

**TEACHING READING OF NARRATIVE TEXT
THROUGH THINKING-ALOUD COMBINED WITH
KAHOOT!**

THESIS

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



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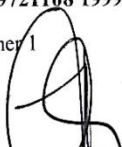
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ABSTRACT

Title : Teaching Reading of Narrative text through Thinking-aloud combined with Kahoot!
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The purpose of this study is to explain the use the effectiveness of using the thinking-aloud method combined with Kahoot! in learning narrative text at MA Futuhiyyah 2 Mranggen in the academic year 2020/2021. The research design was experimental research. The total participants were 60 students. This research was conducted in the Experimental group (30 students) and Control Group (30 Students). The researcher conducted the try-out to the try-out class, X IPA 2. The researcher also conducted two test, pre-test and post-test as the data collection. The item was tried out before being used. T-test was used to analyze the data. The data was analyzed by using IBM SPSS verison 23.0. After collecting the data, it was found that the post-test average score of the experimental got higher than the control class. It was 82.53, henceforth for the control class was 68.00. Based on the data analysis, it was found that the value of Sig (2-tailed) is $0,000 < 0.05$. It can be stated that Ho (Null Hypothesis) was rejected and Ha (Alternative Hypothesis) was accepted. Referring to the result of data analysis, it shows that the use of the Thinking-aloud method combined with Kahoot! was effective in teaching reading of Narrative text. The research finding implies that use of Thinking-aloud method combined with Kahoot! is needed to be proposed continuously in teaching reading of the narrative text. It is accomplished to improve the students' comprehension in narrative text learning and maintaining the students' motivation. It can increase our knowledge and give more infromation to the method for instance the use of Thinking-aloud combined with Kahoot! is needed to teach reading of Narrative text and it is hoped that this study could be one of the references for further researcher.

Keywords : *Thinking-aloud combined with Kahoot!, Reading of Narrative text, Reading comprehension*

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Semarang, 16 November 2021

The researcher



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MOTTO

“Life is a game, Sometimes we win and sometimes we learn”¹

¹ Jhon C. Maxwell, *Sometimes You Win Sometimes You Learn* (New York: Center street, 2015).

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CHAPTER I

INTRODUCTION

A. Research Background

English becomes the frequent international language that important to be used and learned. (Wu and Marek, 2010). Language is still taught as a traditional classroom subject in non-English speakers countries. However, cooperating technology in teaching-learning offers an opportunity to language learners to interact with people from other cultures. It can be beneficial for language learning. (Chang & Lehman, 2002). It also can be great importance since applying technology can provide an environment in which learners have the opportunities to interact in English. Beside the space for students to interact, it also provides the space for students to increase their knowledge and creativity.²

The one of important skills in English language learning is reading comprehension. The word reading is often found with the word literacy. Self-reading is one of the best ways to learn as it relates to literacy and social development. In the Al-Qur'an, it is also stated that the first commandment that

² Azadeh Shafaei, "Computer Assisted Learning: A Helpful Approach in Learning English," *Frontiers of Language and Teaching* 3 (2012): 108–115.

God sent to his people. The command is a command to read. In his words QS. Iqra 'verse 1: 5 reads:

أَفْرَأُ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) أَفْرَأُ وَرَبُّكَ
الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

(1) Recite in the name of your Lord who created.- (2) Created man from a clinging substance.- (3) Recite and your Lord is the Generous.- (4) Who taught by the pen.- (5) Taught man that which he knew not.

In the Qur'an al-Iqra 'verses, 1-5 contains the values of skills education for humans. The value of character education in this continuation can be developed. In paragraphs 1 and 3 represent the value of reading education. Reading is really important that must be improved by a human being. This condition is suitable for the development of students' absorption and soul.³

At the earlier time, reading is a passive activity, but in fact, it must be active. According to Block stated in 1992 indicated reading is a hidden process that exists in the learning process in the classroom, but it is often not realized that a process is occurring. In practice, teachers believe that reading activities should be carried out teacher-centered. This should

³ Ahmad Islahud Daroini, "Tafsir Ayat Pendidikan Dalam Q.S. Al-'Alaq Ayat 1-5 Menurut Quraish Shihab Skripsi," *Skripsi* 53, no. 9 (2013): 89-99. Page 18-19

not be done because it can create difficulties for students themselves.

Reading is a self-discovery process. In this process, students are bound to written material that contains cognitive and metacognitive efforts to gain new knowledge. In this view, it can be concluded that reading is a final product like a quote in a journal entitled "The Role of Reading Skills on Reading Comprehension Ability of Turkish EFL Students" written by Kaya. E.⁴

Reading comprehension is the most important goal in reading activities. Even like that, teaching is still in the classical method. The teacher lacks support for ents to develop their reading comprehension. This will be for students' reading habits.⁵

Further, there are several reading comprehension strategies and different classifications of these strategies. Here, Duke and Pearson categorized the effective personal reading comprehension strategies become six categories. There are

⁴ Ebru Kaya, "The Role of Reading Skills on Reading Comprehension Ability of Turkish EFL Students," *ÜNİVERSİTEPARK Bülten* 4, no. 1–2 (2015): 37–51. Page 38

⁵ Jitlada Kumnuansin and Jintavee Khlaisang, "Development of a Model of Thai Literature Hypermedia Electronic Books with Social Media Based on the Reader-Response Theory to Enhance Reading Comprehension of Elementary School Students," *Procedia - Social and Behavioral Sciences* 174, no. February 2015 (2015): 1700–1706, <http://dx.doi.org/10.1016/j.sbspro.2015.01.824>. Page 171

Predicting, Thinking-aloud (Teacher's thinking-aloud and Student's thinking-aloud), Text structure (Story structure and Informative text structure), Visual presentation of text, Summarizing, and Questions/questioning.

Based on those classifications, one of the famous strategies is Thinking-aloud. In this strategy, the teacher expresses his / her thoughts to his / her students vocally on how comprehension occurs during the pupils read a text and improves the pupils' awareness of their comprehension processes. (Yasemin & Sulak: 2018) The strategy of thinking-aloud is highly important in terms of both teachers setting a model for students to transfer their thought processes and making the thoughts and minds of students visible. This strategy here can be examined under two titles. The first title is the teacher's thinking-aloud and the second one as student's thinking-aloud.⁶

As the explanation above can be inferred that Thinking aloud is applied in teaching reading which focuses on the students' reading comprehension. Hence, this research is not only applying the Thinking-aloud strategy but also applying the use of a game-based learning platform as the students'

⁶ Yasemin Sönmez and Süleyman Erkam Sulak, "The Effect of the Thinking-Aloud Strategy on the Reading Comprehension Skills of 4th Grade Primary School Students," *Universal Journal of Educational Research* 6, no. 1 (2018): 168–172. Page 166-167

evaluation regarding the text itself. The comprehension of the text is similarly important as reading comprehension. Arwijati Wahjudi (2010) stated that besides the reading activity, the reading text itself is an important object for students to get information from, to learn, or simply to enjoy, which further suggests that both the teacher and the students should make the most of the reading texts they are dealing with. The object we are referring to contains lots of language samples to be introduced to the students to make the students familiar with the samples of the target language. These language samples should stay in the students' memories ready to be retrieved at the right moments.⁷

Must be admitted by most teachers that it is a challenge to keep the students' motivation, engagement, and concentration over time in a lecture. According to (O. L. Liu, Bridgeman, & Adler, 2012) stated that lack of motivation can result in a reduction of learning outcomes and a negative atmosphere in the classroom. This challenge is usually even a bigger problem in higher education with big classes with little interaction. Educational research has shown that students who are actively involved in the learning activity will learn more

⁷ Arwijati Wahjudi, "Interactive Post-Reading Activities That Work," *Jurnal Bahasa, Sastra, Seni, dan Pengajarannya* 38, no. 1 (2010): 84-92. Page 84-85

than passive students (Butler, 1992; Murray, 1991). Further, there is extensive evidence that student engagement in lectures improves understanding and academic results (Prince, 2004).⁸

The use of this technology assists both students and educators in the teaching and learning process.⁹ It also stresses that nowadays's students are tech-savvy and expect to be committed. Therefore, changes need to be introduced into teaching methods and new information and communication technologies should be adopted, as these can provide new tools to be incorporated into teaching-learning processes. Further, technology is believed to help educators to be a creative managers from the learning experience and not only as resource.¹⁰

Digital gaming is a form of entertainment that has historically remained separate from the classroom. (Boyle et al, 2012) as cited in Journal Under the title "The Use of Game-Based Learning Platform to Engage Nursing Students: A

⁸ Alf Inge Wang and Rabail Tahir, "The Effect of Using Kahoot! For Learning – A Literature Review," *Computers and Education* 149, no. May 2019 (2020): 103818, <https://doi.org/10.1016/j.compedu.2020.103818>.Page 1

⁹ Kumnansin and Khlaisang, "Development of a Model of Thai Literature Hypermedia Electronic Books with Social Media Based on the Reader-Response Theory to Enhance Reading Comprehension of Elementary School Students."Page 171

¹⁰ Sharon E.Smaldino et al, *Instructional Technology & Media For Learning* (Jakarta: : Kencana Perdana Media Group, 2012). Page 16

Descriptive, Qualitative Study" Nurse Education in Practice" written by Cara Gallegos et al, (2017).¹¹

Some researchers (Alf Inge Wang*, Rabail Tahir (2020), Patricia A. Baszuk & Michele L. Heath (2020), and Grace Nathania Clara Sabandar (2018)) have already conducted a study focusing on the use of Kahoot in classroom learning, but in the use of Kahoot! here brought into the classroom as game-based learning to make students interactive in learning. Those also have been explained earlier in the game-based learning in the teaching-learning process. In the reading activity, we can say this activity is a post-reading activity. In this study, researchers besides applying Kahoot! as a post-reading activity, also applying the Thinking-aloud strategy in teaching reading narrative text to high school students. Implementation of the strategy in learning is very important because with the implementation of the learning strategy in the teaching process must be done both teachers and students to achieve learning objectives effectively and efficiently

On the other hand, the researchers (Yasemin Sönmez and Süleyman Erkam Sulak (2018), Lupi Karyawati (2017), Syamsul Bahri Ys, et al (2018)) have also examined the application of thinking-aloud as during reading activity, but as

¹¹ Tim Pusklikat Pegawai, "Pendekatan Pembelajaran" (Bogor: Pusklikat Pegawai Kemendikbud, 2016).Page 6

it is known that maintaining motivation in teaching is very difficult.¹² The research by Blanka Klimova 1,* and Katarina Zamborova 2 (2020) stated that in teaching reading comprehension, Students seem to enjoy using mobile apps, both inside and outside the educational settings, especially if the content is interactive and simulates real-life situations Therefore, in this study as discussed earlier, the application of Kahoot! as a post-reading activity, student evaluation, and it also stimulates real-life situation which the educator as the host and the students are the competitor will be applied in this study.¹³

Furthermore, the use of Thinking-aloud and Kahoot hopefully will be significantly effective in the way teachers deliver the material, especially in reading. Besides understanding What the Thinking Thinking-aloud is. We also introduce the definition of Kahoot is. Kahoot! Itself is a game-based learning platform used to review students' knowledge. Kahoot could be a formative assessment. Besides that, Kahoot also being a break from traditional classroom activities. According to Alf Inge Wang*, Rabail Tahir (2020) Kahoot is

¹² Wang and Tahir, "The Effect of Using Kahoot! For Learning – A Literature Review." Page 2

¹³ Blanka Klimova and Katarina Zamborova, "Use of Mobile Applications in Developing Reading Comprehension in Second Language Acquisition —A Review Study," *Education Sciences* 10, no. 12 (2020): 1–11. Page 11

among the most popular game-based learning platforms, with 70 million monthly active unique users and used by 50% of US K- 12 students.¹⁴ The students are asked to answer the question by using their device. On this occasion, the students are expected to think and get an understanding of what they learned. The participated students will get the motivation by doing the method because the result is immediately seen after the game is done. Besides that by rewarding them and winning the game can be the motivation aspect to the students to keep going in the learning process.¹⁵

Hence, In the recent study will more focus on investigating the use of Thinking-aloud and Kahoot! to teach Reading with the senior high school grade to show how the effectiveness of using Thinking-aloud and Kahoot! to teach senior high school students.

B. Research Question

For the limitation of the problem above. In this thesis guided trough the following major question:

¹⁴ Wang and Tahir, “The Effect of Using Kahoot! For Learning – A Literature Review.”Page 2

¹⁵ Huseyin Bicen and Senay Kocakoyun, “Determination of University Students’ Most Preferred Mobile Application for Gamification,” *World Journal on Educational Technology: Current Issues* 9, no. 1 (2017): 18.

How is the effectiveness of Teaching Reading of Narrative Text through Thinking-aloud combined with Kahoot!?

C. Research Objective

In this study the researcher investigated the degree of effectiveness of Thinking-aloud combined with Kahoot! to teach reading of a narrative text to the tenth-grade students of Senior High School.

D. Pedagogical Significance

Some advantages hopefully can be obtained from this study, especially in the teaching reading of a narrative text. Applying Thinking-aloud and Kahoot! may help students reading comprehension of the narrative text well.

1. Theoretically

This research will enrich the method and strategy for EFL teachers on the teaching and learning process to achieve the goals of English learning

2. Practically

This research is hoped to give some positive contribution to the English learning context and will be beneficial for students and teachers.

CHAPTER II

REVIEW OF RELATED LITARATURE

A. Literature Review

1. Thingking Aloud

According to Pressley et al (1992), in McKeown and Gentilucci (2007, p. 1) as cited from Syamsul Bahri Ys, et al (2018) states that in building text comprehension, Think Aloud acts as a bridge connecting teachers and pupils to cooperate each other. It is believed that the interactions that are thought out loud by both educators and pupils can make the pupils able to gain a better understanding of the text. According to Oster (2001) in Shahrokh Jahandar, et al. (2012) defines Think-Aloud is a method in which students express their thoughts when they read. In the Think Aloud method students are encouraged to recognize the difference between reading words and understanding texts. This is done by talking loudly about what they think. This meta-cognition awareness; Thinking about thinking, is an important component of learning because it allows students to assess their level of understanding and adjust their strategies for greater success. Alam Jahandar et al (2012) said that students can increase their awareness of being reader strategies through the use of the Think Aloud Method

in teaching EFL reading comprehension. The role of this method in addition to students is also intended for teachers. The use of the Think Aloud Method will provide information about each student's needs and will enable them to provide appropriate instruction for students who learn to read to improve their understanding. Further, Cassanave (1988) in Syamsul Bahri Ys, et al. (2018) claims that by applying hard thinking strategies, students can improve their reading quality. This quality improvement focuses on the main points and asks questions related to the main ideas in the text rather than the less important details. Thus, the use of this method is useful because there is a process of verbalization on students who utilize all their thoughts to create an understanding of reading texts. Therefore, when students think hard, they learn how to learn, and they develop into learners who are reflective, meta-cognitive, independent, invaluable steps in helping students understand that learning requires effort and is often not easy. Think Aloud is also used to model understanding processes such as making predictions, making pictures, linking information in the text with prior knowledge, monitoring,

and solving problems with word recognition or understanding¹⁶

Furthermore, metacognitive awareness carried out in the Think Aloud process (being able to think about one's thoughts) is an important component of learning. This is considered important because it allows students to assess their level of understanding and adjust their strategies for greater success. By inviting students to ponder the process of thinking hard as they read, educators encourage them to

0,617

recognize the difference between reading words and understanding texts. By talking regarding using their strategies, students gain insight into the complexity of reading, and hence broaden their understanding of what it means to be a "good reader." Then, Tinzmann et al (1990) in Jehander et al Assume that making students accustomed to thinking hard enriches classroom discourse. In addition to them, Ozek and Civelek (2006) show that the hard-thinking method can be used as a diagnostic tool to analyze the strengths and weaknesses of students in reading because this reveals rich information regarding how the reader performs

¹⁶ Syamsul Bahri Yusuf, Chairina Nasir, and Chentenei Lapenia Ningsih Rohiman, "Using Think-Aloud Method in Teaching Reading Skill," *Studies in English Language and Education* 5, no. 1 (2018): 148–159. page 148-149

mental activities, which cannot be observed (Block, 1986).¹⁷

According to Yasemin Sönmez and Süleyman Erkam Sulak (2018) stated the strategy of thinking-aloud can be examined under two titles as the teacher's thinking-aloud and the student's thinking-aloud.

a. Teacher Thinking-aloud

The educator in the classroom is a model adopted by students. The more good the model, the better understanding will the pupils gain. When reading aloud, the teacher can voice their thoughts. This withdrawal is done by drawing important points for those who have a weak understanding of comprehension. In the Think-aloud strategy, the teachers open their minds when they read aloud. Meanwhile, the students are quiet listeners and focus on how their teacher explains. In using this method, students learn how strategies are used and how understanding occurs. Then Yasemin Sönmez and Süleyman Erkam Sulak (2018) will explain the steps in the process of implementing a hard-thinking strategy that Davey has explained as follows.

¹⁷ Shahrokh Jahandar et al., "The Think-Aloud Method in EFL Reading Comprehension," *International Journal of Scientific & Engineering Research* 3, no. 9 (2012): 1–9, <http://www.ijser.org>.page 1-2

- 1) Making predictions. (Show how to develop a hypothesis.) "From the title, I predict that this section will tell how the people usually farm in their garden."
"In the next section, I think we will find out why those people are scared of going out of the town." "I think this is an explanation of a new website in the school environment."
- 2) Explaining the formed pictures in your head from the information. (Show how to develop images during reading.) "I have a picture of this scene in my mind. The car is on a dark road, maybe narrow, there are no other cars around it."
- 3) Sharing the analogy. (Show how to link previous knowledge with new information in the text). "It's like when we drove to Boston and had a flat tire. We were worried and we had to walk three miles to get help."
- 4) Mentioning confusing points. (Show how you are monitoring your ongoing understanding.) "This makes no sense." "This is different from what I expected."
- 5) Demonstrating the improvement strategy. (Show us how you improve your understanding left behind.) "I'd better read it again." "Maybe I'll read first to see

if it gets clearer." "I'd better change the picture of my story." "This is a new word for me – I'd better check the context to find out.”

This process, process, starting with teacher modeling and developing in a way that students are independent users of the Thinking-aloud strategy, is very useful in terms of allowing teachers to make internal and external observations. The teacher guides students to Think-aloud. The main purpose of a Thinking-aloud strategy is to enable students to acquire the ability to think hard.

b. Students Thinking-aloud

Yasemin Sönmez and Süleyman Erkam Sulak (2018) stated Thinking-aloud strategy is the most effective strategy to inform readers who have problems in reading comprehension, regarding their reading processes. Through this strategy, students can be asked questions to think regarding by the teacher while reading, and students' thoughts can be observed. Teaching strategies to think hard ensures that students are aware of their understanding of the process. They can become independent readers as they become aware.

Here are the following five steps to take into account when the Thinking-aloud strategy is used (Yasemin Sönmez and Süleyman Erkam Sulak, 2018):

- 1) Students must develop hypotheses by making predictions regarding the text.
- 2) Students must make a mental picture of the information that has been read.
- 3) Students must establish a relationship between previous and new information through analogy.
- 4) Students must observe their understanding by creating explanations on conflicting points.
- 5) Students must regulate their understanding by showing strategy. Hard thinking strategies, which include the hard thinking processes of teachers and students, help develop the individual understanding skill.

The strategy consist both teacher and students Thinking-aloud. Those steps are used in teaching reading to develop the students' individual comprehension .¹⁸

In the end, the strategy is not only focused on teacher-centered, but also focused on the students'

¹⁸ Sönmez and Sulak, "The Effect of the Thinking-Aloud Strategy on the Reading Comprehension Skills of 4th Grade Primary School Students." Page 151

activities while the student must do five mentioned step including developing hypothesis, making a mental picture, establishing a relationship between previous and new information through analogy, observing their understanding, and regulate their understanding left behind. Applying the Thinking-aloud strategy combined with the Kahoot! in the teaching reading comprehension hopefully will enhance the students' comprehension of the text.

2. Kahoot

Kahoot! is a game-based student response system where the classroom is temporarily transformed into a game show where the teacher is the game show host, and the students are the contenders (Wang, 2015). In 2006, as the Lecture Quiz research project initiated at the Norwegian University of Science and Technology, The platform emerges. The platforms consist of multiple prototypes that were developed and evaluated through experiments over several years (Wang, Ofsdal, & Mørch-Storstein, 2007). Experiments with the early prototypes showed that Lecture Quiz increased student motivation, engagement, and perceived learning through entertaining social learning activities (Wang, Ofsdal, & Mørch-Storstein, 2008; Wu, Wang, Børresen, & Tidemann, 2011).

In fall 2012, Kahoot is a new game-based learning platform from the ground up developed by a start-up company. The Kahoot! game-based learning platform was released in September 2013. The Platform should be straightforward for educators to create their content, play quizzes, and assess the students, and for the students to join without need to register, play without embarrassment (anonymously), have fun, be competitive, and learn. Those are the essential requirements for the platform (Wang, 2015).¹⁹, The correct answer will take the points and participating pupils will immediately see the results of their responses. As he stated Game-based learning has the potential to be an effective tool for learning because it stimulates the visual and verbal components of our processing. Woo,(2014) as cited in a journal written by Dr. Darren H. Iwamoto, et.al, (2018), entitled “Analyzing The Efficacy Of The Testing Effect Using Kahoot! On Student Performance”.²⁰

According to Malone, (1980) as cited in the journal entitled Kahoot! It: Gamification in Higher Education

¹⁹ Wang and Tahir, “The Effect of Using Kahoot! For Learning – A Literature Review.” Page 2

²⁰ Darren H. Iwamoto et al., “Analyzing the Efficacy of the Testing Effect Using Kahoot™ on Student Performance,” *Turkish Online Journal of Distance Education* 18, no. 2 (2017): 80–93. Page 82

written by Debbita Tan Ai Lin, Ganapathy, M.* and Manjet Kaur (2018), English Language Studies Section, School of Languages, Literacies and Translation, Universiti Sains Malaysia, explained Kahoot! as a game-based student response system, can be aligned to the Theory of intrinsically motivating instructions carried by Thomas Malone. Three categories that make learning fun are indicated in the theory. The first is a challenge, which means some goals with uncertain outcomes, the second is fantasy, which means captivation through intrinsic or extrinsic fantasy, and the last is curiosity, which means sensor curiosity through graphics and audio, and cognitive curiosity. As the classroom learning setting, the theory is contextualized within. The fantasy category here is transformed into a game show where the educators become the host and the pupils become the competitors. The further category is the challenge. It involves the pupils being challenged to answer all of the questions and compete against other competitors. The final category is curiosity. By Via graphics and audio and getting the pupils to solve cognitive puzzles, the category is displayed. And for the lack of variety during gameplay is compensated by the competitive nature of play among the participants in getting accurate answers.

As a further explanation, there are two opportunities gotten by the educators when implied the Kahoot! in the teaching-learning process. The earliest is creating their quizzes and the next is surveys and using existing quizzes and surveys made accessible for the use of the public. The scores of the participant are displayed immediately after the game is done. The platform is easy to be used and the students are not required to have an account. The participants only need to input the given code to enter the specified game as directed by the educator.²¹ The ability to display the videos or images with high-quality with the amazing graphical resolution is the principal benefit of Kahoot!. It is relative to some other online formative assessment application.²²

Kahoot, a game-based learning platform, is also providing the beneficial in the teaching-learning processes. The benefits are the channel to evaluate the objectives in the learning that have been achieved and the game-based-learning quiz such as Kahoot! provide the review content of learning materials that have been thought by the educators.

²¹ Debbita Tan Ai Lin, M. Ganapathy, and Manjet Kaur, "Kahoot! It: Gamification in Higher Education," *Pertanika Journal of Social Sciences and Humanities* 26, no. 1 (2018): 565–582.

²² Szabolcs Felszeghy et al., "Using Online Game-Based Platforms to Improve Student Performance and Engagement in Histology Teaching," *BMC Medical Education* 19, no. 1 (2019): 1–11.

Further, as earlier explained this application should the winner in every game take a place. As cited in the journal entitled "Determination of university students' most preferred mobile application for gamification" written by Huseyin Bicen and Senay Kocakoyun (2017), Distance Learning Center, Near East University, North Cyprus, Mersin 10 Turkey. According to the research by ZarzyckaPiskorz (2016) indicated that winning a game in learning builds an environment based on the students' needs and to a certain extent, the requirements of a course. In this context, it can target at and eventually achieve multiple objectives, for instance introducing, revising, and consolidating theoretical as well as practical knowledge or content.²³ And for the widest advantage that can be taken from the application is that it is both web-based and free application and supported by mobile devices. It means the use of the application is easy for people nowadays and the because the application is not needed to be paid, it makes the application becomes widely used by people all over the world.²⁴

²³ Lin, Ganapathy, and Kaur, "Kahoot! It: Gamification in Higher Education." Page 566

²⁴ Klimova and Zamborova, "Use of Mobile Applications in Developing Reading Comprehension in Second Language Acquisition — A Review Study." Page 2-3

3. Reading

a. Definition

According to Grellet (1998: 7) as I cited from the dissertation written by Novia Nurcahyaningih entitled "The Analysis Of Students' Reading Comprehension In The Report Text At The Second Grade Of Tkj 1 Smk Sultan Agung Tirtomoyo In Academic Year Of 2015/2016" states that reading is an active skill. She mentioned that reading involves guessing, predicting, checking, and asking oneself questions. It means that reading is an active skill, During the readers read the text, they are looking for the meaning. Further, Grellet (1998: 182) states that reading comprehension means understanding a written text to extract the required information from it as efficiently as possible. In another word, reading comprehension is the degree to which one understands what students read.²⁵

b. Reading Comprehension

Reading comprehension is a most complex behavior in which humans employ. According to (Gough

²⁵ Novia Nur Cahyaningsih, "The Analysis Of Students' Reading Comprehension In The Report Text At The Second Grade Of Tkj 1 Smk Sultan Agung Tirtomoyo In Academic Year Of 2015/2016" (Surakarta: English Education Department Islamic Education And Teacher Training Faculty The State Islamic Institute Of Surakarta, 2017).page 8

& Tunmer, 1986), as cited in an article entitled "Reading Comprehension Research: Implications for Practice and Policy" written by Amy M. Elleman and Eric L. Oslund (2019) defines that reading comprehension is a set of product coming from word decoding and linguistic comprehension. As the early development, the linguistic competence is lower than the decoding word in the associating with the reading comprehension. Even if somebody gets a mastered understanding in decoding, the linguistic competencies become a better predictor of reading comprehension (e.g., Catts, Adlof, & Weismer, 2005).²⁶

The application of a skill that evolved for other purposes (listening or oral comprehension) to a new form of input (text) as know as Reading comprehension. Unlike listening comprehension, reading comprehension is not something for which our brains have evolved. Whereas oral comprehension seems to develop "naturally" with minimal deliberate intervention, reading comprehension is more challenging and requires deliberate instruction. Humans have been accomplished in oral comprehension for 100,000 years or more

²⁶ Amy M. Elleman and Eric L. Oslund, "Reading Comprehension Research: Implications for Practice and Policy," *Policy Insights from the Behavioral and Brain Sciences* 6, no. 1 (2019): 3–11.

(Donald, 1991), and virtually all humans do it; reading comprehension has only been practiced for 5,000 years, and for most of that time the majority of humans did not do it (Olson, 1994). It should not be surprising that reading comprehension is difficult. The application of comprehension to text amplifies our mental capacities. It is fundamental to full participation in society, now and for the foreseeable future.²⁷ as in an article entitled "Reading Comprehension Research: Implications for Practice and Policy" written by Amy M. Elleman and Eric L. Oslund (2019). Klinger, (2007:2) stated reading is the process of constructing meaning by coordinating several complex processes. The processes are including three points, word reading, word to word, knowledge, and fluency.²⁸ For specifically, reading comprehension is the interaction process among the text, reader, and task characteristics within a sociocultural context. The context-dependent nature of comprehension is highlighted in this model. In the definition, we may see the person sometimes take easy to understand the

²⁷ John R Kirby, "Reading Comprehension: Its Nature and Development," *Encyclopedia of Language and Literacy Development*, no. August (2007): 0–8. Page 1

²⁸ Emi Br Bukit, Berlin Sibarani, and Rika Rika, "Teaching Reading Comprehension of Narrative Text To the Tenth Grade Students," *GENRE Journal of Applied Linguistics of FBS Unimed* 6, no. 2 (2018). Page 4

familiar topic and sometimes it should need more struggle when the text is unfamiliar for the reader (Amy M. Elleman¹ and Eric L. Oslund, 2019).²⁹

c. The Purpose of Reading

Barret (1969: 18) states there are three categories of goals of the reading program:

- 1) Perceptual goals are concerned with the flexibility, rate, and accuracy of word perception.
- 2) Cognitive goals are concerned with the types and levels of thought generated during reading.
- 3) Affective goals are concerned with the feelings children have toward reading.

As the explanation above stated three purposes in reading comprehension, the three purposes of reading comprehension include perceptual goals, cognitive goals and last is effective goals. For the three reading purposes, the students need to be concerned with the text reading³⁰

²⁹ Elleman and Oslund, "Reading Comprehension Research: Implications for Practice and Policy." Page 4-5

³⁰ Cahyaningsih, "The Analysis Of Students' Reading Comprehension In The Report Text At The Second Grade Of Tkj 1 Smk Sultan Agung Tirtomoyo In Academic Year Of 2015/2016." Page 9

d. The Phases of Reading

As cited in a thesis written by Lupi Karyawati, English Education Program English And Letters Department Islamic Education And Teacher Training Faculty State Islamic Institute Of Surakarta. Entitled “The Effectiveness Of Think Aloud Strategy In Teaching Reading Comprehension On Narrative Text”. The activity reading has three main phases that needed to be followed in the process of reading. There is Pre-reading activity, during reading activity, and Post-reading activity. (Fauziati, 2010: 40-42).

Pre-reading activity is the process that is carried out before we read a passage. This activity may serve as preparation in several ways. There are assessing students’ background knowledge of the topic and linguistic context of the text, give students the background knowledge necessary for the text comprehension, then activate the existing knowledge that the students pose. Clarifying any cultural information which may be needed for students to comprehend the text, making the students aware of the type of the text that will be read, and for the last is providing the opportunities for group or collaborative work for the session of discussion.

Further, While reading activities the students check their comprehension as they read.

The last phase is the Post-reading activity. The post-reading activities are a closing mark for a teaching reading process. Some following activities applied in the post-reading activities are

- giving several possible summary sentences and asked to say which of them fits the text
- answering the question to show comprehension of messages to multiple-choice or true/false questions
- writing as follow up activities related to the passage
- and speaking as follow up to reading activities, for example, debate interview, discussion, role-play, etc.

The activities mentioned are associated with the passage that students have read..

e. Level of Reading Comprehension

According to the Longman dictionary (1990 : 233) There are four of reading comprehension which distinguished based on the reader's purpose and the types of reading used, as I cited in a thesis written by Lupi Karyawati, English Education Program English And Letters Department Islamic Education And Teacher Training Faculty State Islamic Institute Of Surakarta.

Entitled “The Effectiveness Of Think Aloud Strategy In Teaching Reading Comprehension On Narrative Text”.

The level of reading comprehension includes literal comprehension (to understand, recall the information explicitly contained in a text), Inferential comprehension (to find the information which is not explicitly stated in the text using the experience of the readers, intuition, and by referring), critical comprehension (to compare the new knowledge on the passage with the reader’s own knowledge and value), and Appreciative Comprehension (to gain emotional or the kind value response from a text).³¹

In addition, according to Crozier (2012 : 1) in Cahyaningsih, Novia Nur. “The Analysis Of Students’ Reading Comprehension In The Report Text At The Second Grade Of Tkj 1 Smk Sultan Agung Tirtomoyo In Academic Year Of 2015/2016.” Surakarta, He states that there are six levels of reading comprehension. Four of them are explained above and the rest of them are evaluative and essential reading comprehension. For the

³¹ Lupi Karyawati, “The Effectiveness Of Think Aloud Strategy In Teaching Reading Comprehension On Narrative Text (An Experimental Study At The Eighth Grade Students Of Smpn 1 Sawit In The Academic Year Of 2016/2017)” (Surakarta: English Education Program English And Letters Department Islamic Education And Teacher Training Faculty State Islamic Institute Of Surakarta, 2016). Page 14-16

evaluative level, the reader judges the passage based on the opinion, appropriateness validity, worth such as acceptable, desirable ideas, and cause-effect. And for essential here is a condition when the reader responds to the text based on the drawn from the entire passage, and then looking at the big ideas and themes from the passage and applies the themes to today's world.³²

b. Teaching Reading Comprehension

The teaching of reading comprehension is just like the teaching of other subjects. Gage (2009) said that teaching should be understood or defined as a concept consisting of six variables that can be classified into from main variables, they are : (1) presage variables, (2) context variable, (3) teacher thought process, (4) process for the content of teaching, (5) students thought process and (6) students achievement. These variables can be condensed into main variables they are : (1) presage variables, (2) context variables, (3) process variables, and (4) student achievement. This means that the process variables which affect the students' achievement are determined by the other two variables, namely the presage and the context variables. On the other way

³² Cahyaningsih, "The Analysis Of Students' Reading Comprehension In The Report Text At The Second Grade Of Tkj 1 Smk Sultan Agung Tirtomoyo In Academic Year Of 2015/2016."

around, this can also mean that the process variable is the realization of the presage and context variable.

Gage (2009) explained that the quality of learning result or product variables depends on the quality of the variable process in which the interaction between teacher and students in the classroom very important. The variable process is built from the interaction of group from presage variable and context variable. Each variable pictured above is related to one another and they give the contribution to developing the quality of the variable process. Based on the characteristic of this relationship, the weakness of one variable will affect the whole process and the superiority of one or all variables will complete the other's weaknesses.³³

Comprehension involves recalling information from text, extracting themes, engaging in higher-order thinking skills, constructing a mental picture of text, and understanding text structure (van den Broek & Kremer, 2000). The importance of constructing meaning from text has led researchers to conclude that "the most important thing about reading is comprehension" (Block,

³³ Bukit, Sibarani, and Rika, "Teaching Reading Comprehension of Narrative Text To the Tenth Grade Students." Page 5

Gambrell, & Pressley, 2002, p. 3) and that comprehension is the ultimate goal of proficient literacy (Pressley, 2006).³⁴

Teaching comprehension becomes important since reading is believed as one of the significant aspects of a human's life. the significance here can be described in the situation when somebody wants to grow and keep up the information coming from the world. By doing the reading activity somebody can gain information regarding what they read. Besides the significant aspect, the reading activity also becomes the human's leisure time, study assignment, or work duties.

The developing of reading skill are important when we know the fact that it is the most complex process, besides that the reading skill also defined as an interactive process. Both of the processes are based on an individual's perception of a text. The reading comprehension oscillates between the bottom-up processes and the top-down processes. The bottom-up processes such as word recognition, decoding, and

³⁴ Molly Ness, "Explicit Reading Comprehension Instruction in Elementary Classrooms: Teacher Use of Reading Comprehension Strategies," *Journal of Research in Childhood Education* 25, no. 1 (2011): 98–117. Page 98

automaticity, and the top-down processes, such as schema or background knowledge use.

Another phenomenon comes from the reading practice in a foreign language. In this phenomenon, The reader interacts with a text according to his/her individual experience and capacities of cognition. The condition makes the process becomes even more tricky.

Therefore the teaching reading comprehension is really important and doing the reading activity at the relevant level can be one of the appropriate ways for pupils to gain the comprehensible input language which they can understand. As cited in a journal entitled "Use of Mobile Applications in Developing Reading Comprehension in Second Language Acquisition —A Review Study" written by Blanka Klimova and Katarina Zamborova (2020) stated the more comprehensible output the students receive, the better their English becomes (Blanka Klimova, and Katarina Zamborova , 2020).³⁵

³⁵ Klimova and Zamborova, "Use of Mobile Applications in Developing Reading Comprehension in Second Language Acquisition — A Review Study." Page 1-2

4. Narrative Text

a. The Understanding of Narrative Text

In the earlier definition Narrative text are aimed to amuse, entertain, and deal with actual or various experiences in different ways.³⁶ The narrative text also deals with the problematic events which lead to a crisis of some kind, which in turn find a resolution. The narrative is not simply about entertaining a reading audience, although it generally always does so. It means Narrative is any written English text in which the writer wants people who read the text to become amused and entertained. It also dealt with actual or vicarious experience in different ways (Knaap (2005:220) as I cited in the Dissertation entitled "Teaching Reading Comprehension Of Narrative Text To The Tenth Grade Students" written by Emi Br Bukit, English And Literature Department Faculty Of Languages And Arts State University Of Medan 2017.³⁷

³⁶ Siti Musarokah Entika Fani Prastikawati, *Writing 3, Handouts and Assignment*, First. (Semarang: IKIP PGRI Semarang, 2010), https://scholar.google.co.id/citations?user=A0FSD7sAAAAJ&hl=id#d=g_s_md_cita-d&u=%2Fcitations%3Fview_op%3Dview_citation%26hl%3Did%26user%3DA0FSD7sAAAAJ%26citation_for_view%3DA0FSD7sAAAAJ%3A9yKSN-GCB0IC%26tzm%3D-420.Page 3

³⁷ Bukit, Sibarani, and Rika, "Teaching Reading Comprehension of Narrative Text To the Tenth Grade Students."Page 5

b. The Schematic of Narrative text

According to Entika and Siti Musarokah state that there are five semantic structures of Narrative text. For the earliest is orientation. Orientation is a setting the scene and introducing the participants. The second is evaluation. Evaluation means stepping back to evaluate the plight. Next is a complication. The complication is a crisis arises. After that, we have a resolution. Resolution means the crisis is resolved, and decide the story being better or worse. And the last one is re-orientation. Re-orientation here could be optional, optional means the author could give the re-orientation or not.

c. The Language Feature of Narrative Text

Muntaha(2014) in Lupi Karyawati, (2016) stated regarding the language feature of narrative texts. In these points, it will be given the example. The first one is Using simple past tense, for example took, went, walked, ran, etc. The second is Using nouns and pronouns to identify people, animals, or things involved, for example, lion, tiger, he, she, etc. The third is a Specific participant. Here means a special characteristic object, for example, Sangkuriang, Aladdin, etc. Then Using adjectives is useful to shape noun phrases, for example handsome, tall, beautiful, worst, wonderful, etc. The fifth is Using

time connective and conjunctions to sequence the events. For example: eventually, after that, finally, etc. Furthermore, the sixth is Using adverbial phrases to indicate place and time. example: there, at the farm, at school, etc. The seventh is Using an action verb in the past form. For example: lived, drank, took, went, etc. And the last is Using saying verbs which sign to pronounce something. For example: said, argued, stated.³⁸

To make become shorter explanation, the language features of Narrative text are Focusing on specific and usually individually participants; Using material processes, using relational and mental processes; using temporal conjunctions and temporal circumstances; using past tense and the last is short telegraphic information regarding the story summarized in the one-sentence headline.³⁹

As long as the collected references, it can be said that there are no more specific differences among the

³⁸ Karyawati, "The Effectiveness Of Think Aloud Strategy In Teaching Reading Comprehension On Narrative Text (An Experimental Study At The Eighth Grade Students Of Smpn 1 Sawit In The Academic Year Of 2016/2017)."Page 25

³⁹ Entika Fani Prastikawati, *Writing 3, Handous and Assigment*.Page 11-17

language features of the Narrative text that have been mentioned before.

5. Teaching Reading Narrative Text Through Thinking-aloud combined with Kahoot!

A lot of learning strategies were found in teaching reading. One of them is the Thinking-aloud strategy. In its classification, the strategy is categorized as during reading activity. Which is the classification of reading activities, are pre-reading, during reading, and post-reading activity. Then according to the 2013 curriculum in classroom teaching must be linked to the use of technology in the ICT classroom. Here, the use of Kahoot! Application as game-based learning in teaching is classified as a post-reading activity. Besides the post-reading activity, the use of Kahoot in teaching reading as well as evaluating students' learning. Furthermore, the Kahoot! Here is also a form of ICT in a class-learning process that can gain knowledge to students to operate technology at the moment. Besides, the use of Kahoot is easy for educators and students. Implementing thinking aloud strategy and use Kahoot! in teaching reading activity are expected to be able to facilitate both educators and students in reading narrative text in the classroom.

B. Previous Research

This research has some relevant previous researches. The first is the research is written by Alf Inge Wang* M, Rabail Tahir (2020), Dept. of Computer Science, Norwegian University of Science and Technology (NTNU), Sem Sælandsvei 9, N7491, Trondheim, Norway entitled "The effect of using Kahoot! for learning – A literature review". From Computers and Education Journal. The objective of the research is to explain the results of a literature review on the effect of using Kahoot! for learning and, more specifically, on how Kahoot! affects learning performance, classroom dynamics, students' and teachers' attitudes and perceptions, and students' anxiety. This study can be classified as a literature review where the search was comprehensive, the appraisal did not include quality assessment, the synthesis was narrative, and the analysis was thematic.

The study was carried out according to consisting of five stages: 1) Development of review protocol. The protocol is used for maximizing the literature coverage, for identifying and including the related work that can be classified as a study such as experiments, surveys, case studies, or similar, and for collecting and synthesizing meaningful data from the sources related to the defined research questions. It also specified the research questions, search strategy, inclusion, exclusion and

quality criteria, data extraction, and methods of synthesis. 2) the second step, Identification of inclusion and exclusion criteria, optimized for identifying as many relevant articles as possible. For this research, the inclusion criteria for search-relevant studies are The article is an article and not a report, book chapter, letter, or abstract; The article is published in an international peer-reviewed journal or conference. The article is written in English; The article refers to Kahoot! in the title or abstract. The exclusion criteria were: The article is not accessible through university services or memberships; The article is only accessible behind a paywall; Kahoot! is only mentioned as an example and is not the focus of the paper. 3) Search for relevant studies. In this step, it was divided into two steps, first one is digital research databases (relevant studies) and references in found studies (checking additional studies). For the digital research database was searched in Google Scholar, Science Direct, Wiley InterScience, Web of Science, and Scopus. In this process, the researcher checked for the Kahoot! As in the title and the abstract. Where the checked article including in the inclusion and exclusion criteria, the article, the pdf, and site data were downloaded, and citation data and keywords were added to a spreadsheet. A total of 206 qualified articles were accepted at this stage, where 187 came from Google Scholar, and 19 from the four other research

databases. 4) The Further step, Critical appraisal, was focused on three things. There are relevance, rigor, and credibility. Relevance means only articles classified as an experiment, survey case study, or similar with a focus on Kahoot!. Rigor means appropriate research approach described including research context, several subjects, scope, design, methods, and execution, and credibility means conclusions based on sound analysis and reasoning. 5) Data extraction. In this step, the data were extracted from the 93 accepted articles by reading through the whole articles in detail. The following data was entered into a spreadsheet: Type of article, the number of subjects in the study (N), a short description of the study, a description of the results, the theme of the article, the context of the study, and a summary of the article. Also, the main contribution in the articles was highlighted in the PDFs to make it quicker to check later for details in the articles. and 6) for the last step, Synthesis, where all of the articles were classified according to the type of study (five attributes represent the five research questions, and four attributes left were captured by studying the research design, analysis, and results). For each article, all attributes that matched the study were ticked off, and the related text was added to the results and description of the study in the spreadsheet. Then all this information was collected and categorized. The results from all the accepted studies were

summarized according to the five research questions and the kind of results reported. The main conclusion is that Kahoot! can have a positive effect on learning performance, classroom dynamics, students' and teachers' attitudes, and students' anxiety.

The other relevant previous research is research written by Patricia A. Baszuk & Michele L. Heath (2020), Department of Management, Monte Ahuja College of Business, Cleveland State University, Cleveland, Ohio, USA, which has the title "Using Kahoot! to increase exam scores and engagement". From *Journal of Education for Business*. The objective of the research was to aim at increasing student engagement and understanding of course content using technology as a game in the classroom to increase exam scores. This research is an experiential learning exercise where thus students are asked some questions and based on the observation using Kahoot! is fun, interactive, engaging, and enjoyable. They have stated that they are retaining material at a higher level than without Kahoot!. It also observed during the use of Kahoot in the teaching-learning process makes students are asking more questions as they respond incorrectly and feel that they getting clarification on content that was confusing the first time around. Students like the immediate score and ranking against other classmates. Students have stated that the game is a great

transition from work to the classroom. It also defined by playing the game twice encourages students to rethink questions that were missed in Round 1. It is not only rethinking questions that were missed but also providing the competitive game-like environment with energy and engagement.

This research concluded that Games such as Kahoot! are an excellent choice for every teacher as a tool in teaching university students given access to mobile devices, availability of wifi, and students' affinity for computer games. It also found that the grades for students in the course have increased with the use of Kahoot!. Adaptations to the course have occurred as a result of the Kahoot! participation pointing out the weakness in material understanding and retention, which have improved from course to course. The last but not least, the researchers concluded that the use of Kahoot! is useful for student success initiatives working to increase student learning outcomes, roadmaps, and retention. The use of technology in the classroom can create better learning opportunities to increase student engagement.

The other relevant previous research is research entitled "The Effect of the Thinking-aloud Strategy on the Reading Comprehension Skills of 4th Grade Primary School Students" written by Yasemin Sönmez and Süleyman Erkam Sulak (2018), Department of Basic Education, Faculty of Education,

Gazi University, Turkey and Department of Basic Education, Faculty of Education, Bartın University, Turkey. From Universal Journal of Educational Research. The objective of the research was to examine the effect of the thinking aloud strategy on the reading comprehension skills of the 4th-grade primary school students.

In this study, the focus was to examine the five aspects of reading comprehension, namely the main idea, detailed information, references, inferences, and the meaning of vocabulary. So, the researchers were able to determine what aspects greatly improved when the Think Aloud method was used in the learning processes. As we know, students with different interests in learning can improve their understanding of reading by using a proper method and improving motivation. In short, the Think Aloud Method not only makes learning reading more interesting, but it also improves the students' ability to comprehend the text. Some strengths of applying this method were that the students enjoyed the teaching-learning processes more so that conditions in the class became more alive and active. This method is interesting and easy to be applied in the teaching-learning processes.

This research is designed in a quasi-experimental model. For this purpose, in the second semester of the 2016-2017 academic year, the reading comprehension levels of 26 students

in the 4th grade at a primary school located in the central district of Turkey's Bartın province were determined by applying a pre-test.

Among the two classes, whose reading comprehension levels were equal, one class was assigned as the experimental and the other as the control group objectively. In the research; Reading Comprehension Test 1, which included questions about the text 'Edison Invents the Light Bulb' developed by Sulak (2014); and the Reading Comprehension Test 2, which included questions about the text 'Everything Started with a Kite' developed by the researcher were used as data collection tools. The data obtained in the study were transferred to the SPSS 18 software pack; and statistical procedures such as arithmetic average, frequency, percentage, standard deviation. As the result of the research, it was concluded that there was a significant difference between the pre-test and post-test scores, in favor of the post-test scores of the experimental group students who were taught the thinking aloud strategy.

The next relevant previous research is research entitled "The Effectiveness Of Think Aloud Strategy In Teaching Reading Comprehension On Narrative Text (An Experimental Study At The Eighth Grade Students Of Smpn 1 Sawit In The Academic Year Of 2016/2017)" written by Lupi Karyawati, English Education Program English And Letters Department

Islamic Education And Teacher Training Faculty State Islamic Institute Of Surakarta. The objective of this research was to know the student's English reading comprehension without using the THINK ALOUD strategy at the eighth grade of SMPN 1 Sawit Boyolali in the academic year 2016/2017, To know the student's English reading comprehension using the THINK ALOUD strategy at the eighth grade of SMPN 1 Sawit, Boyolali in the academic year 2015/2016. To know which one has higher English reading comprehension between both of them. It is an Experimental Research. The research was carried out at SMPN 1 Sawit from June to October 2016.

Here, the researcher takes data from the students' eighth grade VIII A and VIII B as the sample of the research. Class VIII A as a control group and VIII B as an experimental group. Each class consists of 32 students. Dealing with the research instrument of collecting the data, the researcher uses a test. The test consists of pre-test and post-test. It was conducted before and after treatment. To analyze the data, the researcher applied the t-test. The data were described through frequency distribution, mean, mode, median, and standard deviation followed by a histogram.

The result that the students mean in teaching reading comprehension who are taught by the Group Discussion strategy is only 70.62, while the students Mean in teaching

reading comprehension who are taught by THINK ALOUD strategy is 83.98. the result of t-test computation that observation is 9.3 while the value table is 3.1. It shows that observation is higher than the table ($t_o > t_t$). Therefore the Alternative Hypothesis (H_a) is accepted while the null hypothesis (H_o) is rejected. In another word, it can be concluded that the THINK ALOUD strategy is effective to teach English lessons especially for reading comprehension at the junior high school of SMPN 1 Sawit.

The other relevant previous research entitled "Using the Think Aloud Method in Teaching Reading Comprehension" written by Syamsul Bahri Ys et al. From the journal of Studies In English Language And Education, 5(1), 148-158, 2018. The objective of the research is this study aimed to find out whether students' reading comprehension, particularly in identifying the main idea, supporting details, references, making inferences, and interpreting vocabulary, improve after the implementation of this method in the teaching and learning process. The sample was the eighth-grade students of a junior high school in Banda Aceh. This study employed a one group pre-test and post-test design. The findings showed that the mean score from the pre-test was 38 while from the post-test was 79. The critical value from the t-table was 0.05, while the test level of significance was 1.71, so the t-test value was higher than the critical value

of the t-table ($1.71 > 0.05$). The reading aspects that improved most were detailed information, the main idea, and understanding inferences. The two other aspects, vocabulary, and finding references also improved, but not as much as the other three aspects. Thus the hypothesis was accepted that the use of this method could significantly improve the students' reading comprehension at the school understudy, especially in comprehending meaning in a descriptive text. In conclusion, Think Aloud can be used to improve the ability of eighth-grade students in EFL reading comprehension.

The other previous research entitled "Using Kahoot! as a formative assessment tool in medical education: a phenomenological study" was written by Muhd Al-Aarifin Ismail, et al from BMC Medical Education, (2019) 19:230 <https://doi.org/10.1186/s12909-019-1658-z>. The objective research of the study was to explore the benefits of gamification through the use of the Kahoot! platform as a formative assessment in medical education. A phenomenological design was employed in the study with Five focus groups were conducted with medical students who had participated in several Kahoot! sessions.

In the study, the researcher focused on Thirty-six categories and nine sub-themes that emerged from the focus group discussions. The total of students employed in the study

is 36 students. They were grouped into three themes: attractive learning tool, learning guidance, and source of motivation.

In the discussion, the three themes are assumed in all of the groups that for the attractive learning tool shows that in formative assessment, pupil engagement in was higher with Kahoot! than with e-Quiz. This was consistent with the previous findings that fewer than 50% of students used e-Quiz. After the change to Kahoot!, more than 90% participated in the formative assessment activities. An effective tool for gamifying learning. The game-based learning platform, Kahoot!, also possesses all seven elements of the persuasive architecture of gamification. Seven of them are Goal settings, capacity to overcome challenges, provision of feedback on performance, reinforcement, comparison of progress, social connectivity, and the last is fun and playfulness. For the next theme, learning guidance encouraged the participants to reflect on their strengths and weaknesses. Furthermore, Kahoot! allows teachers to provide instant feedback. This tool differs from Kahoot! with the other formative assessment approaches. The interaction between the educator and pupil are emerged and also providing the chance to clarify material related to the questions. In addition to facilitating teacher feedback, the sessions also promote self-assessment. Further, For the third theme is the source of motivation. In the discussion, Kahoot! is

an external factor in facilitating continual learning. As an external effect, it could improve academic performance. Its competitive environment is key.

The result shows that Kahoot! is an innovative formative assessment tool. This study suggests that Kahoot! sessions motivate students to study, focus on the important concepts and reflect on what they have learned. Therefore, this platform holds promise for facilitating formative assessment in medical education. Health professions educators are therefore encouraged to incorporate Kahoot! into their teaching and learning activities particularly for formative assessment.

The Further previous research from Education sciences entitled "Use of Mobile Applications in Developing Reading Comprehension in Second Language Acquisition —A Review Study" written by Blanka Klimova and Katarina Zamborova, 2020, 10, 391; doi:10.3390/educsci10120391. The objective of the research was to explore the effect of mobile applications on second language reading comprehension. The study was in the period between 1 January and 30 September 2020. Therefore, the authors of this article conducted a search of available studies on the topic, i.e., the use of mobile applications in developing reading comprehension in second language acquisition, in two databases: Web of Science and Scopus.

By doing the selection of the articles would be conducted, the researcher used the step as follow: search for basis keywords and abstracts (were found 125, 90 articles and 35 Scopus), conduct a more specific search for only peer-reviewed original articles. Then the researcher got 131 articles, and for the last is removing duplicates and titles/abstracts unrelated to the research topic, 64 English-written studies remained. Of these, only 21 articles were relevant to the topic.

Then the researcher investigated the selected articles. The articles are considered against the nine inclusion and exclusion criteria as follows: Only studies published between 1 January 2018 and 30 September 2020 were included. • Peer-reviewed journal studies written in English were involved. • Only experimental/quasi-experimental studies were included. • The primary outcome concentrated on the use of mobile applications in developing reading comprehension in second language acquisition. The exclusion criteria were as follows: • The studies that did not explore English as a second language, The conference papers, review studies, and original papers not focusing on the topic, or survey studies, were excluded. Based on these criteria, nine articles were eventually included in the final analysis.

The findings of all of the identified studies showed that by giving the treatment of mobile applications, there was an

improvement in reading comprehension. Besides, it also found in several studies that a positive attitude toward students and enhanced learner motivation when using mobile apps. Overall, there is potential for developing research on MALL and reading comprehension for randomized control studies with larger populations and longer intervention periods.

The last previous research is written by Szabolcs Felszeghy, et al., which entitled "Using online game-based platforms to improve student performance and engagement in histology teaching", *BMC Medical Education* (2019) 19:273, <https://doi.org/10.1186/s12909-019-1701-0>. The objective of the study was to investigate the effect of using Kahoot! toward the grades of the students in medical and dental histology. Besides that, the researcher in this paper also studied the gamification effects on learning and enjoyment.

Kahoot® was implemented for first-year students in 2018 with a total of them are 25 students at the University of Eastern Finland. Additionally, closed (160/215) or open-ended (41/215) feedback questions were collected and analyzed. The teaching-learning process in 2018 was the same as in 2017 except for the use of Kahoot! is a game-based learning platform. It also the same in the use of Kahoot! in teaching histology to both medical and dental students.

The study employed a quasi-experimental design with five different interventions which divided into five groups as follow Group 1 (G1) received their Kahoot® quiz at the beginning of the teaching session (TS) as individual players, Group 2 (G2) received their quiz team based at the beginning of TS, Group 3 (G3) had the Kahoot® questionnaire introduced at the end of the TS in the individual format, Group 4 (G4) played Kahoot® team-based at the end of the TS, and Group 5 (G5) played Kahoot® game twice, at the beginning and the end of the TS, as a team. All groups received the same Kahoot® quiz questions. However, between games, the order of the questions was randomly changed.

For analyzing the study, the researcher used two types of methods, Qualitative and Quantitative. For the quantitative method, the researcher used the SPSS statistical package, v. 23, (IBM Corp., Armonk, NY). there are some steps in the process of analyzing the data. There is the test of normality, One-way analysis of variance (ANOVA) followed by Tukey's honestly significant difference (HSD) post hoc, T-test for the Kahoot!, Levene's test for testing the homogeneity of the variance in the data across the groups Beside those steps, the researcher also applied the Qualitative method which comments in the optional. In this case, it used content analysis, whereby themes were identified, and the frequency of occurrence of the themes

was determined. This study also employed Cronbach's Alpha analysis for assessing the Internal consistency of Kahoot® collected survey questions and those results are presented in the text. And for the last, Odds ratios (OR) were computed to predict the probability of changes in academic performances. The first specification of the model included histology education in 2018. The reference category was from the year 2017 when no gamification was applied.

The result of the study showed that the Kahoot® gamification program was successful and resulted in learning gains. The overall participant felt enjoy using Kahoot® was high, with students indicating that gamification increased their motivation for learning.

There are some benefits taken by the students for instance overcoming individual difficulties and setting up collaborations with other students (Gaming approach), Promoting interest toward students (gamification), finding immediate feedback from senior professionals to be positive, and viewing collaborative team and gamification-based learning positively (In the open-ended survey). To make it shorter, This study lends support to the use of gamification in the teaching of histology and may provide a foundation for designing a gamification-integrated curriculum across healthcare disciplines.

C. Conceptual Framework

The conceptual framework is a conceptual model which discusses how the theory relates to several factors that have been identified as important problems (Uma Sekaran, 1992).

A good research framework must explain the relationship between the variables to be studied, this is how the researcher explains theoretically the relationship between the independent and dependent variables. Therefore, this framework of thought is important in the preparation of the research paradigm. In addition, according to Sapto Haryoko (1999) it is explained that if a study involves more than one variable, this frame of mind needs to be put forward. Furthermore, the main criteria so that a framework of thought can convince fellow scientists, is a logical flow of thinking in building a framework of thinking that results in conclusions in the form of hypotheses.⁴⁰

The conceptual framework here is focused in how the effectiveness of using Thinking-aloud combined with Kahoot! in teaching narrative text learning. In this strategy, the teacher expresses his / her thoughts to his / her students vocally on how

⁴⁰ Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif*, ed. Setiyayami S.H M.Pd, 1st ed. (Bandung: Alfabeta cv, 2018). Page 95-98

comprehension occurs during the pupils read a text and improves the pupils' awareness of their comprehension processes. (Yasemin & Sulak: 2018). Further, Alam Jahandar et al (2012) said that students can increase their awareness of being reader strategies through the use of the Think Aloud Method in teaching EFL reading comprehension. Here, the method is suitable for the educator to conduct the method to the teaching-learning process.⁴¹

Must be admitted that maintaining the students' motivation is challenging. One of the solution is bring the technology to the classroom. The technology offers some benefits for students and as the breaking from traditional classroom (Chang & Lehman, 2002).⁴² Following the consideration of beneficial technology, the combination of Kahoot! is needed in order to make the students more interactive and keep their motivation during teaching learning process. Kahoot! is a game-based student response system where the classroom is temporarily transformed into a game show where the teacher is the game show host, and the students

⁴¹ Sönmez and Sulak, "The Effect of the Thinking-Aloud Strategy on the Reading Comprehension Skills of 4th Grade Primary School Students." page 148-149

⁴² Shafaei, "Computer Assisted Learning : A Helpful Approach in Learning English." 108-115

are the contenders (Wang, 2015).⁴³ According to Malone, (1980) as cited in the journal entitled Kahoot! It: Gamification in Higher Education written by Debbita Tan Ai Lin, Ganapathy, M.* and Manjet Kaur (2018), English Language Studies Section, School of Languages, Literacies and Translation, Universiti Sains Malaysia, explained Kahoot! as a game-based student response system, can be aligned to the Theory of intrinsically motivating instructions carried by Thomas Malone. Three categories that make learning fun are indicated in the theory. Three of them are challenge, fantasy and curiosity.⁴⁴

The reading comprehension is the most important aspect In the teaching reading. The reading comprehension here is the ability of students in recalling information from, extracting themes, constructing a mental picture of text, understanding text structure,⁴⁵ answering the questions correctly. Those are applied as the dependent variable. And independent variable is the teaching learning process of the thinking-aloud method combined with kahoot! which focused on the students comprehension.

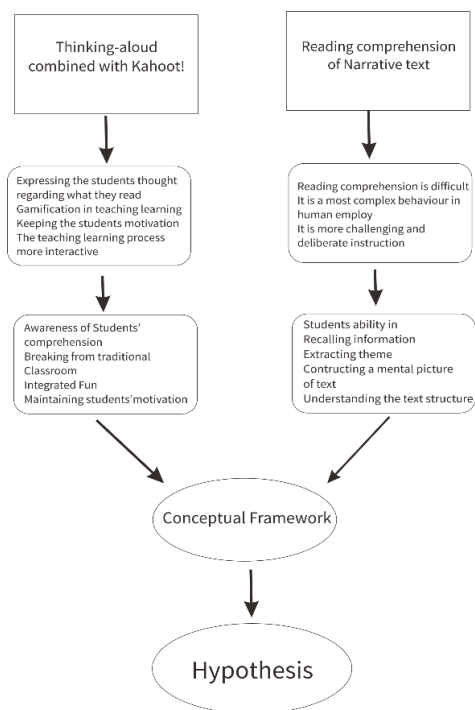
⁴³ Wang and Tahir, "The Effect of Using Kahoot! For Learning – A Literature Review." Page 2

⁴⁴ Felszeghy et al., "Using Online Game-Based Platforms to Improve Student Performance and Engagement in Histology Teaching." 565-568

⁴⁵ Ness, "Explicit Reading Comprehension Instruction in Elementary Classrooms: Teacher Use of Reading Comprehension Strategies." Page 98

By referring to some theories mentioned above, here the researcher applied the Thinking-aloud combined with kahoot! in order to make the students gain the reading comprehension, the comprehension of the text and maintaining the students' motivation during the teaching-learning process. To illustrate the conceptual framework, the researcher uses the following conceptual framework.

Table 2.1
Conceptual Framework



Source : Sugiyono. 2018: 97

D. Hypothesis

A hypothesis testing is the pillar of true research findings. This write-up substantiates the role of a hypothesis, steps in hypothesis testing, and its application in the course of a research exercise.

In a brief definition, Hypothesis testing is a technique that helps to determine whether a specific treatment affects the individuals in a population. Statisticians use the hypothesis as a formal procedure to accept or reject statistical hypothesis. The best way to determine whether a statistical hypothesis is true would be to examine the entire population. Since that is often impractical, researchers typically examine a random sample from the population. If sample data are not consistent with the statistical hypothesis, the hypothesis is rejected (Kolawole, et al., 2017).⁴⁶

In this research, the criteria of a hypothesis test are H_0 (null hypothesis): There is no significant difference in students' reading comprehension in the narrative text between using Thinking-aloud combined with Kahoot and teaching narrative text without using Thinking-aloud combined with Kahoot at the tenth-grade students of MA Futuhiyyah 2, Mranggen in the academic year 2020/2021. While the H_a (alternative

⁴⁶ et al Kolawole, "Hypotesis and Hypotesis Testing," *Ph. D Seminar AEE 801 (Advanced Research Methodology (2017): 70*.Page 3-4

hypothesis): There is a significant difference in students' reading comprehension in the narrative text between using Thinking-aloud combined with Kahoot and teaching narrative text without using Thinking-aloud combined with Kahoot at the tenth-grade students of MA Futuhiyyah 2, Mranggen in the academic year 2020/2021.

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design has three forms. These three forms can be distinguished in the literature. In this sense, it can be seen from specific pliers to the most common ones. In one study, the use of the term research design was used as a term that was defined as a way of thinking about design which was generally sufficient to accommodate two qualitative and quantitative research findings.

Research design brings researchers to the real world and provides a connection between questions and data. As the basic plan for a piece of research, research design has four main ideas. Four main ideas are strategy, conceptual framework, question or who and what will be studied, the tools and procedures to be used in collecting the data and analyzing empirical materials.⁴⁷

This study is quantitative research since the researcher analyzed the effectiveness of applying Thinking-aloud combined with Kahoot! to teach reading of Narrative text with the tenth-grade students of MA Futuhiyah 2.

⁴⁷ Keith F Punch, *Intoduction to Research Methods in Education* (India: C&M Digital Pvt Ltd Padstow, 2009).Page 112-114

Table 3.1
The Design of Experimental research

Class		Treatment	
Experimental	O ₁	X	O ₂
Control	O ₃	-	O ₄

Where :

O₁ : Pre-test for Experimental Class

O₃ : Pre-test for Control Class

X : Teaching Reading Narrative text using
Thinking-aloud combined with Kahoot!

O₂ : Post-test for Experimental Class

O₄ : Post-test for Control Class

B. Research Setting

1. Population

The population of this study was taken from the students of the tenth-grade students of MA Futuhiyah 2 in the academic year 2020/2021. There are six classes in the tenth-grade students; IPA 1, IPA 2, IPA 3, IPS 1, IPS 2, and Bahasa. Every class approximately consists of 25-30 students. By using the prediction, the maximal population will get 180 students and the minimal number will get 150 students.

2. Sample

Samples are part of the population that researchers use to reduce the number of cases or populations. This was done because of the perceived lack of time both from researchers and sources.⁴⁸

The research was conducted in two classes from the tenth-grade students of MA Futuhiyah 2 in the academic year 2020/2021 which has six classes. There are Tenth IPA 1, IPA 2, IPA 3, IPS 1, IPS 2, and Bahasa. In the research, only two of them that will be taken as the sample. the first class (tenth IPS 1 class) as the experimental class and the second class (tenth IPS 2 class) as the control class. The total of sample here were 60 students from expermental class (X IPS 1) and control class (X IPS 2).

C. Research Variable

1. Variable

The research variable is a variable that is the factors that can change or can be changed as research objectives. Research variables need to be determined and explained so that the flow of the relationship of two or more variables in research can be searched and analyzed.

⁴⁸ Ibid. Page 250

Determination of variables in a study revolves around the independent variable and the dependent variable or can also be called a control variable.⁴⁹

There are two variables here, Independent variable and dependent variable. The independent variable is the use of Thinking-aloud and Kahoot! to teach reading of the narrative text and the dependent variable is students' reading comprehension of narrative text.

2. Indicator

a. Indicator of Independent Variable :

Teacher Thinking-aloud:

- The teacher shows how to develop a hypothesis to the student.
- The teacher shows how to develop images during the reading to the students.
- The teacher shows how to link the previous knowledge with the new information in the text to the students.
- Teacher show how the readers are monitoring the reader's ongoing understanding.

⁴⁹ Burhan Bungin, *Metodologi Penelitian Kuantitatif* (Jakarta: Kencana Prenada Media Group., 2010). Page 62

- The teacher shows the students how the readers improve understanding left behind.

Students' Thinking-aloud combined Kahoot!

- Students are asked to develop a hypothesis from the text.
- Students are asked to develop images during the reading.
- Students are asked to link the previous knowledge with the new information.
- Students are asked to monitor their ongoing understanding by using Kahoot!
- Students are asked to improve understanding left behind.
- Students are asked to evaluate their comprehension through Kahoot!
- Students are asked to do the learning activity in the teaching-learning process through Kahoot!

b. Indicator of Dependent Variable

- Students abilities in recalling information from text
- Students abilities in Extracting themes
- Students abilities in constructing a mental picture of text,
- Students abilities in understanding text structure
- Students abilities in answer the questions correctly

D. Technique of Collecting data

In the process of collecting data, researchers used observation techniques, reading tests, and also documentation. The use of observation is to see the research process, and the comments of students from classes taught with the Thinking-aloud combined with Kahoot!, the use of the test is to gain the data in the research. There is only one test here, post-test. And for documentation here for collecting the lesson plan and the documentary of the teaching-learning process.

1. Decummentation

The form of documentation instruments consists of two types, namely documentation guidelines which contain outlines or categories for which you want to look up data, and check-lists that contain a list of variables to which data will be collected. The difference between the two forms of this instrument lies in the intensity of the symptoms studied. In the documentation guidelines, researchers simply write a checkmark in the symptom column, whereas in the check-list, researchers give a tally on each appearance of symptoms.

The documentation instrument was developed for research using a content analysis approach. Besides that, it is also used in research to look for evidence history, legal basis, and regulations that have been in force. Subject

research can be in the form of books, magazines, documents, regulations, minutes meetings, diaries, even historical objects such as inscriptions and artifacts.⁵⁰

2. Test

The test can be a series of questions, worksheets, or the like that can be used to measure the knowledge, skills, talents, and abilities of the subject research. The instrument sheet in the form of this test contains test questions consisting of items question. Each item represents one type of variable measured.

Based on the objectives and objects studied, there are several types of tests, namely: a) Personality test or personality test, used to reveal a person's personality which concerns personal concepts, creativity, discipline, abilities, special talents, and etc., b) aptitude test or aptitude test, this test is used to determine talent a person, c) intelligence test or intelligence test, is done to estimate the level Someone's intellectual, d) attitude test or attitude test, used to measure various the attitude of people in dealing with a condition, e) tests of interest or measures of interest, intended to explore a person's interest in something, f) achievement test or achievement test, used to determine the achievement of

⁵⁰ Nur Aedi, "Instrumen Penelitian Dan Pengumpulan Data" (Bandung: Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia, 2010). Page 3-7

someone after he learns something One of the forms of this instrument can be used in evaluating the ability of student learning outcomes in primary school, of course by paying attention to aspects as basic as the ability in knowledge, attitudes and skills possessed either after completing one particular material or all the material that has been be delivered.

In this research, the researcher used a test as the instrument. The Pre-test (the given test for students after the treatment) and the Post-Test (the given test for students after the treatment) were used in this research. The tests themselves are conducted as multiple-choice questions. This test was used to measure the individual knowledge, skill, intelligence, and students' performance after receiving the treatment. The test was conducted for both experimental and control groups and it includes 25 questions for 6 different texts. Every single correct point will get four scores, and the missing answer and inappropriate answer will get zero points. For the scoring the amount of correct number divided by the total of the question and multiplied by 100. The researcher will use two steps of research: Treatment and Post-Test.

Table 3.3**The list of Instruments that used in the research :**

No	Name of Instrument	Appendix	Link
1	Try-Out Test	Appendix 14	https://bit.ly/3qOfYgD
2	Pre-Test	Appendix 15	https://bit.ly/3m0hVay
3	Post-Test	Appendix 16	https://bit.ly/3bRpk7w

E. Technique of Analyzing Data**1. Analysis of Try-out Test**

Before applying the test to the control and the experimental group, the researcher gave the try-out test to the try-out class, X IPA 2. After giving the try-test, the researcher used four test, there are validity test, reliability test, discrimintaing power and degree of test difficulty:

a. Validity

Ghuri in Hamed Taherdoost (2016) stated Validity explains how well the collected data covers the actual area of investigation. Field (2005) the meaning validity is "measure what is intended to be measured".⁵¹ Further (Suharsimi Arikunto, 2002) in Lupi Karyawati

⁵¹ Hamed Taherdoost, "Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research," *SSRN Electronic Journal*, no. September (2018). Page 28

(2018) strengthens that validity is an important quality for any test. It is a condition in which a test can measure what is supposed to be measured. As the statement from Arikunto (2002) "a test is valid if it measures what it purpose to be measured".⁵²

In testing the validity the researcher will use product moment correlation formula in order to valid the item. In this case, the researcher used the IBM SPSS (Statistical Package for the Social and Sciences) version of 23 to operate the product moment correlation. For the manual calculation used the formula as follow:

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

where :

r_{xy} = The coefficients of correlation between X and Y

N = The total of subject of experiment

$\sum X$ = The Sum of score of X item

$\sum Y$ = The Sum of score of Y item

⁵² Karyawati, "The Effectiveness Of Think Aloud Strategy In Teaching Reading Comprehension On Narrative Text (An Experimental Study At The Eighth Grade Students Of Smpn 1 Sawit In The Academic Year Of 2016/2017)."Page 44

(Suharsimi Arikunto, 2002 : 146) in Lupi Karyawati, 2016

b. Reliability of instruments

Carmines and Zeller (1979) stated in Hamed Taherdoost (2016) stated Reliability concerns the extent to which a measurement of a phenomenon provides a stable and consistent result. Reliability is also concerned with repeatability. For example, a scale or test is said to be reliable if repeat measurements made by it under constant conditions will give the same result (Moser and Kalton, 1989).

Testing for reliability is important as it refers to the consistency across the parts of a measuring instrument (Huck, 2007). A scale is said to have high internal consistency reliability if the items of a scale "hang together" and measure the same construct (Huck, 2007, Robinson, 2009).⁵³ Validity and reliability

Further, Blumberg et al., (2005) in Mohajan, Haradhan (2017) give another definition of reliability. Reliability refers to a measurement that supplies consistent results with equal values It measures

⁵³ Taherdoost, "Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research." Page 33

consistency, precision, repeatability, and trustworthiness of research.

In quantitative research, reliability refers to the consistency, stability, and repeatability of results, that is, the result of a researcher is considered reliable if consistent results have been obtained in identical situations but different circumstances. But, in qualitative research, it is referred to as when a researcher's approach is consistent across different researchers and different projects [Twycross & Shields, 2004].⁵⁴

In testing the reliability the researcher will use the K-R 20 formula as follow:

$$r_{KR20} = \frac{k}{k-1} \left(1 - \frac{\sum p q}{s^2} \right)$$

Where :

r_{11} = the reliability coefficient of items

n = the number of item in the test

P = the proportion of students who give the right answer

⁵⁴ Haradhan Kumar Mohajan, "Two Criteria for Good Measurements in Research: Validity and Reliability," *Annals of Spuru Haret University. Economic Series* 17, no. 4 (2017): 59–82. Page 10

Q = the proportion of students who give the wrong answer

S = the standard of deviation of the best

S^2 = Variance

After the coefficient value of reliability have been determined, then here are the classifying of reliability coefficient as I cited from KR 20.⁵⁵

Reliability coefficient	Criteria
0.800-1.000	Very High
0.600-0.800	High
0.400-0.600	Satisfactory
0.200-0.400	Low
0.000-0.200	Very low

Sumber : Surapranata. 2006: 59

c. Discriminating Power

To determine how well an item is in its spread from upper to lower students. Claiming the good or not an item is depended on the power of the question to distinguish the results obtained by better students and those who are not.⁵⁶

⁵⁵ Achmad Amru, "Penerapan Metode Kuder-Richardson (k-r 20) Dan Naive Bayes Classifier Dalam Analisis Butir Soal Hasil Ujian Tengah Semester" (2014). Page 24

⁵⁶ Ajeng Desy Hidayati, "The Analysis of Validity , Reliability , Discrimination Power and Level of Difficulty of First Mid-Term Test in the Case of the Eighth Grade Students of Smp 33 Semarang Faculty of

Furthermore, according to Zainul as I cited as I cited from Laela Umi Fatimah and Khairuddin Alfath (2019), in the journal of communication and islamic education stated the distinguishing power of an item is the difference in the index of each item which is measured based on the ability of the question to distinguish between low-achieving groups and high-achieving groups among the test participants.

The formula to determine Discriminating Power index as the equation:

$$DP = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

In which:

D = discriminating power of each item of test

J = the number of test participants

JA = the number of students of the upper group

JB = the number of students of the lower group

BA = the number of students in the upper group who answer the item correctly

BB = the number of students in the lower group who answer the item correctly

PA = the proportion of the upper group who answered correctly

PB = the proportion of the upper group who answered correctly

Discrimination Power Criteria (D), is as follow:

Index	Interpretation
Less than 0.20	Poor
0.20 - 0.40	Satisfactory (medium)
0.40 - 0.70	Good
0.70 - 1.00	Excellent
Negative sign (-)	very bad ⁵⁷

d. Degree of test difficulty

Difficulty level analysis is one of the assumptions used to get better quality questions. The assumption refers that the questions tested have the same proportions in the easy, medium, and expert levels. The level of difficulty is depended on the terms of how students can answer it, not from the perspective of the teacher.

The fact that the difficult question will give the students a sense of hopelessness to develop their understanding represents the good questions should not

⁵⁷ Laela Umi dan Khairuddin Alfath Fatimah, "Analisis Kesukaran Soal, Daya Pembeda Dan Fungsi Distraktor," *Jurnal Komunikasi dan Pendidikan Islam* 8, no. 2 (2019): 37–64. Page 41-45

too hard. Meanwhile, the easy question will make students receive less simulation to answer the questions.

According to Witherington in the book of Psychological education as I cited from Laela Umi Fatimah and Khairuddin Alfath (2019), in the journal of communication and islamic education states the degree of difficulty in a learning outcome test item to be adequate or not depends on the size of the difficulty index or number that represents the level of difficulty of the question.

The formula used in finding the test of difficulty is

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

Where

P : Difficulty Index

B : The number of students who answered the question correctly.

JS : The total number of students taking the test

According to Robert L. Thorndike and Elizabeth Hagen stated the criteria of test difficulty as follows:⁵⁸

⁵⁸ Ibid. Page 51-55

Index	Interpretation
$0.00 < P < 0.30$	Very Difficult
$0.31 < P < 0.70$	Medium
$0.71 < P < 1.00$	Easy

2. Data Analysis of Pre-test and Post-test

a. Test of Normality

An assessment of the normality of data is a prerequisite for many statistical tests because normal data is an underlying assumption in parametric testing. There are two main methods of assessing normality: Graphical and numerical (including statistical tests).

The normality test is believed to become an essential point in data analysis. Prabhaker Mishra et al (2019) stated that the data must be normally distributed to make the resultant mean is being a representative of our data. This representative is a needed condition to create a clear interpretation. That is why testing the normality data is must be taken first. After doing the normality test, then deciding whether the mean is following activity to check the mean is applicable as the representative value of our data or not. If applicable, then means are compared using parametric test otherwise

medians are used to compare the groups, using nonparametric methods.⁵⁹

In testing the normality of the data, the researcher used the Shapiro-Wilk method. This method was proposed in 1965 by Samuel Stanford Shapiro and Martin Wilk. According to Shapiro & Wilk states that the test statistic is obtained by dividing the square of the appropriate linear combination of an ordered statistical sample by the usual symmetric estimate of variance as I quoted in thesis written by Rika Dwiana Putri entitled “Perbandingan Kekuatan Uji Metode Kolmogrov-Smirnov, Anderson Darling, dan Shapiro-Wilk untuk menguji normalitas data”, Dharma University of Yogyakarta, 2020. This method tests whether the null hypothesis (H₀) is normally distributed which does not depend on the mean and variance.⁶⁰

In this study, the Shapiro-Wilk test in the normality test was not calculated manually. The researcher calculated the Shapiro-Wilk test using the

⁵⁹ Prabhaker Mishra et al., “Descriptive Statistics and Normality Tests for Statistical Data,” *Annals of Cardiac Anaesthesia* 22, no. 1 (2019): 67–72. Page 67-70

⁶⁰ Rika Dwiana Putri, “Perbandingan Kekuatan Uji Metode Kolmogrov-Smirnov, Anderson-Darling, Dan Shapiro Wilk Untuk Menguji Normalitas Data” (2020): 1–139, https://repository.usd.ac.id/36422/2/163114009_full.pdf.

IBM Statistical Package for the Social Sciences (SPSS) application version 23.0 windows. In its use, the normality tests can be performed simultaneously (Experimental and control classes) using the Shapiro-Wilk test on the IBM SPSS version of 23.

b. Test of homogeneity

Constance Mara and Robert A. Cribbie (2018) stated the researchers are used the homogeneity test to test for equivalence of group variances is to justify the use of tests that assume variance homogeneity in their primary analysis. In this case, the researcher would like to find that the variances are equal across groups.⁶¹

Anthony Tanbakuchi (2009) also stated that the homogeneity test is used to analyze if different populations are similar (homogenous or equal) in terms of some characteristics. Besides, this test also applied to verify the homogeneity of data, proportions, variance (more than two variances are tested; for two variances the F test is applied), error variance, sampling variances. The homogeneity test is used to help some questions as follows:

⁶¹ Constance A. Mara and Robert A. Cribbie, "Equivalence of Population Variances: Synchronizing the Objective and Analysis," *Journal of Experimental Education* 86, no. 3 (2018): 442–457, <http://dx.doi.org/10.1080/00220973.2017.1301356>. Page 4

- 1) Is the proportion of x the same in all the populations?
(homogeneity)
- 2) Is the proportion of x different in at least one of the
populations? (homogeneity)
- 3) Does one of many processes under evaluation have a
higher proportion of x? (homogeneity)⁶²

In this study, researchers used the IBM SPSS version 23.0 windows application to test the homogeneity of the data.

Decision-Making F test:

- If the Probability value > 0.05 means H_0 is accepted.
- If the Probability value < 0.05 means H_1 is accepted.

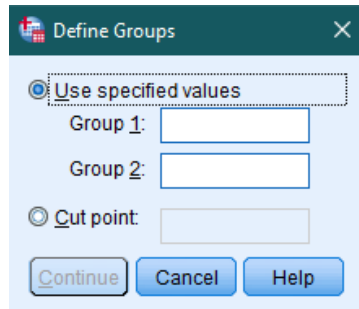
The two variances are identical, making use of the variance to compare the population mean with the t-test, so it is better to use the Equal Variance Assumed basis (assuming both variances were the same). The steps in determining the homogeneity of the data using SPSS are as follows:

As for the steps:

1. Open the Post-test Result Datasheet for Experimental Class and Control group

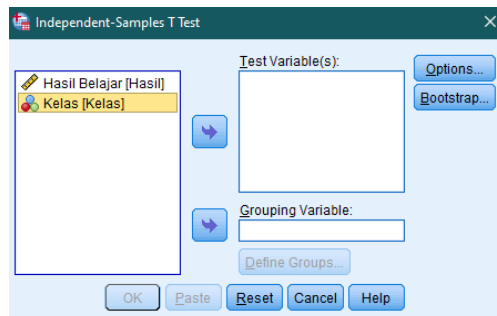
⁶² Anthony Tanbakuchi, "Contingency Tables" (2009).Page 4-5

2. From SPSS main menu select **Analyze** menu >>> **Compare Means** >>> **Independent sample T-test** appears on the display screen as shown below:



Charging :

- Test Variable(s). Choose **Learning Outcomes**
- Grouping Variable or qualitative variable. As per the case, select **Class**. Then the variable must be defined. Click on **Define Group**. It looks like the screen below:



For Group 1, fill with **3**, and Group 2 fill with **4**.

- After the filling is complete, press **Continue** to continue to the previous menu.
- For the Options column, leave the confidence level at 95%. Likewise with the treatment of missing values, which remains on the option of Exclude cases analysis by analysis.
- Press **Continue** if the filling is considered complete.
- Then press **OK** to process the data.

Furthermore, with the basic guidelines for decision making, it can be determined whether the data have identical variances or not.

c. Independent Sample t-Test

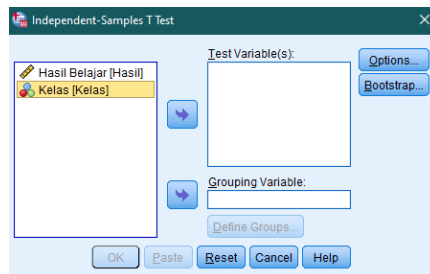
Independent sample t-test aims to compare the mean of two groups that are not related to each other, whether the two groups have the same average or not significantly. In the calculation, the researcher uses SPSS version 23 to test the Independent sample T-test.

The basis for making decisions in the t-test are as follows:

- If the value of Sig(2-tailed) > 0.05 , then H_0 is accepted, meaning that there is no significant difference between the learning outcomes of social studies class A and social studies class B.
- If the value of Sig(2-tailed) < 0.05 , then H_1 is accepted, meaning that there is a significant difference between the learning outcomes of IPS A class and IPS B class.

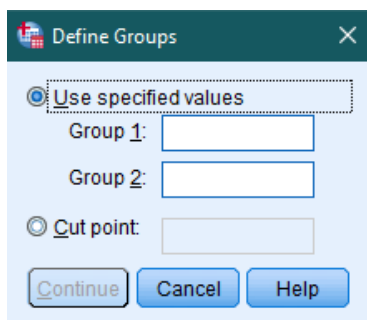
The steps are the same as in the F Test process, and the table shown is also the same:

- 1) Open the Post-test Result Datasheet for Experimental Class and Control group
- 2) From SPSS main menu select **Analyze menu >>> Compare Means >>> Independent sample T-test**
- 3) Appears on the display screen as shown below:



Charging :

- Test Variable(s). Choose **Learning Outcomes**
- Grouping Variable or qualitative variable. As per the case, select **Class**. Then the variable must be defined. Click on **Define Group**. It looks like the screen below:



The screenshot shows a dialog box titled "Define Groups". It has a close button (X) in the top right corner. The dialog contains two radio buttons: "Use specified values" (which is selected) and "Cut point". Below "Use specified values", there are two text input fields labeled "Group 1:" and "Group 2:". Below "Cut point", there is one text input field. At the bottom of the dialog, there are three buttons: "Continue", "Cancel", and "Help".

- For Group 1, fill with **3**, and Group 2 fill with **4**.
- After the filling is complete, press **Continue** to continue to the previous menu.
- For the Options column, leave the confidence level at 95%. Likewise with the treatment of missing values, which remains on the option of Exclude cases analysis by analysis.
- Press **Continue** if the filling is considered complete

- Then press **OK** to process the data.⁶³

Furthermore, with the basic guidelines for decision making, it can be determined whether the data have significantly different mean or not.

⁶³ Singgih Santoso, *Buku Latihan SPSS Statistik Parametrik* (Jakarta: Elex Media Komputindo, 2000). Pages 94-99

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

A. Description of the research

The result finding of the research described there were different significant result between the experimental (using Thinking-aloud combined with Kahoot!) and control class (without using Thinking-aloud combined with Kahoot!) on the comprehension of reading narrative text. This research was conducted in MA Futuhiyyah 2 Mranggen at tenth-grade students in the academic year of 2020/2021.

Further, non-probability sampling was used in this research as the tool to determine the sample. The non-probability here means the opportunity in taking the sample was not given similarity chance for each element of the population. The participants of the study were 60 students from students of X IPS 1 and X IPS 2. X IPS 1 as the experimental and X IPS 2 as the control class.

Before the researcher takes the research, the items should be analyzed first. In this case, the researcher gave the Try-out test to determine where the items become proper or not in the research. The properness here depends on the index validity, reliability, discrimintaing power, and the degree of difficulty of the items. The try-out was conducted from April

19th until 24th, 2021 (Google form). The total of prepared items was 40 items as the instrument of the try-out test. The test was given to know the index validity, reliability, discriminating power, and the degree of test difficulty of items.

In the try-out analysis, the author used product moment analysis to test validity. KR-20 was used to know whether the instrument reliable or not. Furthermore, the researchers also conducted the discriminating power and the difficulty of the test. For discriminating power, the researcher divided the class into two groups, upper and lower class. There were 13 students in the upper group and the rest of them, 12 students included in the lower group. The test was calculated manually using Microsoft excel of the 2019 version except the product-moment analysis. The researcher used the IBM SPSS version of 23 to analyze the validity of the instrument.

After getting the proper instrument in the research, the researcher conducted pre-test to both of Experimental and control class. The number of items were 25 and conducted as multiple choice question. After conducting the pre-test, the researcher analyzed the normality and the homogeneity of the data resulted in pre-test. The analysis was used to know the data was distributed normal and have same variance. Then, the researcher prepared the lesson plan for both the experimental and control class. The researcher conducted the treatment on

May 30th and July 3rd, 2021 for the treatment and control class. The treatment class was taught using the Thinking-aloud method combined with Kahoot! meanwhile, the control class was taught by the Question-answer method.

Further, on July 4th, 2021. After conducting the treatment for both classes the researcher gave the post-test to the experimental and control group. The items were 25 questions conducted as multiple-choice. From the analysis of post-test using independent sample t-test, the researcher concluded that there were significant differences in results between the experimental and control group. This decision is based on a significant value in the data analysis that is less than 0.05.

B. Data Analysis and Test of Hypothesis

1. Data Analysis Try-Out

a. Data Analysis of Try-Out Finding

1) Validity instrument

This Item validity was used to determine the index validity of the test. Which item should be valid or not. To know the instrument validity, the researcher used the SPSS IBM version of 23. According to the result, there were 28 items which valid from 40 items. The rest of them were invalid

instruments. The invalidity of the item was caused by the lower r -XY (the correlation of score each item) value in each item was lower than the r -table value (0,377).

Table 4.1

The Validity of Each Item

Criteria	r-table	Number of question	Total
Valid	0,337	2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 20, 21, 23, 24, 25, 26, 31, 32, 33, 35, 36, 37, 38, & 40	28
Invalid	0,337	1, 5, 6, 18, 19, 22, 27, 28, 29, 30, 34, & 39	12

Here is the following example of the validity result in item 1. The index correlation of item 1 was 0, 308 (calculated by IBM SPSS version of 23). According to the calculation, item number 1 was not valid, because the number of r -XY was lower than the r -table (0,377). Since the r -XY is higher than the r -table it should be valid.

meanwhile, it should be invalid where the r_{-XY} is lower than the r -table.

2) Reliability

A good item must be valid and reliable. Reliable itself is the level of strength in the stability of an item when tested on the same person at different times. In this case, the author used the K-R 20 formula to get the coefficient of correlation. The formula is as follows:

$$r_{KR20} = \frac{k}{k-1} \left(1 - \frac{\sum pq}{s^2} \right)$$

According to the computation of K-R 20, the result determined that (the K-R 20 value) was 0,862. Further, the reliability of the coefficient was very high based on the classification.

3) Degree of Difficulty test

In looking at the level of difficulty in the test, the author used the formula that will be listed as well as an example of its calculation in item 1 below:

Formulas and examples of calculation of item 1 :

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

$$P = 15 / 25 = 0,6$$

This result of the computation was 0,6. It is stated that the number 1 item was categorized as Medium category which is the result was in the interval $0.31 < P < 0.70$.

Table 4.2
The Degree of Difficulty Each Item

Criteria	Number of questions	Total
Easy	12	1
Medium	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 31, 33, 34, 35, 36, 37, 38, 39, & 40	34
Very Difficult	15, 18, 27, 30, & 32	5

4) Discriminating Power

The following will display an example of calculating the power level difference in item number 1. This analysis is different from the

previous analysis. The discriminating power requires the analysis to divide the output of Try-out to be two sides, upper group, and lower group. They were the lower and upper group.

Table 4.3
The Discriminating Power Number 1

No	Code of BA	Score	No	Code of BB	Score
1.	T13	1	1.	T 2	0
2.	T 25	1	2.	T 16	1
3.	T 20	1	3.	T 17	0
4.	T 7	1	4.	T 24	0
5.	T 18	1	5.	T 21	1
6.	T 22	1	6.	T 8	1
7.	T 10	1	7.	T 12	1
8.	T 5	0	8.	T 9	0
9.	T 1	0	9.	T 14	1
10	T 23	0	10	T 3	1
11	T 11	0	11	T 19	0
12	T 6	1	12	T 15	0
13	T 4	1			
SUM		9	SUM		6

Here was the discrimintaing power analysis of item number

1 :

$$DP = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

$$B_A = 9$$

$$J_A = 13$$

$$B_B = 6$$

$$J_B = 12$$

$$DP = 0,192$$

According to the calculation, the discriminating power of item number 1 was poor. The result was in the interval less than 0.20. The following table will show the Discriminating Power of Each Item.

Table 4.4
The Discriminating Power of Each Item

Criteria	Number of Question	Total
Poor	1 & 34	2
Satisfactory (medium)	3, 6, 9, 10, 15, 17, 28, 32, 35, & 36	10
Good	4, 5, 7, 8, 11, 12, 13, 14, 16, 21, 23, 25, 26, 31, 33, 38, & 40	17
Excellent	20, 24, & 37	3
very bad	2, 18, 19, 22, 27, 29, 30, & 39	8

The Discriminating Power Index

Index	Interpretation
Less than 0.20	Poor

0.20 - 0.40	Satisfactory (medium)
0.40 - 0.70	Good
0.70 - 1.00	Excellent
Negative sign (-)	very bad

Based on the results of the validity analysis, reliability, level of difficulty test, and the different power test. It determined that 27 items could be as post-tests. The items received are item number 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 20, 21, 23, 24, 25, 26, 31, 32, 33, 35, 36, 37, 38, and 40.

2. Data Analysis of Pre-test and Post-test Experimental

Class and Control class

The result of the pre-test and the post of the experimental and of the control class assessed using SPSS verison 23.0. The result including the number of participants, the maximum and minimum score in each test, the mean of every test and the standard of deriviation. The result of the pre-test and post-test of Experimental and control class were summarizid below in the table :

Table 4.5
Group Statistic

	N	Minimum	Maximum	Mean	Std. Derivation
Pre-test Experimental	30	48	96	71,73	12,337
Post-test Experiment	30	68	96	82,53	8,102
Pre-test Cotrol	30	44	84	61,87	9,839
Post-test Control	30	52	88	68	10.185
Valid (N)	30				

The following table 4.5 describes that the pre-test score of experimental class before taken the treatment are 30 participants as is in the first line. The highest score is 96 and the minimum score is 48. For the mean score was 71,73 and the standard derivation is 12,337. After getting the treatment, the increasing mean is gained. The experimental class score in the earlier was 71,73 and after taking the treatment become 82,53. The highest score in the post-test for experimental class is 96 and the lowest score is 68. Further, the standard derivation is 8,012.

Meanwhile, for the control class, the number of participants are 30. Before taking the treatment, the control

class gain 61,87 with the highest score is 84 and the minimum score is 44. The standard derivation in this test is 9,839. Furthermore, in the post-test for control group the main gained is 68,00 with the standard derivation is 10,185. The highest score is 88 and the minimum score is 52. From the table above, it can be inferred that there is substantial score after the treatment was given to the students in the experimental class by applying Thinking-aloud combined with Kahoot! in teaching narrative text learning, and the students' scores of the control class also got improved but slightly.

a. Test of Normality (Shapiro-Wilk)

In this study, the author used the Shapiro-Wilk test to test the normality of the student's pre-test and post-test score data as a prerequisite for conducting the t-test analysis test. As for the calculation, the author used the IBM SPSS version 23 application and the results obtained a significant value for the pre-test of the Experimental class of 0.651 and for the Control class of 0.737. Again, for the result of a significant value for the post-test of Experimental class was 0,114 and for the control class was 0,167.

Table 4.6
Test of Normality of Pre-test and Post-test

Kelas		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar	Pre-test for Experimental Class	,119	30	,200 [*]	,974	30	,651
	Pre-test for Control Class	,114	30	,200 [*]	,977	30	,737
	Post-test for Experimental	,123	30	,200 [*]	,943	30	,107
	Post-test for Control	,153	30	,072	,949	30	,161

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Decision-Making Basis:

- If the significance value is > 0.05 , then the data distribution is normal
- If the significance value is < 0.05 , then the data distribution is normal

From the table above, it is mentioned that the significance value of the two classes in pre-test is more than 0.05, namely 0.651 and 0.737, the data is normally distributed. Meanwhile for the post-test, the significance value of the experimental classroom and control classroom are 0,107 and 0,161 respectively. Based on the

decision making states that the data is distributed normally.

b. Test of Homogeneity of pre-test and post-test

To perform the t-test, the next requirement is the identical variance of the post-test value data. In this case, the author used the F test to test the homogeneity. The author used the IBM SPSS version 23 application in the operation of the F Test.

Table 4.7
Test of Homogeneity of Variances of Pre-test

	Levene's Test for Equality of		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the		
								Lower	Upper	
Hasil Belajar	1,58	0,214	3,425	58	0,001	9,867	2,881	4,1	15,63	
			3,425	55,27	0,001	9,867	2,881	4,094	15,64	

Table 4.8
Test of Homogeneity of Variances of Post-test

	Levene's Test for Equality of		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the		
								Lower	Upper	
Hasil Belajar	1,791	0,186	6,12	58	,000	14,533	2,376	9,777	19,29	
			6,12	55,2	,000	14,533	2,376	9,772	19,3	

Decision-Making Basis:

- If the significance value is > 0.05 , then the data have the same variance
- If the significance value is < 0.05 , then the data have the different variance.

From the results obtained in the learning outcomes in the Equal variances assumed column (it is assumed in pre-test that both variances are the same or using a pooled variance t-test) is 1,580 with a probability of 0.214. Due to probability > 0.05 then H_0 is accepted, or it can be said that the two variances are the same or identical.

Further, the significance value in post-test for both experimental and control class is 0.186. Due to the probability > 0.05 then H_0 is accepted. It means that the data have the same variance.

The two variances are identical, so it is better to use the Equal Variance Assumed basis (assumed both variances are the same).to use the variance to compare the population mean with the t-test.

c. Independent sample t-Test

Independent sample t-test aims to compare the mean of two groups that are not related to each other,

whether the two groups have the same average or not significantly.

The results obtained indicated that the average of post-test scores for class X IPS 1 and X IPS 2 are 82,53 and 68.00, respectively. Based on the results of the analyzing data using the Independent sample t-test, it shows that there is a significant difference between the results of the Post-test Experimental and Control classes. Here is the following table displaye the Group Statistics and the Independent sample t-test in table 4.9 and 4.10

Table 4.9

Group Statistics					
Kelas		N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar	Post-test for Experimental	30	82,53	8,102	1,479
	Post-test for Control	30	68,00	10,185	1,859

Table 4.10
Independent Sample t-test

		Levene's Test for Equality of		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar	Equal variances assumed	1,791	0,186	6,12	58	,000	14,533	2,376	9,777	19,29
	Equal variances not assumed			6,12	55,2	,000	14,533	2,376	9,772	19,3

On the basis of decision making:

- If the value of Sig (2-tailed) > 0.05 , then H_0 is accepted, meaning that there is no significant difference between the learning outcomes of social studies class 1 and social studies class 2.
- If the value of Sig (2-tailed) < 0.05 , then H_1 is accepted, meaning that there is a significant difference between the learning outcomes of social studies class 1 and social studies class 2.

From the results obtained, the significance number (2-tailed) obtained is 0.000 or < 0.05 , so there is a significant difference between learning outcomes between the experimental class and the control class.

d. Discussion of Research Finding

The researcher lastly discussed the data after getting the result of the research. Based on the process of

teaching-learning in the research it could be showed that Using Thinking-aloud combined with Kahoot! was able to answer the statement problem.

- 1) The increasing learning outcomes are gained after the students were given a treatment. The average result of pre-test in both experimental and control is 71,73 and 61,87 respectively. After getting the treatment the average result of Experimental class and control class is 82.53 and 68.00. It is indicated that the increasing number of the experimental class substantially, meanwhile the control also gained the improvement result but sightly.
- 2) The difference in the average post-test scores of the experimental and control classes showed that the variance is homogeneous. The homogeneity of the result is crucial for researchers to continue their research. Here the post-test mean scores of the experimental and control classes are 82.53 and 68.00, respectively. In addition, to proceed to the analysis of the independent test, the data should be normal. This indepedent t-test is used to determine the mean difference between the experimental post-test scores and the control class post-test scores. Based on the analysis, the data was normal with a value

significance of 0.107 and 0.161, respectively. After fulfilling the requirements, the researchers were allowed to conduct an independent sample t-test. After conducting the analysis of Independent sample t-test, the significance value obtained was 0.000 (less than 0.05). Based on the decision-making, there is a significant difference between the average post-test scores of the experimental class and the control group.

The research findings have some similarities with several previous researchers such as Lupi Karyawati (2017) and Yasemin Sönmez, and Süleyman Erkam Sulak (2018) that examined the use of Thinking-aloud in teaching reading narrative texts. In this case, students' reading comprehension increases. This was evidenced by the number of t_0 is greater than t_t . The conclusion stated that the application of Thinking-aloud method in learning to read Narrative texts has a significant difference in the pre-test and post-test scores.⁶⁴

Further, several researchers have also investigated the use of Kahoot! as a learning medium

⁶⁴ Sönmez and Sulak, "The Effect of the Thinking-Aloud Strategy on the Reading Comprehension Skills of 4th Grade Primary School Students." Page 177-178

for students. Szabolcs Felszeghy, et al. examined the use of online game-based platforms to improve student performance and engagement in the teaching of histology. This research was quasi-experimental. The researcher used qualitative (Cronbach's alpha) and quantitative (independent sample t-test) analysis for analyzing the data. The results showed that the use of Kahoot! was successful and resulted in learning gains.⁶⁵

Furthermore, in this study, the average post-test scores of the class was treated using Thinking-aloud combined with Kahoot! got better than the control class taught by the question and answer method. The average post-test score was 82,53 for the experimental and 68,00 for the control class.

3) Differences in learning conditions

There are some differences in the teaching-learning process condition between the treatment class and control class as follow:

- Students felt attracted to participating in learning by applying the Thinking-aloud combined with games that make them enjoy.

⁶⁵ Felszeghy et al., "Using Online Game-Based Platforms to Improve Student Performance and Engagement in Histology Teaching." Page 7-8

- Students are motivated to learn, especially in narrative texts, since this method allows students to explore their thought during the learning process.
- Students got a better understanding of the narrative since students understand the details of the story from the text. This detailed understanding can be viewed by linking the whole process, from developing a hypothesis, describing, connecting the obtained knowledge with new knowledge. The last two steps combined with the game-based learning platform, Kahoot!. There are monitoring the reading and checking the lagging understanding. In addition, based on the reflective activity in the end of teaching learning process conducted by the researcher, they stated that they felt this method was supportive and facilitated them in understanding narrative texts. The questions were conducted in google form with the five students from experimental class and five students from control class.

In the condition of teaching-learning process, some researchers also include explanations regarding

conditions during the learning process that apply both Thinking-aloud and Kahoot!. It was explained in a study conducted by Szabolcs Felszeghy, et al. BMC Medical Education (2019), in the research, she explained that students felt more enjoy during the teaching-learning process and realized that gamification increases motivation to learn. It was also explained that some benefits could be taken by students. There were being able to realize the overcoming difficulties and collaborate with other students, promote interest in students, get direct feedback regarding their understanding. In the end, this research lent support for using Kahoot! in the teaching of histology.⁶⁶ In addition, researchers such as Patricia A. Baszuk & Michele L. Heath (2020), Department of Management, Monte Ahuja College of Business, Cleveland State University, Cleveland, Ohio, USA. The research explained that Kahoot! was very useful for students' success initiatives working to increase student learning outcomes, roadmaps, and retention. The use of technology in the classroom can

⁶⁶ Ibid. Page 1

also create better learning opportunities to increase students' engagement.⁶⁷

Further, Lupi Karyawati (2017) and Yasemin Sönmez and Süleyman Erkam Sulak (2018) stated that during the learning process using thinking aloud, students felt enjoyed more so that conditions in the class became more dynamic and active. The Thinking-aloud method is amusing and easy to be applied in the teaching-learning processes.⁶⁸

In last, the difference in conclusions from recent study and previous research is not much different. The most different point is the application of the Thinking-aloud and Kahoot methods simultaneously. The combination of Thinking-aloud and Kahoot! can cause the learning atmosphere interesting and consistent during the learning process. Furthermore, as explained in some points above, the motivation of students is also maintained during the learning process. The next difference is that the

⁶⁷ Patricia A. Baszuk and Michele L. Heath, "Using Kahoot! To Increase Exam Scores and Engagement," *Journal of Education for Business* 95, no. 8 (2020): 548–552, <https://doi.org/10.1080/08832323.2019.1707752>. Page 4

⁶⁸ Karyawati, "The Effectiveness Of Think Aloud Strategy In Teaching Reading Comprehension On Narrative Text (An Experimental Study At The Eighth Grade Students Of Smpn 1 Sawit In The Academic Year Of 2016/2017)." Page 72-74

reading process applied in this study includes three stages. These three stages are applied in thinking-aloud (pre-reading & during reading) and Kahoot! (post-reading).

e. Limitation of the research

In this study, the researcher realized that the research did not run optimally. There are several obstacles were faced by researchers during the research process.

There were the limitations of this research were:

- 1) The research was conducted in one school, in MA Futuhiyyah 2 Mranggen in the academic year of 2020/2021. It is still possible to achieve different results when implemented in other schools.
- 2) The relatively short time causes the research to be less than optimal, but the research requirements have been fulfilled.
- 3) There is still a lack of teaching experience from the researcher. therefore, the delivery of material gains some obstacles. In addition, the aspect of professionalism that is still being honed causes non-optimality in the teaching and learning process. Even so, researchers have also tried to carry out this research.

- 4) In this method, the learning process is combined with ICT. With the adoption of ICT, facilities related to technology are crucial. During the research process, the researcher realized that the relatively short time and the existing facilities were obstacles in themselves.

Noticing all the limitations in the study here is needed for further research that discusses focused on narrative text learners using the same or different media. Here also can combine on other media besides Kahoot!. It is with the hope that later can get more optimal results.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter explains the researcher's conclusion, suggestion, and closing.

A. Conclusion

Referring to the results of the data analysis from the previous chapter, the researcher concludes that the use of the Thinking-aloud method combined with Kahoot! is effective for Narrative text learning. There are some significant differences in the learning outcome from the experimental class and the control class. The mean score of experimental class in post-test is 82.53, meanwhile the control class mean score is 68.00. The increasing learning outcomes are gained after the students were given a treatment. The average result of pre-test in both experimental and control are 71,73 and 61,87 respectively. After getting the treatment, the average result of Experimental class and control class is 82.53 and 68.00. It is indicated that the increasing number of the experimental class is higher than the control class. The significant value in the independent sample t-test was 0.000. It means the score is lower than the significant value 0.05 that has been calculated. It shows from the result that the null hypothesis is rejected and the alternative hypothesis is accepted because the p-value (0.000) is lower than

Sig $\alpha = 0.05$ (5%). Based on the decision-making stated that there is a significant difference between the average post-test scores of the experimental class and the control group. It also can create an exciting atmosphere and keep the students' motivation during the teaching-learning process in the classroom.

In consideration of the conclusion, it implies that the use of the Thinking-aloud method combined with Kahoot! is accomplished to encourage the improvement of comprehension in students' reading skills, especially in Narrative text learning. It can be seen as the progress of the student after being given treatment by using this method. The thinking-aloud strategy combined with Kahoot! is expected to be applied by the educators in teaching Narrative text reading. It is immensely recommended to be utilized in the teaching-learning process since this method can make the students exciting during the teaching-learning process and make them feel enjoy the material. This finding also implies that the use of the Thinking-aloud method combined with Kahoot! can keep the students' motivation and their interest during the teaching-learning process. It also helps the students to explore their thoughts by themselves.

Through the use of the Thinking-aloud method combined with Kahoot!, educators can emphasize the

communicative aspect. In this case, the teacher acts as a model for students and explains how to use the thinking-aloud method (teacher thinking-aloud), then the students explore their thoughts through narrative texts (student thinking-aloud). This method provides an opportunity for students to explore their thoughts so that they can increase their knowledge of the readings they are studying. In addition, the use of this method will focus more on students compared to teacher-centered which is expected that students can understand the concept of the material well based on what they understand.

In summary, the use of Thinking-aloud combined with Kahoot! during the research process can improve the students' achievement in their reading comprehension. Therefore, the application of the Thinking-aloud method combined with Kahoot! is needed to be proposed continuously in teaching reading of the narrative text. This reason was taken because the use of Thinking-aloud combined with Kahoot! can be an effective method to help the student's comprehension in the narrative text learning and create an interactive learning process so that the competence standard of learning can be achieved.

In addition, the use of the Thinking-aloud method is not recommended for schools that do not yet have facilities that support the use of technology, or schools that prohibit the use of technology in the teaching and learning process. This is due

to the need for the application of technology to access the game-based learning platform, Kahoot as a combination with the thinking-aloud method applied in this study.

B. Suggestions

The learning process in the classroom should provide convenience for students and a sense of interest in what students are learning. Here, several things can increase student motivation, one of which is applying games in the learning process. Several studies have also mentioned that the use of games can hold students' motivation and learning outcomes. Then, in addition to the application of the game, the determination of the method is also crucial in teaching. One example of the teaching method is Thinking-aloud. This method is almost the same as other Reading methods, but this method focuses more on critical thinking in students and combining with the use of games to maintain student motivation in learning. The game that combines itself is Kahoot!. Several researchers have explained the benefits of Kahoot! in the previous chapter. Several features are used for free and also premium. Here, the user can be a teacher or a student. The friendly interface makes it easy to be used. Researchers here applied the multiple-choice feature and true or false features. These features have an immense output that can make students interested in learning. In addition, the use of

Kahoot! can also provide a sensation that makes their sense of competition even greater and increases their motivation in answering the questions given. Then, the author hopes that the school can create an atmosphere that make students interested in the learning process, especially in narrative text learning. Here the aim is that to create an atmosphere where the students easily understand the material. Therefore, the research can improve the Students' Reading skills.

1. Suggestions for the teacher

- a. There are several learning strategies to improve the reading comprehension of students. One of them is the Thinking-aloud. By associating this strategy with Kahoot! is believed to make the students easily understand and keep their motivation in the teaching-learning process. This strategy is recommended to the teacher to apply in the teaching-learning process, mainly in teaching reading narrative text. In addition, the use of Kahoot! has limitations for the school that implements a system that prohibits the use of cellphones or communication tools in the classroom, or does not yet have supporting facilities such as computer laboratories. This is because of Kahoot! itself is a game-based learning platform that requires media and internet access to reach it.

- b. In the teaching-learning process, the teacher should facilitate students during the learning process by creating an interesting atmosphere and making students motivated to learn. In addition, students are not fully allowed to enjoy themselves, but they also are asked to think in the learning process. Furthermore, here the teacher can apply the game in the learning process. Kahoot! is a game-based learning platform that is recommended to apply in the teaching and learning process for the teacher. With its use, students can increase motivation and enthusiasm in learning, making it easier to understand the material being taught.

2. Suggestion for the students

- a. There should be an effort on the part of the student to try to understand the Thinking-aloud strategy combined with Kahoot!. With this understanding, students are expected to follow each process and practice it in the teaching and learning process in the classroom.
- b. Students should carry out every process in learning carefully, as in using the thinking-aloud method combined with Kahoot! requires students to work according to their thinking. The teaching-learning process of this method provides flexibility for students

to think and explore using their language. So here, students should not copy other students' answers and work with themselves based on their thoughts.

C. Closing

Alhamdulillahirabbil 'alamin, la haula wala quwwata illa billah. With His grace and mercy, Allah has given strength and convenience so that this thesis can be completed. Thank you to good people who consistently spread the knowledge gained so that the regard does not become extinct from this universe. The author firmly believes that this research is far from perfect. So suggestions and constructive criticism are very much needed. In the end, the writer hopes that this thesis can be helpful for writers and readers in general.

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Appendix 1

List of Students of Try-out test

No.	Inisial Nama	Kelas	Kode
1	AM	X IPA 2	T1
2	AAR	X IPA 2	T2
3	AIA	X IPA 2	T3
4	ALS	X IPA 2	T4
5	AV	X IPA 2	T5
6	DR	X IPA 2	T6
7	DN	X IPA 2	T7
8	FM	X IPA 2	T8
9	HZN	X IPA 2	T9
10	ISNJ	X IPA 2	T10
11	KWPU	X IPA 2	T11
12	LS	X IPA 2	T12
13	MAA	X IPA 2	T13
14	MRC	X IPA 2	T14
15	MH	X IPA 2	T15
16	MLH	X IPA 2	T16
17	NRF	X IPA 2	T17
18	NT	X IPA 2	T18
19	NIS	X IPA 2	T19
20	RAS	X IPA 2	T20
21	RN	X IPA 2	T21
22	SS	X IPA 2	T22
23	SK	X IPA 2	T23
24	SPM	X IPA 2	T24
25	ZHSZ	X IPA 2	T25

Appendix 2

List of Students of Experimental Class

No.	Inisial Nama	Kelas	Kode
1	AADM	X IPS 1	E1
2	AAN	X IPS 1	E2
3	AAW	X IPS 1	E3
4	AF	X IPS 1	E4
5	ASN	X IPS 1	E5
6	ASNN	X IPS 1	E6
7	DFA	X IPS 1	E7
8	EUM	X IPS 1	E8
9	FN	X IPS 1	E9
10	FCD	X IPS 1	E10
11	IWI	X IPS 1	E11
12	KNZ	X IPS 1	E12
13	KA	X IPS 1	E13
14	LNA	X IPS 1	E14
15	LZF	X IPS 1	E15
16	LNH	X IPS 1	E16
17	MFH	X IPS 1	E17
18	MSA	X IPS 1	E18
19	NV	X IPS 1	E19
20	NA	X IPS 1	E20
21	NNI	X IPS 1	E21
22	NNA	X IPS 1	E22
23	NHM	X IPS 1	E23
24	PMD	X IPS 1	E24
25	QN	X IPS 1	E25
26	RLZ	X IPS 1	E26
27	RM	X IPS 1	E27
28	RAF	X IPS 1	E28
29	SNL	X IPS 1	E29
30	URJ	X IPS 1	E30

Appendix 3

List of Students of Control Class

No.	Inisial Nama	Kelas	Kode
1	ATR	X IPS 2	C1
2	ACN	X IPS 2	C2
3	AA	X IPS 2	C3
4	A	X IPS 2	C4
5	DAA	X IPS 2	C5
6	DF	X IPS 2	C6
7	FN	X IPS 2	C7
8	F	X IPS 2	C8
9	HAZ	X IPS 2	C9
10	INF	X IPS 2	C10
11	IANK	X IPS 2	C11
12	KN	X IPS 2	C12
13	LA	X IPS 2	C13
14	LNI	X IPS 2	C14
15	LAA	X IPS 2	C15
16	LAKN	X IPS 2	C16
17	MA	X IPS 2	C17
18	MU	X IPS 2	C18
19	NF	X IPS 2	C19
20	NLN	X IPS 2	C20
21	NUS	X IPS 2	C21
22	NLS	X IPS 2	C22
23	NAS	X IPS 2	C23
24	NI	X IPS 2	C24
25	NIZ	X IPS 2	C25
26	PA	X IPS 2	C26
27	SA	X IPS 2	C27
28	SAM	X IPS 2	C28
29	UB	X IPS 2	C29
30	WP	X IPS 2	C30

Appendix 4**The Schedule of the Research**

No	Tanggal	Kegiatan
1	30-Mar-21	Izin Penelitian
2	9-19 April 2021	Try-out test
3	25-Mei-21	Pre-test of Experimental and control
4	30 Mei dan 3 Juni 2021	Conducting the treatment
5	04-Jun-21	Post-test of Experimental and control
6	23-Jun-21	Report the result to the research site

Appendix 5**The Validity of Each Item**

Cirteria	r-table	Number of question	Total
Valid	0,337	2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 20, 21, 23, 24, 25, 26, 31, 32, 33, 35, 36, 37, 38, & 40	28
Invalid	0,337	1, 5, 6, 18, 19, 22, 27, 28, 29, 30, 34, & 39	12

Appendix 7 (Test of Discriminating Power)

Nama	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Mefuh Ahmad Al-Hikam	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1
Zana Hamidah Shoifa Zahro	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
Rizki Ananata Sidiq	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1
Dina Nurussalma	1	0	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	0	0	1
Najmus Tsaqib	1	0	0	0	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1
Selma Salsabila	1	0	1	1	1	1	0	1	0	0	1	1	1	0	0	1	1	1	1	0
Indah Siti Nur Jamah	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1
Ayunda Varayunita	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1
Adinda Mega	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1
Siti Khoiriyah	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	0	0	0	1
Kartika Widya Putri Utami	0	0	1	1	1	1	0	0	0	1	1	1	0	0	0	1	1	0	0	1
Depia Rahmawati	1	0	1	1	0	1	1	1	0	1	0	1	1	0	0	1	0	0	0	1
Ahmad Lutfi Salim	1	0	0	0	0	1	0	1	1	1	1	0	1	1	0	1	0	0	0	1
P1	0,692308	0,076923	0,692308	0,769231	0,461538	0,846154	0,692308	0,846154	0,692308	0,846154	0,846154	0,923077	0,846154	0,769231	0,384615	1	0,538462	0,230769	0,153846	0,9230769
Ahmad Abdur Rouf	0	1	1	0	0	1	0	0	0	1	1	0	1	1	0	0	1	1	1	0
Muhammad Luqmanul Hakim	1	0	1	1	0	0	0	1	1	0	1	1	1	1	0	0	0	0	1	0
Nabilla Risqi Fatimah	0	1	1	0	0	1	0	1	1	1	0	1	0	0	1	1	0	0	0	0
Syahla Putri Maulidina	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0
Razma Nithalia	1	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1	0
Fitri Ianatul Meftubah	1	1	1	0	0	1	0	0	1	0	0	1	1	0	0	0	1	0	1	0
Laylatus Shifa	1	0	0	1	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1
Hesna Zahrotun Nasywa	0	0	0	0	0	0	0	1	1	1	0	1	1	0	0	0	0	0	1	0
Melhisia Rahayu Cahyaningrum	1	1	1	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0
Ahmad Izzul Alif	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Nur Indah Sri	0	0	0	0	1	1	0	1	0	0	0	1	0	0	0	1	0	0	0	0
Masitotul Hawa	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
P2	0,5	0,383333	0,416667	0,25	0,416667	0,5	0	0,333333	0,333333	0,5	0,25	0,5	0,416667	0,166667	0,083333	0,333333	0,333333	0,25	0,5	0,0833333
Daya Beda	0,192308	-0,50641	0,275641	0,519231	0,044872	0,346154	0,692308	0,512821	0,388974	0,346154	0,596154	0,423077	0,429487	0,692564	0,301282	0,666667	0,205128	-0,01923	-0,34615	0,8397436
Status Butir Soal	POOR	VERY BAD	MEDIUM	GOOD	GOOD	MEDIUM	GOOD	GOOD	MEDIUM	MEDIUM	GOOD	GOOD	GOOD	GOOD	MEDIUM	GOOD	MEDIUM	VERY BAD	VERY BAD	EXCELLENT
Keterangan	Butir Soal Mempunyai Daya Beda Balok apabila Nilai Daya Beda > 0,30																			

Appendix 8 (Test if Degree Difficulties of items)

Nama	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Meftuh Ahmad Al-Hikam	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1
Zana Hamidah Shofia Zahro	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
Rizki Ananta Sidiq	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1
Dina Nurussalma	1	0	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1	0	0	1
Najmus Tsajib	1	0	0	0	1	0	1	1	0	0	1	1	1	1	0	1	0	1	1	1
Salma Salsabila	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0
Ayunnya Varayunita	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1
Indah Siti Nur Janiah	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1
Siti Khoiriyah	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	0	0	0	1
Depia Rahmawati	1	0	1	1	1	1	1	1	0	1	0	1	1	0	0	1	0	0	0	1
Kartika Widya Putri Utami	0	0	1	1	1	1	0	0	0	1	1	1	0	0	0	1	1	0	0	1
Ahmad Lutfi Salim	1	0	0	0	0	1	0	1	1	1	1	0	1	1	0	1	0	0	0	1
Ahmad Abdur Rouf	0	1	1	0	0	1	0	0	0	1	1	0	1	1	0	0	0	1	1	0
Muhammad Luqmanul Hakim	1	0	1	1	0	0	1	1	0	1	1	1	1	1	0	0	0	0	0	0
Nabila Risqi Fatimah	0	1	1	0	0	1	0	1	1	1	0	1	0	0	1	1	0	0	0	0
Syahla Putri Maulidina	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0
Fitri lanatul Maftuhah	1	1	1	0	0	1	0	0	1	0	0	1	1	1	0	0	0	1	0	0
Ruzma Nihalia	1	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	1	1	1	0
Layyinatul shifa	1	0	0	1	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1
Hansa Zahrotun Nasywa	0	0	0	0	0	0	0	1	1	1	0	1	1	0	0	0	0	0	0	0
Mehsa Nabihayu Cahyaningrum	1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Ahmad Izul Afif	1	1	0	0	1	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0
Nur Indah Sari	0	0	0	0	1	1	0	1	0	0	0	1	0	0	0	1	0	0	0	0
Masitotul Hawa	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Adinda Mega	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0
Jumlah	15	8	14	13	11	17	9	15	13	17	14	18	16	12	6	17	11	6	8	13
Tingkat Kesikaran	0,6	0,32	0,56	0,52	0,44	0,68	0,36	0,6	0,52	0,68	0,56	0,72	0,64	0,48	0,24	0,68	0,44	0,24	0,32	0,52
Status Butir Soal	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Essy	Medium	Medium	Difficult	Medium	Medium	Difficult	Medium	Medium
Keterangan	Sangat Sulit $0,00 < p \leq 0,30$																			
	Medium $0,31 < p \leq 0,70$																			
	Mudah $0,71 < p \leq 1,00$																			

Appendix 9

The Pre-test and Post-test score

NO.	Pre-test	Post-test	Pre-test	Post-test
	Experimental	Experimental	Control	Control
1	72	92	52	64
2	64	84	44	60
3	64	80	60	52
4	48	76	48	64
5	68	80	64	68
6	84	92	80	84
7	68	72	52	64
8	68	76	52	56
9	80	88	52	68
10	92	96	60	60
11	84	88	68	72
12	80	88	60	56
13	72	84	56	72
14	68	68	72	60
15	96	96	64	76
16	56	72	68	64
17	68	84	76	84
18	88	92	68	76
19	64	72	72	80
20	92	92	64	76
21	76	80	84	88
22	80	84	60	56
23	64	72	72	76
24	48	76	56	60
25	60	84	64	84
26	72	76	56	60
27	80	88	64	68
28	64	80	60	64
29	56	72	44	52
30	76	92	64	76

Appendix 10

Test of Normality of Pre-test and Post-test

Tests of Normality							
Kelas		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar	Pre-test for Experimental Class	,119	30	,200 [*]	,974	30	,651
	Pre-test for Control Class	,114	30	,200 [*]	,977	30	,737
	Post-test for Experimental	,123	30	,200 [*]	,943	30	,107
	Post-test for Control	,153	30	,072	,949	30	,161

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Decision-Making Basis:

- If the significance value is > 0.05 , then the data distribution is normal
- If the significance value is < 0.05 , then the data distribution is normal

Because the significance value of the two classes in pre-test is more than 0.05, namely 0.651 and 0.737, the data is normally distributed. Meanwhile the significance value of post-test from experimental and control class is 0.107 and 0.161 respectively. Due to the significance value > 0.05 indicated that the data is distributed normally.

Appendix 11

Test of Homogeneity of Variances of Pre-test

Hasil Belajar

Levene Statistic	df1	df2	Sig.
1,580	1	58	,214

	Levene's Test for Equality of		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the	
								Lower	Upper
Hasil Belajar	1,58	0,214	3,425	58	0,001	9,867	2,881	4,1	15,63
			3,425	55,27	0,001	9,867	2,881	4,094	15,64

Test of Homogeneity of Variances of Pre-test

	Levene's Test for Equality of		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the	
								Lower	Upper
Hasil Belajar	1,791	0,186	6,12	58	,000	14,533	2,376	9,777	19,29
			6,12	55,2	,000	14,533	2,376	9,772	19,3

Decision-making basis:

F test:

- If Probability > 0.05 then H_0 is accepted.
- If Probability < 0.05 then H_1 is accepted.

From the results obtained in the learning outcomes of pre-test in the Equal variances assumed column (it is assumed that both variances are the same or using a pooled variance t-test) is 1,580 with a probability of 0.214. Due to probability > 0.05 then H_0 is accepted, or it can be said that the two variances are the same or identical.

Further, for the the results obtained (Post-test) in the learning outcomes of pre-test in the Equal variances assumed column (it is assumed that both variances are the same or using a pooled variance t-test) is 1,791 with a probability of 0.186. Due to probability > 0.05 then H_0 is accepted, or it can be said that the two variances are the same or identical

The two variances are identical, so it is better to use the Equal Variance Assumed basis (assumed both variances are the same).to use the variance to compare the population mean with the t-test.

Appendix 12

Group Statistics					
Kelas		N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar	Post-test for Experimental	30	82,53	8,102	1,479
	Post-test for Control	30	68,00	10,185	1,859

	Levene's Test for Equality of	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar	Equal variances assumed	1,791	0,186	6,12	58	,000	14,533	2,376	9,777	19,29
	Equal variances not assumed			6,12	55,2	,000	14,533	2,376	9,772	19,3

On the basis of decision making:

- If the value of Sig (2-tailed) > 0.05, then H_0 is accepted, meaning that there is no significant difference between the learning outcomes of social studies class 1 and social studies class 2.
- If the value of Sig (2-tailed) < 0.05, then H_1 is accepted, meaning that there is a significant difference between the learning outcomes of social studies class 1 and social studies class 2.

From the results obtained, the significance number (2-tailed) obtained is 0.001 or < 0.05, so there is a significant difference between learning outcomes between social studies class 1 and social studies class 2.

Appendix 13

Lesson Plan for Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MA FUTUHIYYAH 2
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : X / Genap
 Materi : Teks Naratif
 Alokasi Waktu : 1 x 45 Menit (1 x pertemuan)

A. Kompetensi Inti

- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.
- KI 4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

B. Kompetensi Dasar

- KD 3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.
- KD 4.8 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengans

memperhatikan fungsi soisal, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- 3.8.1 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks *narrative* lisan dan tulisan.
- 3.8.2 Menjelaskan fungsi sosial pada teks *narrative* lisan dan tulisan.
- 4.8.1 Menceritakan teks *narrative*.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- 1. Mengidentifikasi struktur teks dan unsur kebahasaan pada teks *narrative* lisan dan tulisan dengan tepat.
- 2. Menjelaskan fungsi sosial pada teks *narrative* lisan dan tulisan dengan tepat.
- 3. Menceritakan teks *narrative* dengan tepat.

E. Materi Pembelajaran

- 1. Struktur teks:
 - a. Pengenalan tokoh dan setting
 - b. Komplikasi terhadap tokoh utama
 - c. Solusi
 - d. Akhir cerita
- 2. Unsur Kebahasaan:
 - a. Kata-kata terkait karakter, watak, dan setting dalam legenda.
 - b. Modal auxiliary verbs.
 - c. Ejaan tulisan tangan ataupun cetakan dengan jelas dan rapi.
 - d. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
 - e. Menggunakan bentuk waktu lampau (past) baik dalam bentuk *simple*, *past perfect*, *past continuous*, *past perfect continuous* atau *past future continuous*
- 3. Fungsi Sosial:

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

		<p>teks <i>narrative</i> dalam bentuk tulisan</p> <p>Intruksi : “Please, search on the website, the example of Narrative text”.</p> <ul style="list-style-type: none"> • Siswa diminta untuk mengidentifikasi struktur teks dan unsur kebahasaan teks <i>narrative</i> dalam bentuk tulisan. <p>Intruksi : “Now, after you have already found it, identify the generic structure and the language feature of the text in written form.</p> <ul style="list-style-type: none"> • Siswa diminta untuk menjelaskan fungsi sosial teks <i>narrative</i> dalam bentuk tulisan <p>Intruksi : “Next, Mention the social function of Narrative text”.</p> <ul style="list-style-type: none"> • Guru mengarahkan setiap siswa untuk membuat sebuah pertanyaan yang berhubungan dengan materi <p>Intruksi : “Now, Do you have any question regarding the related topic?”</p> <ul style="list-style-type: none"> • Siswa mengajukan pertanyaan berdasarkan pada materi • Siswa diarahkan untuk mencoba menjawab pertanyaan dari teman-temannya (siswa lain)
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	<p>Step 5 Combined with Kahoot!</p>	<p>Di sesi terakhir pada game, Guru memperlihatkan pernyataan yang benar dan yang salah. Hal ini bertujuan mempermudah siswa untuk memonitori bacaan mereka.</p> <p>"This just doesn't make sense." "This is different from what I had expected."</p> <ul style="list-style-type: none"> • Siswa diminta untuk meningkatkan pemahaman yang masih tertinggal Intruksi: For the strange point or misunderstanding point, re read the text again! It can help you to get the lost point and understand the whole text. For example : "I'd better reread." "Maybe I'll read ahead to see if it gets clearer." "I'd better change my picture of the story." "This is a new word to me - I'd better check context to figure it out." • Siswa diminta untuk masuk ke dalam Kahoot! dan diminta untuk menjawab pertanyaan berdasarkan teks pada proses <i>students thinking-aloud</i> Intruksi: "Now, please re-open your Kahoot! and enter the second code to answer the questions regarding the text of <i>thinking-aloud strategy</i>"
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Kegiatan Penutup		<ul style="list-style-type: none"> • Guru dan siswa menyimpulkan materi yang telah dibahas • Guru bertanya pada siswa tentang kesulitan yang dialami siswa pada materi yang telah diajarkan • Guru dan siswa <i>meriview</i> materi yang telah diajarkan beserta soal-soalnya • Guru memberi tugas kepada siswa tentang materi yang sudah diajarkan (membuat ilustrasi gambar) • Guru menyampaikan materi baru untuk pertemuan berikutnya • Guru mengakhiri mata pelajaran
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H. Media/Alat dan Sumber Pembelajaran

1. Media/Alat

- a. Papan Tulis
- b. Laptop
- c. Power Point Slide
- d. Kahoot!

2. Sumber Pembelajaran

- https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.academia.edu/36713489/RPP_NARATIVE_TEXT_untuk_kelas_10&ved=2ahUKEwjV1e-C2vXoAhWFSH0KHUfkBw4QFjAAegQIBhAC&usg=AOvVaw2Bm-yUOm-L2hj73BqQa5gI

- [https://www.academia.edu/40343407/RPP_KD_3.8_X_GENAP - Narrative Text](https://www.academia.edu/40343407/RPP_KD_3.8_X_GENAP_-_Narrative_Text)
- <http://text-narrative.blogspot.com/2013/04/the-legend-of-nyiroro-kidul.html?m=1>
- [https://www.academia.edu/16414859/Narrative Text Lengkap Dengan Contoh Dan Pemahamannya](https://www.academia.edu/16414859/Narrative_Text_Lengkap_Dengan_Contoh_Dan_Pemahamannya)

Example of Text for Students-Thinking-aloud

THE LEGEND OF PRAMBANAN TEMPLE

Rara Jonggrang. Rara Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, and evil king.

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

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

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the rooster thought that it had already been dawn. Bandung Bondowoso got frustrated because he failed completing one, the thousandth temple.

"The Princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have been cheated. Now, the thousandth temple is you!"

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

Text for Students-Thinking-aloud

THE LEGEND OF TANGKUBAN PERAHU MOUNTAIN

Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang.

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

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

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

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

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

I. Penilaian Hasil Pembelajaran

1. Penilaian Sikap

- Penialain Utama (Penilaian Observasi)

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

• Instrumen

Lembar Observasi Siswa
Waktu Pengamatan : **Pada** proses pembelajaran berlangsung

No	Nama Siswa	Aspek Perilaku yang Dinilai		Jumlah Skor	Skor Sikap	Kode Nilai
		DS	AK			
1						
2						
3						
4						
5						

Keterangan :

- DS : Disiplin
- AK : Aktif

• Panduan Penilaian

1. Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup

25 = Kurang

2. Panduan Sekor diambil dari beberapa acuan :

Indikator sikap aktif dalam pembelajaran:

- Kurang baik *jika* menunjukkan sama sekali tidak ambil bagian dalam pembelajaran
- Cukup *jika* menunjukkan ada sedikit usaha ambil bagian dalam pembelajaran tetapi belum ajeg/konsisten
- Baik *jika* menunjukkan sudah ada usaha ambil bagian dalam pembelajaran tetapi belum ajeg/konsisten
- Sangat baik *jika* menunjukkan sudah ambil bagian dalam menyelesaikan tugas kelompok secara terus menerus dan ajeg/konsisten

Indikator sikap Disiplin terhadap proses pembelajaran

- Kurang baik *jika* sama sekali tidak bersikap disiplin terhadap proses pembelajaran baik dari cara bertindak dan cara berpakaian.
- Cukup *jika* menunjukkan ada sedikit usaha untuk bersikap disiplin terhadap proses pembelajaran, namun masih ada beberapa yang belum disiplin baik dari cara bertindak dan cara berpakaian.
- Baik *jika* menunjukkan sudah ada usaha untuk bersikap disiplin terhadap proses pembelajaran, namun masih ada sedikit yang belum disiplin baik dari cara bertindak dan cara berpakaian.
- Sangat baik *jika* menunjukkan sudah ada usaha untuk bersikap disiplin terhadap proses pembelajaran yang menunjukkan baik dari cara bertindak dan cara berpakaian.

3. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
4. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai
5. Kode nilai / predikat :

75,01 – 100,00	= Sangat Baik (SB)
50,01 – 75,00	= Baik (B)
25,01 – 50,00	= Cukup (C)
00,00 – 25,00	= Kurang (K)

- **Penilaian Diri**

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

• **Instrumen**

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.					

2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.					
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.					
4	Saya menerima pendapat orang lain meskipun berbeda dengan asumsi saya.					
5	Ketika ada teman yang berselisih saat berpendapat, saya menengahi mereka					

- **Panduan Penilaian**

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$

3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (jumlah skor : 400) x 100 = Skor sikap
4. Kode nilai / predikat :
- | | |
|----------------|--------------------|
| 75,01 – 100,00 | = Sangat Baik (SB) |
| 50,01 – 75,00 | = Baik (B) |
| 25,01 – 50,00 | = Cukup (C) |
| 00,00 – 25,00 | = Kurang (K) |

2. Penilaian Pengetahuan Siswa

A. Teknik Penilaian Siswa

Teknik	Bentuk	Tujuan
Tes Tertulis	Pilihan Ganda di Kahoot!	Mengetahui penguasaan pengetahuan siswa untuk perbaikan proses pembelajaran dan/atau pengambilan nilai

B. Kisi-kisi

Nama Sekolah : MA Futuhiyyah 2 Mranggen
Kelas/Semester : X/II
Tahun Pelajaran : 2020/2021
Mata Pelajaran : Bahasa Inggris

No.	Kompetensi Dasar	Materi	Indikator Soal	Bentuk Soal	Jumlah Soal	Nomor Soal
1	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks	Teks Narrative	• Siswa diminta untuk menyebutkan teks yang sedang di pelajari	Pilihan Ganda	1	1

naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> • Siswa diminta untuk menyebutkan fungsi sosial dari teks yang sedang dipelajari • Siswa diminta untuk menyebutkan struktur teks pada teks naratif • Siswa diminta untuk mengaplikasikan penggunaan unsur kebahasaan pada teks naratif • Siswa diminta untuk menangkap informasi sederhana yang ada di dalam teks • Siswa diminta untuk menganalisis informasi secara lebih rinci yang ada di dalam teks 	Pilihan Ganda	1	2
		Pilihan Ganda	1	4
		Pilihan Ganda	1	7
		Pilihan Ganda	2	5 & 9
		Pilihan Ganda	4	3, 6, 7, & 8
		Pilihan Ganda	1	10

			<ul style="list-style-type: none"> • Siswa diminta untuk menyebutkan pesan moral yang ada di dalam teks 			
--	--	--	--	--	--	--

Pertemuan Pertama : 10 Soal (Nomor 1-10)

1. The “Prambanan Temple” text categorized as a?
 - a. Descriptive text
 - b. Recount text
 - c. Narrative Text
 - d. Anecdote Text
2. What is the function of the “Prambanan Temple” text?
 - a. To tell the story of Rara Jonggrang and Bandowoso’s life
 - b. To explain the sad story in Prambanan Temple
 - c. To entertain the reading regarding How Prambanan Temple appear
 - d. To show the story of Prambanan Temple
3. What did the story begin?
 - a. Telling where the character lived
 - b. Showing all of the character in the story
 - c. Explaining one main character of the story
 - d. Showing the sad part in the story
4. What is the generic structure of Narrative text? Except !
 - a. Orientation
 - b. Climax
 - c. Report
 - d. Resolution
5. Why did Rara Jonggrang refuse Bandung to be her husband?
 - a. Because He was ugly
 - b. Because Bandung was scared all of people
 - c. Because Bandung was not a king
 - d. Because Bandung killed Rara’s father

6. What must be done by Bandung to get married to Rara Jonggrang?
 - a. Bandung must collect 1.000 gold of gram in a night
 - b. Bandung must to give her a wedding gift
 - c. Bandung must bulid a thousand of temple in a night
 - d. Bandung must be a kind person
7. How did Bandung Bandowoso finish Rara Jonggrang's request?
 - a. He did it by himself
 - b. Bandung worked with the genie
 - c. He makes an illusion
 - d. Bandung was helped by his empire
8. Why did Rara Jonggrang wake up all the women in the palace?
 - a. Because Rara asked them to hide her form Bandung
 - b. Because all the women are asked to go away from the palace
 - c. Because Rara wants to make a noisy sounds
 - d. Because They are asked to help Rara to stop the demon's working
9. How many temples that made by Bandung?
 - a. 900
 - b. 999
 - c. 1001
 - d. 998
10. From the text we can learn that?
 - a. Do not be afraid except the god
 - b. Never surennder to get the fairness
 - c. Be strong and powerfull man to get whatever we want
 - d. Never cheat even in the small thing

Kunci Jawaban Pilihan Ganda dan Pedoman Penskoran

No	Kunci Jawaban	Skor
1	D	1
2	C	1
3	C	1
4	C	1
5	D	1
6	C	1
7	B	1
8	C	1
9	B	1
10	D	1
	Jumlah	10

- **Panduan Penilaian**

$$\text{Nilai} = \frac{B}{N} \times 100$$

Keterangan : **B** : Banyaknya butir yang dijawab benar

N : Bayaknya butir soal

*Setiap butir soal yang dijawab dengan benar bernilai satu (1) dan setiap butir soal yang dijawab dengan salah atau tidak terjawab maka tidak akan mendapatkan pengurangan nilai atau nol (0)

3. Tes Penilaian Keterampilan

A. Teknik Penilaian Siswa

Teknik	Bentuk	Tujuan
Tes lisan	Berbicara	Mengetahui penguasaan keterampilan siswa untuk perbaikan proses pembelajaran dan/atau pengambilan nilai

B. Kisi-kisi

Nama Sekolah : MA Futuhiyyah 2 Mranggen

Kelas/Semester : X/II

Tahun Pelajaran : 2020/2021

Mata Pelajaran : Bahasa Inggris

No.	Kompetensi Dasar	Materi	Indikator Soal	Instruksi
1.	Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.	Narrative Text	Search the example of Narrative text and present the generic structure of the text , which one is orientation, events, climax, & resolution and coda (it is optional), and	<i>For all of you, please present your individual task by explaining the generic structure of the text (orientation, event, climax, resolution, & coda (it is optional), and the moral value of the text in a</i>

			the moral value of the text in a voice recorder.	<i>voice recorder. Do not forget to compile the text following the recording</i>
--	--	--	--	--

- **Panduan Penilaian**

Penilaian Kemampuan Berbicara (*Speaking Skill*)

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

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

Rumus perhitungan nilai siswa :

$$\text{Nilai} = \frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor Maksimal/Ideal}} \times 100$$

Skor Penilaian

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

Appendix 14

Lesson Plan for Control Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: MA FUTUHIYYAH 2
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X / Genap
Materi	: Teks Naratif
Alokasi Waktu	: 1 x 45 Menit (1 x pertemuan)

A. Kompetensi Inti

- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.
- KI 4 : Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

B. Kompetensi Dasar

- KD 3.8 : Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.
- KD 4.8 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengans memperhatikan fungsi soisal, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

- 3.8.3 Mengidentifikasi struktur teks dan unsur kebahasaan pada teks *narrative* lisan dan tulisan.
- 3.8.4 Menjelaskan fungsi sosial pada teks *narrative* lisan dan tulisan.
- 4.8.2 Menceritakan teks *narrative*.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Mengidentifikasi struktur teks dan unsur kebahasaan pada teks *narrative* lisan dan tulisan dengan tepat.
2. Menjelaskan fungsi sosial pada teks *narrative* lisan dan tulisan dengan tepat.
3. Menceritakan teks *narrative* dengan tepat.

E. Materi Pembelajaran

1. Struktur teks:
 - Pengenalan tokoh dan setting
 - Komplikasi terhadap tokoh utama
 - Solusi
 - Akhir cerita
2. Unsur Kebahasaan:
 - Kata-kata terkait karakter, watak, dan setting dalam legenda.
 - Modal auxiliary verbs.
 - Ejaan tulisan tangan ataupun cetakan dengan jelas dan rapi.
 - Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.
 - Menggunakan bentuk waktu lampau (past) baik dalam bentuk *simple*, *past perfect*, *past continuous*, *past perfect continuous* atau *past future continuous*
3. Fungsi Sosial:

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

		<ul style="list-style-type: none"> • Guru menjelaskan mengapa siswa harus mempelajari materi tersebut
Kegiatan Inti	Mengamati	<ul style="list-style-type: none"> • Siswa diminta untuk mengamati berbagai contoh teks <i>narrative</i> dalam bentuk tulisan • Siswa diminta untuk mengidentifikasi struktur teks dan unsur kebahasaan teks <i>narrative</i> dalam bentuk tulisan • Siswa diminta untuk menjelaskan fungsi sosial teks <i>narrative</i> dalam bentuk tulisan • Siswa diminta untuk mengamati berbagai contoh teks <i>narrative</i> dalam bentuk lisan • Siswa diminta untuk mengidentifikasi struktur teks dan unsur kebahasaan teks <i>narrative</i> dalam bentuk lisan • Siswa diminta untuk menjelaskan fungsi social teks <i>narrative</i> dalam bentuk lisan
	Mempertanyakan	<ul style="list-style-type: none"> • Guru mengarahkan setiap siswa untuk membuat sebuah pertanyaan yang berhubungan dengan materi
	Mengeksplorasi	<ul style="list-style-type: none"> • Siswa mengajukan pertanyaan berdasarkan pada materi • Guru mengarahkan setiap siswa untuk mencoba

		<p>menjawab pertanyaan dari teman-temannya (siswa lain)</p> <ul style="list-style-type: none"> • Guru menjelaskan keseluruhan materi dan membenarkan pertanyaan dan jawaban yang ditanya dan dijawab oleh siswa • Guru memberikan teks <i>narrative</i> baru dalam bentuk tulisan pada siswa • Siswa membaca teks <i>narrative</i> dalam bentuk tulisan secara bergantian tanpa diperintah oleh guru • Siswa diminta untuk menganalisis struktur teks, unsur kebahasaan fungsi sosial dan mengerjakan beberapa soal dari teks <i>narrative</i> dalam bentuk tulisan • Guru meminta siswa untuk menyampaikan hasil pekerjaannya dengan cara mengoreksi bersama
Kegiatan Penutup		<ul style="list-style-type: none"> • Guru dan siswa menyimpulkan materi yang telah dibahas • Guru bertanya pada siswa tentang kesulitan yang dialami siswa pada materi yang telah diajarkan • Guru dan siswa <i>meriview</i> materi yang telah diajarkan beserta soal-soalnya

		<ul style="list-style-type: none"> • Guru memberi tugas kepada siswa tentang materi yang sudah diajarkan (membuat ilustrasi gambar) • Guru menyampaikan materi baru untuk pertemuan berikutnya • Guru mengakhiri mata pelajaran
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H. Media/Alat dan Sumber Pembelajaran

1. Media/Alat

- a. Laptop
- b. Papan Tulis
- c. Power Point Slide

2. Sumber Pembelajaran

- https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.academia.edu/36713489/RPP_NARRATIVE_TEXT_untuk_kelas_10&ved=2ahUKEwjV1e-C2vXoAhWFSH0KHUfkBw4QFjAAegQIBhAC&usq=A0vVaw2Bm-yUOm-L2hj73BqQa5gI
- https://www.academia.edu/40343407/RPP_KD_3.8_X_GENAP_-_Narrative_Text
- https://www.academia.edu/16414859/Narrative_Text_Lengkap_Dengan_Contoh_Dan_Pemahamannya
- *(Buku Bahasa Inggris Kelas X Kurikulum 2013 Revisi 2016, Kemendikbud)*

Text for First Meeting

THE LEGEND OF PRAMBANAN TEMPLE

Rara Jonggrang. Rara Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, and evil king.

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

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

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the rooster thought that it had already been dawn. Bandung Bondowoso got frustrated because he failed completing one, the thousandth temple.

"The Princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have been cheated. Now, the thousandth temple is you!"

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

I. Hasil Pembelajaran

1. Penilaian Sikap

- Penialain Utama (Penilaian Observasi)

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

- **Instrumen**

Lembar Observasi Siswa

Waktu Pengamatan : Pada proses pembelajaran berlangsung

No	Nama Siswa	Aspek Perilaku yang Dinilai		Jumlah Skor	Skor Sikap	Kode Nilai
		DS	AK			
1						
2						
3						
4						
5						

Keterangan :

- DS : Disiplin
- AK : Aktif

- **Panduan Penialaian**

1. Aspek perilaku dinilai dengan kriteria:

100 = Sangat Baik

75 = Baik

50 = Cukup

25 = Kurang

2. Panduan Sekor diambil dari beberapa acuan :

Indikator sikap aktif dalam pembelajaran:

- Kurang baik *jika* menunjukkan sama sekali tidak ambil bagian dalam pembelajaran
- Cukup *jika* menunjukkan ada sedikit usaha ambil bagian dalam pembelajaran tetapi belum ajeg/konsisten
- Baik *jika* menunjukkan sudah ada usaha ambil bagian dalam pembelajaran tetapi belum ajeg/konsisten
- Sangat baik *jika* menunjukkan sudah ambil bagian dalam menyelesaikan tugas kelompok secara terus menerus dan ajeg/konsisten

Indikator sikap Disiplin terhadap proses pembelajaran

- Kurang baik *jika* sama sekali tidak bersikap disiplin terhadap proses pembelajaran baik dari cara bertindak dan cara berpakaian.
 - Cukup *jika* menunjukkan ada sedikit usaha untuk bersikap disiplin terhadap proses pembelajaran, namun masih ada beberapa yang belum disiplin baik dari cara bertindak dan cara berpakaian.
 - Baik *jika* menunjukkan sudah ada usaha untuk bersikap disiplin terhadap proses pembelajaran, namun masih ada sedikit yang belum disiplin baik dari cara bertindak dan cara berpakaian.
 - Sangat baik *jika* menunjukkan sudah ada usaha untuk bersikap disiplin terhadap proses pembelajaran yang menunjukkan baik dari cara bertindak dan cara berpakaian.
3. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
 4. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai
 5. Kode nilai / predikat :

75,01 – 100,00	= Sangat Baik (SB)
50,01 – 75,00	= Baik (B)
25,01 – 50,00	= Cukup (C)
00,00 – 25,00	= Kurang (K)

- **Penilaian Diri**

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

• **Instrumen**

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.					
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan					

	untuk berbicara.					
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.					
4	Saya menerima pendapat orang lain meskipun berbeda dengan asumsi saya.					
5	Ketika ada teman yang berselisih saat berpendapat, saya menengahi mereka					

- **Panduan Penilaian**

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times 100 = 500$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (jumlah skor : 400) x 100 = Skor sikap
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)

00,00 – 25,00 = Kurang (K)

2. Penilaian Pengetahuan Siswa

A. Teknik Penilaian Siswa

Teknik	Bentuk	Tujuan
Tes Tertulis	Pilihan Ganda di Google form	Mengetahui penguasaan pengetahuan siswa untuk perbaikan proses pembelajaran dan/atau pengambilan nilai

B. Kisi-kisi

Nama Sekolah : MA Futuhiyyah 2 Mranggen

Kelas/Semester : X/II

Tahun Pelajaran : 2020/2021

Mata Pelajaran : Bahasa Inggris

No.	Kompetensi Dasar	Materi	Indikator Soal	Bentuk Soal	Jumlah Soal	Nomor Soal
1	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana,	Teks Narrative	<ul style="list-style-type: none"> Siswa diminta untuk menyebutkan teks yang sedang di pelajari 	Pilihan Ganda	1	1
			<ul style="list-style-type: none"> Siswa diminta untuk menyebutkan fungsi sosial dari teks yang sedang dipelajari 	Pilihan Ganda	1	2

sesuai dengan konteks penggunaannya.	<ul style="list-style-type: none"> • Siswa diminta untuk menyebutkan struktur teks pada teks naratif 	Pilhan Ganda	1	4
	<ul style="list-style-type: none"> • Siswa diminta untuk mengaplikasikan penggunaan unsur kebahasaan pada teks naratif 	Pilhan Ganda	1	7
	<ul style="list-style-type: none"> • Siswa diminta untuk menangkap informasi sederhana yang ada di dalam teks 	Pilhan Ganda	2	5 & 9
	<ul style="list-style-type: none"> • Siswa diminta untuk menganalisis informasi secara lebih rinci yang ada di dalam teks 	Pilhan Ganda	4	3, 6, 7, & 8
	<ul style="list-style-type: none"> • Siswa diminta untuk menyebutkan pesan moral yang ada di dalam teks 	Pilhan Ganda	1	10

Pertemuan Pertama : 10 Soal (Nomor 1-10)

Link : <https://bit.ly/2Qbo6eS>

1. The “Prambanan Temple” text categorized as a?
 - a. Descriptive text
 - b. Recount text
 - c. Narrative Text
 - d. Anecdote Text
2. What is the function of the “Prambanan Temple” text?
 - a. To tell the story of Rara Jonggrang and Bandowoso’s life
 - b. To explain the sad story in Prambanan Temple
 - c. To entertain the reading regarding How Prambanan Temple appear
 - d. To show the story of Prambanan Temple
3. What did the story begin?
 - a. Telling where the character lived
 - b. Showing all of the character in the story
 - c. Explaining one main character of the story
 - d. Showing the sad part in the story
4. What is the generic structure of Narrative text? Except !
 - a. Orientation
 - b. Climax
 - c. Report
 - d. Resolution
5. Why did Rara Jonggrang refuse Bandung to be her husband?
 - a. Because He was ugly
 - b. Because Bandung was scared all of people
 - c. Because Bandung was not a king
 - d. Because Bandung killed Rara’s father
6. What must be done by Bandung to get married to Rara Jonggrang?
 - a. Bandung must collect 1.000 gold of gram in a night
 - b. Bandung must to give her a wedding gift
 - c. Bandung must build a thousand of temple in a night
 - d. Bandung must be a kind person
7. How did Bandung Bandowoso finish Rara Jonggrang’s request?
 - a. He did it by himself

- b. Bandung worked with the genie
 - c. He makes an illusion
 - d. Bandung was helped by his empire
8. Why did Rara Jonggrang wake up all the women in the palace?
- a. Because Rara asked them to hide her form Bandung
 - b. Because all the women are asked to go away from the palace
 - c. Because Rara wants to make a noisy sounds
 - d. Because They are asked to help Rara to stop the demon's working
9. How many temples that made by Bandung?
- a. 900
 - b. 999
 - c. 1001
 - d. 998
10. From the text we can learn that?
- a. Do not be afraid except the god
 - b. Never surennder to get the fairness
 - c. Be strong and powerfull man to get whatever we want
 - d. Never cheat even in the small thing

Kunci Jawaban Piliahan Ganda dan Pedoman Penskoran

No	Kunci Jawaban	Skor
1	D	1
2	C	1
3	C	1
4	C	1
5	D	1
6	C	1
7	B	1
8	C	1
9	B	1
10	D	1
	Jumlah	10

- **Panduan Penilaian**

$$\text{Nilai} = \frac{B}{N} \times 100$$

Keterangan : **B** : Banyaknya butir yang dijawab benar

N : Bayaknya butir soal

*Setiap butir soal yang dijawab dengan benar bernilai satu (1) dan setiap butir soal yang dijawab dengan salah atau tidak terjawab maka tidak akan mendapatkan pengurangan nilai atau nol (0)

J. Tes Penilaian Keterampilan

A. Teknik Penilaian Siswa

Teknik	Bentuk	Tujuan
Tes lisan	Berbicara	Mengetahui penguasaan keterampilan siswa untuk perbaikan proses pembelajaran dan/atau pengambilan nilai

B. Kisi-kisi

Nama Sekolah : MA Futuhiyyah 2 Mranggen

Kelas/Semester : X/II

Tahun Pelajaran : 2020/2021

Mata Pelajaran : Bahasa Inggris

No.	Kompetensi Dasar	Materi	Indikator Soal	Instruksi
1.	Menyajikan teks naratif pendek dan sederhana terkait	Narrative Text	Search the example of Narrative text	<i>For all of you, please present your indiividual</i>

	legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi soisal, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.		and present the generic structure of the text , which one is orientation, events, climax, & resolution and coda (it is optional), and the moral value of the text in a voice recorder.	<i>task by explaining the generic structure of the text (orientation, event, climax, resolution, & coda (it is optional), and the moral value of the text in a voice recorder. Do not forget to compile the text following the recording</i>
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- **Panduan Penilaian**

Penilaian Kemampuan Berbicara (*Speaking Skill*)

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

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

Rumus perhitungan nilai siswa :

$$\text{Nilai} = \frac{\text{Jumlah skor yang diperoleh siswa}}{\text{Skor Maksimal/Ideal}} \times 100$$

Skor Penilaian

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

Appendix 15

Try-out Test
Tipe Soal : Tes Tertulis (Pilihan Ganda)
Instrument of Try-out Test in Google form

Name :
Class :
No absen :

Link : <https://bit.ly/3qQfYgD>

Read the following text to answer question number 1 to 7

CINDERELLA

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it

became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. “Now, Cinderella”, she said; “You must leave before midnight”. Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king’s son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king’ son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king’s page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king’s son was overjoyed to see her again. They were married and live happily ever after.

1. According to the genre, the text above is?
 - a. Narrative
 - b. Recount
 - c. Report
 - d. Anecdote
2. What is the purpose of the text?
 - a. To tell about Cinderella
 - b. To inform the Cinderella’s life
 - c. To entertain the reader regarding the Cinderella
 - d. To explain the Cinderella’s family
3. Who is the protagonist character in the story?
 - a. Stepmother
 - b. Cinderella
 - c. Prince
 - d. Two sisters
4. What did The step mother always command Cinderella in their house, except?
 - a. Did nothing
 - b. Sweeping the floor
 - c. Preparing food for the family

- d. Cleaning the pot and the pan
- 5. Why did the fairy godmother want to help Cinderella to go to the ball, except?
 - a. Because Cinderella was a cheerful girl
 - b. Because Cinderella was a hard worker
 - c. Because Cinderella was the most beautiful girl in the home
 - d. Because Cinderella was an uncomplaining person
- 6. What would be done if Cinderella did not leave the party before Midnight?
 - a. She would have angry with the godmother
 - b. She would not go back to the home
 - c. She would be lost the power of magic from godmother
 - d. She would be the wife of the king's son
- 7. She *stuck out* her foot and the page slipped the slipper on. (in paragraph 5, line 4). What is the similarity of “Stuck out”?
 - a. Asked
 - b. Tried
 - c. Wanted
 - d. Attacked

Read the following text to answer question number 8 to 14

THE LEGEND OF RAWA PENING

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

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

The little boy was happy and thanked the old woman. He continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?”

asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

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

8. Who is the main character of the story?
 - a. The little girl
 - b. The Generous woman
 - c. The little boy
 - d. The Crowd
9. What is Lesung?
 - a. A big wooden mortal for pounding the bread
 - b. A tool used by people to pound the rice which is made of wood
 - c. Something to save the meat
 - d. A big dangerous tool used by people to pound the rice
10. Why did the crowd laugh to the little boy?
 - a. Because he looked a weak boy who wanted to do something impossible
 - b. Because he was humourous person
 - c. Because he was ugly
 - d. Because the crowd liked a joke
11. What did happen after the stick had been pulled out?
 - a. The crowd was being happy
 - b. The water spouted out until fooled all of the village
 - c. The little boy got a price from the people
 - d. The people were scared of the boy
12. Why did the little boy thank the old woman?
 - a. Because The old woman gave some money to the little boy
 - b. Because The little boy was given an apple

- c. Because The old woman helped the little boy to find his parent
 - d. Because The little boy was given shelter and a meal
13. Who had been saved in that tragedy?
- a. The little boy and the generous woman
 - b. The little boy
 - c. The crowd
 - d. All of the people in the village
14. From the story, what lesson can we take?
- a. Helps your own family
 - b. Ignore the strange person that you have not ever known
 - c. Do not be a serious person
 - d. Give your hand no matter who are they

Read the following text to answer question number 15 to 20

MOUNT KINABALU

Long ago on the top of Mount Kinabalu in Borneo, there lived a dragon. He owned a large and beautiful pearl. People believed that he controlled the weather with it.

The emperor of China heard this and wanted the pearl. He sent his two sons, Wee Ping and Wee San to Borneo to steal it. The princess, together with one hundred soldiers, set sail for Borneo in twelve sailing junks.

When they arrived in Borneo they set out immediately to find the famous mountain. Their journey up the rugged slopes of mount Kinabalu proved very difficult. The dragon guarded his cave very fiercely and killed many of their soldiers.

Then Wee San had a clever idea. He climbed a tall tree, so he could see the dragon's cave. He noted what time the dragon left his cave to hunt for food and what time he returned to it.

Next he ordered his men to make a fake pearl and a large kite. He waited until the dragon left his cave. Then he placed the fake pearl in a bag, slung it across his shoulder and flew up to the mountain-top on the kite. He exchanged the pearl for the fake one and then his brother pulled his kite back to the ground.

The brothers quickly returned to their ships and set sail for China. They sailed safely home. The Emperor was thrilled with the pearl and gave a big party to celebrate his sons' return.

15. What did Emperor China look for in Kinabalu?
 - a. A dragon
 - b. A view of Mount Kinabalu
 - c. The hidden treasure
 - d. The Dragon Pearl
16. He owned a **large** and beautiful pearl. What is the similar meaning of “large”?
 - a. Small
 - b. Long
 - c. Big
 - d. Short
17. From reading the text we know that...
 - a. Mount Kinabalu was the most beautiful mount at that time
 - b. The way to get the place was guarded by the dragon
 - c. The empire used a couple of sail to get there
 - d. There is no people who died in the mission
18. What brilliant idea that the prince had?
 - a. He manipulated the way to go the cave by incognito as a farmer
 - b. He threw the kite to make the dragon leave the cave
 - c. He climbed the tall tree and noted when the dragon left and returned to the cave
 - d. He asked all of the soldiers to kill the dragon
19. What the kite used by the prince for?
 - a. For Outwitting the dragon
 - b. For flowing away to the Slopes
 - c. For getting to the top of Mountain
 - d. For picking the pearl
20. The Emperor was **thrilled** with the pearl and gave a big party to celebrate his sons' return. What is the similar meaning of “Thrilled”?
 - a. Dislike

- b. Honest
- c. Upset
- d. Pleasant

Read the following text to answer question number 21 to 27

THE LEGEND OF PRAMBANAN TEMPLE

Rara Jonggrang. Rara Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, and evil king.

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

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

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the rooster thought that it had already been dawn. Bandung Bondowoso got frustrated because he failed completing one, the thousandth temple.

"The Princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have been cheated. Now, the thousandth temple is you!"

At once, the Princess turned into a statue. knowing this, Bandung Bondowoso regretted and he went away into a farm land.

From then, people called the temple, Prambanan Temple, and the Princess statue, Rara Jonggrang statue.

21. "The legend of Prambanan Temple" text categorized as a?
 - a. Descriptive text
 - b. Recount text
 - c. Narrative Text
 - d. Anecdote Text
22. What is the function of the text?
 - a. To tell the story of Roro Joggrang and Bandowoso's life
 - b. To explain tragedic in the Prambanan Temple
 - c. To entertain the reader about How the Prambanan Temple appeared
 - d. To show the beautiful of Prambanan Temple
23. What did the story begin?
 - a. Telling where the character lived
 - b. Showing all of the characters in the story
 - c. Explaining one of the main character of the story
 - d. Showing the sad part in the story
24. Why did Rara Jonggrang refuse Bandung to be her husband?
 - a. Because He was a poor man
 - b. Because Bandung was scared all of the people
 - c. Because Bandung was not a king
 - d. Because Bandung defeated Rara's father
25. How did Bandung Bandowoso do Rara Jonggrang's request?
 - a. He did it by himself
 - b. Bandung worked with the genie
 - c. He makes an illusion
 - d. Bandung was helped by his empire
26. Why did Rara Jonggrang wake up all the women in the palace?
 - a. Because Rara asked them to help Bandung
 - b. Because She wants to defeat Bandung
 - c. Because Rara wants to make noisy sounds
 - d. Because They are asked to help Rara to stop the demon's working
27. What can be learned from the text?
 - a. Do not be afraid except the god

- b. Never surrender to get the fairness
- c. Be a strong and powerful man to get whatever we want
- d. Never cheat even in something little

Read the following text to answer question number 28 to 33

THE LEGEND OF TANGKUBAN PERAHU MOUNTAIN

Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang.

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

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

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

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

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

28. Who was Tumang, except?
 - a. Dayang Sumbi's Husband
 - b. A dog
 - c. A normal human
 - d. Sangkuriang's father
29. Why did Sangkuriang begin worried and desperate?
 - a. Because He only gets a rabbit
 - b. Because He have found a deer
 - c. Because He did not find a deer
 - d. Because He killed the dog
30. What did the response of Dayang Sumbi after knowing to eat the Tumang's lever?
 - a. She wanted to eat more lever
 - b. She is very sad and angry
 - c. She asked Sangkuriang to shot the other animal
 - d. She decided to chase away Sangkuriang
31. What did make Dayang Sumbi realized that Sangkuriang was her son?
 - a. The wound on Sangkuriang's leg
 - b. The matching wound with her father who lost several years earlier
 - c. The man told that he was her son
 - d. The matching wound on the head with her son's
32. From reading the text, we know that.....
 - a. Sangkuriang must build a huge lake to marry Dayang Sumbi
 - b. Dayang Sumbi was the rich person
 - c. The father of the story is not a human
 - d. Sangkuriang interested to her own mother
33. How long was the time that Sangkuriang need to finish the Dayang's request?
 - a. A week
 - b. A night
 - c. 24 minutes
 - d. Several days

Read the following text to answer question number 34 to 40

THE LEGEND OF KESODO FEAST IN MOUNT BROMO

Hundreds years ago, the last king of Majapahit had a young princess from one of his wives. The princess was named Roro Anteng. Later, Roro Anteng married Joko Seger, who came from Brahman caste.

Because of unfortunate situation the couple was forced to leave the kingdom. They settled in the mountain area. They ruled the area and named it Tengger, which was derived from their names, Roro Anteng and Joko Seger.

After several years of reign, the region flourished in prosperity, but Roro Anteng and Joko Seger were sad because they did not have a child. They climbed the top of mountain and prayed there night and day hoping that the God would listen. The prayer was heard and Betoro Bromo promised to give them many children. However, they had to promise that they would sacrifice their youngest child in return.

Roro Anteng gave birth to a child, then another and another. In the end, Roro Anteng and Joko Seger had 25 children. Soon it was time to sacrifice the youngest child , Kusuma, but the parents could not do it. They tried to hide him, but an eruption happened and Kusuma fell into the crater. There was silence before they heard a voice. "I have to be sacrificed so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14th of Kesodo (the twelfth month of Tengerese calendar)". It was Kusuma's voice. Kusuma's brothers and sisters held the offering ceremony every year. Instead of human being, they collected fruits, vegetables, rice, and meat to be offer to the Gods. And this has been done generation after generation until today.

34. Where did the story take a place?

- a. Central Java
- b. East Java
- c. West Java
- d. Lampung

35. Where did the name Tengger come from?
 - a. Someone told the name
 - b. They got from Botoro Bromo
 - c. A couple of Husband and wife
 - d. From their child's name
36. The word **reign** in "After several years of reign, the region flourished in prosperity", in the third paragraph closest meaning to?
 - a. King
 - b. Conductiveness
 - c. War
 - d. Battle
37. What did they do to get a child?
 - a. They wished to the god by praying in the Mountain
 - b. They prayed to the Mountain
 - c. They walk up to the top of mountain
 - d. They gave up to get a child
38. What did Botoro Bromo ask to Roro Anteng and Joko Seger?
 - a. He asked them to be kind people in their lives
 - b. He asks them to give their child
 - c. Botoro Bromo asked them to back home
 - d. Botoro Bromo asked them to sacrifice Kusuma
39. What is Kesodo?
 - a. Name of day
 - b. Name of Month
 - c. Name of Calender
 - d. Name of Person
40. What did they do from generation to generation after Kusuma's sacrifice?
 - a. They did a traditional dance
 - b. The people visited the Bromo Mountain once every year
 - c. The people prayed on the top of the mountain
 - d. The people held ceremony and offered the god by food

Appendix 16

Pre-test
Tipe Soal : Tes Tertulis (Pilihan Ganda)
Instrument of Pre-Test

Name	:
Class	:
No absen	:

Link : <https://bit.ly/3m0hVav>

- 1. Sebelum mnegerjakan membaca Basmallah**
- 2. Pilih salah satu jawaban benar dari 4 pilihan**
- 3. Kerjakan sesuai pemhaman masing-masing**
- 4. Dusahakan menjawab dengan jujur**

Read the following text to answer question number 1 to 4

THE LEGEND OF PRAMBANAN TEMPLE

Rara Jonggrang. Rara Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, and evil king.

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

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

Bandung Bondowoso is smarter than I thought. I would lose against Bandung.”

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the rooster thought that it had already been dawn. Bandung Bondowoso got frustrated because he failed completing one, the thousandth temple.

“The Princess has deceived me!” Following his anger, he cursed Roro Jonggrang, “You have been cheated. Now, the thousandth temple is you!”

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

1. “The legend of Prambanan Temple” text categorized as a?
 - a. Descriptive text
 - b. Recount text
 - c. Narrative Text
 - d. Anecdote Text
2. What did the story begin?
 - a. Telling where the character lived
 - b. Showing all of the characters in the story
 - c. Explaining one of main character of the story
 - d. Showing the sad part in the story
3. How did Bandung Bandowoso do Rara Jonggrang’s request?
 - a. He did it by himself
 - b. Bandung worked with the genie
 - c. He makes an illusion
 - d. Bandung was helped by his empire
4. Why did Rara Jonggrang wake up all the women in the palace?
 - a. Because Rara asks them to help Bandung
 - b. Because She wants to defeat Bandung
 - c. Because Rara wants to make noisy sounds

- d. Because They are asked to help Rara to stop the demon's working

Read the following text to answer question number 5 to 7

THE LEGEND OF TANGKUBAN PERAHU MOUNTAIN

Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang.

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

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

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

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

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

5. What did make Dayang Sumbi realized that Sangkuriang was her son?
 - a. The wound on Sangkuriang's leg
 - b. The matching wound with her father who lost several years earlier
 - c. The man told that he was her son
 - d. The matching wound on the head with her son's
6. From reading the text, we know that.....
 - a. Sangkuriang must build a huge lake to marry Dayang Sumbi
 - b. Dayang Sumbi was the rich person
 - c. The father of the story is not a human
 - d. Sangkuriang interested to her own mother
7. How long was the time that Sangkuriang need to finish the Dayang's request?
 - a. A week
 - b. A night
 - c. 24 minutes
 - d. Several days

Read the following text to answer question number 8 to 12

THE LEGEND OF KESODO FEAST IN MOUNT BROMO

Hundreds years ago, the last king of Majapahit had a young princess from one of his wives. The princess was named Roro Anteng. Later, Roro Anteng married Joko Seger, who came from Brahman caste.

Because of unfortunate situation the couple was forced to leave the kingdom. They settled in the mountain area. They ruled the area and named it Tengger, which was derived from their names, Roro Anteng and Joko Seger.

After several years of reign, the region flourished in prosperity, but Roro Anteng and Joko Seger were sad because they did not have a child. They climbed the top of mountain and prayed

there night and day hoping that the God would listen. The prayer was heard and Botoro Bromo promised to give them many children. However, they had to promise that they would sacrifice their youngest child in return.

Roro Anteng gave birth to a child, then another and another. In the end, Roro Anteng and Joko Seger had 25 children. Soon it was time to sacrifice the youngest child, Kusuma, but the parents could not do it. They tried to hide him, but an eruption happened and Kusuma fell into the crater. There was silence before they heard a voice. "I have to be sacrificed so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14th of Kesodo (the twelfth month of Tengerese calendar)". It was Kusuma's voice. Kusuma's brothers and sisters held the offering ceremony every year. Instead of human being, they collected fruits, vegetables, rice, and meat to be offer to the Gods. And this has been done generation after generation until today.

8. Where did the name Tengger come from?
 - a. Someone told the name
 - b. They got from Botoro Bromo
 - c. A couple of Husband and wife
 - d. From their child's name
9. The word **reign** in "After several years of reign, the region flourished in prosperity", in the third paragraph closest meaning to?
 - a. King
 - b. Conductiveness
 - c. War
 - d. Battle
10. What did they do to get a child?
 - a. They wished to the god by praying in the Mountain
 - b. They prayed to the Mountain
 - c. They walk up to the top of mountain
 - d. They gave up to get a child

11. What did Botoro Bromo ask to Roro Anteng and Joko Seger?
 - a. He asked them to be kind people in their lives
 - b. He asks them to give their child
 - c. Botoro Bromo asked them to back home
 - d. Botoro Bromo asked them to sacrifice Kusuma
12. What did they do from generation to generation after Kusuma's sacrifice?
 - a. They did a traditional dance
 - b. The people visited the Bromo Mountain once every year
 - c. The people prayed on the top of the mountain
 - d. The people held ceremony and offered the god by food

Read the following text to answer question number 13 to 18

THE LEGEND OF RAWA PENING

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

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

The little boy was happy and thanked the old woman. He continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull

out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

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

13. Why did the little boy thank the old woman?
 - a. Because The old woman gave some money to the little boy
 - b. Because The little boy was given an apple
 - c. Because The old woman helped the little boy to find his parent
 - d. Because The little boy was given shelter and a meal
14. Who had been saved in that tragedy?
 - a. The little boy and the generous woman
 - b. The little boy
 - c. The crowd
 - d. All of the people in the village
15. Who is the main character of the story?
 - a. The little girl
 - b. The Generous woman
 - c. The little boy
 - d. The Crowd
16. What is Lesung?
 - a. A big wooden mortar for pounding the bread

- b. A tool used by people to pound the rice which is made of wood
 - c. Something to save the meat
 - d. A big dangerous tool used by people to pound the rice
17. Why did the crowd laugh to the little boy?
- a. Because he looked a weak boy who wanted to do something impossible
 - b. Because he was humourous person
 - c. Because he was ugly
 - d. Because the crowd liked a joke
18. What did happen after the stick had been pulled out?
- a. The crowd was being happy
 - b. The water spouted out until fooled all of the village
 - c. The little boy got a price from the people
 - d. The people were scared of the boy

Read the following text to answer question number 19 to 21

CINDERELLA

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such

a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball”.

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella’s raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. “Now, Cinderella”, she said; “You must leave before midnight”. Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king’s son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king’ son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king’s page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king’s son was overjoyed to see her again. They were married and live happily ever after.

19. Who is the protagonist character in the story?
 - a. Stepmother
 - b. Chinderella
 - c. Prince
 - d. Two sisters
20. What did The step mother always command Cinderella in their house, except?
 - a. Did nothing
 - b. Sweeping the floor
 - c. Preparing food for the family
 - d. Cleaning the pot and the pan
21. She *stuck out* her foot and the page slipped the slipper on. (in paragraph 5, line 4). What is the similarity of “Stuck out”?
 - a. Asked
 - b. Tried

- c. Wanted
- d. Attacked

Read the following text to answer question number 22 to 25

MOUNT KINABALU

Long ago on the top of Mount Kinabalu in Borneo, there lived a dragon. He owned a large and beautiful pearl. People believed that he controlled the weather with it.

The emperor of China heard this and wanted the pearl. He sent his two sons, Wee Ping and Wee San to Borneo to steal it. The princess, together with one hundred soldiers, set sail for Borneo in twelve sailing junks.

When they arrived in Borneo they set out immediately to find the famous mountain. Their journey up the rugged slopes of mount Kinabalu proved very difficult. The dragon guarded his cave very fiercely and killed many of their soldiers.

Then Wee San had a clever idea. He climbed a tall tree, so he could see the dragon's cave. He noted what time the dragon left his cave to hunt for food and what time he returned to it.

Next he ordered his men to make a fake pearl and a large kite. He waited until the dragon left his cave. Then he placed the fake pearl in a bag, slung it across his shoulder and flew up to the mountain-top on the kite. He exchanged the pearl for the fake one and then his brother pulled his kite back to the ground.

The brothers quickly returned to their ships and set sail for China. They sailed safely home. The Emperor was thrilled with the pearl and gave a big party to celebrate his sons' return.

22. What did Emperor China look for in Kinabalu?
- a. A dragon
 - b. A view of Mount Kinabalu
 - c. The hidden treasure
 - d. The Dragon Pearl

23. He owned a **large** and beautiful pearl. What is the similar meaning of “large”?
- Small
 - Long
 - Big
 - Short
24. From reading the text we know that....
- Mount Kinabalu was the most beautiful mount at that time
 - The way to get the place was guarded by the dragon
 - The empire used a couple of sail to get there
 - There is no people who died in the mission
25. The Emperor was **thrilled** with the pearl and gave a big party to celebrate his sons' return. What is the similar meaning of “Thrilled”?
- Dislike
 - Honest
 - Upset
 - Pleasant

Appendix 17

Post-test
Tipe Soal : Tes Tertulis (Pilihan Ganda)
Instrument of Post-Test

Name :
Class :
No absen :

Link : <https://bit.ly/3bRpk7w>

- 1. Sebelum mengerjakan membaca Basmallah**
- 2. Pilih salah satu jawaban benar dari 4 pilihan**
- 3. Kerjakan sesuai pemahaman masing-masing**
- 4. Diusahakan menjawab dengan jujur**

Read the following text to answer question number 1 to 4

THE LEGEND OF PRAMBANAN TEMPLE

Rara Jonggrang. Rara Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, and evil king.

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

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

Bandung Bondowoso is smarter than I thought. I would lose against Bandung.”

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the rooster thought that it had already been dawn. Bandung Bondowoso got frustrated because he failed completing one, the thousandth temple.

“The Princess has deceived me!” Following his anger, he cursed Roro Jonggrang, “You have been cheated. Now, the thousandth temple is you!”

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

1. How did Bandung Bandowoso do Rara Jonggrang’s request?
 - a. He did it by himself
 - b. Bandung worked with the genie
 - c. He makes an illusion
 - d. Bandung was helped by his empire
2. What did the story begin?
 - a. Telling where the character lived
 - b. Showing all of the characters in the story
 - c. Explaining one of main character of the story
 - d. Showing the sad part in the story
3. “The legend of Prambanan Temple” text categorized as a?
 - a. Descriptive text
 - b. Recount text
 - c. Narrative Text
 - d. Anecdote Text
4. Why did Rara Jonggrang wake up all the women in the palace?
 - a. Because Rara asks them to help Bandung
 - b. Because She wants to defeat Bandung
 - c. Because Rara wants to make noisy sounds

- d. Because They are asked to help Rara to stop the demon's working

Read the following text to answer question number 5 to 7

THE LEGEND OF TANGKUBAN PERAHU MOUNTAIN

Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang.

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

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

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

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

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

5. From reading the text, we know that.....
 - a. Sangkuriang must build a huge lake to marry Dayang Sumbi
 - b. Dayang Sumbi was the rich person
 - c. The father of the story is not a human
 - d. Sangkuriang interested to her own mother
6. How long was the time that Sangkuriang need to finish the Dayang's request?
 - a. A week
 - b. A night
 - c. 24 minutes
 - d. Several day
7. What did make Dayang Sumbi realized that Sangkuriang was her son?
 - a. The wound on Sangkuriang's leg
 - b. The matching wound with her father who lost several years earlier
 - c. The man told that he was her son
 - d. The matching wound on the head with her son's

Read the following text to answer question number 8 to 12

THE LEGEND OF KESODO FEAST IN MOUNT BROMO

Hundreds years ago, the last king of Majapahit had a young princess from one of his wives. The princess was named Roro Anteng. Later, Roro Anteng married Joko Seger, who came from Brahman caste.

Because of unfortunate situation the couple was forced to leave the kingdom. They settled in the mountain area. They ruled the area and named it Tengger, which was derived from their names, Roro Anteng and Joko Seger.

After several years of reign, the region flourished in prosperity, but Roro Anteng and Joko Seger were sad because they did not have a child. They climbed the top of mountain and prayed

there night and day hoping that the God would listen. The prayer was heard and Botoro Bromo promised to give them many children. However, they had to promise that they would sacrifice their youngest child in return.

Roro Anteng gave birth to a child, then another and another. In the end, Roro Anteng and Joko Seger had 25 children. Soon it was time to sacrifice the youngest child, Kusuma, but the parents could not do it. They tried to hide him, but an eruption happened and Kusuma fell into the crater. There was silence before they heard a voice. "I have to be sacrificed so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14th of Kesodo (the twelfth month of Tengerese calendar)". It was Kusuma's voice. Kusuma's brothers and sisters held the offering ceremony every year. Instead of human being, they collected fruits, vegetables, rice, and meat to be offer to the Gods. And this has been done generation after generation until today.

8. What did they do from generation to generation after Kusuma's sacrifice?
 - a. They did a traditional dance
 - b. The people visited the Bromo Mountain once every year
 - c. The people prayed on the top of the mountain
 - d. The people held ceremony and offered the god by foo
9. The word *reign* in "After several years of reign, the region flourished in prosperity", in the third paragraph closest meaning to?
 - a. King
 - b. Conductiveness
 - c. War
 - d. Battle
10. Where did the name Tengger come from?
 - a. Someone told the name
 - b. They got from Botoro Bromo
 - c. A couple of Husband and wife
 - d. From their child's name

11. What did Botoro Bromo ask to Roro Anteng and Joko Seger?
 - a. He asked them to be kind people in their lives
 - b. He asks them to give their child
 - c. Botoro Bromo asked them to back home
 - d. Botoro Bromo asked them to sacrifice Kusuma
12. What did they do to get a child?
 - a. They wished to the god by praying in the Mountain
 - b. They prayed to the Mountain
 - c. They walk up to the top of mountain
 - d. They gave up to get a child

Read the following text to answer question number 13 to 18

THE LEGEND OF RAWA PENING

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

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

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

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

lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

13. What is Lesung?
 - a. A big wooden mortal for pounding the bread
 - b. A tool used by people to pound the rice which is made of wood
 - c. Something to save the meat
 - d. A big dangerous tool used by people to pound the rice
14. Who had been saved in that tragedy?
 - a. The little boy and the generous woman
 - b. The little boy
 - c. The crowd
 - d. All of the people in the village
15. What did happen after the stick had been pulled out?
 - a. The crowd was being happy
 - b. The water spouted out until fooled all of the village
 - c. The little boy got a price from the people
 - d. The people were scared of the boy
16. Why did the crowd laugh to the little boy?
 - a. Because he looked a weak boy who wanted to do something impossible
 - b. Because he was humourous person
 - c. Because he was ugly
 - d. Because the crowd liked a joke
17. Who is the main character of the story?
 - a. The little girl
 - b. The Generous woman
 - c. The little boy
 - d. The Crowd
18. Why did the little boy thank the old woman?
 - a. Because The old woman gave some money to the little boy
 - b. Because The little boy was given an apple
 - c. Because The old woman helped the little boy to find his parent
 - d. Because The little boy was given shelter and a meal

Read the following text to answer question number 19 to 21

CINDERELLA

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king's son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let

Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

19. She *stuck out* her foot and the page slipped the slipper on. (in paragraph 5, line 4). What is the similarity of “Stuck out”?
 - a. Asked
 - b. Tried
 - c. Wanted
 - d. Attacked
20. Who is the protagonist character in the story?
 - a. Stepmother
 - b. Cinderella
 - c. Prince
 - d. Two sisters
21. What did The step mother always command Cinderella in their house, except?
 - a. Did nothing
 - b. Sweeping the floor
 - c. Preparing food for the family
 - d. Cleaning the pot and the pan

Read the following text to answer question number 22 to 25

MOUNT KINABALU

Long ago on the top of Mount Kinabalu in Borneo, there lived a dragon. He owned a large and beautiful pearl. People believed that he controlled the weather with it.

The emperor of China heard this and wanted the pearl. He sent his two sons, Wee Ping and Wee San to Borneo to steal it. The princess, together with one hundred soldiers, set sail for Borneo in twelve sailing junks.

When they arrived in Borneo they set out immediately to find the famous mountain. Their journey up the rugged slopes of mount Kinabalu proved very difficult. The dragon guarded his cave very fiercely and killed many of their soldiers.

Then Wee San had a clever idea. He climbed a tall tree, so he could see the dragon's cave. He noted what time the dragon left his cave to hunt for food and what time he returned to it.

Next he ordered his men to make a fake pearl and a large kite. He waited until the dragon left his cave. Then he placed the fake pearl in a bag, slung it across his shoulder and flew up to the mountain-top on the kite. He exchanged the pearl for the fake one and then his brother pulled his kite back to the ground.

The brothers quickly returned to their ships and set sail for China. They sailed safely home. The Emperor was thrilled with the pearl and gave a big party to celebrate his sons' return.

22. He owned a **large** and beautiful pearl. What is the similar meaning of "large"?
 - a. Small
 - b. Long
 - c. Big
 - d. Short
23. From reading the text we know that...
 - a. Mount Kinabalu was the most beautiful mount at that time
 - b. The way to get the place was guarded by the dragon
 - c. The empire used a couple of sail to get there
 - d. There is no people who died in the mission
24. What did Emperor China look for in Kinabalu?
 - a. A dragon
 - b. A view of Mount Kinabalu
 - c. The hidden treasure
 - d. The Dragon Pearl
25. The Emperor was **thrilled** with the pearl and gave a big party to celebrate his sons' return. What is the similar meaning of "Thrilled"?
 - a. Dislike
 - b. Honest
 - c. Upset
 - d. Pleasant

Appendix 18

Documentation

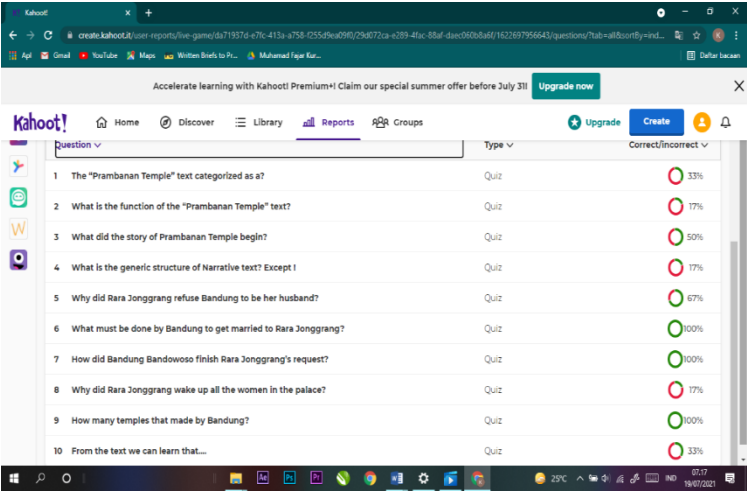
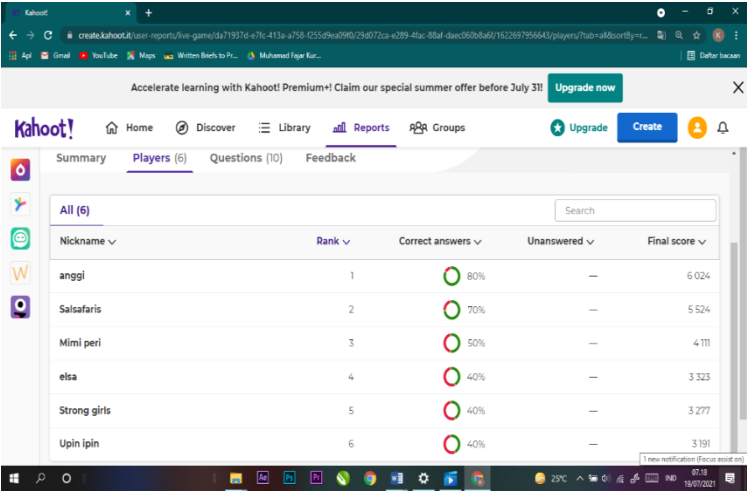


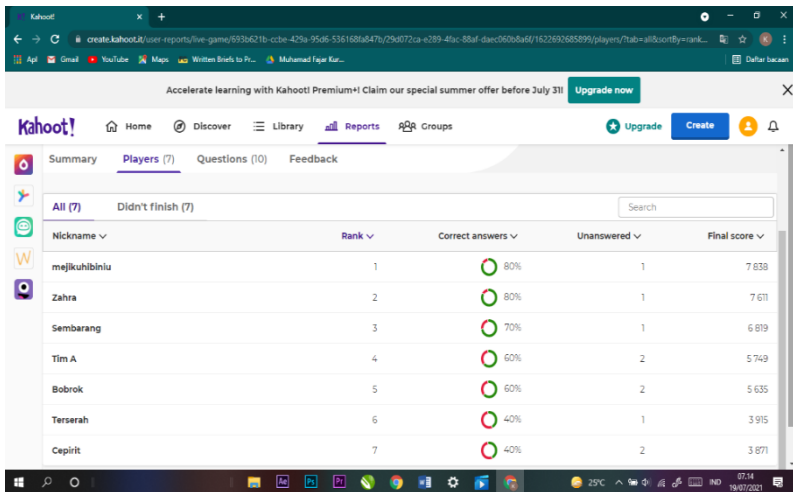
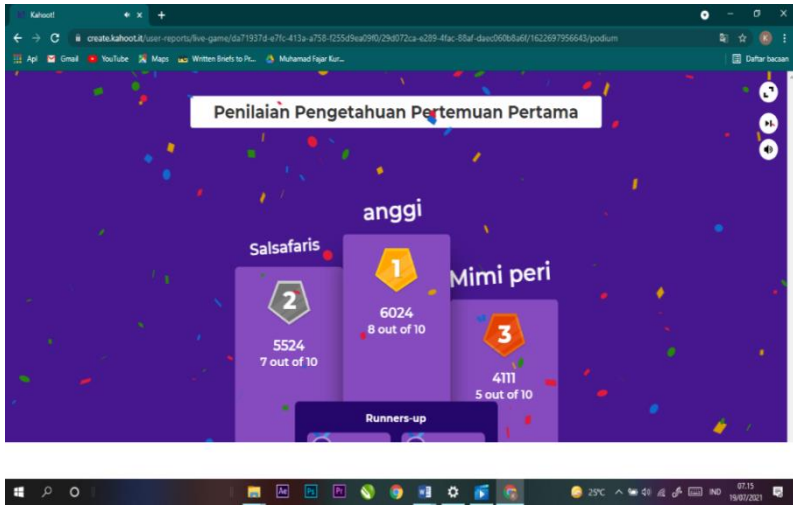




Appendix 19

Learning Activity of Thinking-aloud combined with Kahoot!



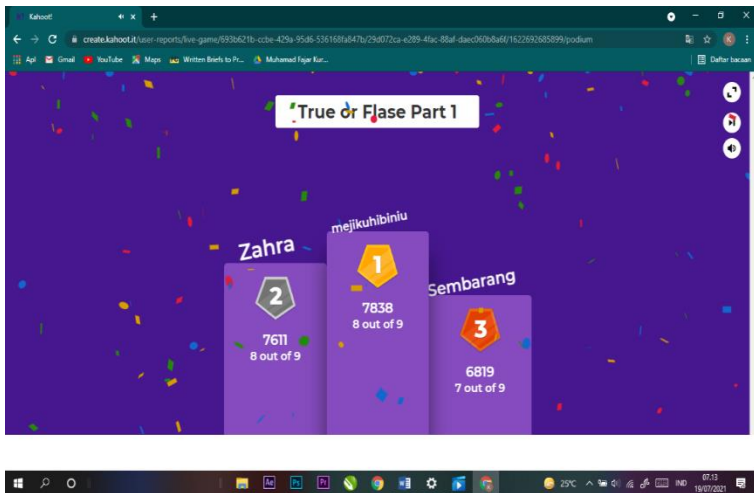


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AMT [PM] LINTA HILAR! SQUADKARTO (1) 2021/07/19

Question	Type	Correct/Incorrect
1 Rara Jonggrang whose ugly was very famous in the land.	True or false	0%
2 The Father was killed by Bandung Bandowoso	True or false	86%
3 Roro Jonggrang felt in love with Bandung Bandowoso	True or false	86%
4 Bandung was Supra natural human	True or false	57%
5 Roro Jonggrang asked to build a thousand temple in one night	True or false	100%
6 The temple was made by Bandung Bandowoso Individually	True or false	37%
7 In the midnight the work is far from done	True or false	43%
8 She woke up all the women to kill Bandung	True or false	0%
9 Roro Jonggrang was the last temple in the story	True or false	100%



Nasywa Nabli Anjar

X IPS 1

No

Date

(A)

1. saya pikir di teks tersebut akan bercerita tentang gunung yang berjudul gunung tangkuban perahu (setelah membaca judul).
2. saya berfikir aneh ketika teks "ayahnya berwujud anjing" (setelah membaca paragraf 1)
3. menurut saya sangkuniang saat pulang ~~dia~~ akan di marahi ibunya (paragraf 2)
4. saya rasa memang pantas dayang sumbi berkata spt itu (paragraf 3)
5. prediksinya sangkuniang tidak mungkin bisa menyelesaikan tugasnya (paragraf 4-5).

(B)

1. saat itu sangkuniang mulai putus asa dan berfikir dg cembuh.
2. Dayang sumbi berfikir bahwa sangkuniang tak mungkin sanggup menyelesaikan tugasnya.
3. sangkuniang merasa sangat marah karena ~~sangat~~ gagal menikah dg dayang sumbi.

(C)

1. hal tsb sama spt yg saya lihat di media sosial.
2. scene ini persis yg di alami oleh tante saya. yg tidak mau menikah dg pilihannya sendiri.
3. hal tsb pernah saya rasakan ketika sedang pergi camping saya lupa membawa barang yg penting.

The Activity of Students Thinking-aloud

THE LEGEND OF TANGKUBAN PERAHU MOUNTAIN

Once, there was a kingdom in Prangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called Dayang Sumbi, and a child which was called Sangkuriang.

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

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

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

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

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

C. Dalam proses belajar, Sangkuriang dan Dayang Sumbi mengalami peristiwa...

7. Saya pikir, Sangkuriang berhasil menikahi Dayang Sumbi (paragraf 6)

Students Thinking-aloud Activity:

Proses pengembangan Hypotesis: Proses dimana siswa memberikan beberapa prediksi terkait dengan yang akan dibaca. Bisa dilakukan dalam bentuk pertanyaan

1. Saya pikir, akan ada peristiwa yang berkaitan dengan Dayang Sumbi
2. Dalam pernikahan saya Dayang Sumbi akan membuat ajiaguna seperti Laska sebagai peragat 1)
3. Saya pikir, Sangkuriang bisa menangkap (setelah membaca paragraf 2)
4. Dalam pernikahan, Sangkuriang tidak akan membuat ajiaguna seperti setelah membaca paragraf 3)
5. Saya berprasangka buruk akan rencana pernikahan

Proses Pengembangan Penggambaran: Proses ini dilakukan di beberapa bagian kejadian yang mana siswa dapat memvisualisasikan (menggambar) suatu ide/gam pada teks yang dibaca

1. Saat itu posisi Dayang Sumbi sangat sedih dan kesayangannya itu sudah
2. Dayang Sumbi dan posisi saat itu pasti sangat terkejut dan pasti setengah retak menaruh kepala Sangkuriang
3. Keabisa Sangkuriang pasti sangat kesal atau keabisa pernikahannya

Proses menghubungkan pengetahuan lama dengan pengetahuan yang baru. Proses ini dilakukan di beberapa kejadian yang ada di teks yang mana berhubungan atau dimana siswa pernah mengalami hal yang sama dengan yang ada di teks

1. Hal ini sama seperti yang saya lihat di bioskop namun tidak sampai terluka
2. Hal yang dirasakan Sangkuriang, pernah saya rasakan waktu saya bercanda teman saya, saya bisa ketin saya terkejut yang membuat saya kesal nah

C. Dalam proses belajar, Sangkuriang dan Dayang Sumbi mengalami peristiwa...

Appendix 20



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 Telp. (024) 7601295 Fax. 7615387 Semarang 50185

Nomor: B-901/Un.10.3/D.1/PG.00/ /03/2021

Lamp : -

Hal : Permohonan Izin Riset
a.n. : Muhamad Fajar Kurniawan
NIM : 1703046077

Yth.
Kepala Sekolah MA Futuhiyyah I Mranggen
di tempat

Assalamu'alaikum.Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Muhamad Fajar Kurniawan
NIM : 1703046077
Alamat : Gablok 02/01 Jragung Karangawen Demak
Judul Skripsi : **Teaching Reading of Narrative Text through Thinking-aloud
combined with Kahoot!**

Pembimbing :
1. Dr. Hj. Siti Tarwiyah, M. Hum.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama kurang lebih satu bulan, mulai tanggal 27 Maret 2021 sampai dengan tanggal 27 April 2021. Demikian atas perhatian dan terakbulnya permohonan ini disampaikan terimakasih. Wassalamu'alaikum.Wr.Wb.



n. Dekan,
Wakil Dekan Bidang Akademik

Dr Mahfud Junaedi MAg

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 21



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
 Prof. Dr. Hamka(Kampus II)NgaliyanTelp. 7601295 Fax. 7615387 Semarang 50185

Nomor :B.2240/Un.10.3/J.4/PP.00.20/04/2020

21 April 2020

Lamp :-

Hal : **Penunjukan Pembimbing Skripsi**

Yth.

Dr. Siti Tarwiyah, SS, M.HUM
 di Semarang

Assalamualaikum Wr. Wb.

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

Nama : Muhamad Fajar Kurniawan
 NIM : 1703046077
 Judul : **Teaching Reading of Narrative Text through Thinking Aloud Combined with Kahoot!**

Dan menunjuk saudara Dr. Siti Tarwiyah, SS, M.HUM sebagai pembimbing skripsi sebagai syarat kelulusan S1 dari mahasiswa tersebut.

Demikian penunjukan pembimbing skripsi ini disampaikan dan atas kerjasama yang diberikan diucapkan terimakasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo (sebagai

Appendix 22



YAYASAN PONDOK PESANTREN FUTUHIYYAH
 مدرسة توجية العلمانية الثانية
 MADRASAH ALIYAH FUTUHIYYAH 2 MRANGGEN
TERAKREDITASI "A"
 NPSN : 20362869 NSM : 131233210006
 website: www.mafutuhiyyah2.sch.id e-mail: kantor@mafutuhiyyah2.sch.id

SURAT KETERANGAN

Nomor: 25.335/MAF/S.P/VI/2021

Yang bertanda tangan di bawah ini :

Nama : Hj. Retno Widiastuti, M.Pd.
 NIP :-
 Jabatan : Kepala Madrasah
 Unit Kerja : MA Futuhiyyah 2 Mranggen

Dengan ini menyatakan bahwa :

Nama : Muhamad Fajar Kurniawan
 NIM : 1703046077
 Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan
 UIN Walisongo Semarang

Yang bersangkutan telah melaksanakan penelitian di MA Futuhiyyah 2 Mranggen sejak tanggal 9 April 2021 sampai dengan 23 Juni 2021 dalam rangka penyusunan skripsi dengan judul *"Teaching Reading of Narrative Text Through Thinking-Aloud Combined with Kahoot!"*.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Demak, 23 Juni 2021

Kepala Madrasah

Hj. Retno Widiastuti, M.Pd
 NIP.

Alamat : Jl. Suburan Tengah
 Mranggen-Kab. Demak 69567
 Telp. (024) 6710042

Appendix 23

28/4/2021 Instrument of Try-out test

Instrument of Try-out test

- Bacalah doa sebelum mengerjakan soal
- Bacalah soal dengan seksama dan jawab sesuai dengan pemahaman kalian
- Dimohon untuk tidak membuka browser apapun atau bertanya kepada teman.
- Waktu yang pengerjaan sampai tanggal 18 April pukul 12:55 Pm

Nama *

AYUNDYA VARAVUANITA

Nomor Absen *

8

Kelas *

X MIPA 2

28/4/2021 Instrument of Try-out test

11. What did happen after the stick had been pulled out? *

The crowd was being happy

The water spouted out until fooled all of the village

The little boy got a price from the people

The people were scared of the boy

12. Why did the little boy thank the old woman? *

Because The old woman gave some money to the little boy

Because The little boy was given an apple

Because The old woman helped the little boy to find his parent

Because The little boy was given shelter and a meal

13. Who had been saved in that tragedy? *

The little boy and the generous woman

The little boy

The crowd

All of the people in the village

28/4/2021 Instrument of Try-out test

ya

1. According to the genre, the text above is? *

Narrative

Recount

Report

Anecdote

2. What is the purpose of the text? *

To tell about Cinderella

To inform the Cinderella's life

To entertain the reader regarding the Cinderella

To explain the Cinderella's family

3. Who is the protagonist character in the story? *

Stepmother

Cinderella

Prince

Two sisters

28/4/2021 Instrument of Try-out test

ya

15. What did Emperor China look for in Kinabalu? *

A dragon

A view of Mount Kinabalu

The hidden treasure

Dragon Pearl

16. He owned a large and beautiful pearl. What is the similar meaning of "large"? *

Small

Long

Big

Short

17. From reading the text we know that.... *

Mount Kinabalu was the most beautiful mount at that time

The way to get the place was guarded by the dragon

The empire used a couple of sail to get there

There was no people who died in the mission

28/4/2021

Instrument of Try-out test

ya

34. Where did the story take a place? *

- Central Java
- East Java
- West Java
- Lampung

35. Where did the name Tengger come from? *

- Someone told the name
- They got from Botoro Bromo
- A couple of Husband and wife
- From their child's name

36. The word "reign" in "After several years of reign, the region flourished in prosperity", in the third paragraph closest meaning to? *

- King
- Conductiveness
- War
- Battle

28/4/2021

Instrument of Try-out test

ya

21. "The legend of Prambanan Temple" text categorized as a? *

- Descriptive text
- Recount text
- Narrative Text
- Anecdote Text

22. What is the function of the text? *

- To tell the story of Roro Jonggrang and Bindowoso's life
- To explain the tragic in Prambanan Temple
- To entertain the reader about How the Prambanan Temple appeared
- To show the beautiful of Prambanan Temple

23. What did the story begin? *

- Telling where the character lived
- Showing all of the characters in the story
- Explaining one of the main character of the story
- Showing the sad part in the story

28/4/2021

Instrument of Try-out test

31. What did make Dayang Sumbi realized that Sangkuriang was her son? *

- The wound on Sangkuriang's leg
- The matching wound with her father who lost several years earlier
- The man told that he was her son
- The matching wound on the head with her son's

32. From reading the text, we know that..... *

- Sangkuriang must build a huge lake to marry Dayang Sumbi
- Dayang Sumbi was the rich person
- The father of the story is not a human
- Sangkuriang interested to her own mother

33. How long was the time that Sangkuriang need to finish the Dayang's request? *

- A week
- A night
- 24 minutes
- Several days

28/4/2021

Instrument of Try-out test

37. What did they do to get a child? *

- They wished to the god by praying in the Mountain
- They wished to the Mountain
- They walk up to the top of mountain
- They gave up to get a child

38. What did Botoro Bromo ask to Roro Anteng and Joko Seger? *

- He asked them to be kind people in their lives
- He asks them to give their child
- Botoro Bromo asked them to back home
- Botoro Bromo asked them to sacrifice Kusuma

39. What is Kesodo? *

- Name of dey
- Name of Month
- Name of Calender
- Name of Person

Appendix 24

Pre-test

*Experimental class

KS=18

Tipe Soal : Tes Tertulis (Pilihan Ganda)

Instrument of Post-Test

Name :	Alexa audia dwi n
Class :	X IPS 1
No. absence:	01

1. Sebelum mengerjakan membaca Basmallah
2. Pilih salah satu jawaban benar dari 4 pilihan
3. Kerjakan sesuai pemahaman masing-masing
4. Diusahakan menjawab dengan jujur

Read the following text to answer question number 1 to 4

THE LEGEND OF PRAMBANAN TEMPLE

Rara Jonggrang. Rara Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, and evil king.

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

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

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the rooster thought that it had already been

down. Bandung Bondowoso got frustrated because he failed completing one, the thousandth temple.

"The Princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have been cleared. Now, the thousandth temple is you!"

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

1. "The Legend of Prambanan Temple"

is best categorized as a?

- a. Descriptive text
b. Recount text
c. Narrative Text
d. Anecdote Text

2. What did the story begin?

- a. Telling where the character lived
b. Showing all of the characters in the story
c. Explaining one of main character of the story
d. Showing the sad part in the story

3. How did Bandung Bondowoso do Rara Jonggrang's request?

- a. He did it by himself
b. Bandung worked with the genie
c. He makes an illusion
d. Bandung was helped by his emptic

4. Why did Rara Jonggrang wake up all the women in the palace?

- a. Because Rara asks them to help Bandung
b. Because She wants to defeat Bandung
c. Because Rara wants to make noisy sounds
d. Because They are asked to help Rara to stop the demon's working

Read the following text to answer question number 5 to 7

THE LEGEND OF TANGKUBAN PERAHU MOUNTAIN

Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dragon name is Tunang, a mother which was called is Dayang Sumbi, and a child which was called Sangkurang.

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

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

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

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

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

5. What did make Dayang Sumbi realized that Sangkurang was her son?

- a. The wound on Sangkurang's leg
b. The matching wound with her father who lost several years earlier
c. The man told that he was her son
d. The matching wound on the head with her son's

b. Dayang Sumbi was the rich person
c. The father of the story is not a human
d. Sangkurang interested to her own mother

7. How long was the time that Sangkurang need to finish the Dayang's request?

6. From reading the text, we know that.....

- a. Sangkurang must build a huge lake to marry Dayang Sumbi

- a. A week
b. A night
c. 24 minutes
d. Several days

Read the following text to answer question number 8 to 12

THE LEGEND OF KESODO FEAST IN MOUNT BROMO

Hundreds years ago, the last king of Majapahit had a young princess from one of his wives. The princess was named Roro Anteng. Later, Roro Anteng married Joko Seger, who came from Brahman caste.

Because of unfortunate situation the couple was forced to leave the kingdom. They settled in the mountain area. They ruled the area and named it Tengger, which was derived from their names, Roro Anteng and Joko Seger.

After several years of reign, the region flourished in prosperity, but Roro Anteng and Joko Seger were sad because they did not have a child. They climbed the top of mountain and prayed three night and day hoping that the God would listen. The prayer was heard and Batara Bromo promised to give them many children. However, they had to promise that they would sacrifice their youngest child in return.

Roro Anteng gave birth to a child, then another and another. In the end, Roro Anteng and Joko Seger had 25 children. Soon it was time to sacrifice the youngest child, Kusuma, but the parents could not do it. They tried to hide him, but an eruption happened and Kusuma fell into the crater. There was silence before they heard a voice. "I have to be sacrificed so that you will all stay alive. From now on, you should arrange an annual offering ceremony on the 14th of Kesodo (the twelfth month of Tenggerese calendar)". It was Kusuma's voice. Kusuma's brothers and sisters held the offering ceremony every year. Instead of human being, they collected fruits, vegetables, rice, and meat to be offer to the Gods. And this has been done generation after generation until today.

8. Where did the name Tengger come from?

- a. Someone told the name
b. They got from Batara Bromo
c. A couple of Husband and wife
d. From their child's name

9. The word 'reign' in "After several years of reign, the region flourished in prosperity", in the third paragraph closest meaning to?

- a. King
b. Conductiveness
c. War
d. Battle

10. What did they do to get a child?

- a. They wished to the god by praying in the Mountain
b. They prayed to the Mountain
c. They walk up to the top of mountain
d. They gave up to get a child

Batara Bromo asked them to back home
c. Batara Bromo asked them to sacrifice Kusuma

11. What did Batara Bromo ask to Roro Anteng and Joko Seger?

- a. He asked them to be kind people in their lives
b. He asks them to give their child

12. What did they do from generation to generation after Kusuma's sacrifice?

- a. They did a traditional dance
b. The people visited the Bromo Mountain once every year
c. The people prayed on the top of the mountain
d. The people hold ceremony and offered the god by food

Read the following text to answer question number 13 to 18

THE LEGEND OF RAWA PENING

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

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

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

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old

woman who gave him shelter and moral. As she told him, he used the leaking, as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pering Lake in Salanga, Central Java, Indonesia.

13. Why did the little boy thank the old woman?

- a. Because The old woman gave some money to the little boy
- b. Because The little boy was given an apple
- c. Because The old woman helped the little boy to find his parent
- d. Because The little boy was given shelter and a meal

14. Who had been saved in that tragedy?

- a. The little boy and the generous woman
- b. The little boy
- c. The crowd
- d. All of the people in the village

15. Who is the main character of the story?

- a. The little girl
- b. The Generous woman
- c. The little boy
- d. The Crowd

16. What is Lesung?

- a. A big wooden mortar for pounding the bread
- b. A tool used by people to pound the rice which is made of wood
- c. Something to save the meat
- d. A big dangerous tool used by people to pound the rice

17. Why did the crowd laugh to the little boy?

- a. Because he looked a weak boy who wanted to do something impossible
- b. Because he was humorous person
- c. Because he was ugly
- d. Because the crowd liked a joke

18. What did happen after the stick had been pulled out?

- a. The crowd was being happy
- b. The water spouted out until fooled all of the village
- c. The little boy got a price from the people
- d. The people were scared of the boy

19. Who is the protagonist character in the story?

- a. Stepmother
- b. Cinderella
- c. Prince
- d. Two sisters

20. What did the step mother always command Cinderella in their house, except?

- a. Did nothing

- b. Sweeping the floor
- c. Preparing food for the family
- d. Cleaning the pot and the pan

21. She stuck out her foot and the page slipped the slipper on. (in paragraph 5, line 4). What is the similarity of "Stuck out"?

- a. Asked
- b. Tried
- c. Wanted
- d. Attacked

Read the following text to answer question number 22 to 25

MOUNT KINABALU

Long ago on the top of Mount Kinabalu in Borneo, there lived a dragon. He owned a large and beautiful pearl. People believed that he controlled the weather with it.

The emperor of China heard this and wanted the pearl. He sent his two sons, Wee Ping and Wee San to Borneo to steal it. The princess, together with one hundred soldiers, set sail for Borneo in twelve sailing junks.

When they arrived in Borneo they set out immediately to find the famous mountain. Their journey up the rugged slopes of mount Kinabalu proved very difficult. The dragon guarded his cave very fiercely and killed many of their soldiers.

Then Wee San had a clever idea. He climbed a tall tree, so he could see the dragon's cave. He noted what time the dragon left his cave to hunt for food and what time he returned to it.

Next he ordered his men to make a fake pearl and a large kite. He waited until the dragon left his cave. Then he placed the fake pearl in a bag, slung it across his shoulder and flew up to the mountain-top on the kite. He exchanged the pearl for the fake one and then his brother pulled his kite back to the ground.

Read the following text to answer question number 19 to 17

CINDERELLA

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house, such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ratty dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said, "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderful good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king's son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

The brothers quickly returned to their ships and set sail for China. They sailed safely home. The Emperor was thrilled with the pearl and gave a big party to celebrate his sons' return.

22. What did Emperor China look for in Kinabalu?

- a. A dragon
- b. A view of Mount Kinabalu
- c. The hidden treasure
- d. The Dragon Pearl

23. He owned a large and beautiful pearl. What is the similar meaning of "large"?

- a. Small
- b. Long
- c. Big
- d. Short

24. From reading the text we know that...

- a. Mount Kinabalu was the most beautiful mount at that time

25. The way to get the place was guarded by the dragon

- a. The empire used a couple of sail to get there
- b. There is no people who died in the mission

26. The Emperor was thrilled with the pearl and gave a big party to celebrate his sons' return. What is the similar meaning of "Thrilled"?

- a. Dislike
- b. Henna
- c. Upset
- d. Pleasant

Appendix 25

Post-test

18/12/21 14:38 Instrument of Post-test

Instrument of Post-test

Nama *

Anggi amelia willowo

Nomor Absen *

3

Kelas *

X IPS 1

<https://www.google.com/forms/1Yt6SjO0nuJpUjPqk78QPR8Qw0dE5u0kYd#response=ACjQBNjCF31B4-JG6H4VXQJL...> 1/17

18/12/21 14:38 Instrument of Post-test

Read the following text to answer question number 1 to 4

THE LEGEND OF PRAMBANAN TEMPLE

Rara Jonggrang, Rara Jonggrang, whose history was very famous in the land was the daughter of Prabu Bala, a evil king.

One day, a handsome young man with super natural power named Bandung Bandawoso appeared and called Prabu Bala. On seeing Princess Rara Jonggrang's beauty, Bandung Bandawoso fell in love with her and wanted to marry her.

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

Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding stone so that the creases thought that it had already been done. Bandung Bandawoso got frustrated because he failed completing one, the thousandth temple.

"The Princess has deceived me!" Following his anger, he cursed Rara Jonggrang: "You have been deceived. Now, the thousandth temple is one!"

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

<https://www.google.com/forms/1Yt6SjO0nuJpUjPqk78QPR8Qw0dE5u0kYd#response=ACjQBNjCF31B4-JG6H4VXQJL...> 2/17

18/12/21 14:38 Instrument of Post-test

Option 1

1. How did Bandung Bandawoso do Rara Jonggrang's request? *

He did it by himself

Bandung worked with the genie

He makes an illusion

Bandung was helped by his empire

2. What did the story begin? *

Telling where the character lived

Showing all of the characters in the story

Explaining one of the main character of the story

Showing the sad part in the story

3. "The legend of Prambanan Temple" text categorized as a... *

Descriptive text

Recount text

Narrative Text

Anecdote Text

<https://www.google.com/forms/1Yt6SjO0nuJpUjPqk78QPR8Qw0dE5u0kYd#response=ACjQBNjCF31B4-JG6H4VXQJL...> 3/17

18/12/21 14:38 Instrument of Post-test

Read the following text to answer question number 5 to 7

THE LEGEND OF TANGKAP PERAHU MOUNTAIN

Once, there was a kingdom in Pajajaran Land. Lived a happy family. They were a father a King of Rajahmudra in Tangkap, a mother which was called by Diting Saurih, and a child which was called Sangkaring.

One day, Diting Saurih asked her son to go hunting with his lovely dog, Temeng. After hunting all day, Sangkaring began depressed and worried because he couldn't see deer. Then he thought to shoot his own dog. Then he took the dog liver and carried home.

Soon Diting Saurih found out that it was not deer liver but Temeng's, his own dog. So, she was very angry and hit Sangkaring's head. In that incident, Sangkaring got wounded and ran far away from their home.

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

She couldn't marry her but have to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding. So, Sangkaring had to wake deer to one night. He built a Hut. With a deer just remove away and the boat was almost complete. Diting Saurih had to stop it. Then, she lit up the eastern bridge with flashes of light. It made the creek cannot flow any day.

Sangkaring didn't return. She was very angry and killed her head. It fell over and became the mountain of Tangkap Perahu Mountain.

<https://www.google.com/forms/1Yt6SjO0nuJpUjPqk78QPR8Qw0dE5u0kYd#response=ACjQBNjCF31B4-JG6H4VXQJL...> 4/17

18/12/21 10:38 Instrument of Post-test

5. From reading the text, we know that.... *

Sangkurlang must build a huge lake to marry Dayang Sumbi

Dayang Sumbi was the rich person

The father of the story is not a human

Sangkurlang interested to her own mother

6. How many times that Sangkurlang need to finish Dayang's request? *

A week

A night

24 minutes

Several days

7. What did make Dayang Sumbi realized that Sangkurlang was her son? *

The wound on Sangkurlang's leg

The matching wound with her father who lost several years earlier

The man told that he was her son

The matching wound on the head with her sons

[https://docs.google.com/forms/d/1Y85c06v8J1oRw4qj7EGPM56acrfEe5wd8Yed8/response/ACVDBNjCZf918N-JGd4HvXQZLM... 9/17](https://docs.google.com/forms/d/1Y85c06v8J1oRw4qj7EGPM56acrfEe5wd8Yed8/response/ACVDBNjCZf918N-JGd4HvXQZLM...)

18/12/21 10:38 Instrument of Post-test

Read the following text to answer question number 8 to 12

THE LEGEND OF KESHOHO FEAST IN MOUNT BROMO

Hundreds years ago, the last king of Majapahit had a young princess from one of his wives. The princess was named Boto Anteng. Later, Roro Anteng married Joko Seger, who came from a peasant class.

Because of unfortunate situation the couple was forced to leave the kingdom. They settled in the mountain area. They called the area and named it Tenggar, which was derived from their names, Roro Anteng and Joko Seger.

After several years of reign, the region flourished in prosperity. But Roro Anteng and Joko Seger were sad because they did not have a child. They climbed the top of mountain and prayed three night and day hoping that the God would bless. The prayer was heard and Boto-Bromo, descended to give them many children. However, they had to promise that they would sacrifice their youngest child to him.

Roro Anteng gave birth to a child, then another and another. In the end, Roro Anteng and Joko Seger had 25 children. Since it was time to sacrifice the youngest child, Kusuma, but the parents could not do it. They could not take her, but an angel had happened and Kusuma did not die. There was stone before they heard a voice "I have to be sacrificed so the tree will all cut down. From now on, you should arrange an annual offering ceremony on the 15th of Surokalis (the middle month of Jember calendar)". It was Kusuma's wish. Kusuma's wishes and stone had the offering ceremony every year. Instead of human being, they sacrificed Bali, vegetables, rice, and meat to be offer to the Gods. And this has been done generation after generation until today.

[https://docs.google.com/forms/d/1Y85c06v8J1oRw4qj7EGPM56acrfEe5wd8Yed8/response/ACVDBNjCZf918N-JGd4HvXQZLM... 1/17](https://docs.google.com/forms/d/1Y85c06v8J1oRw4qj7EGPM56acrfEe5wd8Yed8/response/ACVDBNjCZf918N-JGd4HvXQZLM...)

18/12/21 10:38 Instrument of Post-test

8. What did they do from generation to generation after Kusuma's sacrifice? *

They did a traditional dance

The people visited the Bromo Mountain once every year

The people prayed on the top of the mountain

The people held ceremony and offers the god by food

9. The word "reign" in "After several years of reign, the region flourished in prosperity", in the third paragraph closest meaning to? *

King

Conductiveness

War

Battle

10. Where did the name Tengger come from? *

Someone told the name

They got from Boto-ro Bromo

From A couple of husband and wife's name

From their child's name

[https://docs.google.com/forms/d/1Y85c06v8J1oRw4qj7EGPM56acrfEe5wd8Yed8/response/ACVDBNjCZf918N-JGd4HvXQZLM... 8/17](https://docs.google.com/forms/d/1Y85c06v8J1oRw4qj7EGPM56acrfEe5wd8Yed8/response/ACVDBNjCZf918N-JGd4HvXQZLM...)

18/12/21 10:38 Instrument of Post-test

11. What did Boto-ro Bromo ask to Roro Anteng and Joko Seger? *

He asked them to be kind people in their lives

He asks them to give their child

Boto-ro Bromo asked them to back home

Boto-ro Bromo asked them to sacrifice Kusuma

12. What did they do to get a child? *

They wished to the god by praying in the Mountain

They wished to the Mountain

They walk up to the top of mountain

They gave up to get a child

[https://docs.google.com/forms/d/1Y85c06v8J1oRw4qj7EGPM56acrfEe5wd8Yed8/response/ACVDBNjCZf918N-JGd4HvXQZLM... 9/17](https://docs.google.com/forms/d/1Y85c06v8J1oRw4qj7EGPM56acrfEe5wd8Yed8/response/ACVDBNjCZf918N-JGd4HvXQZLM...)

18/12/21 13:38 Instrument of Poole-test

13. What is Lesung? *

a. A big wooden mortar for pounding the bread

b. A tool used by people to pound the rice which is made of wood

c. Something to save the meat

d. A big dangerous tool used by people to pound the rice

14. Who had been saved in that tragedy? *

a. The little boy and the generous woman

b. The little boy

c. The crowd

d. All of the people in the village

15. What did happen after the stick had been pulled out? *

a. The crowd was being happy

b. The water spooned out until flooded all of the village

c. The little boy got a price from the people

d. The people were scared of the boy

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18/12/21 13:38 Instrument of Poole-test

16. Why did the crowd laugh to the little boy? *

a. Because he looked a weak boy who wanted to do something impossible

b. Because he was humorous person

c. Because he was ugly

d. Because the crowd liked a joke

17. Who is the main character of the story? *

a. The little girl

b. The Generous woman

c. The little boy

d. The Crowd

18. Why did the little boy thank the old woman? *

a. Because The old woman gave some money to the little boy

b. Because The little boy was given an apple

c. Because The old woman helped the little boy to find his parent

d. Because The little boy was given shelter and a meal

<https://nces.google.com/forms/17d5sG0m6u7uPm8p7GCPM2BccrEEm0b7Yd8#response=ACYD9NjCZ7319h4-JGdH4VXQJk...> 1217

18/12/21 13:38 Instrument of Poole-test

19. She stuck out her foot and the page slipped the slipper on. (in paragraph 5, line 4). What is the similarity of "Stuck out"? *

a. Asked

b. Tried

c. Wanted

d. Attacked

20. Who is the protagonist character in the story? *

a. Stepmother

b. Cinderella

c. Prince

d. Two sisters

21. What did The step mother always command Cinderella in their house, except? *

a. Did nothing

b. Sweeping the floor

c. Preparing food for the family

d. Clearing the pot and the pan

<https://nces.google.com/forms/17d5sG0m6u7uPm8p7GCPM2BccrEEm0b7Yd8#response=ACYD9NjCZ7319h4-JGdH4VXQJk...> 1417

18/12/21 13:38 Instrument of Poole-test

22. He owned a large and beautiful pearl. What is the similar meaning of "large"?

a. Small

b. Long

c. Big

d. Short

23. From reading the text we know that...

a. Mount Kinabalu was the most beautiful mount at that time

b. The way to get the place was guarded by the dragon

c. The empire used a couple of sail to get there

d. There is no people who died in the mission

24. What did Emperor China look for in Kinabalu?

a. A dragon

b. A view of Mount Kinabalu

c. The hidden treasure

d. The Dragon Pearl

<https://nces.google.com/forms/17d5sG0m6u7uPm8p7GCPM2BccrEEm0b7Yd8#response=ACYD9NjCZ7319h4-JGdH4VXQJk...> 1617

Appendix 26

Commentary learning using Thinking-aloud combined with Kahoot!

14/8/2021

Commentary teaching-learning Process of Thinking-aloud combined with Kahoot!

Commentary teaching-learning Process of Thinking-aloud combined with Kahoot!.

Pendapat siswa terkait pembelajaran Teks Naratif menggunakan Metode Thinking-aloud dikombinasikan dengan Kahoot!

Email *

alexamahardika91@gmail.com

Bagaimana pendapat kalian tentang pembelajaran menggunakan media online ? *

g nyaman soalnya gabisa fokus ke daringnya tertarik ke yang lainya sprti scrool tiktok

Bagaimana pendapat kalian tentang pembelajaran di dalam kelas ? *

enak lebih gampang belajarnya dan lebih mudah saat memahami pelajaran

Bagaimana pendapat kalian tentang Proses Pembelajaran Teks Naratif menggunakan metode Thinking-aloud dikombinasikan dengan Kahoot! ? *

sngt membantu

Bagaimana pendapat kalian tentang pembelajaran menggunakan media teknologi seperti HP atau yang lainnya? *

sedikit sulit

14/8/2021

Commentary teaching-learning Process of Thinking-aloud combined with Kahoot!.

Commentary teaching-learning Process of Thinking-aloud combined with Kahoot!.

Pendapat siswa terkait pembelajaran Teks Naratif menggunakan Metode Thinking-aloud dikombinasikan dengan Kahoot!

Email *

laorazulfafaza9@gmail.com

Bagaimana pendapat kalian tentang pembelajaran menggunakan media online ? *

Pemahamannya harus lebih dalam, sebab tidak bertemu langsung dengan guru mapelnya

Bagaimana pendapat kalian tentang pembelajaran di dalam kelas ? *

mudah dipahami, sebab bisa langsung bertemu dengan guru mapelnya

Bagaimana pendapat kalian tentang Proses Pembelajaran Teks Naratif menggunakan metode Thinking-aloud dikombinasikan dengan Kahoot! ? *

Lebih mudah di mengerti

Bagaimana pendapat kalian tentang pembelajaran menggunakan media teknologi seperti HP atau yang lainnya? *

menurutku gak mudah untuk dipahami sebab harus lebih dalam dan cermat dalam memahami pembelajaran lewat media teknologi

Commentary learning using Question-answer method

14/8/2021

Pembelajaran menggunakan metode tanya - jawab

Pembelajaran menggunakan metode tanya - jawab

Pendapat siswa terkait pembelajaran Teks Naratif menggunakan Metode Tanya Jawab

Email *

hildaatyazahro@gmail.com

Bagaimana pendapat kalian tentang pembelajaran menggunakan media online ? *

Kurang memahami dan adanya hambatan jika pembelajaran online

Bagaimana pendapat kalian tentang pembelajaran di dalam kelas ? *

Menyenangkan, dan ingin merasakan langsung pembelajaran di dlm kls

Bagaimana pendapat kalian tentang Pembelajaran Teks Naratif menggunakan metode Tanya Jawab ? *

Kurang menyenangkan

Bagaimana pendapat kalian tentang pembelajaran menggunakan media teknologi seperti HP atau yang lainnya? *

Lebih boros jika menggunakan hp

14/8/2021

Pembelajaran menggunakan metode tanya -jawab

Pembelajaran menggunakan metode tanya - jawab

Pendapat siswa terkait pembelajaran Teks Naratif menggunakan Metode Tanya Jawab

Email *

murtafiatulusida@gmail.com

Bagaimana pendapat kalian tentang pembelajaran menggunakan media online ? *

Menurut saya pembelajaran menggunakan media online kurang efektif karena kita tidak bisa bebas dalam bertanya kepada guru tentang materi yg belum kita pahami. Dan terlebih kelas saya tidak menggunakan app Zoom dalam pembelajaran. sehingga Guru tidak pernah menjelaskan materi melalui video, hanya memberi arahan untuk membaca/mempelajari materi yg ada di buku LKS dan memberi tugas / kadang* diberikan referensi dari youtube.

Bagaimana pendapat kalian tentang pembelajaran di dalam kelas ? *

Menurut saya tidak masalah belajar di dalam kelas karena belajar di dalam kelas juga tidak terlalu membosankan. saya pribadi lebih suka belajar didalam kelas daripada di luar kelas.

Bagaimana pendapat kalian tentang Pembelajaran Teks Naratif menggunakan metode Tanya Jawab ? *

Menurut saya pembelajaran Teks Naratif menggunakan metode tanya jawab lebih efektif daripada disuruh membaca. karena kadang banyak juga siswa yg disuruh membaca tapi malah tidak membaca, malah cerita dg temannya, banyak kan yg seperti itu. Kalau menggunakan metode tanya jawab kelas akan menjadi lebih menyenangkan dg diselingi guyonan apalagi yg salah dihukum. Kalau disuruh membaca kelas akan membosankan dan mungkin malah ada yg tidur bukannya membaca.

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