

APPENDICES

Appendix 1

THE LIST STUDENTS OF TRY-OUT CLASS

No	Name	Code
1	Ahmad Afriyandi	UC- 1
2	Aji Basori	UC- 2
3	Dewi Fifi Andriani	UC- 3
4	Fani Nur Afifah	UC- 4
5	Hilmi Dwi Cahyo	UC- 5
6	Izzatun Najihah	UC- 6
7	Muyassaroh	UC- 7
8	Tukul Adam Malik	UC- 8
9	Agung Widiyat Moko	UC- 9
10	Ahmad Farikhin	UC- 10
11	Agung Anugrah Eko Susamto	UC- 11
12	Uliyatul Muyasaroh	UC- 12
13	Meylia Mustika Sari	UC- 13

Appendix 2

THE LIST STUDENTS OF EXPERIMENTAL CLASS

No	Name	Code
1	Angga Rizal Saputro	E-1
2	Arriliani	E-2
3	Aszya Nikma Diana	E-3
4	Azka Maulidiyah	E-4
5	Berliana Dyah Ayu Tasha	E-5
6	Diana Distianti	E-6
7	Dias Fajar Ilyasa Fatkhur R. A. Z	E-7
8	Dinda Ariantika Sari	E-8
9	Dyah Ayu Puspita Sari	E-9
10	Eka Widianti Ningsih	E-10
11	Erviani Agustyaning Asih	E-11
12	Ita Yuliana	E-12
13	Khalimatus Sa`diyah	E-13
14	Kholil Anwar	E-14
15	Kurnia Sulistyorini	E-15
16	Kurniawan Agus Budi Santoso	E-16
17	Milenia Shinta Wahyuningtyas	E-17
18	Millenium Anjani Santosa	E-18
19	Moh Danny Suseno	E-19
20	Mohammad Ihsanudin	E-20
21	Muhamad Khabib M.A	E-21
22	Muhammad Agus Takim	E-22
23	Muhammad Ikrom Nasyiul Khoir	E-23
24	Muhammad Jamil Hadi Susilo	E-24
25	Muhammad Khafid Maulana	E-25
26	Niswatul Afifah	E-26

27	Nur Suci Fatmawati	E-27
28	Reza Assefi	E-28
29	Risalatul Umami	E-29
30	Rukha Maulida	E-30
31	Sania Husnu Rahmatika	E-31
32	Silvi Fatmawati	E-32
33	Sinta Agus Setiani	E-33
34	Tsanya Zalza Azzahro	E-34
35	Tutik Ambarwati	E-35
36	Yesy Indriani	E-36
37	Yusuf Afendi	E-37
38	Lutfiyatul Munawiroh	E-38
39	Deiliana Claradiva Aisyah	E-39
40	Lailatul	E-40

Appendix 3

THE LIST STUDENTS OF CONTROL CLASS

No	Name	Code
1	Ali Chamdani	C- 1
2	Ania Daniati	C- 2
3	Bagas Ahmad Fauzi	C- 3
4	Bella Dwi Ardiyanti Putri	C- 4
5	Fadia Talia Salsabila Hervi	C- 5
6	Ihda Rizkia Pratiwi	C- 6
7	Imam Taufiq	C- 7
8	Irfan Miftachul Ubab	C- 8
9	Khoirul Anam	C- 9
10	Lia Novitasari	C- 10
11	Mela Alfiyanti	C- 11
12	Muhammad Fajar Subeki	C- 12
13	Muhammad Taufiq Hidayat	C- 13
14	Nur Fuad	C- 14
15	Nurul Hidayah	C- 15
16	Puji Wulansari	C- 16
17	Putri Novriza Wulandari	C- 17
18	Sinta Afiyani	C- 18
19	Syarifudin Munir	C- 19
20	Teguh Widodo	C- 20
21	Valentino Ardinanta	C- 21
22	Wahyu Hidayatullah	C- 22
23	Yunita Aruminingsih	C- 23
24	Putri Wahyuni	C- 24
25	Deby Prayogo	C- 25
26	Siti Zulaikah	C- 26

27	Lubabus Salam	C- 27
28	Ridwan	C- 28
29	Mar'atus Sholikhah	C- 29
30	Brigita Indah Puji astuti	C- 30

Appendix 4

THE QUESTIONS OF PRE-TEST AND POST TEST

Text for number 1 to 6

Once upon a time, there was a king who ruled in Teberu Lombok, who had a beautiful daughter called Puteri Mandalika. Because of her beauty, princes and kings from other kingdom around Teberu wished that she would be their wife. Six of them came to Teberu and asked for her hand of marriage. They were Prince Bumbang, Prince Aryo Johor, Prince Singa Trasadak, Prince Daria Loka, Prince Gunung Piring and Prince Bungsu. Each prince wanted to win the hearth of Puteri Mandalika.

Her father, the king of Teberu, was very confused and did not know what to do. If he chose one prince instead of another then it would create jealousy and there could be war against his kingdom. All the princes were handsome and powerful and so the king allowed his daughter to make her own choice. But Puteri Mandalika was confused too and she also knew the dangerous risk that her kingdom and people would get, if she chose either one of the princes.

After several days of serious thinking, Puteri Mandalika met her parents and asked her permission to announce her decision in front of all the princes and the people of Teberu the next day in the beach. Early next morning, everybody gathered on the beach. There was a gentle breeze with small waves breaking softly across the shore. Everybody was looking at Puteri Mandalika, waiting for her announcement.

Meanwhile, the six princes prayed in their heart that he would be the chosen one. Then in a loud and clear voice, Puteri Mandalika Said, "Oh my beloved mother and father, all the princes and especially the people of Teberu Kingdom. Today I would like to announce that I will not give myself to any one of the princes, but rather to all people of Teberu and my own kingdom." Then Puteri Mandalika threw herself into the sea from the top of a hill and disappeared. Everybody desperately search for her but she could not be found and people believed she was transformed into flowing sea worms called "*nyale*". (source: The Bridge English Competence).

1. Who is Puteri Mandalika?
 - a. The daughter of Teberu's king
 - b. The wife of Teberu's king
 - c. The queen of Teberu
 - d. The people of Teberu
 - e. The king of Teberu
2. How many princes who came to Teberu?
 - a. Four
 - b. Five
 - c. Six
 - d. Seven
 - e. Eight
3. How is Puteri Mandalika character?
 - a. Wise
 - b. Careless
 - c. Selfish
 - d. Patient
 - e. Cruel

4. Why was it hard for Puteri Mandalika to choose one of the princes?
 - a. She loved all the princes
 - b. All the princes were handsome
 - c. All the princes were powerful
 - d. She was afraid of the dangerous risk
 - e. Her father permitted her to marry
5. The true according to the text are the following, except ...
 - a. The princes asked for her hand of marriage
 - b. Puteri Mandalika chose one of the princes
 - c. Each prince wanted to win the heart of Puteri Mandalika
 - d. The king of Teberu allowed his daughter to make her own choice
 - e. Puteri Mandalika threw herself into the sea from the top of a hill and disappear
6. From the text we may conclude that
 - a. Putri Mandalika sacrificed herself to the sea for the sake of her people
 - b. One of the princes won the heart of Putri Mandalika
 - c. The war happened against the kingdom due to the princess' decision
 - d. The people of Teberu kingdom hated the princess
 - e. The people of Teberu kingdom hated the princess

Text for number 7 to 11

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

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

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

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

7. The story mainly tells about?
- a. A group of mice
 - b. A group of elephants
 - c. The rats and the elephants
 - d. The mice and the elephants
 - e. The elephant's hunter

8. What destroyed the homes of all rats?
 - a. A group of mice did
 - b. The hunter did
 - c. Elephant-hunter did
 - d. A group of elephant did
 - e. The three
9. What did the elephant's hunter do in the jungle?
 - a. Killed the elephants
 - b. Trapped a group of elephants in huge nets
 - c. Trapped a group of elephants by made a hole
 - d. Shoot the elephants with the gun
 - e. Looked for the food
10. What did the rats do to the elephants' herd?
 - a. They did nothing
 - b. They cut open the nets which had trapped the elephant's herd
 - c. They go to seek help
 - d. They dance with joy
 - e. They made a trap
11. At the end of the story, how was the elephant's herd?
 - a. Angry
 - b. Sad
 - c. Happy
 - d. Dead
 - e. Disappointed

Text for number 12 to 15

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good", said the fox. "It's the best water I've tasted in all my life. Come down and try it yourself." The goat thought of nothing but how thirsty he was. So he jumped into the well. When he had drunk enough he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there I'll step on your horns, and I can get out. And when I'm out I'll help you out of the well." The goat did as he was asked and the fox got on his back and so out of the well. Then he coolly walked away. The goat called out loudly after him out. The fox merely turned to him and said, "If you only has as much sense in your head as you have hairs in your beard you wouldn't have jumped into the well without making sure that you could get out again. (source: English Alive).

12. Where is the setting of the story?
 - a. In the river
 - b. In the city
 - c. In the well
 - d. In the lake
 - e. In the house

13. Why did the goat jump into the well? Because
- a. It was hungry
 - b. It was sad
 - c. It was lazy
 - d. It was thirsty
 - e. It was good

14. What did the fox do after out from a well?

- a. He help the goat out from the well
- b. He jumped into the well
- c. He drunk the water
- d. He coolly walked away
- e. He called loudly

15. What is the type of the text ?

- a. Myths
- b. Folk tales
- c. Modern fantasy
- d. Fable
- e. Plays

Text for number 16 to 20

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter

was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

(Source: <http://andriantanjungenglish.blogspot.co.id/2012/05/soal-soal-narrative-pilihan-ganda.html>).

16. Who was the naughtiest rabbit ?

- a. Flopsy
- b. Mopsy
- c. Cotton-tail
- d. Peter
- e. Mr. McGregor

17. What did Flopsy, Mopsy and Cotton-tail eat?

- a. Carrot
- b. Blackberries
- c. Lettuce
- d. French beans
- e. Strawberry

18. What did Peter lose while he was running?

- a. A pair of shoes
- b. A book
- c. Food
- d. Vegetable
- e. Medicine

19. Why did Peter get sick? Because

- a. He was so tired
- b. He did not eat
- c. He was naughty
- d. He caught a cold

e. He was eating too much

20. Whom did Peter meet at the garden?

a. His mother

d. Mrs. McGregor

b. Flopsy

e. His father

c. Mr. McGregor

Text for number 21 to 25

Once upon a time there was a poor widow who had an only son named Jack. They were so poor that they didn't have anything except a cow. When the cow had grown too old, his mother sent Jack to the market to sell it. On the way to the market, Jack met a butcher who had some beautiful beans in his hand. The butcher told the boy that the beans were of great value and persuaded the silly lad to sell the cow for the beans.

Jack brought them, happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window. When Jack woke up in the morning, he felt the sun shining into a pan of his room, but all the rest was quite dark and shady. So he jumped to the window. What did he see? The beanstalk grew up quite close past Jack's window. He opened the window and jumped to the beanstalk which ran up just like a big ladder. He climbed and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then Jack walked along the path leading to the castle. There was a big tall woman on the doorstep. Jack greeted her and asked for the giantess's mercy to give him breakfast, because he felt very hungry.

Although the giantess grumbled at first, finally she gave Jack a hunk of bread and cheese and a jug of milk.

Jack hadn't finished when the whole house began to tremble with the noise of someone's coming. "Oh! It's my husband!" cried the giantess. "What on earth shall I do?"

Hastily the giantess opened a very big cupboard and hid Jack there.

(Source: <http://andriantanjungenglish.blogspot.co.id/2012/05/soal-soal-narrative-pilihan-ganda.html>).

21. Where did Jack sell his cow ?

- a. At a castle
- b. At the market
- c. At the giants castle
- d. At the butchers house
- e. On the way to the market

22. What is the story about

- a. Jack and bean stalk
- b. Jack and the giantess
- c. A poor widow and his son
- d. The giantess and her husband
- e. Jack and a butcher

23. Oh ! It's my husband !" cried the giantess (paragraph 7) from the sentence we know that the giantess is ... her husband

- a. Displeased of
- b. Angry with
- c. Fed up with
- d. Annoyed with
- e. Afraid of

24. Jack's mother looked very furious when jack told about?

- a. The beans were precious
- b. The butcher bought his cow
- c. He met a butcher on the way to the market
- d. He had sold his cow to a butcher
- e. He traded his cow for the beans

25. What did we learn from the text ?

- a. jack was innocent boy
- b. Poverty makes people hopeless
- c. The giantess pity on jack
- d. Jack's mother was a furious mother
- e. Sincerity makes jack get something precious

Appendix 5

THE ANSWER KEY

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

Appendix 6

THE SCORE OF PRE- TEST

Experimental Class			Control Class		
No	Code	Score	No	Code	Score
1	E- 1	56	1	C- 1	80
2	E- 2	72	2	C- 2	68
3	E- 3	96	3	C- 3	72
4	E- 4	52	4	C- 4	60
5	E- 5	84	5	C- 5	72
6	E- 6	68	6	C- 6	56
7	E- 7	80	7	C- 7	96
8	E- 8	76	8	C- 8	44
9	E- 9	88	9	C- 9	60
10	E- 10	92	10	C- 10	72
11	E- 11	96	11	C- 11	68
12	E- 12	80	12	C- 12	72
13	E- 13	76	13	C- 13	40
14	E- 14	68	14	C- 14	56
15	E- 15	56	15	C- 15	48
16	E- 16	44	16	C- 16	88
17	E- 17	92	17	C- 17	64
18	E- 18	92	18	C- 18	88
19	E- 19	68	19	C- 19	56
20	E- 20	64	20	C- 20	80
21	E- 21	52	21	C- 21	96
22	E- 22	72	22	C- 22	80
23	E- 23	72	23	C- 23	64
24	E- 24	60	24	C- 24	52
25	E- 25	52	25	C- 25	64
26	E- 26	88	26	C- 26	92

27	E- 27	96	27	C- 27	96
28	E- 28	80	28	C- 28	96
29	E- 29	52	29	C- 29	80
30	E- 30	84	30	C- 30	68
31	E- 31	60			
32	E- 32	52			
33	E- 33	56			
34	E- 34	60			
35	E- 35	72			
36	E- 36	68			
37	E- 37	76			
38	E- 38	80			
39	E- 39	68			
40	E- 40	56			

Appendix 7

THE LIST SCORE OF POST- TEST

Experimental Class			Control Class		
No	Code	Score	No	Code	Score
1	E- 1	56	1	C- 1	80
2	E- 2	72	2	C- 2	68
3	E- 3	96	3	C- 3	72
4	E- 4	52	4	C- 4	60
5	E- 5	84	5	C- 5	72
6	E- 6	68	6	C- 6	56
7	E- 7	80	7	C- 7	96
8	E- 8	76	8	C- 8	44
9	E- 9	88	9	C- 9	60
10	E- 10	92	10	C- 10	72
11	E- 11	96	11	C- 11	68
12	E- 12	80	12	C- 12	72
13	E- 13	76	13	C- 13	40
14	E- 14	68	14	C- 14	56
15	E- 15	56	15	C- 15	48
16	E- 16	44	16	C- 16	88
17	E- 17	92	17	C- 17	64
18	E- 18	92	18	C- 18	88
19	E- 19	68	19	C- 19	56
20	E- 20	64	20	C- 20	80
21	E- 21	52	21	C- 21	96
22	E- 22	72	22	C- 22	80
23	E- 23	72	23	C- 23	64
24	E- 24	60	24	C- 24	52
25	E- 25	52	25	C- 25	64
26	E- 26	88	26	C- 26	92

27	E- 27	96	27	C- 27	96
28	E- 28	80	28	C- 28	96
29	E- 29	52	29	C- 29	80
30	E- 30	84	30	C- 30	68
31	E- 31	60			
32	E- 32	52			
33	E- 33	56			
34	E- 34	60			
35	E- 35	72			
36	E- 36	68			
37	E- 37	76			
38	E- 38	80			
39	E- 39	68			
40	E- 40	56			

Appendix 8a

LESSON PLAN FOR EXPERIMENTAL CLASS

Education Level : Senior High School

Subject : English

Grade/Semester : X/2

Material : Narrative text

Time Allotment : 2 x 40 minutes

A. Core Competence

Processing, analyzing, and presenting the development in the concrete and abstract domains of the learned materials independently and able to applying the rightful methods.

B. Basic Competence

Understanding the aims, text structure, and language features of written and spoken narrative text in the form of short story

C. Indicators

1. Identifying the social function, generic structures, and language features of narrative text
2. Identifying the main idea of narrative text
3. Understanding the content of narrative text

D. Learning Objectives

By the end of the learning, the students will have been able to:

1. Identifying the social function, generic structures, and language features of narrative text
2. Identifying the main idea of narrative text
3. Understanding the content of narrative text
4. Answer the question of narrative text

E. Learning Materials

A. Social function of narrative text

Narrative text aims to entertain or to amuse the reader.

B. Generic structures

1. Orientation

The introduction of the characters who involve in the story, time and the place where the story takes place.

2. Complication

A series of events in which the main character attempts to solve the problem.

3. Resolution

The ending of the story containing the problem solution.

C. Language features

1. Use of past tense

2. Focus on specific participant

3. Use of adverb of time

4. Use of action verb

D. The example of narrative text

The Rabbit and The Bear

Generic Structure	Example
Orientation	Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy ad could not use the arrow to good advantage.
Complication	One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit was fearing to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after. However the bear did not want the rabbit to get any of the meat. The rabbit could not even taste the meat. The poor rabbit would have to go home hungry after his hard day's work.
Resolution	The bear was the father of five children. Fortunately, the youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house. When he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

F. Teaching Method

Approach : Scientific Approach

Method : Teams Games Tournaments strategy

(cooperative learning)

G. Media, Tools, and Sources of Learning

Media: - Paper

- Power point

Tools: - Computer/Laptop

- Boardmarker

- *Whiteboard*

Sources

Artono Wardiman, Masduki B. Jahur, English in Focus, (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008)

H. Learning Activities

Opening	
Greetings	
Teacher	Students
1. Teacher greet to students	1. Students answer the teacher greet
2. Teacher check attendance before begin the material	2. Student pay attention when teacher check attendance
3. Before teacher begins the material, teacher gives warming up to students.	3. students pay attention when teacher gives warming up
6 minutes	
Main Activities	
Observing	
Teacher	Students
1. Teacher shows the picture related to narrative text in the slide	1. Students look at the picture on power point
2. Teacher asks students to answer about the picture	2. Students answer teachers' question about the picture

3. Teacher gives explanation about the material of narrative text	3. Students pay attention the teachers explanation about narrative text
4. Teacher gives example about narrative text	4 Students pay attention when the teacher gives example about narrative text
Questioning	
Teacher	Students
<ol style="list-style-type: none"> 1. Teacher asks students to identify the definition of narrative text 2. Teacher asks students to mention the structures of narrative text 	<ol style="list-style-type: none"> 1. Students identify the definition of narrative text 2. Students mention the structures of narrative text
Experimenting	
Teacher	Students
1. Teacher asks students to understand the content and meaning about narative text	1. Students discuss the text
Associating	
Teacher	Students
<ol style="list-style-type: none"> 1. Teacher divides students into eight groups. 2. Teacher gives the students a text and asks each groups to discuss and comprehend the content of the text 	<ol style="list-style-type: none"> 1. Students gather with each groups 2. Each groups discuss and comprehend the content and the meaning of the text
Communicating	
Teacher	Students
1. Teacher divides students into eight groups again, by take the students from	1. Students sit in the chairs of the tournament table which consist of the

<p>different group in the tournament</p> <ol style="list-style-type: none"> 2. The teacher explains about the rules of the TGT 3. The teacher asks the group tournament to determine the the reader of the question, the first player and challengers 4. The teacher asks the students to start the tournament 	<p>students from different group</p> <ol style="list-style-type: none"> 2. The students pay attention when teacher explains the rules 3. The groups of tournament determine the reader of the questions, the first player, and the challenger 4. The students start with the first player to choose one card in the table, and then the reader of the questions reads the question, the first player have to answer, first. After that the challenger can answer too. If the first player answer correctly, he/she can get the number of card, but if the challenger who can answer correctly the challenger get the number of card and get 10 point. To know the correct answer or not, the students can look at the key answer on the table tournament. The group which get the best score will be the winner.
30 minutes	
Closing	
Reflection	
Teacher	Students
1. Teacher gives opportunity to student to ask about the material	1. Students ask teacher about the material

	that misunderstand
2. Teacher reviews about narrative text	2. Students pay attention when teacher review about narrative text
3. Teacher greets to students	3. Students answer when teacher greet
4 Minutes	

I. Assessment

Assessment technique: written test

Instrument Test

Assesment	Assessment technique	Kind of assessment	Instrument
<ul style="list-style-type: none"> Identifying the social function, generic structures, and language features of narrative text Identifying the main idea of narrative text Understanding the content of narrative text 	Written test	Multiple choice	Read the texts and choose a, b, c, d, or e according to the text! (Text for number 1 to 5)

The correct answer = 1

The uncorrect answer = 0

Value = the correct answer (25) x 4 = 100

Known by,

Semarang, 19 April 2016

English Teacher

Handwritten signature of Lailatul Faizah in cursive script.

Lailatul Faizah, S. Pd

Reseacher,

Handwritten signature of Nur Widi Astuti in cursive script.

Nur Widi Astuti

NIM. 123411112

Appendix 8b

LESSON PLAN FOR CONTROL CLASS

Education Level : Senior High School

Subject : English

Grade/Semester : X/2

Material : Narrative text

Time Allotment : 2 x 40 minutes

A. Core Competence

Processing, analyzing, and presenting the development in the concrete and abstract domains of the learned materials independently and able to applying the rightful methods.

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1. Orientation

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2. Complication

A series of events in which the main character attempts to solve the problem.

3. Resolution

The ending of the story containing the problem solution.

C. Language features

1. Use of past tense

2. Focus on specific participant

3. Use of adverb of time

4. Use of action verb

D. The example of narrative text

The Rabbit and The Bear

Generic Structure	Example
Orientation	Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy ad could not use the arrow to good advantage.
Complication	One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit was fearing to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after. However the bear did not want the rabbit to get any of the meat. The rabbit could not even taste the meat. The poor rabbit would have to go home hungry after his hard day's work.
Resolution	The bear was the father of five children. Fortunately, the youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house. When he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

F. Teaching Method

Approach : Scientific Approach

Method : Active learning

G. Media, Tools, and Sources of Learning

Media: - Paper

- Power point

Tools: - Computer/Laptop

- Boardmarker

- *Whiteboard*

Sources

Artono Wardiman, Masduki B. Jahur, English in Focus, (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008)

H. Learning Activities

Opening	
Greetings	
Teacher	Students
1. Teacher greet to students	1. Students answer the teacher greet
2. Teacher check attendance before begin the material	2. Student pay attention when teacher check attendance
3. Before teacher begins the material, teacher gives warming up to students.	3. students pay attention when teacher gives warming up
6 minutes	
Main Activities	
Observing	
Teacher	Students
1. Teacher shows the picture related to narrative text in the slide	1. Students look at the picture on power point
2. Teacher asks students to answer about the picture	2. Students answer teachers' question about the picture

3. Teacher gives explanation about the material of narrative text	3. Students pay attention the teachers explanation about narrative text
4. Teacher gives example about narrative text	4. Students pay attention when the teacher gives example about narrative text
Questioning	
Teacher	Students
3. Teacher asks students to identify the definition of narrative text 4. Teacher asks students to mention the structures of narrative text	1. Students identify the definition of narrative text 2. Students mention the structures of narrative text
Experimenting	
Teacher	Students
1. Teacher asks students to understand the content and meaning about narative text	1. Students discuss the text
Associating	
Teacher	Students
1. Teacher gives the students a text about narrative text 2. Teacher asksthe students to comprehend the content of the text.	1. the students read the text 2. The students do the activity
Communicating	
Teacher	Students
1. Teacher shows slide which consist of 20 questions. Teacher	1. The students look at the slide. The students read the question and answer

open the number in the slide one by one and then the students have to answer as soon as possible. The students who answer correctly, they will get the point. The three students who get the highest score will be the winner.	the question as soon as possible to get the point. Every student do the best to be the winner.
30 minutes	
Closing	
Reflection	
Teacher	Students
1. Teacher gives opportunity to student to ask about the material	1. Students ask teacher about the material that misunderstand
2. Teacher reviews about narrative text	2. Students pay attention when teacher review about narrative text
3. Teacher greets to students	3. Students answer when teacher greet
5 Minutes	

I. Assessment

Assessment technique: written test

Instrument Test

Assesment	Assessment technique	Kind of assessment	Instrument
<ul style="list-style-type: none"> Identifying the social function, generic structures, and language features of 	Written test	Multiple choice	Read the texts and choose a, b, c, d, or e according to the text! (Text for number 1 to 5)

narrative text <ul style="list-style-type: none"> Identifying the main idea of narrative text Understanding the content of narrative text 			
---	--	--	--

The correct answer = 1

The uncorrect answer = 0

Value = the correct answer (25) x 4 = 100

Known by,

Semarang, 19 April 2016

English Teacher



Lailatul Faizah, S. Pd

Reseacher,



Nur Widi Astuti

NIM. 123411112

Appendix 10a

NORMALITY TEST OF PRE- TEST OF EXPERIMENTAL CLASS

Ho : The distribution list was normal

Ha : The distribution list was not normal

Test of Hypothesis:

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

Criteria that is used:

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

Test of Hypothesis:

Maximum score = 96

Minimum score = 44

N = 40

Range = $96 - 44 = 52$

K / Number of class = $1 + 3,3 \log 40 = 6,286798 \approx 6$ class

Length of the class = $52 / 6 = 8,67$

Table of help to find out the Average and Standard Deviation

No	X	(X-X̄)	(X-X̄) ²
1	56		0
2	72	0,6	0,36
3	96	24,6	605,16
4	52	-19,4	376,36
5	84	12,6	158,76
6	68	-3,4	11,56

7	80	8,6	73,96
8	76	4,6	21,16
9	88	16,6	275,56
10	92	20,6	424,36
11	96	24,6	605,16
12	80	8,6	73,96
13	76	4,6	21,16
14	68	-3,4	11,56
15	56	-15,4	237,16
16	44	-27,4	750,76
17	92	20,6	424,36
18	92	20,6	424,36
19	68	-3,4	11,56
20	64	-7,4	54,76
21	52	-19,4	376,36
22	72	0,6	0,36
23	72	0,6	0,36
24	60	-11,4	129,96
25	52	-19,4	376,36
26	88	16,6	275,56
27	96	24,6	605,16
28	80	8,6	73,96
29	52	-19,4	376,36
30	84	12,6	158,76
31	60	-11,4	129,96
32	52	-19,4	376,36
33	56	-15,4	237,16
34	60	-11,4	129,96
35	72	0,6	0,36
36	68	-3,4	11,56
37	76	4,6	21,16

38	80	8,6	73,96
39	68	-3,4	11,56
40	56	-15,4	237,16
Σ	2856		8164,44

$$\text{Average } (\bar{X}) = \frac{\Sigma X}{N} = \frac{2856}{40} = 71,4$$

$$\begin{aligned} \text{Standard Deviation } (S) = S^2 &= \frac{\Sigma(x_i - \bar{x})^2}{n - 1} \\ &= \frac{8164,44}{39} \\ &= 209,3446 \\ S &= 14,46875 \end{aligned}$$

The Frequency Distribution of the Experimental Class Pre-Test

No	Class	Bk	Z _i	P(Z _i)	Wide Range	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
1	44 - 52,66	43,995	-1,867	0,4691	0,069958	6	2,7983	3,6632
2	52,67 - 61,33	52,665	-1,276	0,3991	0,145538	7	5,8215	0,238563
3	61,34 - 70	61,335	-0,686	0,2536	0,215704	6	8,6282	0,800547
4	70,01 - 78,67	70,005	-0,095	0,0379	0,227793	7	9,1117	0,489412
5	78,68 - 87,34	78,675	0,496	-0,1899	0,171408	6	6,8563	0,106952
6	87,35 - 96,01	87,345	1,086	-0,3613	0,091894	8	3,6758	5,087077
		96,015	1,677	-0,4532				
Sum						40		10,38575

Explanation:

Bk = lower limit - 0,005 or upper limit + 0,005

$$Z_i = \frac{Bk - \bar{x}}{S}$$

$P(Z_i)$ = nilai Z_i pada tabel luas di bawah lengkung kurva normal standar dari 0 s/d Z

Wide area = $P(Z_1) - P(Z_2)$

E_i = wide area x N

O_i = f_i

For $\alpha = 5\%$, with $dk = 6 - 1 = 5$ obtained X^2 table = 11,070

Because $X^2_{count} < X^2_{table}$ so the distribution data of pretest class of experimental class was **normal**

Appendix 10b

NORMALITY TEST OF PRE- TEST OF CONTROL CLASS

Ho : The distribution list was normal

Ha : The distribution list was not normal

Test of Hypothesis:

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

Criteria that is used:

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

Test of Hypothesis:

Maximum score = 96

Minimum score = 40

N = 30

Range = 96 - 40 = 56

K / Number of class = $1 + 3,3 \log 30 = 5,8745 \approx 6$

Length of the class = $56 / 6 = 9,33$

Table of help to find out the Average and Standard Deviation

No	X	(X-X̄)	(X-X̄) ²
1	80	9,06667	82,20444
2	68	-2,93333	8,604444
3	72	1,06667	1,137778
4	60	-10,9333	119,5378
5	72	1,06667	1,137778
6	56	-14,93333	223,0044
7	96	25,06667	628,3378

8	44	-26,9333	725,4044
9	60	-10,9333	119,5378
10	72	1,06667	1,137778
11	68	-2,93333	8,604444
12	72	1,06667	1,137778
13	40	-30,9333	956,8711
14	56	-14,9333	223,0044
15	48	-22,9333	525,9378
16	88	17,0667	291,2711
17	64	-6,93333	48,07111
18	88	17,0667	291,2711
19	56	-14,9333	223,0044
20	80	9,06667	82,20444
21	96	25,0667	628,3378
22	80	9,06667	82,20444
23	64	-6,93333	48,07111
24	52	-18,9333	358,4711
25	64	-6,93333	48,07111
26	92	21,0667	443,8044
27	96	25,0667	628,3378
28	96	25,0667	628,3378
29	80	9,06667	82,20444
30	68	-2,93333	8,604444
Σ	2128		7517,867

$$\text{Average } (X \square) = \frac{\Sigma X}{N} = \frac{2182}{30} = 70,933$$

$$\text{Standard Deviation } (S) = S^2 = \frac{\Sigma(x_i - \bar{x})^2}{n - 1}$$

$$= \frac{7517,867}{29}$$

$$S^2 = 259,2368$$

$$S = 16,10083$$

The Frequency Distribution of the Control Class Pre-Test

No	Class	Bk	Z _i	P(Z _i)	Wide Range	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
1	40 - 49,33	39,995	-1,922	0,4727	0,062556	3	1,8767	0,672364
2	49,34 - 58,67	49,335	-1,341	0,4101	0,133336	4	4,0001	1,83E-09
3	58,68 - 68,01	58,675	-0,761	0,2768	0,20486	8	6,1458	0,559424
4	68,02 - 77,35	68,015	-0,181	0,0719	0,22691	4	6,8073	1,157726
5	77,36 - 86,69	77,355	0,399	-0,155	0,181199	4	5,436	0,37933
6	86,7 - 96,03	86,695	0,979	-0,3362	0,104311	7	3,1293	4,787594
		96,035	1,559	-0,4405				
Sum						30		7,556439

For $\alpha = 5\%$, with $dk = 6 - 1 = 5$ obtained X^2 table = 11,070

Because $X^2_{count} < X^2_{table}$ so the distribution data of pretest class of control class was **normal**

Appendix 11a

NORMALITY TEST OF POST TEST OF EXPERIMENTAL CLASS

Ho : The distribution list was normal

Ha : The distribution list was not normal

Test of Hypothesis:

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

Criteria that is used:

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

Test of Hypothesis:

Maximum score = 92

Minimum score = 56

N = 40

Range = 92 - 56 = 36

K / Number of class = $1 + 3,3 \log 40 = 6,286798 \approx 6$ class

Length of the class = $36 / 6 = 6$

Table of help to find out the Average and Standard Deviation

No	X	(X-X̄)	(X-X̄) ²
1	76	-4,45	19,8025
2	84	3,55	12,6025
3	80	-0,45	0,2025
4	72	-8,45	71,4025
5	84	3,55	12,6025
6	84	3,55	12,6025

7	88	7,55	57,0025
8	88	7,55	57,0025
9	84	3,55	12,6025
10	84	3,55	12,6025
11	76	-4,45	19,8025
12	76	-4,45	19,8025
13	80	-0,45	0,2025
14	84	3,55	12,6025
15	84	3,55	12,6025
16	68	-12,45	155,0025
17	88	7,55	57,0025
18	68	-12,45	155,0025
19	56	-24,45	597,8025
20	80	-0,45	0,2025
21	72	-8,45	71,4025
22	88	7,55	57,0025
23	84	3,55	12,6025
24	84	3,55	12,6025
25	72	-8,45	71,4025
26	92	11,55	133,4025
27	92	11,55	133,4025
28	88	7,55	57,0025
29	84	3,55	12,6025
30	88	7,55	57,0025
31	84	3,55	12,6025
32	76	-4,45	19,8025
33	72	-8,45	71,4025
34	80	-0,45	0,2025
35	80	-0,45	0,2025
36	62	-18,45	340,4025
37	88	7,55	57,0025

38	84	3,55	12,6025
39	72	-8,45	71,4025
40	92	11,55	133,4025
Σ	3218		2635,9

The Frequency Distribution of the Experimental Class Post-Test

No	Class			Bk	Z_i	P(Z_i)	Wide Range	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
1	56	-	61,99	55,995	-2,975	0,4985	0,010923	1	0,4369	0,725642
2	62	-	67,99	61,995	-2,245	0,4876	0,052497	1	2,0999	0,576094
3	68	-	73,99	67,995	-1,515	0,4351	0,15129	7	6,0516	0,148631
4	74	-	79,99	73,995	-0,785	0,2838	0,261755	4	10,47	3,998347
5	80	-	85,99	79,995	-0,055	0,0221	0,272065	17	10,883	3,438737
6	86	-	92	85,995	0,674	-0,25	0,17007	10	6,8028	1,502632
				92,005	1,406	-0,4201				
Sum								40		10,39008

$$\text{Average } (X \square) = \frac{\Sigma X}{N} = \frac{3218}{40} = 80,45$$

$$\begin{aligned} \text{Standard Deviation } (S) = S^2 &= \frac{\Sigma(x_i - \bar{x})^2}{n - 1} \\ &= \frac{2635,9}{39} \\ &= 67,5818 \\ S &= 8,221142 \end{aligned}$$

For $\alpha = 5\%$, with $dk = 6 - 1 = 5$, obtained χ^2 table = 11,070.

Because $\chi^2_{\text{count}} < \chi^2_{\text{table}}$ so the distribution data of experimental class of post test was normal.

Appendix 11b

NORMALITY TEST OF POST TEST OF CONTROL CLASS

Ho : The distribution list was normal

Ha : The distribution list was not normal

Test of Hypothesis:

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

Criteria that is used:

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

Test of Hypothesis:

Maximum score = 80

Minimum score = 40

N = 30

Range = 80 - 40 = 40

K / Number of class = 1 + 3,3 30 = 5,8745 \approx 6 class

Length of the class = 40 / 6 = 6,67

Table of help to find out the Average and Standard Deviation

No	X	(X - \bar{X})	(X - \bar{X}) ²
1	64	-1,06667	1,137778
2	72	6,93333	48,07111
3	76	10,93333	119,5378
4	60	-5,06667	25,67111
5	76	10,93333	119,5378
6	76	10,93333	119,5378
7	64	-1,06667	1,137778
8	40	-25,06667	628,3378

9	60	-5,06667	25,67111
10	76	10,9333	119,5378
11	80	14,9333	223,0044
12	80	14,9333	223,0044
13	60	-5,06667	25,67111
14	72	6,93333	48,07111
15	76	10,9333	119,5378
16	52	-13,0667	170,7378
17	60	-5,06667	25,67111
18	72	6,93333	48,07111
19	56	-9,06667	82,20444
20	44	-21,0667	443,8044
21	60	-5,06667	25,67111
22	52	-13,0667	170,7378
23	60	-5,06667	25,67111
24	52	-13,0667	170,7378
25	72	6,93333	48,07111
26	68	2,93333	8,604444
27	68	2,93333	8,604444
28	72	6,93333	48,07111
29	80	14,9333	223,0044
30	52	-13,0667	170,7378
Σ	1952		3517,867

$$\text{Average } (X \square) = \frac{\Sigma X}{N} = \frac{1925}{30} = 65,067$$

$$\begin{aligned} \text{Standard Deviation } (S) = S^2 &= \frac{\Sigma(x_i - \bar{x})^2}{n - 1} \\ &= \frac{3517,867}{29} \\ &= 121,3057 \\ S &= 11,01389 \end{aligned}$$

The Frequency Distribution of the Control Class Post-Test

No	Class			Bk	Z_i	$P(Z_i)$	Wide area	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
1	40	-	46,66	39,995	-2,276	0,4886	0,035972	2	1,0791	0,785773
2	46,67	-	53,33	46,665	-1,671	0,4526	0,096016	4	2,8805	0,435115
3	53,34	-	60	53,335	-1,065	0,3566	0,179513	7	5,3854	0,48409
4	60,01	-	66,67	60,005	-0,46	0,1771	0,235138	2	7,0541	3,62119
5	66,68	-	73,34	66,675	0,146	-0,0581	0,215812	7	6,4744	0,042676
6	73,35	-	80,01	73,345	0,752	-0,2739	0,138783	8	4,1635	3,535207
				80,015	1,357	-0,4126				
Sum								30		8,904051

For $\alpha = 5\%$, with $dk = 6 - 1 = 5$, obtained X^2 table = 11,070

Because $X^2_{\text{count}} < X^2_{\text{table}}$ so the distribution data of control class was normal.

Appendix 12

Name : Deliana Claradiva Aisyah
Class : XA
Number : 39

68

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

$$B = 17 \times 4$$

Name : Fadia Talia Salsabila .H .

Class : X B

Number : 5

72.

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

$$B = 18 \times 4$$

Name : Bagas Ahmad Fauzi

Class : XB

Number : 3

76

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

B = 19 x 4

Name : Yusup Afendi

Class : X A

Number : 37

88

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

$$B = 22 \times 4$$



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : in-06-03/J4/PP-00-9/5364/2015 Semarang, 18 November 2015
Lamp : -
Hal : **Penunjukkan Pembimbing Skripsi**

Yth:

1. Dra. Hj. Ma'rifatulFadhilah, M.Ed.

Assalamualaikum Wr. Wb.

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

Nama : Nur Widi Astuti
NIM : 123411112
Judul : *"The Effectiveness of Teams Games Tournaments (TGT) as A Method to Teach Students' Reading Comprehension on Narrative Text (An Experimental Study at Tenth Grade of MAN 1 Gubug in the Academic Year of 2015/2016)"*

Dan menunjuk saudara Dra.Hj.Ma'rifatul Fadhilah, M.Ed. sebagai pembimbing I.

Demikian penunjukan pembimbing skripsi ini, atas kerjasamanya kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,

Sekretaris Pendidikan Bahasa Inggris



Tembusan:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN WalisongoSemarang
2. Ketua Jurusan Pendidikan Bahasa Inggris/ Sekretaris Jurusan Pendidikan Bahasa Inggris
3. Dosen Pembimbing
4. Mahasiswa yang bersangkutan
5. Arsip



**KEMENTERIAN AGAMA
MADRASAH ALIYAH NEGERI
GUBUG - GROBOGAN**

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E-mail : mangubug@gmail.com / mangubug@kemenag.go.id
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Nomor : Ma.11.64/PP.00.6/ 510/ 2016
Lampiran :
Hal : Surat Keterangan Melaksanakan Riset

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Negeri (MAN) Gubug Kabupaten Grobogan menerangkan bahwa :

Nama : Nur Widi Astuti
NIM : 123411112
Alamat : Ds. Pilangkidul Kec. Gubug Kab. Grobogan
Judul Skripsi : "THE EFFECTIVENESS OF TEAMS GAMES TOURNAMENTS (TGT) AS A METHOD TO TEACH STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT (An Experimental Research at Tenth Grade of MAN Gubug in the Academic Year of 2015/2016)

Benar-benar telah melaksanakan riset di Madrasah Aliyah Negeri (MAN) Gubug mulai tanggal 12 April 2016 – 04 Mei 2016.

Demikian surat keterangan ini, agar digunakan sebagaimana mestinya.

Gubug, 28 April 2016

Kepala Madrasah

Drs. H. Moh. Soef, M.Ag
NIP. 19650629 199203 1 0014



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

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

PENELITI : Nur Widi Astuti
NIM : 123411112
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : THE EFFECTIVENESS OF TEAMS GAMES TOURNAMENTS (TGT) AS A METHOD TO TEACH STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT (An Experimental Study in Tenth Grade of MAN Gubug in the Academic Year of 2015/2016)

HIPOTESIS :

a. Hipotesis Varians :

H_0 : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.

H_1 : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.

b. Hipotesis Rata-rata :

H_0 : Rata-rata hasil belajar siswa kelas eksperimen \leq kontrol.

H_1 : Rata-rata hasil belajar siswa kelas eksperimen $>$ kontrol.

DASAR PENGAMBILAN KEPUTUSAN :

H_0 DITERIMA, jika nilai $t_{hitung} \leq t_{tabel}$

H_0 DITOLAK, jika nilai $t_{hitung} > t_{tabel}$

HASIL DAN ANALISIS DATA :

Group Statistics				
kelas	N	Mean	Std. Deviation	Std. Error Mean
kemampuan membaca awal eksp	40	71.4000	14.67739	2.32070
kontr	30	70.9333	16.10083	2.93960
kemampuan membaca akhir eksp	40	80.4500	8.22114	1.29988
kontr	30	65.0667	11.01389	2.01085

Independent Samples Test										
	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
kemampuan membaca awal	Equal variances assumed	.169	.682	.126	68	.900	.46667	3.69546	-6.90750	7.84084
		Equal variances not assumed		.125	59.288	.901	.46667	3.74525	-7.02679	7.96012
kemampuan membaca akhir	Equal variances assumed	5.047	.128	6.695	68	.000	15.38333	2.29760	10.79854	19.96812
		Equal variances not assumed		6.425	51.601	.000	15.38333	2.39441	10.57771	20.18896

1. Pada kolom *Levenes Test for Equality of Variances*, diperoleh nilai sig. = 0,128. Karena sig. = 0,128 \geq 0,05, maka H_0 DITERIMA, artinya kedua varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.
2. Karena identiknya varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol, maka untuk membandingkan rata-rata antara rata-rata hasil belajar siswa kelas eksperimen dan kontrol dengan menggunakan t-test adalah menggunakan dasar nilai t_{hitung} pada baris pertama (*Equal variances assumed*), yaitu $t_{hitung} = 6,695$.
3. Nilai $t_{tabel} (68;0,05) = 1,667$ (*one tail*). Berarti nilai $t_{hitung} = 6,695 > t_{tabel} = 1,667$, hal ini berarti H_0 DITOLAK, artinya : Rata-rata hasil belajar siswa kelas eksperimen lebih baik dari rata-rata hasil belajar siswa kelas kontrol.


 Semarang, 14 November 2016
 Ketua Jurusan Pend. Matematika,
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Appendix 12

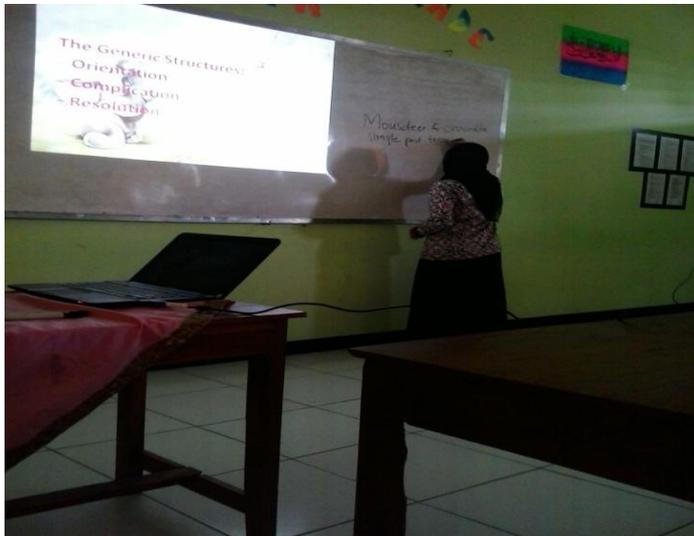
Try-out class

The students are doing try-out test



Teaching process

The teacher explains and teaches about narrative text in the teaching learning process.



Experimental class
The students are doing the activity with TGT strategy



The students are doing pre-test



Control class

The students are doing the activity



The students are doing pre-test



CURRICULUM VITAE

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Semarang, 16 November 2016

Nur Widi Astuti

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