

**THE EFFECTIVENESS OF USING SURVEY, QUESTION, READ, RECITE,
REVIEW (SQ3R) METHOD TO TEACH STUDENTS' READING
COMPREHENSION ON NARRATIVE TEXTS AT TENTH GRADE STUDENTS
OF SMA NEGERI 13 SEMARANG IN THE ACADEMIC YEAR OF 2016/2017**

THESIS

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



By

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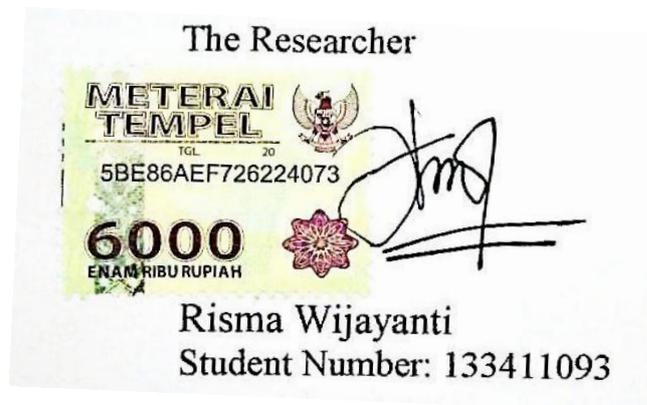
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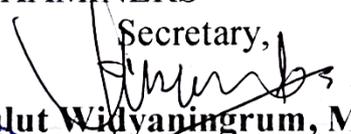
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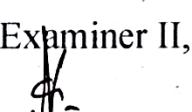
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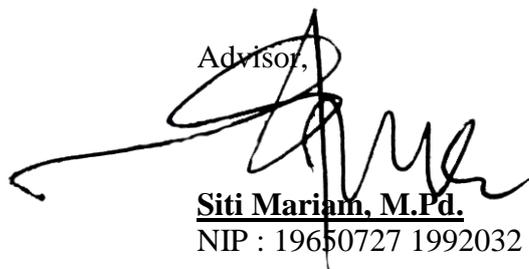
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Wassalamu'alaikumwr.wb.

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ABSTRACT

Title : The Effectiveness of Using Survey, Question, Read, Recite, Review (SQ3R) Method to Teach Students' Reading Comprehension on Narrative Text at Tenth Grade Students of SMA Negeri 13 Semarang in The Academic Year of 2016/2017
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This thesis aimed to find out the effectiveness of using SQ3R method to teach students' reading comprehension on narrative texts. This research used an experimental research. The population of this research was all of tenth grade of SMAN 13 Semarang in the academic year of 2017/2018. In taking the sample, the writer used cluster sampling (area sampling). Class XI MIPA 3 was chosen as a try out class, X MIPA 2 as an experimental class and class X MIPA 3 as a control class. The instrument of this research was test. There were three tests in this research; they were try-out test, pre-test and post-test. Pre test is given to know the students' ability before get a treatment and post test is given to measure the students' ability after get treatment. The formula that used to analyze the data of pre-test and post-test was t-test. After collecting the data, it was found that the pre-test average score experimental class was 52.895 and control class was 50.132. Meanwhile, the post-test average score of experimental was 71.578 and control class was 66.973. It was obtained that t-test was 2.543 and t-table was 1.666 for alpha (α) 5%. The t-test was higher than t-table ($2.543 > 1.666$). It means that H_a was accepted and H_o was rejected. So, it can be concluded that the use of SQ3R Method was effective in the teaching reading of narrative texts.

Keywords: Interesting Teaching-learning process, SQ3R Method and Teaching reading of narrative texts.

DEDICATION

I dedicate this thesis for :

1. My beloved mother and father (Mrs. Ronimah and Mr. Achyanudin) who always support me materially and emotionally with pray, love, patience, and guidance. Thanks for the effort and contribution in making my education run well and success.
2. My beloved family, my older sister (Lily Achyani) who always gives me inspiration and motivation.

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I do thank Allah who has given me insight and strength to finish this research completely. Sholawat and Salam always are given to the Prophet Muhammad who brings us from the darkness to the brightness.

The researcher realized that there are many people who are already helped her in arranging and writing this thesis directly or indirectly. In this chance, the writer would like to express my gratitude for all them.

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12. Last but not least, those who cannot be mentioned one by one who have supported, given motivation to the researcher to finish this thesis.

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

Semarang,
The Researcher

RismaWijayanti
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CHAPTER I

INTRODUCTION

This chapter presents about background of the study, question of the study, objectives of the study limitation of the study and significance of the study.

A. Background of the Study

In Indonesia, English is considered the first foreign language and is taught formally from elementary to university level. English is considered very important, because by mastering English, we can obtain information around the world. In English, there are four language skills, namely listening, speaking, reading and writing. All of them take an important part in showing people's ability in using their language.¹ One of them is reading. Reading is an important skill. Through reading, people can get a lot of information, knowledge, enjoyment and even problem solution. Reading cannot be separated from daily activities. People read many kinds written materials such as newspapers, magazines, novels, academic books and etc.

Reading is basic skill that should be mastered by students. Far argued that "reading is the heart of education". In this case, the person who often reads, his education will advance and he will have a broad insight. The more often in reading, the more advanced his education, this is the background of many people who say that reading is the same as opening the window.² Because reading cannot be separated from learning activities, thus reading as activities that are always done in the classroom. Reading is a key skill for most students in learning a foreign language. Reading becomes very important in the field of education because without good reading ability,

¹ Bambang Yudi Cahyono and Shirly Rizky Kusmaningrum, *Practical Techniques for English Language Teaching*, (Malang: State University of Malang Press, 2011), Page.62.

² Dalman, *Ketrampilan Membaca*, (Jakarta: PT RajaGrafindo Persada, 2014), Page. 5

students will find it difficult to improve their other skills especially in English. Reading can help students understand the written material in the text. Not only that, by reading, the students will get the information that is not previously known and the new vocabularies that is difficult to understand.

In the syllabus for high school level there are 2 types of text that must be learned in second semester. They are Recount and Narrative text. Recount and Narrative text is a text that aims to entertain its readers.³ However, most students consider reading narrative text in English is very boring and not interested in reading. Students are only interested in the pictures in the text. Students are more easy to understand the text through pictures then text. It is because of students in understanding every vocabulary it finds. Like what is experienced by tenth grade students of SMA N 13 Semarang. Here, most of students find difficulties to understand the English text, thus students difficult to find the main idea and understand the content of the text being read.

The problems experienced by students in SMA N 13 Semarang influenced by several factors. First, there are still a lack of students' interest to read English texts. Second, the lack of vocabularies that they have, so that when they read the text must open the dictionary, it makes students feel bored and lazy to read. Third, the most important factor is teachers who still using traditional teaching, where the teacher as a learning center in the learning process. It makes students bored in the learning and influential in students' reading process, whereas the role of teachers is to make learners success, especially in reading.

³ Entika Fani Prastikawati and Siti Musarokah, *Writing 3: Handouts and Assignment*, (Semarang: IKIP PGRI Semarang, 2010), Page.7.

Looking at the problems above, the researchers found a method, the method is SQ3R, where researchers assume that this method is very appropriate and effective in helping the learning process, especially in understanding the text. This method not only facilitates students in understanding the text, but also gives students the freedom to learn. Thus making students enjoy and more active in learning.

SQ3R is a method that consists of five steps, they are: Survey, Question, Read, Recite, and Review.⁴ first, Survey is learning by observation. Second, Question is learning by make question based on their observation. Third, Read is learning by reading aloud. Fourth, Recite is learning by answer the question with close book. The last, Review is learning by looking back and compare the reading by writing the actual reading material. This method is a very effective method, because teacher can improve the learning process of reading rigid and boring comprehension into fun.

Based on the description above, the researcher will try to test the use of SQ3R method to teach students' reading comprehension on narrative text. The researcher also wants to know students' achievements of understanding of narrative texts after being taught by using SQ3R method. This research entitled "The Effectiveness of Using Survey, Question, Read, Recite, and Review (SQ3R) Method to Teach Students' Reading Comprehension on Narrative Text at Tenth Grade Students of SMA Negeri 13 Semarang in the Academic Year of 2016/2017.

B. Question of the study

The study attempts to answer the following question "How is the effectiveness of using Survey, Question, Read, Recite, and Review (SQ3R) method to

⁴Annisa Hutasuht and Elin Masa Gintings, "The Effect of SQ3R Method on The Students' Ability in Reading Comprehension", *Transform journal of english language teaching and learning of FBS UNIMED*, (Vol.3 No.2, Tahun 2014), Page.5.

teach students' reading comprehension on narrative text at tenth grade students of SMA Negeri 13 Semarang in the academic year of 2016/2017?

C. Objective of the Study

The objective of this study based on the statement of the problem is to find out the effectiveness of Survey, Question, Read, Recite, and Review (SQ3R) method to teach students' reading comprehension on narrative text at tenth grade students of SMA Negeri 13 Semarang in the academic year of 2016/2017.

D. Limitation of the Study

This limitation of this study can be described as follow:

1. This study is about using SQ3R method to teach reading comprehension on narrative text. The researcher wants to focus on the measure of teaching reading using SQ3R method to teach students' reading understanding on narrative text.
2. The object of this study is only the tenth grade students of SMA Negeri 13 Semarang in the academic year of 2016/2017.

E. Significances of the Study

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

1. For the teachers

To help teacher in teaching learning process and providing the active learning, creative, effective, innovative, and fun for students in the class. The researcher hopes it can be an additional strategy in teaching English. So, the students will get better achievement.

2. For the students

The result of this study will give many benefits to students because they might motivate students to enhance their understanding in reading narrative text and enrich their vocabulary and also can make them active in learning English especially in reading of narrative text.

3. For the school

It can give positive effect to the future in teaching learning process, especially in reading of narrative text

4. For the readers

By reading this study, the researcher hopes the readers can get information and knowledge about teaching reading comprehension on narrative text by using SQ3R method.

5. For the researcher

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

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed about previous research, theoretical fram work and research hypothesis.

A. Previous Research

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

1. The final project was conducted by Evi Falentiwith title “Improving Students’ Reading Comprehension Using SQ3R Method”.¹

This study aimed to identify whether the use of SQ3R method can improve students’ reading comprehension for the students of SMP Negeri 05 Surakarta or not; and to describe what happens during the implementation of SQ3R method in improving students’ reading comprehension. This study was designed as a classroom action research. The data was collected from observation, questionnaires, interviews and test. The result of this study indicates that SQ3R method can improve the students’ reading comprehension and situation of the class. The mean students’ scores in reading comprehension improved from 60.61 in the pretest to 70.5 in cycle 1 and 80.06 in cycle 2.

The finding of this study showed that SQ3R was an alternative method to teach students’ reading comprehension. Using SQ3R method, the process of study can run effectively and the students will not be bored. Automatically, the teaching and learning process runs well and the objectives can be achieved.

¹Evi Falenti, X2210011, “Improving Students’ Reading Comprehension by Using SQ3R Method (A Classroom Action Research at the Ninth Grade of SMP Negeri 05 Surakarta in the Academic Year of 2011/2012)”, Thesis, (Surakarta: Sebelas Maret University, 2012).

The difference of research is her research used CCAR and my research used experimental design. The similarity is the use SQ3R method in teaching reading comprehension.

2. The final project was conducted by Utari Wahyuningsih with title “The Effectiveness of SQ3R Method on Students’ Reading Comprehension”.²

This study aimed to obtain the empirical evidence about the effectiveness of SQ3R method toward students’ reading comprehension of to the tenth grade students of SMAN 7 Tangerang Selatan in the academic year of 2015/2016 and to find out to what extent the SQ3R method is effective toward students’ reading comprehension.

The method used in this research was a quantitative method and the design used in this study was a quasi-experimental design. Data collecting technique of this study was and test. The result of this research showed that there was significant difference toward students’ reading comprehension achievement after using SQ3R method. The T table is 11.715 and T count is 1.990. it can be conclude that teaching reading by using SQ3R method was effective and had significant effect toward students’ reading comprehension at the tenth grade students of SMAN 7 Tangerang Selatan in the Academic Year of 2015/2016.

The finding of this study showed that SQ3R was an alternative method to learn English for children up to adult. it helped students to learn English and avoid boredom in learning.

²Utari Wahyuningsih, 1111014000025, *The Effectiveness of SQ3R Method on Students’ Reading Comprehension; A Quasi-Experimental Study at 10th Grade of SMAN 7 Tangerang Selatan in the Academic Year 2015/2016, Thesis*, (Jakarta: UIN Syarif Hidayatulloh, 2016).

The difference of study is his study was still general and my research is focused on narrative texts. and the similarity is the use of SQ3R method in teaching reading.

3. The final project was conducted by Resti Lutviani Charisma Putri with the title “The Effect of Using the SQ3R (Survey, Question, Read, Recite, and Review) Method in Teaching Reading Comprehension on Grade-10 Students’ Reading Achievement at MA Negeri 2 Jember.”³

This study was designed as an experimental study with an aimed to know whether or not there was a significant effect of using SQ3R method in teaching reading comprehension on the grade-10 students’ reading achievement at MAN 2 Jember. This study used cluster random sampling to choose the sample. This study used interview, documentation and test to collect the data. And this study used quantitative to analyzed the data. The result of this study is t-count was higher than t-table ($2,95 > 1,99$). It can be concluded that the use of SQ3R method does not have a significant effect on grade-10 students’ reading comprehension achievement at MAN 2 Jember

Based on this study, SQ3R method as an alternative teaching method in teaching English especially teaching reading comprehension.

The difference of study is his study was to know the effect and my research was to know the effectiveness of SQ3R method. The similarity is used SQ3R method in teaching reading comprehension.

³Resti Lutviani Charisma Putri, 060210491090, *The Effect of Using the SQ3R (Survey, Question, Read, Recite, and Review) Method in Teaching Reading Comprehension on Grade-10 Students’ Reading Achievement at MA Negeri 2 Jember*, Thesis, (Jember: Jember University, 2012).

B. Theoretical Frame Work

1. General Concept of Reading

a. Definition of Reading

Reading is a process of looking at a written or printed symbol and translating it into an appropriate sound. This spoken symbol is further associated with an object for which it stands. Thus reading consists of three elements, they are symbol (written or printed), sound and sense.⁴

Reading is a process of readers combining information from a text and their own background knowledge to build meaning.⁵

According to Tarigan, reading is a process done and used by reader to get the message to be conveyed by the author through words media or text. In this case, reading is an attempt to trace the meaning in the text.⁶

Based on the definition above, reading is the activity done by reader and text to obtain information submitted by author through the text. In this case, reading is important. By reading students can get many information. There are many information and knowledge in the text and it can be obtained by reading.

b. Aims of Reading

Basically reading activity aims to find and obtain the message or understand the meaning through reading. The purpose of reading will effect to the type of reading selected, for example, fiction and nonfiction.

⁴M.E.S Elizabeth and Digumarti Bhaskara Rao, *Methods of Teaching English*, (India: Discovery Publishing House, 2004), Page. 278.

⁵Neil J Anderson and David Nunan, *Practical English Language Teaching Reading*, (Newyork: Mc-Graw Hill, 2008), Page. 3.

⁶Dalman, *Ketrampilan Membaca, ...,* Page. 6-7.

According to Anderson (2003), there are seven aims of reading, they are:⁷

- 1) Reading for details and fact is reading to know what is done by the subject of the story.
- 2) Reading for main ideas is reading to get the problem statement
- 3) Reading for sequence of organization is reading to know each part of the story
- 4) Reading for inference is reading to know what is the writer meant by its story
- 5) Reading for classifying is reading to find unusual things
- 6) Reading for evaluating is reading to know the value of the story
- 7) Reading for comparing or contest is reading to compare the way of life of the story with the way of life of the reader.

According to Rivers and Temperly (1978) the main purposes of reading are:⁸

- (a) Obtain information for a purpose or feel curious about a topic.
- (b) Obtain instruction about how to perform a task for work or everyday life
(for example know the working of household appliances
- (c) Acting in a drama, playing games, solving puzzles.
- (d) Connects with friends by letter or to understand business letter.
- (e) Knowing when and where something will happen or what is available.
- (f) Knowing what is happening or has happened (as reported in the newspaper, magazine, and report).

⁷Dalman, *Ketrampilan Membaca, ...*, Page. 11.

⁸Nurhayati Pandawa, dkk, *Pembelajaran Membaca*, Modul, (Jakarta: Departemen Pendidikan, 2009), Page. 5.

(g) Get pleasure or entertainment.

The relation between the aim of reading and skill of reading is very significant. Readers who have same aim, can achieve aim with different achieve. The aims of reading is very important in reading because it will effect to the process of reading and reading comprehension.

c. Types of Reading

In reading there are two types of reading, they are:⁹

(1) Reading aloud

According to Tarigan, reading aloud is an activity that is a tool for teacher, student or reader together with other people or listeners to capture or understand the information, thoughts, and feelings of an author. The goal is for someone to be able to use the right speech, to read clearly and not to stammer, to read by not continuously looking at the reading material, reading by using intonation and the right and clear song.

(2) Silent Reading

Silent reading is reading activity done without voice the text of the reading it reads. In silent reading the reader only uses visual memories involving the activation of the eyes and memory. Reading in the heart is divided into 2, namely:¹⁰

(a) Extensive Reading

Extensive reading means reading widely. The object includes as much text as possible in the shortest time possible. Extensive reading includes reading survey, reading at a glance and reading superficially.

⁹Dalman, *Ketrampilan Membaca*, ..., Page. 63-69

¹⁰Dalman, *Ketrampilan Membaca*, ..., Page. 69-70

(b) Intensive Reading

Intensive reading is careful study, analysis, and detailed handling conducted in the classroom on a short task of approximately two to four pages everyday. Intensive reading is divided into 2, they are: first, read the study of the contents that include: Reading carefully, Reading comprehension, Reading critically, Reading idea, Reading creative. Second, Reading the language study that includes: Reading the language and Reading literature.

d. Reading Comprehension

Reading is comprehension. Comprehension is what reading is all about. Reading comprehension is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head.¹¹ Other author said that Reading comprehension is the process of understanding the message that the author is trying to convey. Very simply, it is making meaning from the text at hand.¹² Smith and Harrison said reading comprehension is evaluating and understanding the information between the reader and writer.¹³

According to Woodley, reading comprehension is a process of making meaning from text, the goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or

¹¹Stephanie Harvey and Anne Goudvis, *Reading Comprehension: Strategies that work: Teaching Comprehension for Understanding and Engagement*, (Stenhouse Publishers, 2007), Page. 423.

¹²Pamela J. Farris. Dkk, *Teaching Reading: A Balanced Approach for Today's Classroom*, (Newyork: McGraw-Hill, 2004), Page.321.

¹³Muhammad Nafi Annury and Nadiah Ma'mun, *Teaching English as a Foreign Language*, (Semarang: Varos Mitra Utama), Page. 31.

sentences.¹⁴ Reading comprehension is skill of reading that different on the higher order. In reading comprehension, readers are required to understand the content of text.¹⁵

Many factors that affect student's ability to comprehend the text. These include:¹⁶

- (1) Motivation/purpose/goals/engagement
- (2) Vocabulary/word knowledge/background knowledge
- (3) Automaticity of decoding
- (4) Fluent reading
- (5) Understanding and use of strategies employed by effective readers.
- (6) The nature of the text itself (difficulty and interest)
- (7) The type or genre of text (example fiction, nonfiction, poetry)
- (8) The amount of reading done.

Basically skill of reading can be grouped into four levels, they are: first, literal understanding is reader just understand the meaning of what is it, according to the meaning of language symbol that exist in the text. Second, interpretative understanding. In this level, reader is able to capture the message implicitly. Third, critical understanding. In this level, reader is able to capture imply or explicit message, reader is able to analyze and make synthesize of information it has acquired. Fourth, creative understanding. In this level after

¹⁴G. Woodley, *Reading Comprehension: Assisting Children with Learning Difficulties*, Journal, (Vol. XV, No. 259, 2011), Page. 15.

¹⁵Dalman, *Ketrampilan Membaca, ...*, Page. 87.

¹⁶Stephanie Harvey and Anne Goudvis, *Reading Comprehension: Strategies that work: Teaching Comprehension for Understanding and Engagemen, ...*, Page. 423.

finish reading, the reader will try or experiment to make something based on the text.¹⁷

The fourth levels of reading comprehension play a role when the reader will understand the contain of the text. If the reader can convey the contain of the text well, this means that reader is completely understand with the contain of the text. Thus, reader has the fourth of reading comprehension.

2. Genre of Text

Genre is text type or kind of text. Genre is a term of grouping text together, representing how written typically use language to respond to recurring situation.¹⁸ Actually, there are two different kinds of genres/text types. It is based on story genre and based on factual genre.

a. Based on story genre, they are:

- 1) Narrative is a text which tells story and in doing so, entertains or informs the reader or listener.¹⁹
- 2) New story is factual text which informs the reader of daily newspaper about events of the day which are regarded as newsworthy or important.
- 3) Exemplum is to deal with incidents that are in some respects out of the usual, point to some general value in the cultural context.
- 4) Anecdote is to share with others an account of unusual or amusing.
- 5) Spoof text is retell an event with a humorous twist.²⁰

¹⁷Dalman, *Ketrampilan Membaca, ...*, Page. 88.

¹⁸Entika Fani Prastikawati and Siti Musarokah, *Writing 3: Handouts and Assignments, ...*, Page. 9.

¹⁹Mark and Kathy Anderson, *Text Type in English 2*, (South Melbourne: Macmillan Education Australia PTY. LTD, 2003), Page. 8.

²⁰Entika Fani Prastikawati and Siti Musarokah, *Writing 3: Handouts and Assignments, ...*, Page. 21-28

- 6) Recount is a piece of text that retells past events, usually in the order in which they happened.²¹

b. Based on factual genre, they are:

- 1) Procedure text is a piece of text that gives us instruction for doing something .
- 2) Explanation, written to explain how something works or the process involved in actions, events or behaviour.
- 3) Report is a piece of text that presents information about subject. An information report usually contains facts about the subject, a description and information on its parts, behavior and qualities.
- 4) Exposition is a piece of text that presents one side of an issue. The purpose is to persuade the reader or listener by presenting one side of an argument.²²
- 5) Discussion is to present (at least) two points of view about an issue.
- 6) Description is text that describe a particular person, place or thing.
- 7) Review is a critique an art work, event for a public audience. Such works of art include movies, TV shows, books, plays, operas, recording, exhibitions, concerts and ballets.
- 8) News item is to inform readers, listener or viewers about events of the day which are considered newsworthy or important.
- 9) Commentary is to explain the processes involved in the formation (evolution) of a socio-cultural phenomenon, as though a natural phenomenon.²³

²¹Mark and Kathy Anderson, *Text Type in English 1* , ..., Page. 48

²²Mark and Kathy Anderson, *Text Type in English 2* , ..., Page. 22-122

3. General Concept of Narrative Text

a. Definition and Purpose of Narrative Text

Narrative text is an account of an event or a series of events, it can be fictional (not true) or non-fictional (true).²⁴ Mark and Kathy Anderson explain narrative is a piece of text which tells story and, in doing so, entertains or informs the reader or listener.²⁵ The story can be realistic, fantastic or a mix of both.²⁶ Its purpose is to amuse, to entertain, and to deal with actual or various experience in different ways; Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.²⁷

b. Generic Structure and Language Structure of Narrative Text

1) The schematic or generic structure of narrative text are:²⁸

- a) Orientation is sets the scene and introduces the participants (can be paragraph, a picture, or opening chapter) in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.
- b) Complication is sets off a chain of events that influences what will happen in the story.
- c) Sequence of events is where the characters react to the complication.

²³Entika Fani Prastikawati and Siti Musarokah, *Writing 3: Handouts and Assignments*, ..., Page. 48-57.

²⁴Dorothy Grant Hennings, *Reading with Meaning: Strategies for College Reading*, (America: Banta Company, 1999), Page. 1784.

²⁵Mark and Kathy Anderson, *Text Type in English 2* , ..., Page. 8.

²⁶Sarwoko, *English on target*, (Jakarta: Erlangga, 2014), Page. 8.

²⁷Entika Fani Prastikawati and Siti Musarokah, *Writing 3: Handouts and Assignments*, ..., Page. 15.

²⁸Mark and Kathy Anderson, *Text Type in English 2* , ..., Page. 9.

- d) Resolution is the crisis resolved, for better or for worse in which the characters finally sort out the complication.
 - e) Coda provides a comment or moral based on what has been learned from the story. (an optional step).
- 2) The language features of narrative text are:²⁹
- a) Focus on specific and usually individually participants
 - b) Use of material (action process)
 - c) Use of relation and mental processes
 - d) Use of temporal conjunctions and temporal circumstances
 - e) Use of past tense
 - f) Short, telegraphic information about story summarized in one-sentence headline.

c. The Example of Narrative Text

The Golden Tree

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

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

The gardener 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 who lived deep in the forest and knew all about many things. The wise old told him what to do and where to go to get the right seed to plant.

²⁹Mark and Kathy Anderson, *Text Type in English 2* , ..., Page. 10.

The gardener went exactly where he was told. He planted the seed and gave it some water, some fertilizer and he waited. Suddenly the tree sprang up so quickly that it made 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 a long time, staring at it open-mouthed, the gardener asked for his tree million coins.

So the king agreed to the request, and the gardener took his money and went home and lived happily ever after.³⁰

4. General Concept of SQ3R Method

a. Definition of SQ3R Method

SQ3R is a method that consists of five steps, they are survey, question, read, recite, and review. The goal of this method is to increase students engagement with the text when studying content material. It is effectively persuade the students to consume information in an effort to answer key question to the subject content. It helps the students to construct the information in their mind, and make it meaningful. In comprehending the text using SQ3R method the students not only know how to comprehend but also help the students to be more active and critics in comprehending a text. In using SQ3R method the students also trained to process the information deeper.³¹

The components of SQ3Rmethod are survey, Question, Read, Recite, and Review. For more detail on each of these four modes are:

³⁰Entika Fani Prastikawati and Siti Musarokah, *Writing 3: Handouts and Assignments*, ..., Page. 16-17

³¹Annisa Hutasuhut and Elin Masa Gintings, "The Effect of SQ3R Method on The Students' Ability in Reading Comprehension", *Transform journal of english language teaching and learning of FBS UNIMED*, (Vol.3 No.2, Tahun 2014), Page.5.

1) Survey

Surveying requires that students get a sense for how chapter is set up prior to reading it. Read the chapter title, the subheadings, the boldfaced words, the introduction, and the summary.³² At this time the readers should also inspect any graphic aid, such as maps, graphs, tables, diagrams, and pictures. This survey provides readers with an overview of the material contained in the reading assignment and framework into which they can organize the facts contained in the selection as they read, enhancing the potential for comprehension.³³

According to Hernowo, what is meant by eyes here is the power of imagining (imagination).³⁴ In the learning process, an image involved in reading comprehension can make students easier to understand the content of the reading. Visual acuity, although more pronounced in some people than other, is strong in everyone. The reason is because there is more equipment in everyone's head for visual processing information than any other sense.³⁵

2) Question

During this step, readers formulate question that they expect to find answered in the selection.³⁶ The 5W+1H words are added questions which cover the subheading. This step can solve the students' problem in which

³²Darolyn Jones, *Painless Reading Comprehension*, (Newyork: Barrons' Educational Series, 2004), Page. 126.

³³Betty D. Roe, Nancy J. Kolodziej, et al, *Secondary School Literacy Instruction: The Content Areas*, (America: United State America, 2014), Page.203.

³⁴Dalman, *Ketrampilan Membaca*, ..., Page. 170.

³⁵Dave Meier, *The Accelerated Learning Handbook*, ..., Page. 48.

³⁶ Betty D. Roe, Nancy J. Kolodziej, et al, *Secondary School Literacy Instruction: The Content Areas*, ..., Page. 203.

they do not have specific purposes on reading, because by doing this step; students can be more focused on reading the material due to the aimed material from the questions they made from the questioning step.³⁷

3) Read

This is the step in which the students read to answer the purpose questions formulated in the previous step. Notes may be taken during this careful reading.³⁸ At this stage, students should apply skip reading activities, reading aloud, reading slowly, and repeating the reading materials that is needed for answering the questions. Students should be familiarized in reading, it means reading speed flexibly adapted to the type of information that should be obtained from reading.

Hernowo argues that reading aloud is reading by making a sound so that our ears are heard.³⁹ In this case, by practicing reading aloud, we will obtain new energy in reading, because beside seeing we are also heard. When we read aloud, our mind will be refreshed and reactivated thus can connect what we read and what we have experienced.

4) Recite

The students try to answer the purpose question formulated during the second step without referring the book or to their notes. This step helps to “set” the information in memory, facilitating later recall. This rehearsal process aids the transfer of information from short-term to long term memory. This activity gets the students involved and provides feedback on

³⁷ Utari Wahyuni, 1111014000025, The Effectiveness Of Sq3r Method On Students’ Reading Comprehension, ..., Page. 15.

³⁸ Betty D. Roe, Nancy J. Kolodziej, et al, *Secondary School Literacy Instruction: The Content Areas*, ..., Page. 203

³⁹ Dalman, *Ketrampilan Membaca*, ..., Page.170.

learning.⁴⁰This activity is very important to assure students' understanding of what they have learned during reading activities. To be able to remember important information, students are advised to write the main idea of each paragraph which is contained in the reading material.⁴¹

5) Review

At this point the students review the material by rereading portions of the book or by rereading notes taken during the careful reading, to verify the answers given during the previous step. This activity aids the students' retention of the material; immediate reinforcement of ideas helps them overcome the tendency to forget material shortly after reading it.⁴²

b. Advantages and Disadvantages of SQ3R Method

Each learning method have advantages and disadvantages, SQ3R method also have advantages and disadvantage, they are:

There are advantages of SQ3R method, there are:⁴³

- SQ3R Method is in the early stages of learning, the main aim is often to present and practice a body of lexis, grammatical forms and language forms and language functions. This serves to give student entry points into

⁴⁰Betty D. Roe, Nancy J. Kolodziej, et al, *Secondary School Literacy Instruction: The Content Areas*, ..., Page. 203.

⁴¹Ni Nengah Parwati, "The Impact of The Application of SQ3R Method (Survey, Question, Read, Recite, Teview) Towards Students' Reading Comprehension", *The Second International Conference on Education and Language (second ICEL)*, (2303-1417, Tahun 2014), Page. 401.

⁴²Betty D. Roe, Nancy J. Kolodziej, et al, *Secondary School Literacy Instruction: The Content Areas*, ..., Page. 203.

⁴³Aris Shoimin, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*, (Yogyakarta: Ar-ruz Media, 2014), Page. 182.

the new language – a simple core to assist in the communication (reception and expression) of basic concept such a number.⁴⁴

- The students are directed to be used thinking about reading materials so that students become more active and trained to be able to make inquiries.
- The students try to think to answers questions based on the content of the text.
- Students can work together in their group to exchange opinions in understanding the material concepts presented in the text description.⁴⁵

Disadvantages of SQ3R Method are:⁴⁶

- The time allocation used to understand a text with the SQ3R learning method may not be much different with learning text.
- The students are difficult to be conditioned (busy) when pairs discussion in learning the text of subject matter.⁴⁷

c. The Implementation of SQ3R Method

(1) Survey

In this step, the students are asked to observe the title, picture and also made a summary. At this stage, the students conduct to read the title and the main idea to give the reader a broad overview of the content and structure of the reading passage.

⁴⁴Annisa Hutasuhut and Elin Masa Gintings, “The Effect of SQ3R Method on The Students’ Ability in Reading Comprehension”, *Transform journal of english language teaching and learning of FBS UNIMED*, (Vol.3 No.2, Tahun 2014), Page.5.

⁴⁵<http://nitamarnita3129.blogspot.co.id/2015/11/metode-pembelajaranpenerapan-metode.html>, accessed on Saturday, January 20th 2018 at 09.00 am.

⁴⁶Aris Shoimin, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*, (Yogyakarta: Ar-ruz Media, 2014), Page. 183.

⁴⁷<http://nitamarnita3129.blogspot.co.id/2015/11/metode-pembelajaranpenerapan-metode.html>, accessed on Saturday, January 20 2018 at 09.00 am.

(2) Question

at this step the students should use the information which is obtained from the title, pictures and the main idea to prepare questions. Questions were compiled from the literature should be taken when students read.

(3) Read

In this step, the students reading aloud and should find the location of answering the questions that have been made. In this case, reading does not mean looking at each word or line in a paragraph.

(4) Recite

In this step, the students should find the answer for each question, students must prepare a summary of the content of the reading based on the answers which are made by using students' own language or close book.

(5) Review

At this step, students are asked to look back and compare the reading by writing the actual reading material if there is a fault, the students must improve his writing according to the contents of the reading material.

d. Research Hypothesis

Hypothesis is provisional truth determined by researcher that should be tested and proved.⁴⁸ It is the assumption that possibly true or possibly also wrong. The hypothesis of this research is SQ3R is an effective method to teach reading comprehension on narrative texts.

⁴⁸Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), Page. 116

CHAPTER III

RESEARCH METHOD

This chapter discusses about research design, research setting, subject of research, variable and indicator, data collection technique and technique of analysis data.

A. Research Design

In this study, the researcher was quantitative approach that uses an experimental research. 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 research is a research method that used to find the effect of a specific treatment against the other in controlled conditions.² An experimental research involves two groups: control group and experimental group. An experimental group will get a treatment and control group uses a conventional teaching.

In this study, the researcher used pretest – posttest control group design, it can be seen in the table bellows:

R O₁ X O₂
R O₃ O₄

It adopted from Sugiyono.³

Where:

R =Random

O1 = Pre-test for experimental class

O2 = Pre-test for experimental class

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

²Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta),Page. 72.

³Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, ...,Page. 76.

- X = Treatment with secret word game.
- O3 =Post-test for control class
- O4 =Post-test for control class

B. Research Setting

1. Time of the Research

This research was conducted during seven weeks as of ratification of the research proposal, starting from March, 10th2017 to May, 4th 2017 on the second semester in the academic year of 2016/2017 counted since the proposal is submitted until the end of research.

2. Place of the Research

This research was conducted at SMA N 13 Semarang. This subject of this research was the tenth grade of SMA N 13 Semarang in the academic year of 2016/2017.

C. Subject of Research

Subject of research is thing or people that being around of the research variable.⁴

1. Population

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.⁵ The population of this research was all of tenth grade students of SMA Negeri 13 Semarang which consists of 8 classes. Science are 4 classes.

⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu PendekatanPraktik*, (Jakarta: PT Rineka Cipta, 2006), Page. 99.

⁵Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, ...,Page. 73.

They are X Science 1, X Science 2, X science 3 and X science 4. For social, there are 4 Classes. They are X Social 1, X Social 2, X Social 3 and X Social 4.

2. Sample

Sample is a part of amount and characteristic that belongs to population.⁶

Sample is part of amount that is chosen as the data resources.⁷ In this case, the researcher selected two groups of students from population as sample of research.

There were class X MIPA 2 as experimental class and X MIPA 3 as control class.

3. Sampling

Technique in taking over sample is called sampling.⁸ In this research, the researcher used cluster sampling (area sampling) to determine sample. Cluster sampling (area sampling) is used to determine sample if the data or the object which will be studied is large.⁹

Based on the data, the researcher will hold two classes that choose randomly. They were experimental class was X Science 2 and control class was X Science 3 of SMA Negeri 13 Semarang in the academic year 2016/2017.

D. Variable and Indicator

Variable is everything that shaped what is defined by the researchers to be studied in order to obtain information about it, then drawn conclusions.¹⁰ There were two types of variables in this research:

1. Independent Variable (x)

⁶Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, ...,Page. 81.

⁷Sukardi, *Metodologi Penelitian Pendidikan*, (Jakarta: PT. Bumi Aksara, 2015), Page.53.

⁸Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, ..., P. 118.

⁹Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, ..., P. 121.

¹⁰Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, ..., P. 38.

Independent variable is variable that influences or those to be cause of change the dependent variable.¹¹

The independent variable in this research was the use of SQ3R method in teaching reading. The experimental group uses SQ3R method while control group without SQ3R method. The indicators were as follows:

- a. Teacher prepares media, such as slide and picture.
- b. Teacher applies SQ3R method in teaching narrative text
- c. Teacher asks students about the text narrative text that including SQ3R method in learning process.
- d. Students discuss question based on narrative text
- e. Students share the result of discussion

2. Dependent Variable (y)

Dependent variable is variable that influenced or effected of independent variable.¹² The dependent of this research was the students' reading comprehension achievement on narrative text. The indicators were:

- a. Identify social function of narrative text.
- b. Identify generic structure of narrative text.
- c. Identify language features of narrative text.
- d. Identify moral value of narrative text.
- e. Creating narrative text based on the pictures.

¹¹Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, ...,P. 39.

¹²Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, ...,P. 39.

E. Data Collection Technique

To get data from object of research is needed accurate method to collect data. In this research, the researcher used observation and test to collect the data. Test is an examination or trial to find its quality, value, composition, ect.¹³ Test was held to measure the ability of the base and the accomplishment or achievements.¹⁴ The test in this research was a multiple choice. In multiple choice test of reading, the students was given five chosen (a, b, c, d or e) to freedom chance to think as much as possible. They can freely choose their ideas as a correct answer. In this research, the researcher used pre-test and post-test.

1. Pre- Test

Pre-test was held before treatment was conducted. In this research, the researcher gave pre-test before apply SQ3R method to the students. Pre-test was given to know students' reading understanding on narrative text.

2. Post test

Post-test was held after treatment was conducted. Here, the researcher gave post-test after students got a treatment. Post-test is given to measure the students' understanding on narrative text after giving treatment, and without treatment.

F. Technique of Analysis Data

There were three kinds of test that held in this research, they were try-out test, pre-test and post-test. So there could be three process of analyzing the data collected from test.

¹³David P. Haris, *Testing English as a Second Language*, (Newyork: Eorgetown University, 1969), Page. 68.

¹⁴Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, ...,P. 45.

1. Instrument test of Tryout test

Try out test was conducted before the pre-test. The instrument to be tried out was the composition test. The result of test was used to find out the validity, reliability, difficulty level and also the discriminating power of each item.

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 purposed to be measured.¹⁵

The measurement showed the validity an item could be known by doing item analysis. The ways to find the validity test was counted by using point biserial correlation formula:¹⁶

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

Where:

r_{pbis} = Bisserial correlation of coefficient

M_p = The propotion of students who gave the right answer

M_t = The average of total score

SD_t = The standard of deviation of total score

p = The propotion respondent who gave the right answer

q = The propotion of students who gave the wrong answer

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.

¹⁵Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Paragonatama Jaya, 2013), Page. 80.

¹⁶Anas Sudjono, *Pengantar Evaluasi Pendidikan*, (Jakarta: Rajawali Pers, 2011), Page. 185-190.
Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2014), Page. 228.

b. Reliability

Reliability refers to the notion that an instrument can be trusted enough to be used as data collection tool for instrument which has been already good. The reliability of a test instrument is used in order to determine whether the result of study test in the multiple choice form that has been composed has the power of determination.¹⁷ In measuring alpha formula is used to know reliability of test is K-R 20:¹⁸

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

Keterangan:

r_{11} = The reliability coefficient of items

p = The proportion of students who gave the right answer

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

$\sum pq$ = The total result of multiplication between p and q

N = The standard deviation of the test

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 reliable.

c. Degree of Test Difficulty

Degree of test difficult is used to know the difficult items (difficult, medium or easy). To know the item difficulty, the researcher used formula:¹⁹

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

¹⁷Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), Page. 221.

¹⁸Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan, ..., Page. 115.*

¹⁹Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan, ..., Page. 208.*

Where:

P = Index of difficulty

B = The number of students who answered an item correctly

JS = The total number of students

Where the criterion of computation is:

Table 3.1 Criteria of Difficulty Test

P = 0.00	Very difficult
0.00 < P	Difficult
0.30 < P	Medium
0.70 < P	Easy
P = 1.00	Very easy

d. Discrimination Power

Item of discrimination power tells how well the item performs in separating the better students from the poorer one. To calculate the index of discriminating power, the researcher used formula:²⁰

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B} = P_A - P_B$$

Where:

J_A = Number of all students in the upper group

J_B = Number of all students in the lower group

B_A = Number of students in the upper group who answered the item correctly

B_B = Number of students in the lower group who answered the item correctly

P_A = The propotion of the upper group who answered the item correctly

²⁰Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan, ..., Page. 223*

P_B = The propotion of the upper group who answered the item correctly

Table 3.2 the Criteria of Discrimination Power

Criteria	
D = 0.00 – 0.20	Poor
D = 0.20 – 0.40	Enough
D = 0.20 – 0.70	Good
D = 0.70 – 1.00	Excellent

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 this 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. The formula of Chi-square test is as follows:²¹

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

Where:

χ^2 = Chi-Square

O_i = Frequency that was obtained from data

E_i = Frequency that was hoped

²¹Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), Page. 273.

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

b. Homogeneity Test

Homogeneity test is used to know whether experimental class and control class, that are taken from population have same variant or not. Data that can be analyzed by using Bartlett test. The formula is:²²

$$1) \text{ The combine of varians from all sample: } S^2 = \frac{\sum(n_i - 1)s_i^2}{\sum(n_i - 1)}$$

2) Unit value B with the formula:

$$B = (\log s^2) < (n_i - 1)$$

Apparently that to Bartlett test used Chi-Square:

$$\chi^2 = (\ln 10) \left\{ B - \sum(n_i - 1) \log s_i^2 \right\}$$

With a significant level of 5%, rejection of is H_0 done by comparing χ^2_{count} . If $\chi^2_{count} > \chi^2_{table}$. Then H_0 is rejected. This means that both groups have the same variance or are said to be homogen.

c. The Average similarity

It is used to examine average whether experimental and control group that has been decided having significant different average. The formula is:²³Proposed hypothetical test in average similarity as follows:

²²Sudjana, *Metode Statistika*, ..., Page. 264

²³Sudjana, *Metode Statistika*, ..., Page. 239

$$H_0 : \mu_1 = \mu_2$$

$$H_1 : \mu_1 \neq \mu_2$$

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

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

With

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

Where:

\bar{x}_1 = The mean score of experimental group

\bar{x}_2 = The mean score of control group

n_1 = The number of experimental group

n_2 = The number of control group

s_1^2 = The standard deviation of experimental group

s_2^2 = The standard deviation of control group

Then, the result concluded, $-t_{table} < t_{count} < t_{table}$. So, H_0 accepted and both experimental class and control class had same average.

3. Analysis Phase End (Post-Test)

To analysis post-test score was used t-test the truth which stated that the average of student who taught reading narrative text using SAVI approach higher than the average of student who taught reading narrative text without using SAVI approach.

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

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 is same with the normality test on the initial data.

b. Homogeneity Test

Homogeneity test is used to know whether experimental class and control class, that are taken from population that relatively same variant or not after getting treatment.

The homogeneity of the final data can be analyzed using F statistic, using the following formula:²⁴

$$F_{count} = \frac{\text{biggest variance}}{\text{smallest variance}}$$

The hypothesis in homogeneity test are:

$$H_0 : \text{homogeneity variant} : \sigma_1^2 = \sigma_2^2$$

$$H_a : \text{non homogeneity variant} : \sigma_1^2 \neq \sigma_2^2$$

With a significant level of 5%, rejection of H_0 done by comparing F_{count} . If $F_{count} > F_{table}$. Then, H_0 is accepted. This means that both groups have the same variance or are said to be homogen.

c. Hypothesis test

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

²⁴Sudjana, *Metode Statistika*, ..., Page. 250

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

$$H_1 : \mu_1 > \mu_2$$

μ_1 : average data of experimental group

μ_2 : average data of control group

if $\sigma_1^2 = \sigma_2^2$ (has same variant), the formula is:²⁵

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

With

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

Where:

\bar{x}_1 = The mean score of experimental group

\bar{x}_2 = The mean score of control group

n_1 = The number of experimental group

n_2 = The number of control group

s_1^2 = The standard deviation of experimental group

s_2^2 = The standard deviation of control group

Testing criteria that apply H_0 is rejected if $t_{count} > t_{table}$ with determinate df = $(n_1 + n_2 - 2)$ and the significant $\alpha = 5\%$ and H_0 is accepted for another t.²⁶

²⁵Sudjana, *Metode Statistika*, ..., Page. 239

²⁶Sudjana, *Metode Statistika*, ..., Page. 240.

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

This chapter discusses the research finding and analysis that is analyzed by the researcher. It deals with the descriptions of research result, the data analysis and test of hypothesis, discussion of the research finding and limitation of the research.

A. Description of the Research Result

The researcher finished analysis of quantitative data. This research found that there were different achievement between experimental class which was taught using SQ3R method and control class which was taught without using SQ3R method in the teaching reading comprehension on 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 2) and control class (X Science 3) of SMAN 13 Semarang. Before items of the test were given to the subjects of the research, the researcher gave try-out to class XI Science 3 to analyze validity, reliability, difficulty level, and also discriminating power of each item. The researcher prepared 40 items as the instruments of try-out test. 30 items of test fulfilled the standard of test and 10 items didn't fulfilled it.

There were 20 test items for pre-test that was given to 8 class. It was X Science1, X Science2, X Science3, X Science4, X Social1, X Social2, X Social3, and X Social 4 before teaching and learning process, whereas post-test was given after teaching and learning process. The researcher prepared the materials and lesson plan before conducted teaching and learning process.

After the data collected, the researcher analyzed it. The first analyze data is from beginning of experimental class and control class that is taken the pre-test value. It is the normality test and homogeneity test. It is used to know that two groups are normal and have same variant. Another analysis data is from ending of experimental class and control class that is taken the post-test value. It is used to prove the truth of hypothesis that has been planned.

B. The Data Analysis and Test of Hypothesis

1. Data Analysis

a. Data Analysis of Try-out Test

The first analysis was meant to get a valid and reliable instrument for investigation. Try out test were conducted for XI Social 3 of SMAN 13 Semarang. Grade XI Social 3 consists of 30 students. They were given try-out test using instrument which will be used as a matter of pre-test and post-test in experimental and control class. In this study, the form of instrument test is multiple choice with the number of 40 items with 5 choices of answers. The following is the interpretation of try out test to find out the validity, reliability, level of difficulty and discriminating power.

1) Validity

In this research, items validity was used to know the index of the test. It was obtained that from 40 test items, there were 30 test items which were valid and 10 test items which were invalid. They were on number 10. 11. 12. 13. 14. 17. 20. 27. 26 and 29. To know the validity of instrument, the researcher used point biserial correlation to analyze each item.

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

Criteria: The item is valid if r_{count} value was higher than its r_{table} value.

Table 4.1

Result of Validity Items.

No	Criteria	Number of Question	Total
1	Valid	1.2.3.7.6.7.8. 9, 17. 16. 18. 19, 21. 22. 23. 24. 27. 28. 29 30. 31. 32. 33. 34. 37. 36. 37. 38. 39 and 40	30
2	Invalid	4. 10. 11. 12. 13. 14. 17. 20. 27. 26 and 29	10

The complete computation could be seen on the appendix 6.

2) Reliability

After validity items was done, the next analysis was to test the reliability. A good test must be valid and reliable. The reliability of instrument to find out whether a test had higher critical score and gave the stability or consequence of the test score or not. To measure the reliability test of objective question (multiple choices) it was used the formula K-R 20. it was as follow:

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

The result of 40 test items with N=30 it was obtained $r_{11} = 0.4847$ and $r_{table} = 0.361$. So that the item of question was reliable.

The complete computation could be seen on the appendix 7.

3) Difficulty Test

The difficulty level generally was showed by percentage of students who gave the right answer. The difficulty level analysis is used to determine the level of test difficulty, whether the test has the criteria easy, medium, or difficult. Criteria of difficulty level is classified as follows:

- Test with P 1.00 to 0.30 is difficult
- Test with P 0.30 to 0.70 is medium
- Test with P 0.70 to 1.00 is easy

Based on the calculation of the difficulty index of the items obtained:

Table 4.2

The Result Analysis of Difficulty Level

No	Criteria	Number of test item	Total
1	Difficult	2. 17. 21. 28. 29, 34. 38. 40.	8
2	Medium	1.3.4.7.6.7.8. 9, 10. 11. 12. 13. 17. 16. 18. 19, 20. 22. 23. 24. 27. 27. 30. 33. 37. 39.	25
3	Easy	14. 26. 29, 31. 32. 37. 36.	7

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

4) Discriminating Power

To discriminate the capability of the students who was answering the test.

Different power analysis is done to determine differences in the ability of learners who have high ability and low ability. Criteria of discriminating power is using the following classification

$D = 0.00 - 0.20 = \text{poor}$

$D = 0.20 - 0.40 = \text{enough}$

$D = 0.40 - 0.70 = \text{good}$

$D = 0.70 - 1.00 = \text{excellent}$

$D = \text{negative}$, very poor, everything is not good, so all the items that negative

D values are discarded.

The result described in this table below.

Table 4.3

Discriminating Power of Each Item.

No	Criteria	Number of test item	Total
1	Very Poor	20	1
2	Poor	2.4. 11. 13. 17. 38.	6
3	Enough	1.4.7.8. 9, 12. 17. 16. 18. 19, 21. 22. 23. 24. 26. 27. 30. 34. 37. 39, 40.	21
4	Good	3.7. 10. 14. 27. 28. 29 31. 32. 33. 37. 36.	11
5	Excellent	6	1

The example of computation could be seen on the appendix 9.

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

1) Normality Experimental and control class of pre-test

Table 4.4

The List of Experimental and Control Class of Pre-test Score.

Experimental			Control		
No	Code	Score	No	Code	Score
1	E-1	40	1	C-1	45
2	E-2	40	2	C-2	60
3	E-3	35	3	C-3	50
4	E-4	35	4	C-4	50
5	E-5	40	5	C-5	40
6	E-6	45	6	C-6	50
7	E-7	50	7	C-7	50
8	E-8	50	8	C-8	40
9	E-9	55	9	C-9	40
10	E-10	55	10	C-10	55
11	E-11	55	11	C-11	70
12	E-12	50	12	C-12	35
13	E-13	50	13	C-13	40
14	E-14	50	14	C-14	55
15	E-15	50	15	C-15	55
16	E-16	55	16	C-16	50
17	E-17	55	17	C-17	35
18	E-18	50	18	C-18	40

Experimental			Control		
No	Code	Score	No	Code	Score
19	E-19	55	19	C-19	60
20	E-20	70	20	C-20	45
21	E-21	35	21	C-21	65
22	E-22	80	22	C-22	40
23	E-23	75	23	C-23	55
24	E-24	50	24	C-24	65
25	E-25	35	25	C-25	60
26	E-26	35	26	C-26	55
27	E-27	40	27	C-27	70
28	E-28	60	28	C-28	40
29	E-29	65	29	C-29	55
30	E-30	50	30	C-30	45
31	E-31	60	31	C-31	45
32	E-32	60	32	C-32	40
33	E-33	65	33	C-33	60
34	E-34	70	34	C-34	55
35	E-35	70	35	C-35	70
36	E-36	65	36	C-36	60
37	E-37	40	37	C-37	45
38	E-38	70	38	C-38	45
Σ		2010			1905
N		38			38
$\bar{\chi}$		52.895			50.132

Experimental			Control		
No	Code	Score	No	Code	Score
	Varians(S^2)	150.853			110.117
	Standard of Deviation (S)	12.282			10,494

a) The Normality of Experimental Class of Pre-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. Based on the table above, the normality test was:

Hypothesis:

Ho : The distribution list was normal

Ha: The distribution 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 = 80

Minimum score = 35

Number of Class (k) = $1 + 3.3 \log 37 = 6.175065689 = 6$ classes

Range (R) = $80 - 35 = 45$

Length of class (P) = $45/6 = 7.5 = 8$

Table 4.5

Frequency Observation of Experimental Class Pre-test

Class	Bk	Z_i	$P(Z_i)$	Wide Area	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
35 – 42	34.5	- 1,517773065	0,435464191	0,131	4.977923	10	5.06662211
43 – 50	42.5	-0,85768292	0,304466213	0,22615	8.593626	10	0,23015748
51 – 58	50.5	- 0,197592774	0,078318156	0,25646	9.745321	6	1.43940139
59 - 66	58.5	0,462497372	-0,17813766	0,19106	7.2601 27	6	0,2187148
67 – 74	66.5	1,122587518	-0,36919364	0,09349	3.5525 05	4	0.05636926
75 – 82	74.5	1,782677663	-0,46268061	0,02819	1.071153	2	0.8054461
	87.5	2,360256541	-0,49086885				
						38	7.8167144

With $\alpha = 5\%$ and $dk = 6-1 = 7$. from the Chi-square distribution table, it was obtained $\chi^2_{table} = 11.070$. Because $\chi^2_{count} = 7.816$ was lower than $\chi^2_{table} = 11.070$ ($7.816 < 11.070$). 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 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 = 70

Minimum score = 30

Number of Class (k) = $1 + 3.3 \log 38 = 6.213285869 = 6$ classes

Range (R) = $70 - 30 = 40$

Length of class (P) = $40/6 = 6.6 = 7$

Table 4.6

Frequency Observation of Experimental Class Pre-test

Class	Bk	Z_i	$P(Z_i)$	Wide Area	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
30 – 36	30.5	-1.89591247	0.47101419	0.029	1.10098	3	3.2754932
37 – 43	6.5	-.21370359	0.49998744	0.2605	9.91534	8	0.3699849
44 – 50	43.5	-0.64044228	0.23905745	0.2532	9.62346	12	0.5868947
51 – 57	50.5	0.03558013	-0.01419142	0.2475	9.40322	5	2.0618824
58 – 64	57.5	0.71160254	-0,26164453	0.1557	5.91773	5	0.1423239
65 – 71	64.5	1.38762494	-0.41737436	0.0631	2.3978	5	2.8240166
	71.5	2.06364735	-0.48047442				
						38	9.2605956

With $\alpha = 5\%$ and $dk = 6 - 1 = 7$. from the Chi-square distribution table, it was obtained $\chi^2_{table} = 11.070$. Because $\chi^2_{count} = 9.260$ was lower than $\chi^2_{table} = 11.070$ ($9.260 < 11.070$). 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:

$$\chi^2 = (\ln 10) \left\{ B - \sum (n_i - 1) \log s_i^2 \right\}$$

$$H_0 \text{ accepted if } \chi^2_{count} < \chi^2_{table}$$

Table 4.7

Homogeneity Test of Experimental and Control Class Pre-test.

	MIPA 1	MIPA 2	MIPA 3	MIPA 4	IPS 1	IPS 2	IPS 3	IPS 4
N	37	38	38	38	35	32	35	36
n-1	36	37	37	37	34	31	34	35
s^2	141.967	150.853	110.117	127.889	139.916	106.351	77.714	101.825
(n-1) s^2	5110.811	5581.579	4047.342	4657.895	4757.143	3296.875	2574.286	3563.889
Log s^2	2.152	2.179	2.042	2.100	2.146	2.027	1.879	2.008
(n-1) log s^2	77.479	80.607	75.549	77.700	72.959	62.829	63.892	70.275

a. The combine of varians from all sample:

$$S^2 = \left(\sum (n_i - 1) s_i^2 / \sum (n_i - 1) \right)$$

$$s^2 = \frac{33616.819}{281} = 119.633$$

b. Unit value B with the formula:

$$B = (\log s^2) < (n_i - 1)$$

$$B = (\log 119.633) \times 281$$

$$B = 2.078 \times 281$$

$$B = 583.876$$

c. Apparently that to Barleet test used Chi-Square:

$$\chi^2 = (\ln 10) \{B - \sum (n_i - 1) \log s_i^2\}$$

$$\chi^2 = (\ln 10) \times (583.876 - 581.18897)$$

$$\chi^2 = 2.303 \times 2.587$$

$$\chi^2 = 5.957$$

Because $\chi^2_{count} < \chi^2_{table}$, the experimental and control group had the same variance with $\alpha = 5\%$ and $dk = 8 - 1 = 7$. it obtained $\chi^2_{table} = 14.067$. Because χ^2_{count} was lower than χ^2_{table} ($10.014 < 14.067$). So, H_0 was accepted and eight groups had same variant/ homogenous.

3) The Average similarity

$$H_0 : \mu_1 = \mu_2$$

$$H_1 : \mu_1 \neq \mu_2$$

In this research, used t-test. The formula was as follows:

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

With

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

Table 4.8

The Average Similarity Test of Experimental and Control Class

Pre-test

Variation	Experimental	Control
Sum	2010	1905
N	38	38
\bar{x}	52.895	50.132
Varians (S^2)	150.853	110.117
Standard of Deviation (s)	12.282	10.494

$$S = \sqrt{\frac{(38-1) \times 171 + (38-1) \times 110.117}{38 + (38-2)}} = 11.423$$

$$T = \frac{52.894737}{11,423021} - \frac{50.13157895}{\sqrt{\frac{1}{38} + \frac{1}{38}}} = 1.054$$

With $\alpha = 5\%$ and $dk = 38 + 38 - 2 = 74$.it obtained $t_{table} = 1.980$.

Because t_{table} was lower than $t_{count}(1.054 < 1.980)$. So, H_0 was rejected and there was no difference of pre-test average score from both of experimental and control class.

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 4.9

List of Experimental and Control Class Post-test Score

Experimental			Control		
No	Code	Score	No	Code	Score
1	E-1	90	1	C-1	80
2	E-2	80	2	C-2	85
3	E-3	65	3	C-3	80
4	E-4	75	4	C-4	80
5	E-5	65	5	C-5	65
6	E-6	60	6	C-6	55
7	E-7	80	7	C-7	65
8	E-8	45	8	C-8	60
9	E-9	80	9	C-9	65
10	E-10	80	10	C-10	70
11	E-11	80	11	C-11	90
12	E-12	80	12	C-12	65
13	E-13	85	13	C-13	45
14	E-14	90	14	C-14	70
15	E-15	75	15	C-15	65
16	E-16	50	16	C-16	60
17	E-17	85	17	C-17	65
18	E-18	80	18	C-18	50

19	E-19	85	19	C-19	75
20	E-20	85	20	C-20	80
21	E-21	85	21	C-21	75
22	E-22	75	22	C-22	65
23	E-23	85	23	C-23	80
24	E-24	70	24	C-24	55
25	E-25	75	25	C-25	65
26	E-26	55	26	C-26	75
27	E-27	60	27	C-27	50
28	E-28	80	28	C-28	50
29	E-29	80	29	C-29	60
30	E-30	65	30	C-30	60
31	E-31	55	31	C-31	80
32	E-32	65	32	C-32	45
33	E-33	75	33	C-33	70
34	E-34	75	34	C-34	60
35	E-35	80	35	C-35	60
36	E-36	65	36	C-36	75
37	E-37	60	37	C-37	80
38	E-38	75	38	C-38	70
Σ		2720			2545
N		38			38
\bar{x}		71.57894737			66.97368421
Varians(S^2)		124.8788089			127.7098338
Standard		11.17491874			11.21203968

Deviation				
(S)				

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

Normality test used to know the normality of the data this is going to be analyzed whether both groups have normal distribution or not. Based on the table above, the normality test was:

Hypothesis:

Ho : The distribution list was normal

Ha: The distribution 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 = 45

Number of Class (k) = $1 + 3.3 \log 38 = 6.213285869 = 6$ classes

Range (R) = $90 - 45 = 45$

Length of class (P) = $45/6 = 7.5 = 8$

Table 4.10

The Frequency Observation of Experimental Class Post-test

Class	Bk	Z_i	$P(Z_i)$	Wide Area	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
45 – 52	44.5	- 2.423189644	0.49230755 4	0.03619	1.375244	2	0.28381861 8
53 – 60	52.5	-1.70730077	0.45611691 8	0.11686	4.440648	5	0.07045691
61 – 68	60.5	- 0.991411895	0.33925775 3	0.23071	8.767169	5	1.61871664
69 – 76	68.5	- 0.275523021	0.10854277 9	0.27871	10.59085	8	0.6338042
77 – 84	76.5	0.440365854	-0.17016392	0.20605	7.829808	10	0.60151309
85 – 92	84.5	1.156254728	-0.37621151	0.0932	3.541415	8	7.61328912 6
	92.5	1.872143603	-0.46940663				
						38	8.82159857

With $\alpha = 5\%$ and $dk = 6-1 = 7$. from the Chi-square distribution table, it was obtained $\chi^2_{table} = 11.070$. Because $\chi^2_{count} = 8.821$ was lower than $\chi^2_{table} = 11.070$ ($8.821 < 11.070$). 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 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 = 45

Number of Class (k) = $1 + 3.3 \log 38 = 6.213285869 = 6$ classes

Range (R) = $90 - 45 = 45$

Length of class (P) = $45/6 = 7.5 = 8$

Table 4.11

The Frequency Observation of Experimental Class Post-test

Class	Bk	Z_i	$P(Z_i)$	Wide Area	E_i	O_i	$\frac{(O_i - E_i)^2}{E_i}$
45 – 52	44.5	-	0.47748768	0.07586	2.882524	5	1.5554783
		2.004424248	3				5
53 – 60	52.5	-	0.40163178	0.18347	6.971893	8	0.1516093
		1.290905546	4				8
61 – 68	60.5	-	0.21816092	0.2723	10.34749	8	0.5325653
		0.577386844					
69 – 76	68.5	0.136131858	-0.05414148	0.2481	9,427755	8	0.2162217
77 – 84	76.5	0.84965056	-0.3022403	0.13875	7.272626	7	0.5659083
							2
85 – 92	84.5	1.563169262	-0.44099361	0.0476	1.808951	2	0.0201773
							9
	92.5	2.276687964	-0.48859757				
						38	3.0419604
							5

With $\alpha = 5\%$ and $dk = 6-1 = 7$. from the Chi-square distribution table, it was obtained $\chi^2_{table} = 11.070$. Because $\chi^2_{count} = 3.041$ was lower than $\chi^2_{table} = 11.070$ ($3.041 < 11.070$). 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:

$$F_{count} = \frac{\text{biggest variance}}{\text{smallest variance}}$$

Ho is accepted if $F_{count} < F_{(1-a)(nb-1)(nk-1)}$

Table 4.12

Homogeneity Test of Experimental and Control Class of Post-test

Variation Source	Experimental	Control
N	38	38
\bar{X}	73.553	66.892
Varians (S²)	128.254	106.651

$$F = \frac{128.254}{106.651} = 1.203$$

Because $F_{count} < F_{table}$, the experimental and control class 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} ($1.203 < 1.531$). So, H_0 was accepted and two classes had same variant/ Homogenous.

3) The Hypothesis test of Post-test

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

$$H_1 : \mu_1 > \mu_2$$

In this research, used t-test. The formula was as follows:

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

With

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

Table 4.13

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

Variation	Experimental	Control
Sum	2795	2545
N	38	38
\bar{x}	73.553	66.892
Varians (S^2)	128.254	132.432
Standard of Deviation (s)	11.325	11.363

$$S = \sqrt{\frac{(38-1) \times 128.254 + (38-1) \times 132.432}{38 + (38-2)}} = 11.41679$$

$$T = \frac{73.553}{11.41679} - \frac{66.892}{\sqrt{\frac{1}{38} + \frac{1}{38}}} = 2.528$$

Based on the computation above, by $\alpha = 5\%$ and $dk = 38 + 38 - 2 = 74$. it obtained $t_{table} = 1.658$. While $t_{count} = 2.528$. So, it can be concluded that H_0 was rejected because t_{count} was higher than t_{table} ($2.528 > 1.658$).

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 and control class which was taught reading narrative text by using SQ3R method in experimental class and control class taught without using SQ3R method.

C. Discussion of the Research Finding

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

Based on the result of pre-test, it can be known that both experimental class and control class are normal distribution and homogenous. The normality test of experimental class with Chi-square is $\chi^2_{count} = 7.816$ was lower than $\chi^2_{table} = 11.070$ ($7.816 < 11.070$). While control class is $\chi^2_{count} = 9.260$ was lower than $\chi^2_{table} = 11.070$ ($9.260 < 11.070$). the homogeneity test in pre-test shows that χ^2_{count} was lower than χ^2_{table} ($10.014 < 14.067$).

In addition, the result of calculation t-test of pre-test is obtained t_{table} was lower than t_{count} ($1.054 < 1.980$). So, H_0 was rejected and there was no difference of pre-test average score from both of experimental and control class.

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

The normality test of experimental class with Chi-square is $\chi^2_{count} = 8.821$ was lower than $\chi^2_{table} = 11.070$ ($8.821 < 11.070$). while control class is $\chi^2_{count} = 3.04196045$ was lower than $\chi^2_{table} = 11.070$ ($3.041 < 11.070$). the homogeneity test of post test shows that F_{count} was lower than F_{table} (1.203

<1.531). it means that both experimental and control class of post test is normal distribution and homogenous.

Based on the result of t-test calculation shows that t_{count} was higher than t_{table} ($2.543 > 1.658$). it means that there is a difference of the post-test average between experimental class which has been taught narrative text by using SQ3R method and control class which has taught without using SQ3R method. So, it can be conclude that using SQ3R method as a teaching is effective to teach narrative text.

D. Limitation 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 researcher was less smooth. But the researcher tried as maximal as possible to do this research.
2. The researcher was limited at SMAN 13 Semarang in the academic year 2015/2016. When the same research is conducted in other school, it was still possible that will be gained different score.

Considering all those limitations, there was a need to do more researchers about teaching reading of narrative text by using SQ3R method or different approach. 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 SMAN 13 Semarang was conducted, the researcher could conclude that there was a different achievement in score of reading test of narrative text between students who were taught using SQ3R method and those without SQ3R method. The conclusions of this research were drawn in accordance with the result of the data analysis in the previous chapter. The conclusion is:

Students' achievements in the teaching reading narrative text before and after being taught with SQ3R method at tenth grade students of SMAN 13 Semarang in the academic year of 2017/2018 were difference. The test of hypothesis using t-test formula showed the value of the test was higher than the value of t-table. Based on the result of calculation of t-test was obtained $t_{count} = 2.543$ and $t_{table} 1.666$. 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 tenth grade students of SMAN 13 Semarang in the academic year of 2016/2017 between students who have been taught reading narrative text by using SQ3R method and who those have been taught without using SQ3R method. It means that the teaching reading of narrative text by using SQ3R method as medium was more effective than that without using SQ3R method. So, the hypothesis was accepted.

To identify the degree of its effectiveness of teaching reading of narrative text through SQ3R method at the tenth grade students of SMAN 13 Semarang in the academic year of 2016/2017, the researcher took average score of both classes. The

average score for experimental was 52.895 for the pre-test and 71.57894737 for the post-test. While the average score for control class was 50.132 for the pre-test and 66.97368421 for the post-test. It can be concluded the result of the post-test for the experimental class was higher than control class ($71.57894737 > 50.132$). It means that it could each minimum score achievements (KKM) for English subject that was 75.00. Therefore, SQ3R method could be used in the teaching-learning process of reading narrative text.

B. Suggestion

In the teaching-learning process of reading 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 teacher should be creative. They could support teaching-learning process by media or technique that was suitable with the material. Teacher could used approach such as SQ3R method was useful to attract students' interest and their activeness. SQ3R method could be a good option in teaching reading of narrative text. SQ3R method 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 students had a high interest, the teacher would not be difficult to teach the lesson.

The researcher hopes that the school could support teachers to create enjoyable, fun and interesting teaching-learning process such as using SQ3R method in teaching reading of narrative text. So, this research could improve students' reading skill especially in narrative text.

Thus, this thesis is served to the readers. The researcher realizes that it hadn't been perfect. The researcher hopes any suggestion and criticism to make it perfect. The researcher hopes that it could be useful to the readers. Aamiin.

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Appendix 1a

LESSON PLAN FOR EXPERIMENTAL GROUP

Name of school : SMA Negeri 13 Semarang

Class/Semester : X MIPA 2

Subject : English

Material : Narrative Texts

Skill : Reading

Allocated Time: 3 x 45 minutes

A. Standard of Competence

1. Appreciate and practice the teachings of their religion.
2. Living and practicing honest behavior, discipline, responsibility, caring (community self-help, cooperation, tolerance, peace), courtesy responsive and proactive and displayed as part of the solution to various of interact problems effectively with the social environment and natural as well as in putting themselves as a reflection of a nation in the association world.
3. Understand, implement, and analyze the factual knowledge, conceptual and procedural based on curiosity about science, technology, art, culture, and humanities

with the insight of humanity, national, state, and civilization-related causes of phenomena and events, as well as apply knowledge procedural in specific areas of study that suit their talents and interests to solve the problem.

4. Processing, reasoning, and provide, in the concrete realm and the abstract realm associated with the development of the learned in school independently, and be able to use the method according to the rules of science.

B. Basic Competence

- 1.1 Grateful for the opportunity to learn English as international language to communication embodied in the spirit of learning
- 2.3 Demonstrate responsible behavior, caring, cooperation, and peaceful, in implementing functional communication.
- 3.10 Analyzing social function, the structure of the text, and language feature on a simple narrative text form folk legend, according to the context of used.
 - 3.10.1 The students are able to mention the definition and social function of narrative text
 - 3.10.2 The students are able to mention generic structure and language features of narrative text.

3.10.3 The students are able to identify content, characters and moral value in the story.

4.15 Grasp the meaning of narrative texts oral and written form of the legend, is simple.

4.15.1 The students are able to answer the question, make short story and problem solving based on narrative text that have read.

C. Learning Aim

After learning this material, students are able to do as follow below:

1. The students are able to explain the definition and social function of narrative text through SQ3R correctly.
2. The Students are able to explain generic structure and language features of narrative text through SQ3R correctly.
3. The students are able to identify content, characters and moral value in the story through SQ3R correctly.
4. The students are able to answer the question, make short story and problem solving based on narrative text through SQ3R correctly.

D. Teaching Material

1. Regular

- The social function:
 - ✓ Imitate moral values, patriotism, respect for other cultures.
 - ✓ to amuse, to entertain, and to deal with actual or various experience in different ways; narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
- Generic structure of narrative text:
 - Orientation: introduction of characters and setting
 - Complication: Complications of the main character
 - Resolution: Solution and the end of the story
- Language feature of narrative text:
 - Focus on specific and usually individually participants
 - Use of past tense
 - Modal auxiliary verbs.
 - The spelling and handwriting and print clear and neat
 - Speech, the word pressure, intonation, when presented orally

The examples of narrative text

Schematic structure	The Shepherd's Boy
Orientation	<p>There was once a young shepherd boy who tended his sheep at the foot of a mountain near the dark forest.</p>
Complication	<p>It was rather lonely for him all day, so he thought up a plan by which he could get a little company and some excitement. He rushed down toward the village, "wolf! wolf!". Afterward the villagers came out to meet him some of them stayed with him for a considerable time. This pleased boy so much that a few days afterward he tried the same trick and the villagers came out to help.</p> <p>But shortly after, a wolf did come out of the forest and began to worry the sheep. The boy cried out wolf!...wolf!!" so much louder than before. But this time villagers, who had been fooled twice before, though the boy was gaining</p>

	deceiving them consequently nobody came to help him.
Resolution	So the wolf made a good meal of the boy's flock and when the boy complained, the wise man of the village said: "a liar will not believe, even when he speaks the truth."

2. Remedial

Past tense (suatu kejadian yang dilakukan di masa lampau)

(+) Subject + Verb 2 + Object

(-) Subject + Did not + Verb 1 + Object

(?) Did + Subject + Verb 1 + Object + ?

Example:

(+) The wolf made a good meal

(-) The wolf did not make a good meal

(?) Did the wolf make a good meal?

3. Enrichment

1. The students read the narrative text

2. The students answer the question based on the text

E. Learning Method

Scientific approach

Method: SQ3R Method

F. Sources, Media and Tool

Sources:

1. Entika Fani Prastikawati and Siti Musarokah, *Writing 3: Handouts and Assignments*, Semarang: IKIP PGRI Semarang, 2010.
2. Dewi Prastistiningsih, *Bahasa Inggris kelas X*, Klaten: CV Grafika Dua Tujuh, 2012.

Media : power point, worksheet, picture.

Tools : board marker, board.

G. Teaching Method

1. First meeting

Phase	Activities	Time
Pre- activity	<ul style="list-style-type: none">• The teacher gives greet to the students.• The teacher guides students to pray before learning.• The teacher checks attendance of students.• The teacher gives some stimulating questions as a warm up before learning.• The teacher explainsthe purpose of learning	5 minutes
Main activity	Observing <ul style="list-style-type: none">• The Students observe 2 texts by the teacher. (narrative and procedure text)	80 minutes

	<p>Questioning</p> <ul style="list-style-type: none"> • Every students make 2 question based on the texts. (Please make 2 questions based on the texts!) <p>Exploring</p> <ul style="list-style-type: none"> • The students read a text in the slide • The students find the generic structure and characters of the text. • The students answer the question from the teacher randomly <p>Associating</p> <ul style="list-style-type: none"> • The Students work in six groups • Every group gets a text and get instruction by the teacher. • The students read and discuss the text (fill in the blank and identify the generic structure of text) <p>Communicating</p> <ul style="list-style-type: none"> • The students demonstrate the result of discussion in front of class 	
Post-activity	<ul style="list-style-type: none"> • The teacher gives reflection <ul style="list-style-type: none"> - The teacher asks the material that have learned. - The teacher asks the material that students have not understood. - The teacher asks the material that students have understood. • The students and teacher conclude the funcion, generic structre, main idea and moral value of narrative text 	5 Minutes

	<ul style="list-style-type: none"> • The teacher explains material and learning activities in the next meeting. 	
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2. Second meeting

Phase	Activities	Time
Pre-activity	<ul style="list-style-type: none"> • The teacher greet to the students. • The teacher guides students to pray before learning. • The teacher checks attendance of students. • The teacher reviews the material in previous meeting. 	5 minutes
Main-Activity	<p>Observing</p> <ul style="list-style-type: none"> • The students observe 2 texts with the pictures from teacher (Narrative and Descriptive) <p>Questioning</p> <ul style="list-style-type: none"> • The students make 2 question based on the texts (Please make 2 question based on the texts!) 	80 minutes

	<p>Exploring</p> <ul style="list-style-type: none"> • The teacher shows the picture • The students guess the story of the picture • The teacher shows the text of the picture • The students read the text loudly • The students change the past tense into present tense <p>Associating</p> <ul style="list-style-type: none"> • The students work in six • The students get text with the pictures from the teacher • The students discuss the text (answer the question based on the text) <p>Communicating</p> <ul style="list-style-type: none"> • The students demonstrate result of discuss 	
<p>Post-Activity</p>	<ul style="list-style-type: none"> • The teacher gives reflection <ul style="list-style-type: none"> - The teacher asks the material that have learned. 	<p>5 minutes</p>

	<ul style="list-style-type: none"> - The teacher asks the material that students have not understood. - The teacher asks the material that students have understood. • The students and teacher conclude the language feature of narrative text • The teacher explains material and learning activities in the next meeting. 	
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3. Third meeting

Phase	Activity	Time
Pre-activity	<ul style="list-style-type: none"> • The teacher greet to the students. • The teacher guides students to pray before learning. • The teacher checks attendance of students. • The teacher reviews the material in previous meeting 	10 minutes

<p>Main-activity</p>	<p>Observing</p> <p><u>Survey</u></p> <ul style="list-style-type: none"> • The students make a group (6 group) • The students observe the pictures on the slide <p>Questioning</p> <p><u>Question</u></p> <ul style="list-style-type: none"> • The students make question about the content of pictures picture (make 3 question about the content of pictures using 5W+1H question! <p>Exploring</p> <p><u>Read</u></p> <ul style="list-style-type: none"> • The teacher shows the text of picture • The students asked to read loudly, find the answer of their question, and write the answer on their books. (read the text loudly, find the answer of your question and write it on your book!) <p>Associating</p>	<p>75 minutes</p>
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	<p><u>Recite</u></p> <ul style="list-style-type: none"> • The students submit the book • The teacher gives question to every group through their book. • Students answer the question close book. <p>Communicating</p> <p><u>Review</u></p> <ul style="list-style-type: none"> • The teacher divides their book • The students re-read their answer open book 	
<p>Post-activity</p>	<ul style="list-style-type: none"> • The teacher gives reflection <ul style="list-style-type: none"> - The teacher asks the material that have learned. - The teacher asks the material that students have not understood. - The teacher asks the material that students have understood. • The teacher closes the class by pray 	<p>5 minutes</p>

H. Assessment

1. Technique of Assessment

Cognitive : The students do narrative text in essay form

2. Form of Instrument

Instrument of Cognitive Assessment

The instruction: The instruction: answer the question based on the text!

NO	Name	Question										Score
		1	2	3	4	5	6	7	8	9	10	
1												
2												
3												
4												

To

- Correct answer : 1
- Incorrect answer : 0
- Total of correct answer X 20 : 100

Approved by

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Appendix 1b

LESSON PLAN FOR CONTROL GROUP

Name of school: SMA Negeri 13 Semarang

Class/Semester: X MIPA 3

Subject : English

Material : Narrative Text

Skill : Reading

Allocated Time: 3 x 45 minutes

A. Standard of Competence

1. Appreciate and practice the teachings of their religion.
2. Living and practicing honest behavior, discipline, responsibility, caring (community self-help, cooperation, tolerance, peace), courtesy responsive and proactive and displayed as part of the solution to various of interact problems effectively with the social environment and natural as well as in putting themselves as a reflection of a nation in the association world.
3. Understand, implement, and analyze the factual knowledge, conceptual and procedural based on curiosity about science, technology, art, culture, and humanities with the insight of humanity, national, state, and civilization-related causes of phenomena and events, as well as apply knowledge procedural in specific areas of study that suit their talents and interests to solve the problem.

4. Processing, reasoning, and provide, in the concrete realm and the abstract realm associated with the development of the learned in school independently, and be able to use the method according to the rules of science.

B. Basic Competence

- 1.1 Grateful for the opportunity to learn English as international language to communication embodied in the spirit of learning
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- 3.10 Analyzing social function, the structure of the text, and language feature on a simple narrative text form folk legend, according to the context of used.
 - 3.10.1 The students are able to mention the definition and social function of narrative text
 - 3.10.2 The students are able to mention generic structure and language features of narrative text.
 - 3.10.3 The students are able to identify content, characters and moral value in the story.
- 4.15 Grasp the meaning of narrative texts oral and written form of the legend, is simple.
 - 4.15.1 The students are able to answer the question, make short story and problem solving based on narrative text that have read.

C. Learning Aim

After learning this material, students are able to do as follow below:

1. The students are able to explain the definition and social function of narrative text through text correctly.
2. The students are able to explain generic structure and language features of narrative text through text correctly.
3. The students are able to identify content, characters and moral value in the story through text correctly.
4. The students are able to answer the question, make short story and problem solving based on narrative text through picture correctly.

D. Teaching Material

1. Regular

- The social function:
 - ✓ Imitate moral values, patriotism, respect for other cultures.
 - ✓ to amuse, to entertain, and to deal with actual or various experience in different ways; narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
- Generic structure of narrative text:
 - Orientation: introduction of characters and setting

- **Complication:** Complications of the main character
- **Resolution:** Solution and the end of the story
- **Language feature of narrative text:**
 - Focus on specific and usually individually participants
 - Use of past tense
 - Modal auxiliary verbs.
 - The spelling and handwriting and print clear and neat
 - Speech, the word pressure, intonation, when presented orally

The examples of narrative text

Schematic structure	The Shepherd's Boy
Orientation	There was once a young shepherd boy who tended his sheep at the foot of a mountain near the dark forest.
Complication	It was rather lonely for him all day, so he thought up a plan by which he could get a little company and some excitement. He rushed down toward the village, "wolf! wolf!". Afterward the villagers came out to meet him some of them stayed with him for a considerable time. This pleased boy so much that a few days afterward he tried the same trick and the villagers came out to help.

	But shortly after, a wolf did come out of the forest and began to worry the sheep. The boy cried out wolf!...wolf!'" so much louder than before. But this time villagers, who had been fooled twice before, though the boy was gaining deceiving them consequently nobody came to help him.
Resolution	So the wolf made a good meal of the boy's flock and when the boy complained, the wise man of the village said:"a liar will not believe, even when he speaks the truth."

2. Remedial

Past tense (suatukejadian yang dilakukan di masalampau)

<p>(+) Subject + Verb 2+ Object</p> <p>(-) Subject + Did not + Verb 1 + Object</p> <p>(?) Did + Subject + Verb 1 + Object + ?</p>

Example:

- (+) The wolf made a good meal
- (-) The wolf did not make a good meal
- (?) Did the wolf make a good meal?

3. Enrichment

1. The students read the narrative text
2. The students answer the question based on the text

E. Learning Method

Scientific approach

method : disscussion and lecturing

F. Sources, Media and Tool

Sources:

1. Entika Fani Prastikawati and Siti Musarokah, *Writing 3: Handouts and Assignments*, Semarang: IKIP PGRI Semarang, 2010.
2. Dewi Prastistiningsih, *Bahasa Inggris kelas X*, Klaten: CV Grafika Dua Tujuh, 2012.

Media : power point, worksheet, picture.

Tools : board marker, board.

G. Teaching Method

1. First meeting

Phase	Activities	Time
Pre- activity	<ul style="list-style-type: none">• The teacher gives greet to the students.• The teacher guides students to pray before learning.• The teacher checks attendance of students.• The teacher gives some stimulating questions as a warm up before learning.• The teacher explains the purpose of learning.	5 minutes
Main	Observing	80 minutes

<p>activity</p>	<ul style="list-style-type: none"> • The students observe 2 different texts (narrative text and procedure text). <p>Questioning</p> <ul style="list-style-type: none"> • The teacher guides students to ask the differences of the text. <p>Exploring</p> <ul style="list-style-type: none"> • The students work in pairs. • The students get a text. • The students discuss the text • The students and teacher answer the result together <p>Associating</p> <ul style="list-style-type: none"> • The students make some groups. • Each group gets a text. • The students read the text and answer the question based on the text. <p>Communicating</p> <ul style="list-style-type: none"> • The students demonstrate the result of discuss in front of class 	
<p>Post-activity</p>	<ul style="list-style-type: none"> • The teacher gives reflection <ul style="list-style-type: none"> - The teacher asks the material that have learned. - The teacher asks the material that students have not understood. - The teacher asks the material that students have understood. • The students and teacher conclude the language feature of narrative text • The teacher explains material and learning activities in the next meeting. 	<p>5 Minutes</p>

2. Second meeting

Phase	Activities	Time
Pre-activity	<ul style="list-style-type: none"> • The teacher greet to the students. • The teacher guides students to pray before learning. • The teacher checks attendance of students. • The teacher reviews the material in previous meeting. 	5 minutes
Main activity	<p>Observing</p> <ul style="list-style-type: none"> • The students observe 2 differences text (narrative and descriptive text). <p>Questioning</p> <ul style="list-style-type: none"> • The teacher guides students to ask the differences of the text. <p>Exploring</p> <ul style="list-style-type: none"> • The students work in pairs. • The students get a text. • The students discuss the text • The students and teacher answer the result together <p>Associating</p> <ul style="list-style-type: none"> • The students make some groups. • Each group gets a text. • The students read the text and answer the question based on the text. <p>Communicating</p> <ul style="list-style-type: none"> • The students demonstrate the result of discus in front of class 	80 minutes
Post-activity	<ul style="list-style-type: none"> • The teacher gives reflection <ul style="list-style-type: none"> - The teacher asks the material that have learned. - The teacher asks the material that students have not understood. 	6 Minutes

	<ul style="list-style-type: none"> - The teacher asks the material that students have understood. • The students and teacher conclude the language feature of narrative text • The teacher explains material and learning activities in the next meeting. 	
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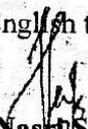
3. Third meeting

Phase	Activities	Time
Pre-activity	<ul style="list-style-type: none"> • The teacher greet to the students. • The teacher guides students to pray before learning. • The teacher checks attendance of students. • The teacher reviews the material in previous meeting. 	5 minutes
Main activity	<p>Observing</p> <ul style="list-style-type: none"> • The students observe 2 differences videos (narrative and recount text). <p>Questioning</p> <ul style="list-style-type: none"> • The teacher guides students to ask the differences of the text. <p>Exploring</p> <ul style="list-style-type: none"> • The students work in pairs. • The students get a text. • The students discuss the text • Students and teacher answer the result together <p>Associating</p> <ul style="list-style-type: none"> • The students make some groups (6 groups). • The teacher gives the text • Every group discuss the text 	80 minutes

- Correct answer : 1
- Incorrect answer : 0
- Total of correct answer X 20 : 100

Approved by

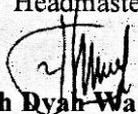
The English teacher


Dra. Nasri Sunarsih
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The Researcher

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NIM: 133411093

Headmaster


Dra. Endah Dyan Wardani, M. Pd
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Appendix 2

The Schedule of the Research

No.	Date	Activities
1	On Friday, 10 March 2017	Asking permission to head master and English teacher for research
2	On Saturday, 11 March 2017	Try-out test for the try out class (XI MIPA 3)
3	On Tuesday, 6 April 2017	Pre-test for experimental class (X MIPA 2) and control class (X MIPA 3)
4	On Tuesday, 13 April 2017	Treatment I for experimental class
5	On Tuesday, 13 April 2017	Conventional teaching I for control class
6	On Tuesday, 20 April 2017	Treatment II for experimental class
7	On Tuesday, 20 April 2017	Conventional teaching II for control class
8	On Tuesday, 27 April 2017	Treatment III for experimental class
9	On Tuesday, 27 April 2017	Conventional teaching III for control class
10	On Tuesday, 4 May 2017	Post-test for experimental class and control class.

Appendix 3

**STUDENTS' NAME LIST OF TRY-OUT TEST
(XI Science 3)**

NO.	NAME	CODE
1	A. WILDANUL N.	T-1
2	ALIFA ULINNUHA AFSA	T-2
3	ALIFFIA ZINDA PRILIANI	T-3
4	DEWI ISNAINIL HASANAH	T-4
5	DEWI QURROTUL AINI	T-5
6	DIANA APRILIA MAHARANI	T-6
7	DIANA FARICHA	T-7
8	FAIQOTUL ITSNA ZUMALA	T-8
9	HANIFAH NUR AINI	T-9
10	HUSNI MUBAROK	T-10
11	KHIMATUNNAZILAH	T-11
12	KHOIRUN NI'MAH	T-12
13	LANA RIZQIYATUL ALIYAH	T-13
14	LILI WAFIROTUN NI'MAH	T-14
15	M. ITSNA ALI TIYAS B.	T-15
16	MUFIDHATUL KHASANAH	T-16
17	NELI ASNAL MUNA	T-17
18	NIHAYA FALABIBA	T-18
19	NUR AISYATUL KHOLISOH	T-19
20	NUR IFADAH	T-20
21	NUR IZZAH ISMAWAN	T-21
22	NURUL LAILI	T-22
23	RAHMAD MUSTOFA	T-23
24	RINA HIDAYATI	T-24
25	RODHOTUL JANNAH	T-25
26	SAYYIDAH MIA AZMI	T-26
27	SITI LAELATUN NAFI'AH	T-27
28	WASILATUL KAROMAH	T-28
29	YUS RAHMAWATI BELLA	T-29
30	PRASETYO AJI PRATAMA	T-30

Name :

Class :

TRYOUT TEST

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

The following text is for question number 1-6.

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

Source: *sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara.*

1. What is the purpose of the text above?
 - a. To analyze the smart parrot
 - b. To describe about smart parrot
 - c. To entertain the reader and listener
 - d. To persuade the reader how smart of parrot
 - e. To tell the last experience of the writer
2. Where did the story take a place?
 - a. London
 - b. Puerto Rico
 - c. Jakarta
 - d. Buenos Aires
 - e. Catano
3. 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
 - e. The parrot ate meal
4. "The parrot was screaming at the fourth chickens". What does the underlined word mean?
 - a. Smiling
 - b. Crying
 - c. Shouting
 - d. Sad
 - e. Laugh
5. What is generic structure of the last paragraph?

- a. Orientation
 - b. Complication
 - c. Description
 - d. Resolution
 - e. Event
6. "The man got very angry", change to the present tense....
- a. The man is getting very angry
 - b. The man have gotten very angry
 - c. The man get very angry
 - d. The man is get very angry
 - e. The man gets very angry

The following text is for question number 7-12.

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

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

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

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

Source:https://englishahkam.blogspot.co.id/2012/07/contoh-narrative-text-beserta-soal-dan_21.html

7. Who did destroy the homes of all rats?
- a. A group of mice did
 - b. The hunter did
 - c. Elephant-hunter did
 - d. A group of elephant did
 - e. Elephant's herd
8. Who helped the elephant's herd?
- a. The elephant-hunter did
 - b. The hunters did
 - c. The trapped elephants did
 - d. A group of king did
 - e. Entire group of rats did
9. "He summoned on of the elephants of his herd,"What does the synonym of the underlined word?
- a. Call
 - b. Order
 - c. Require
 - d. Ask
 - e. Hit
10. What will you do when you have a mistake to the other?
- a. Hostile them back

- b. Repent and Apologize do not try to repeat the same mistake
 - c. Just go and forget it
 - d. Blame them and apologize
 - e. Make a same mistake
11. What is generic structure of the fourth paragraph?
- a. Identification
 - b. Complication
 - c. Resolution
 - d. Description
 - e. Orientation
12. What can we learn from the text?
- a. Do not help other
 - b. Help someone when get difficulties
 - c. Let them be trapped
 - d. Laugh when the other get difficulties
 - e. Let them die

The following text is for question number 13-18.

THE RABBIT'S REVERENCE

Long, long ago a rabbit and lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And though they were such close neighbors, the lion looked down upon the rabbit, and used to bully and frighten her.

Finally the rabbit could stand it no longer and wanted to get her own back. One day, she went to the lion and said, "Good day, respected older brother. Imagine it, I met an animal over there that looked exactly like you, and he said to me, 'Is there anyone in the world who dare stand up to me? If there is, let him come and have a duel with me. If there is no one, all of you have to submit my rule and be my servants!'".

Oh, he was intolerable braggart! He is so puffed up with pride that his eyes can't even light on anyone! 'Oho', the lion said. "Didn't you mention me to him?" "Yes, indeed," the rabbit replied. "But it would have been better if I hadn't. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant!" the lion a rage and roared, "Where is he? Where is she?"

So the rabbit took the lion behind a hill and, not going to near himself, pointed to a deep well from a distance, and said, "He is down there, in the well." The lion hastened to the well and glared angrily into it. Yes, there was his rival-as the rabbit said the image of himself-who even glared back at him angrily. The lion roared, and his enemy roared back. The lion became so furious that his hair stood on end. So did his enemy in the wells. The lion showed his teeth and lashed out with his paws to scare his arrival- and his enemy in the well retaliated!

In a fit of anger the lion sprang into the air with all his strength and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

Sources: Dewi Prastistiningsih, Bahasa Inggris Kelas X, Klaten: Gravika Dua Tujuh, 2012.

13. What is the story about?
- a. Lion and Well
 - b. Lion and Tiger

- c. Rabbit and Lion
 - d. Rabbit and Tiger
 - e. Rabbit and Well
14. The lion was proud of his...
- a. Hair
 - b. Eyes
 - c. Teeth
 - d. Paws
 - e. Strength
15. What is the main idea of paragraph 2?
- a. The lion was too furious that he challenged the other animal to fight.
 - b. The rabbit told the lion that a strong animal challenged him to duel.
 - c. The rabbit and the lion went to a hill to fight the strong animal.
 - d. The rabbit was successfully in defeating the lion.
 - e. The lion was challenged by a strong animal.
16. "He was intolerable braggart". What does the underline mean?
- a. Smart
 - b. Petulant
 - c. Friendly
 - d. Arrogant
 - e. Stingy
17. What will happen if the rabbit doesn't find the well?
- a. The lion kill a rabbit
 - b. Rabbit try to find other ways to make lion aware
 - c. Lion always be arrogant
 - d. Rabbit will be a weak animal
 - e. Rabbit and lion will be a friend forever
18. What can we learn from the story?
- a. Strong people will always be winner
 - b. Arrogance can make you unfortunate
 - c. We must help each other
 - d. An enemy can be a good friend
 - e. A friend in need is a friend indeed

The following text is for question number 19-24.

One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp...! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. "Ha... ha...ha... Stupid crocodile! Cant you tell the difference between a stick and a leg?" Then Mouse Deer ran off to drink somewhere else.

In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn't want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Have you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you."

“Really...? Tell us what to do,” said Crocodile. “You must line up from this side of the river to the other side,” said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile’s back. “One,” he counted. He jumped onto the next crocodile, “Two.” And the next crocodile, “Three.” Mouse Deer kept jumping until he arrived on the other side of the river. “How many are there?” asked Crocodile. “Just enough,” said Mouse Deer. He laughed as he ran to the forest.***

Source: <https://salatinblog.wordpress.com/2016/05/12/the-crow-and-the-jug/>

19. What is the purpose of the text above?
 - a. To analyzed the smart mouse deer
 - b. To describe about the mouse deer and the crocodile
 - c. To entertain the reader and listener
 - d. To persuade the reader how the mouse deer cross the river
 - e. To tell the last experience of the writer
20. Where did the story take a place?
 - a. Lake
 - b. River
 - c. Forest
 - d. Mount
 - e. Cave
21. Which statement is true according to the text?
 - a. Crocodiles ate a mouse deer
 - b. Crocodiles and mouse deer swam together
 - c. Crocodiles and mouse deer were a good friend
 - d. Crocodiles gave fruits to mouse deer
 - e. Crocodiles makes a ranks to mouse deer
22. What did the mouse deer do to cross a river?
 - a. Mouse Deer jumped onto Crocodile’s back
 - b. The mouse deer swam
 - c. The mouse deer walk through bridge
 - d. The mouse deer walk to other cross
 - e. The mouse deer used boot
23. “You must line up from this side of the river to the other side,”. (paragraph 3) What does the underlined word mean?
 - a. Lurk
 - b. Hide
 - c. Go
 - d. Swam
 - e. In a row
24. What did you learn from the text?
 - a. The gentle and weak sometimes can be clever than fierce and strong.
 - b. One good turn deserves another
 - c. It’s easy to despise what you cannot have
 - d. Little friends may prove to be great friends
 - e. The stranger always be a king

The following text is for question number 25-30.

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit’s surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire

of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going. However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

Source: https://englishahkam.blogspot.co.id/2012/07/contoh-narrative-text-beserta-soal-dan_21.html

25. What is the story about?
 - a. Rabbit and Friends
 - b. Boast of Rabbit
 - c. Turtle and Rabbit
 - d. Turtle and Family
 - e. Rabbit and Lion
26. Who won in the race?
 - a. Lion
 - b. Rabbit
 - c. Turtle
 - d. Animal
 - e. Rabbit and Turtle
27. Why did the rabbit stop and take a short nap when race?
 - a. Because rabbit was hot and tired
 - b. Because rabbit hungry
 - c. Because rabbit waited a turtle
 - d. Because rabbit lose in the race
 - e. Because rabbit called by turtle
28. To tell the story, writer used...
 - a. Simple past tenses
 - b. Simple present tenses
 - c. Present continues tenses
 - d. Perfect tenses
 - e. Past perfect
29. The first paragraph is called ...
 - a. orientation
 - b. complication
 - c. resolution
 - d. identification
 - e. conclusion
30. What can we learn from the story?
 - a. Never underestimate the weakest opponent.
 - b. Must be the winner in the champion
 - c. Must make other proud to your boast
 - d. Sleep if you tired
 - e. Must be a good runner

The following text is for question number 30-36.

One day a lion slept in the jungle . A tiny mouse ran over him and felt down on lion's nose. The lion awoke and roared loudly. He was very angry .The lion caught the tiny mouse by using his paws."Pardon me, O king, I beg of you" cried the frightened Mouse."If you will only forgive me this time, I will never forget your kindness. I meant you will be harmed and I certainly didn't want to disturb you.

"If you will save my live, I will turn your good deed." The Lion began to laugh. "How can a tiny creature like you do something to help me? and he laughed loudly. "Oh well," he shrugged and looked down at the frightened mouse, "You are too tiny as my meal." He took his paw from the poor little prisoner and the mouse quickly ran away. Sometimes after this, some hunters tried to capture the lion. They set up rope nets in the jungle. The lion fell into the trap He roared and trashed. His thunders echoed through the jungle. The tiny mouse heard the lion's roars. "That is the lion's roar" the tiny mouse remembered his promise. Then he ran into the jungle to see what happened to the lion."

The tiny mouse found the lion in bad condition, the mouse said to him, "Stop, stop! You must stop to roar. If you make any noise, the hunters will come and capture you. I'll get you out of this trap .by using his teeth the mouse gnawed the nets it until broke. The lion was stepped out of the net and was free. Then the mouse said , "Now, doesn't I correct?" "Thank you , good mouse", said Lion Gently. "You have helped me even though I'm big and you are so little I see now what kindness is always worth while."

Source:<http://kodokita.blogspot.co.id/2012/09/text-narrative-beserta-soal-soal-nya.html>

31. What did mouse do to prove his words?
 - a. He would never forget the lion
 - b. He tried hard to help lion free
 - c. He run up and down upon the lion
 - d. He asked for apology to the king of beast
 - e. He tied the lion to the tree so that the hunters could carry him
32. "The lions opened his huge jaws to the mouse" the underline word has close meaning..
 - a. Tiny
 - b. Big
 - c. Expensive
 - d. Narrow
 - e. Little
33. "Stop, stop! You must stop to roar." the underline word has meaning...
 - a. Moan
 - b. Silent
 - c. Noisy
 - d. Scream
 - e. Shout
34. What is the main idea of paragraph three?
 - a. The little mouse asked forgiveness
 - b. The hunter carried the lion alive to the king
 - c. The lion was tied to a tree by hunters
 - d. The little mouse could prove that he could help the lion
 - e. From the first, the lion believed in what the little mouse said
35. "The tiny mouse found the lion in bad condition", change the sentence to the continuous tense...
 - a. The tiny mouse finds the lion in bad condition
 - b. The tiny mouse are finding the lion in bad condition
 - c. The tiny mouse is finding the lion in bad condition
 - d. The tiny mouse has found the lion in bad condition
 - e. The tiny mouse have found the lion bad condition
36. What is the moral lesson from this text..
 - a. Do the best for the other
 - b. It's best to prepare for the days of necessity
 - c. Common people may prove great ones

- d. United we stand, divided we fall
 e. Honesty begins at home
37. Arrange these jumbled sentences to form a meaningful paragraph.
- 1) The pigeon saw this and wanted to help her.
 - 2) The ant climbed on to the grass and saved to the dry land.
 - 3) Once upon a time there was once a very happy pigeon.
 - 4) He picked up a blade of grass and dropped it quite close to the ant.
 - 5) He liked to splash in the water of the stream.
 - 6) One day an ant fell into the stream accidentally.
 - a. 3-5-6-1-4-2
 - b. 3-5-6-2-4-1
 - c. 3-5-4-1-6-2
 - d. 3-5-4-1-2-6
 - e. 3-5-4-2-1-6
38. Arrange these jumbled sentences to form a meaningful paragraph.
- 1) The five-footed bear liked to help other animals.
 - 2) One afternoon, when the five-footed bear went home, he found a rabbit under a mahogany tree.
 - 3) But all animals who lived with him didn't feel strange.
 - 4) Once upon a time there was a strange bear who lived in a jungle.
 - 5) Then, the five-footed bear brought him to his home.
 - 6) His home was open for anyone who wanted to say.
 - 7) He had the five feet.
 - 8) The rabbit looked hungry.
 - a. 8-7-2-1-4-5-3-6
 - b. 7-1-2-3-5-4-6-8
 - c. 4-6-1-2-7-5-4-3
 - d. 4-6-1-2-5-7-3-4
 - e. 4-6-3-2-8-5-7-1
39. Arrange the jumbled words to form a meaningful sentence.
- Day – Lion – slept – a – the – in – jungle – one
 1 2 3 4 5 6 7 8
- a. 7-5-3-4-6-8-1-2
 - b. 1-2-3-4-5-6-7-8
 - c. 8-1-4-3-6-7-5-2
 - d. 8-1-4-3-5-6-7-2
 - e. 8-1-4-2-3-6-5-7
40. Arrange the jumbled words to form a meaningful sentence.
- jug – topush – the – her – tried – into – Thecrow – head
 1 2 3 4 5 6 7 8
- a. 7-5-3-4-6-8-1-2
 - b. 7-5-2-4-8-6-3-1
 - c. 7-5-2-1-4-8-6-3
 - d. 7-5-2-4-6-8-1-3
 - e. 7-6-5-4-3-2-1-8

Appendix 4

KEY ANSWER OF TRY-OUT TEST

1. C	11. C	21. E	31. B
2. B	12. B	22. A	32. B
3. B	13. C	23. E	33. B
4. C	14. E	24. A	34. D
5. D	15. B	25. C	35. A
6. E	16. D	26. C	36. C
7. D	17. B	27. A	37. B
8. E	18. B	28. A	38. D
9. A	19. C	29. A	39. E
10. B	20. B	30. A	40. C

11	12	13	14	15	16	17	18	19	20
1	1	0	0	1	1	0	0	1	1
1	1	0	0	1	1	0	1	0	0
0	1	1	1	1	0	0	0	1	1
0	1	1	0	1	0	0	1	1	1
1	0	1	0	1	0	1	0	0	0
0	1	1	1	1	0	0	1	1	0
0	1	1	0	0	0	0	1	0	0
1	1	0	0	1	1	1	0	1	0
0	0	1	1	1	1	0	0	1	0
1	0	0	0	0	1	0	0	0	0
0	0	1	1	0	1	0	0	1	0
0	0	1	1	0	1	0	1	0	0
0	1	1	1	0	1	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	1	0	1	0	0	0	0	0	0
0	0	1	1	0	1	1	1	1	0
0	0	1	0	0	0	0	0	0	0
1	0	0	0	0	1	0	1	1	0
0	1	0	1	1	0	0	0	1	0
0	1	0	0	0	0	0	0	0	0
1	0	1	0	1	1	0	1	1	1
0	1	1	1	0	0	0	0	1	1
1	0	1	0	1	1	1	1	1	1
0	0	1	1	0	0	0	0	0	1
0	1	0	0	1	0	0	1	1	1
0	1	1	0	0	0	1	0	0	1
0	0	1	0	1	1	0	0	0	0
1	0	1	1	0	1	0	0	0	1
1	0	1	1	0	0	1	0	1	1
0	1	0	0	0	1	0	0	1	0
10	15	19	13	13	15	6	10	16	11
22.40	18.67	19.63	0.00	22.85	22.27	20.50	23.90	22.88	20.36
19.23	19.23	19.23	19.23	19.23	19.23	19.23	19.23	19.23	19.23
0.33	0.50	0.63	0.43	0.43	0.50	0.20	0.33	0.53	0.37
0.67	0.50	0.37	0.57	0.57	0.50	0.80	0.67	0.47	0.63
0.50	1.00	1.73	0.76	0.76	1.00	0.25	0.50	1.14	0.58
6.90	6.90	6.90	6.90	6.90	6.90	6.90	6.90	6.90	6.90
0.32	-0.08	0.08	-2.44	0.46	0.44	0.09	0.48	0.56	0.12
Dengan taraf signifikan 5% dan N = 30 di peroleh tabel =					0.361				
Invalid	Invalid	Invalid	Invalid	Valid	Valid	Invalid	Valid	Valid	Invalid
10	15	19	13	13	15	6	10	16	11
30	30	30	30	30	30	30	30	30	30
0.33	0.50	0.63	0.43	0.43	0.50	0.20	0.33	0.53	0.37
Sedang	Sedang	Sedang	Sedang	Sedang	Sedang	Sukar	Sedang	Sedang	Sedang
6	10	11	9	9	10	3	7	10	3
4	5	8	4	4	5	3	3	6	8
15	15	15	15	15	15	15	15	15	15
15	15	15	15	15	15	15	15	15	15
0.13	0.33	0.20	0.33	0.33	0.33	0.00	0.27	0.27	-0.33
Jelek	Cukup	Jelek	Cukup	Cukup	Cukup	Jelek	Cukup	Cukup	Sangat jelek
Dibuang	Dibuang	Dibuang	Dibuang	Dipakai	Dipakai	Dibuang	Dipakai	Dipakai	Dibuang

No Soal										Y	Y ²
32	33	34	35	36	37	38	39	40			
1	0	0	1	1	1	0	1	1		28	784
1	0	1	0	1	1	0	1	0		25	625
1	1	1	1	1	1	0	1	1		28	784
1	0	0	0	1	0	0	1	0		20	400
1	1	0	0	1	0	0	0	0		17	289
1	1	0	0	1	1	0	1	0		19	361
1	1	0	0	1	1	0	0	0		19	361
1	1	1	1	1	0	0	0	0		20	400
1	1	0	1	1	1	1	1	1		26	676
1	0	0	1	1	0	0	0	0		18	324
1	1	0	1	1	0	0	1	0		19	361
1	1	0	1	0	0	0	0	0		20	400
0	1	0	0	0	0	0	0	0		13	169
0	0	0	0	0	0	0	0	0		3	9
0	0	1	0	1	0	0	0	1		10	100
1	1	1	0	1	0	1	1	0		33	1089
1	1	0	1	1	0	0	0	1		21	441
1	1	1	1	1	1	0	0	1		28	784
1	1	1	0	1	1	0	1	1		25	625
0	0	0	1	0	0	0	0	0		6	36
1	0	0	0	0	1	0	0	0		26	676
1	1	0	0	1	0	0	1	0		13	169
1	0	0	0	1	0	0	0	1		25	625
1	0	0	0	1	0	0	1	0		10	100
1	1	1	0	1	1	0	0	1		24	576
1	0	0	0	0	1	0	0	0		13	169
0	0	0	1	1	0	0	1	0		14	196
1	1	1	0	1	0	0	1	0		22	484
1	0	0	0	0	1	0	1	0		15	225
1	0	0	0	1	1	1	1	0		17	289
25	16	9	11	23	13	3	15	9		577	12527
2124	2169	2389	2073	2091	2254	2533	2093	2389			
19.23	19.23	19.23	19.23	19.23	19.23	19.23	19.23	19.23			
0.83	0.53	0.30	0.37	0.77	0.43	0.10	0.50	0.30			
0.17	0.47	0.70	0.63	0.23	0.57	0.90	0.50	0.70			
5.00	1.14	0.43	0.58	3.29	0.76	0.11	1.00	0.43			
6.90	6.90	6.90	6.90	6.90	6.90	6.90	6.90	6.90			
0.65	0.38	0.44	0.16	0.44	0.42	0.29	0.25	0.44			
abel =	0.361										
Valid	Valid	Valid	Invalid	Valid	Valid	Invalid	Invalid	Valid			
25	16	9	11	23	13	3	15	9			
30	30	30	30	30	30	30	30	30			
0.83	0.53	0.30	0.37	0.77	0.43	0.10	0.50	0.30			
Mudah	Sedang	Sukar	Sedang	Mudah	Sedang	Sukar	Sedang	Sukar			
16	13	7	9	16	8	2	9	7			
9	3	2	2	7	5	1	6	2			
15	15	15	15	15	15	15	15	15			
15	15	15	15	15	15	15	15	15			
0.47	0.67	0.33	0.47	0.60	0.20	0.07	0.20	0.33			
Baik	Baik	Cukup	Baik	Baik	Jelek	Jelek	Jelek	Cukup			
Dipakai	Dipakai	Dipakai	Dibuang	Dipakai	Dibuang	Dibuang	Dibuang	Dipakai			

Appendix 7

SCORE OF TRY-OUT TEST (XI MIPA 3)

NO.	NAME	CODE	SCORE
1	A. WILDANUL N.	T-1	70
2	ALIFA ULINNUHA AFSA	T-2	62,5
3	ALIFFIA ZINDA PRILIANI	T-3	70
4	DEWI ISNAINIL HASANAH	T-4	50
5	DEWI QURROTUL AINI	T-5	42,5
6	DIANA APRILIA MAHARANI	T-6	47,5
7	DIANA FARICHA	T-7	47,5
8	FAIQOTUL ITSNA ZUMALA	T-8	50
9	HANIFAH NUR AINI	T-9	65
10	HUSNI MUBAROK	T-10	45
11	KHIMATUNNAZILAH	T-11	47,5
12	KHOIRUN NI'MAH	T-12	50
13	LANA RIZQIYATUL ALIYAH	T-13	32,5
14	LILI WAFIROTUN NI'MAH	T-14	7,5
15	M. ITSNA ALI TIYAS B.	T-15	25
16	MUFIDHATUL KHASANAH	T-16	82,5
17	NELI ASNAL MUNA	T-17	52,5
18	NIHAYA FALABIBA	T-18	70
19	NUR AISYATUL KHOLISOH	T-19	62,5
20	NUR IFADAH	T-20	15
21	NUR IZZAH ISMAWAN	T-21	65
22	NURUL LAILI	T-22	32,5
23	RAHMAD MUSTOFA	T-23	62,5
24	RINA HIDAYATI	T-24	25
25	RODHOTUL JANNAH	T-25	57,5
26	SAYYIDAH MIA AZMI	T-26	32,5
27	SITI LAELATUN NAFT'AH	T-27	40
28	WASILATUL KAROMAH	T-28	60
29	YUS RAHMAWATI BELLA	T-29	37,5
30	PRASETYO AJI PRATAMA	T-30	42,5

Appendix 8a.

Pre Test

School	: SMA Negeri 13 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 question number 1-4.

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

Source: *umber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara.*

1. What is the purpose of the text above?
 - a. To analyze the smart parrot
 - b. To describe about smart parrot
 - c. To entertain the reader and listener
 - d. To persuade the reader how smart of parrot
 - e. To tell the last experience of the writer
2. Where did the story take a place?
 - a. London
 - b. Puerto Rico
 - c. Jakarta
 - d. Buenos Aires
 - e. Catano
3. 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
 - e. The parrot ate meal
4. "The man got very angry", change to the present tense....
 - a. The man is getting very angry
 - b. The man have gotten very angry
 - c. The man get very angry
 - d. The man is get very angry
 - e. The man gets very angry

The following text is for question number 7-9.

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

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

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

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

Source:https://englishahkam.blogspot.co.id/2012/07/contoh-narrative-text-beserta-soal-dan_21.html

5. Who helped the elephant's herd?
 - a. The elephant-hunter did
 - b. The hunters did
 - c. The trapped elephants did
 - d. A group of king did
 - e. Entire group of rats did
6. "He summoned on of the elephants of his herd,"What does the synonym of the underlined word?
 - a. Call
 - b. Order
 - c. Require
 - d. Ask
 - e. Hit
7. What is generic structure of the last paragraph?
 - a. Orientation
 - b. Complication
 - c. Description
 - d. Resolution
 - e. Event

The following text is for question number 7-9.

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step. He never quit no matter how hot or tired he got. He just kept going. However, the rabbit slept longer than he had thought and woke up. He

could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

Source:https://englishahkam.blogspot.co.id/2012/07/contoh-narrative-text-beserta-soal-dan_21.html

8. Why did the rabbit stop and take a short nap when race?
 - a. Because rabbit was hot and tired
 - b. Because rabbit hungry
 - c. Because rabbit waited a turtle
 - d. Because rabbit lose in the race
 - e. Because rabbit called by turtle
9. To tell the story, writer used...
 - a. Simple past tenses
 - b. Simple present tenses
 - c. Present continues tenses
 - d. Perfect tenses
 - e. Past perfect
10. What can we learn from the story?
 - a. Never underestimate the weakest opponent.
 - b. Must be the winner in the champion
 - c. Must make other proud to your boast
 - d. Sleep if you tired
 - e. Must be a good runner

The following text is for question number 10-12.

THE RABBIT'S REVERENCE

Long, long ago a rabbit and lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And though they were such close neighbors, the lion looked down upon the rabbit, and used to bully and frighten her.

Finally the rabbit could stand it no longer and wanted to get her own back. One day, she went to the lion and said, "Good day, respected older brother. Imagine it, I met an animal over there that looked exactly like you, and he said to me, 'Is there anyone in the world who dare stand up to me? If there is, let him come and have a duel with me. If there is no one, all of you have to submit my rule and be my servants!'".

Oh, he was intolerable braggart! He is so puffed up with pride that his eyes can't even light on anyone! 'Oho', the lion said. "Didn't you mention me to him?" "Yes, indeed," the rabbit replied. "But it

would have been better if I hadn't. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant!" the lion a rage and roared, "Where is he? Where is she?"

So the rabbit took the lion behind a hill and, not going to near himself, pointed to a deep well from a distance, and said, "He is down there, in the well." The lion hastened to the well and glared angrily into it. Yes, there was his rival-as the rabbit said the image of himself-who even glared back at him angrily. The lion roared, and his enemy roared back. The lion became so furious that his hair stood on end. So did his enemy in the wells. The lion showed his teeth and lashed out with his paws to scare his arrival- and his enemy in the well retaliated!

In a fit of anger the lion sprang into the air with all his strength and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

Sources: DewiPrastistiningsih, BahasaInggrisKelas X, Klaten: GravikaDuaTujuh, 2012.

11. What is the main idea of paragraph 2?
 - a. The lion was too furious that he challenged the other animal to fight.
 - b. The rabbit told the lion that a strong animal challenged him to duel.
 - c. The rabbit and the lion went to a hill to fight the strong animal.
 - d. The rabbit was successfully in defeating the lion.
 - e. The rabbit heard that the lion was challenged by a strong animal.
12. "He was intolerable braggart". What does the underline mean?
 - a. Smart
 - b. Petulant
 - c. Friendly
 - d. Arrogant
 - e. Stingy
13. What can we learn from the story?
 - a. Strong people will always be winner
 - b. Arrogance can make you unfortunate
 - c. We must help each other
 - d. An enemy can be a good friend

e. A friend in need is a friend indeed

The following text is for question number 13-18.

One day a lion slept in the jungle . A tiny mouse ran over him and felt down on lion's nose. The lion awoke and roared loudly. He was very angry .The lion caught the tiny mouse by using his paws."Pardon me, O king, I beg of you" cried the frightened Mouse."If you will only forgive me this time, I will never forget your kindness. I meant you will be harmed and I certainly didn't want to disturb you.

"If you will save my live, I will turn your good deed." The Lion began to laugh."How can a tiny creature like you do something to help me? and he laughed loudly. "Oh well," he shrugged and looked down at the frightened mouse, "You are too tiny as my meal." He took his paw from the poor little prisoner and the mouse quickly ran away. Sometimes after this, some hunters tryed to capture the lion. They set up rope nets in the jungle. The lion fell into the trap He roared and trashed. His thunderousechoed through the jungle. The tiny mouse heard the lion's roars. "That is the lion's roar" the tiny mouse remembered his promise. Then he ran into the jungle to see what happened to the lion."

The tiny mouse found the lion in bad condition, the mouse said to him, "Stop, stop! You must stop to roar. If you make any noise, the hunters will come and capture you. I'll get you out of this trap .by using his teeth the mouse gnawed the nets it until broke. The lion was stepped out of the net and was free. Then the mouse said , "Now, doesn't I correct?" "Thank you , good mouse", said Lion Gently. "You have helped me even though I'm big and you are so little I see now what kindness is always worth while."

Source:<http://kodokita.blogspot.co.id/2012/09/text-narrative-beserta-soal-soal-nya.html>

14. What did mouse do to prove the words?
- He would never forget the lion
 - He tried hard to help lion free
 - He run up and down upon the lion
 - He asked for apology to the king of beast
 - He tied the lion to the tree so that the hunters could carry him

15. "The lions opened his huge jaws to the mouse" the underline word has close meaning..
- Tiny
 - Big
 - Minor
 - Narrow
 - Little
16. "Stop, stop! You must not roar". the underline word has close meaning...
- Moan
 - quite
 - Noisy
 - Scream
 - Shout
17. What is the main idea of paragraph three?
- The little mouse asked forgiveness
 - The hunter carried the lion alive to the king
 - The lion was tied to a tree by hunters
 - The little mouse could prove that he could help the lion
 - From the first, the lion believed in what the little mouse said
18. What is the moral value from the text above...
- Do the best for the other
 - It's best to prepare for the days of necessity
 - Common people may prove great ones
 - United we stand, divided we fall
 - Honesty begins at home
19. Arrange these jumbled sentences to form a meaningful paragraph.
- The pigeon saw this and wanted to help her.
 - The ant climbed on to the grass and saved to the dry land.
 - Once upon a time there was once a very happy pigeon.
 - He picked up a blade of grass and dropped it quite close to the ant.
 - He liked to splash in the water of the stream.
 - One day an ant fell into the stream accidentally.
- 3-5-6-1-4-2
 - 3-5-6-2-4-1

- c. 3-5-4-1-6-2
- d. 3-5-4-1-2-6
- e. 3-5-4-2-1-6

20. Arrange the jumbled words to form a meaningful sentence.

jug - topush - the - her - tried - into - Thecrow - head
1 2 3 4 5 6 7 8

- a. 7-5-2-4-6-8-1-3
- b. 7-5-2-4-8-6-3-1
- c. 7-5-2-4-8-6-1-3
- d. 7-5-2-4-6-8-1-3
- e. 7-6-5-4-3-2-1-8

Appendix 8

KEY ANSWER OF PRE TEST

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

Appendix 9

Students' Name List of Experimental Class (X Science 2)

No	Nama	CODE
1	Adhiva Muhammad Rayhan	E-1
2	Adnan MutyaGhofur	E-2
3	AeniAlkhorik	E-3
4	AjengRestuKayuyun	E-4
5	Alif Gibran Pradana	E-5
6	Angelica Aura Leovani	E-6
7	AradeaDafaPrahargi	E-7
8	ArdianaGadisAyudyaratri	E-8
9	ArifKurniawanAdi	E-9
10	ArinaSyifaurosyida	E-10
11	ArizalFadliFitrianto	E-11
12	BerlianaAnindyaOktaviani	E-12
13	Chrisna Devi Yonifasari	E-13
14	Dimas SadewaCakrapratama	E-14
15	Diva AyuSafitri	E-15
16	DuwiNaelyMaslahah	E-16
17	EkaWidyaAriyanti	E-17
18	Faisal Akbar	E-18
19	FildzaAmruAttika	E-19
20	FitriBudiastuti	E-20
21	Gilang Surya Putra Pratama	E-21
22	Huda Tri Yuanda	E-22
23	ImanuelPujiAsmanto	E-23
24	Laksmitacarlinda	E-24
25	Mahmudah	E-25
26	MavudinWicaksono	E-26
27	Muhammad IlhamFebriMarsono	E-27
28	Muhammad TegarJauhar A	E-28
29	NaufalArifPratama	E-29
30	NisrinnaLaylaQodri	E-30
31	Novendra Bara Mukti	E-31

32	Rahmatya Sari PutriIrcham	E-32
33	RinaFinolaSukmawati	E-33
34	TitaniaCahyaningWidhi	E-34
35	UciKurnia	E-35
36	UgikWulandarai	E-36
37	Vena Rusdiana	E-37
38	ZadaSambitaRatnadewati	E-38

Appendix 10

Students' Name List of Control Class (X Science 3)

No	Nama	CODE
1.	Alfiandamayanti	C-1
2.	Alryanadlipradana	C-2
3.	Anandaseptania	C-3
4.	Astrid putriadilarasya	C-4
5.	Aufaamadeasalsabila	C-5
6.	Aurelperfectianofebrio	C-6
7.	Deviarizqysafitri	C-7
8.	Dian widyastuti	C-8
9.	Dienekesumacintaniajalase	C-9
10.	Difaatananaja	C-10
11.	Dimas harisachmadsaputra	C-11
12.	Faifadwifadhila	C-12
13.	Farhanramadhaniighrapradana	C-13
14.	Gananghariristyanto	C-14
15.	Ihsanudinaldisaputro	C-15
16.	Ilmarohmatulmufida	C-16
17.	Inka tri murti	C-17
18.	Ira tri komalasari	C-18
19.	Jokobandung	C-19
20.	Lintangpanjimurti	C-20
21.	Maharani kumalajatu	C-21
22.	Maulanasyarifharuns.a	C-22
23.	Mario akbarsatriatama	C-23
24.	Mei dwilestari	C-24
25.	Muhammad lutfi hakim	C-25
26.	Muhammad rifqi	C-26
27.	Novaliyantianandawarsitaningrum	C-27
28.	Nurafinajiana	C-28
29.	Nurulwakhidah	C-29

30.	Pertamaputraverdiwibawa	C-30
31.	R. Aliyakusumawulandari	C-31
32.	Rafliabdulghani	C-32
33.	Rizkinafujilestari	C-33
34.	Sabilaputrirahmadani	C-34
35.	Sheila oktaviani	C-35
36.	Victoria putrirahmarizky	C-36
37.	Vigaranggiauliameilani	C-37
38.	Yusfikdwirahman	C-38

Appendix 11

**UJI NORMALITAS TAHAP AWAL
X MIPA 2**

Hipotesis

H₀ : The distribution list was normal

H₁ : The distribution list was not normal

Pengujian Hipotesis

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

Kriteria yang digunakan

H₀ accepted if $\chi^2_{count} < \chi^2_{table}$

Pengujian Hipotesis

Nilai maksimal = 80

Nilai minimal = 35

Rentang nilai (R) = 80 - 35 = 45

Banyaknya kelas (k) = 1 + 3,3 log 37 = 6.175065689 ≈ 6 kelas

Panjang kelas (P) = 45 / 6 = 7,5 = 8

Tabel Penolong Mencari Rata-rata dan Standar Deviasi

No	X	X - X̄	(X - X̄) ²
1	40	-12.8947368	166.27
2	40	-12.8947368	166.27
3	35	-17.8947368	320.22
4	35	-17.8947368	320.22
5	40	-12.8947368	166.27
6	45	-7.89473684	62.33
7	50	-2.89473684	8.38
8	50	-2.89473684	8.38
9	55	2.105263158	4.43
10	55	2.105263158	4.43
11	55	2.105263158	4.43
12	50	-2.89473684	8.38
13	50	-2.89473684	8.38
14	50	-2.89473684	8.38
15	50	-2.89473684	8.38
16	55	2.105263158	4.43
17	55	2.105263158	4.43
18	50	-2.89473684	8.38
19	55	2.105263158	4.43
20	70	17.10526316	292.59
21	35	-17.8947368	320.22
22	80	27.10526316	734.70
23	75	22.10526316	488.64
24	50	-2.89473684	8.38
25	35	-17.8947368	320.22
26	35	-17.8947368	320.22
27	40	-12.8947368	166.27

28	60	7.105263158	50.48
29	65	12.10526316	146.54
30	50	-2.89473684	8.38
31	60	7.105263158	50.48
32	60	7.105263158	50.48
33	65	12.10526316	146.54
34	70	17.10526316	292.59
35	70	17.10526316	292.59
36	65	12.10526316	146.54
37	40	-12.8947368	166.27
38	70	17.10526316	292.59
Σ	2010		5581.58

Average $(\sum X)/N = \frac{2010}{38} = 52.89473684$

Standard of deviation (S) $S^2 = (\sum(n_i - 1) s_i^2 / \sum(n_i - 1))$
 $= \frac{5581.58}{38}$
 $= 146.8836565$
 $S = 12.11955678$

Daftar Frekuensi Skor Awal Kelas Xb-MAPK

No	Kelas			Bk	Z _i	P(Z _i)	Luas Daerah	O _i	$\frac{(O_i - E_i)^2}{E_i}$	$\frac{[(O_i - E_i)]^2}{E_i}$
1	35	-	42	34.5	-1.517773065	0.435464191	0.131	10	4.977923	5.06662211
2	43	-	50	42.5	-0.85768292	0.304466213	0.22615	10	8.593626	0.23015748
3	51	-	58	50.5	-0.197592774	0.078318156	0.25646	6	9.745321	1.43940139
4	59	-	66	58.5	0.462497372	-0.17813766	0.19106	6	7.260127	0.21871807
5	67	-	74	66.5	1.122587518	-0.36919364	0.09349	4	3.552505	0.05636926
6	75	-	82	74.5	1.782677663	-0.46268061	0.02819	2	1.071153	0.8054461
				81.5	2.360256541	-0.49086885				
Jumlah								38		7.8167144

Keterangan:

Bk = batas kelas bawah - 0,5 atau batas kelas atas + 0,5

Z_i = $\frac{(Bk - X)}{S}$

P(Z_i) = nilai Z_i pada tabel luas di bawah lengkung kurva normal standar dari O s/d Z

Luas Daerah = P(Z₁) - P(Z₂)

E_i = luas daerah x N

O_i = f_i

With $\alpha = 5\%$ and $dk = 6 - 1 = 5$ obtained $\chi^2_{table} = 11,070$

because $\chi^2_{count} < \chi^2_{table}$, so the distribution list was normal

Appendix 12

**UJI NORMALITAS TAHAP AWAL
X MIPA 3**

Hipotesis

H₀ : The distribution list was normal

H₁ : The distribution list was not normal

Test of hypothesis

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

Criteria:

H₀ accepted if $\chi^2_{count} < \chi^2_{table}$

Test of Hypothesis

maximum score = 70

Minimum score = 30

Range (R) = 70 - 30 = 40

Number of Class (k) = 1 + 3,3 log 38 = 6.213285869 ≈ 6 kelas

Lenght of Class (P) = 40 / 6 = 6.666666667 = 7

Tabel Penolong Mencari Rata-rata dan Standar Deviasi

No	X	X - X̄	(X - X̄) ²
1	45	-5.13157895	26.33
2	60	9.868421053	97.39
3	50	-0.13157895	0.02
4	50	-0.13157895	0.02
5	40	-10.1315789	102.65
6	50	-0.13157895	0.02
7	50	-0.13157895	0.02
8	40	-10.1315789	102.65
9	40	-10.1315789	102.65
10	55	4.868421053	23.70
11	70	19.86842105	394.75
12	35	-15.1315789	228.96
13	40	-10.1315789	102.65
14	55	4.868421053	23.70
15	55	4.868421053	23.70
16	50	-0.13157895	0.02
17	35	-15.1315789	228.96
18	40	-10.1315789	102.65
19	60	9.868421053	97.39
20	45	-5.13157895	26.33
21	65	14.86842105	221.07
22	40	-10.1315789	102.65
23	65	14.86842105	221.07
24	30	-20.1315789	405.28
25	60	9.868421053	97.39
26	55	4.868421053	23.70
27	70	19.86842105	394.75
28	40	-10.1315789	102.65
29	55	4.868421053	23.70
30	45	-5.13157895	26.33
31	45	-5.13157895	26.33
32	40	-10.1315789	102.65
33	60	9.868421053	97.39

34	50	-0.13157895	0.02
35	70	19.86842105	394.75
36	60	9.868421053	97.39
37	45	-5.13157895	26.33
38	45	-5.13157895	26.33
Σ	1905		4074.34

Average $\frac{(\Sigma \bar{X})/N}{38} = \frac{1905}{38} = 50.13157895$

Standard of Deviation (S) $S^2 = (\Sigma(n_i - 1) s_i^2 / \Sigma(n_i - 1))$
 $= \frac{4074.34}{38}$
 $= 107.2195291$
S = 10.35468633

Daftar Frekuensi Skor Awal Kelas Xb-MAPK

No	Kelas			Bk	Z _i	P(Z _i)	Luas Daerah	O _i	$\frac{(O_i - E_i)^2}{E_i}$	
									E _i	E _i
1	30	-	36	30.5	-1.89591247	0.47101419	0.02897	3	1.100983	3.27549317
2	37	-	43	6.5	-4.213703587	0.499987439	0.26093	8	9.91534	0.36998489
3	44	-	50	43.5	-0.640442282	0.239057449	0.25325	12	9.623457	0.5868947
4	51	-	57	50.5	0.035580127	-0.01419142	0.24745	5	9.403218	2.06188241
5	58	-	64	57.5	0.711602536	-0.26164453	0.15573	5	5.917733	0.14232386
6	65	-	71	64.5	1.387624945	-0.41737436	0.0631	5	2.397802	2.82401658
Jumlah				71.5	2.063647354	-0.48047442		38		9.26059562

Keterangan:

Bk = batas kelas bawah - 0,5 atau batas kelas atas + 0,5

Z_i = $\frac{(Bk - X)}{S}$

P(Z_i) = nilai Z_i pada tabel luas di bawah lengkung kurva normal standar dari O s/d Z

Luas Daerah = P(Z₁) - P(Z₂)

E_i = luas daerah x N

O_i = f_i

With $\alpha = 5\%$ and $dk = 6 - 1 = 5$ obtained $\chi^2_{table} = 11,070$

because $\chi^2_{count} < \chi^2_{table}$, so the distribution list was normal

Appendix 13

UJI HOMOGENITAS TAHAP AWAL

Hipotesis

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

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

Test of Hypothesis

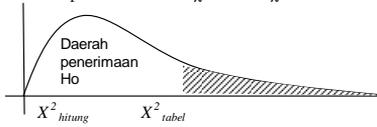
A. Varians gabungan dari semua sampel
 $(\sum(n_i - 1) s_i^2 / \sum(n_i - 1))$

B. Harga satuan B

C. Menggunakan uji barlet

Criteria:

Ho Accepted if $\chi^2_{count} < \chi^2_{table}$



Tabel Penolong Homogenitas

No.	Kelas							
	MIPA1	MIPA2	MIPA3	MIPA4	IPS1	IPS2	IPS3	IPS4
1	40	40	45	65	45	35	45	70
2	40	40	60	70	50	55	60	45
3	50	35	50	40	50	65	65	55
4	70	35	50	55	40	65	55	70
5	65	40	40	60	55	75	65	55
6	65	45	50	65	50	50	50	70
7	60	50	50	65	45	75	60	55
8	60	50	40	55	60	40	55	65
9	75	55	40	40	40	60	75	35
10	35	55	55	40	55	50	45	55
11	35	55	70	50	60	55	50	60
12	45	50	35	35	45	60	40	65
13	50	50	40	50	50	65	55	50
14	50	50	55	35	70	65	55	55
15	50	50	55	45	70	45	55	40
16	40	55	50	35	60	50	40	55
17	35	55	35	50	50	50	65	40
18	75	50	40	65	75	60	70	55
19	75	55	60	60	55	60	60	50
20	55	70	45	35	50	70	50	60
21	45	35	65	45	65	60	40	40
22	45	80	40	50	65	45	55	35
23	50	75	65	65	70	65	70	50
24	40	50	30	50	50	65	55	65

25	50	35	60	35	45	50	60	55
26	35	35	55	60	70	45	55	40
27	40	40	70	35	55	50	50	30
28	60	60	40	35	40	45	50	60
29	65	65	55	45	70	65	70	50
30	65	50	45	50	80	55	65	60
31	60	60	45	50	80	60	55	50
32	60	60	40	50	55	75	55	60
33	65	65	60	45	50		50	50
34	55	70	50	45	40		55	55
35	55	70	70	30	40		55	50
36	55	65	60	35				55
37	55	40	45	60				
38		70	45	60				
n	37	38	38	38	35	32	35	36
n-1	36	37	37	37	34	31	34	35
s²	141.967	150.853	110.117	125.889	139.916	106.351	75.714	101.825
(n-1) s²	5110.811	5581.579	4074.342	4657.895	4757.143	3296.875	2574.286	3563.889
log s²	2.152	2.179	2.042	2.100	2.146	2.027	1.879	2.008
(n-1) log s²	77.479	80.607	75.549	77.700	72.959	62.829	63.892	70.275

A. Varians gabungan dari semua sampel

$$s^2 =$$

$$s^2 = \frac{33616.819}{281}$$

$$s^2 = 119.633$$

B. Harga satuan B

$$B = (\log[s^2]) \times \sum_{i=1}^n (n_i - 1)$$

$$B = (\log[119.632808]) \times 281$$

$$B = 2.078 \times 281$$

$$B = 583.876$$

Uji Barlett dengan statistik Chi-kuadrat

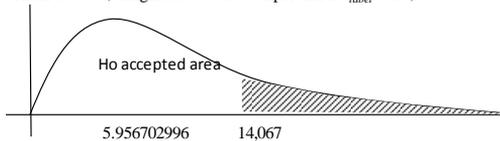
$$X^2 = \frac{(\ln(10)) \times \{B - \sum_{i=1}^n [(n_i - 1) \log[s_i^2]]\}}{(n-1) \log[s^2]}$$

$$X^2 = (\ln 10) \times \{ 583.876 - 581.28897 \}$$

$$X^2 = 2.303 \times 2.587$$

$$X^2 = 5.957$$

Untuk $\alpha = 5\%$, dengan $dk = 8-1 = 7$ diperoleh $X^2_{tabel} = 14,067$



because $\chi^2_{count} < \chi^2_{table}$, so all of class have same variant (Homogen)

Appendix 14

KESAMAAN RATA-RATA

Hipotesis

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

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

Test of Hypothesis

Untuk menguji hipotesis menggunakan rumus:

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

Dimana,

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

Kriteria yang digunakan

Ho accepted if $\chi^2_{\text{count}} < \chi^2_{\text{table}}$

Tabel Penolong Perbandingan Rata-rata

No.	MIPA 2	MIPA 3
1	40	45
2	40	60
3	35	50
4	35	50
5	40	40
6	45	50
7	50	50
8	50	40
9	55	40
10	55	55
11	55	70
12	50	35
13	50	40
14	50	55
15	50	55
16	55	50
17	55	35
18	50	40
19	55	60
20	70	45
21	35	65
22	80	40

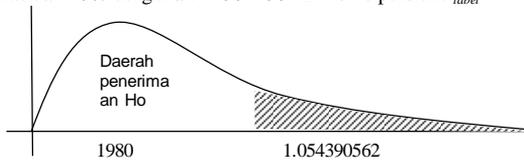
23	75	65
24	50	30
25	35	60
26	35	55
27	40	70
28	60	40
29	65	55
30	50	45
31	60	45
32	60	40
33	65	60
34	70	50
35	70	70
36	65	60
37	40	45
38	70	45
Jumlah	2010	1905
n	38	38
\bar{x}	52.895	50.132
Varians (s^2)	150.853	110.117
Standar deviasi (s)	12.282	10.494

Berdasarkan tabel di atas diperoleh:

$$s = \frac{(38-1) \times 150.853 + (38-1) \times 110.117}{38 + 38 - 2} = 11.42302$$

$$t = \frac{52.8947368 - 50.13157895}{11.4230215 \sqrt{\frac{1}{38} + \frac{1}{38}}} = 1.054$$

Pada $\alpha = 5\%$ dengan $dk = 38 + 38 - 2 = 74$ diperoleh $t_{tabel} = 1,980$



karena t hitung berada pada daerah penerimaan H_0 maka dapat disimpulkan bahwa nilai rata-rata kelas MIPA 4 sama dengan rata-rata kelas MIPA 1

Appendix 15

Score of Experimental and Control Class of Pre-test

Experimental			Control		
No	Code	Score	No	Code	Score
1	E-1	40	1	C-1	45
2	E-2	40	2	C-2	60
3	E-3	35	3	C-3	50
4	E-4	35	4	C-4	50
5	E-5	40	5	C-5	40
6	E-6	45	6	C-6	50
7	E-7	50	7	C-7	50
8	E-8	50	8	C-8	40
9	E-9	55	9	C-9	40
10	E-10	55	10	C-10	55
11	E-11	55	11	C-11	70
12	E-12	50	12	C-12	35
13	E-13	50	13	C-13	40
14	E-14	50	14	C-14	55
15	E-15	50	15	C-15	55
16	E-16	55	16	C-16	50
17	E-17	55	17	C-17	35
18	E-18	50	18	C-18	40
19	E-19	55	19	C-19	60
20	E-20	70	20	C-20	45
21	E-21	35	21	C-21	65
22	E-22	80	22	C-22	40
23	E-23	75	23	C-23	55
24	E-24	50	24	C-24	65
25	E-25	35	25	C-25	60
26	E-26	35	26	C-26	55
27	E-27	40	27	C-27	70
28	E-28	60	28	C-28	40
29	E-29	65	29	C-29	55
30	E-30	50	30	C-30	45
31	E-31	60	31	C-31	45
32	E-32	60	32	C-32	40
33	E-33	65	33	C-33	60
34	E-34	70	34	C-34	55

Experimental			Control		
No	Code	Score	No	Code	Score
35	E-35	70	35	C-35	70
36	E-36	65	36	C-36	60
37	E-37	40	37	C-37	45
38	E-38	70	38	C-38	45
Σ N \bar{X}		2010			1905
		38			38
		52.895			50.132
Varians(S^2) Standard of Deviation (S)		150.853			110.117
		12.282			10,494

Appendix 16

KEY ANSWER OF POST TEST

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

Appendix 16

Post Test

School : SMA Negeri 13 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 question number 1-6.

One day a lion slept in the jungle . A tiny mouse ran over him and felt down on lion's nose. The lion awoke and roared loudly. He was very angry .The lion caught the tiny mouse by using his paws."Pardon me, O king, I beg of you" cried the frightened Mouse."If you will only forgive me this time, I will never forget your kindness. I meant you will be harmed and I certainly didn't want to disturb you.

"If you will save my live, I will turn your good deed." The Lion began to laugh."How can a tiny creature like you do something to help me? and he laughed loudly. "Oh well," he shrugged and looked down at the frightened mouse, "You are too tiny as my meal." He took his paw from the poor little prisoner and the mouse quickly ran away. Sometimes after this, some hunters tried to capture the lion. They set up rope nets in the jungle. The lion fell into the trap He roared and trashed. His thundershoed through the jungle. The tiny mouse heard the lion's roars. "That is the lion's roar" the tiny mouse remembered his promise. Then he ran into the jungle to see what happened to the lion."

The tiny mouse found the lion in bad condition, the mouse said to him, "Stop, stop! You must stop to roar. If you make any noise, the hunters will come and capture you. I'll get you out of this trap .by using his teeth the mouse gnawed the nets it until broke. The lion was stepped out of the net and was free. Then the mouse said , "Now, doesn't I correct?"Thank you , good mouse", said Lion Gently. "You have helped me even though I'm big and you are so little I see now what kindness is always worth while."

Source: <http://kodokita.blogspot.co.id/2012/09/text-narrative-beserta-soal-soal-nya.html>

1. What did a mouse do to prove the words?
 - a. He would never forget the lion
 - b. He tried hard to help the lion free
 - c. He run up and down upon the lion
 - d. He asked for apology to the king of beast
 - e. He tied the lion to the tree so that the hunters could carry him
2. "The lions opened his huge jaws to the mouse" the underline word has close meaning..
 - a. Tiny
 - b. Big
 - c. Minor
 - d. Narrow
 - e. Little
3. "Stop, stop! You must not roar". the underline word has close meaning...
 - a. Moan
 - b. Silence
 - c. Noisy
 - d. Scream
 - e. Shout
4. What is the main idea of paragraph three?
 - a. The little mouse asked forgiveness
 - b. The hunter carried the lion alive to the king
 - c. The lion was tied to a tree by hunters
 - d. The little mouse could prove that he could help the lion
 - e. From the first, the lion believed in what the little mouse said
5. What is the moral value from the text above...
 - a. Do the best for the other
 - b. It's best to prepare for the days of necessity
 - c. Common people may prove great ones
 - d. United we stand, divided we fall
 - e. Honesty begins at home

6. To tell the story, writer used...
 - a. Simple past tenses
 - b. Simple present tenses
 - c. Present continues tenses
 - d. Perfect tenses
 - e. Past perfect

The following text is for question number 7-10.

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

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

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

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats. Source: https://englishahkam.blogspot.co.id/2012/07/contoh-narrative-text-beserta-soal-dan_21.html

7. Who did destroy the homes of all rats?
 - a. A group of mice did
 - b. The hunter did
 - c. Elephant-hunter did
 - d. A group of elephants did
 - e. Elephant's herd
8. Who helped the elephant's herd?
 - a. The elephant-hunter did
 - b. The hunters did
 - c. The trapped elephants did
 - d. A group of king did
 - e. Entire group of rats did

9. “He summoned on of the elephants of his herd,” What does the synonym of the underlined word?
- Call
 - Order
 - Require
 - Ask
 - Hit
10. What is generic structure of the last paragraph?
- Orientation
 - Complication
 - Description
 - Resolution
 - Event

The following text is for question number 11-15.

One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. “I wonder if the water’s warm. I’ll put in my leg and find out.” Of course Mouse Deer didn’t put in his leg. He picked up a stick instead and put one end into the water. Chomp...! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. “Ha... ha...ha... Stupid crocodile! Cant you tell the difference between a stick and a leg?” Then Mouse Deer ran off to drink somewhere else.

In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn’t want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, “Crocodile!” Crocodile rose from the water, “Hello, Mouse Deer. Have you come to be my lunch?” Mouse Deer smiled. “Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you.”

“Really...? Tell us what to do,” said Crocodile. “You must line up from this side of the river to the other side,” said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile’s back. “One,” he counted. He jumped onto the next crocodile, “Two.” And the next

crocodile, “Three.” Mouse Deer kept jumping until he arrived on the other side of the river. “How many are there?” asked Crocodile. “Just enough,” said Mouse Deer. He laughed as he ran to the forest.***

Source: <https://salatinblog.wordpress.com/2016/05/12/the-crow-and-the-jug/>

11. What is the purpose of the text above?
 - a. To analyzed the smart mouse deer
 - b. To describe about the mouse deer and the crocodile
 - c. To entertain the reader and listener
 - d. To persuade the reader how the mouse deer cross the river
 - e. To tell the last experience of the writer
12. Which statement is true according to the text?
 - a. Crocodiles ate a mouse deer
 - b. Crocodiles and mouse deer swam together
 - c. Crocodiles and mouse deer were a good friend
 - d. Crocodiles gave fruits to mouse deer
 - e. Crocodiles makes a ranks to mouse deer
13. What did the mouse deer do to cross a river?
 - a. Mouse Deer jumped onto Crocodile’s back
 - b. The mouse deer swam
 - c. The mouse deer walk through bridge
 - d. The mouse deer walk to other cross
 - e. The mouse deer used boot
14. “You must line up from this side of the river to the other side,”. (paragraph 3) What does the underlined word mean?
 - a. Lurk
 - b. Hide
 - c. Go
 - d. Swam
 - e. In a row
15. What did you learn from the text?
 - a. The gentle and weak sometimes can be clever than fierce and strong.
 - b. One good turn deserves another
 - c. It’s easy to despise what you cannot have
 - d. Little friends may prove to be great friends
 - e. The stranger always be a king

The following text is for question number 16-18.

THE RABBIT'S REVERENCE

Long, long ago a rabbit and lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And though they were such close neighbors, the lion looked down upon the rabbit, and used to bully and frighten her.

Finally the rabbit could stand it no longer and wanted to get her own back. One day, she went to the lion and said, "Good day, respected older brother. Imagine it, I met an animal over there that looked exactly like you, and he said to me, 'Is there anyone in the world who dare stand up to me? If there is, let him come and have a duel with me. If there is no one, all of you have to submit my rule and be my servants!'".

Oh, he was intolerable braggart! He is so puffed up with pride that his eyes can't even light on anyone! 'Oho', the lion said. "Didn't you mention me to him?" "Yes, indeed," the rabbit replied. "But it would have been better if I hadn't. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant!" the lion a rage and roared, "Where is he? Where is she?"

So the rabbit took the lion behind a hill and, not going to near himself, pointed to a deep well from a distance, and said, "He is down there, in the well." The lion hastened to the well and glared angrily into it. Yes, there was his rival-as the rabbit said the image of himself-who even glared back at him angrily. The lion roared, and his enemy roared back. The lion became so furious that his hair stood on end. So did his enemy in the wells. The lion showed his teeth and lashed out with his paws to scare his arrival- and his enemy in the well retaliated!

In a fit of anger the lion sprang into the air with all his strength and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

Sources: *DewiPrastistiningsih, BahasaInggrisKelas X, Klaten: GravikaDuaTujuh, 2012.*

16. What is the main idea of paragraph 2?
- The lion was too furious that he challenged the other animal to fight.
 - The rabbit told the lion that a strong animal challenged him to duel.

- c. The rabbit and the lion went to a hill to fight the strong animal.
 - d. The rabbit was successfully in defeating the lion.
 - e. The rabbit heard that the lion was challenged by a strong animal.
17. "He was intolerable braggart". What does the underline mean?
- a. Smart
 - b. Petulant
 - c. Friendly
 - d. Arrogant
 - e. Stingy
18. What can we learn from the story?
- a. Strong people will always be winner
 - b. Arrogance can make you unfortunate
 - c. We must help each other
 - d. An enemy can be a good friend
 - e. A friend in need is a friend indeed
19. Arrange these jumbled sentences to form a meaningful paragraph.
- 1) The pigeon saw this and wanted to help her.
 - 2) The ant climbed on to the grass and saved to the dry land.
 - 3) Once upon a time there was once a very happy pigeon.
 - 4) He picked up a blade of grass and dropped it quite close to the ant.
 - 5) He liked to splash in the water of the stream.
 - 6) One day an ant fell into the stream accidentally.
- a. 3-5-6-1-4-2
 - b. 3-5-6-2-4-1
 - c. 3-5-4-1-6-2
 - d. 3-5-4-1-2-6
 - e. 3-5-4-2-1-6
20. Arrange the jumbled words to form a meaningful sentence.
- jug – topush – the – her – tried – into – Thecrow – head
- 1 2 3 4 5 6 7 8
- a. 7-5-3-4-6-8-1-2
 - b. 7-5-2-4-8-6-3-1
 - c. 7-5-2-1-4-8-6-3
 - d. 7-5-2-4-6-8-1-3
 - e. 7-6-5-4-3-2-1-8

Appendix 17

UJI NORMALITAS TAHAP Akhir
X MIPA 2

Hipotesis

H₀ : The distribution was not normal

H₁ : The distribution was normal

Test of Hypothesis

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

Criteria:

H₀ accepted if $\chi^2_{count} < \chi^2_{table}$

Test of Hypothesis

Maximum Score = 90

Minimum Score = 45

Range (R) = 90 - 45 = 45

Number of Class (k) = 1 + 3,3 log 37 = 6.175065689 ≈ 6 kelas

Length of Class (P) = 45 / 6 = 7.5 = 8

No	X	$x - \bar{x}$	$(x - \bar{x})^2$
1	90	16.4473684	270.52
2	80	6.44736842	41.57
3	65	-8.55263158	73.15
4	75	1.44736842	2.09
5	65	-8.55263158	73.15
6	60	-13.5526316	183.67
7	80	6.44736842	41.57
8	45	-28.5526316	815.25
9	80	6.44736842	41.57
10	80	6.44736842	41.57
11	80	6.44736842	41.57
12	80	6.44736842	41.57
13	85	11.4473684	131.04
14	90	16.4473684	270.52
15	75	1.44736842	2.09
16	50	-23.5526316	554.73
17	85	11.4473684	131.04
18	80	6.44736842	41.57
19	85	11.4473684	131.04
20	85	11.4473684	131.04
21	85	11.4473684	131.04
22	75	1.44736842	2.09
23	85	11.4473684	131.04
24	70	-3.55263158	12.62
25	75	1.44736842	2.09
26	55	-18.5526316	344.20
27	60	-13.5526316	183.67
28	80	6.44736842	41.57
29	80	6.44736842	41.57
30	65	-8.55263158	73.15
31	55	-18.5526316	344.20
32	65	-8.55263158	73.15
33	75	1.44736842	2.09
34	75	1.44736842	2.09
35	80	6.44736842	41.57
36	65	-8.55263158	73.15
37	60	-13.5526316	183.67
38	75	1.44736842	2.09
Σ	2720		4745.39

$$\text{Average} = \frac{(\sum_{i=1}^n X_i)}{N} = \frac{2720}{38} = 71.57894737$$

$$\begin{aligned} \text{Standard of Deviation (S)} \quad S^2 &= \frac{(\sum_{i=1}^n (X_i - \bar{X})^2)}{(n-1)} \\ &= \frac{4745.39}{38} \\ &= 124.8788089 \\ S &= 11.17491874 \end{aligned}$$

The Frequency Observation of Experimental Class Post-test

No	kelas		Bk	Z_i	$P(Z_i)$	Luas	O_i	E_i	$[(O_i - E_i)^2]$	
1	45	-	52	44.5	-2.423189644	0.492307554	0.03619	2	1.375244	0.28381862
2	53	-	60	52.5	-1.70730077	0.456116918	0.11686	5	4.440648	0.07045691
3	61	-	68	60.5	-0.991411895	0.339257753	0.23071	5	8.767169	1.61871664
4	69	-	76	68.5	-0.275523021	0.108542779	0.27871	8	10.59085	0.6338042
5	77	-	84	76.5	0.440365854	-0.17016392	0.20605	10	7.829808	0.60151309
6	85	-	92	84.5	1.156254728	-0.37621151	0.0932	8	3.541415	5.61328913
				92.5	1.872143603	-0.46940663				
jumlah								38		8.82159857

Keterangan: = batas kelas bawah - 0,5 atau batas kelas atas + 0,5

Bk = $(Bk - X) / S$

Z_i = nilai Z_i pada tabel luas di bawah lengkung kurva normal standar dari O s/d Z

$P(Z_i)$ = $P(Z_1) - P(Z_2)$

Luas Daerah = luas daerah x N

E_i = f_i

O_i

Untuk $\alpha = 5\%$, dengan $dk = 6 - 1 = 5$ diperoleh X^2 tabel = 11,070

Karena $X^2_{hitung} < X^2_{tabel}$ maka distribusi data awal di kelas X MIPA 1 berdistribusi **normal**

Appendix 18

**UJI NORMALITAS TAHAP Akhir
X MIPA 3**

Hipotesis

H₀ : The distribution list was normal

H₁ : The distribution list was not normal

Test of Hypothesis

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

Kriteria yang digunakan

H₀ accepted if $\chi^2_{count} < \chi^2_{table}$

Pengujian Hipotesis

Nilai maksimal = 90

Nilai minimal = 48

Rentang nilai (R) = 90 - 45 = 45

Banyaknya kelas (k) = 1 + 3,3 log 38 = 6.175065689 ≈ 6 kelas

Panjang kelas (P) = 45 / 6 = 7.5 = 8

Tabel Penolong Mencari Rata-rata dan Standar Deviasi

No	X	X - X̄	[(X - X̄)] ²
1	80	13.02631579	169.68
2	85	18.02631579	324.95
3	80	13.02631579	169.68
4	80	13.02631579	169.68
5	65	-1.97368421	3.90
6	55	-11.97368421	143.37
7	65	-1.97368421	3.90
8	60	-6.97368421	48.63
9	65	-1.97368421	3.90
10	70	3.026315789	9.16
11	90	23.02631579	530.21
12	65	-1.97368421	3.90
13	45	-21.97368421	482.84
14	70	3.026315789	9.16
15	65	-1.97368421	3.90
16	60	-6.97368421	48.63
17	65	-1.97368421	3.90
18	50	-16.97368421	288.11
19	75	8.026315789	64.42
20	80	13.02631579	169.68
21	75	8.026315789	64.42
22	65	-1.97368421	3.90
23	80	13.02631579	169.68
24	55	-11.97368421	143.37
25	65	-1.97368421	3.90
26	75	8.026315789	64.42
27	50	-16.97368421	288.11

28	50	-16.9736842	288.11
29	60	-6.97368421	48.63
30	60	-6.97368421	48.63
31	80	13.02631579	169.68
32	45	-21.9736842	482.84
33	70	3.026315789	9.16
34	60	-6.97368421	48.63
35	60	-6.97368421	48.63
36	75	8.026315789	64.42
37	80	13.02631579	169.68
38	70	3.026315789	9.16
Σ	2545		4776.97

Rata-rata $\left(\frac{\sum X}{N}\right) = \frac{2545}{38} = 66.97368421$

Standar Deviasi (S) : $S^2 = \frac{\sum [(X_i - \bar{X})^2]}{(n)}$
 $= \frac{4776.97}{38}$
 $= 125.7098338$
 $S = 11.21203968$

Daftar Frekuensi Skor Awal Kelas Xb-MAPK

No	Kelas			Bk	Z _i	P(Z _i)	Luas	O _i	E _i	[(O _i - E _i)]
1	45	-	52	44,5	-2.004424248	0.477487683	0.07586	5	2.882524	1.55547835
2	53	-	60	52.5	-1.290905546	0.401631784	0.18347	8	6.971893	0.15160938
3	61	-	68	60.5	-0.577386844	0.21816092	0.2723	8	10.34749	0.5325653
4	69	-	76	68.5	0.136131858	-0.05414148	0.2481	8	9.427755	0.2162217
5	77	-	84	76.5	0.84965056	-0.3022403	0.13875	7	5.272626	0.56590832
6	85	-	92	84.5	1.563169262	-0.44099361	0.0476	2	1.808951	0.02017739
				92.5	2.276687964	-0.48859757				
Jumlah								38		3.04196045

Keterangan:

Bk = batas kelas bawah - 0,5 atau batas kelas atas + 0,5

Z_i = $\frac{(Bk - X)}{S}$

P(Z_i) = nilai Z_i pada tabel luas di bawah lengkung kurva normal standar dari O s/d Z

Luas Daerah = P(Z₁) - P(Z₂)

E_i = luas daerah x N

O_i = f_i

Untuk α = 5% , dengan dk = 6 - 1 = 5 diperoleh X² tabel = 11,070

Karena X² hitung < X² tabel maka distribusi data awal di kelas X MIPA 1 berdistribusi normal

UJI HOMOGENITAS TAHAP AHIR

Hipotesis:

Ho :

Pengujian hipotesis:

1. Nilai varians

$$s^2 = \frac{\sum [(x_i - \bar{x})^2]}{n-1}$$

2. Nilai F

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

Kriteria yang digunakan:

Tolak H₀ jika $F_{hitung} \geq F_{(1/2, \alpha)}$

Tabel penolong homogenitas:

No	Kelas					
	Eksperimen			Kontrol		
	x	$x - \bar{x}$	$[(x - \bar{x})^2]$	x	$x - \bar{x}$	$[(x - \bar{x})^2]$
1	90	16.447	270.516	80	13.108	171.822
2	80	6.447	41.569	85	18.108	327.904
3	65	-8.553	73.148	80	13.108	171.822
4	75	1.447	2.095	80	13.108	171.822
5	65	-8.553	73.148	65	-1.892	3.579
6	60	-13.553	183.674	55	-11.892	141.417
7	80	6.447	41.569	65	-1.892	3.579
8	45	-28.553	815.253	60	-6.892	47.498
9	80	6.447	41.569	65	-1.892	3.579
10	80	6.447	41.569	70	3.108	9.660
11	80	6.447	41.569	90	23.108	533.985
12	80	6.447	41.569	65	-1.892	3.579
13	85	11.447	131.042	45	-21.892	479.255
14	90	16.447	270.516	70	3.108	9.660
15	75	1.447	2.095	65	-1.892	3.579
16	50	-23.553	554.726	60	-6.892	47.498

23	85	11.447	131.042	80	13.108	171.822
24	70	-3.553	12.621	55	-11.892	141.417
25	75	1.447	2.095	65	-1.892	3.579
26	55	-18.553	344.200	75	8.108	65.741
27	60	-13.553	183.674	50	-16.892	285.336
28	80	6.447	41.569	50	-16.892	285.336
29	80	6.447	41.569	60	-6.892	47.498
30	65	-8.553	73.148	60	-6.892	47.498
31	55	-18.553	344.200	80	13.108	171.822
32	65	-8.553	73.148	45	-21.892	479.255
33	75	1.447	2.095	70	3.108	9.660
34	75	1.447	2.095	60	-6.892	47.498
35	80	6.447	41.569	60	-6.892	47.498
36	65	-8.553	73.148	75	8.108	65.741
37	60	-13.553	183.674	80	13.108	171.822
38	75	1.447	2.095	70		
n	38			38		
jumlah			4745.395			3946.09
rata-rata	73.553			66.892		
varians	128.254			106.651		

$$F = (\text{varians terbesar}) = \frac{128.254}{106.651} = 1.203$$

F tabel 1.531

Untuk $\alpha = 5\%$ dengan $\nu_1 = 38 - 1 = 37$ dan $\nu_2 = 38 - 1 = 37$ diperoleh nilai $F_{(1/2)} = 1.531$

karena $F_{hitung} < F_{tabel}$ maka hipotesis H_0 diterima yang artinya 2 kelas ini memiliki varians yang sama (homogen)

Appendix 20

The similarity of average test

Hypothesis

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

$$H_1: \mu_1 > \mu_2$$

uji hypothesis

the formula:

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

Dimana,

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

the used criteria

H_0 diterima apabila $t_{hitung} < t_{tabel}$

No.	Eksperimen	control
1	90	80
2	80	85
3	65	80
4	75	80
5	65	65
6	60	55
7	80	65
8	45	60
9	80	65
10	80	70
11	80	90
12	80	65
13	85	45
14	90	70
15	75	65
16	50	60
17	85	65
18	80	50
19	85	75
20	85	80
21	85	75
22	75	65

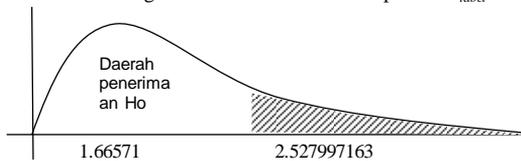
23	85	80
24	70	55
25	75	65
26	55	75
27	60	50
28	80	50
29	80	60
30	65	60
31	55	80
32	65	45
33	75	70
34	75	60
35	80	60
36	65	75
37	60	80
38	75	70
Jumlah	2795	2545
n	38	38
\bar{x}	73.553	66.974
Varians (s^2)	128.254	129.107
Standar deviasi (s)	11.325	11.363

based on the table:

$$s = \sqrt{\frac{(38-1) \times 128.254 + (38-1) \times 129.107}{38 + 38 - 2}} = 11.34375$$

$$t = \frac{73.552632 - 66.97368421}{11.34375 \sqrt{\frac{1}{38} + \frac{1}{38}}} = 2.528$$

Pada $\alpha = 5\%$ dengan $dk = 38 + 38 - 2 = 74$ diperoleh $t_{tabel} = 1.66571$



karena t hitung berada pada daerah penerimaan H_1 maka dapat disimpulkan bahwa nilai rata-rata kelas eksperimen lebih tinggi dari pada nilai rata-rata kelas kontrol

Appendix 21

Score of Experimental class and control class of Post-test

Experimental			Control		
No	Code	Score	No	Code	Score
1	E-1	90	1	C-1	80
2	E-2	80	2	C-2	85
3	E-3	65	3	C-3	80
4	E-4	75	4	C-4	80
5	E-5	65	5	C-5	65
6	E-6	60	6	C-6	55
7	E-7	80	7	C-7	65
8	E-8	45	8	C-8	60
9	E-9	80	9	C-9	65
10	E-10	80	10	C-10	70
11	E-11	80	11	C-11	90
12	E-12	80	12	C-12	65
13	E-13	85	13	C-13	45
14	E-14	90	14	C-14	70
15	E-15	75	15	C-15	65
16	E-16	50	16	C-16	60
17	E-17	85	17	C-17	65
18	E-18	80	18	C-18	50
19	E-19	85	19	C-19	75
20	E-20	85	20	C-20	80
21	E-21	85	21	C-21	75
22	E-22	75	22	C-22	65
23	E-23	85	23	C-23	80
24	E-24	70	24	C-24	55
25	E-25	75	25	C-25	65
26	E-26	55	26	C-26	75
27	E-27	60	27	C-27	50
28	E-28	80	28	C-28	50
29	E-29	80	29	C-29	60
30	E-30	65	30	C-30	60
31	E-31	55	31	C-31	80
32	E-32	65	32	C-32	45
33	E-33	75	33	C-33	70
34	E-34	75	34	C-34	60

35	E-35	80	35	C-35	60
36	E-36	65	36	C-36	75
37	E-37	60	37	C-37	80
38	E-38	75	38	C-38	70
Σ		2720			2545
N		38			38
$\bar{\chi}$		71.57894737			66.97368421
Varians(S^2)		124.8788089			127.7098338
Standard Deviation (S)		11.17491874			11.21203968

Appendix 22

Documentation of Research

try out test



The condition of class in Pre-test and pos-test



The condition of class in the experimental class



The condition of class in the control class



50

Name : Ferdian hadi Saputra
Class : XI MIPA 3

TRYOUT TEST

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

The following text is for question number 1-6.

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

Source: sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara.

1. What is the purpose of the text above?
 - a. To analyze the smart parrot
 - b. To describe about smart parrot
 - c. To entertain the reader and listener
 - d. To persuade the reader how smart of parrot
 - e. To tell the last experience of the writer
2. Where did the story take a place?
 - a. London
 - b. Puerto Rico
 - c. Jakarta
 - d. Buenos Aires
 - e. Catano
3. 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
 - e. The parrot ate meal
4. "The parrot was screaming at the fourth chickens". What does the underlined word mean?
 - a. Smiling
 - b. Crying
 - c. Shouting
 - d. Sad
 - e. Laugh

5. What is generic structure of the last paragraph?
- Orientation
 - Complication
 - Description
 - Resolution
 - Event
6. "The man got very angry", change to the present tense....
- The man is getting very angry
 - The man have gotten very angry
 - The man get very angry
 - The man is get very angry
 - The man gets very angry

The following text is for question number 7-12.

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

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

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

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

Source: https://englishahkam.blogspot.co.id/2012/07/contoh-narrative-text-beserta-soal-dan_21.html

7. Who did destroy the homes of all rats?
- A group of mice did
 - The hunter did
 - Elephant-hunter did
 - A group of elephant did
 - Elephant's herd
8. Who helped the elephant's herd?
- The elephant-hunter did
 - The hunters did
 - The trapped elephants did
 - A group of king did
 - Entire group of rats did
9. "He summoned on of the elephants of his herd," What does the synonym of the underlined word?
- Call
 - Order
 - Require
 - Ask
 - Hit
10. What will you do when you have a mistake to the other?
- Hostile them back

- b. Repent and Apologize do not try to repeat the same mistake
c. Just go and forget it
d. Blame them and apologize
e. Make a same mistake
11. What is generic structure of the fourth paragraph?
 a. Identification
 b. Complication
c. Resolution
d. Description
e. Orientation
12. What can we learn from the text?
a. Do not help other
b. Help someone when get difficulties
 c. Let them be trapped
d. Laugh when the other get difficulties
e. Let them die

The following text is for question number 13-18.

THE RABBIT'S REVERENCE

Long, long ago a rabbit and lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And though they were such close neighbors, the lion looked down upon the rabbit, and used to bully and frighten her.

Finally the rabbit could stand it no longer and wanted to get her own back. One day, she went to the lion and said, "Good day, respected older brother. Imagine it, I met an animal over there that looked exactly like you, and he said to me, 'Is there anyone in the world who dare stand up to me? If there is, let him come and have a duel with me. If there is no one, all of you have to submit my rule and be my servants!'".

Oh, he was intolerable braggart! He is so puffed up with pride that his eyes can't even light on anyone! 'Oho', the lion said. "Didn't you mention me to him?" "Yes, indeed," the rabbit replied. "But it would have been better if I hadn't. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant!" the lion a rage and roared, "Where is he? Where is she?"

So the rabbit took the lion behind a hill and, not going to near himself, pointed to a deep well from a distance, and said, "He is down there, in the well." The lion hastened to the well and glared angrily into it. Yes, there was his rival-as the rabbit said the image of himself-who even glared back at him angrily. The lion roared, and his enemy roared back. The lion became so furious that his hair stood on end. So did his enemy in the wells. The lion showed his teeth and lashed out with his paws to scare his arrival- and his enemy in the well retaliated!

In a fit of anger the lion sprang into the air with all his strength and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

Sources: DewiPrastistiningsih, BahasaInggrisKelas X, Klaten: GravikaDuaTujuh, 2012.

13. What is the story about?
a. Lion and Well
b. Lion and Tiger

- c. Rabbit and Lion
 - d. Rabbit and Tiger
 - e. Rabbit and Well
14. The lion was proud of his...
- a. Hair
 - b. Eyes
 - c. Teeth
 - d. Paws
 - e. Strength
15. What is the main idea of paragraph 2?
- a. The lion was too furious that he challenged the other animal to fight.
 - b. The rabbit told the lion that a strong animal challenged him to duel.
 - c. The rabbit and the lion went to a hill to fight the strong animal.
 - d. The rabbit was successfully in defeating the lion.
 - e. The lion was challenged by a strong animal.
16. "He was intolerable braggart". What does the underline mean?
- a. Smart
 - b. Petulant
 - c. Friendly
 - d. Arrogant
 - e. Stingy
17. What will happen if the rabbit doesn't find the well?
- a. The lion kill a rabbit
 - b. Rabbit try to find other ways to make lion aware
 - c. Lion always be arrogant
 - d. Rabbit will be a weak animal
 - e. Rabbit and lion will be a friend forever
18. What can we learn from the story?
- a. Strong people will always be winner
 - b. Arrogance can make you unfortunate
 - c. We must help each other
 - d. An enemy can be a good friend
 - e. A friend in need is a friend indeed

The following text is for question number 19-24.

One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp...! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. "Ha... ha...ha... Stupid crocodile! Cant you tell the difference between a stick and a leg?" Then Mouse Deer ran off to drink somewhere else.

In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn't want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Have you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you."

"Really...? Tell us what to do," said Crocodile. "You must line up from this side of the river to the other side," said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile, "Three." Mouse Deer kept jumping until he arrived on the other side of the river. "How many are there?" asked Crocodile. "Just enough," said Mouse Deer. He laughed as he ran to the forest.***

Source: <https://salatinblog.wordpress.com/2016/05/12/the-crow-and-the-jug/>

- X 19. What is the purpose of the text above?
- To analyzed the smart mouse deer
 - To describe about the mouse deer and the crocodile
 - To entertain the reader and listener
 - To persuade the reader how the mouse deer cross the river
 - ~~To tell the last experience of the writer~~
- X 20. Where did the story take a place?
- Lake
 - River
 - ~~Forest~~
 - Mount
 - Cave
- X 21. Which statement is true according to the text?
- Crocodiles ate a mouse deer
 - Crocodiles and mouse deer swam together
 - Crocodiles and mouse deer were a good friend
 - ~~Crocodiles gave fruits to mouse deer~~
 - Crocodiles makes a ranks to mouse deer
22. What did the mouse deer do to cross a river?
- ~~Mouse Dcer jumped onto Crocodile's back~~
 - The mouse deer swam
 - The mouse deer walk through bridge
 - The mouse deer walk to other cross
 - The mouse deer used boot
- X 23. "You must line up from this side of the river to the other side,". (paragraph 3) What does the underlined word mean?
- Lurk
 - ~~Hide~~
 - Go
 - Swam
 - In a row
- X 24. What did you learn from the text?
- The gentle and weak sometimes can be clever than fierce and strong.
 - ~~One good turn deserves another~~
 - It's easy to despise what you cannot have
 - Little friends may prove to be great friends
 - The stranger always be a king

The following text is for question number 25-30.

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire

of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going. However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

Source: https://englishahkam.blogspot.co.id/2012/07/contoh-narrative-text-beserta-soal-dan_21.html

25. What is the story about?
- a. Rabbit and Friends
 - b. Boast of Rabbit
 - c. Turtle and Rabbit
 - d. Turtle and Family
 - e. Rabbit and Lion
26. Who won in the race?
- a. Lion
 - b. Rabbit
 - c. Turtle
 - d. Animal
 - e. Rabbit and Turtle
27. Why did the rabbit stop and take a short nap when race?
- a. Because rabbit was hot and tired
 - b. Because rabbit hungry
 - c. Because rabbit waited a turtle
 - d. Because rabbit lose in the race
 - e. Because rabbit called by turtle
28. To tell the story, writer used...
- a. Simple past tenses
 - b. Simple present tenses
 - c. Present continues tenses
 - d. Perfect tenses
 - e. Past perfect
29. The first paragraph is called ...
- a. orientation
 - b. complication
 - c. resolution
 - d. identification
 - e. conclusion
30. What can we learn from the story?
- a. Never underestimate the weakest opponent.
 - b. Must be the winner in the champion
 - c. Must make other proud to your boast
 - d. Sleep if you tired
 - e. Must be a good runner

The following text is for question number 30-36.

One day a lion slept in the jungle . A tiny mouse ran over him and felt down on lion's nose. The lion awoke and roared loudly. He was very angry .The lion caught the tiny mouse by using his paws."Pardon me, O king, I beg of you" cried the frightened Mouse."If you will

only forgive me this time, I will never forget your kindness. I meant you will be harmed and I certainly didn't want to disturb you.

"If you will save my live, I will turn your good deed." The Lion began to laugh. "How can a tiny creature like you do something to help me? and he laughed loudly. "Oh well," he shrugged and looked down at the frightened mouse, "You are too tiny as my meal." He took his paw from the poor little prisoner and the mouse quickly ran away. Sometimes after this, some hunters tried to capture the lion. They set up rope nets in the jungle. The lion fell into the trap He roared and trashed. His thundershoed through the jungle. The tiny mouse heard the lion's roars. "That is the lion's roar" the tiny mouse remembered his promise. Then he ran into the jungle to see what happened to the lion."

The tiny mouse found the lion in bad condition, the mouse said to him, "Stop, stop! You must stop to roar. If you make any noise, the hunters will come and capture you. I'll get you out of this trap .by using his teeth the mouse gnawed the nets it until broke. The lion was stepped out of the net and was free. Then the mouse said , "Now, doesn't I correct?" "Thank you , good mouse", said Lion Gently. "You have helped me even though I'm big and you are so little I see now what kindness is always worth while."

Source:<http://kodokita.blogspot.co.id/2012/09/text-narrative-beserta-soal-soal-nya.html>

- X 31. What did mouse do to prove his words?
- a. He would never forget the lion
 - b. He tried hard to help lion free
 - c. He run up and down upon the lion
 - X d. He asked for apology to the king of beast
 - e. He tied the lion to the tree so that the hunters could carry him
32. "The lions opened his huge jaws to the mouse" the underline word has close meaning..
- a. Tiny
 - X b. Big
 - c. Expensive
 - d. Narrow
 - e. Little
33. "Stop, stop! You must stop to roar." the underline word has meaning...
- a. Moan
 - X b. Silent
 - c. Noisy
 - d. Scream
 - e. Shout
- X 34. What is the main idea of paragraph three?
- a. The little mouse asked forgiveness
 - b. The hunter carried the lion alive to the king
 - c. The lion was tied to a tree by hunters
 - d. The little mouse could prove that he could help the lion
 - X e. From the first, the lion believed in what the little mouse said
35. "The tiny mouse found the lion in bad condition", change the sentence to the continuous tense...
- X a. The tiny mouse finds the lion in bad condition
 - b. The tiny mouse are finding the lion in bad condition
 - c. The tiny mouse is finding the lion in bad condition
 - d. The tiny mouse has found the lion in bad condition
 - e. The tiny mouse have found the lion bad condition
- X 36. What is the moral lesson from this text..

- a. Do the best for the other
- ~~X~~ b. It's best to prepare for the days of necessity
- c. Common people may prove great ones
- d. United we stand, divided we fall
- e. Honesty begins at home

~~X~~ 37. Arrange these jumbled sentences to form a meaningful paragraph.

- 1) The pigeon saw this and wanted to help her.
- 2) The ant climbed on to the grass and saved to the dry land.
- 3) Once upon a time there was once a very happy pigeon.
- 4) He picked up a blade of grass and dropped it quite close to the ant.
- 5) He liked to splash in the water of the stream.
- 6) One day an ant fell into the stream accidentally.

- ~~X~~ a. 3-5-6-1-4-2
- b. 3-5-6-2-4-1
- c. 3-5-4-1-6-2
- d. 3-5-4-1-2-6
- e. 3-5-4-2-1-6

~~X~~ 38. Arrange these jumbled sentences to form a meaningful paragraph.

- 1) The five-footed bear liked to help other animals.
- 2) One afternoon, when the five-footed bear went home, he found a rabbit under a mahogany tree.
- 3) But all animals who lived with him didn't feel strange.
- 4) Once upon a time there was a strange bear who lived in a jungle.
- 5) Then, the five-footed bear brought him to his home.
- 6) His home was open for anyone who wanted to say.
- 7) He had the five feet.
- 8) The rabbit looked hungry.

- a. 8-7-2-1-4-5-3-6
- b. 7-1-2-3-5-4-6-8
- ~~X~~ c. 4-6-1-2-7-5-4-3
- d. 4-6-1-2-5-7-3-4
- e. 4-6-3-2-8-5-7-1

~~X~~ 39. Arrange the jumbled words to form a meaningful sentence.

Day - Lion - slept - a - the - in - jungle - one

1 2 3 4 5 6 7 8

- a. 7-5-3-4-6-8-1-2
- b. 1-2-3-4-5-6-7-8
- c. 8-1-4-3-6-7-5-2
- ~~X~~ d. 8-1-4-3-5-6-7-2
- e. 8-1-4-2-3-6-5-7

~~X~~ 40. Arrange the jumbled words to form a meaningful sentence.

jug - topush - the - her - tried - into - Thecrow - head

1 2 3 4 5 6 7 8

- a. 7-5-3-4-6-8-1-2
- b. 7-5-2-4-8-6-3-1
- c. 7-5-2-1-4-8-6-3
- ~~X~~ d. 7-5-2-4-6-8-1-3
- e. 7-6-5-4-3-2-1-8

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Pre Test

School : SMA Negeri 13 Semarang
Subject : English
Class/Semester : X/II
Material : Narrative Text

Name : *Fidri Budi Astuti*

Class : *X MIPA 2*

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

The following text is for question number 1-4.

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

Source: *sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara.*

1. What is the purpose of the text above?
 - a. To analyze the smart parrot
 - b. To describe about smart parrot
 - c. To entertain the reader and listener
 - d. To persuade the reader how smart of parrot
 - e. To tell the last experience of the writer
2. Where did the story take a place?
 - a. London
 - b. Puerto Rico
 - c. Jakarta
 - d. Buenos Aires
 - e. Catano
3. 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
 - e. The parrot ate meal
4. "The man got very angry", change to the present tense....

- a. The man is getting very angry
- b. The man have gotten very angry
- c. The man get very angry
- d. The man is get very angry
- e. The man gets very angry

The following text is for question number 7-9.

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

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

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

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

Source: https://englishahkam.blogspot.co.id/2012/07/contoh-narrative-text-beserta-soal-dan_21.html

5. Who helped the elephant's herd?
 - a. The elephant-hunter did
 - b. The hunters did
 - c. The trapped elephants did
 - d. A group of king did
 - e. Entire group of rats did
6. "He summoned on of the elephants of his herd," What does the synonym of the underlined word?
 - a. Call
 - b. Order
 - c. Require
 - d. Ask
 - e. Hit
7. What is generic structure of the last paragraph?
 - a. Orientation
 - b. Complication
 - c. Description
 - d. Resolution
 - e. Event

The following text is for question number 7-9.

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step. He never quit no matter how hot or tired he got. He just kept going. However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

Source: https://englishahkam.blogspot.co.id/2012/07/contoh-narrative-text-beserta-soal-dan_21.html

8. Why did the rabbit stop and take a short nap when race?
 - a. Because rabbit was hot and tired
 - b. Because rabbit hungry

- c. Because rabbit waited a turtle
 - d. Because rabbit lose in the race
 - e. Because rabbit called by turtle
9. To tell the story, writer used...
- a. Simple past tenses
 - b. Simple present tenses
 - c. Present continues tenses
 - d. Perfect tenses
 - e. Past perfect
10. What can we learn from the story?
- a. Never underestimate the weakest opponent.
 - b. Must be the winner in the champion
 - c. Must make other proud to your boast
 - d. Sleep if you tired
 - e. Must be a good runner

The following text is for question number 10-12.

THE RABBIT'S REVERENCE

Long, long ago a rabbit and lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And though they were such close neighbors, the lion looked down upon the rabbit, and used to bully and frighten her.

Finally the rabbit could stand it no longer and wanted to get her own back. One day, she went to the lion and said, "Good day, respected older brother. Imagine it, I met an animal over there that looked exactly like you, and he said to me, 'Is there anyone in the world who dare stand up to me? If there is, let him come and have a duel with me. If there is no one, all of you have to submit my rule and be my servants!'".

Oh, he was intolerable braggart! He is so puffed up with pride that his eyes can't even light on anyone! 'Oho', the lion said. "Didn't you mention me to him?" "Yes, indeed," the rabbit replied. "But it would have been better if I hadn't. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant!" the lion a rage and roared, "Where is he? Where is she?"

So the rabbit took the lion behind a hill and, not going to near himself, pointed to a deep well from a distance, and said, "He is down there, in the well." The lion hastened to the well and glared angrily into it. Yes, there was his rival-as the rabbit said the image of himself-who even glared back at him angrily. The lion roared, and his enemy roared back. The lion became so furious that his hair stood on end. So did his enemy in the wells. The lion showed his teeth and lashed out with his paws to scare his arrival- and his enemy in the well retaliated!

In a fit of anger the lion sprang into the air with all his strength and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

Sources: *DewiPrastistiningsih, BahasaInggrisKelas X, Klaten: GravikaDuaTujuh, 2012.*

11. What is the main idea of paragraph 2?
- a. The lion was too furious that he challenged the other animal to fight.
 - b. The rabbit told the lion that a strong animal challenged him to duel.
 - c. The rabbit and the lion went to a hill to fight the strong animal.
 - d. The rabbit was successfully in defeating the lion.
 - e. The rabbit heard that the lion was challenged by a strong animal.
12. "He was intolerable braggart". What does the underline mean?
- a. Smart
 - b. Petulant

- c. Friendly
- d. Arrogant
- e. Stingy

13. What can we learn from the story?
- a. Strong people will always be winner
 - b. Arrogance can make you unfortunate
 - c. We must help each other
 - d. An enemy can be a good friend
 - e. A friend in need is a friend indeed

The following text is for question number 13-18.

One day a lion slept in the jungle . A tiny mouse ran over him and felt down on lion's nose. The lion awoke and roared loudly. He was very angry .The lion caught the tiny mouse by using his paws."Pardon me, O king, I beg of you" cried the frightened Mouse."If you will only forgive me this time, I will never forget your kindness. I meant you will be harmed and I certainly didn't want to disturb you.

"If you will save my live, I will turn your good deed." The Lion began to laugh."How can a tiny creature like you do something to help me? and he laughed loudly. "Oh well," he shrugged and looked down at the frightened mouse, "You are too tiny as my meal." He took his paw from the poor little prisoner and the mouse quickly ran away. Sometimes after this, some hunters tried to capture the lion. They set up rope nets in the jungle. The lion fell into the trap He roared and trashed. His thundersechoed through the jungle. The tiny mouse heard the lion's roars. "That is the lion's roar" the tiny mouse remembered his promise. Then he ran into the jungle to see what happened to the lion."

The tiny mouse found the lion in bad condition, the mouse said to him, "Stop, stop! You must stop to roar. If you make any noise, the hunters will come and capture you. I'll get you out of this trap .by using his teeth the mouse gnawed the nets it until broke. The lion was stepped out of the net and was free. Then the mouse said , "Now, doesn't I correct?"Thank you , good mouse", said Lion Gently. "You have helped me even though I'm big and you are so little I see now what kindness is always worth while."

Source:<http://kodokita.blogspot.co.id/2012/09/text-narrative-beserta-soal-soal-nya.html>

14. What did mouse do to prove his words?
- a. He would never forget the lion
 - b. He tried hard to help lion free
 - c. He run up and down upon the lion
 - d. He asked for apology to the king of beast
 - e. He tied the lion to the tree so that the hunters could carry him
15. "The lions opened his huge jaws to the mouse" the underline word has close meaning..
- a. Tiny
 - b. Big
 - c. Minor
 - d. Narrow
 - e. Little
16. "Stop, stop! You must not roar". the underline word has close meaning...
- a. Moan
 - b. Silent
 - c. Noisy
 - d. Scream
 - e. Shout
17. What is the main idea of paragraph three?
- a. The little mouse asked forgiveness
 - b. The hunter carried the lion alive to the king
 - c. The lion was tied to a tree by hunters
 - d. The little mouse could prove that he could help the lion

e. From the first, the lion believed in what the little mouse said
18. What is the moral value from the text above...

- a. Do the best for the other
- b. It's best to prepare for the days of necessity
- c. Common people may prove great ones
- d. United we stand, divided we fall
- e. Honesty begins at home

19. Arrange these jumbled sentences to form a meaningful paragraph.

- 1) The pigeon saw this and wanted to help her.
- 2) The ant climbed on to the grass and saved to the dry land.
- 3) Once upon a time there was once a very happy pigeon.
- 4) He picked up a blade of grass and dropped it quite close to the ant.
- 5) He liked to splash in the water of the stream.
- 6) One day an ant fell into the stream accidentally.

- a. 3-5-6-1-4-2
- b. 3-5-6-2-4-1
- c. 3-5-4-1-6-2
- d. 3-5-4-1-2-6
- e. 3-5-4-2-1-6

20. Arrange the jumbled words to form a meaningful sentence.

jug - topush - the - her - tried - into - Thecrow - head

1 2 3 4 5 6 7 8

- a. 7-5-2-4-6-8-1-3
- b. 7-5-2-4-8-6-3-1
- c. 7-5-2-4-8-6-1-3
- d. 7-5-2-4-6-8-1-3
- e. 7-6-5-4-3-2-1-8



Pre Test

School : SMA Negeri 13 Semarang
Subject : English
Class/Semester : X/II
Material : Narrative Text

Name : M. Lutfi Hafim

Class : X MIPA 3

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

The following text is for question number 1-4.

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

Source: *sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara.*

1. What is the purpose of the text above?
 - a. To analyze the smart parrot
 - b. To describe about smart parrot
 - c. To entertain the reader and listener
 - d. To persuade the reader how smart of parrot
 - e. To tell the last experience of the writer
2. Where did the story take a place?
 - a. London
 - b. Puerto Rico
 - c. Jakarta
 - d. Buenos Aires
 - e. Catano
3. 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
 - e. The parrot ate meal
4. "The man got very angry", change to the present tense....

- a. The man is getting very angry
- b. The man have gotten very angry
- c. The man get very angry
- d. The man is get very angry
- e. The man gets very angry

The following text is for question number 7-9.

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

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

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

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

Source: https://englishahkam.blogspot.co.id/2012/07/contoh-narrative-text-beserta-soal-dan_21.html

5. Who helped the elephant's herd?
 - a. The elephant-hunter did
 - b. The hunters did
 - c. The trapped elephants did
 - d. A group of king did
 - e. Entire group of rats did
6. "He summoned on of the elephants of his herd," What does the synonym of the underlined word?
 - a. Call
 - b. Order
 - c. Require
 - d. Ask
 - e. Hit
7. What is generic structure of the last paragraph?
 - a. Orientation
 - b. Complication
 - c. Description
 - d. Resolution
 - e. Event

The following text is for question number 7-9.

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. All this time the turtle kept walking step by step. He never quit no matter how hot or tired he got. He just kept going. However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

Source: https://englishahkam.blogspot.co.id/2012/07/contoh-narrative-text-beserta-soal-dan_21.html

8. Why did the rabbit stop and take a short nap when race?
 - a. Because rabbit was hot and tired
 - b. Because rabbit hungry

- c. Because rabbit wanted a turtle
- d. Because rabbit lose in the race
- e. Because rabbit called by turtle
- 9. To tell the story, writer used...
 - a. Simple past tenses
 - b. Simple present tenses
 - c. Present continues tenses
 - d. Perfect tenses
 - e. Past perfect
- 10. What can we learn from the story?
 - a. Never underestimate the weakest opponent.
 - b. Must be the winner in the champion
 - c. Must make other proud to your boast
 - d. Sleep if you tired
 - e. Must be a good runner

The following text is for question number 10-12.

THE RABBIT'S REVERENCE

Long, long ago a rabbit and lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And though they were such close neighbors, the lion looked down upon the rabbit, and used to bully and frighten her.

Finally the rabbit could stand it no longer and wanted to get her own back. One day, she went to the lion and said, "Good day, respected older brother. Imagine it, I met an animal over there that looked exactly like you, and he said to me, 'Is there anyone in the world who dare stand up to me? If there is, let him come and have a duel with me. If there is no one, all of you have to submit my rule and be my servants!'".

Oh, he was intolerable braggart! He is so puffed up with pride that his eyes can't even light on anyone! 'Oho', the lion said. "Didn't you mention me to him?" "Yes, indeed," the rabbit replied. "But it would have been better if I hadn't. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant!" the lion a rage and roared, "Where is he? Where is she?"

So the rabbit took the lion behind a hill and, not going to near himself, pointed to a deep well from a distance, and said, "He is down there, in the well." The lion hastened to the well and glared angrily into it. Yes, there was his rival-as the rabbit said the image of himself-who even glared back at him angrily. The lion roared, and his enemy roared back. The lion became so furious that his hair stood on end. So did his enemy in the wells. The lion showed his teeth and lashed out with his paws to scare his arrival- and his enemy in the well retaliated!

In a fit of anger the lion sprang into the air with all his strength and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

Sources: DewiPrastistiningsih, BahasaInggrisKelas X, Klaten: GravikaDuaTujuh, 2012.

- 11. What is the main idea of paragraph 2?
 - a. The lion was too furious that he challenged the other animal to fight.
 - b. The rabbit told the lion that a strong animal challenged him to duel.
 - c. The rabbit and the lion went to a hill to fight the strong animal.
 - d. The rabbit was successfully in defeating the lion.
 - e. The rabbit heard that the lion was challenged by a strong animal.
- 12. "He was intolerable braggart". What does the underline mean?
 - a. Smart
 - b. Petulant

- c. Friendly
 - d. Arrogant
 - e. Stingy
- X 13. What can we learn from the story?
- a. Strong people will always be winner
 - b. Arrogance can make you unfortunate
 - c. We must help each other
 - X d. An enemy can be a good friend
 - e. A friend in need is a friend indeed

The following text is for question number 13-18.

One day a lion slept in the jungle . A tiny mouse ran over him and felt down on lion's nose. The lion awoke and roared loudly. He was very angry .The lion caught the tiny mouse by using his paws."Pardon me, O king, I beg of you" cried the frightened Mouse."If you will only forgive me this time, I will never forget your kindness. I meant you will be harmed and I certainly didn't want to disturb you.

"If you will save my live, I will turn your good deed." The Lion began to laugh."How can a tiny creature like you do something to help me? and he laughed loudly. "Oh well," he shrugged and looked down at the frightened mouse, "You are too tiny as my meal." He took his paw from the poor little prisoner and the mouse quickly ran away. Sometimes after this, some hunters tried to capture the lion. They set up rope nets in the jungle. The lion fell into the trap He roared and trashed. His thundershoed through the jungle. The tiny mouse heard the lion's roars. "That is the lion's roar" the tiny mouse remembered his promise. Then he ran into the jungle to see what happened to the lion."

The tiny mouse found the lion in bad condition, the mouse said to him, "Stop, stop! You must stop to roar. If you make any noise, the hunters will come and capture you. I'll get you out of this trap .by using his teeth the mouse gnawed the nets it until broke. The lion was stepped out of the net and was free. Then the mouse said , "Now, doesn't I correct?"Thank you , good mouse", said Lion Gently. "You have helped me even though I'm big and you are so little I see now what kindness is always worth while."

Source:<http://kodokita.blogspot.co.id/2012/09/text-narrative-beserta-soal-soal-nya.html>

- X 14. What did mouse do to prove his words?
- a. He would never forget the lion
 - b. He tried hard to help lion free
 - X c. He run up and down upon the lion
 - d. He asked for apology to the king of beast
 - e. He tied the lion to the tree so that the hunters could carry him
- X 15. "The lions opened his huge jaws to the mouse" the underline word has close meaning..
- X a. Tiny
 - b. Big
 - c. Minor
 - d. Narrow
 - e. Little
- X 16. "Stop, stop! You must not roar". the underline word has close meaning...
- a. Moan
 - b. Silent
 - X c. Noisy
 - d. Scream
 - e. Shout
- X 17. What is the main idea of paragraph three?
- a. The little mouse asked forgiveness
 - b. The hunter carried the lion alive to the king
 - X c. The lion was tied to a tree by hunters
 - d. The little mouse could prove that he could help the lion

- e. From the first, the lion believed in what the little mouse said
18. What is the moral value from the text above...
- a. Do the best for the other
 - b. It's best to prepare for the days of necessity
 - c. Common people may prove great ones
 - d. United we stand, divided we fall
 - e. Honesty begins at home

19. Arrange these jumbled sentences to form a meaningful paragraph.
- 1) The pigeon saw this and wanted to help her.
 - 2) The ant climbed on to the grass and saved to the dry land.
 - 3) Once upon a time there was once a very happy pigeon.
 - 4) He picked up a blade of grass and dropped it quite close to the ant.
 - 5) He liked to splash in the water of the stream.
 - 6) One day an ant fell into the stream accidentally.
- a. 3-5-6-1-4-2
 - b. 3-5-6-2-4-1
 - c. 3-5-4-1-6-2
 - d. 3-5-4-1-2-6
 - e. 3-5-4-2-1-6

20. Arrange the jumbled words to form a meaningful sentence.

jug - topush - the - her - tried - into - Thecrow - head

1 2 3 4 5 6 7 8

- a. 7-5-2-4-6-8-1-3
- b. 7-5-2-4-8-6-3-1
- c. 7-5-2-4-8-6-1-3
- d. 7-5-2-4-6-8-1-3
- e. 7-6-5-4-3-2-1-8

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Post Test

School : SMA Negeri 13 Semarang
Subject : English
Class/Semester : X/II
Material : Narrative Text

Name : *Filri budi aruzi*

Class : *X MIPA 2*

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

The following text is for question number 1-6.

One day a lion slept in the jungle . A tiny mouse ran over him and felt down on lion's nose. The lion awoke and roared loudly. He was very angry .The lion caught the tiny mouse by using his paws."Pardon me, O king, I beg of you" cried the frightened Mouse."If you will only forgive me this time, I will never forget your kindness. I meant you will be harmed and I certainly didn't want to disturb you.

"If you will save my live, I will turn your good deed." The Lion began to laugh."How can a tiny creature like you do something to help me? and he laughed loudly. "Oh well," he shrugged and looked down at the frightened mouse, "You are too tiny as my meal." He took his paw from the poor little prisoner and the mouse quickly ran away. Sometimes after this, some hunters tryed to capture the lion. They set up rope nets in the jungle. The lion fell into the trap He roared and trashed. His thundersochoed through the jungle. The tiny mouse heard the lion's roars. "That is the lion's roar" the tiny mouse remembered his promise. Then he ran into the jungle to see what happened to the lion."

The tiny mouse found the lion in bad condition, the mouse said to him, "Stop, stop! You must stop to roar. If you make any noise, the hunters will come and capture you. I'll get you out of this trap .by using his teeth the mouse gnawed the nets it until broke. The lion was stepped out of the net and was free. Then the mouse said , "Now, doesn't I correct?"Thank you , good mouse", said Lion Gently. "You have helped me even though I'm big and you are so little I see now what kindness is always worth while."

Source:<http://kodokita.blogspot.co.id/2012/09/text-narrative-beserta-soal-soal-nya.html>

1. What did mouse do to prove his words?
 - a. He would never forget the lion
 - b. He tried hard to help lion free
 - c. He run up and down upon the lion
 - d. He asked for apology to the king of beast
 - e. He tied the lion to the tree so that the hunters could carry him
2. "The lions opened his huge jaws to the mouse" the underline word has close meaning..
 - a. Tiny
 - b. Big
 - c. Minor
 - d. Narrow
 - e. Little

3. "Stop, stop! You must not roar". the underline word has close meaning...
 - a. Moan
 - b. Silent
 - c. Noisy
 - d. Scream
 - e. Shout
4. What is the main idea of paragraph three?
 - a. The little mouse asked forgiveness
 - b. The hunter carried the lion alive to the king
 - c. The lion was tied to a tree by hunters
 - d. The little mouse could prove that he could help the lion
 - e. From the first, the lion believed in what the little mouse said
5. What is the moral value from the text above...
 - a. Do the best for the other
 - b. It's best to prepare for the days of necessity
 - c. Common people may prove great ones
 - d. United we stand, divided we fall
 - e. Honesty begins at home
6. To tell the story, writer used...
 - a. Simple past tenses
 - b. Simple present tenses
 - c. Present continues tenses
 - d. Perfect tenses
 - e. Past perfect

The following text is for question number 7-10.

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

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

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

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

Source: https://englishahkam.blogspot.co.id/2012/07/contoh-narrative-text-beserta-soal-dan_21.html

7. Who did destroy the homes of all rats?
 - a. A group of mice did
 - b. The hunter did
 - c. Elephant-hunter did
 - d. A group of elephant did
 - e. Elephant's herd
8. Who helped the elephant's herd?
 - a. The elephant-hunter did
 - b. The hunters did

- c. The trapped elephants did
 - d. A group of king did
 - e. Entire group of rats did
9. "He summoned on of the elephants of his herd." What does the synonym of the underlined word?
- a. Call
 - b. Order
 - c. Require
 - d. Ask
 - e. Hit
10. What is generic structure of the last paragraph?
- a. Orientation
 - b. Complication
 - c. Description
 - d. Resolution
 - e. Event

The following text is for question number 11-15.

One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp...! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. "Ha... ha...ha... Stupid crocodile! Can't you tell the difference between a stick and a leg?" Then Mouse Deer ran off to drink somewhere else.

In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn't want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Have you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you."

"Really...? Tell us what to do," said Crocodile. "You must line up from this side of the river to the other side," said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile, "Three." Mouse Deer kept jumping until he arrived on the other side of the river. "How many are there?" asked Crocodile. "Just enough," said Mouse Deer. He laughed as he ran to the forest.***

Source: <https://salatinblog.wordpress.com/2016/05/12/the-crow-and-the-jug/>

11. What is the purpose of the text above?
- a. To analyzed the smart mouse deer
 - b. To describe about the mouse deer and the crocodile
 - c. To entertain the reader and listener
 - d. To persuade the reader how the mouse deer cross the river
 - e. To tell the last experience of the writer
12. Which statement is true according to the text?
- a. Crocodiles ate a mouse deer
 - b. Crocodiles and mouse deer swam together

- c. The trapped elephants did
 - d. A group of king did
 - e. Entire group of rats did
9. "He summoned on of the elephants of his herd," What does the synonym of the underlined word?
- a. Call
 - b. Order
 - c. Require
 - d. Ask
 - e. Hit
10. What is generic structure of the last paragraph?
- a. Orientation
 - b. Complication
 - c. Description
 - d. Resolution
 - e. Event

The following text is for question number 11-15.

One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp...! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. "Ha... ha...ha... Stupid crocodile! Cant you tell the difference between a stick and a leg?" Then Mouse Deer ran off to drink somewhere else.

In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn't want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Have you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you."

"Really...? Tell us what to do," said Crocodile. "You must line up from this side of the river to the other side," said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile, "Three." Mouse Deer kept jumping until he arrived on the other side of the river. "How many are there?" asked Crocodile. "Just enough," said Mouse Deer. He laughed as he ran to the forest.***

Source: <https://salatinblog.wordpress.com/2016/05/12/the-crow-and-the-jug/>

11. What is the purpose of the text above?
- a. To analyzed the smart mouse deer
 - b. To describe about the mouse deer and the crocodile
 - c. To entertain the reader and listener
 - d. To persuade the reader how the mouse deer cross the river
 - e. To tell the last experience of the writer
12. Which statement is true according to the text?
- a. Crocodiles ate a mouse deer
 - b. Crocodiles and mouse deer swam together

- c. Crocodiles and mouse deer were a good friend
 - d. Crocodiles gave fruits to mouse deer
 - e. Crocodiles makes a ranks to mouse deer
13. What did the mouse deer do to cross a river?
- a. Mouse Deer jumped onto Crocodile's back
 - b. The mouse deer swam
 - c. The mouse deer walk through bridge
 - d. The mouse deer walk to other cross
 - e. The mouse deer used boot
14. "You must line up from this side of the river to the other side,". (paragraph 3) What does the underlined word mean?
- a. Lurk
 - b. Hide
 - c. Go
 - d. Swam
 - e. In a row
15. What did you learn from the text?
- a. The gentle and weak sometimes can be clever than fierce and strong.
 - b. One good turn deserves another
 - c. It's easy to despise what you cannot have
 - d. Little friends may prove to be great friends
 - e. The stranger always be a king

The following text is for question number 16-18.

THE RABBIT'S REVERENCE

Long, long ago a rabbit and lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And though they were such close neighbors, the lion looked down upon the rabbit, and used to bully and frighten her.

Finally the rabbit could stand it no longer and wanted to get her own back. One day, she went to the lion and said, "Good day, respected older brother. Imagine it, I met an animal over there that looked exactly like you, and he said to me, 'Is there anyone in the world who dare stand up to me? If there is, let him come and have a duel with me. If there is no one, all of you have to submit my rule and be my servants!'".

Oh, he was intolerable braggart! He is so puffed up with pride that his eyes can't even light on anyone! 'Oho', the lion said. "Didn't you mention me to him?" "Yes, indeed," the rabbit replied. "But it would have been better if I hadn't. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant!" the lion a rage and roared, "Where is he? Where is she?"

So the rabbit took the lion behind a hill and, not going to near himself, pointed to a deep well from a distance, and said, "He is down there, in the well." The lion hastened to the well and glared angrily into it. Yes, there was his rival-as the rabbit said the image of himself-who even glared back at him angrily. The lion roared, and his enemy roared back. The lion became so furious that his hair stood on end. So did his enemy in the wells. The lion showed his teeth and lashed out with his paws to scare his arrival- and his enemy in the well retaliated!

In a fit of anger the lion sprang into the air with all his strength and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

Sources: DewiPrastistiningsih, BahasaInggrisKelas X, Klaten: GravikaDuaTujuh, 2012.

16. What is the main idea of paragraph 2?
- The lion was too furious that he challenged the other animal to fight.
 - The rabbit told the lion that a strong animal challenged him to duel.
 - The rabbit and the lion went to a hill to fight the strong animal.
 - The rabbit was successfully in defeating the lion.
 - The rabbit heard that the lion was challenged by a strong animal.
17. "He was intolerable braggart". What does the underline mean?
- Smart
 - Petulant
 - Friendly
 - Arrogant
 - Stingy
18. What can we learn from the story?
- Strong people will always be winner
 - Arrogance can make you unfortunate
 - We must help each other
 - An enemy can be a good friend
 - A friend in need is a friend indeed
19. Arrange these jumbled sentences to form a meaningful paragraph.
- The pigeon saw this and wanted to help her.
 - The ant climbed on to the grass and saved to the dry land.
 - Once upon a time there was once a very happy pigeon.
 - He picked up a blade of grass and dropped it quite close to the ant.
 - He liked to splash in the water of the stream.
 - One day an ant fell into the stream accidentally.
- 3-5-6-1-4-2
 - 3-5-6-2-4-1
 - 3-5-4-1-6-2
 - 3-5-4-1-2-6
 - 3-5-4-2-1-6
20. Arrange the jumbled words to form a meaningful sentence.
- jug - topush - the - her - tried - into - Thecrow - head
- 1 2 3 4 5 6 7 8
- 7-5-3-4-6-8-1-2
 - 7-5-2-4-8-6-3-1
 - 7-5-2-1-4-8-6-3
 - 7-5-2-4-6-8-1-3
 - 7-6-5-4-3-2-1-8

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Post Test

School : SMA Negeri 13 Semarang
Subject : English
Class/Semester : X/II
Material : Narrative Text

Name : M. Lutfi Hakim

Class : X MIPA 3

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

The following text is for question number 1-6.

One day a lion slept in the jungle . A tiny mouse ran over him and fell down on lion's nose. The lion awoke and roared loudly. He was very angry .The lion caught the tiny mouse by using his paws."Pardon me, O king, I beg of you" cried the frightened Mouse."If you will only forgive me this time, I will never forget your kindness. I meant you will be harmed and I certainly didn't want to disturb you.

"If you will save my life, I will turn your good deed." The Lion began to laugh."How can a tiny creature like you do something to help me? and he laughed loudly. "Oh well," he shrugged and looked down at the frightened mouse, "You are too tiny as my meal." He took his paw from the poor little prisoner and the mouse quickly ran away. Sometimes after this, some hunters tried to capture the lion. They set up rope nets in the jungle. The lion fell into the trap He roared and trashed. His thundersounded through the jungle. The tiny mouse heard the lion's roars. "That is the lion's roar" the tiny mouse remembered his promise. Then he ran into the jungle to see what happened to the lion."

The tiny mouse found the lion in bad condition, the mouse said to him, "Stop, stop! You must stop to roar. If you make any noise, the hunters will come and capture you. I'll get you out of this trap .by using his teeth the mouse gnawed the nets it until broke. The lion was stepped out of the net and was free. Then the mouse said , "Now, doesn't I correct?"Thank you , good mouse", said Lion Gently. "You have helped me even though I'm big and you are so little I see now what kindness is always worth while."

Source:<http://kodokita.blogspot.co.id/2012/09/text-narrative-beserta-soal-soal-nya.html>

- X 1. What did mouse do to prove his words?
- a. He would never forget the lion
 - b. He tried hard to help lion free
 - c. He run up and down upon the lion
 - d. He asked for apology to the king of beast
 - X He tied the lion to the tree so that the hunters could carry him
2. "The lions opened his huge jaws to the mouse" the underline word has close meaning..
- a. Tiny
 - X Big
 - c. Minor
 - d. Narrow
 - e. Little

3. "Stop, stop! You must not roar". the underline word has close meaning...
- Moan
 - Silent
 - Noisy
 - Scream
 - Shout
4. What is the main idea of paragraph three?
- The little mouse asked forgiveness
 - The hunter carried the lion alive to the king
 - The lion was tied to a tree by hunters
 - The little mouse could prove that he could help the lion
 - From the first, the lion believed in what the little mouse said
5. What is the moral value from the text above...
- Do the best for the other
 - It's best to prepare for the days of necessity
 - Common people may prove great ones
 - United we stand, divided we fall
 - Honesty begins at home
6. To tell the story, writer used...
- Simple past tenses
 - Simple present tenses
 - Present continues tenses
 - Perfect tenses
 - Past perfect

The following text is for question number 7-10.

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

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

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

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

Source: https://englishahkam.blogspot.co.id/2012/07/contoh-narrative-text-beserta-soal-dan_21.html

7. Who did destroy the homes of all rats?
- A group of mice did
 - The hunter did
 - Elephant-hunter did
 - A group of elephant did
 - Elephant's herd
8. Who helped the elephant's herd?
- The elephant-hunter did
 - The hunters did

- c. The trapped elephants did
 - d. A group of king did
 - e. Entire group of rats did
9. "He summoned on of the elephants of his herd," What does the synonym of the underlined word?
- a. Call
 - b. Order
 - c. Require
 - d. Ask
 - e. Hit
10. What is generic structure of the last paragraph?
- a. Orientation
 - b. Complication
 - c. Description
 - d. Resolution
 - e. Event

The following text is for question number 11-15.

One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp...! Crocodile grabbed the stick and pulled it underwater. Mouse Deer laughed. "Ha... ha...ha... Stupid crocodile! Cant you tell the difference between a stick and a leg?" Then Mouse Deer ran off to drink somewhere else.

In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn't want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud, "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Have you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you."

"Really...? Tell us what to do," said Crocodile. "You must line up from this side of the river to the other side," said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile, "Three." Mouse Deer kept jumping until he arrived on the other side of the river. "How many are there?" asked Crocodile. "Just enough," said Mouse Deer. He laughed as he ran to the forest.***

Source: <https://salatinblog.wordpress.com/2016/05/12/the-crow-and-the-jug/>

11. What is the purpose of the text above?
- a. To analyzed the smart mouse deer
 - b. To describe about the mouse deer and the crocodile
 - c. To entertain the reader and listener
 - d. To persuade the reader how the mouse deer cross the river
 - e. To tell the last experience of the writer
12. Which statement is true according to the text?
- a. Crocodiles ate a mouse deer
 - b. Crocodiles and mouse deer swam together

- c. Crocodiles and mouse deer were a good friend
 - d. Crocodiles gave fruits to mouse deer
 - e. Crocodiles makes a ranks to mouse deer
13. What did the mouse deer do to cross a river?
- a. Mouse Deer jumped onto Crocodile's back
 - b. The mouse deer swam
 - c. The mouse deer walk through bridge
 - d. The mouse deer walk to other cross
 - e. The mouse deer used boot
14. "You must line up from this side of the river to the other side,". (paragraph 3) What does the underlined word mean?
- a. Lurk
 - b. Hide
 - c. Go
 - d. Swam
 - e. In a row
15. What did you learn from the text?
- a. The gentle and weak sometimes can be clever than fierce and strong.
 - b. One good turn deserves another
 - c. It's easy to despise what you cannot have
 - d. Little friends may prove to be great friends
 - e. The stranger always be a king

The following text is for question number 16-18.

THE RABBIT'S REVERENCE

Long, long ago a rabbit and lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And though they were such close neighbors, the lion looked down upon the rabbit, and used to bully and frighten her.

Finally the rabbit could stand it no longer and wanted to get her own back. One day, she went to the lion and said, "Good day, respected older brother. Imagine it, I met an animal over there that looked exactly like you, and he said to me, 'Is there anyone in the world who dare stand up to me? If there is, let him come and have a duel with me. If there is no one, all of you have to submit my rule and be my servants!'".

Oh, he was intolerable braggart! He is so puffed up with pride that his eyes can't even light on anyone! 'Oho', the lion said. "Didn't you mention me to him?" "Yes, indeed," the rabbit replied. "But it would have been better if I hadn't. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant!" the lion a rage and roared, "Where is he? Where is she?"

So the rabbit took the lion behind a hill and, not going to near himself, pointed to a deep well from a distance, and said, "He is down there, in the well." The lion hastened to the well and glared angrily into it. Yes, there was his rival-as the rabbit said the image of himself-who even glared back at him angrily. The lion roared, and his enemy roared back. The lion became so furious that his hair stood on end. So did his enemy in the wells. The lion showed his teeth and lashed out with his paws to scare his arrival- and his enemy in the well retaliated!

In a fit of anger the lion sprang into the air with all his strength and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

Sources: DewiPrastistiningsih, BahasaInggrisKelas X, Klaten: GravikaDuaTujuh, 2012.

16. What is the main idea of paragraph 2?
- The lion was too furious that he challenged the other animal to fight.
 - The rabbit told the lion that a strong animal challenged him to duel.
 - The rabbit and the lion went to a hill to fight the strong animal.
 - The rabbit was successfully in defeating the lion.
 - The rabbit heard that the lion was challenged by a strong animal.
17. "He was intolerable braggart". What does the underline mean?
- Smart
 - Petulant
 - Friendly
 - Arrogant
 - Stingy
18. What can we learn from the story?
- Strong people will always be winner
 - Arrogance can make you unfortunate
 - We must help each other
 - An enemy can be a good friend
 - A friend in need is a friend indeed
19. Arrange these jumbled sentences to form a meaningful paragraph.
- The pigeon saw this and wanted to help her.
 - The ant climbed on to the grass and saved to the dry land.
 - Once upon a time there was once a very happy pigeon.
 - He picked up a blade of grass and dropped it quite close to the ant.
 - He liked to splash in the water of the stream.
 - One day an ant fell into the stream accidentally.
- 3-5-6-1-4-2
 - 3-5-6-2-4-1
 - 3-5-4-1-6-2
 - 3-5-4-1-2-6
 - 3-5-4-2-1-6
20. Arrange the jumbled words to form a meaningful sentence.
- jug - topush - the - her - tried - into - Thecrow - head
- 1 2 3 4 5 6 7 8
- 7-5-3-4-6-8-1-2
 - 7-5-2-4-8-6-3-1
 - 7-5-2-1-4-8-6-3
 - 7-5-2-4-6-8-1-3
 - 7-6-5-4-3-2-1-8



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : B-5896/Un.10.3/J4/PP.00.9/12/2016 Semarang, 15 Desember 2016
Lamp : -
Hal : **Penunjukkan Pembimbing Skripsi**

Yth:

Dra. Hj. Siti Mariam, M.Pd

Assalamualaikum Wr. Wb.

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

Nama : Risma Wijayanti
NIM : 133411093
Judul : *The Effectiveness of Somatic, Auditory, Visual, Intellectual (SAVT) Approach to Teach Students' Reading Comprehension on Narrative Text (An Experimental Study at Tenth Grade Students of SMA Negeri 13 Semarang in the academic year of 2016/2017)*

Dan menunjuk Dra. Hj. Siti Mariam, M.Pd sebagai pembimbing dalam skripsi sebagai syarat kelulusan S1.

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

Wassalamualaikum Wr. Wb.



NIP.19650329 199403 1 002

Tembusan:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang
2. Ketua Jurusan Pendidikan Bahasa Inggris
3. Dosen Pembimbing
4. Mahasiswa yang bersangkutan
5. Arsip



KEMENTERIAN AGAMA
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Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

Nomor : B- 5776/Un.10.3/J4/TL.00/12/2016

Semarang, 15 Desember 2016

Lamp :-

Hal : **Pengantar Observasi**

A.n : Risma Wijayanti

NIM : 133411093

Kepada Yth.

Kepala SMA N 13 Semarang
di Semarang

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka pembuatan proposal, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama : Risma Wijayanti

NIM : 133411093

Alamat : Brebes

Judul Proposal: **The Effectiveness of Somatic, Auditory, Visual, Intellectual (SAVI) Approach to Teach Students' Reading Comprehension on Narrative Text (An Experimental Study at Tenth Grade Students of SMA Negeri 13 Semarang in the academic year of 2016/2017)**

Mahasiswa tersebut membutuhkan data-data dengan tema/judul proposal yang sedang disusun, oleh karena itu kami mohon mahasiswa tersebut di izinkan melaksanakan observasi pada tanggal 16 Desember 2016.

Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. kami sampaikan terimakasih.

Wassalamu'alaikumWr. Wb.



Jurusan PBI

Schrom, M. A.

HP.19650329 199403 1 002



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Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

Nomor : B-1155/Un. 10.3/D.1/TL.00./03/2017 Semarang, 21 Maret 2017
Lamp : -
Hal : Mohon Izin Riset
A.n. : Risma Wijayanti
NIM : 133411093

Kepada Yth. :
Kepala SMA N 13 Semarang
di Semarang

Assalamu'alaikum Wr. Wb.

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

Nama : Risma Wijayanti
NIM : 133411093
Alamat : Tugurejo, Semarang
Judul Skripsi : The Effectiveness of Using SAVI to Teach Reading Comprehension on Narrative Text (an Experimental Study at Tenth Grade Students of SMAN 13 Semarang in the Academic Year of 2016/2017)
Pembimbing : Dra. Hj. Siti Mariam, M. Pd

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu mohon diberi izin riset selama 31 hari, mulai tanggal 29 Maret sampai dengan tanggal 30 April 2017.

Demikian atas perhatian dan kerjasamanya disampaikan terimakasih.
Wassalamu'alaikum Wr. Wb.



Wakil Bidang Akademik

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Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
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SURAT KETERANGAN PENELITIAN

Nomor : 070/581/2017

Yang bertanda tangan di bawah ini Kepala SMA Negeri 13 Semarang menerangkan bahwa :

Nama : Risma Wijayanti
NPM : 133411093
Program Studi : English Language Education
Perguruan Tinggi : UIN Walisongo Semarang

Telah melakukan Observasi (penelitian) di SMA Negeri 13 Semarang untuk keperluan pembuatan Skripsi pada :

Waktu : Bulan Maret 2017
Judul Skripsi : "The Effectiveness Of Using Somatic, Auditory, Visual, Intellectual (SAVI) Approach To Teach Students' Reading Comprehension On Narrative Text At Tenth Grade Students Of SMA Negeri 13 Semarang In The Academic Year Of 2016/2017".

Demikian surat keterangan ini buat untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 19 September 2017
Kepala Sekolah,
Waka Kurikulum,
SMAN 13
SEMARANG
SUPARLIYANTO, S.Pd.
DISDIK 19880505 200212 1 007



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

PENELITI : Risma Wijayanti
NIM : 133411093
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : THE EFFECTIVENESS OF USING SOMATIC, AUDITORY, VISUAL, INTELLECTUAL (SAVI) APPROACH TO TEACH STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT AT TENTH GRADE STUDENTS OF SMA NEGERI 13 SEMARANG IN THE ACADEMIC YEAR OF 2016/2016

HIPOTESIS :

- a. Hipotesis Varians :
- H₀ : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.
 - H₁ : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.
- b. Hipotesis Rata-rata : H₀ : Rata-rata hasil belajar siswa kelas eksperimen ≤ kontrol. H₁ : Rata-rata hasil belajar siswa kelas eksperimen > kontrol.

DASAR PENGAMBILAN KEPUTUSAN :

H₀ DITERIMA, jika nilai $t_{hitung} \leq t_{tabel}$

H₀ DITOLAK, jika nilai $t_{hitung} > t_{tabel}$

HASIL DAN ANALISIS DATA :

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Nilai awal	Eksp	38	52.895	12.282	2.12253
	Kontro	38	48.1579	8.96096	1.45366
Nilai akhir	Eksp	38	50.132	11.32492	1.83715
	Kontro	38	66.9737	11.36254	1.84325



**LABORATORIUM MATEMATIKA
FAKULTAS SAINS DAN TEKNOLOGI UIN
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		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	
Nilai Awal	Equal Variances assumed	.901	.346	1.054	74	.002	-3.15789	2.57260	-9.03188	2.10299
	Equal variances not assumed			1.054	65.450	.002	-3.15789	2.57260	-9.02073	2.11047
Nilai Akhir	Equal Variances assumed	.000	.992	2.528	74	.014	6.57895	2.60243	1.39348	11.76441
	Equal variances not assumed			2.528	73.999	.014	6.57895	2.60243	1.39348	11.76441

- 1 Pada kolom *Levenes Test for Equality of Variances*, diperoleh nilai sig. = 0,927. Karena sig. = 0,927 \geq 0,05, maka H₀ DITERIMA, artinya kedua varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.
- 2 Karena identiknya varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol, maka untuk membandingkan 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} = 2,329.
- 3 Nilai t_{tabel} (73;0,05) = 1,666 (*one tail*). Berarti nilai t_{hitung} = 2,329 > t_{tabel} = 1,666 hal ini berarti H₀ DITOLAK, artinya : Rata-rata hasil belajar siswa kelas eksperimen lebih baik dari rata-rata hasil belajar kelas kontrol.

Semarang, 8 Agustus 2017
Ketua Jurusan Pend. Matematika,



Yulia Romadiastri

CURRICULUM VITAE

A. Personal identity

1. Name : Risma Wijayanti
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B. Education

Formal Education:

1. SD Negeri Kutamendala 01 Tonjong
2. MTs Nurul Ulum Karangsawah
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Semarang, January 5th 2018

The Researcher

Risma Wijayanti
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