

APPENDICES

LESSON PLAN 1

Unit of education	: SMP
Subject	: English
Class/Semester	: IX/I
Skill	: Reading
Genre	: Narrative Text
Time Allocation	: 2 x 45 minutes

I. Standard Competence

Understanding the meaning of the oral function text and monologue text form of narrative text and recount text that related with immediate environment.

II. Basic Competence

To express the meaning by simple spoken language accurately, fluently, and acceptably in recount, narrative or exposition to communicate non interactively and informal situation with environment and/or academic context.

III. Indicators

- a) Understanding the main idea of the text.
- b) Identifying causes/effects of the text
- c) Determining a main character of the text.
- d) Identifying the context clues of the text.
- e) Understanding reading purpose of the text.

IV. Learning Objectives

1. Processes

- a) Students try to find out the main idea from the text.
- b) Students converse the causes/effects of the text.
- c) Students try to attain a main character of the text.
- d) Students try to find out the context clues of the text.
- e) Students understand reading purpose of narrative text.

2. Products

- a) Students are able to find out the main idea from the text.
- b) Students are capable to converse the causes/effects of the text.
- c) Students are able to attain a main character of the text.
- d) Students are competence to find out the context clues of the text.
- e) Students are able to understand reading purpose of the text.

V. Learning Material

The Parakeet King



Bersatu kita teguh, bercerai kita runtuh

In the jungle of Aceh, parakeet birds live peacefully with their wise king. However, now their peaceful life is disturbed. A hunter goes into their jungle and plans to catch them.

It's a beautiful morning. The parakeets and their king perch on a branch of tree. They do not know that the hunter is hiding. The hunter wants to catch the parakeets with his net.

The hunter throws his net towards the parakeets. Some parakeets and the parakeet king are caught under the net. The parakeets are scared but the parakeet king tells them what to do. "Relax. I have a plan. We all pretend to be dead. When the hunter lifts the net up, we fly as fast as we can to the sky," advise the parakeet king. Then the hunter goes to his net. He is upset! He thinks all the parakeets are dead.

"Oh no! I can't sell dead birds to people." He, then, lifts the net up. Not long after that, the parakeets free themselves and fly to the sky. But the parakeet king is still trapped. He does not want to fly to the sky until all of the parakeets are free. The hunter is surprised when he sees the parakeets are flying. He sees there is one parakeet left in the net. He moves quickly. " Gotcha! " he catches the parakeet king. And then the hunter goes home. He puts the parakeet king in a birdcage.

In the jungle, all the parakeets are sad because their king is locked in a birdcage. They set a plan to free their king. All the parakeets fly to the hunter's house. With their beaks, the parakeets peck the birdcage. Slow but sure, the birdcage is destroyed. Then the parakeet king can free himself. "Thank you. You all are very kind to me. Without your help, I'm still trapped in this birdcage," says the parakeet king.

VI. Time Allocation

2 x 45 minutes

*pre activity : ± 15 minutes

*whilst activity : ± 65 minutes

*closure activity : ± 15 minutes

VII. Teaching Procedures

a. Pre Activity

- The teacher greets the students.
- The teacher checks the students' attendance list.
- The teacher assigns the students to the group.
- The teacher constructs their background to get brainstorming knowledge that related to the topic with answering several questions as stimulant.

For example:

"Do you know about narrative text?"

"Have you ever read narrative text?"

"What is the function of narrative text?"

It is used to build the students' thought before they learn further about narrative text.

- The teacher shows the students a reading text and its pictures.
- The teacher asks the students to do the first step (**Predicting**)
 - When **predicting**, encourage the students to think on the following lines:

"Let's look at the title and picture, what do you think we will discuss about?"



<http://englishstory12.blogspot.com/2013/03/the-parakeet-king.html>

“How about this picture? Do you know what is his job? And can you relate the second picture and the first picture?”



www.suara-alam.com/id/satwa/2012/09/25/kawasan-tnggp-makin-sering-di-satroni-pemburu

- The teacher asks the students to predict about what the students think they will be discuss based on the title and the picture (**Predicting**)
- The teacher asks the students to write their prediction in their each paper(**Predicting**)
- The teacher asks the students to read the text

b. While Activity

- The teacher asks the students to do the second step (**Questioning**):
 - When **questioning**, encourage the students to think on the following lines:

“Make some question(s) from the text that you have read?”
- The teacher asks the students to write their questions in their paper (**Questioning**).
- The teacher asks the students to do the third step (**Clarifying**):
 - When **clarifying**, encourage the students to think on the following lines:

“Are there any that was difficult to understand?”

“What words need to be clarifying for you?”
- The teacher asks the students to identify the difficult words on the passage and then ask them to seek an understanding of it (**Clarifying**).
- The teacher asks the students to write their clarification in their paper (**Clarifying**).
- The teacher asks the students to do the last step (**Summarizing**):
 - When **summarizing**, encourage the students to think on the following lines:

“What is the most important idea from the text?”

“What is the purpose of this text?”

- The teacher asks the students to identify and integrate the most important information in this text (*Summarizing*).
- The teacher asks the students to write their summary in their paper (*Summarizing*).

c. Post Activity

- The teacher asks the students whether they have some difficulties on lesson or not
- The teacher asks the students to do their exercise individually
- The teacher asks close the meeting

VIII. Evaluation

Reading comprehension by answering questions is given by the teacher that should do in a group.

Authentic Assessment:
Form : Essay

Answer the following questions based on story above!

1. What is the main idea of the text? (main idea)
2. Why did the parakeet say when there is a hunter in the jungle? (causes/effects)
3. What is the communicative purpose of this text? (reading purpose)
4. What is the message that you can get from the text?
5. “*he* is upset!”(par.3). according to you, the italic word “*he*” refers to what? (context clues)
6. Why the parakeet scared after heard the hunter conversation? (causes/effects)
7. Who is the main character of the story? (main character)

IX. Source

The narrative text; taken from

<http://englishstory12.blogspot.com/2013/03/the-parakeet-king.html>

LESSON PLAN 2

Unit of education	: SMP
Subject	: English
Class/Semester	: IX/I
Skill	: Reading
Genre	: Narrative Text
Time Allocation	: 2 x 45 minutes

I. Standard Competence

Understanding the meaning of the oral function text and monologue text form of narrative text and recount text that related with immediate environment.

II. Basic Competence

To express the meaning by simple spoken language accurately, fluently, and acceptably in recount, narrative or exposition to communicate non interactively and informal situation with environment and/or academic context.

III. Indicators

- f) Understanding the main idea of the text.
- g) Identifying causes/effects of the text
- h) Determining a main character of the text.
- i) Identifying the context clues of the text.
- j) Understanding reading purpose of the text.

IV. Learning Objectives

2. Processes

- f) Students try to find out the main idea from the text.
- g) Students converse the causes/effects of the text.
- h) Students try to attain a main character of the text.
- i) Students try to find out the context clues of the text.
- j) Students understand reading purpose of narrative text.

2. Products

- f) Students are able to find out the main idea from the text.

- g) Students are capable to converse the causes/effects of the text.
- h) Students are able to attain a main character of the text.
- i) Students are competent to find out the context clues of the text.
- j) Students are able to understand reading purpose of the text.

V. Learning Material

An ant and Chrysalis



An ant nimbly running in search of food came across a chrysalis that was close to its time of change. The chrysalis moved and this attracted the attention of the ant, who for the first time realized that it was a living thing. "Poor, pitiable animal!" cried the ant disdainfully, "what a sad fate yours is! While I can run around at my pleasure, you lie imprisoned in your shell." The chrysalis heard all this, but did not respond.



After a few days, when the ant passed the same way, nothing but the shell remained. Wondering what had happened to its content, the ant felt itself suddenly shaded and fanned by the gorgeous wings of a beautiful butterfly. "Behold in me," said the butterfly, "your much pitied friend!" So the butterfly rose in the air and was lost in the summer breeze.

VI. Time Allocation

2 x 45 minutes

*pre activity : ± 15 minutes

*whilst activity : ± 60 minutes

*closure activity : ± 15 minutes

VII. Teaching Procedures

d. Pre Activity

- The teacher greets the students.
- The teacher checks the students' attendance list.
- The teacher assigns the students to the group.
- The teacher constructs their background to get brainstorming knowledge knowledge that related to the topic with answering several questions as stimulant. For example:

"Do you know about narrative text?"

"Have you ever read narrative text?"

"What is the function of narrative text?"

It is used to build the students' though before they learn further about narrative text.

- The teacher shows the students a reading text and its pictures.
- The teacher asks the students to do the first step (**Predicting**)
 - When **predicting**, encourage the students to think on the following lines:

"Do you know what is the name of the animal in this pictures?"



(nanifs.blogspot.com/2012/11/kisah-semut-dan-kepompong.html)



(nanifs.blogspot.com/2012/11/kisah-semut-dan-kepompom.html)

“Ok, so what is the story which will be discussed by us based on the picture?”



(nanifs.blogspot.com/2012/11/kisah-semut-dan-kepompom.html)

- The teacher asks the students to predict about what the students think they will be discuss based on the title and the picture (**Predicting**)
- The teacher asks the students to write their prediction in their each paper(**Predicting**)
- The teacher asks the students to read the text

e. While Activity

- The teacher asks the students to do the second step (**Questioning**):
 - When **questioning**, encourage the students to think on the following lines:
“Make some question(s) from the text that you have read?”
- The teacher asks the students to write their questions in their paper (**Questioning**).
- The teacher asks the students to do the third step (**Clarifying**):
 - When **clarifying**, encourage the students to think on the following lines:

“Are there any that was difficult to understand?”

“What words need to be clarifying for you?”

- The teacher asks the students to identify the difficult words on the passage and then ask them to seek an understanding of it (**Clarifying**).
- The teacher asks the students to write their clarification in their paper (**Clarifying**).
- The teacher asks the students to do the last step (**Summarizing**):
 - When **summarizing**, encourage the students to think on the following lines:
 - “What is the most important idea from the text?”*
 - “What is the purpose of this text?”*
- The teacher asks the students to identify and integrate the most important information in this text (**Summarizing**).
- The teacher asks to the students to write their summary in their paper (**Summarizing**).

f. Post Activity

- The teacher asks the students whether they have some difficulties on lesson or not
- The teacher asks the students to do their exercise individually
- The teacher asks close the meeting

VIII. Evaluation

Reading comprehension by answering questions are given by the teacher that should do in a group.

Authentic Assessment

Form : Essay

Answer the following questions based on story above!

1. What's the main idea from the second paragraph? (main idea)
2. What's the main idea from the third paragraph? (main idea)
3. Where was the location of the story?
4. What is the communicative pupose of this text? (reading purpose)
5. Who are the main characters of the narrative text? (main character)
6. What is the massage that you get from the text?
7. While I can run around at my pleasure, you lie imprisoned in your shell." Could ypu find the best word to replace the underline word above? (context clues)
8. What does an ant ask to the chrysalist when the chrysalist move and attacted the attention of the ant? (causes/effect)
9. “An ant nimbly running in search of food (line 1). The word search means? (context clues)

IX. Source

The narrative text; taken from the publisher

<http://englishstory12.blogspot.com/2013/03/an-ant-and-chrysalis.html>

LESSON PLAN 3

Unit of education	: SMP
Subject	: English
Class/Semester	: VIII/II
Skill	: Reading
Genre	: Narrative Text
Time Allocation	: 2 x 45 minutes

I. Standard Competence

Understanding the meaning of the oral function text and monologue text form of narrative text and recount text that related with immediate environment .

II. Basic Competence

To express the meaning by simple spoken language accurately, fluently, and acceptably in recount, narrative or exposition to communicate non interactively and informal situation with environment and/or academic context.

III. Indicators

- a) Understanding the main idea of the text.
- b) Identifying causes/effects of the text
- c) Determining a main character of the text.
- d) Identifying the context clues of the text.
- e) Understanding reading purpose of the text.

IV. Learning Objectives

- 1. Processes
 - b) Students try to find out the main idea from the text.
 - c) Students converse the causes/effects of the text.
 - d) Students try to attain a main character of the text.
 - e) Students try to find out the context clues of the text.
 - f) Students understand reading purpose of narrative text.

2. Products

- a) Students are able to find out the main idea from the text.
- b) Students are capable to converse the causes/effects of the text.
- c) Students are able to attain a main character of the text.
- d) Students are competence to find out the context clues of the text.
- e) Students are able to understand reading purpose of the text.

V. Learning Material

A Beautiful Girl and the Prince



Once upon a time, there was a beautiful girl called Sarah who lived with her step mother. She was very domineering, greedy, and egoistical woman and she hated Sarah.

One day when her father was working outside, the step mother hit Sarah and expelled her from the house. She went outside and walked far away from the house. Suddenly, she passed by a big melon farm and entered it. After that she hid in a big melon. She used to go out of the melon and get her food.

One day, the prince visited the farm and saw the big melon. "Cut the melon, I want to eat it," the prince said. The guard started to cut the melon but they heard a sound from it. Sarah said, "Don't cut me please!" they were all surprised for this situation. The prince said, "Who are you? Don't fear, please come out." After that she came out and he fell in love with her. She told him her story so the prince decided to marry her. And they lived happily ever after.

VI. Time Allocation

2 x 45 minutes

- *pre activity : ± 15 minutes
- *whilst activity : ± 60 minutes
- *closure activity : ± 15 minutes

VII. Teaching Procedures

g. Pre Activity

- The teacher greets the students.
- The teacher checks the students' attendance list.
- The teacher assigns the students to the group.
- The teacher constructs their background to get brainstorming knowledge that related to the topic with answering several questions as stimulant.

For example:

"Do you know about narrative text?"

"Have you ever read narrative text?"

"What is the function of narrative text?"

It is used to build the students' though before they learn further about narrative text.

- The teacher shows the students a reading text and its pictures.
- The teacher asks the students to do the first step (**Predicting**)
 - When **predicting**, encourage the students to think on the following lines:

"Do you know who is this girl?"



disney.wikia.com/wiki/File:599936-snow_white1_large.jpg

"Ok, show what is the story which will be discussed by us based on the picture?"



danie-microcosm.blogspot.com/2011_01_01_archive.html?m=1

- The teacher asks the students to predict about what the students think they will be discuss based on the title and the picture (**Predicting**)
- The teacher asks the students to write their prediction in their each paper(**Predicting**)
- The teacher asks the students to read the text

h. While Activity

- The teacher asks the students to do the second step (**Questioning**):
 - When **questioning**, encourage the students to think on the following lines:
“Make some question(s) from the text that you have read?”
- The teacher asks the students to write their questions in their paper (**Questioning**).
- The teacher asks the students to do the third step (**Clarifying**):
 - When **clarifying**, encourage the students to think on the following lines:
“Are there any that was difficult to understand?”
“What words need to be clarifying for you?”
- The teacher asks the students to identify the difficult words on the passage and then ask them to seek an understanding of it (**Clarifying**).
- The teacher asks the students to write their clarification in their paper (**Clarifying**).
- The teacher asks the students to do the last step (**Summarizing**):
 - When **summarizing**, encourage the students to think on the following lines:
“What is the most important idea from the text?”
“What is the purpose of this text?”
- The teacher asks the students to identify and integrate the most important information in this text (**Summarizing**).
- The teacher asks to the students to write their summary in their paper (**Summarizing**).

i. Post Activity

- The teacher asks the students whether they have some difficulties on lesson or not
- The teacher asks the students to do their exercise individually
- The teacher asks close the meeting

VIII. Evaluation

Reading comprehension by answering questions is given by the teacher that should do in a group.

Authentic Assessment

Form : Essay
Multiple choices

- I. Answer the following questions based on story above!
1. What is the main idea of the first paragraph? (main idea)
 2. What is the main idea of the second paragraph? (main idea)
 3. What is the communicative purpose of this text? (reading purpose)
 4. What is the message that you can get from the text?
 5. Who are the characters of the narrative text? (main character)
- II. Choose the right answer based on the text above
1. The second paragraph is
 - a. Orientation
 - b. Complication
 - c. Resolution
 - d. Re orientation
 2. Who was domineering and evil woman?
 - a. Sarah
 - b. The prince
 - c. Her step mother
 - d. Her father
 3. The text above is used to... (reading purpose)
 - a. Describe sarah looks like
 - b. Amuse the readers
 - c. Tell sarah's experience
 - d. Describe how the melon was farmed
 4. Why did sarah leave her house? (causes/ effect)
 - a. Because the step mother hit and expelled her from her house
 - b. Because her father was working outside
 - c. Because she wante to marry the prince
 - d. Because she got a big melon
 5. "they were all surprised for this situation" the underline word refers to... (context clues)
 - a. Sarah
 - b. Sarah and the prince
 - c. The prince
 - d. The prince and guard

IX. Source

The narrative text; taken from the publisher

Let's Talk. Grade VIII for Junior High School/Bachtiar Bima, Pakar Karya.

APPENDI
X 2

Upper Group of Try Out Test
Tabulation

No																	ITE M																					TOTA L	OD D	EVE N				
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1	1	0	1	0	1	1	0	1	0	0	1	1	1	1	1	0	1	0	0	0	1	1	0	1	1	1	1	0	1	1	0	0	1	1	1	0	1	0	0	1	24	13	11	
2	1	1	1	1	0	0	1	0	0	1	0	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	0	0	1	0	0	1	1	0	1	0	0	0	1	23	11	12	
3	0	1	1	1	1	0	1	0	1	1	0	1	0	1	0	0	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	22	9	13	
4	1	1	1	0	1	0	1	0	0	0	0	1	0	0	0	0	0	1	0	1	1	0	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	0	1	21	9	12	
5	1	1	1	0	0	1	0	1	0	0	1	1	0	1	0	1	0	0	0	0	1	1	1	0	1	0	0	0	1	1	0	1	1	0	0	1	0	1	0	1	1	21	9	12
6	1	0	0	1	0	1	1	0	0	0	1	0	1	0	1	1	1	0	1	0	1	1	1	1	0	1	0	1	1	0	1	0	1	0	1	0	0	0	1	0	21	14	7	
7	0	0	1	1	0	1	1	1	0	0	0	1	0	1	0	0	1	0	1	1	0	0	1	0	1	1	0	1	1	1	0	1	1	0	0	1	0	0	1	0	20	9	11	
8	0	1	0	1	0	1	0	1	0	1	1	0	0	0	0	0	1	1	0	0	0	1	1	1	0	1	1	0	1	1	0	1	0	1	0	1	1	0	0	1	20	13	7	
9	0	1	0	0	0	0	1	1	1	0	1	1	0	0	0	0	1	0	1	0	1	1	1	0	1	0	1	0	1	1	1	0	1	0	1	0	0	1	0	0	19	13	6	
10	1	0	1	0	0	0	0	1	0	1	0	0	0	0	0	1	1	1	0	1	0	1	0	1	1	1	0	1	0	1	0	1	0	1	1	1	1	0	0	0	1	19	5	14
11	0	0	0	1	0	0	0	0	0	0	1	0	0	1	1	0	1	1	0	0	1	1	1	0	0	0	1	0	1	1	1	1	0	1	1	0	1	0	1	1	19	11	8	
12	0	0	0	0	0	1	0	0	1	1	1	0	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	0	0	1	0	1	1	1	0	0	0	0	1	19	8	11	
13	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	1	0	1	0	1	0	0	1	0	0	0	0	1	1	0	1	0	0	0	1	0	0	0	1	0	18	9	10	
14	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	0	1	0	1	1	0	0	1	0	1	1	1	0	1	1	0	1	1	0	0	1	0	17	9	8	
15	1	0	0	0	1	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1	1	1	0	0	1	0	0	1	0	1	1	0	1	0	0	1	0	0	0	1	15	6	9	
	8	8	7	8	7	4	7	7	8	4	7	9	7	3	8	4	8	10	7	4	8	0	2	8	8	0	8	7	8	0	2	5	8	9	8	8	8	3	3	8				

APPENDI
X 2

Lower Group of Try Out Test
Tabulation

No	ITEM																																							TOTAL	OD	EVEN		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				40	
16	1	0	1	0	0	0	1	0	0	1	1	0	1	0	0	0	0	0	1	0	0	1	0	1	0	0	0	0	1	1	0	1	0	0	0	0	1	0	0	0	13	8	5	
17	0	1	1	1	0	0	1	0	0	1	1	0	0	0	1	0	0	0	0	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	11	5	6
18	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	1	1	0	0	0	1	1	0	0	1	0	0	1	0	0	0	10	6	4	
19	0	1	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	10	3	7	
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22	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	1	0	0	0	0	0	8	5	3	
23	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	7	5	2	
24	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	7	4	3	
25	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	7	5	2
26	0	0	0	0	0	0	0	0	1	0	0	0	1	1	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	3	3	
27	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	6	3	3	
28	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	5	1	4	
29	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	5	2	3	
30	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	5	1	4
	3	3	4	2	3	2	3	2	2	2	3	3	4	3	3	1	3	2	4	1	3	0	2	4	4	3	3	1	4	0	3	3	3	3	3	2	2	2	2	3	3			

APPENDIX 3

Difficulty Level and Discrimination Power of Try Out Test

NO	Correct Answer (U)	Correct Answer (L)	Computation (U+L)	Level of Difficulty (p)	Criterion	Comput ation (U-L)	Discrim ination Power	Criter ion	Validity	Decision
1.	8	3	12	0.4	Average	5	0.33	Good	0.40	Administered
2.	7	3	10	0.33	Average	4	0.26	Good	0.38	Administered
3.	8	4	12	0.4	Average	6	0.4	Good	0.4	Administered
4.	7	2	9	0.3	Average	4	0.26	Good	0.44	Administered
5.	4	3	7	0.23	Difficult	1	0.06	Poor	0.07	Dropped
6.	7	2	9	0.3	Average	5	0.33	Good	0.54	Administered
7.	7	3	10	0.33	Average	4	0.26	Good	0.41	Administered
8.	8	2	10	0.33	Average	6	0.4	Good	0.40	Administered
9.	4	2	6	0.2	Difficult	2	0.11	Poor	0.10	Dropped
10.	7	2	9	0.3	Average	5	0.33	Good	0.54	Administered
11.	9	3	12	0.4	Average	6	0.4	Good	0.41	Administered
12.	7	3	10	0.33	Average	4	0.26	Good	0.40	Administered
13.	3	4	7	0.23	Difficult	-1	-0,03	Poor	0.10	Dropped
14.	8	3	11	0.36	Average	5	0.33	Good	0.36	Administered
15.	4	3	7	0.23	Difficult	1	0.03	Poor	0.12	Dropped
16.	8	1	9	0.3	Average	7	0.46	Good	0.38	Administered
17.	10	4	14	0.46	Average	6	0.4	Good	0.51	Administered
18.	7	2	9	0.3	Average	5	0.33	Good	0.43	Administered
19.	4	4	8	0.26	Difficult	0	0	Poor	0.10	Dropped
20.	8	1	9	0.3	Average	7	0.46	Good	0.366	Administered
21.	10	3	13	0.43	Average	7	0.46	Good	0.49	Administered
22.	12	10	22	0.73	Easy	2	0.11	Poor	0.17	Dropped
23.	8	2	10	0.33	Average	7	0.46	Good	0.38	Administered
24.	8	4	12	0.4	Average	5	0.33	Good	0.41	Administered
25.	10	4	14	0.46	Average	6	0.4	Good	0.40	Administered
26.	8	3	11	0.36	Average	5	0.33	Good	0.39	Administered
27.	7	3	10	0.33	Average	4	0.26	Good	0.43	Administered
28.	8	1	9	0.3	Average	7	0.46	Good	0.37	Administered
29.	10	4	14	0.36	Average	6	0.4	Good	0.366	Administered
30.	12	10	22	0.73	Easy	2	0.11	Poor	0.15	Dropped
31.	5	3	8	0.26	Difficult	2	0.11	Poor	0.26	Dropped
32.	8	3	11	0.36	Average	5	0.33	Good	0.363	Administered
33.	9	3	12	0.4	Average	6	0.4	Good	0.41	Administered
34	8	3	11	0.36	Average	5	0.33	Good	0.43	Administered
35.	8	2	10	0.33	Average	6	0.4	Good	0.369	Administered
36.	8	2	10	0.33	Average	6	0.4	Good	0.38	Administered
37.	3	2	5	0.1	Difficult	1	0.03	Poor	0.215	Dropped
38.	4	2	6	0.2	Difficult	2	0.11	Poor	0.13	Dropped
39.	8	3	11	0.36	Average	5	0.33	Good	0.38	Administered
40.	9	4	13	0.43	Average	5	0.33	Good	0.38	Administered

APPENDIX 4

Reliability Table of the Try Out Test

N O	Students' Code	Total	Odd (X)	Even (Y)	X ²	Y ²	XY
1	A	24	13	11	169	121	143
2	B	23	11	12	121	144	132
3	C	22	9	13	81	169	117
4	D	21	9	12	81	144	108
5	E	21	9	12	81	144	108
6	F	21	14	7	196	49	98
7	G	20	9	11	81	121	99
8	H	20	13	7	169	49	91
9	I	19	13	6	169	36	78
10	J	19	5	14	25	196	70
11	K	19	11	8	121	64	88
12	L	19	8	11	64	121	88
13	M	18	9	10	81	100	90
14	N	17	9	8	81	64	72
15	O	15	6	9	36	81	54
16	P	13	8	5	64	25	40
17	Q	11	5	6	25	30	30
18	R	10	6	4	30	16	24
19	S	10	3	7	9	49	21
20	T	9	3	6	9	36	18
21	U	8	4	4	16	16	16
22	V	8	5	3	25	9	15
23	W	7	5	2	15	4	10
24	X	7	4	3	16	9	12
25	Y	7	5	2	10	4	10
26	Z	6	3	3	9	9	9
27	AA	6	3	3	9	9	9
28	BB	5	1	4	1	16	4
29	CC	5	2	3	4	9	6
30	DD	5	1	4	1	16	4
Total		415	206	210	1799	1860	1664

APPENDIX 5

Reliability of the Try Out Test Formula

First, using Pearson Product Moment Correlation, the coefficient correlation between odd and even number of the items is counted.

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

In which:

r_{xy} : coefficient of reliability between odd and even numbers items
 x : odd number
 y : even number
 $\sum x^2$: total score of odd number items
 $\sum y^2$: total score of even number items
 $\sum xy$: total score of odd and even number

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$r_{xy} = \frac{1664}{\sqrt{1799.1860}}$$

$$r_{xy} = \frac{1664}{\sqrt{3346140}}$$

$$r_{xy} = \frac{1664}{1829.24}$$

$$r_{xy} = 0.90$$

After getting the reliability of half test, the researcher used Spearman Brown to determine the reliability of the whole tests, as followed:

$$r_k = \frac{2 r_{xy}}{1 + r_{xy}}$$

where:

r_k : the reliability of the whole tests
 r_{xy} : the reliability of half test

$$r_k = \frac{2 r_{xy}}{1 + r_{xy}}$$

$$r_k = \frac{2 \cdot 0.90}{1 + 0.90}$$

$$r_k = \frac{1.8}{1.90}$$

$$r_k = 0.947$$

Based on the criteria of reliability, it was found that the test items had high reliability that is 0.947

APPENDIX 6

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Appendix 6. Validity of the Try Out Test

No. Resp	Jawaban Responden																			
	butir1	butir2	butir3	butir4	butir5	butir6	butir7	butir8	butir9	butir10	butir11	butir12	butir13	butir14	butir15	butir16	butir17	butir18	butir19	butir20
1	1	0	1	0	1	1	0	1	0	0	1	1	1	1	1	0	1	0	0	0
2	1	1	1	1	0	0	1	0	0	1	0	1	1	1	0	1	1	0	1	0
3	0	1	1	1	1	1	0	1	0	1	1	0	1	0	1	0	1	1	0	1
4	1	1	1	0	1	0	1	0	0	0	0	1	0	0	0	0	0	1	0	1
5	1	1	1	0	0	1	0	1	0	0	1	1	0	1	0	1	0	0	0	0
6	1	0	0	1	0	1	1	1	0	0	1	0	1	0	1	0	1	0	1	1
7	0	0	1	1	0	1	1	1	0	0	0	1	0	1	0	0	1	0	1	1
8	0	1	0	1	0	1	0	1	0	1	1	0	0	0	0	0	1	1	0	0
9	0	1	0	0	0	0	1	1	1	0	1	1	0	0	0	0	1	1	1	0
10	1	0	1	0	0	0	0	1	0	1	0	0	0	0	0	0	1	1	1	0
11	0	0	0	1	0	0	0	0	0	0	1	0	0	1	1	0	1	1	0	0
12	0	0	0	0	0	1	0	0	1	1	1	0	0	1	0	1	1	1	0	1
13	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	1	0	1	0	1
14	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	1	0	0	0	1
15	1	0	0	0	1	1	0	0	0	1	0	0	0	0	0	1	0	0	0	1
16	1	0	1	0	0	0	1	0	0	1	1	0	1	0	0	0	0	0	1	0
17	0	1	1	1	0	0	1	0	0	1	1	0	0	0	1	0	0	0	0	0
18	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0
19	0	1	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0
20	0	0	0	0	0	1	0	0	1	0	0	1	0	1	0	0	0	0	0	0
21	0	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0
22	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	1	0
23	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
24	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0
25	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0
26	0	0	0	0	0	0	0	0	1	0	0	0	1	1	0	1	0	0	1	0
27	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
28	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
29	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
r hitung	0,406045	0,380338	0,401171	0,445799	0,075407	0,541888	0,413252	0,400654	0,103438	0,400654	0,400654	0,453956	0,111456	0,363115	0,124319	0,389368	0,513153	0,436629	0,109157	0,366796
r tabel	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36
ket'	V	V	V	V	TV	V	V	V	TV	V	V	V	TV	V	TV	V	V	V	TV	V

Jawaban Responden																				Skor Total
butir21	butir22	butir23	butir24	butir25	butir26	butir27	butir28	butir29	butir30	butir31	butir32	butir33	butir34	butir35	butir36	butir37	butir38	butir39	butir40	
1	1	0	1	1	1	1	0	1	1	0	0	1	1	1	0	1	0	0	1	24
1	1	0	1	1	1	1	0	0	1	0	0	1	1	0	1	0	0	0	1	23
1	1	0	1	1	1	1	1	0	1	1	0	0	1	0	0	0	0	0	0	22
1	0	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	21
1	1	1	0	1	0	0	0	1	1	0	1	1	0	0	1	0	1	1	1	21
1	1	1	1	1	0	1	0	1	1	0	1	0	0	1	0	0	0	1	0	21
0	0	1	0	1	1	0	1	1	1	0	1	1	0	0	1	0	0	1	0	20
0	1	1	1	0	1	1	0	1	1	0	1	0	1	0	1	1	0	0	1	20
1	1	1	0	1	0	1	0	1	1	1	0	1	0	1	0	0	1	0	0	19
0	1	0	1	1	1	0	1	0	1	0	1	0	1	1	1	0	0	0	1	19
1	1	1	0	0	0	0	1	0	1	1	1	0	1	1	0	1	0	1	1	19
1	1	0	1	1	0	1	0	1	0	0	1	0	1	1	0	0	0	0	1	19
0	0	1	0	0	0	0	1	1	0	1	0	0	0	1	0	0	0	1	0	18
0	1	1	0	0	1	0	1	1	1	0	1	1	0	1	1	0	0	1	0	17
1	1	0	0	1	0	0	1	0	1	1	0	1	0	0	1	0	0	0	1	15
0	1	0	1	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	0	13
0	1	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	11
0	1	0	0	1	1	0	0	0	1	1	0	0	1	0	0	1	0	0	0	10
1	1	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	0	10
0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	0	0	0	1	9
0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	1	0	0	8
0	0	0	0	1	0	0	0	0	1	0	1	0	0	1	0	0	0	0	0	8
0	1	1	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	7
0	1	0	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	0	7
1	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	7
0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6
1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	6
0	1	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	5
0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	5
0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	5
0,492279	0,171533	0,380338	0,411728	0,407764	0,395312	0,438242	0,378082	0,366297	0,159838	0,261198	0,363115	0,411728	0,438242	0,369367	0,380338	0,233608	0,067076	0,389848	0,380057	
0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	
V	TV	V	V	V	V	V	V	V	TV	TV	V	V	V	V	V	TV	TV	V	V	

APPENDIX 7

r-Table

r Table (Simple Correlation Coefficient)
df = 1 – 200

df = (N-2)	NILAI-NILAI DALAM DISTRIBUSI r				
	Tingkat signifikansi uji satu arah				
	0.05	0.025	0.01	0.005	0.0005
	Tingkat signifikansi uji dua arah				
	0.10	0.05	0.02	0.01	0.001
1	0.9877	0.9969	0.9995	0.9999	1.0000
2	0.9000	0.9500	0.9800	0.9900	0.9990
3	0.8054	0.8783	0.9343	0.9587	0.9911
4	0.7293	0.8114	0.8822	0.9172	0.9741
5	0.6694	0.7545	0.8329	0.8745	0.9509
6	0.6215	0.7067	0.7887	0.8343	0.9249
7	0.5822	0.6664	0.7498	0.7977	0.8983
8	0.5494	0.6319	0.7155	0.7646	0.8721
9	0.5214	0.6021	0.6851	0.7348	0.8470
10	0.4973	0.5760	0.6581	0.7079	0.8233
14	0.4259	0.4973	0.5742	0.6226	0.7419
15	0.4124	0.4821	0.5577	0.6055	0.7247
16	0.4000	0.4683	0.5425	0.5897	0.7084
17	0.3887	0.4555	0.5285	0.5751	0.6932
18	0.3783	0.4438	0.5155	0.5614	0.6788
19	0.3687	0.4329	0.5034	0.5487	0.6652
20	0.3598	0.4227	0.4921	0.5368	0.6524
21	0.3515	0.4132	0.4815	0.5256	0.6402
24	0.3297	0.3882	0.4534	0.4958	0.6074
28	0.3061	0.3610	0.4226	0.4629	0.5703
32	0.2869	0.3388	0.3972	0.4357	0.5392
34	0.2785	0.3291	0.3862	0.4238	0.5254
35	0.2746	0.3246	0.3810	0.4182	0.5189
36	0.2709	0.3202	0.3760	0.4128	0.5126
37	0.2673	0.3160	0.3712	0.4076	0.5066
38	0.2638	0.3120	0.3665	0.4026	0.5007
39	0.2605	0.3081	0.3621	0.3978	0.4950
40	0.2573	0.3044	0.3578	0.3932	0.4896
60	0.2108	0.2500	0.2948	0.3248	0.4079
120	0.1496	0.1779	0.2104	0.2324	0.2943
200	0.1161	0.1381	0.1636	0.1809	0.2298

(<http://junaidichaniago.wordpress.com>)

APPENDIX 8

The Distribution of Students' Score of Pre Test

No.	Students	Score
1	A	40
2	B	50
3	C	46.6
4	D	50
5	E	56.6
6	F	50
7	G	63.3
8	H	53.3
9	I	60
10	J	60
11	K	53.3
12	L	43.3
13	M	56.6
14	N	60
15	O	40
16	P	63.3
17	Q	53.3
18	R	40
19	S	56.6
20	T	50
21	U	46.6
22	V	66.6
23	W	46.6
24	X	56.6
25	Y	50
26	Z	46.6
27	AA	46.6
28	BB	60
29	CC	66.6
30	DD	50
Total		1582.4
Mean		52.7

$$= \frac{1582.4}{30}$$

$$= 52.7$$

Σx

In which
 \bar{x} = mean
 Σx = total of pre test
 score

APPENDIX 9

The Distribution of Students' Score of Post Test

No.	Students	Score
1	A	63.3
2	B	70
3	C	60
4	D	66.6
5	E	70
6	F	66.6
7	G	70
8	H	66.6
9	I	76.6
10	J	70
11	K	66.6
12	L	70
13	M	66.6
14	N	76.6
15	O	73.3
16	P	70
17	Q	76.6
18	R	63.3
19	S	66.6
20	T	80
21	U	63.3
22	V	80
23	W	60
24	X	76.6
25	Y	70
26	Z	63.3
27	AA	60
28	BB	80
29	CC	80
30	DD	66.6
Total		2089.1
Mean		69.6367

$$\begin{aligned}
 \bar{x} &= \frac{\sum x}{N} \\
 &= \frac{2089.1}{30} \\
 &= 69.6367
 \end{aligned}$$

In which

\bar{x} = mean

$\sum x$ = total of pre test
score

APPENDIX 10**Students' Score of Pre Test and Post Test in Experimental Class**

No.	Students' Code	Pre Test	Post Test	Gain	Note
1	A	40	63.3	23.3	improve
2	B	50	70	20	improve
3	C	46.6	60	13.4	improve
4	D	50	66.6	16.6	improve
5	E	56.6	70	13.4	improve
6	F	50	66.6	16.6	improve
7	G	63.3	70	6.7	improve
8	H	53.3	66.6	13.3	improve
9	I	60	76.6	16.6	improve
10	J	60	70	10	improve
11	K	53.3	66.6	13.3	improve
12	L	43.3	70	26.7	improve
13	M	56.6	66.6	10	improve
14	N	60	76.6	15	improve
15	O	40	73.3	33.3	improve
16	P	63.3	70	6.7	improve
17	Q	53.3	76.6	23.3	improve
18	R	40	63.3	23.3	improve
19	S	56.6	66.6	10	improve
20	T	50	80	30	improve
21	U	46.6	63.3	16.7	improve
22	V	66.6	80	13.4	improve
23	W	46.6	60	13.4	improve
24	X	56.6	76.6	20	improve
25	Y	50	70	20	improve
26	Z	46.6	63.3	16.7	improve
27	AA	46.6	60	13.4	improve
28	BB	60	80	20	improve
29	CC	66.6	80	13.4	improve
30	DD	50	66.6	16.6	improve
	TOTAL	1582.4	2089.1	505.1	
	MEAN	52.7467	69.6367		

Appendix 11
Distribution of Students' Pre Test Achievement in Reading Comprehension Aspects

No	Students' Code	Item Number																															
		3	5	16	22	7	10	12	20	29	4	8	21	23	28	6	9	13	14	15	19	24	26	1	2	11	17	18	25	27	30		
1	A	1	0	0	0	0	1	1	0	1	0	0	1	1	0	0	0	0	0	0	1	1	0	1	0	1	1	0	0	1	1	0	
2	B	1	1	1	0	1	0	0	1	0	1	0	1	1	1	1	0	1	0	1	0	0	1	1	0	1	1	0	1	1	0	0	
3	C	0	0	1	0	0	1	1	0	1	0	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	1	0	1	1	1		
4	D	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	1	0	0	1	1	0	0	1	0	1	0	1	1	0	1	0	
5	E	1	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	0	1	0	0	1	0	0	1	0	0	0	1	0	1	1	
6	F	0	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	
7	G	1	0	0	1	1	0	1	1	1	1	0	1	1	1	0	1	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	
8	H	0	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	0	0	1	1	1	1	0	0	1	0	0	0	0	1	1	
9	I	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	0	0	1	0	0	0	1	1	0	0	0	0	0	
10	J	0	0	1	1	1	0	0	1	0	0	1	1	1	0	1	0	1	0	0	0	0	0	1	1	0	1	0	1	0	1	0	
11	K	1	0	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	0	0	0	1	0	0	1	0	1	0	1	
12	L	0	1	0	0	1	1	1	1	1	1	0	0	0	1	0	1	0	0	1	0	0	1	0	0	1	0	1	0	0	0	1	
13	M	1	1	1	1	0	1	1	0	1	0	1	0	0	1	0	1	0	1	0	0	1	1	1	1	0	0	1	0	0	0	1	
14	N	0	0	0	1	0	1	1	1	0	1	0	1	1	0	1	0	1	0	1	1	0	0	1	0	0	1	0	1	0	0	0	
15	O	1	1	1	1	1	0	0	0	1	0	1	1	1	1	0	0	1	1	0	0	1	0	0	0	0	1	1	0	1	1	1	
16	P	0	0	0	1	1	1	1	1	0	0	0	1	0	1	1	0	0	1	1	0	1	0	0	0	1	1	1	0	1	1	0	
17	Q	1	0	1	0	0	1	1	1	0	1	1	0	1	0	0	1	1	0	0	1	0	0	1	0	1	0	1	0	1	0	0	
18	R	1	1	0	1	1	1	1	1	0	0	1	1	0	1	0	1	0	0	1	0	0	0	0	0	1	1	1	0	1	0	1	
19	S	0	0	1	1	0	1	1	0	0	1	1	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	1	0	0	
20	T	1	1	1	1	1	0	0	1	1	0	1	0	0	1	1	0	0	1	1	1	0	1	0	1	1	0	1	1	1	1	1	
21	U	0	1	0	1	0	0	0	1	1	0	0	1	0	1	0	0	1	0	0	0	0	1	1	1	0	1	1	0	1	0	1	
22	V	0	1	0	1	0	1	0	1	1	1	0	0	1	0	0	1	0	0	0	1	1	0	0	1	0	1	1	1	1	1	0	
23	W	0	0	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	0	0	0	0	1	1	0	0	0	1	0	0	0	0	
24	X	0	0	1	0	1	1	1	0	1	0	0	1	1	1	1	0	0	1	1	1	1	0	0	1	1	1	1	0	1	1	1	
25	Y	1	0	0	1	0	1	1	0	1	0	1	1	1	1	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	0	0	
26	Z	1	0	0	1	1	0	0	1	0	1	0	0	1	0	0	0	1	1	0	0	1	0	1	1	1	0	0	1	0	0	1	
27	AA	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	1	0	0	0	0	
28	BB	0	0	1	1	1	0	1	1	1	1	1	1	0	1	0	0	1	0	1	1	0	0	1	1	1	0	1	0	1	1	0	
29	CC	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	1	0	0	0	0	
30	DD	1	1	0	0	1	0	1	1	0	0	0	0	0	1	0	1	1	0	0	1	0	0	1	0	1	0	1	1	1	0	0	1
Total		15	14	17	20	18	19	21	13	17	17	16	20	22	19	11	14	12	10	14	13	13	12	13	16	14	15	16	13	16	13	13	

Causes/Effects
 Reading Purpose

Main Characters
 Context Clues

Main Idea

Appendix 12
Distribution of Students' Post Test Achievement in Reading Comprehension Aspects

No	Students' Code	Item Number																													
		21	23	2	26	25	10	12	6	17	22	8	7	27	16	24	9	13	14	5	28	18	1	19	20	11	3	4	29	15	30
1	A	0	0	1	1	1	0	1	1	1	0	1	1	1	1	0	0	0	0	1	0	1	0	1	1	1	1	0	1	1	1
2	B	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	0	1	1	1	1	0	1	1	0	0	0	1	1	0	1
3	C	0	0	0	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	0
4	D	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	1	1	0	1	0	1	0	1	1
5	E	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	0	0	0	0	1	0	0	1	1	1	1	1	1	1	0
6	F	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	1	1	1	0	1	0	1	1	0	1	1
7	G	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	0	1	1	0	1	1
8	H	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	1	1	1	1	0	1	1	1	1
9	I	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	1	0	1	0	0	1	1	1	1
10	J	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	0	1	0	1	0	1	1	1	1	1
11	K	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	0	1	0	0	1	0	0	1	0	1	1	0	1	1
12	L	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	1
13	M	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	0	0	1	0	0
14	N	0	0	1	0	0	1	1	1	1	1	0	1	1	1	1	0	0	0	1	1	1	0	1	1	0	0	1	0	0	1
15	O	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	0	0	1	0	1	0	1	0	1	0	0
16	P	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	0	0	1	1	1	1	0
17	Q	0	1	0	0	1	1	1	0	1	0	1	1	0	1	0	0	1	0	1	0	0	1	0	0	1	0	0	1	0	0
18	R	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	0	0	1	0	1	0	1	0
19	S	1	1	0	1	1	1	1	0	1	1	1	1	0	1	0	0	1	1	0	0	0	1	0	1	0	0	0	0	0	1
20	T	0	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	0	0	0	0	0	1	1	1	1	1	1	0	0	1
21	U	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	0	0	1	0	1	0	0	1	1	0
22	V	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	0	1
23	W	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	0	1	0	1	0	1	0	1
24	X	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	0	0	1	0	0	1	0	1	0	1	1	1	1	1	1
25	Y	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	0	1	1	1	0	1
26	Z	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	1	1	1	0	1	0	1	1	1	1	0	1	0	1
27	AA	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	0	1	1	1	1	0	1	0
28	BB	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1
29	CC	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	0	1
30	DD	1	1	0	0	1	0	1	0	0	1	0	1	1	1	1	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1
Total		19	20	19	23	27	26	28	25	24	27	24	29	27	28	17	19	16	15	14	13	16	17	19	20	18	17	21	22	17	20

Causes/Effects

Reading Purpose

Main Characters

Context Clues

Main Idea

APPENDIX 13

Improve of the Students' Reading Comprehension Achievement in the Experimental Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	POSTTEST	69.6367	30	6.27433	1.14553
	PRETEST	52.7467	30	7.62974	1.39299

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	POSTTEST & PRETEST	30	.605	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	POSTTEST - PRETEST	16.89000	6.29391	1.14911	14.53981	19.24019	14.698	29	.000

By seeing the table above, it can be concluded that there was a significant effect of the students' reading comprehension achievement after being given treatments ($P < 0.05$, $P = 0.00$). It means that H_0 was accepted. So in short, reciprocal teaching technique has effect on students' reading comprehension achievement.

APPENDIX 14**Normality Test of Pre Test and Post Test****Normality Test of the Pre Test and Post Test Data****Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	30	40.00	66.60	52.7467	7.62974
Valid N (listwise)	30				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
POSTTEST	30	60.00	80.00	69.6367	6.27433
Valid N (listwise)	30				

One-Sample Kolmogorov-Smirnov Test

		PRETEST	POSTTEST
N		30	30
Normal Parameters ^{a, b}	Mean	52.7467	69.6367
	Std. Deviation	7.62974	6.27433
Most Extreme Differences	Absolute	.141	.177
	Positive	.141	.177
	Negative	-.096	-.133
Kolmogorov-Smirnov Z		.770	.969
Asymp. Sig. (2-tailed)		.594	.305

a. Test distribution is Normal.

b. Calculated from data.

APPENDIX 15

Hypothesis Testing

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	POSTTEST	69.6367	30	6.27433	1.14553
	PRETEST	52.7467	30	7.62974	1.39299

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	POSTTEST & PRETEST	30	.605	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	POSTTEST - PRETEST	16.89000	6.29391	1.14911	14.53981	19.24019	14.698	29	.000

READING TEST (TRY – OUT)

Subject : English
 Level/Class : Junior High School / IX
 Time Allocation : 90 minutes

Read the text carefully then answer the questions by giving a cross mark (X) on the correct option (a, b, c, or d).

The following text is for the questions number 1 to 10.

The Story of the Smart Parrot

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

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk. One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

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

(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)

1. Why the man surprise at what he see?
 - a. The parrot eats the chicken
 - b. He see the parrot can speak Catano but the chickens die
 - c. He see the parrot don't say anything
 - d. He sees the parrot angry with the chickens

2. What is the main idea of the third paragraph?
 - a. The man kills the parrot
 - b. The parrot is angry to the man

- c. The parrot cab “say catano or I’ll you!”
 - d. The parrot dies because of the chicken.
3. What is the main idea of the second paragraph?
- a. The man wants to go to Puerto Rico
 - b. The man tries to teach his parrot to say Catano
 - c. The man teaches the chicken to say Catano
 - d. All of the chicken are died
4. Who is the main character of the text?
- a. Parrot
 - b. The man
 - c. Catano
 - d. chicken
5. “The parrot was screaming at the fourth chickens” what is the underlined word mean?
- a. Smiling
 - b. Crying
 - c. Shouthing
 - d. Laugh
6. What does the man do to the bird if the bird cannot say the name of a place?
- a. The man ate the bird.
 - b. The sold the bird.
 - c. The man killed the bird.
 - d. The man taught the bird.
7. “it was very, very smart...” the underlined word refers to
- a. The men
 - b. The bird
 - c. The chicken
 - d. Puerto Rico
8. What is the purpose of the text?
- a. Describe
 - b. Entertain
 - c. Inform
 - d. Persuade
9. “It was very, very smart...” the underlined word means
- a. Stupid
 - b. Clever
 - c. Stubborn
 - d. Beautiful

The following text is for the questions number 10 to 14.

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The boss of crocodile answered, "We are twenty here." "Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.

"All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another: one ... two ... three ... four ... until twenty, and finally, he thanked all crocodiles because he had crossed the river.

10. Who is the main character of the story?
 - a. Rabbit
 - b. Crocodiles
 - c. Rabbit and Crocodiles
 - d. The river
11. All of you are good, nice gentle, and kind" (Paragraph 2) The underlined word is synonymous with
 - a. Wild
 - b. diligent
 - c. cheerful
 - d. easygoing
12. This story has purpose to make the reader?
 - a. Entertain with the story
 - b. Get information from the story
 - c. Know the description of something
 - d. Persuade something
13. "Where are they?" the word they means....
 - a. The rabbit
 - b. Chickens
 - c. Crocodiles
 - d. Bird
14. What is the main idea of the second paragraph?
 - a. The rabbit can cross the river because of crocodiles' help
 - b. The rabbit afraid with the crocodiles
 - c. The crocodiles cannot help the rabbit cross the river

- d. The crocodiles kill the rabbit

15. How do you think was the rabbit in the text?

- a. It is very smart
- b. It is very stupid
- c. It is very lazy
- d. It is very beautiful

The following text is for the questions number 16 to 18.

Cinderella

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister & stepmother. They were very bossy. She had to do all the housework.

One day, an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, who fell in love with her, then later he married her. They lived happily ever after.

16. What is the purpose of the story?

- a. To persuade the reader
- b. To inform the reader
- c. To describe some thing
- d. To entertain the reader

17. “there was a beautiful girl called Cinderella” the word “called” means

- a. Named
- b. Helped
- c. Lived
- d. Merried

18. “They were very bossy” the word “bossy” means

- a. Arrogant
- b. Sensitive
- c. Offensive
- d. Domineering

19. “They lived happily ever after” the word “they” refers to

- a. Fairy good mother
- b. Step sister

- c. Step mother
- d. Prince and cinderella

The following text is for the questions number 19 to 26.

Tangkuban Perahu

Dayang sumbi was exiled in the jungle, because she was unmarried but pregnant. She gave a birth to a baby boy and named him Sangkuriang. And he became a young and hard working boy. He was a good hunter too.

One day he went to hunting with his dog, si Tumang. In the bush he saw a pig Wayungyang. He wanted to shoot Wayungyang but si Tumang hindered him. He was angry and killed it, and took its heart home. He cooked it and ate it with his mother. When he told that it was Tumang's heart, she was very angry and hit Sangkuriang's head with a spoon. And he ran away and left his mother to grieve. He did not know himself and forgot his name. He was about 16 years old.

After a long time Sangkuriang came back to the jungle where his mother lived. She looked younger than her age, so Sangkuriang fell in love with her. "Will you marry me?" one day he asked her. But Dayang sumbi refused because she recognized that he was her son. He insisted to marry her and Dayang sumbi asked two marriage settlements. One, he had to dam the Citarum river, and two had to make a boat in one night.

Sangkuriang almost finished his work but Dayang sumbi cheated him. He was angry and kicked the boat. The boat fell down on the peak of the mountain. It was known as Tangkuban Perahu, at the northern of Bandung, West Java.

20. Why is Dayang sumbi very angry with Sangkuriang? Because.....
- a. Sangkuriang lies with her
 - b. Sangkuriang wants to marry with her
 - c. Sangkuriang kills Tumang and gives its heart to her
 - d. Sangkuriang wants to leave her alone
21. How should Sangkuriang do if he wants to marry with Dayang sumbi?
- a. Sangkuriang has to make a big house for her
 - b. Sangkuriang has to give her a gold
 - c. Sangkuriang has to kill si Tumang
 - d. Sangkuriang has to dam the Citarum river and make a boat in one night

22. What is the main idea of the second paragraph?
- Sangkuriang kills his mother
 - Dayang sumbi is a princess but she unmerried and pregnant
 - Dayang sumbi angry because sangkuriang kill si Tumang
 - Dayang sumbi angry because sangkuriang will leave her
23. What is the main idea of the third paragraph?
- Sangkuriang cooks tumang's heart and eat it with his mother
 - Sangkuriang wants to marriage with dayang sumbi but she refused him
 - Sangkuriang run away from the jungle and leave his mother
 - Sangkuriang went hunting in the jungle
24. "...And he become a young and hard working boy (par.1) The underlined word refers to...
- Wayungyang
 - Sangkuriang
 - Tumang
 - Dayang sumbi
25. What is the purpose of the text?
- Describe
 - Persuade
 - Entertain
 - Inform
26. What is the main character of this story?
- Dayang Sumbi
 - Wayungyang
 - Tumang
 - Sangkuriang
27. "...and took its heart home." The underlined word refers to...
- Wayungyang
 - Pig
 - Sangkuriang
 - Tumang

The following text is for the questions number 27 to 33.

Once upon a time, there lived a kind hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird flew away to its previous nest.

Knowing that their sparrow flew away, the kind man and his wife looked for the sparrow. They walked a long way, crossed the bridges, climbed the mountains and passed the woods

At last, they could find the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets; one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose only one. They chose the small and that was the best choice. There were many rolls of silk and piles of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and his wife did. She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, she was stung and bit her to death.

28. What the old woman do to the little sparrow which she did not like?
 - a. She cut its tongue
 - b. She cut its wing
 - c. She cut its foots
 - d. She broke its nest
29. Who is the main character of the story?
 - a. Sparrow
 - b. Old woman
 - c. Kind man
 - d. Kind man and his wife
30. Paragraph fourth mainly introduce about?
 - a. Old woman died because because the big basket consist of waps and venormous crawlers
 - b. Old woman cut the tongue of the sparrow
 - c. Old woman go to the jungle and find the sparrow
 - d. Old woman did not like the sparrow
31. Why the kind man and woman walked away until passed the wood?
 - a. Old woman killed the bird
 - b. Old woman angry with the bird

- c. The bird flew away
 - d. To find the bird who flew away
32. “.....sparrow stayed with **them**...” The bold typed word refers to...
- a. Nest
 - b. Sparrow
 - c. Baskets
 - d. Kind man and woman
33. What is the main idea of the third paragraph?
- a. There is a poor little sparrow in the home
 - b. The sparrow leaves the home
 - c. The sparrow bring two bukects and ask to the kind man and woman to choose one
 - d. The sparrow cannot fly because its wings are hurt
34. “The kind man and woman looked for their sparrow.” The underlined word means...
- a. Found
 - b. Went
 - c. Saw
 - d. Came

The following text is for the questions number 34 to 40

THE LEGEND OF BANYUWANGI

Once upon a time, there reigned in east java a king named Sindureja. He had a prime minister named Sidapaksa. Had a very beautiful wife. Sidapaksa loved his wife deeply. They lived in complete happiness. However, Sidapaksa’s mother didn’t like her daughter-in-law. Each day she tried to think a way to separate Sidapaksa from his wife.

One day, king Sindureja asked Sidapaksa to search for the bud of a magic flower on mount Ijen. It was a long and dangerous journey. The assignment from the king was so important and urgent. Sidapaksa had to leave his pregnant wife. Not long afterwards, a son was born. The baby’s birth gave much happiness to the young mother. However, one day, while this young mother was bathing, her evil mother-in-law threw the baby into the river. Knowing that her baby had disappeared, the young mother was very sad. She could neither eat nor sleep. She became very ill.

Two years passed and Sidapaksa returned from his journey. He succeeded in doing his duty. Just as he was about to enter his house, her mother told him that his wife had thrown their baby into the river. Sidapaksa believed his mother’s story. He was too angry to use his common sense. He drew his kris and approached his wife who was lying weak on her bed. “Ah, wicked women. Tell me why you threw our new-born child into the river. Tell me” he said in a rough and angry

voice. "Oh, my dearest husband. I am innocent. I love you, and our baby. I didn't kill our child. If you don't believe me, carry me to the river. I will prove that I didn't do it," replied his wife calmly.

Sidapaksa took her wife to the edge of the river. Suddenly, his wife leaped up and threw herself into the river. "Oh my God ! How will I know who killed my child?" moaned sidapaksa. Then he looked down at the water. Suddenly, two pure whit flower-buds appeared, one larger and taller than the other. A sweet fragrance came from them. "Sidapaksa, look here! Beside me is our child. He himself will tell you who drowned him," the teller one spoke. "Father, my mother is innocent. Grandmother threw me into the river. Now I'm happy because my beloved mother has come with me," the smaller one spoke. Then, the two flowers vanished into the water. They left their fragrance behind. Sine then, people call the city on its banks of the river Banyuwangi. Banyu means water and wangi means fragrant.

35. What is the main idea of the last paragraph?
 - a. Sidapaksa has a beautiful wife
 - b. Sidapaksa have to leave his wife because of his duty
 - c. Sidapaksa knows who kill his baby/son
 - d. Sidapaksa kills his son/baby
36. Who is the main character of this story....
 - a. Sindapaksa
 - b. Sindureja
 - c. The flower
 - d. Banyuwangi
37. What did Sidapaksa do when he know from his mother that his wife had thrown their baby into the river?
 - a. He kill his wife
 - b. He is too angry to his wife
 - c. He leave his wife
 - d. He kill his mother
38. Why his wife leaped up and threw her son into the river?
 - a. She will prove that she did not kill their baby
 - b. She will take bath
 - c. She will look for her baby
 - d. She will find the flowers

39. What is the purpose of this story?
- a. Entertain
 - b. Describe
 - c. Inform
 - d. Persuade
40. What is the main idea of second paragraph?
- a. Sidapaksa is prem minister
 - b. Sidapaksa returned from his journey
 - c. Sidapaksa kill his wife
 - d. Sidapaksa have assignment to find the magic flower.

Good Luck for Your Test !

Key Answer of Try Out Test**KEY ANSWER OF TRY OUT TEST**

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

READING TEST (PRETEST)

Subject : English
 Level/Class : Junior High School / IX
 Time Allocation : 90 minutes

Read the text carefully then answer the questions by giving a cross mark (X) on the correct option (a, b, c, or d).

The following text is for the questions number 1 to 7.

The Story of the Smart Parrot

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

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk. One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

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

(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)

41. What is the main idea of the second paragraph?
 - e. The man wants to go to Puerto Rico
 - f. The man tries to teach his parrot to say Catano
 - g. The man teaches the chicken to say Catano
 - h. All of the chicken are died

42. What is the main idea of the third paragraph?
 - e. The man kills the parrot
 - f. The parrot is angry to the man
 - g. The parrot can "say catano or I'll you!"

- h. The parrot dies because of the chicken.
43. Why the man surprise at what he see?
- e. The parrot eats the chicken
 - f. He see the parrot can speak Catano but the chickens die
 - g. He see the parrot don't say anything
 - h. He sees the parrot angry with the chickens
44. Who is the main character of the text?
- e. Parrot
 - f. The man
 - g. Catano
 - h. chicken
45. What does the man do to the bird if the bird cannot say the name of a place?
- e. The man ate the bird.
 - f. The sold the bird.
 - g. The man killed the bird.
 - h. The man taught the bird.
46. "it was very, very smart..." the underline word refers to
- e. The men
 - f. The bird
 - g. The chicken
 - h. Puerto Rico
47. What is the purpose of the text?
- e. Describe
 - f. Entertain
 - g. Inform
 - h. Persuade

The following text is for the questions number 8 to 11.

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The boss of crocodile answered, "We are twenty here." "Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.

"All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another: one ... two ... three ... four ... until twenty, and finally, he thanked all crocodiles because he had crossed the river.

48. Who is the main character of the story?
- e. Rabbit
 - f. Crocodiles
 - g. Rabbit and Crocodiles
 - h. The river
49. All of you are good, nice gentle, and kind" (Paragraph 2) The underlined word is synonymous with
- e. Wild
 - f. diligent
 - g. cheerful
 - h. easygoing
50. This story has purpose to make the reader?
- e. Entertain with the story
 - f. Get information from the story
 - g. Know the description of something
 - h. Persuade something
51. What is the main idea of the second paragraph?
- e. The rabbit can cross the river because of crocodiles' help
 - f. The rabbit afraid with the crocodiles
 - g. The crocodiles cannot help the rabbit cross the river
 - h. The crocodiles kill the rabbit

The following text is for the questions number 12 to 14.

Cinderella

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister & stepmother. They were very bossy. She had to do all the housework.

One day, an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, who fell in love with her, then later he married her. They lived happily ever after.

52. What is the purpose of the story?
- e. To persuade the reader
 - f. To inform the reader

- g. To describe some thing
- h. To entertain the reader

53. “there was a beautiful girl called Cinderella” the word “called” means

- e. Named
- f. Helped
- g. Lived
- h. Merried

54. “They were very bossy” the word “bossy” means

- e. Arrogant
- f. Sensitive
- g. Offensive
- h. Domineering

The following text is for the questions number 15 to 21.

Tangkuban Perahu

Dayang sumbi was exiled in the jungle, because she was unmerried but pregnant. She gave a birth to a baby boy and named him Sangkuriang. And he become a young and hard working boy. He was a good hunter too.

One day he went to hunting with his dog, si Tumang. In the bush he saw a pig Wayungyang. He wanted to shoot Wayungyang but si Tumang hindered him. He was angry and killed it, and took its heart home. He cooked it and ate it with his mother. When he told that it was Tumang’s heart, she was very angry and hit Sangkuriang’s head with a spoon. And he run away and left his mother to east. He did not know himself and forgot his name. He was about 16 years old.

After along time Sangkuriang cameback to the jungle where his mother lived. She looked younger than her age, so sangkuriang fell in love with her. “Will you marry me?” one day he ask her. But dayang sumbi refused because she recognize that he was her son. He insisted to merry her and dayang sumbi asked two marriage settlements. One, he had to dammed Citarum river, and two had to make a boat in one night.

Sangkuriang almost finised his work but dayang sumbi cheated him. He was angry and kick the boat. The boat fell down on the peak of mountain. It was known Tangkuban perahu, at the northern of Bandung, West Java.

55. Why is Dayang sumbi very angry with sangkuriang? Because.....
- e. Sangkuriang lies with her
 - f. Sangkuring want to marriage with her
 - g. Sangkuriang kills Tumang and gives its heart to her
 - h. Sangkuriang want to leave her alone
56. How should sangkuriang do if he want to meriagge with dayang sumbi?
- e. Sangkuriang have to make a big house to her
 - f. Sangkuriang have to give her a gold
 - g. Sangkuriang have to kill si Tumang
 - h. Sangkuriang have to dammed citarum river and make a boat in one night
57. What is the main idea of the second paragraph?
- e. Sangkuriang kills his mother
 - f. Dayang sumbi is a princess but she unmerried and pregnant
 - g. Dayang sumbi angry because sangkuriang kill si Tumang
 - h. Dayang sumbi angry because sangkuriang will leave her
58. What is the main idea of the third paragraph?
- e. Sangkuriang cooks tumang's heart and eat it with his mother
 - f. Sangkuriang wants to marriage with dayang sumbi but she refused him
 - g. Sangkuriang run away from the jungle and leave his mother
 - h. Sangkuriang went hunting in the jungle
59. "...And he become a young and hard working boy (par.1) The underline word refers to...
- e. Wayungyang
 - f. Sangkuriang
 - g. Tumang
 - h. Dayang sumbi
60. What is the purpose of the text?
- e. Describe
 - f. Persuade
 - g. Entertain
 - h. Inform
61. What is the main character of this story?
- e. Dayang Sumbi
 - f. Wayungyang
 - g. Tumang
 - h. Sangkuriang

The following text is for the questions number 22 to 26.

Once upon a time, there lived a kind hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird flew away to its previous nest.

Knowing that their sparrow flew away, the kind man and his wife looked for the sparrow. They walked a long way, crossed the bridges, climbed the mountains and passed the woods

At last, they could find the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets; one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose only one. They chose the small and that was the best choice. There were many rolls of silk and piles of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and his wife did. She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, aaathey stung and bit her to death.

62. What the old woman do to the little sparrow which she did not like?

- e. She cut its tongue
- f. She cut its wing
- g. She cut its foots
- h. She broke its nest

63. Who is the main character of the story?

- e. Sparrow
- f. Old woman
- g. Kind man
- h. Kind man and his wife

64. “.....sparrow stayed with **them...**” The bold typed word refers to...

- e. Nest
- f. Sparrow
- g. Baskets
- h. Kind man and woman

65. What is the main idea of the third paragraph?

- e. There is a poor little sparrow in the home
- f. The sparrow leaves the home
- g. The sparrow bring two bukects and ask to the kind man and woman to choose one

h. The sparrow cannot fly because its wings are hurt

66. "The kind man and woman looked for their sparrow." The underline word means...

- e. Found
- f. Went
- g. Saw
- h. Came

The following text is for the questions number 27 to 30

THE LEGEND OF BANYUWANGI

Once upon a time, there reigned in east java a king named Sindureja. He had a prime minister named Sidapaksa. Had a very beautiful wife. Sidapaksa loved his wife deeply. They lived in complete happiness. However, Sidapaksa's mother didn't like her daughter-in-law. Each day she tried to think a way to separate Sidapaksa from his wife.

One day, king Sindureja asked Sidapaksa to search for the bud of a magic flower on mount Ijen. It was a long and dangerous journey. The assignment from the king was so important and urgent. Sidapaksa had to leave his pregnant wife. Not long afterwards, a son was born. The baby's birth gave much happiness to the young mother. However, one day, while this young mother was bathing, her evil mother-in-law threw the baby into the river. Knowing that her baby had disappeared, the young mother was very sad. She could neither eat nor sleep. She became very ill.

Two years passed and Sidapaksa returned from his journey. He succeeded in doing his duty. Just as he was about to enter his house, her mother told him that his wife had thrown their baby into the river. Sidapaksa believed his mother's story. He was too angry to use his common sense. He drew his kris and approached his wife who was lying weak on her bed. "Ah, wicked women. Tell me why you threw our new-born child into the river. Tell me" he said in a rough and angry voice. "Oh, my dearest husband. I am innocent. I love you, and our baby. I didn't kill our child. If you don't believe me, carry me to the river. I will prove that I didn't do it," replied his wife calmly.

Sidapaksa took her wife to the edge of the river. Suddenly, his wife leaped up and threw herself into the river. "Oh my God ! How will I know who killed my child?" moaned sidapaksa. Then he looked down at the water. Suddenly, two pure whit flower-buds appeared, one larger and taller than the other. A sweet fragrance came from them. "Sidapaksa, look here! Beside me is our child. He himself will tell you who drowned him," the teller one spoke. "Father, my mother is innocent. Grandmother threw me into the river. Now I'm happy because my beloved mother has come with me," the smaller one spoke. Then, the two flowers vanished into the water. They left their fragrance behind. Sine then, people call the city on its banks of the river Banyuwangi. Banyu means water and wangi means fragrant.

67. What is the main idea of the last paragraph?
- e. Sidapaksa has a beautiful wife
 - f. Sidapaksa have to leave his wife because of his duty
 - g. Sidapaksa knows who kill his baby/son
 - h. Sidapaksa kills his son/baby
68. Who is the main character of this story....
- e. Sindapaksa
 - f. Sindureja
 - g. The flower
 - h. Banyuwangi
69. What is the purpose of this story?
- e. Entertain
 - f. Describe
 - g. Inform
 - h. Persuade
70. What is the main idea of second paragraph?
- e. Sidapaksa is prem minister
 - f. Sidapaksa returned from his journey
 - g. Sidapaksa kill his wife
 - h. Sidapaksa have assignment to find the magic flower.

Good Luck for Your Test !

APPENDIX 19
Key Answer of Pre Test

KEY ANSWER OF PRE TEST

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

READING TEST (POST TEST)

Subject	: English
Level/Class	: Junior High School / IX
Time Allocation	: 90 minutes

Read the text carefully then answer the questions by giving a cross mark (X) on the correct option (a, b, c, or d).

The following text is for the questions number 1 to 7.

Tangkuban Perahu

Dayang sumbi was exiled in the jungle, because she was unmarried but pregnant. She gave a birth to a baby boy and named him Sangkuriang. And he became a young and hard working boy. He was a good hunter too.

One day he went to hunting with his dog, si Tumang. In the bush he saw a pig Wayungyang. He wanted to shoot Wayungyang but si Tumang hindered him. He was angry and killed it, and took its heart home. He cooked it and ate it with his mother. When he told that it was Tumang's heart, she was very angry and hit Sangkuriang's head with a spoon. And he ran away and left his mother to eat. He did not know himself and forgot his name. He was about 16 years old.

After a long time Sangkuriang came back to the jungle where his mother lived. She looked younger than her age, so Sangkuriang fell in love with her. "Will you marry me?" one day he asked her. But Dayang sumbi refused because she recognized that he was her son. He insisted to marry her and Dayang sumbi asked two marriage settlements. One, he had to dam the Citarum river, and two had to make a boat in one night.

Sangkuriang almost finished his work but Dayang sumbi cheated him. He was angry and kicked the boat. The boat fell down on the peak of mountain. It was known as Tangkuban perahu, at the northern of Bandung, West Java.

71. Why is Dayang sumbi very angry with Sangkuriang? Because.....
 - i. Sangkuriang lies with her
 - j. Sangkuriang wants to marry with her
 - k. Sangkuriang kills Tumang and gives its heart to her
 - l. Sangkuriang wants to leave her alone

72. How should Sangkuriang do if he wants to marry with Dayang sumbi?
 - i. Sangkuriang has to make a big house to her
 - j. Sangkuriang has to give her a gold
 - k. Sangkuriang has to kill si Tumang
 - l. Sangkuriang has to dam the Citarum river and make a boat in one night

73. What is the main idea of the second paragraph?

- i. Sangkuriang kills his mother
 - j. Dayang sumbi is a princess but she unmerried and pregnant
 - k. Dayang sumbi angry because sangkuriang kill si Tumang
 - l. Dayang sumbi angry because sangkuriang will leave her
74. What is the main idea of the third paragraph?
- i. Sangkuriang cooks tumang's heart and eat it with his mother
 - j. Sangkuriang wants to marriage with dayang sumbi but she refused him
 - k. Sangkuriang run away from the jungle and leave his mother
 - l. Sangkuriang went hunting in the jungle
75. "....And he become a young and hard working boy (par.1) The underline word refers to...
- i. Wayungyang
 - j. Sangkuriang
 - k. Tumang
 - l. Dayang sumbi
76. What is the purpose of the text?
- i. Describe
 - j. Persuade
 - k. Entertain
 - l. Inform
77. What is the main character of this story?
- i. Dayang Sumbi
 - j. Wayungyang
 - k. Tumang
 - l. Sangkuriang

The following text is for the questions number 8 to 11.

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The boss of crocodile answered, "We are twenty here." "Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.

"All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another: one ... two ... three ... four ... until twenty, and finally, he thanked all crocodiles because he had crossed the river.

78. Who is the main character of the story?
- i. Rabbit
 - j. Crocodiles
 - k. Rabbit and Crocodiles
 - l. The river

79. All of you are good, nice gentle, and kind" (Paragraph 2) The underlined word is synonymous with
- Wild
 - diligent
 - cheerful
 - easygoing
80. This story has purpose to make the reader?
- Entertain with the story
 - Get information from the story
 - Know the description of something
 - Persuade something
81. What is the main idea of the second paragraph?
- The rabbit can cross the river because of crocodiles' help
 - The rabbit afraid with the crocodiles
 - The crocodiles cannot help the rabbit cross the river
 - The crocodiles kill the rabbit

The following text is for the questions number 12 to 14.

Cinderella

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister & stepmother. They were very bossy. She had to do all the housework.

One day, an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, who fell in love with her, then later he married her. They lived happily ever after.

82. What is the purpose of the story?
- To persuade the reader
 - To inform the reader
 - To describe some thing
 - To entertain the reader
83. "there was a beautiful girl called Cinderella" the word "called" means
- Named
 - Helped
 - Lived
 - Merried
84. "They were very bossy" the word "bossy" means
- Arrogant
 - Sensitive
 - Offensive
 - Domineering

The following text is for the questions number 15 to 18

THE LEGEND OF BANYUWANGI

Once upon a time, there reigned in east java a king named Sindureja. He had a prime minister named Sidapaksa. Had a very beautiful wife. Sidapaksa loved his wife deeply. They lived in complete happiness. However, Sidapaksa's mother didn't like her daughter-in-law. Each day she tried to think a way to separate Sidapaksa from his wife.

One day, king Sindureja asked Sidapaksa to search for the bud of a magic flower on mount Ijen. It was a long and dangerous journey. The assignment from the king was so important and urgent. Sidapaksa had to leave his pregnant wife. Not long afterwards, a son was born. The baby's birth gave much happiness to the young mother. However, one day, while this young mother was bathing, her evil mother-in-law threw the baby into the river. Knowing that her baby had disappeared, the young mother was very sad. She could neither eat nor sleep. She became very ill.

Two years passed and Sidapaksa returned from his journey. He succeeded in doing his duty. Just as he was about to enter his house, her mother told him that his wife had thrown their baby into the river. Sidapaksa believed his mother's story. He was too angry to use his common sense. He drew his kris and approached his wife who was lying weak on her bed. "Ah, wicked women. Tell me why you threw our new-born child into the river. Tell me" he said in a rough and angry voice. "Oh, my dearest husband. I am innocent. I love you, and our baby. I didn't kill our child. If you don't believe me, carry me to the river. I will prove that I didn't do it," replied his wife calmly.

Sidapaksa took her wife to the edge of the river. Suddenly, his wife leaped up and threw herself into the river. "Oh my God ! How will I know who killed my child?" moaned sidapaksa. Then he looked down at the water. Suddenly, two pure white flower-buds appeared, one larger and taller than the other. A sweet fragrance came from them. "Sidapaksa, look here! Beside me is our child. He himself will tell you who drowned him," the taller one spoke. "Father, my mother is innocent. Grandmother threw me into the river. Now I'm happy because my beloved mother has come with me," the smaller one spoke. Then, the two flowers vanished into the water. They left their fragrance behind. Since then, people call the city on its banks of the river Banyuwangi. Banyu means water and wangi means fragrant.

85. What is the main idea of the last paragraph?

- i. Sidapaksa has a beautiful wife
- j. Sidapaksa have to leave his wife because of his duty
- k. Sidapaksa knows who kill his baby/son
- l. Sidapaksa kills his son/baby

86. Who is the main character of this story....

- i. Sindapaksa
- j. Sindureja
- k. The flower
- l. Banyuwangi

87. What is the purpose of this story?
- Entertain
 - Describe
 - Inform
 - Persuade
88. What is the main idea of second paragraph?
- Sidapaksa is prem minister
 - Sidapaksa returned from his journey
 - Sidapaksa kill his wife
 - Sidapaksa have assignment to find the magic flower.

The following text is for the questions number 19 to 25.

The Story of the Smart Parrot

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

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk. One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

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

(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)

89. What is the main idea of the second paragraph?
- The man wants to go to Puerto Rico
 - The man tries to teach his parrot to say Catano
 - The man teaches the chicken to say Catano
 - All of the chicken are died
90. What is the main idea of the third paragraph?
- The man kills the parrot
 - The parrot is angry to the man
 - The parrot can "say catano or I'll you!"
 - The parrot dies because of the chicken.
91. Why the man surprise at what he see?

- i. The parrot eats the chicken
 - j. He see the parrot can speak Catano but the chickens die
 - k. He see the parrot don't say anything
 - l. He sees the parrot angry with the chickens
92. Who is the main character of the text?
- i. Parrot
 - j. The man
 - k. Catano
 - l. chicken
93. What does the man do to the bird if the bird cannot say the name of a place?
- i. The man ate the bird.
 - j. The sold the bird.
 - k. The man killed the bird.
 - l. The man taught the bird.
94. "it was very, very smart..." the underline word refers to
- i. The men
 - j. The bird
 - k. The chicken
 - l. Puerto Rico
95. What is the purpose of the text?
- i. Describe
 - j. Entertain
 - k. Inform
 - l. Persuade

The following text is for the questions number 26 to 30.

Once upon a time, there lived a kind hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird flew away to its previous nest.

Knowing that their sparrow flew away, the kind man and his wife looked for the sparrow. They walked a long way, crossed the bridges, climbed the mountains and passed the woods

At last, they could find the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets; one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose only one. They chose the small and that was the best choice. There were many rolls of silk and piles of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and his wife did. She chose the big basket which actually contained

wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, aaathey stung and bit her to death.

96. What the old woman do to the little sparrow which she did not like?
 - i. She cut its tongue
 - j. She cut its wing
 - k. She cut its foots
 - l. She broke its nest
97. Who is the main character of the story?
 - i. Sparrow
 - j. Old woman
 - k. Kind man
 - l. Kind man and his wife
98. “.....sparrow stayed with **them**...” The bold typed word refers to...
 - i. Nest
 - j. Sparrow
 - k. Baskets
 - l. Kind man and woman
99. What is the main idea of the third paragraph?
 - i. There is a poor little sparrow in the home
 - j. The sparrow leaves the home
 - k. The sparrow bring two bukects and ask to the kind man and woman to choose one
 - l. The sparrow cannot fly because its wings are hurt
100. “The kind man and woman looked for their sparrow.” The underline word means...
 - i. Found
 - j. Went
 - k. Saw
 - l. Came

Good Luck for Your Test !

APPENDIX 21
Key Answer of Post Test

KEY ANSWER OF POST TEST

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

Nama : Eri Ayu Arifa

Class : IX C

60

READING TEST (TRY OUT) 24

Choose the Correct Answer by Crossing (X) the Right Answer a, b, c, or d.

NO	A	B	C	D
1.			X	
2.				X
3.		X		
4.				X
5.		X		
6.	X			
7.				X
8.			X	
9.				X
10.			X	
11.				X
12.	X			
13.			X	
14.	X			
15.	X			
16.			X	
17.	X			
18.		X		
19.			X	
20.				X

NO	A	B	C	D
21.				X
22.		X		
23.				X
24.				X
25.			X	
26.				X
27.				X
28.			X	
29.			X	
30.	X			
31.		X		
32.			X	
33.	X			
34.	X			
35.			X	
36.		X		
37.		X		
38.		X		
39.				X
40.				X

55

Nama : Indun Setiawati

Class : IX C

READING TEST (TRY OUT) 22

Choose the Correct Answer by Crossing (X) the Right Answer a, b, c, or d.

NO	A	B	C	D
1.		X		
2.			X	
3.		X		
4.	X			
5.		X		
6.			X	
7.		X		
8.				X
9.		X		
10.	X			
11.		X		
12.	X			
13.				X
14.	X			
15.			X	
16.		X		
17.	X			
18.				X
19.			X	
20.			X	

NO	A	B	C	D
21.				X
22.		X		
23.	X			
24.		X		X
25.			X	
26.				X
27.				X
28.	X			
29.	X			
30.	X			
31.				X
32.		X		
33.			X	
34.	X			
35.		X		
36.			X	
37.				X
38.		X		
39.			X	
40.		X		

16,6

Nama : *Beharudin*Class : *AC*

READING TEST (TRY OUT) 5

Choose the Correct Answer by Crossing (X) the Right Answer a, b, c, or d.

NO	A	B	C	D
1.		X		
2.	X			
3.				X
4.			X	
5.				X
6.		X		
7.			X	
8.				X
9.			X	
10.		X		
11.		X		
12.				X
13.			X	
14.	X			
15.		X		
16.			X	
17.				X
18.	X			
19.		X		
20.	X			

NO	A	B	C	D
21.	X			
22.		X		
23.	X			
24.		X		
25.				X
26.				X
27.	X			
28.		X		
29.			X	
30.	X			
31.			X	
32.			X	
33.		X		
34.		X		
35.				X
36.		X		
37.			X	
38.		X		
39.			X	
40.		X		

25

Nama : TONI RAWAN

Class : IX^c

READING TEST (TRY OUT) 10

Choose the Correct Answer by Crossing (X) the Right Answer a, b, c, or d.

NO	A	B	C	D
1.			X	
2.		X		
3.				X
4.			X	
5.	X			
6.			X	
7.	X			
8.		X		
9.				X
10.			X	
11.		X		
12.			X	
13.			X	
14.			X	
15.		X		
16.	X			
17.		X		
18.			X	
19.				X
20.	X			

NO	A	B	C	D
21.	X			
22.		X		
23.			X	
24.	X			
25.			X	
26.				X
27.			X	
28.			X	
29.		X		
30.	X			
31.				X
32.		X		
33.				X
34.	X			
35.		X		
36.				X
37.		X		
38.		X		
39.		X		
40.		X		

Nama : Yeti Fitriani

Class : IXB

READING TEST (PRE TEST) 14

Choose the Correct Answer by Crossing (X) the Right Answer a, b, c, or d.

NO	A	B	C	D
1.		X		
2.			X	
3.	X			
4.	X			
5.		X		
6.		X		
7.		X		
8.				X
9.			X	
10.	X			
11.			X	
12.				X
13.	X			
14.			X	
15.		X		

NO	A	B	C	D
16.				X
17.		X		
18.		X		
19.	X			
20.			X	
21.				X
22.	X			
23.			X	
24.		X		
25.	X			
26.	X			
27.				X
28.	X			
29.				X
30.			X	

Nama : *Bella Amanda Putri*

Class : 9B

40

READING TEST (PRE TEST) 12

Choose the Correct Answer by Crossing (X) the Right Answer a, b, c, or d.

NO	A	B	C	D
1.			X	
2.			X	
3.		X		
4.			X	
5.				X
6.				X
7.	X			
8.			X	
9.			X	
10.	X			
11.	X			
12.			X	
13.	X			
14.	X			
15.	X			

NO	A	B	C	D
16.	X			
17.		X		
18.			X	
19.			X	
20.			X	
21.				X
22.			X	
23.	X			
24.				X
25.			X	
26.	X			
27.			X	
28.				X
29.	X			
30.			X	

66,6

2

Nama : Hartika

Class : 12B

READING TEST (PRE TEST) 21

Choose the Correct Answer by Crossing (X) the Right Answer a, b, c, or d.

NO	A	B	C	D
1.		X		
2.	X			
3.		X		
4.	X			
5.			X	
6.				X
7.			X	
8.	X			
9.		X		
10.	X			
11.			X	
12.		X		
13.	X			
14.				X
15.		X		

NO	A	B	C	D
16.				X
17.	X			
18.		X		
19.		X		
20.			X	
21.				X
22.	X			
23.	X			
24.				X
25.		X		
26.				X
27.	X			
28.	X			
29.	X			
30.		X		

Nama : Asep Rama

Class : ~~IX~~ B

READING TEST (PRE TEST) 18

Choose the Correct Answer by Crossing (X) the Right Answer a, b, c, or d.

NO	A	B	C	D
1.		x		
2.			x	
3.			x	
4.	x			
5.				x
6.	x			
7.		x		
8.	x			
9.				x
10.			x	
11.			x	
12.				x
13.		x		
14.				x
15.			x	

NO	A	B	C	D
16.				x
17.			x	
18.	x			
19.	x			
20.			x	
21.		x		
22.	x			
23.	x			
24.			x	
25.			x	
26.	x			
27.			x	
28.		x		
29.	x			
30.		x		

60

Nama : Yeti Fitriani

Class : 1x12

READING TEST (POST TEST) 18

Choose the Correct Answer by Crossing (X) the Right Answer a, b, c, or d.

NO	A	B	C	D
1.			X	
2.				X
3.			X	
4.				X
5.		X		
6.			X	
7.				X
8.	X			
9.				X
10.	X			
11.		B		
12.				X
13.				X
14.			X	
15.		X		

NO	A	B	C	D
16.	X			
17.	X			
18.			X	
19.			X	
20.			X	
21.	X			
22.	X			
23.			X	
24.		X		
25.		X		
26.	X			
27.		X		
28.		X		
29.			X	
30.	X			

63,3

Nama : Bela Amanda Putri

Class : 9B

READING TEST (POST TEST) 19

Choose the Correct Answer by Crossing (X) the Right Answer a, b, c, or d.

NO	A	B	C	D
1.				X
2.				X
3.			X	
4.	X			
5.		X		
6.			X	
7.				X
8.	X			
9.			X	
10.		X		
11.	X			
12.				X
13.			X	
14.		X		
15.			X	

NO	A	B	C	D
16.	X			
17.	X			
18.				X
19.		X		
20.			X	
21.		X		/
22.				X
23.				X
24.				X
25.		X		
26.	X			
27.	X			
28.			X	
29.			X	
30.	X			

Nama : Hartika

Class : 12B

80

READING TEST (POST TEST) 24

Choose the Correct Answer by Crossing (X) the Right Answer a, b, c, or d.

NO	A	B	C	D
1.			✓	
2.			x	
3.			x	
4.		x		
5.		x		
6.			x	
7.				x
8.	x			
9.		x		x
10.	x			x
11.	x			
12.				x
13.		x		
14.				x
15.				x

NO	A	B	C	D
16.	x			
17.	x			
18.		x		
19.		x		
20.			x	
21.			x	
22.	x			
23.			x	
24.		x		
25.		x		
26.				x
27.	x			
28.				x
29.			x	
30.	x			

80

Nama : Asep Rama

Class : ~~IX~~₈

READING TEST (POST TEST) 24

Choose the Correct Answer by Crossing (X) the Right Answer a, b, c, or d.

NO	A	B	C	D
1.			x	
2.				x
3.			x	
4.		x		
5.				x
6.			x	
7.				x
8.	x			
9.	x			
10.	x			
11.	x			
12.				x
13.	x			
14.		x		
15.			x	

NO	A	B	C	D
16.	x			
17.	x			
18.			x	
19.		x		
20.			x	
21.			x	
22.	x			
23.			x	
24.				x
25.		x		
26.	x			
27.	x			x
28.				x
29.			x	
30.	x			

APPENDIX 25**STUDENTS' QUESTIONNAIRE****Name :****Class :****Gender :****Petunjuk:**

Tulislah identitas Anda pada tempat yang telah disediakan. Sebelum angket ini dikerjakan, peneliti ingin menjelaskan bahwa angket ini tidak mempengaruhi nilai dan tidak ada sangkut pautnya dengan urusan akademis siswa karena angket ini hanya sebagai alat penelitian. Oleh karena itu, diharapkan kepada siswa agar menjawab dengan jujur sesuai dengan keadaan diri Anda yang sebenarnya.

Berilah tanda (X) pada salah satu pilihan yang telah tersedia sebagai jawaban Anda kemudian berikan alasan jika diperlukan.

1. Apakah kelas lebih aktif ketika guru mengajar Reading dengan menggunakan teknik pembelajaran reciprocal?
 - a. Ya
 - b. Tidak
2. Apakah anda lebih mudah dalam menentukan ide pokok (main idea) dengan menggunakan teknik pembelajaran reciprocal ?
 - a. Ya
 - b. Tidak
3. Apakah anda lebih mudah dalam menentukan (sebab/akibat) causes/effects dengan menggunakan teknik pembelajaran reciprocal?
 - a. Ya
 - b. Tidak
4. Apakah anda lebih mudah dalam menentukan tokoh utama (main character) dengan menggunakan teknik pembelajaran reciprocal?
 - a. Ya
 - b. Tidak
5. Apakah anda lebih mudah dalam menentukan (kata kunci) context clues dengan menggunakan teknik pembelajaran reciprocal?
 - a. Ya
 - b. Tidak
6. Apakah anda lebih mudah dalam menentukan tujuan dari teks cerita (reading purpose) dengan menggunakan teknik pembelajaran reciprocal?
 - a. Ya
 - b. Tidak
7. Apakah anda dapat lebih mudah memahami sebuah text ketika anda menggunakan teknik pembelajaran reciprocal?
 - a. Ya
 - b. Tidak
8. Apakah kamu bisa menjawab pertanyaan dalam text dengan lebih baik setelah kamu diberikan pembelajaran dengan menggunakan teknik reciprocal?
 - a. Ya
 - b. Tidak
9. Apakah kamu menyukai belajar dengan menggunakan teknik pembelajaran reciprocal?

a. Ya b. Tidak

10. Apakah kamu mengalami kesulitan ketika melakukan pembelajaran dengan teknik reciprocal?

a. Ya b. Tidak

APPENDIX 26
The Result of
Questionnaire

No	Students' Code	Item Number										TOTAL
		1	2	3	4	5	6	7	8	9	10	
1	A	1	1	1	1	1	1	1	1	1	0	9
2	B	1	1	1	1	1	1	1	1	1	0	9
3	C	1	1	0	1	1	1	1	1	1	0	8
4	D	1	1	1	1	1	1	1	0	1	1	9
5	E	1	1	1	1	0	1	1	1	1	1	9
6	F	1	1	1	1	0	1	1	1	0	0	7
7	G	1	1	0	1	1	1	1	1	1	0	8
8	H	1	1	1	1	1	1	1	1	1	0	9
9	I	1	1	1	1	0	1	1	1	1	0	8
10	J	1	1	1	1	1	1	1	1	1	0	9
11	K	1	1	1	0	1	1	1	1	1	0	8
12	L	1	1	1	0	1	1	1	1	1	0	8
13	M	1	1	1	1	0	1	1	1	1	0	8
14	N	1	1	1	1	1	1	1	1	1	0	9
15	O	1	0	1	1	0	1	1	1	1	0	7
16	P	1	1	1	1	1	1	1	0	1	0	8
17	Q	1	0	1	1	0	1	0	1	1	1	7
18	R	1	1	1	1	1	1	1	1	0	0	8
19	S	1	1	1	1	1	1	0	1	1	0	8
20	T	1	1	1	1	1	0	1	1	1	0	8
21	U	1	1	1	1	1	1	1	0	1	0	8
22	V	1	0	1	1	1	0	1	1	0	0	6
23	W	1	1	1	1	0	1	1	1	1	0	8
24	X	1	1	1	1	1	1	0	1	0	0	7
25	Y	0	1	1	1	1	1	1	1	1	0	7
26	Z	1	1	0	1	0	1	1	1	1	0	7
27	AA	0	1	1	1	1	1	0	1	0	1	7
28	BB	1	1	1	1	0	1	1	1	0	0	7
29	CC	1	0	1	1	0	1	1	1	1	0	7
30	DD	1	1	1	1	0	0	0	1	1	1	7
TOTAL		28	26	27	28	19	27	25	27	24	5	



Reading



Reciprocal Teaching Technique

Name : ~~Yeti~~ Fitriani

Class : IX B

Gender :

Petunjuk:

Tulislah identitas Anda pada tempat yang telah disediakan. Sebelum angket ini dikerjakan, peneliti ingin menjelaskan bahwa angket ini tidak mempengaruhi nilai dan tidak ada sangkut pautnya dengan urusan akademis siswa karena angket ini hanya sebagai alat penelitian. Oleh karena itu, diharapkan kepada siswa agar menjawab dengan jujur sesuai dengan keadaan diri Anda yang sebenarnya.

Berilah tanda (X) pada salah satu pilihan yang telah tersedia sebagai jawaban Anda kemudian berikan alasan jika diperlukan.

1. Apakah kelas lebih aktif ketika guru mengajar Reading dengan menggunakan teknik pembelajaran reciprocal?
☒ Ya b. Tidak
2. Apakah anda lebih mudah dalam menentukan ide pokok (main idea) dengan menggunakan teknik pembelajaran reciprocal ?
☒ Ya b. Tidak
3. Apakah anda lebih mudah dalam menentukan (sebab/akibat) causes/effects dengan menggunakan teknik pembelajaran reciprocal?
☒ Ya b. Tidak
4. Apakah anda lebih mudah dalam menentukan tokoh utama (main character) dengan menggunakan teknik pembelajaran reciprocal?
☒ Ya b. Tidak
5. Apakah anda lebih mudah dalam menentukan (kata kunci) context clues dengan menggunakan teknik pembelajaran reciprocal?
a. Ya ☒ Tidak
6. Apakah anda lebih mudah dalam menentukan tujuan dari teks cerita (reading purpose) dengan menggunakan teknik pembelajaran reciprocal?
☒ Ya b. Tidak
7. Apakah anda dapat lebih mudah memahami sebuah text ketika anda menggunakan teknik pembelajaran reciprocal?
☒ Ya b. Tidak

8. Apakah kamu bisa menjawab pertanyaan dalam text dengan lebih baik setelah kamu diberikan pembelajaran dengan menggunakan teknik reciprocal?
☒ a. Ya b. Tidak
9. Apakah kamu menyukai belajar dengan menggunakan teknik pembelajaran reciprocal?
☒ a. Ya b. Tidak
10. Apakah kamu mengalami kesulitan ketika melakukan pembelajaran dengan teknik reciprocal?
a. Ya ☒ b. Tidak

STUDENTS' QUESTIONNAIRE

Name : *Asap Rana*Class : *K B*

Gender :

Petunjuk:

Tulislah identitas Anda pada tempat yang telah disediakan. Sebelum angket ini dikerjakan, peneliti ingin menjelaskan bahwa angket ini tidak mempengaruhi nilai dan tidak ada sangkut pautnya dengan urusan akademis siswa karena angket ini hanya sebagai alat penelitian. Oleh karena itu, diharapkan kepada siswa agar menjawab dengan jujur sesuai dengan keadaan diri Anda yang sebenarnya.

Berilah tanda (X) pada salah satu pilihan yang telah tersedia sebagai jawaban Anda kemudian berikan alasan jika diperlukan.

1. Apakah kelas lebih aktif ketika guru mengajar Reading dengan menggunakan teknik pembelajaran reciprocal?
☒ a. Ya b. Tidak
2. Apakah anda lebih mudah dalam menentukan ide pokok (main idea) dengan menggunakan teknik pembelajaran reciprocal ?
☒ a. Ya b. Tidak
3. Apakah anda lebih mudah dalam menentukan (sebab/akibat) causes/effects dengan menggunakan teknik pembelajaran reciprocal?
☒ a. Ya b. Tidak
4. Apakah anda lebih mudah dalam menentukan tokoh utama (main character) dengan menggunakan teknik pembelajaran reciprocal?
☒ a. Ya b. Tidak
5. Apakah anda lebih mudah dalam menentukan (kata kunci) context clues dengan menggunakan teknik pembelajaran reciprocal?
☒ a. Ya b. Tidak
6. Apakah anda lebih mudah dalam menentukan tujuan dari teks cerita (reading purpose) dengan menggunakan teknik pembelajaran reciprocal?
☒ a. Ya b. Tidak
7. Apakah anda dapat lebih mudah memahami sebuah text ketika anda menggunakan teknik pembelajaran reciprocal?
☒ a. Ya b. Tidak

8. Apakah kamu bisa menjawab pertanyaan dalam text dengan lebih baik setelah kamu diberikan pembelajaran dengan menggunakan teknik reciprocal?
☒ a. Ya b. Tidak
9. Apakah kamu menyukai belajar dengan menggunakan teknik pembelajaran reciprocal?
☒ a. Ya b. Tidak
10. Apakah kamu mengalami kesulitan ketika melakukan pembelajaran dengan teknik reciprocal?
a. Ya ☒ b. Tidak

STUDENTS' QUESTIONNAIRE

Name : *Hartika*Class : *B*

Gender :

Petunjuk:

Tuliskan identitas Anda pada tempat yang telah disediakan. Sebelum angket ini dikerjakan, peneliti ingin menjelaskan bahwa angket ini tidak mempengaruhi nilai dan tidak ada sangkut pautnya dengan urusan akademis siswa karena angket ini hanya sebagai alat penelitian. Oleh karena itu, diharapkan kepada siswa agar menjawab dengan jujur sesuai dengan keadaan diri Anda yang sebenarnya.

Berilah tanda (X) pada salah satu pilihan yang telah tersedia sebagai jawaban Anda kemudian berikan alasan jika diperlukan.

1. Apakah kelas lebih aktif ketika guru mengajar Reading dengan menggunakan teknik pembelajaran reciprocal?
☒ a. Ya b. Tidak
2. Apakah anda lebih mudah dalam menentukan ide pokok (main idea) dengan menggunakan teknik pembelajaran reciprocal ?
☒ a. Ya b. Tidak
3. Apakah anda lebih mudah dalam menentukan (sebab/akibat) causes/effects dengan menggunakan teknik pembelajaran reciprocal?
☒ a. Ya b. Tidak
4. Apakah anda lebih mudah dalam menentukan tokoh utama (main character) dengan menggunakan teknik pembelajaran reciprocal?
☒ a. Ya b. Tidak
5. Apakah anda lebih mudah dalam menentukan (kata kunci) context clues dengan menggunakan teknik pembelajaran reciprocal?
☒ a. Ya b. Tidak
6. Apakah anda lebih mudah dalam menentukan tujuan dari teks cerita (reading purpose) dengan menggunakan teknik pembelajaran reciprocal?
 a. Ya ☒ b. Tidak
7. Apakah anda dapat lebih mudah memahami sebuah text ketika anda menggunakan teknik pembelajaran reciprocal?
☒ a. Ya b. Tidak

8. Apakah kamu bisa menjawab pertanyaan dalam text dengan lebih baik setelah kamu diberikan pembelajaran dengan menggunakan teknik reciprocal?
☒ Ya b. Tidak
9. Apakah kamu menyukai belajar dengan menggunakan teknik pembelajaran reciprocal?
☒ Ya b. Tidak
10. Apakah kamu mengalami kesulitan ketika melakukan pembelajaran dengan teknik reciprocal?
a. Ya ☒ Tidak

STUDENTS' QUESTIONNAIRE

Name : *Bela Amanda Putri*Class : *9b*

Gender :

Petunjuk:

Tuliskan identitas Anda pada tempat yang telah disediakan. Sebelum angket ini dikerjakan, peneliti ingin menjelaskan bahwa angket ini tidak mempengaruhi nilai dan tidak ada sangkut pautnya dengan urusan akademis siswa karena angket ini hanya sebagai alat penelitian. Oleh karena itu, diharapkan kepada siswa agar menjawab dengan jujur sesuai dengan keadaan diri Anda yang sebenarnya.

Berilah tanda (X) pada salah satu pilihan yang telah tersedia sebagai jawaban Anda kemudian berikan alasan jika diperlukan.

1. Apakah kelas lebih aktif ketika guru mengajar Reading dengan menggunakan teknik pembelajaran reciprocal?
☒ a. Ya b. Tidak
2. Apakah anda lebih mudah dalam menentukan ide pokok (main idea) dengan menggunakan teknik pembelajaran reciprocal ?
☒ a. Ya b. Tidak
3. Apakah anda lebih mudah dalam menentukan (sebab/akibat) causes/effects dengan menggunakan teknik pembelajaran reciprocal?
☒ a. Ya b. Tidak
4. Apakah anda lebih mudah dalam menentukan tokoh utama (main character) dengan menggunakan teknik pembelajaran reciprcal?
☒ a. Ya b. Tidak
5. Apakah anda lebih mudah dalam menentukan (kata kunci) context clues dengan menggunakan teknik pembelajaran reciprocal?
☒ a. Ya b. Tidak
6. Apakah anda lebih mudah dalam menentukan tujuan dari teks cerita (reading purpose) dengan menggunakan teknik pembelajaran reciprocal?
☒ a. Ya b. Tidak
7. Apakah anda dapat lebih mudah memahami sebuah text ketika anda menggunakan teknik pembelajaran reciprocal?
☒ a. Ya b. Tidak

8. Apakah kamu bisa menjawab pertanyaan dalam text dengan lebih baik setelah kamu diberikan pembelajaran dengan menggunakan teknik reciprocal?
☒ a. Ya b. Tidak
9. Apakah kamu menyukai belajar dengan menggunakan teknik pembelajaran reciprocal?
☒ a. Ya b. Tidak
10. Apakah kamu mengalami kesulitan ketika melakukan pembelajaran dengan teknik reciprocal?
a. Ya ☒ b. Tidak



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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Perihal: Penelitian Pendahuluan

2013

Yth. Kepala SMP Negeri 2 Natar
Kabupaten Lampung Selatan
di
Natar

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung mohon izin mahasiswa :
nama : Cintia Larasati
NPM : 0913042095
jurusan : Pendidikan Bahasa Inggris
program studi : Pendidikan Bahasa dan Seni
semester : 8 (Delapan)
untuk mengadakan penelitian pendahuluan di SMP Negeri 2 Natar Kabupaten Lampung Selatan
sebagai syarat menyelesaikan studi.

Atas bantuan Saudara, kami ucapkan terimakasih.



Dekan
Pembantu Dekan I,
M. Thoha B. S. Jaya, M.S.
NIP. 19520831 198103 1001



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS LAMPUNG
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Jln. Prof. Soemantri Brojonegoro No. 1 Bandar Lampung 34145 Tlp/Fax (0721) 704 624

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Lampiran : Satu Berkas
Perihal : Izin Penelitian

Yth. Kepala SMP Negeri 2 Natar
di
Natar

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung mohon izin mahasiswa :

nama : Cintia Larasati
NPM : 0913042095
jurusan : Pendidikan Bahasa dan Seni
program studi : Pendidikan Bahasa Inggris
semester : 8 (delapan)
untuk melaksanakan penelitian di SMP Negeri 2 Natar Kabupaten Lampung Selatan sebagai syarat menyelesaikan studi.

Bersama ini kami lampirkan proposal penelitian mahasiswa tersebut.

Atas bantuan Saudara, kami ucapkan terima kasih.

a.n. Dekan



Dr. M. Thoha B.S. Jaya, M.S.
NIP. 19520831 198103 1 001



**PEMERINTAH KABUPATEN LAMPUNG SELATAN
DINAS PENDIDIKAN
SMP NEGERI 2 NATAR**

Jln. Melati Desa Bandarejo Kecamatan Natar Kabupaten Lampung Selatan KP. 35362

SURAT KETERANGAN

Nomor : 422/503/IV.01.16/SMP-02/2013

Kepala Sekolah Menengah Pertama (SMP) Negeri 2 Natar Lampung Selatan dengan ini menerangkan bahwa mahasiswa:

Nama : CINTIA LARASATI
NPM : 0913042095
Jurusan : Pendidikan Bahasa dan Seni
Program Study : Pendidikan Bahasa Inggris
Mahasiswa : Universitas Lampung

Yang bersangkutan telah melaksanakan penelitian di SMPN 2 Natar dari tanggal 15 Juli s/d 24 Agustus 2013, yang dipergunakan untuk penulisan skripsi dengan judul:

**THE IMPLEMENTATION OF RECIPROCAL TEACHING TECHNIQUE TO
IMPROVE STUDENTS' READING COMPREHENSION ACHIEVEMENT AT THE
THIRD GRADE OF SMP NEGERI 2 NATAR LAMPUNG SELATAN**

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Natar, 24 Agustus 2013

Kepala Sekolah SMP Negeri 2 Natar



MARSONO, S.Pd
NIP.19630516 198601 1 002