APPENDICES

Appendix 1

Latticework of Try Out

Subject : English

Topic : Narrative Text

Allocated time : 45 minutes

Standard Competence : 11. Understand the meaning of simple short essay in the form of a narrative to interact with their surroundings.

Basic competence	Indicators	Number of questions
11.3. Responds meaning and rhetorical stages of a simple short essays accurately, fluently, and thankful with regard to the surrounding environment in the form of narrative text	1. Identifying social function of narrative text 2. Identifying language feature of narrative text 3. Identifying generic structure of narrative text 4. Mentioning synonym/antonym of the word narrative text 5. Identifying moral value of narrative text	3, 16, 27 2, 13, 19, 23 1, 4, 6, 8, 10, 11, 14, 15, 17, 20, 21, 22, 24, 25, 26, 28 3, 7, 18, 30 5, 9, 12, 29

Appendix 2

Question of Try Out

Subject : English

Name : ……

Topic : Narrative Text

Number : ……

Time : 45 minutes

Class : ……..

Instructions:

1. Before answer the questions, please read the instruction.
2. Please write your name, number, and class in the site above.
3. Choose the correct answer by crossing a, b, c, or d.

Text 1

The Rats and the Elephants

Once upon a time, there lived group mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were crushed to death.

Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives the rats were saved.

One day elephant hunters came to the jungle and tripped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of rats. He summoned one of the elephant of his herd which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut the nets which had trapped the elephant's herd. The elephant's herd was totally set free. They danced with joy and thanked the rats.

1. What type of text is the above text? It is …
   a. Narrative text
   c. Recount text
   b. Description text
   d. Anecdote text
2. What destroyed the homes of all rats?
   a. Group of mice did.
   c. A group of elephants did.
   b. Elephant hunters did.
   d. Elephant's herd did
3. When did the story occur?
   a. Deep in the writer's mind
   b. In the jungle
   c. In the home of mice group
   d. In the nests which had trapped the elephant's herd

Text 2

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

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

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

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing. I hope in time you will forgive

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

4. The story is about a stepmother who …
   a. Cried every night
   b. Planned to eat her children
   c. Tried to run away from a witch
   d. Saved her children from a witch
5. Which statement is TRUE about the step mother?
   a. She was the witch's friend.
   b. She loved her stepchildren.
   c. She hit the witch with a broom.
   d. She visited the witch to see her children.

Text 3

The Lion and The mouse

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, which placed his huge paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, O King "cried the little mouse "forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days? ". The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

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

6. What is the moral lesson from the text?
   a. Don't look at someone because of his clothes
   b. It is best to prepare for the days of necessity
   c. United we stand, divided we fall
   d. Honesty begins at home.

7. Paragraph three mainly tells that…
   a. The little mouse asked forgiveness
   b. The lion was tied to a tree by the hunters
   c. The little mouse could prove that he could help the lion
   d. From the first, the lion believed in what the little mouse said
8. The word "huge" (p.1) means very…
   a. old b. large c. tall d. tiny

Text 4

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

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

9. Which statement is NOT TRUE according to the text?
   a. The papa bear was not very kind to the rabbit
   b. The mother bear always gave her youngest extra meat
   c. The papa bear didn't like giving the rabbit some meat

d. The papa bear knew that his youngest child gave the rabbit some meat.

10. The story teaches us that …
    a. Poverty makes people suffer
    b. We must keep our promise
    c. Being greedy makes other people happy
    d. People should love each other

Text 5

The Magic Box

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

One sunny morning his wife dropped an apple into it. Suddenly the box began fill up with apples. No matter how many the apples were taken out, more apples took their place, so the farmer and his wife decide to sell the apples and in short time they were able to live quite comfortably.

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

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

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

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

11. The complication started when …
    a. His wife dropped an apple into a big box and suddenly the box filled up with apples.
    b. The farmer and his wife sold the apples were able to live quite comfortably
    c. The farmer dropped a gold coin into the box
    d. The apple disappeared and the box began to fill itself with coins.
12. Which statement is TRUE according to the story?
    a. His wife cleaned and kept the box for her.
    b. The box was full of valuable things when it was found
    c. The farmer had to pull dead grandfathers out and bury them
    d. The poor farmer was finally killed by his grandfather
13. What did we learn from the story?
    a. Being honest is not always wise
    b. It is good to be honest in life
    c. We must respect our parents
    d. Being a miser is sometimes important.

Text 6

The Story of the Smart Parrot

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

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

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.” In the chicken house there are

four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

14. Where does the story take place?
    a. London
    b. Puerto Rico
    c. Jakarta
    d. Buenos Aires
15. What is the word that the parrot cannot say?
    a. Catano
    b. Tacano
    c. Canato
    d. Nacato
16. Which statement is true according to the text?
    a. The parrot could say Catano
    b. At last the parrot could say Catano
    c. Catano was the name at the parrot
    d. The man never got angry at the parrot
17. What is the story about?
    a. A parrot and a cat
    b. A parrot and a chicken
    c. A parrot and the owner
    d. A parrot, the owner, and chickens
18. "It was very, very smart"
    The underlined word refers to …
    a. The man
    b. The bird
    c. The chicken
    d. Puerto Rico
19. "The parrot was very, very smart"
    The word 'smart' means …
    a. Stupid
    b. Clever
    c. Stubborn
    d. Beautiful

Text 7

THE GOLDEN EGGS

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

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

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

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

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

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

20. What is the communicative purpose of the text?
    a. To describe how the farmer got rich
    b. To persuade the reader to read the story
    c. To entertain the reader with an interesting story
    d. To inform readers about the farmer and the goose
21. Which of the following statement is true?
    a. God gave the goose to the farmer
    b. An old man with long grey beard gave a farmer a goose
    c. The farmer died of starvation because he became lazy and spendthrift
    d. The farmer slaughtered his goose because there were golden eggs inside its stomach

22. What do we learn from the story?
    a. Not to be greedy and be contented with what we had
    b. Foolishness did not pay
    c. Always pray to God for help
    d. Not to be lazy or arrogant
23. ″I don't have any expensive thing to give you …″ (paragraph 3)
    The word ″I″ refers to …
    a. Poor farmer b. The writer c. Hunter d. An old man

Text 8

One upon the time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents died.

One day she heard her uncle and aunt talking about leaving Snow White in the little castle because they both wanted to go America and they didn't have money to take Snow White with them.

Snow white didn't want her uncle and aunt to do this so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered. So, she went inside and feel sleep.

Meanwhile the seven dwarfs were coming home from work. There they found snow white sleeping. Then Snow White woke up. She saw the dwarfs. Doc, one of the dwarfs asked: "what is your name?" Snow White answered: "my name is Snow White."

The dwarfs said, "If you wish, you may live here with us." Snow White said, "Oh, could I? Thank you." Then Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

24. The third paragraph describes in detail…
    a. Where snow white aunt and uncle had breakfast
    b. Whom snow white met in the woods

c. What snow white did after hearing her uncle plan
d. How snow white went into the cottage

25. The dwarfs said, “If you wish, you may live here with us.” What did the dwarfs mean with the words underline?
    a. He asked snow white for a permission to stay with her
    b. He offered snow white to stay with them
    c. He showed his interest in snow white
    d. He agreed to stay with snow white
26. What kind of text is it?
    a. Recount
    b. Descriptive
    c. Explanation
    d. Narrative
27. What the title about the story…
    a. Snow white
    b. The dwarfs
    c. The prince
    d. The woman

Text 8

The Fox and the Crow

One day a crow stole a big piece of meal. Then she flew on a branch of a tree to enjoy it. A fox knew this. He wanted the meat for himself. He came near the tree. The fox said politely to her.

“Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!” The crow was very glad to hear, but she kept quiet. “But ... eghr ... could you be the most beautiful princess in this

forest. Eghr ... oh, very sorry," the fox continued. Miss crow was surprise to see him in doubt. "Oh, sorry you cannot, because you cannot sing a song" the fox said slowly and looked disappointed.

When she heard the fox's last word, the crow was angry. She shouted loudly, "I can!" Just then, the meat missed from the crow's break and fell down. The fox got it and went away.

28. What is the writer's main purpose in writing the text?
    a. To persuade the readers to do something
    b. describe the way fox and crow get along
    c. To amuse the readers with funny story
    d. To tell past event for the purpose of informing
29. Which statement is true according to the text…
    a. Crow buy the meat
    b. Crow fly to house to enjoy the meat
    c. The fox get meat from the crow and run away
    d. Fox want to eat the meat together with the crow
30. "The crow was very glad to hear, but she kept quiet". The underlined means...
    a. Stop
    b. Enough
    c. Sleeping
    d. Silent

Key answers:

1. **A**
2. **C**
3. **B**
4. **D**
5. **B**
6. **A**
7. **C**
8. **B**
9. **D**
10. **D**
11. **A**
12. **C**
13. **C**
14. **B**
15. **A**
16. **B**
17. **C**
18. **B**
19. **B**
20. **C**
21. **B**
22. **A**
23. **D**
24. **C**
25. **B**
26. **D**
27. **A**
28. **C**
29. **C**
30. **D**

Appendix 3

List of students IX E (Try-out Class)

No.	Name	Code	Correct answer
1	Ahmad Fatkhur Rohman	T-1	27
2	Ahmad Ryzal Abidin	T-2	28
3	Aim Matul Qoimah	T-3	25
4	Bagus Prasetyo	T-4	28
5	Eka Ayu Saputri	T-5	17
6	Eko Supriyanto	T-6	26
7	Eva Khoirotun Nisa’	T-7	28
8	Fithria Tutut L.	T-8	29
9	Fitri Andriyani	T-9	25
10	Fitri Nur Haerunnisa	T-10	29
11	Fitria Nur Sholikah	T-11	20
12	Hani Rosyidah	T-12	28
13	Khilyatussaadah	T-13	28
14	Khusnul K.	T-14	24
15	M. Muktiono	T-15	26
16	Inayatun Nafisah	T-16	29
17	Meylia Anggarita K.W	T-17	28
18	M. Aziz Arfian P.	T-18	30
19	Muhammad Cholili	T-19	29
20	Muhammad Ja’farun	T-20	26
21	Musyarofatul Annam	T-21	25
22	Musyarofah	T-22	26
23	Nining Puji Lestari	T-23	28
24	Novita Romadhani	T-24	29
25	Retno Wulandari	T-25	20
26	Rian Ananda	T-26	29
27	Riatul Nur Alifah	T-27	27
28	Rika Wijigiarti	T-28	28
29	Siti Koriah	T-29	23
30	Siti Marfu’ah	T-30	19
31	Sri Wijayanti	T-31	20
32	Suci Amaliyatus Solikah	T-32	23

33	Sulis	T-33	23
34	Vina Nurrahmania	T-34	29
35	Wahyu Daryanto	T-35	25
36	Yoga Handika A.	T-36	29
37	Yuni Hendra Yuningsih	T-37	23

Appendix 4

The Computation of the Validity, Reliability, Difficulty Level and Discriminating Power of the Try-out Test

No.	Kode	No. Soal												
		1	2	3	4	5	6	7	8	9	10	11	12	13
1	T-18	0	1	1	1	1	1	1	1	1	1	1	1	1
2	T-8	1	1	1	1	1	1	0	1	1	1	1	1	1
3	T-10	1	1	1	1	1	1	1	1	1	1	1	1	1
4	T-16	1	1	1	1	1	1	0	1	1	1	1	1	1
5	T-19	1	1	1	1	1	1	0	1	1	1	1	1	1
6	T-24	1	1	1	1	1	1	0	1	1	1	1	1	1
7	T-26	1	1	1	1	1	1	1	1	1	1	1	1	1
8	T-34	1	1	1	1	1	1	0	1	1	1	1	1	1
9	T-36	1	1	1	1	1	1	0	1	1	1	1	1	1
10	T-2	1	1	1	1	1	1	0	1	1	1	1	1	1
11	T-7	1	1	1	0	0	1	1	1	1	1	1	1	1
12	T-12	1	1	1	0	0	1	1	1	1	1	1	1	1
13	T-13	1	1	1	0	1	1	0	1	1	1	1	1	1
14	T-17	1	1	1	0	0	1	1	1	1	1	1	1	1
15	T-23	1	1	1	0	0	1	1	1	1	1	1	1	1
16	T-28	1	1	1	0	1	1	0	1	1	1	1	1	1
17	T-1	1	0	1	1	1	1	0	1	1	1	1	1	1
18	T-4	1	0	1	1	1	1	0	1	1	1	1	1	1
19	T-27	1	0	1	1	1	1	0	1	1	1	1	1	1
20	T-6	1	1	0	0	1	1	0	1	1	1	1	1	1
21	T-15	1	0	1	1	1	1	0	1	1	1	1	1	1
22	T-20	1	1	1	0	0	1	0	1	1	1	1	1	1
23	T-22	1	1	1	0	0	1	0	1	1	1	1	1	1
24	T-3	1	0	1	0	0	1	1	1	0	1	1	1	1
25	T-9	1	1	1	0	0	0	0	1	1	1	1	1	1
26	T-21	1	1	1	1	1	1	0	1	1	1	1	1	1
27	T-35	1	1	1	0	0	1	0	1	1	1	1	1	1
28	T-14	1	1	1	0	0	1	0	1	1	1	0	0	0
29	T-29	1	1	1	0	1	1	1	1	0	1	0	1	1
30	T-32	1	0	1	0	1	1	0	1	1	1	1	1	1
31	T-33	1	0	1	0	0	1	1	1	1	0	0	1	1
32	T-37	1	1	1	1	1	1	0	0	0	0	0	0	0
33	T-11	1	1	1	0	1	1	0	1	0	1	0	1	1
34	T-25	1	1	0	0	1	1	0	1	1	1	0	1	1
35	T-31	1	1	1	0	0	1	0	1	1	1	0	1	1
36	T-30	1	1	1	0	1	1	0	1	0	1	0	1	1
37	T-5	1	1	1	0	0	1	0	1	1	1	1	1	1
SUM		36	30	35	16	24	36	10	36	32	35	29	35	35
Validity	Mp	25,6944	25,8667	25,9429	27,75	26,291667	25,8056	27	25,8611	26,375	25,9429	26,9655	25,9143	25,9143
	Mt	25,7838	25,7838	25,7838	25,7838	25,783784	25,7838	25,783784	25,7838	25,783784	25,7838	25,7838	25,7838	25,7838
	p	0,97297	0,81081	0,94595	0,43243	0,6486486	0,97297	0,2702703	0,97297	0,8648649	0,94595	0,78378	0,94595	0,94595
	q	0,02703	0,18919	0,05405	0,56757	0,3513514	0,02703	0,7297297	0,02703	0,1351351	0,05405	0,21622	0,05405	0,05405
	p/q	36	4,28571	17,5	0,7619	1,8461538	36	0,3703704	36	6,4	17,5	3,625	17,5	17,5
	St	3,25606	3,25606	3,25606	3,25606	3,2560558	3,25606	3,2560558	3,25606	3,2560558	3,25606	3,25606	3,25606	3,25606
	r_{tabel}	0,325	0,325	0,325	0,325	0,325	0,325	0,325	0,325	0,325	0,325	0,325	0,325	0,325
	r	-0,1646	0,0527	0,20437	0,5271	0,2119365	0,04012	0,2273197	0,14249	0,4593508	0,20437	0,69101	0,16767	0,16767
	Criteria	invalid	invalid	invalid	valid	invalid	invalid	invalid	invalid	valid	invalid	valid	invalid	invalid
Discriminating Power	B	36	30	35	16	24	36	10	36	32	35	29	35	35
	JS	37	37	37	37	37	37	37	37	37	37	37	37	37
	P	0,97297	0,81081	0,94595	0,43243	0,6486486	0,97297	0,2702703	0,97297	0,8648649	0,94595	0,78378	0,94595	0,94595
	Criteria	easy	easy	easy	medium	medium	easy	difficult	easy	easy	easy	easy	easy	easy
Difficulty Level	BA	18	16	19	13	15	19	7	19	19	19	19	19	19
	BB	18	14	16	3	9	17	3	17	13	16	10	16	16
	JA	19	19	19	19	19	19	19	19	19	19	19	19	19
	JB	18	18	18	18	18	18	18	18	18	18	18	18	18
	D	-0,0526	0,06433	0,11111	0,51754	0,2894737	0,05556	0,2017544	0,05556	0,2777778	0,11111	0,44444	0,11111	0,11111
	Criteria	poor	poor	poor	good	satisfactory	poor	satisfactory	poor	satisfactory	poor	good	poor	poor
Criteria		unused	unused	unused	used	used	unused	used	unused	used	unused	used	unused	unused
Reliability	p	0,97297	0,81081	0,94595	0,43243	0,6486486	0,97297	0,2702703	0,97297	0,8648649	0,94595	0,78378	0,94595	0,94595
	q	0,02703	0,18919	0,05405	0,56757	0,3513514	0,02703	0,7297297	0,02703	0,1351351	0,05405	0,21622	0,05405	0,05405
	pq	0,0263	0,1534	0,05113	0,24543	0,2279036	0,0263	0,1972243	0,0263	0,1168736	0,05113	0,16947	0,05113	0,05113
	n	30												
	Σpq	2,76406												
	S^2	10,6019												
	r_{11}	0,76478												
	Criteria	reliabel												

No. Soal												
14	15	16	17	18	19	20	21	22	23	24	25	26
1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	0	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	0	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	0	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	0	1	1	1	1	1
1	1	1	1	1	1	1	0	1	1	1	1	1
1	1	1	1	1	1	1	0	1	1	1	1	1
1	1	1	1	1	1	1	0	1	1	1	1	1
1	0	1	1	1	1	1	0	1	1	1	1	1
1	1	1	1	1	1	1	0	1	1	1	1	1
1	1	1	1	1	1	1	0	1	1	1	1	1
1	1	1	1	1	1	1	0	1	1	1	1	1
1	1	1	1	1	1	1	0	1	1	1	1	1
1	1	1	0	0	1	1	0	1	1	1	1	1
1	1	1	1	1	1	1	0	0	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	0	1	0	1	1	1	0	1	1	1	1
1	1	1	0	0	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	0	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	0	0	0	1	1	1	0	0	1	1	1
1	1	1	0	0	1	1	0	1	0	1	0	1
1	1	1	0	0	1	1	0	0	0	1	1	1
1	1	0	0	0	1	1	1	0	1	0	1	0
0	0	0	0	0	0	0	0	0	0	1	1	1
36	35	32	30	29	36	36	22	29	33	36	36	36
26,0278	26,0286	26,4688	27	27,1379	26,0278	26,0278	26,7727	26,62069	26,575758	25,9722	25,9444	25,9722
25,7838	25,7838	25,7838	25,783784	25,7838	25,7838	25,7838	25,7838	25,783784	25,783784	25,7838	25,7838	25,7838
0,97297	0,94595	0,86486	0,8108108	0,78378	0,97297	0,97297	0,59459	0,7837838	0,8918919	0,97297	0,97297	0,97297
0,02703	0,05405	0,13514	0,1891892	0,21622	0,02703	0,02703	0,40541	0,2162162	0,1081081	0,02703	0,02703	0,02703
36	17,5	6,4	4,2857143	3,625	36	36	1,46667	3,625	8,25	36	36	36
3,25606	3,25606	3,25606	3,2560558	3,25606	3,25606	3,25606	3,25606	3,2560558	3,2560558	3,25606	3,25606	3,25606
0,325	0,325	0,325	0,325	0,325	0,325	0,325	0,325	0,325	0,325	0,325	0,325	0,325
0,44961	0,3145	0,53219	0,7732689	0,79182	0,44961	0,44961	0,36783	0,4893716	0,6986279	0,34724	0,29605	0,34724
valid	invalid	valid	valid	valid	valid	valid	valid	valid	valid	valid	invalid	valid
36	35	32	30	29	36	36	22	29	33	36	36	36
37	37	37	37	37	37	37	37	37	37	37	37	37
0,97297	0,94595	0,86486	0,8108108	0,78378	0,97297	0,97297	0,59459	0,7837838	0,8918919	0,97297	0,97297	0,97297
easy	easy	easy	easy	easy	easy	easy	medium	easy	easy	easy	easy	easy
19	19	18	19	19	19	19	16	17	19	19	19	19
17	16	14	11	10	17	17	6	12	14	17	17	17
19	19	19	19	19	19	19	19	19	19	19	19	19
18	18	18	18	18	18	18	18	18	18	18	18	18
0,05556	0,11111	0,16959	0,3888889	0,44444	0,05556	0,05556	0,50877	0,2280702	0,2222222	0,05556	0,05556	0,05556
poor	poor	poor	satisfactory	good	poor	poor	good	satisfactory	satisfactory	poor	poor	poor
unused	unused	unused	used	used	unused	unused	used	used	used	unused	unused	unused
0,97297	0,94595	0,86486	0,8108108	0,78378	0,97297	0,97297	0,59459	0,7837838	0,8918919	0,97297	0,97297	0,97297
0,02703	0,05405	0,13514	0,1891892	0,21622	0,02703	0,02703	0,40541	0,2162162	0,1081081	0,02703	0,02703	0,02703
0,0263	0,05113	0,11687	0,1533966	0,16947	0,0263	0,0263	0,24105	0,1694668	0,0964207	0,0263	0,0263	0,0263

				Y	Y^2
27	28	29	30		
1	1	1	1	29	841
1	1	1	1	29	841
1	1	1	1	29	841
1	1	1	1	29	841
1	1	1	1	29	841
1	1	1	1	29	841
1	1	1	1	29	841
1	1	1	1	29	841
1	1	1	1	29	841
1	1	1	1	28	784
1	1	1	1	28	784
1	1	1	1	28	784
1	1	1	1	28	784
1	1	1	1	28	784
1	1	1	1	28	784
1	1	1	1	28	784
1	1	1	1	27	729
1	1	1	1	27	729
1	1	1	1	27	729
1	1	1	1	26	676
1	1	1	1	26	676
1	1	1	1	26	676
1	1	1	1	26	676
1	1	1	1	25	625
1	1	1	1	25	625
1	0	1	1	25	625
1	1	1	1	25	625
1	1	1	1	24	576
1	1	0	1	23	529
0	0	1	1	23	529
1	1	1	0	23	529
1	1	1	1	23	529
1	0	1	1	20	400
1	0	1	1	20	400
1	0	1	1	20	400
1	0	1	1	19	361
1	1	1	1	17	289
36	31	36	36	954	24990
25,8611	26,677419	25,8611	25,8611	$(\sum Y)^2$	910116
25,7838	25,783784	25,7838	25,7838		
0,97297	0,8378378	0,97297	0,97297		
0,02703	0,1621622	0,02703	0,02703		
36	5,1666667	36	36		
3,25606	3,2560558	3,25606	3,25606		
0,325	0,325	0,325	0,325		
0,14249	0,6238409	0,14249	0,14249		
invalid	valid	invalid	invalid		
36	31	36	36		
37	37	37	37		
0,97297	0,8378378	0,97297	0,97297		
easy	easy	easy	easy		
19	19	19	19		
17	12	17	17		
19	19	19	19		
18	18	18	18		
0,05556	0,3333333	0,05556	0,05556		
poor	satisfactory	poor	poor		
unused	used	unused	unused		
0,97297	0,8378378	0,97297	0,97297		
0,02703	0,1621622	0,02703	0,02703		
0,0263	0,1358656	0,0263	0,0263		

Appendix 5

The Computation of Item Validity Test

Formula:

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

Where:

M_p	:	the mean scores of subjects who correctly searched items correlation with the test
M_t	:	the average score of the total score
S_t	:	standard deviation of the total score
p	:	the proportion of subjects who answered right against the grain of the item being tested for validity item
q	:	the proportion of subjects who answered one of the items of the item being tested for validity item

Criteria:

If $r_{pbis} > r_{tabel}$, so the test is valid.

Calculation:

The following is the example of counting the validity of item number 4, and for the other items will use the same formula.

No.	Code	Question no. 4 (X)	Score (Y)	Y^2	XY
1	T-18	1	29	841	29
2	T-8	1	29	841	29
3	T-10	1	29	841	29
4	T-16	1	29	841	29
5	T-19	1	29	841	29
6	T-24	1	29	841	29
7	T-26	1	29	841	29
8	T-34	1	29	841	29
9	T-36	1	29	841	29
10	T-2	1	28	784	28
11	T-7	0	28	784	0
12	T-12	0	28	784	0
13	T-13	0	28	784	0
14	T-17	0	28	784	0
15	T-23	0	28	784	0
16	T-28	0	28	784	0
17	T-1	1	27	729	27
18	T-4	1	27	729	27
19	T-27	1	27	729	27
20	T-6	0	26	676	0
21	T-15	1	26	676	26
22	T-20	0	26	676	0
23	T-22	0	26	676	0
24	T-3	0	25	625	0
25	T-9	0	25	625	0
26	T-21	1	25	625	25
27	T-35	0	25	625	0
28	T-14	0	24	576	0
29	T-29	0	23	529	0
30	T-32	0	23	529	0
31	T-33	0	23	529	0
32	T-37	1	23	529	23
33	T-11	0	20	400	0
34	T-25	0	20	400	0
35	T-31	0	20	400	0
36	T-30	0	19	361	0
37	T-5	0	17	289	0
sum		16	954	24990	444

By using that formula, we obtain that :

$$M_p = \frac{\text{sum who answered number 4}}{\text{number of all students who answer item number 4}}$$

$$= \frac{444}{16}$$

$$= 27{,}75$$

$$M_t = \frac{\text{sum score total}}{\text{number of all students}}$$

$$= \frac{954}{37}$$

$$= 25{,}78378$$

$$p = \frac{\text{sum who answered number 4}}{\text{number of all students}}$$

$$= \frac{444}{37}$$

$$= 12$$

$$q = 1 - p = 1 - 12 = -11$$

$$S_t = \sqrt{\frac{24990 - \frac{(954)^2}{37}}{37}} = 3{,}256056$$

$$r_{pbis} = \frac{25{,}69 - 25{,}78}{3{,}26}\sqrt{\frac{0{,}97}{0{,}03}}$$

$$= 0{,}527096$$

On a = 5% with n = 37 it is obtained r tabel = 0.325

because r pbis > r tabel, so the test no. 4 is valid

Appendix 6

The Computations of the Reliability Test

Formula:

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

Where:

k	:	quantity of question
Σpq	:	sum pq
s^2	:	Varians total

Criteria:

If $r_{11} > r_{tabel}$, so the instrument is reliable.

By using that formula, we obtain that :

Σpq	=	pq_1	+	pq_2	+	pq_3	+ . . .+	pq_{40}
	=	0,026297	+	0,153397	+	0,051132	+ . . .+	0,026297
	=	2,764061						

$$S^2 = \frac{24990 - \frac{(954)^2}{37}}{37} = 10{,}6019$$

$$r_{11} = \left(\frac{30}{30-1}\right)\left(\frac{10.60 - 2.76}{10{,}6019}\right)$$

$$= 0{,}764779$$

On a = 5% with n = 37 it is obtained r tabel = 0.325

because $r_{11} > r$ table, so the instrument is reliable.

Appendix 7

The Computation Level of Difficulty Test

Formula:

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

Where:

P	:	index of difficulty
B	:	the number of students who answer an item correctly
JS	:	the total number of students

Criteria:

Interval of index difficulty					Criteria
0	<	IK	≤	0,3	Difficult
0,3	<	IK	≤	0,7	Middle
0,7	<	IK	≤	1	Easy

Calculation:

The following is the example of the computation of the facility value of item number 4, and for the other items will use the same formula.

No.	Upper Group		No.	Lower Group	
	Code	Score		Code	Score
1	T-18	1	1	T-6	0
2	T-8	1	2	T-15	1
3	T-10	1	3	T-20	0
4	T-16	1	4	T-22	0
5	T-19	1	5	T-3	0
6	T-24	1	6	T-9	0
7	T-26	1	7	T-21	1
8	T-34	1	8	T-35	0
9	T-36	1	9	T-14	0
10	T-2	1	10	T-29	0
11	T-7	0	11	T-32	0
12	T-12	0	12	T-33	0
13	T-13	0	13	T-37	1
14	T-17	0	14	T-11	0
15	T-23	0	15	T-25	0
16	T-28	0	16	T-31	0
17	T-1	1	17	T-30	0
18	T-4	1	18	T-5	0
19	T-27	1	sum		3
sum		13			

$$IK = \frac{13 + 3}{37}$$

$$= 0{,}432432$$

According to the criterions, the item number 4 is medium.

Appendix 8

The Computations of the Discriminating Power Test

Formula:

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

Where:

DP	:	discriminating power
BA	:	number of students in the upper group who answered the item correctly
BB	:	number of students in the lower group who answered the item correctly
JA	:	number of all students in the upper group
JB	:	number of all students in the lower group

Criteria:

Interval of discriminating power					Criteria
0	≤	DP	≤	0,2	Poor
0,2	<	DP	≤	0,4	Satisfactory
0,4	<	DP	≤	0,7	Good
0,7	<	DP	≤	1	Excellent

Calculation:

The following is the example of the computation of the discriminating power of item number 4, and for the other items will use the same formula.

No.	Upper Group		No.	Lower Group	
	Code	Score		Code	Score
1	T-18	1	1	T-6	0
2	T-8	1	2	T-15	1
3	T-10	1	3	T-20	0
4	T-16	1	4	T-22	0
5	T-19	1	5	T-3	0
6	T-24	1	6	T-9	0
7	T-26	1	7	T-21	1
8	T-34	1	8	T-35	0
9	T-36	1	9	T-14	0
10	T-2	1	10	T-29	0
11	T-7	0	11	T-32	0
12	T-12	0	12	T-33	0
13	T-13	0	13	T-37	1
14	T-17	0	14	T-11	0
15	T-23	0	15	T-25	0
16	T-28	0	16	T-31	0
17	T-1	1	17	T-30	0
18	T-4	1	18	T-5	0
19	T-27	1	sum		3
sum		13			

$$DP = \frac{13}{19} - \frac{3}{18}$$

$$= 0{,}517544$$

According to the criterions, the item number 4 is good .

Appendix 9

List of students VIII A (Experiment Class) And VIII C (Control Class)

No.	Experiment Class (VIII A)		Control Class (VIII C)	
	Name	Code	Name	Code
1	A.Muiz Khoironi	E-1	A.Ansori	C-1
2	Ahmad Afandi	E -2	Ahmad Lutfi Bayhaqi	C-2
3	A.Alfin M.	E -3	Alfiaturrohmah	C-3
4	Ahmad Khairandi	E-4	Ameilia Eka N.	C-4
5	Ahmad Khoirul Anwar	E-5	Ayu Tia N.	C-5
6	Ahmad Rijalur Rohim	E-6	Devina Yulia M.	C-6
7	Ahmad Rizqi Musti W.	E-7	Dewi Muthiatur R.	C-7
8	Andika Aji T.	E-8	Dimas Nur R.	C-8
9	Andre Rifqi F.	E-9	Diyah Ayu Novita Sari	C-9
10	Anifatu Wiwin Elina	E-10	Dwi Tita Indriwati	C-10
11	Anis Watul K.	E-11	Fatah Amiruddin	C-11
12	Eli Nur Moniyoh	E-12	Guruh Prasetya	C-12
13	E. Diah P. L.	E-13	Hesti Herlina	C-13
14	Elya Khoirul F.	E-14	Ibnu Yahya F.	C-14
15	Fera Fikkria	E-15	Latifatun Nikmah	C-15
16	Isyatur Rodliyah	E-16	Luluk Atun N.	C-16

17	Kun Latifa Aliya	E-17	M.Alwi Abdul Aziz	C-17
18	Luluk Fitriani	E-18	Maghfirotun R.	C-18
19	M. Muslih	E-19	Monica Astri W.	C-19
20	M. Rahman Dani	E-20	M.Sholihul Hadi	C-20
21	M. Ghufron Tsaniam	E-21	M.Safi'ul A.	C-21
22	M. Hasan Lutfi	E-22	Nurul Madrifatul U.	C-22
23	Nala Khoirun N.	E-23	Putri Dwiyanti	C-23
24	Niam Nur Khasanah	E-24	Revina Setya W.	C-24
25	Putri Desiana Sari	E-25	Rifqy Fitria B.	C-25
26	Rahmalinda F. S	E-26	Samber Nyowo Y.	C-26
27	Riza Alfi N.	E-27	Siti Khoirun Nikmah	C-27
28	Rohmat Qomaruddin	E-28	Siti Maisyaroh	C-28
29	Roviatul Khoiriyah	E-29	Siti Nur Hidayati	C-29
30	Silfiana Hariyanti	E-30	Siti Nurul Marfuhah	C-30
31	Siti Fatimah N.	E-31	Siti Rohmah	C-31
32	Siti Nurul U.	E-32	Syaiful Anwar	C-32
33	Siti Siska Kartika K.	E-33	Wakhidi Akbar	C-33
34	Sofiatun Nur H.	E-34	Winda Ayu R.	C-34
35	Sri Eka Wulandari	E-35		

36	Sumaen Agung P.	E-36		
37	Trini Winarsih	E-37		
38	Ulya Niswatul A.	E-38		
39	Zahrotun Nafisah	E-39		
40	Zumrotul Jazila	E-40		

Appendix 10

SYILLABUS OF LEARNING ACTIVITIES

Subject : English
Class : VIII
Semester : II
Standard Competence: 11. Understand the meaning of simple short essay in the form of a narrative to interact with their surroundings.

Basic Competence	Subject	Learning process	Assessment			Time Allocation	Sources
			Kinds of instrument	Form of instrument	Example of instrument		
11.3 Responds meaning and rhetorical stages of a simple short essays accurately, fluently, and thankful with regard to the surrounding environment in the form of narrative text	Narrative text	• Asked question about narrative • Listening to the teachers' explanation about narrative	Test	Multiple choice	6. What destroyed the homes of all rats? a. Group of mice did. b. Elephant hunters did. c. A group of elephants did. d. Elephant's herd did.	2 x 30 minutes	• KTSP • "Talenta Basis Prestasi Utama" for the second-year Junior High School

Rembang, 2 April 2016

English teacher

Nurul Hidayati, S. Pd

The Researcher

Siti Sukiswati
NIM. 123411009

Appendix 11

LESSON PLAN FOR EXPERIMENT CLASS

I. Identity

School : MTs N Sumber Rembang
Class/Semester : VIII / II
Subject : English
Topic : Narrative Text
Allocated Time : 2 x meeting

II. Standard of Competence

11. Understand the meaning of simple short essay in the form of a narrative to interact with their surroundings.

III. Basic Competence

11.3. Responds meaning and rhetorical stages of a simple short essays accurately, fluently, and thankful with regard to the surrounding environment in the form of narrative text

IV. Indicators

1. Identifying social function of narrative text
2. Identifying language feature of narrative text
3. Identifying generic structure of narrative text
4. Identifying moral value of narrative text
5. Comprehend the reading of narrative text

V. Learning aim

After do accurately, read the book, and do exercise, student can identify and analysis social function, generic structure and language feature well and responsibility

VI. Learning method:

Cooperative Learning (Course Review Horray)

VII. Materials

1. Narrative
   a. Social function

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

   b. Schematic/Generic Structure
      1) Orientation

         Orientation is introducing the participants and informing the time and place. Which is established the characters, settings and time of the story.

         For example:

         "Once upon a time a long, long time ago in hill outside a little village, there was a big palace bigger than the village itself and in the place there lived a King. The king wanted to be rich."

      2) Complication

         Complication is describing the rising crises which the participants have to do with. The complication usually

involves the main characters often mirroring the complication in real life. The complication is the heart structure of narrative text. It will determine whether the text "lives" or not. If the narrative text considers as the "live" text, it will arouse the reader. It will intrude to the emotion of the reader. Commonly narrative text appears as story text. In literary term, the complication structure is called conflict or problem.

For example:

"One day the king promised one of his gardener three million gold coins if he could grow a tree all year round which bore rich golden fruit.

The gardeners searched all over the countryside but he could not find the right seed to grow a tree which would bear golden fruit. So at last he went to see the wise old owl that lived deep in the forest and knew all about many things. The wise old owl told him what to do and where to go to get the right seed to plant."

3) Resolution

Resolution is showing the way of participant to solve the crisis, better or worse. There needs to be resolution of the complication. The complication may be resolved for better or worse/happily or unhappily.

For example:

"The gardener went exactly where he was told and did exactly what he was told. He planted the seed and gave it some water, some fertilized and he waited. Suddenly the tree sprang up so quickly that it made the gardener jump. The gardener watched as the tree began to bear rich golden fruit. He ran back to the palace and took the king to see the tree. When the king had stood there for long time, staring at it open-mounted, the gardener asked for his tree million coins. So the king agreed to the request, and the gardeners took his money and went home and live happily ever after."

c. Language feature

1) Focus on specific and usually individually participants

Specific participant is a participant constructed by the grammar as having specific identical referent in the context. E.g. the King and the gardener.

2) Use of material (action) processes

3) Use of past tense e.g. went, knew, lived, planted, etc.

4) Use of temporal conjunctions and circumstance

VIII. Learning Activities

1. Opening activity

Teacher	Students
1. Greets the students	Give responses for the

2. Checks the students' attendance list 3. Asks the student about last material	teacher's greeting, asking for their own feeling, attendance and the previous material about.

.

2. Main activities

a. Exploration

Teacher	Students
1. Shows the students a picture about narrative text. 2. Asks the students several questions related to the picture 3. Tells the students about material. 4. Explains about narrative text (social function, generic structure, and language feature)	1. Observe the picture 2. Give responses for the teachers' question 3. Pay attention about teachers' explanation

b. Elaboration

Teacher	Students
1. Divide the students into some groups 2. Asks students to prepare a yell or "shouting horray" and tell the students to make some cards with number,	1. Give attention about teachers 2. Prepare the yell and make some cards with number

3. To test their comprehensions, teacher read the question randomly 4. Identify the students' answer if the students answer correctly with checklist mark (√) and wrong answer with the cross mark (×) 5. Give a reward to the students	3. Write the answers in the cards whose number is mentioned by the teacher and then immediately discussed 4. Students who have got the sign checklist mark (√) must shout hurray

c. Confirmation

Teacher	Students
1. Gives a quiz to check students' understanding after discussing in the group 2. Give feedback to the students 3. Make conclusion about the explanation that they have discussed	Give responses to the teacher

3. Closing activity

Teacher	Students
1. Give motivation to the students to improve that they have learnt	Give attention and response of teacher's closing.

2. Closes the meeting	

IX. Source:

1. Entika F. Prastikawati dan Siti Musarokah, *Writing 3 Handouts and Assigments,* (Semarang: IKIP PGRI Semarang, 2010.
2. "Talentha Basis Prestasi Utama" for the second- year Junior High School

X. Media:

1. Question card
2. Paper
3. Picture

XI. Assessment

a. Form: Written test
b. Technique: Students are assigned to answer the questions about narrative text
c. Aspects: accuracy of answering question
d. Scoring Guidance:
   Nilai siswa = $\frac{jumlah\ betul}{jumlah\ soal}$ x 100
e. Instrument : answer the question containing of narrative text

Rembang, 17 January 2016

Approved By
English Teacher

Nurul Hidayati, S.pd

Researcher

Siti Sukiswati

LESSON PLAN FOR CONTROL CLASS

I. Identity

School : MTs N Sumber Rembang
Class/Semester : VIII / II
Subject : English
Topic : Narrative Text
Allocated Time : 2 x meeting

II. Standard of Competence

11. Understand the meaning of simple short essay in the form of a narrative to interact with their surroundings.

III. Basic Competence

11.3. Responds meaning and rhetorical stages of a simple short essays accurately, fluently, and thankful with regard to the surrounding environment in the form of narrative text

IV. Indicators

1. Identifying social function of narrative text
2. Identifying language feature of narrative text
3. Identifying generic structure of narrative text
4. Mentioning synonym/antonym of the word in a narrative text
5. Identifying moral value of narrative text
6. Comprehend the reading of narrative text

V. Learning aim

After do accurately, read the book, and do exercise, student can identify and analysis social function, generic structure and language feature well and responsibility

VI. Materials

1. Narrative
   a. Social function

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

   b. Schematic/Generic Structure
      1) Orientation

         Orientation is introducing the participants and informing the time and place. Which is established the characters, settings and time of the story.

         For example:

         "Once upon a time a long, long time ago in hill outside a little village, there was a big palace bigger than the village itself and in the place there lived a King. The king wanted to be rich."

      2) Complication

         Complication is describing the rising crises which the participants have to do with. The complication usually involves the main characters often mirroring the complication in real life. The complication is the heart structure of narrative text. It will determine whether

the text “lives” or not. If the narrative text considers as the “live” text, it will arouse the reader. It will intrude to the emotion of the reader. Commonly narrative text appears as story text. In literary term, the complication structure is called conflict or problem.

For example:

“One day the king promised one of his gardener three million gold coins if he could grow a tree all year round which bore rich golden fruit.

The gardeners searched all over the countryside but he could not find the right seed to grow a tree which would bear golden fruit. So at last he went to see the wise old owl that lived deep in the forest and knew all about many things. The wise old owl told him what to do and where to go to get the right seed to plant.”

3) Resolution

Resolution is showing the way of participant to solve the crisis, better or worse. There needs to be resolution of the complication. The complication may be resolved for better or worse/happily or unhappily.

For example:

“The gardener went exactly where he was told and did exactly what he was told. He planted the seed and gave it some water, some fertilized and he waited. Suddenly the tree sprang up so quickly that it made

the gardener jump. The gardener watched as the tree began to bear rich golden fruit. He ran back to the palace and took the king to see the tree. When the king had stood there for long time, staring at it open-mounted, the gardener asked for his tree million coins. So the king agreed to the request, and the gardeners took his money and went home and live happily ever after."

c. Language feature

1) Focus on specific and usually individually participants

Specific participant is a participant constructed by the grammar as having specific identical referent in the context. E.g. the King and the gardener.

2) Use of material (action) processes
3) Use of past tense e.g. went, knew, lived, planted, etc.
4) Use of temporal conjunctions and circumstance

VII. Learning method: Conventional method

VIII. Media: - White Board

- Paper
- Picture

IX. Source: "Talentha Basis Prestasi Utama" for the second- year Junior High School

X. Learning Activities

1. Introduction

Teacher	Students
1. Greets the students 2. Checks the students' attendance list 3. Asks the student about last material	Give responses for the teacher's greeting, asking for their own feeling, attendance and the previous material about.

2. Main activities

a. Exploration

Teacher	Students
1. Shows the students a picture about narrative text. 2. Asks the students several questions related to the picture 3. Tells the students about material. 4. Explains about narrative text (social function, generic structure, and language feature)	1. Observe the picture 2. Give responses for the teachers' question 3. Pay attention about teachers' explanation

b. Elaboration

Teacher	Students
1. Explains about narrative text 2. Give examples of narrative text	1. Give attention and responses to the teachers' explanation

3. Asks the students to read the text 4. Give the students a paper of questions which contain of certain narrative text 5. Checks the students' answer and show the correct answer	2. Answer the question

c. Confirmation

Teacher	Students
1. Gives a quiz to check students' understanding after discussing in the group 2. Give feedback to the students 3. Make conclusion about the explanation that they have discussed	Give responses to the teacher

3. Closing activity

Teacher	Students
1. Give motivation to the students to improve that they have learnt 2. Closes the meeting	Give attention and response of teacher's closing.

XI. Assessment

a. Form: Written test

b. Technique: Students are assigned to answer the questions about narrative text

c. Aspects: accuracy of answering question
d. Scoring Guidance:
   Nilai siswa = $\frac{jumlah\ betul}{jumlah\ soal}$ x 100
e. Instrument : answer the question containing of narrative text

Rembang, 17 January 2016

Approved By
English Teacher

ErniNuraini, S.pd

Researcher

SitiSukiswati

Appendix 13

Latticework of Pre-test and Post-test

Subject : English

Topic : Narrative Text

Class/Semester : VIII/II

Standard Competence : 11. Understand the meaning of simple short essay in the form of a narrative to interact with their surroundings.

Basic competence	Indicators	Number of questions	
		Pre-test	Post-test
11.3. Responds meaning and rhetorical stages of a simple short essays accurately, fluently, and thankful with regard to the surrounding environment in the form of narrative text	1. Identifying social function of narrative text	6 3, 11	12 4, 10
	2. Identifying language feature of narrative text	1, 2, 4, 7, 8, 9, 10, 12, 13, 14	1, 2, 3, 5, 6, 7, 8, 11, 13, 15
	3. Identifying generic structure of narrative text	5	9
	4. Mentioning synonym/antonym of the word narrative text	15	14
	5. Identifying moral value of narrative text		

Appendix 14

Name : …….

Number: ……

Class : ……..

Instructions:

1. Before answer the questions, please read the instruction.
2. Please write your name, number, and class in the site above.
3. Choose the correct answer by crossing a, b, c, or d.

Text 1

The Story of the Smart Parrot

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

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

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

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

1. What is the story about?
   a. A parrot and a cat
   b. A parrot and a chicken
   c. A parrot and the owner
   d. A parrot, the owner, and chickens
2. Where does the story take place?
   a. London
   b. Puerto Rico
   c. Jakarta
   d. Buenos Aires
3. "The parrot was very, very smart"
   The word 'smart' means …
   a. Stupid
   b. Clever
   c. Stubborn
   d. Beautiful
4. Which statement is true according to the text?
   a. The parrot could say Catano
   b. At last the parrot could say Catano
   c. Catano was the name at the parrot
   d. The man never got angry at the parrot

5. "It was very, very smart"
   The underlined word refers to …
   a. The man
   b. The bird
   c. The chicken
   d. Puerto Rico

Teks 2

One upon the time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents died.

One day she heard her uncle and aunt talking about leaving Snow White in the little castle because they both wanted to go America and they didn't have money to take Snow White with them.

Snow white didn't want her uncle and aunt to do this so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered. So, she went inside and feel sleep.

Meanwhile the seven dwarfs were coming home from work. There they found snow white sleeping. Then Snow White woke up. She saw the dwarfs. Doc, one of the dwarfs asked: "what is your name?" Snow White answered: "my name is Snow White."

The dwarfs said, "If you wish, you may live here with us." Snow White said, "Oh, could I? Thank you." Then Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

6. What kind of text is it?

   a. Recount b. Descriptive c. Explanation d. Narrative

7. The third paragraph describes in detail…

   e. Where snow white aunt and uncle had breakfast

   f. Whom snow white met in the woods

   g. What snow white did after hearing her uncle plan

   h. How snow white went into the cottage

Teks 3

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

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

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

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. They returned

to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

8. The story is about a stepmother who …
    a. Cried every night
    b. Planned to eat her children
    c. Tried to run away from a witch
    d. Saved her children from a witch

Teks 4

The Fox and the Crow

One day a crow stole a big piece of meal. Then she flew on a branch of a tree to enjoy it. A fox knew this. He wanted the meat for himself. He came near the tree. The fox said politely to her.

"Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!" The crow was very glad to hear, but she kept quiet. "But ... eghr ... could you be the most beautiful princess in this forest. Eghr ... oh, very sorry," the fox continued. Miss crow was surprise to see him in doubt. "Oh, sorry you cannot, because you cannot sing a song" the fox said slowly and looked disappointed.

When she heard the fox's last word, the crow was angry. She shouted loudly, "I can!" Just then, the meat missed from the crow's break and fell down. The fox got it and went away.

9. What is the writer's main purpose in writing the text?
    a. To persuade the readers to do something
    b. describe the way fox and crow get along
    c. To amuse the readers with funny story
    d. To tell past event for the purpose of informing

Teks 5

THE GOLDEN EGGS

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

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

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

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

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

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

10. Which of the following statement is true?
    a. God gave the goose to the farmer
    b. An old man with long grey beard gave a farmer a goose
    c. The farmer died of starvation because he became lazy and spendthrift
    d. The farmer slaughtered his goose because there were golden eggs inside its stomach
11. "I don't have any expensive thing to give you …″ (paragraph 3) The word ″I″ refers to …
    a. Poor farmer b. The writer c. Hunter d. An old man
12. What is the communicative purpose of the text?
    e. To describe how the farmer got rich
    f. To persuade the reader to read the story
    g. To entertain the reader with an interesting story
    h. To inform readers about the farmer and the goose
13. What do we learn from the story?
    e. Not to be greedy and be contented with what we had
    f. Foolishness did not pay
    g. Always pray to God for help
    h. Not to be lazy or arrogant

Teks 6

The Magic Box

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

One sunny morning his wife dropped an apple into it. Suddenly the box began fill up with apples. No matter how many the apples were taken out, more apples took their place, so the farmer and his wife decide to sell the apples and in short time they were able to live quite comfortably.

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

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

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

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

14. The complication started when …
    a. His wife dropped an apple into a big box and suddenly the box filled up with apples.
    b. The farmer and his wife sold the apples were able to live quite comfortably
    c. The farmer dropped a gold coin into the box
    d. The apple disappeared and the box began to fill itself with coins.

Teks 7

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

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

15. Which statement is NOT TRUE according to the text?
    a. The papa bear was not very kind to the rabbit
    b. The mother bear always gave her youngest extra meat
    c. The papa bear didn't like giving the rabbit some meat
    d. The papa bear knew that his youngest child gave the rabbit some meat.

Key answers:

1. **C**
2. **B**
3. **B**
4. **B**
5. **B**
6. **D**
7. **C**
8. **D**
9. **C**
10. **B**
11. **D**
12. **C**
13. **A**
14. **A**
15. **D**

Appendix 15

Name : ……

Number: ……

Class : ……..…..

Instructions:

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   c. To entertain the reader with an interesting story
   d. To inform readers about the farmer and the goose
2. Which of the following statement is true?
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   c. The farmer died of starvation because he became lazy and spendthrift
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3. What do we learn from the story?
   a. Not to be greedy and be contented with what we had
   b. Foolishness did not pay
   c. Always pray to God for help
   d. Not to be lazy or arrogant
4. "I don't have any expensive thing to give you …" (paragraph 3) The word "I" refers to …
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Text 2

The Fox and the Crow

One day a crow stole a big piece of meal. Then she flew on a branch of a tree to enjoy it. A fox knew this. He wanted the meat for himself. He came near the tree. The fox said politely to her.

"Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!" The crow was very glad to hear, but she kept quiet. "But ... eghr ... could you be the most beautiful princess in this forest. Eghr ... oh, very sorry," the fox continued. Miss crow was surprise to see him in doubt. "Oh, sorry you cannot, because you cannot sing a song" the fox said slowly and looked disappointed.

When she heard the fox's last word, the crow was angry. She shouted loudly, "I can!" Just then, the meat missed from the crow's break and fell down. The fox got it and went away.

5. What is the writer's main purpose in writing the text?
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One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

6. Where does the story take place?
   a. London
   b. Puerto Rico
   c. Jakarta
   d. Buenos Aires
7. Which statement is true according to the text?
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d. The man never got angry at the parrot

8. What is the story about?
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   d. A parrot, the owner, and chickens
9. "It was very, very smart"
   The underlined word refers to …
   a. The man
   b. The bird
   c. The chicken
   d. Puerto Rico
10. "The parrot was very, very smart"
    The word 'smart' means …
    a. Stupid
    b. Clever
    c. Stubborn
    d. Beautiful

Text 4

One upon the time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents died.

One day she heard her uncle and aunt talking about leaving Snow White in the little castle because they both wanted to go America and they didn't have money to take Snow White with them.

Snow white didn't want her uncle and aunt to do this so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered. So, she went inside and feel sleep.

Meanwhile the seven dwarfs were coming home from work. There they found snow white sleeping. Then Snow White woke up. She saw the dwarfs. Doc, one of the dwarfs asked: "what is your name?" Snow White answered: "my name is Snow White."

The dwarfs said, "If you wish, you may live here with us." Snow White said, "Oh, could I? Thank you." Then Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

11. The third paragraph describes in detail…

    a. Where snow white aunt and uncle had breakfast

    b. Whom snow white met in the woods

    c. What snow white did after hearing her uncle plan

    d. How snow white went into the cottage

12. What kind of text is it?

    a. Recount b. Descriptive c. Explanation d. Narrative

Text 5

The Magic Box

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

One sunny morning his wife dropped an apple into it. Suddenly the box began fill up with apples. No matter how many the apples were taken out, more apples took their place, so the farmer and his wife decide to sell the apples and in short time they were able to live quite comfortably.

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

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

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

The farmer had to pull them out and bury them. To do this, he had to spend all the money he had collected. When he had used up all

the money, the box broke and the farmer was just as poor as he was before.

13. The complication started when …
    a. His wife dropped an apple into a big box and suddenly the box filled up with apples.
    b. The farmer and his wife sold the apples were able to live quite comfortably
    c. The farmer dropped a gold coin into the box
    d. The apple disappeared and the box began to fill itself with coins.

Text 6

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

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

14. Which statement is NOT TRUE according to the text?
    a. The papa bear was not very kind to the rabbit
    b. The mother bear always gave her youngest extra meat
    c. The papa bear didn't like giving the rabbit some meat
    d. The papa bear knew that his youngest child gave the rabbit some meat.

Text 7

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

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

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

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

15. The story is about a stepmother who …
    a. Cried every night
    b. Planned to eat her children
    c. Tried to run away from a witch
    d. Saved her children from a witch

Key answers:

1. **C**
2. **B**
3. **A**
4. **D**
5. **C**
6. **B**
7. **B**
8. **C**
9. **B**
10. **B**
11. **C**
12. **D**
13. **A**
14. **D**
15. **D**

Appendix 16

Score Pre Test between Control and Experimental Class					
Control Class			Experimental Class		
No.	Code	Score	No.	Code	Score
1	C-1	13,33	1	E-1	46,67
2	C-2	46,67	2	E-2	46,67
3	C-3	26,67	3	E-3	53,33
4	C-4	20	4	E-4	26,67
5	C-5	20	5	E-5	40
6	C-6	26,67	6	E-6	40
7	C-7	20	7	E-7	60
8	C-8	40	8	E-8	53,33
9	C-9	46,67	9	E-9	26,67
10	C-10	26,67	10	E-10	40
11	C-11	46,67	11	E-11	66,67
12	C-12	53,33	12	E-12	13,33
13	C-13	20	13	E-13	33,33
14	C-14	46,67	14	E-14	46,67
15	C-15	40	15	E-15	33,33
16	C-16	26,67	16	E-16	26,67
17	C-17	40	17	E-17	66,67
18	C-18	20	18	E-18	40
19	C-19	33,33	19	E-19	60
20	C-20	53,33	20	E-20	66,67
21	C-21	33,33	21	E-21	26,67
22	C-22	53,33	22	E-22	40
23	C-23	46,67	23	E-23	40
24	C-24	46,67	24	E-24	46,67
25	C-25	46,67	25	E-25	60
26	C-26	26,67	26	E-26	26,67
27	C-27	20	27	E-27	60
28	C-28	6,67	28	E-28	53,33
29	C-29	26,67	29	E-29	40
30	C-30	33,33	30	E-30	53,33
31	C-31	26,67	31	E-31	40
32	C-32	26,67	32	E-32	46,67
33	C-33	26,67	33	E-33	66,67
34	C-34	20	34	E-34	60
			35	E-35	33,33
			36	E-36	33,33
			37	E-37	33,33
			38	E-38	53,33
			39	E-39	53,33
			40	E-40	40
sum		1106,7	sum		1793,34
n		34	n		40
Average ($\bar{X}$)		32,55	Average ($\bar{X}$)		44,8335
Variance (s^2)		160,97723	Variance (s^2)		180,035962
Standard Deviation (s)		12,6876803	Standard Deviation (s)		13,417748

Appendix 17

The Normality Test

Pre Test Of Control Class

Hypothesis:

Ho : The data distributed normally

Ha : The data not distributed normally

The test of Hypothesis:

Formula:

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

Criteria :

Accepted if $H_0 = \chi^2_{hitung} < \chi^2_{tabel}$

The test of Hypothesis:

Maximal score	=	53,33			
Minimal score	=	6,67			
Range (R)	=	53.33 - 6.67	=	46,66	
Classes (k)	=	1+3,3 log 34	=	6,05388	= 6 classess
Length of classes (P)	=	53.33/6.05	=	7,707453	= 9

Distribution Table of the Pre Test (Control Class)

Class			*fi*	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
6,67	-	14,67	2	10,67	113,8489	21,34	227,6978
15,67	-	23,67	7	19,67	386,9089	137,69	2708,362
24,67	-	32,67	9	28,67	821,9689	258,03	7397,72
33,67	-	41,67	6	37,67	1419,029	226,02	8514,173
42,67	-	50,67	7	46,67	2178,089	326,69	15246,62
51,67	-	59,67	3	55,67	3099,149	167,01	9297,447
sum			34			1136,78	43392,02

$$\overline{X} = \frac{\sum f_i x_i}{\sum f_i} = \frac{1136,78}{34} = 33,43471$$

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

$$= \frac{34*43392.02-(1032.62)^2}{34(34-1)}$$

$S^2 =$ 163,1551

$S =$ 12,77322

List of the Frequention Value of Control Class

Class			Bk	Z_i	$P(Z_i)$	wide of area	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
			6,17	-2,13452	-0,4836				
6,67	-	14,67				0,05997	2,038967	2	0,000745
			15,17	-1,42992	-0,42363				
15,67	-	23,67				0,157757	5,363749	7	0,49915
			24,17	-0,72532	-0,26587				
24,67	-	32,67				0,257606	8,758607	9	0,006653
			33,17	-0,02072	-0,00827				
33,67	-	41,67				0,26124	8,882163	6	0,93523
			42,17	0,683876	0,252973				
42,67	-	50,67				0,164531	5,59404	7	0,353362
			51,17	1,388475	0,417504				
51,67	-	59,67				0,011276	0,383386	3	2,282223
			52,17	1,466764	0,42878				
							χ^2	=	4,077363
For a = 5%, with dk = 6 - 1 = 5 it is obtained χ^2 table =									11,0705
because χ^2 count < χ^2 table, so the data is distributed normally.									

Appendix 18

The Normality Test

Pre Test Of Experimental Class

Hypothesis:

Ho : The data distributed normally

Ha : The data not distributed normally

the test of Hypothesis:

Formula:

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

Criteria:

Accepted if $H_0 = \chi^2_{hitung} < \chi^2_{tabel}$

The test of Hypothesis:

Maximal score	=	66,67			
Minimal score	=	13,33			
Range (R)	=	66.67-13.33	=	53,34	
Classes (k)	=	1+3,3 log 40	=	6,286798	= 6 kelas
Length of classes (P)	=	66.67/6.28	=	10,60476	= 11

Distribution Table of the Pre Test (Experimental Class)

class			*fi*	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
13,33	-	23,33	1	18,33	335,9889	18,33	335,9889
24,33	-	34,33	10	29,33	860,2489	293,3	8602,489
35,33	-	45,33	9	40,33	1626,509	362,97	14638,58
46,33	-	56,33	11	51,33	2634,769	564,63	28982,46
57,33	-	67,33	9	62,33	3885,029	560,97	34965,26
68,33	-	78,33	0	73,33	5377,289	0	0
Sum			40			1800,2	87524,78

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i} = \frac{1800,2}{40} = 45,005$$

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

$$= \frac{40*87524.78-(1800.2)\text{^}2}{40(40-1)}$$

$S^2 = 166,8404$

$S = 12,91667$

List of the Frequention Value of Experiment Class

class			Bk	Z_i	$P(Z_i)$	wide of area	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
			12,83	-2,49097	-0,49363				
13,33	-	23,33				0,0442	1,767998	1	0,333609
			23,83	-1,63935	-0,44943				
24,33	-	34,33				0,164854	6,594167	10	1,759085
			34,83	-0,78774	-0,28458				
35,33	-	45,33				0,31004	12,40158	9	0,933008
			45,83	0,063871	0,025464				
46,33	-	56,33				0,294568	11,7827	11	0,051994
			56,83	0,915484	0,320031				
57,33	-	67,33				0,141363	5,654514	9	1,979352
			67,83	1,767096	0,461394				
68,33	-	78,33				0,006052	0,242081	0	0,242081
			68,83	1,844516	0,467446				
							X^2	=	5,29913
For a = 5%, with dk = 6 - 1 = 5 it is obtained χ^2 table =									11,0705
because χ^2 count < χ^2 table, so the data is distributed normally.									

Appendix 19

Homogeneity Test of Pre test
Between Control and Experimental Class

Hypothesis:

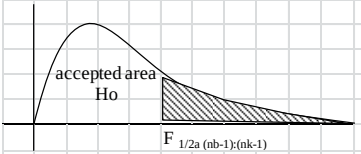
Ho : $\sigma_1^2 = \sigma_2^2$

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

The test of Hypothesis formula:

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

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



Based on the data, the result was:

Variance Source	Control	Experimental
n	34	40
Average ($\bar{X}$)	32,55	44,8335
Variance (s^2)	160,9772303	180,0359618
Standar Deviation (s)	12,68768026	13,41774802

Based on the formula, the result was:

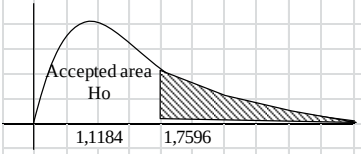
$$F = \frac{180{,}035962}{160{,}97723} = 1{,}1184$$

On a = 5% with:

dk pembilang = nb - 1 = 40 - 1 = 39

dk penyebut = nk -1 = 34 - 1 = 33

$F_{(0.025)(39:33)} = 1{,}7596$



Because F in Ho accepted area, so it means that the experimental and control class have the same variance/homogen.

Appendix 20

The average similarity test of pre test of the experimental class and control class

Hypothesis

Ho : $\mu_1 \leq \mu_2$

Ha : $\mu_1 > \mu_2$

The test of Hypothesis

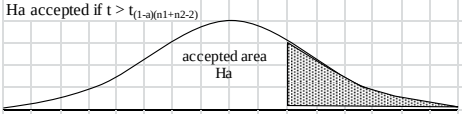
Formula:

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

Where,

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

Ha accepted if $t > t_{(1-a)(n1+n2-2)}$



Based on the data:

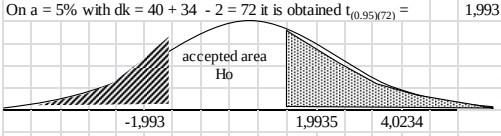
Variance source	Control	Experimental
n	34	40
Average ($\bar{X}$)	32,55	44,8335
Variance (s^2)	160,9772303	180,0359618
Standar Deviation (s)	12,68768026	13,41774802

Based on the formula, the result:

$$s = \sqrt{\frac{(34 - 1)\,160{,}98 + (40 - 1)\,180{,}04}{34 + 40 - 2}} = 13{,}09$$

$$t = \frac{44{,}83 - 32{,}55}{13{,}09\sqrt{\frac{1}{34} + \frac{1}{40}}} = 4{,}02342716$$

On a = 5% with dk = 40 + 34 - 2 = 72 it is obtained $t_{(0.95)(72)}$ = 1,993



Because t in Ha acceptep area, so it means there significant different between experimental and control class.

Appendix 21

	Score Post Test between Control and Experimental Class				
Control Class			Experimental Class		
No.	Code	Score	No.	Code	Score
1	C-1	33,33	1	E-1	66,67
2	C-2	40	2	E-2	80
3	C-3	40	3	E-3	73,33
4	C-4	33,33	4	E-4	66,67
5	C-5	26,67	5	E-5	86,67
6	C-6	46,67	6	E-6	80
7	C-7	33,33	7	E-7	73,33
8	C-8	33,33	8	E-8	66,67
9	C-9	40	9	E-9	73,33
10	C-10	33,33	10	E-10	66,67
11	C-11	53,33	11	E-11	86,67
12	C-12	53,33	12	E-12	80
13	C-13	26,67	13	E-13	73,33
14	C-14	26,67	14	E-14	66,67
15	C-15	60	15	E-15	66,67
16	C-16	46,67	16	E-16	80
17	C-17	20	17	E-17	73,33
18	C-18	26,67	18	E-18	80
19	C-19	40	19	E-19	73,33
20	C-20	33,33	20	E-20	73,33
21	C-21	40	21	E-21	86,67
22	C-22	40	22	E-22	66,67
23	C-23	66,67	23	E-23	93,33
24	C-24	60	24	E-24	80
25	C-25	40	25	E-25	60
26	C-26	33,33	26	E-26	80
27	C-27	26,67	27	E-27	73,33
28	C-28	33,33	28	E-28	66,67
29	C-29	53,33	29	E-29	73,33

30	C-30	33,33	30	E-30	86,67
31	C-31	26,67	31	E-31	80
32	C-32	33,33	32	E-32	86,67
33	C-33	46,67	33	E-33	73,33
34	C-34	33,33	34	E-34	80
			35	E-35	73,33
			36	E-36	66,67
			37	E-37	86,67
			38	E-38	80
			39	E-39	66,67
			40	E-40	80
Sum		1313,32	Sum		3026,68
n		34	n		40
Average ($\bar{X}$)		38,6270588	Average ($\bar{X}$)		75,667
Variance (s^2)		131,863029	Variance (s^2)		60,5100933
Standard Deviation (s)		11,4831629	Standard Deviation (s)		7,77882339

Appendix 22

The Normality Test

Post Test of Control Class

Hypothesis:

Ho : The data distributed normally

Ha : The data not distributed normally

The test of Hypothesis:

Formula:

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

Criteria:

Accepted if H_0 = $\chi^2_{hitung} < \chi^2_{tabel}$

The test of Hypothesis:

Maximal Score	=	66,67				
Minimal Score	=	20				
Range (R)	=	66.67-20	=	46,67		
Classes (k)	=	1+3,3 log 34	=	6,05388	=	6 kelas
Length of classes (P)	=	46.67/6.05	=	7,709105	=	8

Distribution Table of the Post Test (Control Class)

Class			fi	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
20	-	27	7	23,5	552,25	164,5	3865,75
28	-	35	11	31,5	992,25	346,5	10914,75
36	-	43	7	39,5	1560,25	276,5	10921,75
44	-	51	3	47,5	2256,25	142,5	6768,75
52	-	59	3	55,5	3080,25	166,5	9240,75
60	-	67	3	63,5	4032,25	190,5	12096,75
Sum			34			1287	53808,5

$$\overline{X} = \frac{\sum f_i x_i}{\sum f_i} = \frac{1287}{34} = 37,85294$$

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

$$= \frac{34*53808.5-(1287)\text{^}2}{34(34-1)}$$

S^2 = 154,2959

S = 12,42159

List of the Frequention Value of Control Class

Class			Bk	Z_i	$P(Z_i)$	Wide of area	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
			19,5	-1,4775	-0,43023				
20	-	27				0,132521	4,505725	7	0,888772
			27,5	-0,83346	-0,29771				
28	-	35				0,222589	7,568017	11	1,070773
			35,5	-0,18942	-0,07512				
36	-	43				0,250427	8,514516	7	0,269394
			43,5	0,454616	0,175307				
44	-	51				0,188734	6,416943	3	1,81948
			51,5	1,098656	0,364041				
52	-	59				0,095266	3,239032	3	0,019045
			59,5	1,742696	0,459307				
60	-	67				0,006557	0,222934	3	2,570698
			60,5	1,823201	0,465864				
							χ^2	=	6,638163
For a = 5%, with dk = 6 - 1 = 5 it is obtained χ^2 table =									11,0705
because χ^2 count < χ^2 table, so the data is distributed normally.									

Appendix 23

The Normality Test of Post Test

Post Test of Experimental Class

Hypothesis:

Ho : The data distributed normally

Ha :The data not distributed normally

The test of Hypothesis:

Formula:

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

Criteria:

Accepted if $H_0 = \chi^2_{hitung} < \chi^2_{tabel}$

The test of Hypothesis:

Maximal score	=	93,33				
Minimal score	=	60				
Renge (R)	=	93.33-60	=	33,33		
Classes (k)	=	1+3,3 log 40	=	6,286798	=	6 kelas
Length of classes (P)	=	33.33/6.28	=	5,301586	=	5

Distribution Table of the Post Test (Experimental Class)

Class			fi	X_i	X_i^2	$f_i.X_i$	$f_i.X_i^2$
60	-	64	1	62	3844	62	3844
65	-	70	10	67,5	4556,25	675	45562,5
71	-	76	11	73,5	5402,25	808,5	59424,75
77	-	82	11	79,5	6320,25	874,5	69522,75
83	-	88	6	85,5	7310,25	513	43861,5
89	-	94	1	91,5	8372,25	91,5	8372,25
Sum			40			3024,5	230587,8

$$\overline{X} = \frac{\sum f_i \chi_i}{\sum f_i} = \frac{2256,5}{40} = 75,6125$$

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

$$= \frac{40*129668.8-(2256.5)\text{^}2}{40(40-1)}$$

$S^2 =$ 48,6601

$S =$ 6,975679

List of the Frequention Value of Experiment Class

Class			Bk	Z_i	$P(Z_i)$	Wide of area	Ei	Oi	$\frac{(O_i - E_i)^2}{E_i}$
			59,5	-2,30981	-0,48955				
60	-	64				0,045127	1,805075	1	0,648145
			64,5	-1,59303	-0,44442				
65	-	70				0,176232	7,049298	10	1,235108
			70,5	-0,7329	-0,26819				
71	-	76				0,318811	12,75245	11	0,27919
			76,5	0,127228	0,05062				
77	-	82				0,287647	11,50587	11	0,022241
			82,5	0,987359	0,338267				
83	-	88				0,129395	5,175811	6	0,113215
			88,5	1,84749	0,467662				
89	-	94				0,009089	0,363565	1	0,40505
			89,5	1,990846	0,476751				
							X^2	=	2,702949

For a = 5%, with dk = 6 - 1 = 5 it is obtained χ^2 table = 11,0705

because χ^2 count < χ^2 table, so the data is distributed normally.

Appendix 24

Homogeneity Test of Post test

Between Control and Experimental Class

Hypothesis:

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

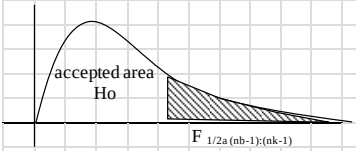
Ha : $\sigma_1^2 \neq \sigma_2^2$

The test of Hypothesis:

With formula:

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

Ho accepted if $F \leq F_{1/2a\,(nb-1):(nk-1)}$



Based on data, the result:

Variaance sources	Control	Experimental
n	34	40
Average ($\bar{X}$)	38,62705882	75,667
Variance (s^2)	131,8630291	60,51009333
Standard Deviation (s	11,48316285	7,77882339

Based on the formula, the result:

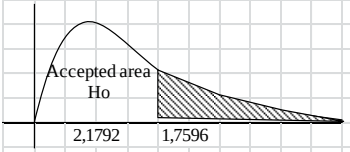
$$F = \frac{131,863029}{60,5100933} = 2,17919064$$

On a = 5% with:

dk pembilang = nb - 1 = 40 - 1 = 39

dk penyebut = nk -1 = 34 - 1 = 33

$F_{(0.025)(39:33)} = 1,7596$



Because F in Ho accepted area, so it means that the experimental and control class have same variance/homogen.

Appendix 25

The Average Similarity Test of Post Test of The Experimental Class And Control Class

Hypothesis

Ho : $\mu_1 \leq \mu_2$

Ha : $\mu_1 > \mu_2$

The test of Hypothesis

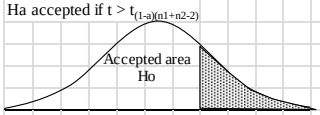
with formula:

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

Where,

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

Ha accepted if $t > t_{(1-a)(n1+n2-2)}$



Based on the data, the result:

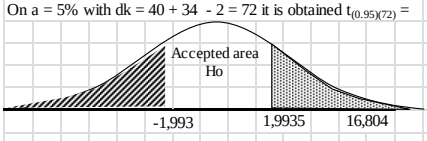
Variance source	Control	Experimental
n	34	40
Average ($\bar{X}$)	38,62705882	75,667
Variance (s^2)	131,8630291	60,51009333
Standard Deviation (s	11,48316285	7,77882339

Based on the formula, the result:

$$s = \sqrt{\frac{(34 - 1)\,131{,}86 + (40 - 1)\,60{,}51}{34 + 40 - 2}} = 9{,}65$$

$$t = \frac{75{,}67 - 38{,}6270588}{9{,}65\sqrt{\frac{1}{34} + \frac{1}{40}}} = 16{,}804213$$

On a = 5% with dk = 40 + 34 - 2 = 72 it is obtained $t_{(0.95)(72)}$ = 1,993



Because t in Ha accepted area so it means that there is significant difference between experimental and control class.

Appendix 26

Control class

Experimental class

CURRICULUM VITAE

A. Personal Identity

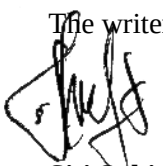
1. Complete Name : Siti Sukiswati
2. Place and Date of Birth : Rembang, 19 September 1994
3. Mobile Phone Number : 08568085326
4. Original Address : Ds. Jatihadi rt 03/ rw 03, Kec. Sumber, Rembang
5. Email : ssukiswati@gmail.com

B. Education Background

1. SD N Jatihadi, Rembang.
2. MTs N Sumber, Rembang.
3. MA Manabi'ul Falah Pati.
4. UIN Walisongo Semarang.

Semarang, June 28th 2016

The writer,



Siti Sukiswati

NIM. 123411009