not run out of steam, especially if the teacher teaches for every hour lesson. d) Students learn to be more active, because not only listen

⁴⁵Arif Rahman, *Correlation Between Frequency Watching English Movies And Vocabulary Mastery of The Second Grade of Students MAN 1 Semarang in The Academic Year 2011/2012* Thesis S1 IAIN, p.8

to teachers' explanations but also other activities such as observing, performing, and others demonstrating.⁴⁶

5. General Concept of Games

a. The Nature of Games

Hadfield as quoted in Gullin Yolageldeli and Arda Arikan describes game as “an activity with rules a goal and an element of fun”⁴⁷. Oxford Advanced Learner's Dictionary describes Game as “A form of use competitive play or sport with rules: particular children's game is like board game is chess and monopoly, a game/skill, play game of chess”⁴⁸.

Gullin Yolageldeli and Arda Arikan defined “Games are an agreeable way of getting class to use its initiative in English.” However, a contrast definition is given by Gibbs, Games describes as cooperating or competing decision makers which carried out in activities.⁴⁹

⁴⁶Nana Sudjana and Ahmad Rivai, *Media Pengajaran*, (Bandung: Sinar Baru Algensindo, 2013), p.2

⁴⁷Gullin Yolageldeli and Arda Arikan, “*Effectiveness Using Games in Teaching Grammar to Young Learners*”, *Elementary Education Online*, (Vol.X, No. 1, October/2011), Journal, p.1

⁴⁸A S Hornby, *Oxford Advanced Learner's dictionary 5thed*, (New York: Oxford University Press, 1995), p.486

⁴⁹Gullin Yolageldeli and Arda Arikan, “*Effectiveness Using Games in Teaching Grammar to Young Learners*”, *Elementary Education Online*, (Vol.X, No. 1, October/2011), p.1

b. The Benefit of Games

Games not only motivated students to offer interactive learning environment in a fun way, but also it provided many positive features. Shatz and Loschiavo said that lighten mood and greater creativity were facilitated by games. Games also boosted students' interest and morale.⁵⁰

Mc Callum explains several advantages of games such as: 1) Games can make student focus and bring students' attention on spesific structure, grammatical patterns and vocabulary items. 2) Games can be used as reinforcement, review, and enrichment. 3) Games involve equal participation from both slow and fast learners. 4) Games can be adjusted to suit the individual age and language levels of students. 5) Games contribute to an atmosphere of healthy competition, giving an outlet for creative use of natural language in a comfortable situation. 6) Games can be used in any language teaching situations and with all skill areas such as: reading, writing, or listening. 7) Games provide fast feedback for the teacher. 8) Games ensure maximum student participation for a minimum of teacher preparation.⁵¹

⁵⁰Deborah Kirkland and Fiona O'Riordan, *Teaching and Learning Technique: Learning or playing?*, Journal, (Griffith College Dublin),p.3

⁵¹ Gullin Yolageldeli and Arda Arikan, "Effectiveness Using Games...", p.2

6. General Concept of Snake and Ladders Game

a. Definition of Snakes and Ladders Game

The definition of Snakes and ladders game in Oxford dictionary is “a children’s game played on a special board with pictures of snakes and ladders on it. Players move their pieces up the ladders to go forward and down the snakes to go back”.⁵² Snakes and Ladders is a children’s game played on a board that has picture of snakes and ladders.⁵³ It is played between two or more players on a game board having numbered, gridded squares. A number of "Ladders" and "Snakes" are pictured on the board, each connecting two specific board squares.

The object of the game is to navigate one's game piece, according to die rolls, from the start (bottom square) to the finish (Top Square), helped or hindered by ladders and snakes respectively. The historic version had root in morality lessons, where a player's progression up the board represented a life journey complicated by virtues (ladders) and vices (snakes). The game is a simple

⁵²Joanna Tunbull, et. al., *Oxford Advanced Learner's Dictionary 8th ed*, (New York: University Press, 2010), p.1407

⁵³Elizabeth Walter, et. al., *Cambridge advanced learners' Dictionary 3rd ed*, (Singapore: Cambridge University Press, 2008), p.1365

race contest based on sheer luck, and is popular with young children.⁵⁴

b. Steps

In this steps, the researcher take steps of snakes and ladders game from Mario Rinvoluceri entitle Grammar Games, but the researcher modify it according to need. The steps are:

- 1) Divide the class into pair group. Give a board, die, and paper which is consist of narrative text to each pair of group.
- 2) Every group consist of 5 students, 2 students became group A, 2 students as group B, and 1 student as judge who bringing the key answer of the sentences.
- 3) Give the key answer of analyzing sentences to the judge and ask him/her to save it and didn't show it to the group A or group B.
- 4) Every pairs of group should read first on the text of narrative before they answer the sentence which is correct or incorrect.
- 5) Explain that the aim of the game is to get from START to FINISH. Some of the sentences on the board are correct and some are incorrect. Explain / demonstrate how you play:

⁵⁴Pritchard, D. B., "Snakes and Ladders", *The Family Book of Games*, (Brockhampton Press, 1994), p. 162

- a) The first player throws the die and advances to the square indicated. There are sentences that must be analyzed whether it is true or false and, in the latter case, tries to correct it.⁵⁵
- b) A player who lands on a square at the foot of a ladder must analyze the sentence true or false. If the students answer correctly, they can go up. And If They give wrong answer, they should stay on.
- c) A player who lands on the mouth of a snake must analyze the sentence true or false. If the students answer correctly, they can go up it. And If They give wrong answer, they should stay on.
- d) A player who land in the square which is no snakes or ladders and find the sentence. They should analyze it.
- e) The judge was given the key answer. But the judge can't tell the correct answer to each person in a group before the player give answer that the sentence true or false.
- f) The judge gives answer to the player if their answer is true, they can go up and if the answer is false they must on.

⁵⁵Mario Rinvoluceri, *Grammar Games*, (United Kingdom: Cambridge University Press, 1984), p.28

- g) The player who gives correct answer 3 times, they must stop and let the other group to play the game.
- h) The player who gives wrong answer, they must stop and let the other group to play the game.
- i) The player consists of two students, they have to give answer during 10 seconds, and they can discuss the answer during 10 seconds. The player can't give answer after 10 seconds, so, the game will be played by the other player.
- j) Judge writes the answer of group A or group B, the group who get lot of correct answer and takes them to finish will be the winner.

C. Hypothesis

“Hypothesis consists of words hypo and thesis. Hypo is under or less or weak. Thesis is theory or proposition that showed as a proof.” According to Suharsimi Arikunto, Hypothesis is a temporary conclusion or opinion which has not proved and which is supposed to be true after being proved by using qualified instruments.⁵⁶ So, hypothesis define a truth of problems on study that still weak and must be prove after collecting data of the research. The hypothesis of this research is: Snakes and Ladders Game is Effective on the Teaching Reading of Narrative text and

⁵⁶Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Asdi Mahasatya, 2006), p. 71.

significance in increasing students' Achievement of Tenth Grade Students of MAN 2 Semarang in the Academic Year of 2015/2016.

CHAPTER III

RESEARCH METHOD

A. Design of Research

This research was quantitative approach that used experimental research using comparison technique to analysis data. According to Michael J Wallace, quantitative is broadly used to describe what can be counted or measured and can therefore be considered objective.¹ Experimental was the way to find the casual relationship between two factors which are raised by the researcher in purpose by reducing or eliminating any distracting factors.²

A quantitative research study is one that collects some of numerical data to answer a given research question. And experimental research attempts to identify cause-and-effect relationship by conducting controlled psychological experiment.³

In this study, the researcher used an experimental research with the form of true experimental design. An experimental research involved two groups; experimental group

¹Michael J Wallace, *Action Research for Language Teacher*, (Cambridge: Cambridge University Press, 1998), p.38

²Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p.9

³Larry B. Christensen et.al., *Research methods, Design, and Analysis 8thed*, (The United States of America: Pearson Education, 2011), p.29

and control group. In this research, the researcher used cluster random sampling.

In this study, the researcher used pre-test – post-test control group design that can be seen in the table below:.

Table 3.1 Table of Pre-test and Post test

Group	Pre-test	Dependent Variable	Post-test
E	O1	X	Q2
C	Q3	-	Q4

It is adopted from Juliansah Noor.⁴

Where:

E : the symbol for experiment class

C : the symbol for control class

O1 : pre-test for experiment class

O2 : post-test for experiment class

O3 : pre-test for control class

O4 : *post-test for control class*

X : *Treatment for experiment class.*

B. Research Setting

To accomplish this research, the researcher had a planning to set where the research done and when these treatments conducted.

⁴Juliansah Noor, *Metodologi Penelitian*,(Jakarta: Kencana, 2011), p.117.

1. Time

The researcher conducted this research on second semester. It was begun on January 18, 2016 until February 15, 2016 for the further detail there is a table below.

2. Place

Before the researcher determines when this treatment will be conducted, the researcher found the location of the research out. Finally, the researcher chooses an Islamic school. The school name was MA Negeri 2 Semarang.

Table 3.2 List of Time of the Study

No.	Activity	Month/Date				
		January/February				
		20 th	23 th	30 th	6 th	13 th
1.	Try-out class	√				
2.	Experimental Class					
a.	Pre-Test		√			
b.	Treatment I			√		
c.	Treatment II				√	
d.	Post-Test					√
3.	Control Class					
a.	Pre-Test		√			
b.	Explaining I			√		
c.	Explaining II				√	
d.	Post-Test					√

C. Subject of Research

Subject of research is thing or people that being around of the research variable.⁵

⁵Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2009), p.99

1. Population

According to Sugiyono population is area of generalization that consists of object or subject which has certain quality and characteristic that is determined to be studied by researcher then conclude it.⁶ Population means as a region of generalization that consist of object/subject that has certain quality and characteristics that decided by the researcher to be studied and then pulled the hypothesis.⁷ According to Ary, et. al. Population is all members of well-defined class of people, events or object.⁸

Researcher chose the students of tenth grade MA Negeri 2 Semarang as the population of this research. That grade is stand for nine classes, Sciences are five classes. They are X Science 1, X Science 2, X Science 3, X Science 4, and X Science 5. Religion is only one class. For Social, there are three classes. They are X Social 1, X Social 2 and X Social 3.

2. Sample

Part of amount and characteristic that belong to population is called sample.⁹ Sample is part of amount that is

⁶Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*, (Bandung: Alfabeta, 2011), p.117

⁷Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: CV. Alfabeta 2008), p.49

⁸Sukardi, *Metodologi Penelitian Pendidikan*, (Jakarta: PT. Bumi Aksara 2015), p.53

⁹Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*..., p.118

chosen as the data resources.¹⁰ Arikunto said that “sample is a part that can represent all the population that observed. It is called sample research when we want to generalize the sample research result.”¹¹

In this study, the researcher selected two groups of students from the population as sample of research. There are two classes as sample, experiment class and control class

3. Sampling

Technique in taking over sample is called sampling.¹² Sampling could be defined as the process of selecting individuals that could represent different characters of the larger group (population).¹³

In this research, the researcher used cluster sampling (area sampling) to determine sample. The definition of cluster sampling based on Sugiyono said, “area sampling is used to determine sample if the data or the object which will studied is large”.¹⁴ Cluster sampling is sometimes uses classroom as the

¹⁰Sukardi, *Metodologi Penelitian Pendidikan*,,,, p. 53

¹¹Suharsimi Arikunto, *Prosedur penelitian Suatu Pendekatan Praktik...* , p.131.

¹²Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*..., p.118

¹³Sukardi, *Metodologi Penelitian Pendidikan*....,p.54

¹⁴Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*..., p.121

unit of sampling. It usually uses in educational research.¹⁵ Based on the data, the researcher will hold two classes that choose randomly. They were experimental class and control class as the participants of this study. The experimental class was X Science 5 and the control class was X Science 4 of MAN 2 Semarang in the academic year 2015/2016.

D. Variable and Indicator

According to Fred N. Kerlingert as cited by Arikunto, that all experiments have one fundamental idea behind them; to test the effect of one or more independent variables on a dependent variable (it is possible to have more than one dependent variables in experiments).¹⁶ In this study, there were two variables, those variables were;

1. The independent variable (X)

Independent variable is variable that influences or those to be cause of change the dependent variable.¹⁷ Independent variables are the presumed cause of another variable.¹⁸ The independent variable in this research was the

¹⁵Walter R. Brog and Meredith D. Gall, *Educational Research An Introduction 4th ed*, (New york: Longman Inc, 1983)..., p.250

¹⁶Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik...*, p.119.

¹⁷Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2007), p.4.

¹⁸Larry B. Christensen et.al., *Research methods, Design, and Analysis 8th ed...*, p.30

use of snakes and ladders game as a medium in the teaching narrative text. The experimental group teaches narrative text using snakes and ladders game while the control group teaches narrative text without the aid of snakes and ladders game.

The indicators are as follows:

- a. The teacher prepare media, such as snakes and ladders board,
 - b. The teacher explains the objective of the learning.
 - c. The teacher explains the role of snakes and ladders game.
 - d. The teachers ask student to play snakes and ladders game in a group.
 - e. The teachers ask student to identify wrong and true sentences that including in snakes and ladders game.
2. The dependent variable (Y)

Dependent variable is variable that was affected or that be the result because of the existence of the independent variable.¹⁹ Dependent variables are the presumed effect or outcome. It is influenced by one or more independent variables.²⁰ Referring to the definition above, the dependent variable in this study is the achievement in the teaching

¹⁹Sugiyono, *Statistika Untuk Penelitian...*, p.4.

²⁰Larry B. Christensen et.al., *Research Methods, Design, and Analysis 8th...*, p.30

reading of narrative text. It can be measured based on the score of the test. The indicators are:

- a. Identifying of the generic structures of narrative text
- b. Identifying the social function of narrative text
- c. Identifying the language features of narrative text
- d. Identifying referral word of narrative text
- e. Identifying synonym word in the sentences of narrative text.
- f. Applying detail information of events that mentioned in the text.
- g. Concluding the moral value of narrative text.
- h. Creating narrative text by arranging sentences.

E. Technique of Collecting Data

To collect the data, the researcher uses several techniques:

1. Test

Test is an examination or trial to find its quality, value, composition, etc.²¹ Brown states that a test is a method of measuring a person's ability, knowledge, or performance in a given domain.²² Maylinda Yuhana Septiningrum said "Test is series questions used to measure the competence, intelligence and skill of the individual of group. Test is a question to

²¹David P. Haris, *Testing English as a Second Language*, (Yew York: Eorgetown University, 1969), p.68.

²²Douglas Brown, *Language assessment Principles and Classroom Practices*, (San Francisco: Longman, 2004), p.3.

measure competence, knowledge, intelligent, an ability talent which is possessed by individual or group to collect data.”²³
In this research, the test is given to control class and experimental class.

In this research, the researcher uses pre-test and post-test, they are follows:

a. Pre-test

Before the teacher taught narrative text by using snakes and ladders game, the teacher gave the pre-test to the students. Pre- test is given to the experiment class and the control class before the treatments was run.

b. Post-test

Post-test held after all treatments were conducted. Post-test was given to the experiment class and control class after received treatments. Post-test was used to measure the improvement of students’ understanding on Narrative text after being taught by using snakes and ladder game in experimental class, and without snakes and ladder game in control class.

F. Technique of Analysis Data

There were three kinds of test that held in experimental research, they were instrument test, pre-request test, and

²³M. Chatib Thoha, *Tekhnik Evaluasi Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2001), p.43

hypothesis test. So there could be three process of analyzing the data collected from test.

1. Instrument test of Tryout test

The Instrument test was used for pre-test and post-test. Before the items are given to the students, the researcher analyzed validity, reliability, difficulty level and also the discrimination power of each items.

a. Validity

The validity was an important quality of any test. It was a condition in which a test can measure what was supposed to be measured. According to Arikunto, a test is valid if it measures what it purpose to be measured.²⁴

The measurement showed the validity of instrument. The validity of an item could be known by doing item analysis. The ways to find the validity test was counted by using point biserial correlation formula:²⁵

$$r_{pbis} = \frac{M_p - M_t}{SD_t} \times \sqrt{\frac{p}{q}}$$

Keterangan:

r_{pbi} = biserial correlation of coefficient

M_p = the proportion of students who give the right answer

M_t = the average of total score

²⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik....*, p.156

²⁵ Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Rajawali Pers, 2011), p. 185-190.

SD_t = the standard of deviation of total score

p = the proportion respondent who give the right answer
= $\frac{\text{the number of students who give the right answer}}{\text{The number of students}}$

q = the proportion of students who give the wrong answer
(1 - p)

After the researcher got the result, then, r_{count} considered with r_{table} 5% degree of significance. If $r_{count} > r_{table}$, so the items of question was valid.

b. Reliability

Reliability means “consistent”.²⁶ Reliability refers to the consistency of test scores. Besides having high validity, a good test should have high reliability too.

The ways to find the validity test, it was using point biserial correlation with this formula:²⁷

$$r_{pbis} = \frac{M_p - M_t}{SD_t} \times \sqrt{\frac{p}{q}}$$

Keterangan:

r_{pbi} = Bisserial correlation of coefficient

M_p = the proportion of students who give the right answer

M_t = the average of total score

SD_t = the standard of deviation of total score

p = the proportion respondent who give the right answer

²⁶ J.B Heaton, *Writing English Language Test*, (London: Longman, 1975) p.155

²⁷ Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Rajawali Pers, 2011), p. 185-190.

$$= \frac{\text{the number of students who give the right answer}}{\text{The number of students}}$$

Q = the proportion of students who give the wrong answer $(1 - p)$

After the researcher got the result, then, r_{count} considered with r_{table} for significance degree 5%, if $r_{count} > r_{table}$, so the items of question was valid.

To measure the reliability test of objective question (multiple choices) it was used the formula *K-R.20* (Kuder Richardson), it was as follow:²⁸

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

Keterangan:

r_{11} = reliability of instrument test

n = the number of items which was valid

p = the proportion of students who give the right answer

q = the proportion of students who give the wrong answer $(1 - p)$

σ_i^2 = total of variant

Calculation result of score r_{11} , it was compared with r_{tabel} . If $r_{11} \geq r_{tabel}$ (r_{tabel} was higher than r_{table}), so that the item of question is reliable.

²⁸ Sugiyono, *Statistik Untuk Penelitian*, (Bandung: ALFABETA, 2010), p. 359.

c. Item Analysis

After scoring the try out test, item analysis was carried out to find out the effectiveness of the items. Item analysis discussed two main things:

1) Difficulty level

Difficulty level could be defined as the proportion of students who give the right answer.²⁹ Difficulty level was the numerical that showed the proportion of students who give the right answer in the one item test that was done by using objective test. The item test of difficulty level was generally showed by the percentage of students who give the right answer.³⁰

Heaton states that the index of difficulty of an item simply showed show easy or difficulty the particular item proved in the test.³¹ If a teacher knows deeply about item difficulty in making a test, he can make his test easy, medium, or difficult. A good test is a test that is not really difficult and not really easy. Formula for degree of test difficulty is:³²

²⁹ Purwanto, *Evaluasi Hasil Belajar*,(Yogyakarta: Pustaka Pelajar, 2009), p.99.

³⁰ Sukardi, *Evaluasi Pendidikan Prinsip dan Operasionalnya*, (Jakarta: Bumi Aksara, 2012), p. 136.

³¹ J.B Heaton, *Writing English Language Test...*, p.172.

³² Purwanto, *Evaluasi Hasil..*, p.99

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

Where:

P : The difficulty's index

B: The Number of students who has right answer

JS: The number of students.

Whiterington in his book entitled Psychological Education that was cited by Anas Sudijono gave interpretation to the difficulty level as follow:³³

Table 3.3
Interpretation Criteria of Difficulty Level

Difficulty Level	Criteria
(Less than) < 0,25	Difficult
0,25 – 0,75	Medium
(More than) > 0,75	Easy

2) Discriminating Power

Discriminating power was the capability items test that discriminating student who had high and low capability.³⁴

Moreover, Barnard defined discriminating power as numerical or coefficient that had given information about discrimination individually. It was included discriminating the students who got high

³³ Anas Sudijono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Rajawali Pers, 2011), p. 373.

³⁴Purwanto, *Evaluasi Hasil . . .*, p.102.

achievement between the students who got low achievement of the achievement result of test.³⁵

The difficulty level could be measured by the formula:³⁶

$$DB = P_T - P_R$$

Or

$$DB = \frac{\sum T_B}{\sum T} - \frac{\sum R_B}{\sum R}$$

Note:

DB = Difficulty Index

P_T = the proportion of participants in upper group that answered true

P_R = the proportion of participants in lower group that answered true

$\sum T_B$ = the number of participants in the upper group who answered the item correctly

$\sum T$ = the number of participant the upper group

$\sum R_B$ = the number of participants in the lower group who answered the item correctly

$\sum R$ = the number of participant in the lower group

The ways to give interpretation of discriminating power level as follow:³⁷

³⁵ Sukardi, *Evaluasi Pendidikan* . . . , p. 138.

³⁶ Purwanto, *Evaluasi Hasil* . . . , p.102

³⁷ Sudijono, *Pengantar Evaluasi* . . . , p. 389.

Table 3.4
Interpretation Criteria of Item Discriminating Power

Total of Discriminating Power	Criteria
(Less than) < 0,20	Poor
0,21 – 0,40	Enough / Satisfactory
0,41 – 0,70	Good
0,71 – 1,00	Excellent
Negative marked	Items test unused

2. Pre-request Test (Pre-test)

Before the researcher determined the statistical analysis technique used, the researcher examined the normality and homogeneity test of the data.

a. Normality Test

Normality test used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not. The Normality test with Chi-square is done to find out the distribution data. Step by step Chi-square test is as follows:³⁸

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

Notice:

χ^2 = Chi-square

O_i = Frequency that was obtained from data

E_i = Frequency that was hoped

³⁸Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), p.273

Calculation result of χ^2 is compared with X_{table} by 5% degree of significance, If $\chi^2_{count} > \chi^2_{table}$, the data is not normal distribution and if $\chi^2_{count} < \chi^2_{table}$. So, the distribution list is normal.³⁹

b. Homogeneity Test

Homogeneity test is used to know whether experiment class and control class, that are taken from population have same variant or not. According to Nunan, a test should be given to both classes of students before the experiment just to make sure that the both classes really are the same.⁴⁰ The formula of the homogeneity test is:⁴¹

Figure 3.1 Formula of Homogeneity Test

$$F = \frac{\text{The biggest Variants}}{\text{The smallest Variants}}$$

The hypotheses in homogeneity test are:

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

Ha : non homogeneity variant: $\sigma_1^2 \neq \sigma_2^2$

If the calculation result of F is lower than F table by 5% degree of significance so Ho is accepted, it means both groups have same variant.

³⁹Sudjana, *Metode Statistika...*, p. 273.

⁴⁰David Nunan, *Research Method in Language Learning...*, p.27.

⁴¹Sugiono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2012),

c. Hypothesis Test

To respond the objectives of the study, the researcher examined the data in the following steps. Firstly, the test was done in both groups, experimental and control group. Secondly, the result of the test was scored by using analytic scale. Thirdly, the means score of the two groups were determined. Finally, the two means were compared by applying t-test .T-test was used to differentiate if the result of students' taught using picture and those taught non picture was significant or not.

t-test is used to examine average whether experimental group and control group have been decided having different average.⁴² t-test is used to analyze the data of this research. It is used to measure or to compare the mean scores of the two groups.⁴³

Proposed hypothetical test in average similarity as follows:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

If $\sigma_1^2 = \sigma_2^2$ (has same variant), the formula is:

⁴²Suharsini Arikunto, *Procedure Penelitian Suatu Pendekatan Praktik...*, p.311

⁴³Suharsini Arikunto, *Procedure Penelitian Suatu Pendekatan Praktik...*, p.205

Figure 3.2 formula of t-test

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

With

Figure 3.3 Formula of standard deviation

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

Where:

\bar{X}_1 : average of experiment group

\bar{X}_2 : average of control group

n_1 : the number of experiment group

n_2 : the number of control group

S_1^2 : the standard deviation of experiment group

S_2^2 : The standard deviation of both groups

Then, the result concluded, If $-t_{table} < t_{count} < t_{table}$, so that H_0 accepted and Both Experimental class and Control class had same average.⁴⁴

3. Analysis Phase End (Post-test)

To analysis post test score was used to test the truth which stated that the average of student who taught reading

⁴⁴Sudjana, *Metoda Statistika*, (Bandung: Tarsito, 2005), p.239

narrative text using snakes and ladders game higher than the average of student who taught reading narrative text without using snakes and ladders game.

The data analysis was the score of post-test reading narrative text of experimental and control class. The steps to examine the hypothesis are:

a. Normality Test

Normality test used to know the normality of the data that is going to be analyzed whether both groups have normal distribution or not after getting treatment. The step was same as the normality test on the initial data.

b. Homogeneity Test

Homogeneity test is used to know whether experiment class and control class, that are taken from population have same variant or not after getting treatment. The steps of homogeneity test are the same as the homogeneity test on the initial data.

c. Hypothesis Test (Right-hand Test)

Hypothetical test in average similarity with the right test (independent t-test) is as follows:

$$H_0: \mu_1 \leq \mu_2$$

$$H_1 : \mu_1 > \mu_2$$

μ_1 : average data of experiment group

μ_2 : average data of control group

If $\sigma_1^2 = \sigma_2^2$ (has same variant), the formula is:

Figure 3.3 formula of t-test

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

with

Figure 3.4 Formula of standard deviation

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

Where:

\bar{X}_1 : average of experiment group

\bar{X}_2 : average of control group

n_1 : the number of experiment group

n_2 : the number of control group

S_1^2 : the standard deviation of experiment group

S_2^2 : The standard deviation of both groups

Testing criteria that apply H_0 is rejected if $t_{count} \geq t_{table}$
with determinate $df = (n_1 + n_2 - 2)$ and the significant $\alpha = 5\%$.
And H_0 is accepted for another t .⁴⁵

⁴⁵Sudjana, *Metoda, ...* p.240

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

A. Description of the Result of Research

The Researcher finished analysis of quantitative data. This research found that there were different achievement between experimental class which was taught using snakes and ladders game and control class which was taught without using snakes and ladders game in the teaching reading of narrative text. Test to experimental class and control class were given to obtain the data. It was given before and after teaching and learning process.

The subjects of this research were experimental class (X science 5) and control class (X science 4) of MAN 2 Semarang. Before items of the test were given to the subjects of the research, the researcher gave try-out to class XI science 4 to analyze validity, reliability, difficulty level and also the discriminating power of each item. The researcher prepared 25 items as the instruments of try-out test. 20 items of test fulfilled the standard of test and 5 items didn't fulfill it.

There were 20 test items for pre-test that was given to experimental class and control class before teaching and learning process, whereas post-test was given after teaching and learning process. The researcher prepared the materials, game and lesson plan before conducted teaching and learning process.

The researcher analyzed the data after it was collected. The first analysis of the data analysis was conducted analysis of pre-test score both experimental class and control class. It was applied to know the normality, homogeneity and similarity of pre-test of experimental class and control class. It used to know what two groups were normal and had same variant. The second analysis of data analysis was taken from post-test score. It was applied to know the normality, homogeneity and similarity of post-test of experimental class and control class. It used to know what two groups were normal and had same variant. Both test used to prove the truth of hypothesis that has been planned.

B. The Data Analysis and Test of Hypothesis

1. The Data Analysis

a. The Data Analysis of Try-out Test

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

1) Validity

In this research, items validity was used to know the index of the test. To know the validity of instrument, the researcher used the Pearson product moment formula to analyze each item.

It was obtained that from 25 test items, there were 20 test items which were valid and 5 test items which were invalid. They were on number 2, 3, 5, 9, and 16. It was invalid with the reason the computation

result of its r_{xy} value (the correlation of score each item) was lower than its r_{table} value.

Table 4.1 Result of Validity Items

No	Criteria	Number of questions	Total	Percentage
1.	Valid	1, 4, 6, 7, 8,10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25	20	80%
2.	Invalid	2, 3, 5, 9, 16	5	20%

The complete computation could be seen on the appendix 7.

2) Reliability

A good test must be valid and reliable. To measure the reliability test of objective question (multiple choices) it was used the formula $K-R.20$ (Kuder Richardson), it was as follow:¹

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

This was the computation of reliability of objective test:

**Table 4.2
Table of computation Reliability Items**

N	$\sum pq$	σ_t^2	K
35	2,071	11,383	20

¹ Sugiyono, *Statistik Untuk Penelitian*, (Bandung: ALFABETA, 2010), p. 359.

$$r_I = \left(\frac{20}{20-1}\right) \times \left(\frac{11,383-2,071}{11,383}\right)$$

$$r_I = \left(\frac{209}{1}\right) \times \left(\frac{9,312}{11,381}\right)$$

$$r_I = 1,053 \times 0,818$$

$$r_I = 0,862$$

With $\alpha = 0,05$ and $n = 35$ it was obtained $r_{table} = 0,334$. Because $r_{II} = 0,862 > r_{tabel} = 0,374$ (r_{tabel} was higher than r_{table}), so that the item of question was reliable. The complete computation could be seen on the appendix 8.

3) Item Analysis

a) Difficulty test

The difficulty level generally was showed by percentage the students of students who give the right answer. The following is the computation of the level difficulty:

Table 4.3
The Result Analysis of Difficulty Level

No.	Items	Score of Difficulty Level	Criteria
1	1	0,771	Easy
2	4	0,571	Medium
3	6	0,914	Easy
4	7	0,942	Easy
5	8	0,914	Easy
6	10	0,942	Easy
7	11	0,942	Easy
8	12	0,857	Easy
9	13	0,828	Easy

No.	Items	Score of Difficulty Level	Criteria
10	14	0,943	Easy
11	15	0,914	Easy
12	17	0,914	Easy
13	18	0,8	Easy
14	19	0,886	Easy
15	20	0,771	Easy
16	21	0,686	Medium
17	22	0,914	Easy
18	23	0,943	Easy
19	24	0,943	Easy
20	25	0,943	Easy

The example of computation could be seen on the appendix 8.

b) Discriminating Power

To discriminate the capability of the students who was answering the test. The result described in this table below.

Table 4.4
Discriminating Power of Each Item

No.	Items	Score of Difficulty Level	Criteria
1	1	0,356	Satisfactory
2	4	0,425	Good
3	6	0,062	Poor
4	7	0,118	Poor
5	8	0,176	Poor
6	10	0,118	Poor
7	11	0,118	Poor
8	12	0,294	Satisfactory
9	13	0,353	Satisfactory

No.	Items	Score of Difficulty Level	Criteria
10	14	0,118	Poor
11	15	0,176	Poor
12	17	0,176	Poor
13	18	0,412	Good
14	19	0,235	Satisfactory
15	20	0,470	Good
16	21	0,588	Good
17	22	0,118	Poor
18	23	0,118	Poor
19	24	0,118	Poor
20	25	0,118	Poor

The example of computation could be seen on the appendix 8.

b. The Data Analysis of Pre-test Score of the Experimental Class and Control Class.

1) Normality Experimental and control class of pre-test

Table 4.5
The List of Experimental and Control Class Pre-test Score

CONTROL			EXPERIMENT		
NO	CODE	SCORE	NO	CODE	SCORE
1	C-1	60	1	E-1	65
2	C-2	60	2	E-2	55
3	C-3	60	3	E-3	55
4	C-4	55	4	E-4	50
5	C-5	65	5	E-5	65
6	C-6	65	6	E-6	70
7	C-7	75	7	E-7	60
8	C-8	55	8	E-8	55
9	C-9	65	9	E-9	70
10	C-10	55	10	E-10	65

CONTROL			EXPERIMENT		
NO	CODE	SCORE	NO	CODE	SCORE
11	C-11	70	11	E-11	60
12	C-12	60	12	E-12	65
13	C-13	75	13	E-13	65
14	C-14	50	14	E-14	60
15	C-15	60	15	E-15	65
16	C-16	70	16	E-16	60
17	C-17	55	17	E-17	70
18	C-18	65	18	E-18	75
19	C-19	85	19	E-19	55
20	C-20	65	20	E-20	65
21	C-21	65	21	E-21	60
22	C-22	75	22	E-22	50
23	C-23	80	23	E-23	70
24	C-24	60	24	E-24	50
25	C-25	65	25	E-25	65
26	C-26	65	26	E-26	60
27	C-27	65	27	E-27	80
28	C-28	50	28	E-28	60
29	C-29	70	29	E-29	65
30	C-30	60	30	E-30	75
31	C-31	50	31	E-31	85
32	C-32	50	32	E-32	60
33	C-33	65	33	E-33	50
34	C-34	55	34	E-34	75
35	C-35	70	35	E-35	60
36	C-36	50	36	E-36	65
37	C-37	60	37	E-37	70
38	C-38	70	38	E-38	65
Σ		2395			2415
n		38			38
\bar{X}		63,02632			63,55263
Varians(S^2)		73,702			67,4431
Standart deviation (S)		8,584986			8,212375

a. The Normality of Experimental Class of Pre-test

The normality test was used to know whether the data that obtained was normally distributed or not. Based on the table above, the normality test was:

Hypothesis:

Ha: The distribution list was normal

Ho: The Distribution list was not normal

Test of Hypothesis:

The formula was used:

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

The computation of normality test:

- Maximum score = 85
- Minimum score = 50
- K/ Number of class = 6
- S = 8, 62
- n = 38
- Range = 35
- Length of class = 6
- \bar{X} = 63, 24

Table 4.6
The Frequency Distribution of Experimental Class Pre-test

Class	f_i	X_i	X_i^2	$f_i \cdot X_i$	$F_i \cdot X_i^2$
50 – 55	8	52,5	2756,25	420	22050
56 – 61	10	58,5	3422,25	585	34222,5
62 – 67	9	64,5	4160,25	580,5	37442,3
68 – 73	6	70,5	4970,25	423	29821,5
74 – 79	3	76,5	5852,25	229,5	17556,8
80 – 85	2	82,5	6806,25	165	13612,5
Sum	38			2403	154706

Table 4.7

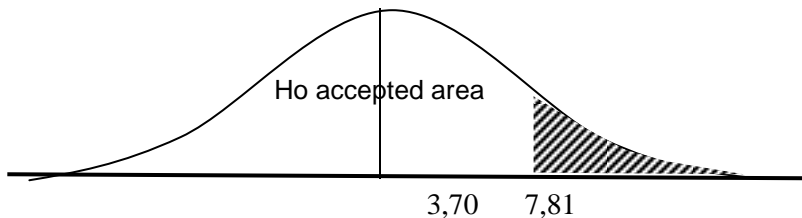
The Frequency Observation of Experimental Class Pre-test

Class	Bk	Z _i	P(Z _i)	Wide Area	E _i	O _i	$\frac{(O_i - E_i)^2}{E_i}$
	49,5	-1,59	-0,4445				
50 – 55				0,1292	4,9	8	1,9465
	55,5	-0,90	-0,3154				
56 – 61				0,2355	8,9	10	0,1234
	61,5	-0,20	-0,0799				
62 – 67				0,2695	10,2	9	0,1502
	67,5	0,49	0,1896				
68 – 73				0,1936	7,4	6	0,2499
	73,5	1,19	0,3832				
74 – 79				0,0873	3,3	3	0,0301
	79,5	1,89	0,4704				
80 – 85				0,0247	0,9	2	1,2043
	85,5	2,58	0,4951				
						$\chi^2 =$	3,70

$\chi^2_{count} = 3,70$ for $\alpha = 5\%$, $dk = 6 - 3 = 3$ was gotten $\chi^2_{table} = 7,81$

Figure 4.1

Normality test of Experimental Class of Pretest



With $\alpha = 5\%$ and $dk = 6-3 = 3$, from the chi-square distribution table, it was obtained $\chi^2_{table} = 7, 81$. Because $\chi^2_{count} = 3, 70$ was lower than $\chi^2_{table} = 7, 81$ ($3,70 < 7,81$). So the distribution list was normal.

b. The Normality of the Control Class of Pre-test

Hypothesis:

Ho: The distribution list was normal.

Ha: The distribution list was not normal.

Test of hypothesis:

The formula was used:

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

The computation of normality test:

Maximum score	= 85
Minimum score	= 50
K/ Number of class	= 6
S	= 8, 81
n	= 38
Range	= 35
Length of class	= 6
\bar{X}	= 62, 76

Table 4.8

The Frequency Distribution of the Control Class Pre-test

Class	f_i	X_i	X_i^2	$f_i \cdot X_i$	$f_i \cdot X_i^2$
50 – 55	10	52,5	2756,25	525	27562,5
56 – 61	8	58,5	3422,25	468	27378
62 – 67	10	64,5	4160,25	645	41602,5
68 – 73	5	70,5	4970,25	352,5	24851,25
74 – 79	3	76,5	5852,25	229,5	17556,75
80 – 85	2	82,5	6806,25	165	13612,5
Sum	38			2385	152563,5

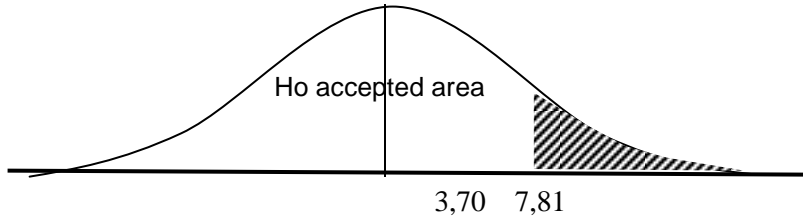
Table 4.9

The Frequency Observation of the Control Class Pre-test

Class	Bk	Z_i	$P(Z_i)$	Wide Area	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
	49,5	-1,51	-0,4338				
50 – 55				0,1388	5,3	10	4,2380
	55,5	-0,82	-0,2951				
56 – 61				0,2381	9,0	8	0,1213
	61,5	-0,14	-0,0570				
62 – 67				0,2615	9,9	10	0,0004
	67,5	0,54	0,2045				
68 – 73				0,1839	7,0	5	0,5659
	73,5	1,22	0,3885				
74 – 79				0,0828	3,1	3	0,0067
	79,5	1,90	0,4712				
80 – 85				0,0238	0,9	2	1,3231
	85,5	2,58	0,4951				
					$\chi^2 =$	6,26	

$\chi^2_{count} = 6,26$ for $\alpha = 5\%$, $dk = 6 - 3 = 3$ was gotten $\chi^2_{table} = 7,81$

Figure 4.2
Normality test of Control Class of Pretest



With $\alpha = 5\%$ and $dk = 6-3 = 3$, from the chi-square distribution table, it was obtained $\chi^2_{table} = 7, 81$. Because $\chi^2_{count} = 6, 26$ was lower than $\chi^2_{table} = 7, 81$ ($6, 26 < 7, 81$). So the distribution list was normal.

2) Homogeneity Experimental and control class of pre-test

Hypothesis

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

The Calculation

Formula:

$$F = \frac{\text{The biggest Variants}}{\text{The smallest Variants}}$$

Ho is accepted if $F \leq F_{(1-\alpha) (nb-1); (nk-1)}$

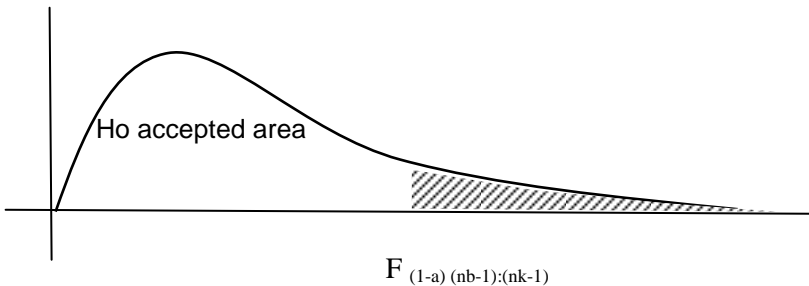


Table 4.10
Homogeneity test of Experimental and Control Class Pre-test

Variation Source	Experiment	Control
Sum	2415	2395
n	38	38
\bar{X}	63,553	63,026
Varians (s^2)	67,443	73,702
Standard of deviation (s)	8,212	8,585

$$F = \frac{73,7020}{67,4431} = 1,093$$

For $\alpha = 5\%$ with:

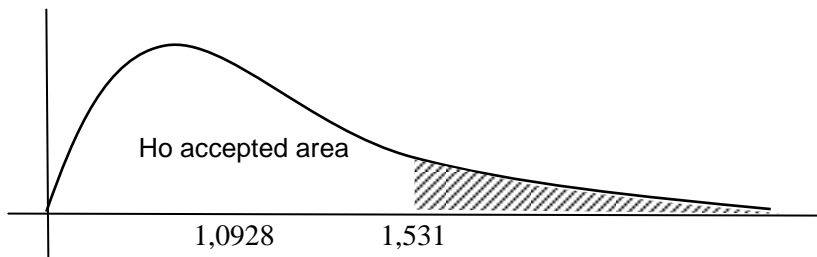
$$df1 = nb - 1 = 38 - 1 = 37$$

$$df2 = nk - 1 = 38 - 1 = 37$$

$$F_{(0.05)(37:37)} = 1,531$$

Figure 4.3

Homogeneity Experimental and Control Class of Pre-test



Because $F_{\text{count}} < F_{\text{table}}$, the experimental and control group had the same variance with $\alpha = 5\%$ and $dk = (38-1=37) : (38-1=37)$, it

obtained $F_{table} = 1,531$. Because F_{count} was lower than F_{table} ($1,0928 < 1,531$). So, H_0 was accepted and two groups had same variant/ **homogenous**.

3) The Hypothesis Test of Pre-test

In this research, because $H_0 : \sigma_1^2 = \sigma_2^2$ (has same variant), the t-test formula was as follows:

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

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

Table 4.11
The Average Similarity test of Experimental and Control
Class Pre-test

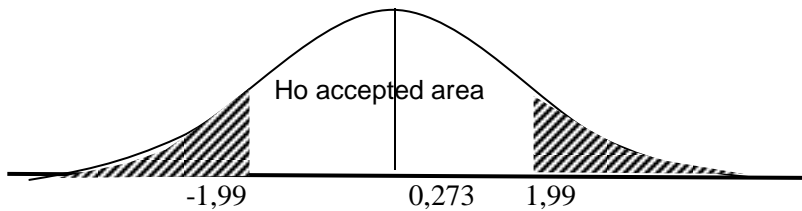
Variation Source	Experiment	Control
Sum	2415	2395
$\frac{n}{\bar{X}}$	38	38
Varsians (s^2)	67,443	73,702
Standard of deviation (s)	8,212	8,585

$$s = \sqrt{\frac{[(38 - 1) \frac{67,4431}{38} + (38 - 1) \frac{73,7020}{38}]}{[38 - 2]}} = 8,4007$$

$$T = \frac{63,55}{8,4007} - \frac{63,03}{\sqrt{\frac{1}{38} + \frac{1}{38}}} = 0,273$$

With $\alpha = 5\%$ and $dk = 38+38 - 2 = 74$, it obtained $t_{table} = 1,99$.

Figure 4.4
The Average Similarity Test of Pre-test



Because t_{count} was lower than t_{table} ($0,273 < 1,99$). So, H_0 was accepted and there was no difference of pre-test average score from both of experimental and control groups.

c. The Data Analysis of Post-test Score of the Experimental Class and Control Class.

1) Normality Experimental and control class of Post-test

Table 4.12
List of Experimental and Control Class Post-test Score

CONTROL			EXPERIMENTAL		
NO	CODE	SCORE	N0	CODE	SCORE
1	C-1	70	1	E-1	80
2	C-2	65	2	E-2	75
3	C-3	80	3	E-3	70
4	C-4	70	4	E-4	80
5	C-5	75	5	E-5	75

CONTROL			EXPERIMENTAL		
NO	CODE	SCORE	N0	CODE	SCORE
6	C-6	60	6	E-6	80
7	C-7	70	7	E-7	85
8	C-8	75	8	E-8	75
9	C-9	70	9	E-9	70
10	C-10	55	10	E-10	85
11	C-11	80	11	E-11	80
12	C-12	55	12	E-12	85
13	C-13	50	13	E-13	75
14	C-14	70	14	E-14	75
15	C-15	85	15	E-15	70
16	C-16	60	16	E-16	55
17	C-17	50	17	E-17	80
18	C-18	70	18	E-18	65
19	C-19	75	19	E-19	70
20	C-20	85	20	E-20	75
21	C-21	80	21	E-21	80
22	C-22	75	22	E-22	75
23	C-23	65	23	E-23	70
24	C-24	70	24	E-24	65
25	C-25	75	25	E-25	75
26	C-26	70	26	E-26	90
27	C-27	65	27	E-27	65
28	C-28	80	28	E-28	70
29	C-29	80	29	E-29	75
30	C-30	75	30	E-30	80
31	C-31	65	31	E-31	75
32	C-32	70	32	E-32	80
33	C-33	55	33	E-33	75
34	C-34	65	34	E-34	70
35	C-35	75	35	E-35	85
36	C-36	70	36	E-36	80
37	C-37	75	37	E-37	65
38	C-38	65	38	E-38	75
Σ		2645			2855
n		38			38
\bar{X}		69,60526			75,13158
Varians(S^2)		52,578	80,245		55,92105
Standard deviation (S)		7,251085	8,957978		7,478038

a. The Normality of the Experimental Class of Post-test

The normality test was used to know whether the data that obtained was normally distributed or not. Based on the table above, the normality test was:

Hypothesis:

Ha: The distribution list was normal

Ho: The distribution list was not normal

Test of Hypothesis:

The formula was used:

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

The computation of normality test:

- Maximum score = 90
- Minimum score = 55
- K/ Number of class = 6
- S = 9, 23
- n = 38
- Range = 35
- Length of class = 6
- \bar{X} = 75, 13

Table 4.13

The Frequency Distribution of Experimental Class Post-test

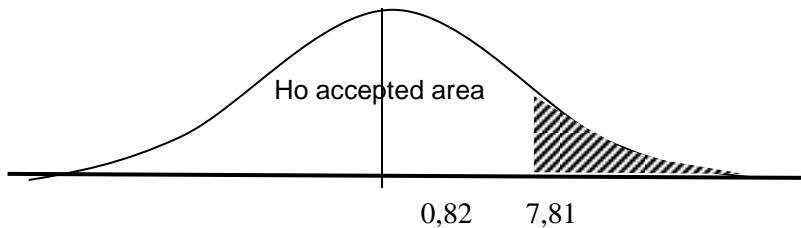
Class	f_i	X_i	X_i^2	$f_i \cdot X_i$	$f_i \cdot X_i^2$
55 – 60	1	57,5	3306,25	57,5	3306,25
61 – 66	4	63,5	4032,25	254	16129
67 – 72	7	69,5	4830,25	486,5	33811,75
73 – 78	12	75,5	5700,25	906	68403
79 – 84	9	81,5	6642,25	733,5	59780,25
85 – 90	5	87,5	7656,25	437,5	38281,25
Sum	38			2875	219711,5

Table 4.14
The Frequency Observation of Experimental Class Post-test

Class	Bk	Z _i	P(Z _i)	Wide Area	E _i	O _i	$\frac{(O_i - E_i)^2}{E_i}$
	54,5	-2,75	-0,4970				
55 – 60				0,0215	0,8	1	0,0405
	60,5	-1,97	-0,4755				
61 – 66				0,0927	3,5	4	0,0648
	66,5	-1,19	-0,3828				
67 – 72				0,2237	8,5	7	0,2647
	72,5	-0,41	-0,1591				
73 – 78				0,3030	11,5	12	0,0204
	78,5	0,37	0,1439				
79 – 84				0,2306	8,8	9	0,0065
	84,5	1,15	0,3745				
85 – 90				0,0985	3,7	5	0,4222
	90,5	1,93	0,4730				
$\chi^2 =$							0,82

$\chi^2_{\text{count}} = 0,82$ for $\alpha = 5\%$, $dk = 6 - 3 = 3$ was gotten $\chi^2_{\text{table}} = 7,81$

Figure 4.5
The Normality of Experimental Class of Post-test



With $\alpha = 5\%$ and $dk = 6-3 = 3$, from the chi-square distribution table, it was obtained $\chi^2_{\text{table}} = 7, 81$. Because $\chi^2_{\text{count}} = 0, 82$ was lower than $\chi^2_{\text{count}} = 7, 81$ ($0, 82 < 7, 81$). So the distribution list was normal.

b. The Normality of the Control Class of Post-test

Hypothesis:

Ho: The distribution list was normal.

Ha: The distribution list was not normal.

Test of hypothesis:

The formula was used:

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

The computation of normality test:

Maximum score = 85

Minimum score = 50

K/ Number of class = 6

S = 8,00

n = 38

Range = 35

Length of class = 6

\bar{X} = 66,24

Table 4.15
The Frequency Distribution of Control Class Post-test

Class	f_i	X_i	X_i^2	$f_i \cdot X_i$	$f_i \cdot X_i^2$
50 – 55	3	52,5	2756,25	157,5	8268,75
56 – 61	4	58,5	3422,25	234	13689
62 – 67	6	64,5	4160,25	387	24961,5
68 – 73	10	70,5	4970,25	705	49702,5
74 – 79	8	76,5	5852,25	612	46818
80 – 85	7	82,5	6806,25	577,5	47643,8
Sum	38			2673	191084

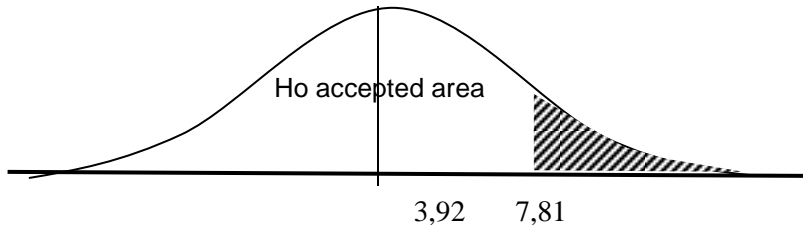
Table 4.16
The Frequency Observation of Control Class Post-test

Class	Bk	Z _i	P(Z _i)	Wide Area	E _i	O _i	$\frac{(O_i - E_i)^2}{E_i}$
	49,5	-2,29	-0,4891				
50 – 55				0,0404	1,5	3	1,4020
	55,5	-1,63	-0,4487				
56 – 61				0,1141	4,3	4	0,0261
	61,5	-0,97	-0,3346				
62 – 67				0,2119	8,1	6	0,5228
	67,5	-0,31	-0,1227				
68 – 73				0,2585	9,8	10	0,0032
	73,5	0,35	0,1358				
74 – 79				0,2073	7,9	8	0,0020
	79,5	1,01	0,3431				
80 – 85				0,1092	4,1	7	1,9598
	85,5	1,67	0,4522				
						$\chi^2 =$	3,92

$\chi^2_{\text{count}} = 3,92$ for $\alpha = 5\%$, $dk = 6 - 3 = 3$ was gotten $\chi^2_{\text{table}} = 7,81$

Figure 4.6

The Normality of the Control Class of Post-test



With $\alpha = 5\%$ and $dk = 6 - 3 = 3$, from the chi-square distribution table, it was obtained $\chi^2_{\text{count}} = 7,81$. Because $\chi^2_{\text{count}} = 3,92$ was lower than $\chi^2_{\text{table}} = 7,81$ ($3,92 < 7,81$). So the distribution list was normal.

2) Homogeneity Experimental and control class of Post-test

Hypothesis

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

The Calculation

Formula:

$$F = \frac{\text{The biggest Variants}}{\text{The smallest Variants}}$$

Ho is accepted if $F \leq F_{(1-a)(nb-1):(nk-1)}$

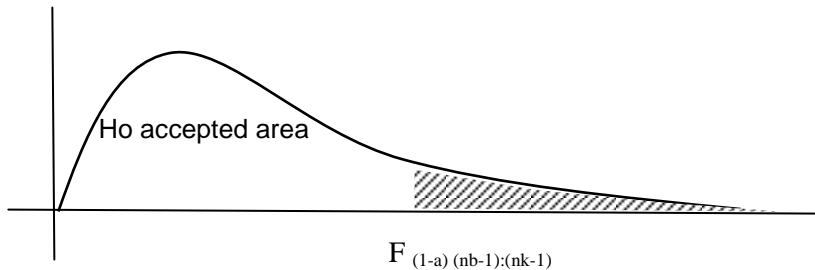


Table 4.17

Homogeneity test of Experimental and Control Class of Post-test

Variation Source	Experiment	Control
Sum	2855	2645
N	38	38
\bar{X}	75,132	69,605
Varians (s^2)	49,307	80,245
Standard of deviation (s)	7,022	8,958

$$F = \frac{49,3065}{49,3065} = 1,000$$

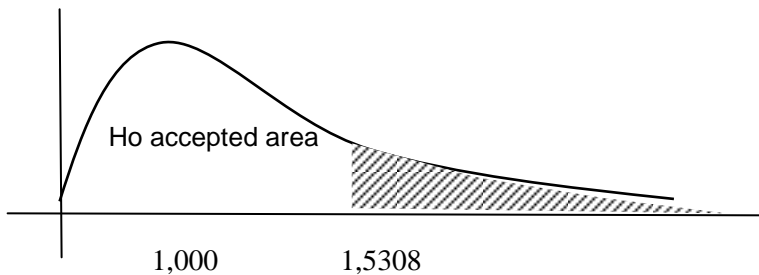
For $\alpha = 5\%$ with:

$$df1 = nb - 1 = 38 - 1 = 37$$

$$df2 = nk - 1 = 38 - 1 = 37$$

$$F_{(0.05)(37;37)} = 1,531$$

Figure 4.7
Homogeneity Experimental and Control Class of Post-test



Because $F_{\text{count}} < F_{\text{table}}$, the experimental and control group had the same variance with $\alpha = 5\%$ and $dk = (38-1=37) : (38-1=37)$, it obtained $F_{\text{table}} = 1,531$. Because F_{count} was lower than F_{table} ($1,000 < 1,531$). So, H_0 was accepted and two groups had same variant/ **homogenous**.

3) The Hypothesis Test of Post-test

In this research, because $H_0 : \sigma_1^2 = \sigma_2^2$ (has same variant), the t-test formula was as follows:

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

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

H_a is accepted if $t_{\text{count}} > t_{(1-\alpha)(n_1+n_2-2)}$

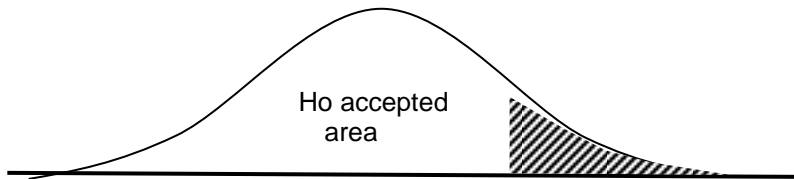


Table 4.18
The Average Similarity Test of Experimental and Control Class of Post-test

Variation Source	Experiment	Control
Sum	2855	2645
n	38	38
\bar{X}	75,132	69,605
Varians (s^2)	49,307	80,245
Standard of deviation (s)	7,022	8,958

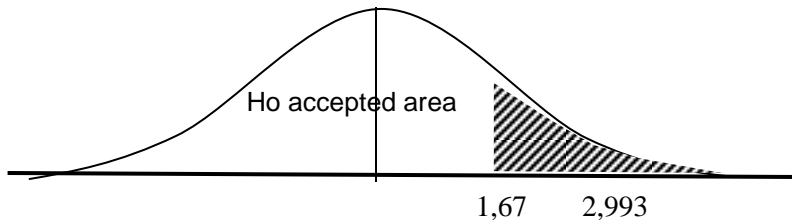
$$s = \sqrt{\frac{[38 - 1] \cdot 49,3065 + [38 - 1] \cdot 80,2454}{38 + [38 - 2]}} = 8,0484$$

$$t = \frac{75,13 - 69,61}{8,0484 \sqrt{\frac{1}{38} + \frac{1}{38}}} = 2,993$$

For $\alpha = 5\%$ and $dk = 38+38 - 2 = 74$, it obtained $t_{(0,05)(74)} = 1,67$ (from 1,666)

Figure 4.8

The Average Similarity Test of Post-test



Since $t_{count} > t_{table}$ meant that there was a significant difference between experimental and control class on the post test. The experimental class was higher than the control class.

Based on the computation above, by $\alpha = 5\%$ of significance and $dk = 38+38-2 = 74$. It was obtained $t_{table} = 1,67$ while $t_{count} = 2,993$. So, it can be concluded that H_0 was rejected because t_{count} was higher than the critical score on the t_{table} ($2,993 > 1,67$).

Based on the result, the hypothesis in this research could be concluded that there was a significance difference in the achievement score of narrative text between experimental class and control class which was taught reading narrative text by using snakes and ladders game in experimental class and control class taught without using snakes and ladders game.

C. Discussion of the Research Finding

1. The score of initial ability (pre-test)

based on the calculations of normality and homogeneity test from class X science 5 as the experimental class and X science 4 as the control class was normal distribution and homogeneous.

2. The score of final ability (Post-test)

The result of this research is obtained the average score of experimental class was 75, 131 which were higher than the result of control class was 69,605.

The average score of experimental class was 75, 131 and (S) Standard of deviation was 7, 021. Teaching reading of narrative text in experimental class by using snakes and ladders game as media can encourage the students to be more active and motivated. They were also easy to understand the material when teaching and learning process conducted by using snakes and ladders game. It can be seen on the result of

average score of experimental class which better than control class.

The average score of control class was 69,605 and (S) Standard of deviation was 8,958. The teaching reading of narrative text in control class by using lecturing method made students felt bored with the text that was presented because the teaching-learning process was monotonous. So, the students couldn't understand the teaching-learning process optimally.

Based on the result of calculation t-test was obtained $t_{count} = 2,993$ and $t_{table} = 1,67$. This showed that $t_{count} > t_{table}$ (t_{count} higher than t_{table}). Thus, it meant that there was a significant difference between narrative achievement score of students who taught reading narrative text by using snakes and ladders game and without snakes and ladders game in the teaching reading of narrative text.

D. Limitations of the Research

The researcher realized that this research had not been conducted optimally. There were constraints and obstacles faced during the research process. Some limitations of this research were:

1. The researcher was still lack of experience and knowledge of teaching-learning. It made the implementation process of this research was less smooth. But the researcher tried as maximal as possible to do this research.

2. The researcher was limited at MAN 2 Semarang in the academic year 2015/2016. When the same research is conducted in others school, it was still possible that will be gained different score.

Considering all those limitations, there was a need to do more researches about teaching reading of narrative text using snakes and ladders game or different games. Hopefully, there will be better and has an optimal result.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the research at the tenth grade students of MAN 2 Semarang was conducted, the researcher could conclude that there was a difference achievement in score of reading test of narrative text between students who were taught using Snakes and Ladders Game and those without Snakes and Ladders Game. The conclusions of this research were drawn in accordance with the result of the data analysis in the previous chapter. The conclusions were:

1. Students' achievements in the teaching reading of narrative text before and after being taught with Snakes and Ladders Game at Tenth Grade Students of MAN 2 Semarang in Academic Year of 2015/2016 were difference. The test of hypothesis using t-test formula showed the value of the test was higher than the value of the t-table. Based on the result of calculation of t-test was obtained $t_{count} : 2,336$ and $t_{table} : 1,67$. This showed that $t_{count} > t_{table}$ (t_{count} higher than t_{table}). It can be concluded that there was a significant difference in the students' achievement on reading narrative text at the tenth grade students of MAN 2 Semarang in academic year of 2015/2016 between students who have been taught Reading Narrative text by using Snakes and Ladders Game and who

those have been taught without using Snakes and Ladders Game. It means that the teaching reading of narrative text by using Snakes and Ladders Game as medium was more effective than that without using Snakes and Ladders Game. So, the hypothesis was accepted.

2. To identify the degree of its effectiveness of teaching reading of narrative text through Snakes and Ladders Game at the tenth grade students of MAN 2 Semarang in the academic year 2015/2016, the researcher took average score of both classes. The average score for the experimental was 63,553 for the pre-test and 75,131 for the post-test. While the average scores for control class was 63,026 for the pre-test and 69,605 for the post-test. It can be concluded that the result of the post-test for the experimental class was higher than control class ($69,605 > 75,131$). It meant that it could reach Minimum Score Achievement (KKM) for English subject that was 75,00. Therefore, Snakes and Ladders Game could be used in the teaching-learning process of reading of narrative text.

B. Suggestion

In the teaching-learning process of reading of narrative text, the teacher should create an interesting and enjoyable atmosphere. Because that was the basic things that had to be noticed in order to get attention in teaching-learning process, so that students could be more active and interested. English teachers should be creative. They could support teaching-learning

process by media or technique that was suitable with the material. Teacher could use media such as game was useful to attract students' interest and their activeness. Snakes and Ladders Game could be a good option in teaching reading of narrative text. Student didn't play game but also they could identify some sentences that checked their understanding. Snakes and Ladders Game that used in the teaching reading of narrative text could raise students' interest in reading. It could be seen from students' activeness in the class. If the students had a high interest, the teacher would not be difficult to teach the lesson.

The researcher hoped that the school could support teachers to create enjoyable, fun and interesting teaching-learning process such as using snakes and ladders game in the teaching reading of narrative text. So, this research could improve students' reading skill especially in narrative text.

Thus, this thesis was served to the readers. The researcher realized that it hadn't been perfect. The researcher hoped any suggestion and criticisms to make it perfect. The researcher hoped that it could be useful to the readers. Amin.

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APPENDICES

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS - WAJIB

Kelas : X

Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.</p> <p>3.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri</p> <p><i>Fungsi sosial</i></p> <p>Menjalin hubungan dengan guru, teman dan orang lain</p> <p><i>Ungkapan</i></p> <p><i>My name is... I'm ... I live in ... I have ... I like dan sebagainya</i></p> <p><i>Unsur kebahasaan:</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. Siswa mencoba menirukan pengucapannya dan menuliskan pemaparan jati diri yang digunakan. <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, perbedaan antara berbagai pemaparan jati diri dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan pengucapan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog yang menyebutkan jati diri 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>(1) Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi.</p> <p>(2) Kata kerja dalam simple present tense: <i>be, have</i> dalam simple present tense</p> <p>(3) Kata tanya <i>What? Who? Which?</i></p> <p>(4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.</p>	<p>dan isi teks yang memaparkan jati diri</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari pemaparan jati diri dari berbagai sumber. Siswa berlatih memaparkan jati diri dengan teman melalui simulasi. Siswa berlatih memaparkan jati diri melalui tulisan <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis ungkapan memaparkan jati diri dengan mengelompokkannya berdasarkan penggunaan. Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks 	<p>didepan kelas</p> <ul style="list-style-type: none"> Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (<i>learning journal</i>). 	penilaian lainnya. Penilaian Diri dan Penilaian Sejawat Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar. 2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman. 3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya. 4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan	Teks lisan dan tulis untuk memuji bersayap (<i>extended</i>) serta responnya <i>Fungsi sosial</i> Menjaga hubungan interpersonal dengan guru, teman dan orang lain. <i>Ungkapan</i> “Excellent! You really did it well, Tina.” “That’s nice, Anisa. I really like it.” “It was great. I like it, thank you,” <i>Unsur kebahasaan:</i> Ucapan, tekanan kata, intonasi	Mengamati <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi memuji bersayap. Siswa mengikuti interaksi memuji bersayap. Siswa menirukan model interaksi memuji bersayap Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memuji bersayap (fungsi sosial, struktur teks, dan unsur kebahasaan). Mempertanyakan (questioning) Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.	KRITERIA PENILAIAN: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks memuji bersayap Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian CARA PENILAIAN: Unjuk kerja <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya . Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya Pengamatan (observations):	1 x 2 JP	<ul style="list-style-type: none"> Audio CD/ SUARA GURU Koran/ majalah ber www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>		<p><i>play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (<i>learning journal</i>). 	<p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan Komunikasi 		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.</p>	<p>Teks lisan dan tulis untuk menunjukkan perhatian (<i>care</i>)</p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</p> <p><i>Ungkapan</i></p> <p>Ungkapan untuk memberi perhatian dan cara meresponnya: <i>You look pale . Are you OK? Not, really. I've</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi menunjukkan perhatian. Siswa mengikuti interaksi menunjukkan perhatian. Siswa menirukan model interaksi menunjukkan perhatian. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan). 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks menunjukkan perhatian Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p>	<p>1 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ SUARA GURU Koran/ majalah ber www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukkan perhatian (care), serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.3. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p><i>got a headache.</i></p> <p><i>Unsur kebahasaan:</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukkan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. <p>Mengeksplorasi</p> <p>Siswa menunjukkan perhatian dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menunjukkan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain. Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menunjukkan perhatian dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menunjukkan perhatian dalam 	<p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan untuk menunjukkan perhatian Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ungkapan untuk menunjukkan perhatian <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menunjukkan perhatian (care) ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan Komunikasi 		<p><u>/en/</u></p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.4. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya</p> <p>4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur</p>	<p>Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu</p> <p><i>Fungsi Sosial</i></p> <p>Menyatakan rencana</p> <p><i>Struktur Teks</i></p> <p>'I'd like to tell my name,' I will tell him about my job, I'm going to introduce my friend</p> <p><i>Unsur Kebahasaan</i></p> <p>Kata kerja <i>I'd like to ...</i>, <i>I will ...</i>, <i>I'm going to ...</i>; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</p>	<p>jurnal belajar (<i>learning journal</i>).</p> <p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat menyatakan dan menanyakan tentang niat melakukan sesuatu dalam berbagai konteks Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang niat melakukan sesuatu dengan bimbingan guru Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks pernyataan dan pertanyaan tentang niat melakukan sesuatu Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observasi)</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <ul style="list-style-type: none"> Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang niat melakukan sesuatu ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
kebahasaan, yang benar dan sesuai konteks		<p>konteks simulasi, role-play dan kegiatan lain yang terstruktur</p> <ul style="list-style-type: none"> Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain. Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan di luar kelas Siswa menuliskan permasalahan dalam jurnal belajar (<i>learning journal</i>) 	<ul style="list-style-type: none"> Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi 		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	<p>Teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended)</p> <p><i>Fungsi Sosial</i></p> <p>Menjaga hubungan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah). Siswa membacakan contoh-contoh teks pesan berisi ucapan selamat tersebut dengan ucapan, intonasi, 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap Ketepatan unsur kebahasaan: tata bahasa, 	2 x 2 JP	<ul style="list-style-type: none"> Audio CD/VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional</p> <p>3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya.</p> <p>4.5. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended), dengan memperhatikan tujuan, struktur teks, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>interpersonal dengan guru, teman, dan orang lain.</p> <p><i>Struktur text</i></p> <p>Ungkapan baku dari sumber-sumber otentik.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata dan tata bahasa baku</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli dan cinta damai.</p>	<p>tekanan kata, dengan benar dan lancar.</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan(questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara mandiri dan dalam kelompok mencari ucapan selamat yang lain dari berbagai sumber Siswa bergantian membacakan ucapan selamat dengan unsur kebahasaan yang tepat Siswa mengucapkan dan merespon ucapan selamat yang disampaikan teman dan guru. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan berbagai 	<p>kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan <i>role-play</i> (bermain peran) menggunakan ungkapan berbentuk pesan berisi ucapan selamat serta responnya dalam situasi nyata Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan ucapan selamat bersayap serta responnya <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan 		<p><u>.com</u></p> <ul style="list-style-type: none"> http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat <i>feedback</i>. Siswa membuat kartu ucapan selamat Siswa memperoleh <i>feedback</i> dari guru dan teman sejawat 	<p>menulis teks berisi ucapan selamat</p> <ul style="list-style-type: none"> Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog. Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</p> <p>2.2. Menunjukkan perilaku</p>	<p>Tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya (Past Simple dan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan dan membaca banyak kalimat <i>Past Simple</i> dan <i>Present perfect tense</i>, dalam berbagai konteks. Siswa berinteraksi menggunakan kalimat <i>Past Simple</i> dan <i>Present perfect tense</i> selama proses 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kelengkapan dan 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.6. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</p> <p>4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan,</p>	<p>Present Perfect Tense)</p> <p><i>Fungsi sosial</i></p> <p>Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya</p> <p><i>Struktur teks</i></p> <p><i>I had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car</i></p> <p><i>My friend has prepared everything before we left</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Past Simple, Present Perfect</p> <p>(2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan</p>	<p>pembelajaran, dengan bimbingan guru.</p> <ul style="list-style-type: none"> Siswa menirukan contoh-contoh kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i>, (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai <i>past simple</i> dan <i>present perfect</i> yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur. Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris 	<p>keruntutan struktur teks</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian:</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar Kumpulan hasil tes dan latihan. Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya 		<ul style="list-style-type: none"> http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>yang benar dan sesuai konteks.</p>	<p>rapi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>selama proses pembelajaran.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> yang telah dipelajari dengan ungkapan-ungkapan lainnya. • Siswa membandingkan antara kalimat <i>Past Simple</i> dan <i>Present Perfect tense</i> dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas. • Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam jurnal belajarnya. 			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan</p>	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam 	<p>9 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>bersejarah terkenal. yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p>dibaca/didengar.</p> <ul style="list-style-type: none"> Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya 	<p>melaksanakan Komunikasi</p> <ul style="list-style-type: none"> Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. Kumpulan karya siswa yang mendukung proses penulisan teks deskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi Kumpulan hasil tes dan latihan. Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> Bentuk: diary, jurnal, format khusus, komentar, 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> • Siswa menyunting deskripsi yang dibuat teman. • Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading. • Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. • Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. • Siswa dapat menggunakan ‘learning journal’ 	atau bentuk penilaian lain		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.8. Menganalisis fungsi</p>	<p>Teks tulis berbentuk <i>announcement</i> (pemberitahuan)</p> <p><i>Fungsi sosial</i></p> <p>Memberikan informasi dengan atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi</p> <p><i>Struktur Teks</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/membaca teks <i>announcement</i> dari berbagai sumber dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. • Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan. • Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses <i>skimming</i> dan <i>scanning</i> untuk mendapatkan informasi khusus. 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks <i>announcement</i> • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian</p>	2 x 2 JP	<ul style="list-style-type: none"> • Audio CD/VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://americanenglish.state.gov/files/ae/resource_files • http://learnenglish.britishcouncil.org

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (<i>announcement</i>), sesuai dengan konteks penggunaannya.</p> <p>4.11. Menangkap makna pemberitahuan (<i>announcement</i>).</p> <p>4.12. Menyusun teks tulis pemberitahuan (<i>announcement</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Ungkapan yang lazim digunakan dalam teks <i>announcement</i> di media massa maupun di internet, secara urut dan runtut.</p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat, dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi</p> <p><i>Multimedia:</i></p> <p>Layout, dekorasi, yang membuat tampilan teks lebih menarik</p>	<p>Mempertanyakan</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks pemberitahuan dalam bahasa Inggris, perbedaan teks pemberitahuan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari teks lain untuk mendengarkan/membaca teks <i>announcement</i> dengan strategi yang digunakan dari berbagai sumber. Siswa berlatih membaca teks <i>announcement</i> dengan strategi yang digunakan bersama teman <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis teks <i>announcement</i> dengan memperhatikan format penulisannya melalui strategi yang digunakan. Siswa membandingkan teks <i>announcement</i> yang didengar/dibacakan dari guru dengan yang dipelajari dari berbagai sumber lain. Secara berkelompok siswa mendiskusikan teks <i>announcement</i> yang mereka temukan dari sumber lain. Siswa memperoleh balikan (<i>feedback</i>) 	<p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk pemberitahuan (<i>announcement</i>) di depan kelas Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (<i>announcement</i>) <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan komunikasi perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan siswa dalam proses pembelajaran di setiap tahapan 		<p><u>/en/</u></p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat teks <i>announcement</i> dalam kerja kelompok • Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks • Membuat jurnal belajar (<i>learning journal</i>) 	<ul style="list-style-type: none"> - Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks pemberitahuan • Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p>	<p>Teks <i>recount</i> lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani, membanggakan,</p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa menyimak berbagai contoh teks <i>recount</i> tentang pengalaman/kegiatan/kejadian/peristiwa yang diberikan/ diperdengarkan guru • Siswa mengamati fungsi sosial, 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks <i>recount</i> • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan 	<p>7 x 2 JP</p>	<ul style="list-style-type: none"> • Audio CD/VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks <i>recount</i> sederhana tentang pengalaman/kejadian/p peristiwa, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna dalam teks <i>recount</i> lisan dan tulis sederhana.</p> <p>4.14. Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>	<p>bertindak teratur, teliti dan disiplin, melaporkan.</p> <p><i>Struktur</i></p> <p>a. Menyebutkan tindakan/ peristiwa/kejadian secara umum</p> <p>b. Menyebutkan urutan tindakan/ kejadian/peristiwa secara kronologis, dan runtut</p> <p>c. Jika perlu, ada kesimpulan umum.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata-kata terkait dengan perjuangan hidup, profesionalisme dalam bekerja, kejadian/peristiwa yang sedang banyak dibicarakan.</p> <p>(2) Penyebutan kata benda</p> <p>(3) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi,</p>	<p>struktur dan unsur kebahasaannya</p> <ul style="list-style-type: none"> Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <i>recount</i> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,. Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam <i>recount</i> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa mencari beberapa text <i>recount</i> dari berbagai sumber. Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks Siswa membacakan teks <i>recount</i> kepada teman dengan menggunakan unsur kebahasaan yang tepat Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text <i>recount</i>. Siswa secara berkelompok menuliskan /menyalin teks <i>recount</i> lisan dan tulis, sederhana, tentang 	<p>kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Cara Penilaian</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk <i>recount</i> dalam kelompok / berpasangan/ didepan kelas Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks <i>recount</i> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> kesantunan saat melakukan tindakan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi Kesungguhan siswa dalam proses pembelajaran di setiap tahapan Ketepatan dan kesesuaian 		<p><u>.com</u></p> <ul style="list-style-type: none"> http://americanenglish.state.gov/files/ae/resource_files/s http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>ketika mempresentasikan secara lisan</p> <p>(5) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab, disiplin.</p>	<p>pengalaman/kegiatan/ kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa saling menganalisis teks <i>recount</i> tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan. • Siswa mendiskusikan gagasan pokok, informasi rinci dan informasi tertentu dari teks. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa membuat teks <i>recount</i> sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa mempresentasikannya di kelas • Siswa membuat kliping teks <i>recount</i> dengan menyalin dari beberapa sumber. • Siswa membuat jurnal belajar 	<p>menggunakan strategi dalam membaca</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks <i>recount</i>. • Kumpulan karya siswa yang mendukung proses penulisan teks <i>recount</i> berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain • Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya. 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<i>(learning journal)</i>			
<p>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p>Teks naratif lisan dan tulis berbentuk legenda sederhana.</p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p> <p><i>Struktur</i></p> <p>a. Pengenalan tokoh dan setting</p> <p>b. Komplikasi terhadap tokoh utama</p> <p>c. Solusi dan akhir cerita</p> <p><i>Unsur kebahasaan</i></p> <p>(3) Kata-kata terkait karakter, watak, dan setting dalam legenda</p> <p>(4) Modal auxiliary verbs.</p> <p>(4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya Siswa mengamati keteladanan dari cerita legenda Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca beberapa text legenda dari berbagai sumber. Siswa berlatih menemukan gagasan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks naratif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Berperilaku tanggung 	6 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>kata, intonasi, ketika mempresentasikan secara lisan</p> <p>(6)Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.</p>	<p>utama, informasi rinci dan informasi tertentu</p> <ul style="list-style-type: none"> • Siswa melengkapi rumpang dari beberapa teks legenda sederhana • Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyang ditemukan setelah membaca teks legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur 	<p>jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi</p> <ul style="list-style-type: none"> • Ketepatan dan kesesuaian menggunakan strategi dalam membaca • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif • Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dan unsur kebahasaannya.</p> <ul style="list-style-type: none"> Siswa membuat klipings teks legenda dengan menyalin dan beberapa sumber. Siswa membuat 'learning journal' 	<p>khusus, komentar, atau bentuk penilaian lain</p>		
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu.</p> <p>4.16. Menangkap makna lagu sederhana.</p>	<p>Lagu sederhana</p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku yang menginspirasi.</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca beberapa lirik lagu berbahasa Inggris dan menyalinnya Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar <p>Mempertanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membacakan lirik lagu yang disalin kepada teman sebangkunya Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat 	<p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan <p>Portofolio</p> <ul style="list-style-type: none"> Kumpulan kemajuan siswa berupa kumpulan lagu yang disalin dengan tulisan tangan beserta kesan terhadap lagu kumpulan hasil tes dan latihan. Catatan atau rekaman 	<p>2 x 2 JP</p>	<ul style="list-style-type: none"> Audio CD/VCD/DVD www.youtube SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> • Siswa berdiskusi tentang pesan lagu yang didengar <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara individu siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar • Siswa membuat kumpulan lagu- lagu yang bertema perdamaian dengan menyalin <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalisis tentang pesan di dalam lagu-lagu tersebut • Antarsiswa melakukan penilaian terhadap kumpulan lagu yang dibuat. 	<p>penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</p> <p>Penilaian Diri dan Penilaian Sejawat</p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

Appendix 2a

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) EXPERIMENTAL GROUP

Sekolah : MA Negeri 2 Semarang
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/II
Topik : Narrative Teks
Alokasi Waktu : 2 X 90 Menit (2 Pertemuan)

A. Kompetensi Inti:

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban

terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
Spiritual: 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International	1.1.1. Memiliki semangat dalam mengerjakan tugas-tugas yang diberikan guru
Sosial: 2.3. Menunjukkan perilaku tanggung jawab, peduli,	2.3.1. Menunjukkan perilaku tanggung jawab dalam berkomunikasi interpersonal

kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional	dengan guru dan teman.
<p>Pengetahuan:</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p>	<p>3.9.1. Mengidentifikasi fungsi sosial, struktur teks dan unsur-unsur kebahasaan teks Naratif.</p> <p>3.9.2. Menyimpulkan nilai-nilai moral dalam teks Naratif</p>
<p>Penerapan:</p> <p>4.6. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.</p>	<p>4.6.1. Menangkap makna teks naratif lisan dan tulis berbentuk legenda.</p> <p>4.6.2. Mempresentasikan teks Naratif secara lisan dan tulis sederhana.</p>

C. Materi Pembelajaran

Fungsi sosial:

Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

Structure Text:

- (1) Pengenalan tokoh dan setting
- (2) Komplikasi terhadap tokoh utama
- (3) Solusi dan akhir cerita

Unsur kebahasaan:

- (1) Kata-kata terkait karakter, watak, dan setting dalam legenda
- (2) Modal auxiliary verbs.
- (3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
- (5) Rujukan kata

D. Metode Pembelajaran: Pendekatan Ilmiah (Scientific Approach: Observing-Questioning-Exploring-Associating-Communicating)

E. KEGIATAN PEMBELAJARAN**1. Pertemuan Pertama**

Langkah Pembelajaran	Sintaks Pembelajaran	Deskripsi Kegiatan	Waktu
Kegiatan Pendahuluan		<ol style="list-style-type: none">1. Mengucapkan salam2. Mengkonfirmasi kehadiran siswa3. Membangun apersepsi, dengan pertanyaan	10 menit

		<p>interaktif tentang cerita legenda yang diketahui.</p> <p>4. Memberikan orientasi pembelajaran dengan mengemukakan tujuan pembelajaran, apa yang akan dilakukan dan bagaimana pengorganisasian kelas/kelompok.</p>	
Kegiatan inti	Mengamati	<ul style="list-style-type: none"> ▪ Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru ▪ Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya 	25 menit

		<ul style="list-style-type: none"> ▪ Siswa mengamati keteladanan dari cerita legenda ▪ Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda 	
	Menanya	<ul style="list-style-type: none"> ▪ Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. ▪ Siswa mempertanyakan 	

		gagasan utama, informasi rinci dan informasi tertentu	
	Mengeksplorasi	<ul style="list-style-type: none"> ▪ Siswa membaca beberapa text legenda dari berbagai sumber. ▪ Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu ▪ Siswa melengkapi rumpang dari beberapa teks legenda sederhana 	25 menit
Kegiatan Penutup		<ol style="list-style-type: none"> 1. Guru dan siswa bersama-sama menyimpulkan dan merangkum materi pembelajaran 2. Siswa melakukan refleksi pembelajaran 	10 Menit

2. Pertemuan Kedua

Langkah Pembelajaran	Sintaks Pembelajaran	Deskripsi Kegiatan	Waktu
Kegiatan Pendahuluan		<ol style="list-style-type: none"> 1. Mengucapkan salam 2. Mengkonfirmasi kehadiran siswa 3. Membangun apersepsi, dengan pertanyaan tentang materi sebelumnya dengan materi Narrative Teks. 	15 menit
Kegiatan inti	Mengasosiasi	<ul style="list-style-type: none"> ▪ Secara berpasangan siswa melakukan permainan <i>Snakes and Ladders</i> dengan arahan guru. ▪ Siswa menganalisis kalimat yang ada dalam permainan <i>Snakes and Ladders</i>. 	30 menit

	Mengkomunikasikan	<ul style="list-style-type: none"> ▪ Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyang ditemukan setelah membaca teks legenda yang terdapat dalam permainan <i>Snakes and Ladders</i> . ▪ Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. 	30 menit
Kegiatan Penutup		1. Guru dan siswa bersama-sama menyimpulkan dan	15 Menit

		merangkum materi pembelajaran 2. Siswa melakukan refleksi pembelajaran	
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F. PENILAIAN, PEMBELAJARAN REMEDIAL DAN PENGAYAAN

1. **Tekhnik Penilaian**

- a. Penilaian Sikap: Tanggung jawab dalam berkomunikasi interpersonal dengan guru dan teman
- b. Penilaian Kinerja: Mengerjakan teks naratif berbentuk pilihan ganda.
- c. Penilaian Konsep: Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan teks Naratif.

2. **Instrumen Penilaian dan Pedoman Penskoran**

- a. Lembar Pengamatan: sikap santun dan peduli dalam melakukan percakapan transaksional dan interpersonal.
- b. Lembar Pengamatan Kinerja Siswa dalam melakukan percakapan transaksional dan interpersonal.
- c. Tes Uraian dalam menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan teks Naratif.

G. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

Media	Snakes and Ladders Game, Dice
Alat	Teks Narrative
Sumber Belajar	Buku guru / Kementerian Pendidikan dan Kebudayaan, Kementerian Pendidikan dan Kebudayaan, Jakarta: 2013 Buku Siswa / Kementerian Pendidikan dan Kebudayaan, Kementerian Pendidikan dan Kebudayaan, Jakarta: 2013 Sarwoko, English on Target, Erlangga Jakarta: 2014

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Lampiran 1:

Lembar pengamatan penilaian sikap spiritual

Semangat	Pernyataan	SKALA RATING				
		5	4	3	2	1
1	Siswa tidak mudah menyerah menghadapi permasalahan dalam mengikuti pembelajaran					
2	Siswa menghargai waktu dalam mengikuti pembelajaran dan menyelesaikan tugas yang diberikan oleh guru					
3	Siswa belajar dengan sepenuh hati/ikhlas dalam mengikuti pembelajaran					

Penilaian:

Selalu (Always) : 5

Sering (Often) : 4

Kadang-Kadang (Sometimes) : 3

Pernah (Ever) : 2

Tak Pernah (Never) : 1

Keterangan:

1,00 - 1,99 : D Kurang (Less)

2,00 - 2,99 : C Cukup (Enough)

3,00 - 3,99 : B Baik (Good)

4,00 - 5,00 : A Istimewa (Very Good)

Lampiran 2:

Lembar pengamatan penilaian sikap sosial

Tanggung Jawab	Pernyataan	SKALA RATING				
		5	4	3	2	1
1	Siswa mengerjakan tugas dari guru.					
2	Siswa ikut serta dalam diskusi kelompok					
3	Siswa menjaga kebersihan dan kerapian kelas.					

Penilaian:

Selalu (Always) : 5

Sering (Often) : 4

Kadang-Kadang (Sometimes) : 3

Pernah (Ever) : 2

Tak Pernah (Never) : 1

Keterangan:

1,00 - 1,99 : D Kurang (Less)

2,00 - 2,99 : C Cukup (Enough)

3,00 - 3,99 : B Baik (Good)

4,00 - 5,00 : A Istimewa (Very Good)

Appendix 2b

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

KONTROL GROUP

Sekolah	: MA Negeri 2 Semarang
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/II
Topik	: Narrative Teks
Alokasi Waktu	: 2 X 90 Menit (2 Pertemuan)

A. Kompetensi Inti:

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan

pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
Spiritual: 1.2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International	1.2.1. Memiliki semangat dalam mengerjakan tugas-tugas yang diberikan guru
Sosial: 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional	2.3.1. Menunjukkan perilaku tanggung jawab dalam berkomunikasi interpersonal dengan guru dan teman.

<p>Pengetahuan:</p> <p>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p>	<p>3.9.1. Mengidentifikasi fungsi sosial, struktur teks dan unsur-unsur kebahasaan teks Naratif.</p> <p>3.9.2. Menyimpulkan nilai-nilai moral dalam teks Naratif</p>
<p>Penerapan:</p> <p>4.6. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana.</p>	<p>4.6.1. Menangkap makna teks naratif lisan dan tulis berbentuk legenda.</p> <p>4.6.2. Mempresentasikan teks Naratif secara lisan dan tulis sederhana.</p>

C. Materi Pembelajaran

Fungsi sosial:

Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

Structure Text:

- (1) Pengenalan tokoh dan setting
- (2) Komplikasi terhadap tokoh utama
- (3) Solusi dan akhir cerita

Unsur kebahasaan:

- (1) Kata-kata terkait karakter, watak, dan setting dalam legenda
- (2) Modal auxiliary verbs.

- (3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan
- (5) Rujukan kata

D. Metode Pembelajaran: Pendekatan Ilmiah (Scientific Approach: Observing-Questioning-Exploring-Associating-Communicating)

E. KEGIATAN PEMBELAJARAN

1. Pertemuan Pertama

Langkah Pembelajaran	Sintaks Pembelajaran	Deskripsi Kegiatan	Waktu
Kegiatan Pendahuluan		1. Mengucapkan salam 2. Mengkonfirmasi kehadiran siswa 3. Membangun apersepsi, dengan pertanyaan interaktif tentang cerita legenda yang diketahui. 4. Memberikan orientasi pembelajaran dengan mengemukakan	10 menit

		<p>tujuan pembelajaran, apa yang akan dilakukan dan bagaimana pengorganisasian kelas/kelompok.</p>	
Kegiatan inti	Mengamati	<ul style="list-style-type: none"> ▪ Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru ▪ Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya ▪ Siswa mengamati keteladanan dari cerita legenda ▪ Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu 	25 menit

		dari teks legenda	
	Menanya	<ul style="list-style-type: none"> ▪ Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. ▪ Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu 	20 menit
	Mengeksplorasi	<ul style="list-style-type: none"> ▪ Siswa membaca beberapa text legenda dari berbagai sumber. ▪ Siswa berlatih 	25 Menit

		<p>menemukan gagasan utama, informasi rinci dan informasi tertentu</p> <ul style="list-style-type: none"> ▪ Siswa melengkapi rumpang dari beberapa teks legenda sederhana 	
Kegiatan Penutup		<p>3. Guru dan siswa bersama-sama menyimpulkan dan merangkum materi pembelajaran</p> <p>4. Siswa melakukan refleksi pembelajaran</p>	10 Menit

2. Pertemuan Kedua

Langkah Pembelajaran	Sintaks Pembelajaran	Deskripsi Kegiatan	Waktu
Kegiatan Pendahuluan		<p>1. Mengucapkan salam</p> <p>2. Mengkonfirmasi kehadiran siswa</p> <p>3. Membangun apersepsi, dengan</p>	15 menit

		<p>pertanyaan tentang materi sebelumnya dengan materi Narrative Teks.</p>	
Kegiatan inti	Mengasosiasi	<ul style="list-style-type: none"> ▪ Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan ▪ Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. 	30 menit
	Mengkomunikasikan	<ul style="list-style-type: none"> ▪ Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasaan yang ditemukan setelah 	30 menit

		<p>membaca teks legenda.</p> <ul style="list-style-type: none"> ▪ Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. 	
Kegiatan Penutup		<ol style="list-style-type: none"> 1. Guru dan siswa bersama-sama menyimpulkan dan merangkum materi pembelajaran 2. Siswa melakukan refleksi pembelajaran 	15 Menit

F. PENILAIAN, PEMBELAJARAN REMEDIAL DAN PENGAYAAN

1. Teknik Penilaian

- a. Penilaian Sikap: Tanggung jawab dalam berkomunikasi interpersonal dengan guru dan teman
- b. Penilaian Kinerja: Mengerjakan teks naratif berbentuk pilihan ganda.

- c. Penilaian Konsep: Menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan teks Naratif.

2. Instrumen Penilaian dan Pedoman Penskoran

- a. Lembar Pengamatan: sikap santun dan peduli dalam melakukan percakapan transaksional dan interpersonal.
- b. Lembar Pengamatan Kinerja Siswa dalam melakukan percakapan transaksional dan interpersonal.
- c. Tes Uraian dalam menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan teks Naratif.

G. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

Media	-
Alat	Teks legenda narative,
Sumber Belajar	Buku guru / Kementerian Pendidikan dan Kebudayaan, Kementerian Pendidikan dan Kebudayaan, Jakarta: 2013 Buku Siswa / Kementerian Pendidikan dan Kebudayaan, Kementerian Pendidikan dan Kebudayaan, Jakarta: 2013 Sarwoko, English on Target, Erlangga Jakarta: 2014

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Lampiran 1:

Lembar pengamatan penilaian sikap spiritual

Semangat	Pernyataan	SKALA RATING				
		5	4	3	2	1
1	Siswa tidak mudah menyerah menghadapi permasalahan dalam mengikuti pembelajaran					
2	Siswa menghargai waktu dalam mengikuti pembelajaran dan menyelesaikan tugas yang diberikan oleh guru					
3	Siswa belajar dengan sepenuh hati/ikhlas dalam mengikuti pembelajaran					

Penilaian:

Selalu (Always) : 5

Sering (Often) : 4

Kadang-Kadang (Sometimes) : 3

Pernah (Ever) : 2

Tak Pernah (Never) : 1

Keterangan:

1,00 - 1,99 : D Kurang (Less)

2,00 - 2,99 : C Cukup (Enough)

3,00 - 3,99 : B Baik (Good)

4,00 - 5,00 : A Istimewa (Very Good)

Lampiran 2:

Lembar pengamatan penilaian sikap sosial

Tanggung Jawab	Pernyataan	SKALA RATING				
		5	4	3	2	1
1	Siswa mengerjakan tugas dari guru.					
2	Siswa ikut serta dalam diskusi kelompok					
3	Siswa menjaga kebersihan dan kerapian kelas.					

Penilaian:

Selalu (Always) : 5

Sering (Often) : 4

Kadang-Kadang (Sometimes) : 3

Pernah (Ever) : 2

Tak Pernah (Never) : 1

Keterangan:

1,00 - 1,99 : D Kurang (Less)

2,00 - 2,99 : C Cukup (Enough)

3,00 - 3,99 : B Baik (Good)

4,00 - 5,00 : A Istimewa (Very Good)

Appendix 3

The Schedule of the Research

No.	Date	Activities
1.	On Monday, 11 January 2016	Asking Permission to head master and English teacher for research
2.	On Wednesday, 20 January 2016	Try-out test for the Try-out class
3.	On Saturday, 23 January 2016	Pre-test for Experimental Class and Control Class
4.	On Saturday, 30 January 2016	Treatment I for Experimental Class
5.	On Saturday, 30 January 2016	Conventional teaching I for Control Class
6.	On Saturday, 06 January 2016	Treatment II for Experimental Class
7.	On Saturday, 06 January 2016	Conventional teaching II for Control Class
8.	On Saturday, 13 January 2016	Post-test for Experimental Class and Control Class

Appendix 4

Media of Research

THE LEGEND OF MAIJI KUNDANG

FINISH	10. The words of the story in this episode were a very good one.	11. Maiji Kundang was very helpful and generous.	12. Maiji Kundang was not mean to give to the crowd.	13. Maiji Kundang protected his mother.	14. Maiji Kundang was very brave and smart.
15. At last, Maiji Kundang and his mother were safe. The woman said: "Thank you, Maiji Kundang!"	16. The woman felt happy and smiled after she had been left by Maiji Kundang.	17. The woman felt afraid when Maiji Kundang asked her to leave her.	18. After this, he continued his work. The woman "yelped" in "wonder".	19. An old woman saw Maiji Kundang and his mother. She was surprised to see them.	20. Maiji Kundang and his mother came to the village.
21. She had promised Maiji Kundang to look after her. The word "yelp" means "cry".	22. She had promised Maiji Kundang to look after her. The word "yelp" means "cry".	23. Maiji Kundang was afraid when she saw her. She was surprised to see them.	24. When he saw his mother and his mother was surprised to see them.	25. An old woman saw Maiji Kundang and his mother. She was surprised to see them.	26. An old woman saw Maiji Kundang and his mother. She was surprised to see them.
27. Maiji Kundang and his mother were safe.	28. Maiji Kundang and his mother were safe.	29. Maiji Kundang and his mother were safe.	30. Maiji Kundang and his mother were safe.	31. Maiji Kundang and his mother were safe.	32. Maiji Kundang and his mother were safe.
33. Maiji Kundang helped the pirates to defeat the merchant.	34. Maiji Kundang helped the merchant ship was being raised. The woman: "Thank!" is "yelped".	35. Maiji Kundang being raised by pirates.	36. Maiji Kundang sold his ship as the dowry.	37. After getting his ship as dowry, he was happy.	38. Maiji Kundang was very brave and smart.
START	39. Maiji Kundang was a boy in a small village near the beach.	40. Maiji Kundang lived with his family.	41. Maiji Kundang was the legend from East Sumatra.	42. Maiji Kundang and his mother lived happily because his timber business was very good.	43. Maiji Kundang was a boy in a small village near the beach.

THE LEGEND OF MAIJI KUNDANG

1. Once there was a boy named Maiji Kundang who lived in a small village near the beach. His father was a rich merchant and his mother was a very beautiful woman. They were very happy and lived happily ever after. One day, Maiji Kundang went to the beach to play with his friends.

2. He saw a large wooden boat full of pirates. They were taking a small village. The boat was very big and it was full of men. Maiji Kundang was very surprised to see them.

3. He went to the boat to see the pirates. He saw a man who was very tall and strong. He was the captain of the pirates. He was very angry and he was shouting at the other pirates. Maiji Kundang was very afraid when he saw the captain.

4. He saw a woman who was very beautiful and she was crying. She was the merchant's wife. She was very sad because her ship was being raised. Maiji Kundang was very brave and he went to help her. He saved her and she was very happy. She said: "Thank you, Maiji Kundang!"

5. Maiji Kundang and his mother were very happy. They lived happily ever after. Maiji Kundang was a very brave and smart boy. He was very helpful and generous. He was very good at what he did. He was a legend in his village.

Appendix 5

STUDENTS' NAME LIST OF TRY-OUT TEST (XI IPA 4)

NO	NAME	CODE
1	ADE RISKI PANGESTU	T-1
2	AHMAD FAIZ NAUFAL	T-2
3	ANIK SURAYA	T-3
4	ANJARANI GUTOMO PUTRI	T-4
5	BAGAS SATRIO AJI	T-5
6	BAGUS SRI NUGROHO	T-6
7	BELLA SEPTIANINGTYAS SAPUT	T-7
8	DENANEER ALFI OKTAVIANI	T-8
9	ERIKA WIDYAWATI	T-9
10	EVA SELVIANA	T-10
11	FERI KURNIAWAN	T-11
12	FITRIA KUUNI TADZKIROTUN	T-12
13	FITRIANA	T-13
14	GEMA NURUL NANDIRIYANTI	T-14
15	HILWA PUTRI LISTIAJI	T-15
16	IKA WAHYU CAHYA NUGRAENI	T-16
17	INDAH PURNAMASARI	T-17
18	ISNAINI	T-18
19	ISTIQOMAH	T-19
20	JANUAVIVA FAJAR MASITA	T-20
21	KODRIYAH	T-21
22	LINA MAZIDA	T-22
23	M. ADY AINUN NAJIB	T-23
24	MOCH. BIMA BAGAS WICAKSA	T-24
25	MUHAMAD SYAMSUL MU'ARIF	T-25
26	MUHAMMAD AZZAM	T-26

27	MUSTAIT	T-27
28	NIKMATUL FITRIYAH	T-28
29	NURUL FADHILAH	T-29
30	RAJIB MUHAMAD MUNIB	T-30
31	RISMANIA ARIANA	T-31
32	SAVITRI INTAN RACHMASARI	T-32
33	SITI ROHMATUL ULFA	T-33
34	ULFI ZAIMAH	T-34
35	UMMI KULSUM	T-35

Appendix 6

TRY-OUT TEST

School : MAN 2 Semarang
Subject : English
Class/Semester : XI/II
Material : Narrative Text

Name :

Class :/

Choose A, B, C, D or E for the correct answer!

The following text is for questions number 1 to 5

The Legend of Surabaya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. “Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are greedy” said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked 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 the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally give up and went back to the sea. Baya was happy.

1. What is the purpose of the text above?

A. to analyze Surabaya city

- B. to describe about Sura and Baya
 - C. to amuse and entertain the reader or listener
 - D. to persuade the reader
 - E. to tell the last experience of the writer
2. They lived in a sea. (paragraph 1)
What does the underlined word refer to?
- A. Animals
 - B. Sura and Baya
 - C. Sura and Goat
 - D. Baya and Goat
 - E. Sura and Goat
3. “Feeling tired of fighting, they lived in the different places.”
(paragraph 3) The word “lived” can be replaced by?
- A. stayed
 - B. arrive
 - C. took
 - D. brought
 - E. left
4. What is the topic of paragraph four?
- A. Sura and Baya felt tired of fighting
 - B. Sura and Baya fought each other
 - C. Sura and Baya looked for some food in the river
 - D. Sura searched some food in the river
 - E. Baya was angry because Sura obeyed the promise
5. Which of the following statements is TRUE?
- A. Sura didn’t want to eat Baya
 - B. Sura was very angry and there was much food in the sea
 - C. Sura was very hungry and there was not much food in the sea
 - D. Baya was very happy when he knew that Sura broke the promise
 - E. Baya was very full and there was much food in the land

6. What was the Sura's character?
 - A. kind
 - B. wicked
 - C. polite
 - D. honest
 - E. untrustworthy
7. What can we learn from the text above?
 - A. We shouldn't be greedy and egoist
 - B. We shouldn't underestimate others
 - C. We should fight to others
 - D. We can broke our promise
 - E. We should give up

The following text is for questions number 8 to 15

The Legend of Tangkuban Perahu

Once, there was a kingdom in Priangan Land. Lived a happy family. A mother was called Dayang Sumbi, and a child which was called Sangkuriang. They also had a dog which called Tumang. Actually, Tumang was a human who had banned god to be a dog. Tumang was Dayang Sumbi's husband, but Sangkuriang didn't realize it.

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home.

Soon Dayang Sumbi found out that it was not deer liver but Tumang's, his own dog. So, She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home.

Years go bye, Sangkuriang had travelled many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, The woman looked at the wound in Sangkuriang's head. It matched to her son's

wound who had left several years earlier. Soon she realized that she felt in love with her own son.

She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day.

Sangkuriang failed to marry her. She was very angry and kicked the boat. It fell over and became the mountain of Tangkuban Perahu Bandung.

8. What was Sangkuriang's character?
 - A. He was kind and polite
 - B. He was wise and honest
 - C. He was petulant and stubborn
 - D. He was respectful and greedy
 - E. He was greedy and brave
9. What is the main idea of paragraph six?
 - A. Dayang Sumbi asked her son to go hunting.
 - B. Sangkuriang got wounded and scar then cast away from their home.
 - C. Sangkuriang had travelled many places and finally arrived at a village.
 - D. Sangkuriang couldn't marry Dayang Sumbi easily.
 - E. Sangkuriang failed to marry Dayang Sumbi.
10. "Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home.."(Paragraph 2)
The word "desperate" is closest meaning to ...
 - A. miserable
 - B. scary
 - C. gratify
 - D. embarrassed

- E. grateful
11. "It matched to her son's wound who had left several years earlier." (Paragraph 4).
What is the synonym of "matched"?
- A. obeyed
 - B. completed
 - C. distinguished
 - D. agreed
 - E. demanded
12. Which of the following statements is TRUE according to the text above?
- A. Sangkuriang felt hate with beautiful woman who was his mother.
 - B. Sangkuriang felt in love with beautiful woman who was his mother.
 - C. Dayang Sumbi wanted to marry with Sangkuriang without any requisited.
 - D. Dayang Sumbi didn't make the cock crowed.
 - E. Sangkuriang failed to marry Dayang Sumbi because he kicked the boat.
13. Which of the following statement is NOT TRUE?
- A. Sangkuriang had travelled many places and met a beautiful woman
 - B. Dayang Sumbi asked a lake and a boat for celebrating their wedding day
 - C. Sangkuriang began worried because he didn't find deer
 - D. Sangkuriang wanted to marry his mother
 - E. Sangkuriang had to make a lake in one day.
14. "Soon Dayang Sumbi found out that it was not deer liver but Tumang's, his own dog."
The word "it" refers to?
- A. deer's liver
 - B. lovely dog

- C. dog's liver
 - D. tumang's liver
 - E. liver
15. From the story we can learn that?
- A. Do the work patiently without asking for someone's help
 - B. Don't blame someone for our failure
 - C. Don't trust ghost and fairies
 - D. Tell the truth to avoid something unexpected
 - E. Say everything with humble hearth

The following text is for questions number 16 to 23

THE LEGEND OF MALIN KUNDANG

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

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

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

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to

release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger.

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

16. What is the topic of the paragraph three?
- A. Malin Kundang accepted his mother after he became rich man.
 - B. Malin Kundang became wealthy who had ship and lot of crews.
 - C. Malin Kundang apologized to his mother.
 - D. An old woman felt enraged and didn't curse Malin Kundang.
 - E. An old woman was sad and angry because Malin Kundang wanted to leave her.
17. Which of the following statements is TRUE?
- A. The local people recognized a new merchant who wasn't Malin Kundang
 - B. Malin Kundang became wealthy and remembered his mother.
 - C. Malin Kundang helped the pirates to defeat the merchant bravely.
 - D. Malin Kundang's mother felt angry and sad because his son didn't come back home for a long time

- E. An old woman cursed Malin Kundang because he denied and didn't apologize to her
18. "She wanted to hug him to release her sadness of being lonely after a long time." (paragraph 4)
What does the underlined word refer to?
- A. Her mother
 - B. Malin Kundang's wife
 - C. An old woman
 - D. A beautiful woman
 - E. Malin Kundang
19. "She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her." (paragraph 5)
The word "it" refers to?
- A. Malin Kundang's ship
 - B. An old woman's village
 - C. Malin Kundang's request
 - D. Malin Kundang's ship
 - E. An old woman's request
20. "When Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates." (Paragraph 2).
What is the synonym of the underlined word?
- A. extended
 - B. offered
 - C. plundered
 - D. suspended
 - E. maintained
21. "Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother." (Paragraph 4).
The underlined word is closest meaning to ...
- A. approved
 - B. disclaimed
 - C. submitted

- D. disaffected
 - E. disappointed
22. From the text above, it can be conclude that Malin Kundang is ...
- A. arrogant and kind person
 - B. polite and wise person
 - C. honest and trustworthy person
 - D. brave and patient person
 - E. rebellious and arrogant person
23. What can we learn from the text above?
- A. Don't admit ugly and dirty woman as your mother
 - B. Be a rich man by hard work and sincerity
 - C. Be a great sailor to conquer the sea
 - D. Be respectful toward your parents
 - E. Be wicked for being rich people
24. Arrange the following sentences to form sequential texts.
- (1) One day, a handsome young man with super natural power named Bandung Bondowoso defatted and killed Prabu Baka.
 - (2) Once, there was a beautiful Javanese princess whose name was Rara Jonggrang.
 - (3) On seeing Princess Rara Jonggrang's beauty, Bandung Bondowoso fell in love wither and wanted to marry her.
 - (4) Rara Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka and evil king.
 - (5) She did not want to marry Bandung because he had killed her father.
 - (6) Meanwhile, Princess Rara jonggrang felt sad due to her death father.
- The correct arrangement of the sentences is ...
- A. 2-4-3-6-5-1
 - B. 2-1-3-4-6-5
 - C. 2-4-1-3-6-5
 - D. 2-4-1-3-5-6
 - E. 2-3-4-1-6-5

25. Arrange the following word to form meaningful sentences.

regretted a farm Bondowoso and went into land he away.
1 2 3 4 5 6 7 8 9

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

KEY ANSWER OF TRY-OUT TEST

- | | | |
|--------------|--------------|--------------|
| 1. C | 11. D | 21. C |
| 2. B | 12. B | 22. B |
| 3. A | 13. E | 23. D |
| 4. D | 14. C | 24. C |
| 5. C | 15. D | 25. B |
| 6. E | 16. B | |
| 7. A | 17. E | |
| 8. C | 18. C | |
| 9. E | 19. E | |
| 10. A | 20. C | |

Appendix 9

SCORE OF TRY-OUT TEST (XI IPA 4)

NO	NAME	CODE	SCORE
1	ADE RISKI PANGESTU	T-1	92
2	AHMAD FAIZ NAUFAL	T-2	96
3	ANIK SURAYA	T-3	96
4	ANJARANI GUTOMO	T-4	96
5	BAGAS SATRIO AJI	T-5	76
6	BAGUS SRI NUGROHO	T-6	92
7	BELLA	T-7	96
8	DENANEER ALFI	T-8	96
9	ERIKA WIDYAWATI	T-9	96
10	EVA SELVIANA	T-10	96
11	FERI KURNIAWAN	T-11	96
12	FITRIA KUUNI	T-12	96
13	FITRIANA	T-13	96
14	GEMA NURUL	T-14	92
15	HILWA PUTRI LISTIAJI	T-15	92
16	IKA WAHYU CAHYA	T-16	92
17	INDAH PURNAMASARI	T-17	96
18	ISNAINI	T-18	92
19	ISTIQOMAH	T-19	96
20	JANUAVIVA FAJAR	T-20	92
21	KODRIYAH	T-21	96
22	LINA MAZIDA	T-22	92
23	M. ADY AINUN NAJIB	T-23	56
24	MOCH. BIMA BAGAS	T-24	92
25	MUHAMAD SYAMSUL	T-25	88
26	MUHAMMAD AZZAM	T-26	80

27	MUSTAIT	T-27	64
28	NIKMATUL FITRIYAH	T-28	48
29	NURUL FADHILAH	T-29	76
30	RAJIB MUHAMAD	T-30	72
31	RISMANIA ARIANA	T-31	92
32	SAVITRI INTAN	T-32	72
33	SITI ROHMATUL ULFA	T-33	88
34	ULFI ZAIMAH	T-34	92
35	UMMI KULSUM	T-35	76

Appendix 10

PRE-TEST

School	: MAN 2 Semarang
Subject	: English
Class/Semester	: X/II
Material	: Narrative Text

Name :

Class :/

Choose A, B, C, D or E for the correct answer!

The following text is for questions number 1 to 4

The Legend of Prambanan Temple

Once, there was a beautiful Javanese princess whose name was Rara Jonggrang. Rara Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, and evil king.

One day, a handsome young man with super natural power named Bandung Bondowoso defatted and killed Prabu Baka. On seeing Princess Rara Jonggrang's beauty, Bandung Bondowoso fell in love with her and wanted to marry her.

Meanwhile, Princess Rara Jonggrang felt sad due to her death father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift" requested Rara Jonggrang. Bandung Bondowoso agreed with the condition. Helped by the spirit of the demons, Bandung Bondowoso started building the temples. Approaching midnight, the work would nearly be done. Rara Jonggrang knew and thought, "What shall I do? Bandung Bondowoso is smarter than I. I would lose against Bandung."

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so

that the rooster thought it had already been dawn. Bandung Bondowoso got frustrated because he failed completing the thousandth temple. "The Princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have been cheated. Now, the thousandth temple is yours!"

At once, the Princess turned into a statue. Knowing this, Bandung Bondowoso regretted and he went away into a farm land. From then people called the temple Prambanan Temple and the Princess statue Rara Jonggrang statue.

1. What is the purpose of the text above?
 - A. to explain Prambanan Temple
 - B. to describe Prambanan Temple
 - C. to entertain the reader about the legend of Prambanan Temple
 - D. to persuade beautiful Javanese princess
 - E. to tell the last experience of the writer
2. What is the topic of paragraph 3?
 - A. Bondowoso wanted to marry Rara Jonggrang
 - B. Rara Jonggrang felt sad because of her death father.
 - C. Rara Jonggrang was Ugly Princess.
 - D. Prabu Baka failed completing the thousandth temple.
 - E. Bondowoso was cursed being a thousand temple.
3. "... Bandung Bondowoso started building the temples.." (paragraph 3) The word "started" can be replaced by?
 - A. began
 - B. finished
 - C. came
 - D. went
 - E. broke
4. What was the Bandung Bondowoso's character?
 - A. He was kind
 - B. He was wise

- C. He was polite
- D. He was honest
- E. He was wicked

The following text is for questions number 5 to 11

The Legend Of Banyuwangi

Once upon a time, there was a local ruler named King Sulahkromo. The king had a Prime Minister named Raden Sidopekso. The Prime Minister had a wife named Sri Tanjung. She was so beautiful that the king wanted her to be his wife.

One day, the King sent his Prime Minister to a long mission. While the Prime Minister was away, the King tried to get Sri Tanjung. However he failed. He was very angry. Thus, when Sidopekso went back, the King told him that his wife was unfaithful to him. The Prime Minister was very angry with his wife. Sri Tanjung said that it was not true. However, Sidopekso said that he would kill her.

He brought her to the river bank. Before he kill her and threw her into the river, she said that her innocence would be proven After Sidopekso killed her, he threw her dead body into the dirty river.

The river immediately became clean and began to spread a wonderful fragrance. Sidopekso said, "Banyu...Wangi... Banyuwangi". This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love.

5. What was Raden Sidopekso's character?
 - A. He was kind and polite
 - B. He was wise and honest
 - C. He was bad tempered and stubborn
 - D. He was respectful and greedy
 - E. He was greedy and brave
6. "Before he kill her and threw her into the river, she said that her innocence would be proven After Sidopekso *killed* her, he threw her dead body into the dirty river."(Paragraph 3)

The word “killed” is closest meaning to ...

- A. murdered
 - B. lived
 - C. brought
 - D. injured
 - E. persecuted
7. “The river immediately became clean and began to spread a wonderful fragrance.” (Paragraph 4)
What is the synonym of “began”?
- A. finished
 - B. asked
 - C. took
 - D. supposed
 - E. started
8. Which of the following statements is TRUE according to the text above?
- A. Raden Sidopekso was killed by Raden Sidopekso in the clean river.
 - B. Raden Sidopekso killed Sri Tanjung in the kingdom.
 - C. Sri Tanjung was Sulahkromo’s wife.
 - D. Raden Sidopekso failed to get Sri Tanjung as his wife.
 - E. King Sulahkromo tried to get Sri Tanjung but he was failed.
9. Which of the following statements is NOT TRUE according to the text above?
- A. King Sulahkromo failed to get Sri Tanjung as his wife.
 - B. King Sulahkromo tried to kill Sri Tanjung in the dirty river.
 - C. The king wanted Sri Tanjung to be his wife because she was so beautiful
 - D. Sri Tanjung is Raden Sidopekso’s wife.
 - E. Sidopekso would kill his wife in the dirty river.
10. “She was so beautiful that the king wanted her to be his wife” (Paragraph 1)
The word “she” refers to?

- A. a wife
 - B. Sulahkromo
 - C. Sri Tanjung
 - D. the pincess
 - E. Sidopekso
11. From the story we can learn that?
- A. we should not underestimate others
 - B. we should be powerful
 - C. we should be helpful
 - D. we should not be egoist and too ambitious
 - E. we should be a wise leader

The following text is for questions number 12 to 18

The Legend of Toba Lake

Once upon a time, there was a young person live in a small village. His was called Toba. He had two magnificent capacities regarding fishing and cultivating. Toba was so good in fishing. He didn't take long time to catch a fish. Just tossed the hook into the river, and he got the big fish.

One day, he went fishing to a river that was wide enough. It just took a little time after he tossed the hook into river, the fish stuck in the bait and he got a big fish for dinner. Then, he went home and along the way he proceeded satisfied in having enough fish for a dinner. He moved the fish to the tub loaded with water. He needed the fish stay fresh. So, the taste of fish could remain great. Then, he arranged seasoning and firewood which required in cooking. But, he didn't have enough firewood and promptly searched for firewood in the timberland.

A few hours later, he went home and carried some firewood for cooking. However, when he returned home, he was surprised that the fish was lost. He even discovered pieces of gold and a lovely young lady who was sitting in his room.

Moreover, the beautiful young lady advised Toba that she was the fish which was captured by him. Amazed with her beauty, Toba

then asked that pretty young lady to marry him. The young lady agreed with Toba's request, However, Toba had to promise not to bring her past. Toba accepted it and they were married.

His wife and he got a blessed kid named Samosir. His child was exceptionally intelligent and agile, but spoiled. When their kid was at his first age, there is a task which should be done every day. He had to deliver the food into Toba's rice fields. One day, Samosir was very lazy to deliver food to the rice field. His mother scolded him.

Then, Samosir was forced to deliver the foods. Because he was so upset, he ate many of the food at the trip to rice fields. There was only a little food left when he gave it to Toba. He was asked by Toba about it.

Toba was so angry when he noticed that Samosir had eaten the foods. He said that Samosir was a child fish. Samosir was so sad and he went home. He complained to his mother.

His wife was angry with Toba. She was upset because Toba failed to keep his promise. Even though Toba had begged so much, but his wife would never forgive him. His wife and Samosir decided to go to the river. They turned into a fish again.

Suddenly, the rain came very heavily. Heavy rains sank Toba. Then, it formed a lake known as Toba Lake.

12. Which of the following statements is NOT TRUE?

- A. Toba wasn't angry with his children and permitted him to eat food
- B. The mother started crying, felt sad that her husband had broken his promise.
- C. His daughter would help bringing lunch to her father out in the fields.
- D. The daughter ran home and asked her mother.
- E. Samosir was so hungry and he ate his father's lunch.

13. "He didn't take long time to catch a fish."

What does the underlined word refer to?

- A. Samosir

- B. A fish
 - C. Toba
 - D. A beautiful woman
 - E. Fisher
14. There was only a little food left when he gave it to Toba.
The word “it” refers to?
- A. Fish
 - B. Field
 - C. River
 - D. Trip
 - E. Food
15. “It just took a little time after he tossed the hook into river”.
(Paragraph 2). What is the synonym of the underlined word?
- A. threw
 - B. took
 - C. got
 - D. put
 - E. pushed
16. “When he returned home, he was surprised that the fish was lost”
(Paragraph 3). What is the synonym of the underlined word?
- A. go down
 - B. come back
 - C. give up
 - D. go out
 - E. make up
17. From the text above, it can be conclude that Toba is ...
- A. patient and kind person
 - B. polite and wise person
 - C. honest and trustworthy person
 - D. wise and patient person
 - E. untrustworthy and bad tempered person
18. What can we learn from the text above?
- A. We must obey our parents

- B. We must not eat our father's meal
- C. We must go fishing to find a golden fish
- D. We must not break our promise
- E. We must run to the hill if there is earthquake

19. Arrange the following sentences to form a sequential text.

- (1) One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang.
- (2) Once, there was a kingdom in Priangan Land. Lived a happy family.
- (3) After hunting all day, Sangkuriang began desperate and worried because he hunted no deer.
- (4) They were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang.
- (5) Then he took the dog liver and carried home.
- (6) Then he thought to shot his own dog.

The correct arrangement of the sentences is ...

- A. 2-4-3-6-5-1
- B. 2-1-3-4-6-5
- C. 2-4-1-3-6-5
- D. 2-4-1-3-5-6
- E. 2-3-4-1-6-5

20. Arrange the following word to form meaningful sentences.

had travelled at a village Sangkuriang many and arrived land
 1 2 3 4 5 6 7
places finally.
 8 9

The correct arrangement of the words is ...

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

KEY ANSWER OF PRE-TEST

- | | |
|--------------|--------------|
| 1. C | 11. B |
| 2. B | 12. A |
| 3. A | 13. C |
| 4. C | 14. E |
| 5. E | 15. A |
| 6. C | 16. B |
| 7. E | 17. E |
| 8. A | 18. D |
| 9. B | 19. C |
| 10. B | 20. B |

Appendix 11

STUDENTS' NAME LIST OF EXPERIMENTAL CLASS (X SCIENCE 5)

NO	NAME	CODE
1	Ahmat Farikh Akbar	E-1
2	Ajie Wijaya Seno	E-2
3	Alifya Fifi Salsabila	E-3
4	Ayuda Musa'ada	E-4
5	Cholilatul Malichah	E-5
6	Dina Fitri Firsta Lestari	E-6
7	Ellen Elma Mazida	E-7
8	Elly Permatasari	E-8
9	Ericha Nureza Julina	E-9
10	Erlin Kusumawati	E-10
11	Fika Fajriani	E-11
12	Ida Chovivah	E-12
13	Ikasari	E-13
14	Indah Ayu Oktaviani	E-14
15	Indah Milati Khasanah	E-15
16	Indah Sulistiowati	E-16
17	Indriyanti	E-17
18	Jussepe Krisnaaji	E-18
19	Laila Anzali	E-19
20	Latifah Nurul Maghfiratur	E-20
21	Latifatul Arifah	E-21
22	Livi Rofiatul Aliyah	E-22
23	M. Rizki mubaroq	E-23
24	Maya Octavia	E-24
25	Mumtaz Tsalatsa	E-25
26	Nada Arifatul Islamiyah	E-26
27	Nila Ratna Amaliyah	E-27
28	Nur Amri	E-28
29	Nurul Hidayah	E-29
30	Rahmatullah Sukmawati	E-30
31	Shella Dharajatul Ulya	E-31
32	Shelma Agus None	E-32

33	Siti Munzilatul Mardliyah	E-33
34	Syahrul Adrian	E-34
35	Tedy Syahrindra	E-35
36	Ulfi Indriani	E-36
37	Umi Kulsum	E-37
38	Wafi Yudzakki	E-38

Appendix 12

STUDENTS' NAME LIST OF CONTROL CLASS (X SCIENCE 4)

NO	NAME	CODE
1	Ahmad Irvan Maulana Yus	C-1
2	Alfain Bahtiar	C-2
3	Ana Nur Safitri	C-3
4	Anis Khoirula	C-4
5	Barry Mudrik Azkya	C-5
6	Billy Risma Ariyanto	C-6
7	Dahlia Sukma Wardani	C-7
8	David Cordiaz	C-8
9	Dewi Yuliyasari	C-9
10	Dimas Bayu Adi Mahendra	C-10
11	Dwi Septia Nur Fatimah	C-11
12	Fadia Kansha Tamara	C-12
13	Ghurrotul Azizah	C-13
14	Hikmah Khumairoh	C-14
15	Hilmi Alwi Addahlawi	C-15
16	Indriani Nur Hanifah	C-16
17	Jihan Aulia Safitri	C-17
18	Khusnul Khotimah	C-18
19	Machmudin	C-19
20	Maghfirotn Khasanah	C-20
21	Maya Indarti	C-21
22	Mila Indayati	C-22
23	Monica Dewi Sonyaroga	C-23
24	Muhammad Khizam	C-24
25	Muhammad Maulana	C-25
26	Muhammad Nur Afif	C-26
27	Nabila Akhsana Nadia	C-27
28	Nungky Sugeng Riyadi	C-28
29	Nur Afni Alawiyah	C-29
30	Prasetyo Aji Pratama	C-30
31	Putri Novitasari	C-31
32	Raka Fanesha	C-32

33	Ria Murdiyanti	C-33
34	Rokhmatul Jannah	C-34
35	Syihab Ulil Absor	C-35
36	Sylvia Rahma	C-36
37	Tri Vayatul Muarivah	C-37
38	Zulfa Salsabila	C-38

Appendix 13

Normality Test of Pre-Test Experimental Class

Hypothesis

H₀: The data distributed normally

H₁: The data not distributed normally

Test of hypothesis

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

Criteria

Ho Accepted if $\chi^2_{hitung} < \chi^2_{tabel}$

Test of Hypothesis

Maximal Score	=	85			
Minimal Score	=	50			
Range (R)	=	80 - 40	=	35	
Classes (C)	=	$1 + 3,3 \log 32$	=	5,967	= 6 classes
Length of Classes (L)	=	$35/6 = 5,87$	=	6	

Distribution Table of Pre-test of Experimental Class

Class	f _i	X _i	X _i ²	f _i ·X _i	f _i ·X _i ²
50 – 55	8	52,5	2756,25	420	22050
56 – 61	10	58,5	3422,25	585	34222,5
62 – 67	9	64,5	4160,25	580,5	37442,3
68 – 73	6	70,5	4970,25	423	29821,5
74 – 79	3	76,5	5852,25	229,5	17556,8
80 – 85	2	82,5	6806,25	165	13612,5
Sum	38			2403	154706

$$\bar{X} = \frac{\sum f_i X_i}{\sum f_i} = \frac{2403}{38} = 63,24$$

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

$$= \frac{32 \cdot 125381 - (1971)^2}{32(32-1)}$$

$$S^2 = 74,25$$

$$S = 8,62$$

List of Frequentation Value of Experimental Class

Class	Bk	Z _i	P(Z _i)	Wide Area	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
	49,5	-1,59	-0,4445				
50 – 55	55,5	-0,90	-0,3154	0,1292	4,9	8	1,9465
56 – 61	61,5	-0,20	-0,0799	0,2355	8,9	10	0,1234
62 – 67	67,5	0,49	0,1896	0,2695	10,2	9	0,1502
68 – 73	73,5	1,19	0,3832	0,1936	7,4	6	0,2499
74 – 79	79,5	1,89	0,4704	0,0873	3,3	3	0,0301
80 – 85	85,5	2,58	0,4951	0,0247	0,9	2	1,2043
							$\chi^2 = 3,70$

For $\alpha = 5\%$, with $dk = 6 - 3 = 3$ was gotten $\chi^2_{tabel} = 7,81$

Because $\chi^2_{count} < \chi^2_{tabel}$, so the data distributed normally

Appendix 14

Normality Test of Pre-Test Control Class

Hipotesis

Ho: The data distributed normally

H1: The data not distributed normally

Test of hypthothesis

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

Criteria

Ho Accepted if $H_o = \chi^2_{hitung} < \chi^2_{tabel}$

Test of Hypothesis

Maximal Score	=	85				
Minimal Score	=	50				
Range (R)	=	80 - 45	=	35		
Classes (C)	=	$1 + 3,3 \log 38$	=	6,213	=	6 classes
Length of Classes (L)	=	$32/6 =$	5,63	=	6	

Distribution Table of Pre-test of Control Class

Class	f_i	X_i	X_i^2	$f_i \cdot X_i$	$f_i \cdot X_i^2$
50 - 55	10	52,5	2756,25	525	27562,5
56 - 61	8	58,5	3422,25	468	27378
62 - 67	10	64,5	4160,25	645	41602,5
68 - 73	5	70,5	4970,25	352,5	24851,25
74 - 79	3	76,5	5852,25	229,5	17556,75
80 - 85	2	82,5	6806,25	165	13612,5
Sum	38			2385	152563,5

$$\bar{X} = \frac{\sum f_i X_i}{\sum f_i} = \frac{2385}{38} = 62,76$$

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

$$= \frac{32 \cdot 120812 - (1940)^2}{32(32-1)}$$

$$S^2 = 77,66$$

$$S = 8,81$$

List of Frequentation Value of Control Class

Class	Bk	Z_i	$P(Z_i)$	Wide Area	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
	49,5	-1,51	-0,4338				
50 - 55	55,5	-0,82	-0,2951	0,1388	5,3	10	4,2380
56 - 61	61,5	-0,14	-0,0570	0,2381	9,0	8	0,1213
62 - 67	67,5	0,54	0,2045	0,2615	9,9	10	0,0004
68 - 73	73,5	1,22	0,3885	0,1839	7,0	5	0,5659
74 - 79	79,5	1,90	0,4712	0,0828	3,1	3	0,0067
80 - 85	85,5	2,58	0,4951	0,0238	0,9	2	1,3231
					$\chi^2 =$		6,26

For $\alpha = 5\%$, with $dk = 6 - 3 = 3$ was gotten

$$\chi^2_{tabel} = 7,81$$

Because $\chi^2_{count} < \chi^2_{table}$, so the data distributed normally

Appendix 15

Homogeneity Test of Pre-test of Experimental Class

and Control Class

Hypothesis

$$H_0 : \sigma_1^2 = \sigma_2^2$$

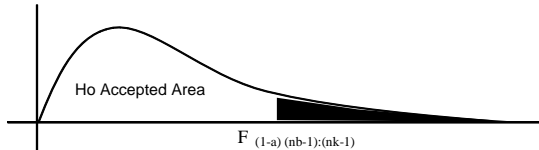
$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

Hypothesis Test

to measure the hypothesis:

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

Ho is accepted if $F \leq F_{(1-a)(nb-1);(nk-1)}$



based on the data, the result was:

Variance Source	Eksperimen	Kontrol
Sum	2415	2395
n	38	38
x	63,553	63,026
Varians (s ²)	67,443	73,702
Standart deviation (s)	8,212	8,585

Based on the data formula, the result was:

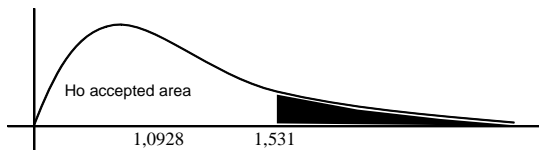
$$F = \frac{73,7020}{67,4431} = 1,093$$

For a = 5% with:

$$dk = nb - 1 = 38 - 1 = 37$$

$$dk = nk - 1 = 38 - 1 = 37$$

$$F_{(0.05)(37;37)} = 1,531$$



Because F in Ho accepted area, so it means that the experimental and control class have different

Appendix 16

The Average Similarity Test of Post-test of Experimental Class and Control Class

Hipotesis

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

Hypothesis test

to measure the hypothesis using formula:

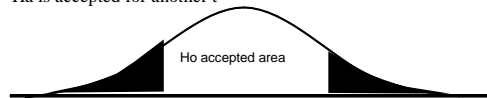
$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

where,

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

H_0 is accepted if $-t_{(1-1/2\alpha)} < t < t_{(1-1/2\alpha)(n_1+n_2-2)}$

H_a is accepted for another t



Based on the formula, the result was:

Variance Source	Experiment	Control
sum	2415	2395
$\frac{n}{x}$	38	38
Variance (s^2)	67,443	73,702
Standard deviation(s)	8,212	8,585

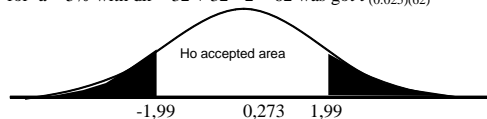
Based on the formula, the result was:

$$s = \sqrt{\frac{[(38 - 1) \cdot 67,443] + [(38 - 1) \cdot 73,702]}{38 + 38 - 2}} = 8,4007$$

$$t = \frac{63,55 - 63,03}{8,4007 \sqrt{\frac{1}{38} + \frac{1}{38}}} = 0,273$$

for $\alpha = 5\%$ with $dk = 32 + 32 - 2 = 62$ was got $t_{(0,025)(62)} =$

1,99



because t in H_0 accepted area, so, it means there is not significant difference between experimental and control class.

Appendix 17

Score of Experimental and Control Class of Pre-test

CONTROL			EXPERIMENT		
NO	CODE	SCORE	NO	CODE	SCORE
1	C-1	60	1	E-1	65
2	C-2	60	2	E-2	55
3	C-3	60	3	E-3	55
4	C-4	55	4	E-4	50
5	C-5	65	5	E-5	65
6	C-6	65	6	E-6	70
7	C-7	75	7	E-7	60
8	C-8	55	8	E-8	55
9	C-9	65	9	E-9	70
10	C-10	55	10	E-10	65
11	C-11	70	11	E-11	60
12	C-12	60	12	E-12	65
13	C-13	75	13	E-13	65
14	C-14	50	14	E-14	60
15	C-15	60	15	E-15	65
16	C-16	70	16	E-16	60
17	C-17	55	17	E-17	70
18	C-18	65	18	E-18	75
19	C-19	85	19	E-19	55
20	C-20	65	20	E-20	65
21	C-21	65	21	E-21	60
22	C-22	75	22	E-22	50
23	C-23	80	23	E-23	70
24	C-24	60	24	E-24	50
25	C-25	65	25	E-25	65
26	C-26	65	26	E-26	60
27	C-27	65	27	E-27	80
28	C-28	50	28	E-28	60
29	C-29	70	29	E-29	65
30	C-30	60	30	E-30	75
31	C-31	50	31	E-31	85
32	C-32	50	32	E-32	60
33	C-33	65	33	E-33	50
34	C-34	55	34	E-34	75
35	C-35	70	35	E-35	60
36	C-36	50	36	E-36	65
37	C-37	60	37	E-37	70
38	C-38	70	38	E-38	65

Appendix 18

POST-TEST

School	: MAN 2 Semarang
Subject	: English
Class/Semester	: X/II
Material	: Narrative Text

Name :

Class :/

Choose A, B, C, D or E for the correct answer!

The following text is for questions number 1 to 4

The Legend of Surabaya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. “Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are greedy” said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked 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 the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally give up and went back to the sea. Baya was happy.

1. What is the purpose of the text above?

A. to analyze Surabaya city

- B. to describe about Sura and Baya
 - C. to entertain the reader or listener
 - D. to persuade the reader
 - E. to tell the last experience of the writer
2. What is the topic of paragraph four?
- A. Sura and Baya felt tired of fighting
 - B. Sura and Baya fought each other
 - C. Sura and Baya looked for some food in the river
 - D. Sura searched some food in the river
 - E. Baya was angry because Sura obeyed the promise
3. What was the Sura's character?
- A. kind
 - B. wicked
 - C. polite
 - D. honest
 - E. untrustworthy
4. What can we learn from the text above?
- A. We shouldn't be greedy and egoist
 - B. We shouldn't underestimate others
 - C. We should fight to others
 - D. We can broke our promise
 - E. We should give up

The following text is for questions number 5 to 11

The Legend of Tangkuban Perahu

Once, there was a kingdom in Priangan Land. Lived a happy family. A mother was called Dayang Sumbi, and a child which was called Sangkuriang. They also had a dog which called Tumang. Actually, Tumang was a human who had banned god to be a dog. Tumang was Dayang Sumbi's husband, but Sangkuriang didn't realize it.

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began

desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home.

Soon Dayang Sumbi found out that it was not deer liver but Tumang's, his own dog. So, She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home.

Years go by, Sangkuriang had travelled many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, The woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had left several years earlier. Soon she realized that she felt in love with her own son.

She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day.

Sangkuriang failed to marry her. She was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

5. What was Sangkuriang's character?
 - A. He was kind and polite
 - B. He was wise and honest
 - C. He was petulant and stubborn
 - D. He was respectful and greedy
 - E. He was greedy and brave
6. "Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home.."(Paragraph 2)
The word "desperate" is closest meaning to ...
 - A. miserable
 - B. scary

- C. gratify
 - D. embarrassed
 - E. grateful
7. "It matched to her son's wound who had left several years earlier." (Paragraph 4).
What is the synonym of "matched"?
- A. obeyed
 - B. completed
 - C. distinguished
 - D. agreed
 - E. demanded
8. Which of the following statements is TRUE according to the text above?
- A. Sangkuriang felt hate with beautiful woman who was his mother.
 - B. Sangkuriang felt in love with beautiful woman who was his mother.
 - C. Dayang Sumbi wanted to marry with Sangkuriang without any requisited.
 - D. Dayang Sumbi didn't make the cock crowed.
 - E. Sangkuriang failed to marry Dayang Sumbi because he kicked the boat.
9. Which of the following statement is NOT TRUE?
- A. Sangkuriang had travelled many places and met a beautiful woman
 - B. Dayang Sumbi asked a lake and a boat for celebrating their wedding day
 - C. Sangkuriang began worried because he didn't find deer
 - D. Sangkuriang wanted to marry his mother
 - E. Sangkuriang had to make a lake in one day.
10. "Soon Dayang Sumbi found out that it was not deer liver but Tumang's, his own dog."
The word "it" refers to?

- A. deer's liver
 - B. lovely dog
 - C. dog's liver
 - D. tumang
 - E. liver
11. From the story we can learn that?
- A. Do the work patiently without asking for someone's help
 - B. Don't blame someone for our failure
 - C. Don't trust ghost and fairies
 - D. Tell the truth to avoid something unexpected
 - E. Say everything with humble hearth

The following text is for questions number 12 to 18

THE LEGEND OF MALIN KUNDANG

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

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

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

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger.

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

12. Which of the following statements is TRUE?
- A. The local people recognized a new merchant who wasn't Malin Kundang
 - B. Malin Kundang became wealthy and remembered his mother.
 - C. Malin Kundang helped the pirates to defeat the merchant bravely.
 - D. Malin Kundang's mother felt angry and sad because his son didn't come back home for a long time
 - E. An old woman cursed Malin Kundang because he denied and didn't apologize to her
13. "She wanted to hug him to release her sadness of being lonely after a long time." (paragraph 4)
What does the underlined word refer to?
- A. Her mother
 - B. Malin Kundang's wife
 - C. An old woman
 - D. A beautiful woman

- E. Malin Kundang
14. "She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her." (paragraph 4)
The word "it" refers to?
- A. Malin Kundang's ship
 - B. An old woman's village
 - C. Malin Kundang's request
 - D. Malin Kundang's ship
 - E. An old woman's request
15. "When Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates." (Paragraph 2).
What is the synonym of the underlined word?
- A. extended
 - B. offered
 - C. plundered
 - D. suspended
 - E. maintained
16. "Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother." (Paragraph 4).
The underlined word is closest meaning to ...
- A. approved
 - B. disclaimed
 - C. submitted
 - D. disaffected
 - E. disappointed
17. From the text above, it can be conclude that Malin Kundang is ...
- A. arrogant and kind person
 - B. polite and wise person
 - C. honest and trustworthy person
 - D. brave and patient person
 - E. rebellious and arrogant person
18. What can we learn from the text above?

- A. Don't admit ugly and dirty woman as your mother
- B. Be a rich man by hard work and sincerity
- C. Be a great sailor to conquer the sea
- D. Be respectful toward your parents
- E. Be wicked for being rich people

19. Arrange the following sentences to form sequential texts.

- (1) One day, a handsome young man with super natural power named Bandung Bondowoso defatted and killed Prabu Baka.
- (2) Once, there was a beautiful Javanese princess whose name was Rara Jonggrang.
- (3) On seeing Princess Rara Jonggrang's beauty, Bandung Bondowoso fell in love wither and wantted to marry her.
- (4) Rara Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka and evil king.
- (5) She did not want to marry Bandung because he had killed her father.
- (6) Meanwhile, Princess Rara jonggrang felt sad due to her death father.

The correct arrangement of the sentences is ...

- A. 2-4-3-6-5-1
- B. 2-1-3-4-6-5
- C. 2-4-1-3-6-5
- D. 2-4-1-3-5-6
- E. 2-3-4-1-6-5

20. Arrange the following word to form meaningful sentences.

regretted a farm Bondowoso and went into land he away.

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

KEY ANSWER OF POST-TEST

- | | |
|--------------|--------------|
| 1. C | 11. D |
| 2. D | 12. E |
| 3. E | 13. C |
| 4. A | 14. E |
| 5. C | 15. D |
| 6. A | 16. B |
| 7. D | 17. E |
| 8. B | 18. D |
| 9. E | 19. C |
| 10. C | 20. C |

Appendix 19

Normality Test of Post-Test Experimental Class

Hypothesis

H₀: The data distributed normally

H₁: The data not distributed normally

Test of hypothesis

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

Criteria

Ho Accepted if $\chi^2_{hitung} < \chi^2_{tabel}$

Test of Hypothesis

Maximal Score	=	90		
Minimal Score	=	55		
Range (R)	=	90 - 50	=	35
Classes (C)	=	$1 + 3,3 \log 38$	=	6,213 = 6 classes
Length of Classes (L)	=	$35/6 = 5,63$	=	6

Distribution Table of Pre-test of Experimental Class

Class	f _i	X _i	X _i ²	f _i .X _i	f _i .X _i ²
55 – 60	1	57,5	3306,25	57,5	3306,25
61 – 66	4	63,5	4032,25	254	16129
67 – 72	7	69,5	4830,25	486,5	33811,75
73 – 78	12	75,5	5700,25	906	68403
79 – 84	9	81,5	6642,25	733,5	59780,25
85 – 90	5	87,5	7656,25	437,5	38281,25
Sum	38			2875	219711,5

$$\bar{X} = \frac{\sum f_i X_i}{\sum f_i} = \frac{2875}{38} = 75,66$$

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

$$= \frac{32 \cdot 180728 - (2368)^2}{32(32-1)}$$

$$S^2 = 59,33$$

$$S = 7,70$$

List of Frequent Value of Experimental Class

Class	Bk	Z _i	P(Z _i)	Wide Area	E _i	O _i	$\frac{(O_i - E_i)^2}{E_i}$
	54,5	-2,75	-0,4970				
55 – 60	60,5	-1,97	-0,4755	0,0215	0,8	1	0,0405
61 – 66	66,5	-1,19	-0,3828	0,0927	3,5	4	0,0648
67 – 72	72,5	-0,41	-0,1591	0,2237	8,5	7	0,2647
73 – 78	78,5	0,37	0,1439	0,3030	11,5	12	0,0204
79 – 84	84,5	1,15	0,3745	0,2306	8,8	9	0,0065
85 – 90	90,5	1,93	0,4730	0,0985	3,7	5	0,4222
					χ^2	=	0,82

For $\alpha = 5\%$, with $dk = 6 - 3 = 3$ was gotten $\chi^2_{tabel} = 7,81$

Because $\chi^2_{count} < \chi^2_{tabel}$, so the data distributed normally

Appendix 20

Normality Test of Post-Test Control Class

Hipotesis

Ho: The data distributed normally

H1: The data not distributed normally

Test of hypthesis

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

Criteria

Ho Accepted if $H_o = \chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Maximal Score	=	85			
Minimal Score	=	50			
Range (R)	=	85-55	=	35	
Classes (C)	=	$1 + 3,3 \log 38$	=	6,213	= 6 Classes
Length of Classes (L)	=	$30/6=$	$5,63$	=	6

Distribution Table of Post-test of Control Class

Class	f_i	X_i	X_i^2	$f_i \cdot X_i$	$f_i \cdot X_i^2$
50 - 55	3	52,5	2756,25	157,5	8268,75
56 - 61	4	58,5	3422,25	234	13689
62 - 67	6	64,5	4160,25	387	24961,5
68 - 73	10	70,5	4970,25	705	49702,5
74 - 79	8	76,5	5852,25	612	46818
80 - 85	7	82,5	6806,25	577,5	47643,8
Sum	38			2673	191084

$$\bar{X} = \frac{\sum f_i X_i}{\sum f_i} = \frac{2673}{38} = 70,34$$

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

$$= \frac{32 * 134691 - (2047)^2}{32(32-1)}$$

$$S^2 = 82,68$$

$$S = 9,09$$

List of Frequent Value of Control Class

Class	Bk	Z_i	$P(Z_i)$	Wide Area	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
50 - 55	49,5	-2,29	-0,4891				
	55,5	-1,63	-0,4487	0,0404	1,5	3	1,4020
56 - 61	61,5	-0,97	-0,3346	0,1141	4,3	4	0,0261
62 - 67	67,5	-0,31	-0,1227	0,2119	8,1	6	0,5228
68 - 73	73,5	0,35	0,1358	0,2585	9,8	10	0,0032
74 - 79	79,5	1,01	0,3431	0,2073	7,9	8	0,0020
80 - 85	85,5	1,67	0,4522	0,1092	4,1	7	1,9598
					$\chi^2 =$		3,92

For $\alpha = 5\%$, with $dk = 6 - 3 = 3$ was gotten $\chi^2_{tabel} = 7,81$

7,81

Because $\chi^2_{count} < \chi^2_{table}$, so the data distributed normally

Appendix 21

Homogeneity Test of Post-test of Experimental Class

and Control Class

Hypothesis

$$H_0 : s_1^2 = s_2^2$$

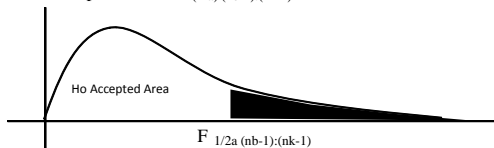
$$H_a : s_1^2 \neq s_2^2$$

Hypothesis Test

to measure the hypothesis:

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

H_0 is accepted if $F \leq F_{(1-\alpha);(nb-1);(nk-1)}$



based on the data, the result was:

Variance Source	Eksperimen	Control
Sum	2855	2645
n	38	38
x	75,132	69,605
Varians (s^2)	49,307	80,245
Standart deviation (s)	7,022	8,958

Based on the data formula, the result was:

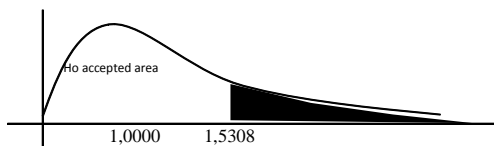
$$F = \frac{49,3065}{49,3065} = 1,000$$

For $\alpha = 5\%$ with:

$$dk = nb - 1 = 38 - 1 = 37$$

$$dk = nk - 1 = 38 - 1 = 37$$

$$F_{(0.05)(31;31)} = 1,531$$



Because F in H_0 accepted area, so it means that the experimental and control class have different

Appendix 22

The Average Similarity Test of Post-test of Experimental Class and Control Class

Hypothesis

$$H_0: m_1 \leq m_2$$

$$H_a: m_1 > m_2$$

Hypothesis test

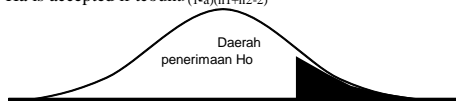
to measure the hypothesis using formula:

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

where,

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

H_a is accepted if $t_{count} > t_{(a)(n_1+n_2-2)}$



Based on the formula, the result was:

Variance Source	Experiment	Control
sum	2855	2645
n	38	38
\bar{x}	75,132	69,605
Variance (s^2)	49,307	80,245
Standard deviation(s)	7,022	8,958

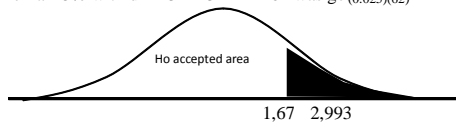
Based on the formula, the result was:

$$s = \sqrt{\frac{(38 - 1) 49,3065 + (38 - 1) 80,2454}{38 + 38 - 2}} = 8,0484$$

$$t = \frac{75,13 - 69,61}{8,0484 \sqrt{\frac{1}{38} + \frac{1}{38}}} = 2,993$$

for $\alpha = 5\%$ with $dk = 32 + 32 - 2 = 62$ was $g_0(t_{0,025}(62)) =$

1,67



because t in H_0 accepted area, so, it means there is significant difference between experimental and control class.

Appendix 23

Score of Experimental and Control Class of Post-test

CONTROL			EXPERIMENTAL		
NO	CODE	SCORE	N0	CODE	SCORE
1	C-1	70	1	E-1	80
2	C-2	65	2	E-2	75
3	C-3	80	3	E-3	70
4	C-4	70	4	E-4	80
5	C-5	75	5	E-5	75
6	C-6	60	6	E-6	80
7	C-7	70	7	E-7	85
8	C-8	75	8	E-8	75
9	C-9	70	9	E-9	70
10	C-10	55	10	E-10	85
11	C-11	80	11	E-11	80
12	C-12	55	12	E-12	85
13	C-13	50	13	E-13	75
14	C-14	70	14	E-14	75
15	C-15	85	15	E-15	70
16	C-16	60	16	E-16	55
17	C-17	50	17	E-17	80
18	C-18	70	18	E-18	65
19	C-19	75	19	E-19	70
20	C-20	85	20	E-20	75
21	C-21	80	21	E-21	80
22	C-22	75	22	E-22	75
23	C-23	65	23	E-23	70
24	C-24	70	24	E-24	65
25	C-25	75	25	E-25	75
26	C-26	70	26	E-26	90
27	C-27	65	27	E-27	65
28	C-28	80	28	E-28	70
29	C-29	80	29	E-29	75
30	C-30	75	30	E-30	80
31	C-31	65	31	E-31	75
32	C-32	70	32	E-32	80
33	C-33	55	33	E-33	75
34	C-34	65	34	E-34	70
35	C-35	75	35	E-35	85
36	C-36	70	36	E-36	80
37	C-37	75	37	E-37	65
38	C-38	65	38	E-38	75

Appendix 24

Documentation of Research Try-out Test



Pre-test of Control Class



Pre-test of Experimental Class



Teaching in Control Class



Treatment in Experimental Class



Post-test in Control Class



Post-test in Experimental Class





Nomor : In.06.03/J.4/PP.00.9/4364/2015
Lamp : -
Hal : **Penunjukan Pembimbing Skripsi**

Semarang, 09 Oktober 2015

Yth:

Nadiyah Makmun, M.Pd.

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

Nama : Ajib Wahyu Saputra

NIM : 123411111

Judul : ***“THE EFFECTIVENESS OF SNAKES AND LADDERS GAME IN THE TEACHING READING OF NARRATIVE TEXT” (An Experimental Study at Tenth Grade of MAN 2 Semarang in Academic Year of 2015/2016).”***

dan menunjuk saudara Nadiyah Ma'mun, M.Pd. sebagai pembimbing.

Demikian atas kerjasama yang diberikan kami ucapkan terima kasih.

A.n. Dekan,

Sekretaris Pendidikan Bahasa Inggris



Sayyidatul Fadlilah, M. Pd

NIP.19810908 200710 2 001

Tembusan:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)
2. Mahasiswa yang bersangkutan
3. Arsip



KEMENTERIAN AGAMA
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Nomor : In.06.03/ D.1/ TL.00/6089/2015

Semarang, 22 Desember 2015

Lamp : -

Hal : Mohon Izin Riset

A.n. : Ajib Wahyu Saputra

NIM : 123411111

Kepada Yth:

Kepala Madrasah Aliyah Negeri 2 Semarang
di Semarang

Assalamu'alaikum Wr. Wb.

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

Nama : Ajib Wahyu Saputra

NIM : 123411111

Alamat : Ds. Lebak RT.02 RW. 04 Kec. Pakis Aji Kab. Jepara

Judul Skripsi : THE EFFECTIVENESS OF SNAKES AND LADDERS
GAME IN THE TEACHING READING OF NARRATIVE
TEXT (An Experimental Study at Tenth Grade of MAN 2
Semarang in Academic Year of 2015/2016)

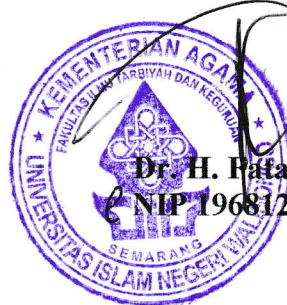
Pembimbing : Nadia Makmun, M.Pd

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu kami mohon diberi ijin riset selama 1 bulan, pada tanggal 18 Januari 2016 sampai dengan tanggal 15 Februari 2016.

Demikian atas perhatian dan kerjasamanya disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

**An. Dekan,
Wakil Dekan Bidang Akademik**



Dr. H. Fatah Syukur, M. Ag

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Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang



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Jl. Bangetayu Raya No. Telp. (024) 6595440 Genuk
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SURAT KETERANGAN

Nomor : Ma.11.60/TL.00/ 455 /2016

Yang bertanda tangan di bawah ini

Nama : Drs. H. Suprpto, MPd
NIP : 196404081992031002
Pangkat / Golongan : Pembina (IV/a)
Jabatan : Kepala Madrasah

Menerangkan bahwa :

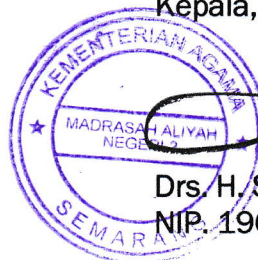
Nama : Ajib Wahyu Saputra
NIM : 123411111
Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo

Yang bersangkutan benar- benar telah melakukan penelitian di MAN 2 Semarang dengan judul " THE EFFECTIVENESS OF SNAKES AND LADDERS GAME IN THE TEACHING READING OF NARRATIVE TEXT (An Experimental Study at Tenth Grade of MAN 2 Semarang in the Academic Year Of 2015/2016"

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 30 Maret 2016

Kepala,



Drs. H. Suprpto, M.Pd
NIP. 196404081992031002



LABORATORIUM MATEMATIKA
JURUSAN PENDIDIKAN MATEMATIKA
FAKULTAS SAINS DAN TEKNOLOGI
UIN WALISONGO SEMARANG

Jln. Prof. Dr. Hamka Kampus 2 (Gdg. Lab. MIPA Terpadu Lt.3) ☎ 7601295 Fax. 7615387 Semarang 50182

PENELITI : Ajib Wahyu Saputra
NIM : 113411111
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : **THE EFFECTIVENESS OF SNAKES AND LADDERS GAME IN THE TEACHING READING OF NARRATIVE TEXT**
(An Experimental Study at the Tenth Grade of MAN 2 Semarang in the Academic Year of 2015/2016)

HIPOTESIS :

a. Hipotesis Varians :

Ho : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.

Ha : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.

b. Hipotesis Rata-rata :

Ho : Rata-rata hasil belajar siswa kelas eksperimen \leq kontrol.

Ha : Rata-rata hasil belajar siswa kelas eksperimen $>$ kontrol.

DASAR PENGAMBILAN KEPUTUSAN :

Ho DITERIMA, jika nilai $t_{hitung} \leq t_{tabel}$

Ho DITOLAK, jika nilai $t_{hitung} > t_{tabel}$

HASIL DAN ANALISIS DATA :

Group Statistics

	kelas	N	Mean	Std. Deviation	Std. Error Mean
hasil belajar akhir	eksp	38	75.1316	7.02186	1.13910
	kontr	38	69.6053	8.95798	1.45318

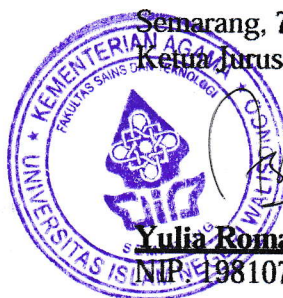
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
hasil belajar akhir	Equal variances assumed	1.954	.166	2.993	74	.004	5.52632	1.84642	1.84725	9.20538
	Equal variances not assumed			2.993	70.007	.004	5.52632	1.84642	1.84376	9.20887

1. Pada kolom *Levenes Test for Equality of Variances*, diperoleh nilai sig. = 0,166. Karena sig. = 0,166 \geq 0,05, maka Ho DITERIMA, artinya kedua varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.
2. Karena identiknyanya varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol, maka untuk membandingkan rata-rata antara rata-rata hasil belajar siswa kelas eksperimen dan kontrol dengan menggunakan t-test adalah menggunakan dasar nilai t_{hitung} pada baris pertama (*Equal variances assumed*), yaitu $t_{hitung} = 2,993$.
3. Nilai $t_{tabel} (74,05) = 1,666$ (*one tail*). Berarti nilai $t_{hitung} = 2,993 > t_{tabel} = 1,666$, hal ini berarti Ho DITOLAK, artinya : Rata-rata hasil belajar siswa kelas eksperimen lebih baik dari rata-rata hasil belajar siswa kelas kontrol.

Semarang, 7 April 2016

Kepala Jurusan Pend. Matematika,



Yulia Romadiastri, M.Sc.

NIP. 19810715 200501 2 008

CURRICULUM VITAE

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Original Address : Dk. Siti Rejo Rt 02 Rw 04 Ds Lebak Kec.
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