

Appendix 1

Research Schedule

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NPM : 1013042047
Place of Research : SMA N 2 METRO
Research Title : IMPLEMENTING THE EXCLUSIVE LEARNING MODEL
IN TEACHING READING COMPREHENSION AT THE
FIRST GRADE OF SMAN 2 METRO
Script Advisors : 1. Dr. Ari Nurweni, M.A
2. Budi Kadaryanto, S.Pd.,M.A

No.	Day	Date	Activity	Class
1	Friday	March 7th, 2014	Observation	
2	Tuesday	March 11th, 2014	Try Out	X PMS 4
3	Thursday	March 13th,2014	Pretest (Control)	X PMS 3
4	Friday	March 14th, 2014	Pretest (Experimental)	X PMS 1
5	Friday	March 28th, 2014	Treatment 1	X PMS 1
6	Friday	April 11th, 2014	Treatment 2	X PMS 1
7	Thursday	April 24th, 2014	Posttest (Control)	X PMS 3
8	Friday	April 25th, 2014	Treatment 3	X PMS 1
9	Thursday	May 2nd, 2014	Posttest (Experimental)	X PMS 1

Metro, 7 March 2014
The Researcher

Kartika Wulandari

Appendix 2

Try Out Test

Reading Test

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

Text 1

The following text is questions for number 1-5.

The Legend of Malin Kundang

A long time ago on a small beach in Indonesia, lived a woman and her son, who was called Malin Kundang. They did not have very much money, but Malin Kundang was a healthy strong boy who was a good boatsman and swimmer. He went to the sea to catch fish, which he and his mother ate or sold in the town.

One day, Malin Kundang saw a trader's ship in trouble. It was being raided by a small band of pirates. Malin Kundang went to help the ship and fought off the pirates. The trader was very grateful to Malin Kundang, and very impressed by his strength and bravery. He asked Malin Kundang to work with him and Malin Kundang agreed. Malin Kundang made lots of money. He bought a huge ship of his own and married a beautiful wife.

Many years later, Malin Kundang's ship landed on the small beach where he grew up. People on the beach recognised him, and the news travelled around the village. His mother, who had been sad and lonely without him, heard the news and ran to the beach to meet her beloved son.

Malin Kundang, wearing his expensive clothes and standing with his beautiful wife, didn't recognise his mother and refused to greet the poor old woman. His mother begged him to see her three times, but he declined. At last Malin Kundang shouted "Enough, old woman! I have never had a dirty and ugly peasant woman like you as a mother!" and he ordered his crews to set sail.

His mother was angry. She shouted that she would turn him into stone unless he apologised. Malin Kundang laughed and started to sail away into the calm sea.

Suddenly a thunderstorm descended. Malin Kundang's ship was tossed to and fro on the huge waves, and sank. Malin Kundang was thrown from the ship onto a small island and turned into stone.

1. What is the main idea of the text?
 - a. Malin Kundang was a healthy strong boy
 - b. Malin's mother heard the news and meet him
 - c. Malin Kundang helped a trader and asked to work with him
 - d. Malin Kundang did not admit his mother
2. ... He asked Malin Kundang to work with him and Malin Kundang agreed (par. 2). The underline word refers to..

- a. Malin Kundang
 - b. The pirates
 - c. The trader
 - d. A good swimmer
3. Malin Kundang, wearing his expensive clothes (par. 4). The antonym of the underline word is..
 - a. Cheap
 - b. Extravagant
 - c. Luxurious
 - d. Rich
 4. The statement below are true, except?
 - a. Malin Kundang refused his mother
 - b. Malin Kundang was a good son
 - c. Malin Kundang become success and be a rich man
 - d. Malin Kundang turned into stone
 5. What can we learn from the story?
 - a. Never give up to get what we want
 - b. Don't be proud of your self
 - c. Wealth leads us to the happiness
 - d. Don't be arrogant and disobedient to your parents

Text 2

The following text is questions for number 6-10.

Beauty and the Beast

Once upon a time, there was a girl named Beauty. She lived with her father and her sisters in a small village. Beauty was a beautiful girl. She was also hard-working. She always helped her father on the farm.

One day, her father set out for the city. He saw an old castle. He became curious to know who lived inside and went in, he walked around the castle but he met nobody inside. Knowing that there was no one inside, he ate the food on the table and picked some roses from the garden for Beauty. Suddenly an angry Beast appeared. He wanted to kill Beauty's father unless Beauty was brought to him.

After reaching home, the farmer told his daughters what had happened. Beauty loved her father very much, so she didn't refuse what her father asked. She went to the Beast's castle and lived only with the Beast. She felt scared, lonely and sad. She tried to run away but was stopped by the Beast.

The Beast treated Beauty well. Soon, Beauty began to like the Beast. One day, through the Beast's magic mirror, Beauty saw that her father was sick. The Beast allowed her to go home. Her father was happy to see her. One night, Beauty had a dream. A fairy told her that the Beast was sick. Beauty hurried back and saw the Beast dying. She began to cry. Tears fell onto the Beast. Suddenly, the Beast changed into handsome prince. Beauty and the Beast got married and lived happily ever after.

6. What is the main idea of the second paragraph?
 - a. Beauty's tears changed the Beast into a handsome prince

- b. Beauty decided to go to the Beast's castle
 - c. Beauty is a hard worker and active girl
 - d. Beauty's father made the Beast angry
7. Why did the Beast wanted to kill Beauty's father?
- a. He saw an old castle
 - b. He ate the food and picked some roses
 - c. He had a little dialogue with the Beast
 - d. He planted some roses in the garden
8. Which of the following statement is NOT TRUE according to the text?
- a. Beauty lived in the farm with her sister and her father
 - b. Beauty served the food on the castle for her father
 - c. Beauty dreamed that the Beast was dying
 - d. Beauty didn't love the Beast at the end
9. He became a curious to know who lived inside... (par. 2). The underline word can be replaced by..
- a. Eager
 - b. Ambitious
 - c. Optimistic
 - d. Marvelous
10. ... unless Beauty was brought to **him** (par.2). The word *him* refers to...
- a. Father
 - b. The Beast
 - c. Beauty
 - d. Beauty's sister

Text 3

The following text is questions for number 11-15

Aladdin

Once upon time, lived a poor widow and her son, Aladdin. Aladdin and Mustafa walked in the desert and came to a cave. Mustafa was afraid to go inside the cave, so Aladdin went inside and found more riches alone. Then, Aladdin found the old lamp and decided to light it. While cleaning it, he rubbed the lamp and out came a genie! "Master, I shall grant you three wishes," he said. Aladdin said, "Take me home!" In seconds, Aladdin was with his mother. Aladdin also brought the ring along with him and when he rubbed it, out came another genie! "Master, I shall grant you three wishes!" said the genie. "Make us rich and happy!" said Aladdin. And Aladdin and his mother lived happily.

One day, Aladdin saw the sultan's daughter and fell in love with her. He went to the palace with gems and asked for her hand in marriage. The king agreed to this. When the sultan died, Aladdin ruled the kingdom. He was just and kind hearted and everybody was happy under his rule. Meanwhile, Mustafa came to know how Aladdin found the magic lamp and became rich. He wanted to take the lamp back. Mustafa came to the palace dressed as a trader and stolen the lamp. He then commanded the genie, "Send Aladdin's entire palace into the deserts in Africa!"

And saying this, Mustafa, along with the princess in the palace, were sent to Africa. He searched for the palace for three long days. Finally, he rubbed his magic ring and asked the genie, "Please take me to my princess!" The genie agreed. When he met his wife, Aladdin and the princess decided to trick Mustafa. The genie then killed Mustafa and Aladdin and the princess lived happily ever after.

11. What is the main idea of the story above?
 - a. Aladdin found the old lamp and decided to caress it
 - b. Aladdin and his mother lived happily
 - c. Aladdin and Mustafa walked in the desert and came to cave
 - d. Mustafa was afraid to go inside the cave

12. Which one is NOT TRUE based on the text?
 - a. Aladdin entered to cave with Mustafa
 - b. Aladdin could asked three wishes to Genie
 - c. Aladdin found an old lamp inside the cave
 - d. Aladdin and the princess lived happily at the end

13. ... the princess in the palace, were sent to Africa. **He** searched for the palace (par. 3). The word He refers to...
 - a. Mustafa
 - b. Aladdin
 - c. The genie
 - d. The princess

14. What did the genie say to Aladdin?
 - a. Genie said that Aladdin can meet his mother
 - b. Genie said that Aladdin can ask three wishes to Genie
 - c. Genie said that Mustafa was afraid go inside the cave
 - d. Genie said that make us rich and happy

15. ...send Aladdin's entire palace into the deserts in Africa!.. (par. 2). The synonym of *palace* is...
 - a. Kingdom
 - b. Temple
 - c. Cottage
 - d. Building

Text 4

The following text is questions for number 16-20.

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)*

16. Which statement is NOT TRUE according to the text?
- The parrot ate the four old chicken
 - At last the parrot could say Catano
 - Catano was the name at the parrot
 - The man never got angry at the parrot
17. What does the man do to the bird because the bird cannot say the name of a place?
- The man ate the bird.
 - The man sold the bird.
 - The man killed the bird.
 - The man taught the bird.
18. What is the main idea from paragraph 3?
- The parrot ate the four old chicken at the end
 - The parrot could say Catano
 - The parrot were taught word “Say Catano, or I’ll kill you”
 - The parrot was a smart parrot from Catano
19. ... there are four old chickens. **They** were for Sunday’s dinner.. (par 2). The underlined word refers to
- The man
 - The bird
 - The chickens
 - Puerto Rico
20. He was very **surprised** at what he saw! (par 3). The word ‘surprised’ means
- Smart
 - Happy
 - Mad
 - Shock

Text 5

The following text is questions for number 21-25.

The White Butterfly

An old man named Takahama lived in a little house behind the cemetery of the temple of Sozanji. He was extremely friendly and generally liked by his neighbors, though most of them considered him a little mad. That was because he was very old but he did not want to get married. He did not have the desire for intimate relationship with women.

One summer day he became very ill, so ill, in fact, that he sent for his sister-in-law and her son. They both came and did all they could to bring comfort during his last hours. While Takahama fell asleep, they watched a large white butterfly flew into the room and rested on the old man's pillow. The young man tried to drive it away with a fan; but it came back three times, as if it was very loath to leave the sufferer.

At last Takahama's nephew chased it out into the garden, through the gate, and into the cemetery beyond, where it lingered over a woman's tomb, and then mysteriously disappeared. On examining the tomb the young man found the name "Akiko" written upon it, together with a description narrating how Akiko died when she was eighteen. Though the tomb was covered with moss and must have been erected fifty years previously, the boy saw that it was surrounded with flowers, and that the little water tank had been recently filled.

When the young man returned to the house he found that Takahama had passed away, and he returned to his mother and told her what he had seen in the cemetery.

"Akiko?" murmured his mother. "When your uncle was young he was betrothed to Akiko. She died shortly before her wedding day. When Akiko left this world your uncle resolved never to marry, and to live ever near her grave. For all these years he has remained faithful to his vow, and kept in his heart all the sweet memories of his one and only love. Every day Takahama went to the cemetery, whether the air was fragrant with summer breeze or thick with falling snow. Every day he went to her grave and prayed for her happiness, swept the tomb and set flowers there. When Takahama was dying, and he could no longer perform his loving task, Akiko came for him. That white butterfly was her sweet and loving soul."

21. What is the main idea of the story?
 - a. Takahama did not married after the death of his fiance
 - b. Takahama did not married because he was afraid
 - c. Takahama was married after met with Akiko
 - d. Takahama's fiance was died

22. Which one is **incorrect** statement according to the text?
 - a. Takahama lived near Akiko's grave
 - b. Takahama resolved not to marry after Akiko's death
 - c. Takahama became very ill on summer day
 - d. Takahama chased the white butterfly into the garden

23. Why did not Takahama get married?
- Because he was too young
 - Because he kept his promise
 - Because he was too old
 - Because he was gay
24. ...Akiko left this world **your uncle** resolved never to marry, and to live... (par.4). the word your uncle refers to...
- Akiko's son
 - Takahama
 - Akiko
 - Takahama's sister
25. ... He has remained **faithful** to his vow, and kept.. (par.4). The synonym of *faithful* is..
- Hesitate
 - Annoyed
 - Loyal
 - Hate

~good luck~

Key Answer of Try Out Test

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

Appendix 3

Lesson plan 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: Sekolah Menengah Atas
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X / Semester 2
Sub Materi Pokok	: Narrative text
Alokasi Waktu	: 2 x 30 menit

1. KOMPETENSI INTI

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

2. KOMPETENSI DASAR DAN INDIKATOR

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

Indikator:

1) Bersemangat dalam mempelajari cara menggunakan kalimat yang menunjukkan tindakan/kejadian di waktu lampau dalam bahasa Inggris.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

Indikator:

1) Menunjukkan sikap kerjasama dalam melaksanakan komunikasi fungsional

- 2) Menunjukkan rasa tanggung jawab dalam melaksanakan komunikasi fungsional
- 3) Menunjukkan rasa peduli dalam melaksanakan komunikasi fungsional
- 4) Menunjukkan rasa cinta damai dalam melaksanakan komunikasi fungsional

3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.

Indikator:

- 1) Menemukan dan menjelaskan struktur teks dan unsur kebahasaan dari teks naratif sederhana berbentuk legenda rakyat sesuai dengan konteks penggunaannya.
- 2) Menemukan dan membandingkan struktur teks dan unsur kebahasaan dari teks naratif sederhana berbentuk legenda rakyat sesuai dengan konteks penggunaannya.
- 3) Menyimpulkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif sederhana berbentuk legenda rakyat sesuai dengan konteks penggunaannya

4.15 Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.

Indikator :

- 1) Mencatat makna teks naratif lisan dan tulis berbentuk legenda sederhana sesuai dengan konteks penggunaannya.
- 2) Mengemukakan makna dalam teks naratif lisan dan tulis berbentuk legenda sederhana sesuai dengan konteks penggunaannya.

3. TUJUAN PEMBELAJARAN

- 1) Diberikan kesempatan mendengarkan/membaca interaksi pada teks naratif sederhana berbentuk legenda rakyat sesuai dengan konteks penggunaannya,
- 2) Peserta didik mampu menemukan aspek-aspek dalam memahami suatu teks (main idea, specific information, references, reference, inference and vocabulary) dalam bahasa Inggris sesuai dengan konteks penggunaannya
- 3) Peserta didik mendiskusikan teks lisan dan tulis sederhana, untuk menulis dan mengucapkan teks naratif sederhana berbentuk legenda rakyat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks

4. LEARNING MATERIAL

The Definition and Purpose of Narrative Text

Narrative text is an amuse text, entertain and deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

The Generic Structure of Narrative Text

Narrative text has structure as below:

- **Orientation:** introduction the character, setting and time of the story.
- **Complication or problem:** the main character has problem with other character.

- **Resolution:** complication may be resolved for better or worst/happy or unhappy ending. Sometimes there is a number of complications that has to be resolved. These add and sustain interest and suspense for the reader.

The Language Feature of Narrative Text

- ✓ Focus on specific or individual participant.
- ✓ Use of the material process (action verb).
- ✓ Use of behavioral and verbal processes (saying verbs or speaking verbs).
- ✓ Use of relational process and mental process (thinking verbs).
- ✓ Use of past tense
- ✓ Use of temporal conjunction (time sequence/chronological order) and temporal circumstances (time conjunction/adverbial clause).
- ✓ Direct and indirect speech

Example of narrative text.

Aladdin and the Magic Lamp

Once upon a time, there lived a handsome boy in Baghdad. The name was Aladdin. He was a clever boy, but he did not like to work.

One day Aladin's mother sent him to the **market** place to look for a job. In the market he met a magician. The magician asked him to work together with him. If Aladdin could do, he would get a lot of gold coins and **jewelry**. The magician asked Aladdin to go inside the cave and find a magical lamp there. He also gave a ring and said, "If you are in any trouble, rub this ring and a genie will come to your rescue!"

Aladdin went into the cave. Inside the cave, Aladdin was surprised by what he saw. Every corner was full of gold and treasures. A few minutes later, he found the lamp and quickly returned to the entrance of the cave. Aladdin called out, "Magician, I have found the lamp." "**Excellent**," answered the magician. "**Quick**, pass it to me!". Aladdin did not trust the magician so he said, "Not so fast Magician. You must help me out of this cave first."

The magician became very **angry**. When Aladdin was walking to the entrance, the magician pushed a huge rock over the entrance of the cave and left Aladdin and the lamp behind. Aladdin tried to move the rock all by himself, but it was too big and heavy, "Oh no! I am trapped in the cave!" he cried. Suddenly, he remembered the magic ring. He rubbed it with the palm of his hand. To his **surprise**, a genie appeared before him and in a powerful voice said, "Master, I am the Genie of the ring. How can I help you?"

Aladdin was frightened, but he soon found the courage to ask, "Could you please send me back to my house?" In no time at all Aladdin went home. Aladdin took out the lamp. He wondered what would happen if he rubbed it. As Aladdin was rubbing it, all of a sudden another enormous genie stood before him. The genie of the lamp said, "**Master**, your wish is my **command**." Aladdin was very excited and wished for an enormous palace and bags **full** of gold.

One day, a beautiful princess was passing by Aladdin's palace. She stopped to talk to Aladdin and soon they became good friends. Before long, Aladdin and Jasmine fell in love each other. She married Aladdin and lived happily.

Answer the questions below based on the text!.

1. What is the text about?
2. What kind of generic structure will you find in the text?
3. What is the main idea of paragraph 2?
4. "He was a *clever* boy, but he did not like to work". What is the antonym of "clever"?
5. What is given by the magician in Aladin?
6. " He wondered what would happen if he rubbed it."(paragraph 4). What does the underlined word refer to?
7. "The name was Aladdin. He was a clever boy, but he did not *like* to work". What is the similar meaning of the word "like"?
8. Why the magicians become very angry?
9. But it was too big and heavy. (paragraph 4). What does the underline word refer to?
10. Did Aladin lived happily? Why?

5. LEARNING MODEL

Model : EXCLUSIVE learning model (Exploring, Clustering, Simulating, Valuing and Exploring)

6. LEARNING SOURCES

- Narrative text in form of simple legend/folk
- Students' textbook
- Students' worksheet

7. LEARNING ACTIVITY

a. Pre Activities (5 minutes)

1. Opening : Teacher opens the meeting and makes sure that the students are ready to studying (motivating)

For Example: "Good morning class. Are you ready for studying new materials today?".

2. Brainstorming : Teacher asks some question and gives explanation about the genre of the text that will be read.

For Example: “Who knows about the text which is the purpose entertain the readers?”.

3. Teacher explains the objectives of the day lesson.

For Example: “Who can mention five aspects of reading comprehension?”. The purpose we learn about five aspects of reading comprehension is to make us easier to understand the text and answer the question. We can use the time effectively in answering the question because we know the feature or character of each questions.

b. While Activity (50 minutes)

1. Teacher asks the students to make them ready learn and ask them about the text. For example “What do you already know about this story?” (*exploring*)

2. Teacher gives explanation about how to find five reading comprehension aspects (main idea, specific information, references, inference and vocabulary) to students. (*exploring*)

For Example: “Who can give explanation about five aspects of reading comprehension?”

“What is main idea? How can we find it in a text?”

3. Teacher divides students into five groups based on the fifth aspects of reading comprehension. Each group has a task to find detail information about one aspect of reading comprehension. (*clustering*)

4. Each group has to discuss and master one of reading comprehension aspect. After all members of group understand about one aspect of reading comprehension, one student becomes a volunteer to show to other groups how to find or get the aspects of reading comprehension according to their group. Other groups pay attention during the presentation from other groups after their discussion and ask some questions related to the discussion. (*simulating*)

5. Some students are asked to take value and give comments from the simulation and from the text that has been discussed. (*valuing*)

For Example: “What can you learn from our activity today? What can you learn from the text that we already learnt today?”.

c. Post Activities (5 minutes)

1. Students are asked about what they have done in learning process and what problems that they face during the learning process. (*evaluating*)

For Example: “Do you get difficulties to learn five aspects of reading comprehension?”.

2. Students summarize the materials.
3. Teacher closes the meeting.

Evaluation

- Technique : Answering question
- Form : Written test

Teacher gives students multiple choice questions in another text and related to the text used in teaching learning activity.

Read the text carefully and choose the best answer based on the text.

Text 1

The following text is questions for number 1-5

The Magic Box

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

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

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

Having heard that his son had gone rich, the farmer’s grandfather visited the couple. He was not very strong and he could not go out to work anymore. So the

farmer asked the old man to help him take the money out of the box. When his grandfather told his son that he was tired and wanted to have arrest, the farmer shouted at him, " why are you so lazy? Why can't you work harder?"

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

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

1. How was the farmer according to the writer? He was....
 - a. mean
 - b. generous
 - c. kind
 - d. humorous

2. The complication started when
 - a. the farmer dug up a big box in his field, took it home, and showed it to his wife
 - b. his wife dropped an apple into a big box and suddenly the box filled up with apples.
 - c. the farmer dropped a gold coin into the box
 - d. the apple disappeared and the box began to fill itself with coins.

3. Which statement is TRUE according to the story?
 - a. His wife cleaned and kept the box for her.
 - b. The box was full of valuable things when it was found
 - c. The farmer had to pull dead grandfathers out and bury them
 - d. The poor farmer was finally killed by his grandfather

4. What did we learn from the story?
 - a. Being honest is not always wise
 - b. All that glitters is not good
 - c. It is good to be honest in life
 - d. We must respect our parents

5. **He** was not very strong and he could not go out to work anymore (paragraph 4). The word *He* refers to....
 - a. The box
 - b. A poor farmer
 - c. Farmer's grandfather
 - d. Farmer's wife

Text 2

The following text is questions for number 6-10

Aladdin and the Magic Lamp

Once upon a time, there lived a handsome boy in Baghdad. The name was Aladdin. He was a clever boy, but he did not like to work.

One day Aladdin's mother sent him to the market place to look for a job. In the market he met a magician. The magician asked him to work together with him. If Aladdin could do, he would get a lot of gold coins and jewelry. The magician asked Aladdin to go inside the cave and find a magical lamp there. He also gave a ring and said, "If you are in any trouble, rub this ring and a genie will come to your rescue!"

Aladdin went into the cave. Inside the cave, Aladdin was surprised by what he saw. Every corner was full of gold and treasures. A few minutes later, he found the lamp and quickly returned to the entrance of the cave. Aladdin called out, "Magician, I have found the lamp." "Excellent," answered the magician. "Quick, pass it to me!"

Aladdin did not trust the magician so he said, "Not so fast Magician. You must help me out of this cave first."

The magician became very angry. When Aladdin was walking to the entrance, the magician pushed a huge rock over the entrance of the cave and left Aladdin and the lamp behind. Aladdin tried to move the rock all by himself, but it was too big and heavy, "Oh no! I am trapped in the cave!" he cried.

Suddenly, he remembered the magic ring. He rubbed it with the palm of his hand. To his surprise, a genie appeared before him and in a powerful voice said, "Master, I am the Genie of the ring. How can I help you?"

Aladdin was frightened, but he soon found the courage to ask, "Could you please send me back to my house?" In no time at all Aladdin was back home.

Aladdin took out the lamp. He wondered what would happen if he rubbed it. As Aladdin was rubbing it, all of a sudden another enormous genie stood before him. The genie of the lamp said, "Master, your wish is my command." Aladdin was very excited and wished for an enormous palace and bags full of gold.

One day, a beautiful princess was passing by Aladdin's palace. She stopped to talk to Aladdin and soon they became good friends. Before long, Aladdin and Jasmine fell in love each other. She married Aladdin and lived happily.

6. What happen with Aladin after he met with the magician?
 - a. Aladin trapped in the cave
 - b. Aladin married with Jasmine
 - c. Aladin stole the magic lamp inside the cave
 - d. Aladin found full of gold and treasure

7. Which one of the statement is NOT TRUE based on the text?
 - a. Aladin had a magic ring and magic lamp
 - b. Aladin married with Jasmine and lived happily
 - c. Aladin trapped in the cave and none helped him
 - d. Aladin asked the genie to send him back to his house
8. What is the main idea of paragraph 2?
 - a. Aladin was a clever boy but he did not like to work
 - b. Aladin went to market to find a job
 - c. Aladin met with magician and made a deal with him
 - d. Aladin found the magic lamp in the cave
9. “He was a **clever** boy...”. The antonym of the underline word is....
 - a. Intelligent
 - b. Diligent
 - c. Foolish
 - d. Smart
10. **He** also gave a ring and said... (paragraph.2). The word “he” refers to...
 - a. Aladin’s lamp
 - b. A magician
 - c. Aladin
 - d. Aladin and his lamp

Key Answer

- | | |
|-------------|--------------|
| 1. A | 6. C |
| 2. B | 7. C |
| 3. C | 8. C |
| 4. D | 9. C |
| 5. C | 10. B |

Lesson Plan 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: Sekolah Menengah Atas
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X / Semester 2
Sub Materi Pokok	: Narrative text
Alokasi Waktu	: 2 x 30 menit

1. KOMPETENSI INTI

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

2. KOMPETENSI DASAR DAN INDIKATOR

1.2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

Indikator:

1) Bersemangat dalam mempelajari cara menggunakan kalimat yang menunjukkan tindakan/kejadian di waktu lampau dalam bahasa Inggris.

a. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

Indikator:

1) Menunjukkan sikap kerjasama dalam melaksanakan komunikasi fungsional

2) Menunjukkan rasa tanggung jawab dalam melaksanakan komunikasi fungsional

3) Menunjukkan rasa peduli dalam melaksanakan komunikasi fungsional

- 5) Menunjukkan rasa cinta damai dalam melaksanakan komunikasi fungsional
- 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.

Indikator:

- 1) Menemukan dan menjelaskan struktur teks dan unsur kebahasaan dari teks naratif sederhana berbentuk legenda rakyat sesuai dengan konteks penggunaannya.
 - 2) Menemukan dan membandingkan struktur teks dan unsur kebahasaan dari teks naratif sederhana berbentuk legenda rakyat sesuai dengan konteks penggunaannya.
 - 3) Menyimpulkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif sederhana berbentuk legenda rakyat sesuai dengan konteks penggunaannya
- 4.16 Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.

Indikator :

- 1) Mencatat makna teks naratif lisan dan tulis berbentuk legenda sederhana sesuai dengan konteks penggunaannya.
- 2) Mengemukakan makna dalam teks naratif lisan dan tulis berbentuk legenda sederhana sesuai dengan konteks penggunaannya.

3. TUJUAN PEMBELAJARAN

- 1) Diberikan kesempatan mendengarkan/membaca interaksi pada teks naratif sederhana berbentuk legenda rakyat sesuai dengan konteks penggunaannya,
- 2) Peserta didik mampu menemukan aspek-aspek dalam memahami suatu teks (main idea, specific information, references, reference, inference and vocabulary) dalam bahasa Inggris sesuai dengan konteks penggunaannya
- 3) Peserta didik mendiskusikan teks lisan dan tulis sederhana, untuk menulis dan mengucapkan teks naratif sederhana berbentuk legenda rakyat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks

4. LEARNING MATERIAL

The Definition and Purpose of Narrative Text

Narrative text is an amuse text, entertain and deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

The Generic Structure of Narrative Text

Narrative text has structure as below:

- **Orientation:** introduction the character, setting and time of the story.
- **Complication or problem:** the main character has problem with other character.

- **Resolution:** complication may be resolved for better or worst/happy or unhappy ending. Sometimes there is a number of complications that has to be resolved. These add and sustain interest and suspense for the reader.

The Language Feature of Narrative Text

- ✓ Focus on specific or individual participant.
- ✓ Use of the material process (action verb).
- ✓ Use of behavioral and verbal processes (saying verbs or speaking verbs).
- ✓ Use of relational process and mental process (thinking verbs).
- ✓ Use of past tense
- ✓ Use of temporal conjunction (time sequence/chronological order) and temporal circumstances (time conjunction/adverbial clause).
- ✓ Direct and indirect speech

The example of narrative text.

The jealous crow

Far, far away there was a grove of shady mango trees. On one of the green trees there lived a cuckoo and a crow. They were quite alike in appearance. Both the birds were black. Only the crow was a little bigger. The cuckoo would lay all her eggs in the crow's nest. For quite sometime they lived as good friends. The cuckoo had a **sweet voice** and **often** she would fill the grove with her sweet melody.

One day, a traveler passed by. Night fell and there was **darkness** all around. The traveler was tired. So he decided to spend the night under the huge mango tree on which the crow and the cuckoo lived. The night was exceedingly pleasant. Full moon was shedding her lone cluster in the sky. The eerie surrounding made the cuckoo feel supremely happy. She kept singing the whole night long and the passerby was simply **captivated** by cuckoo's sweet song.

Night passed. The day dawned. It was now the crow's turn to caw. His voice was so **harsh** to the ears that the traveler soon left the place. When the crow saw the traveler leave the place, in disgust he felt **jealous** of the sweet-voiced bird. When the cuckoo had gone away in search of food the crow went to the nest in desperation and breaking all the eggs, he threw them down. The cuckoo, finding all her eggs **smashed**, was **mad** with grief. She went to the crow and said, "Oh brother, we had always lived like friends. What made you break all my eggs?"

"Well sister, as you sang, the unknown traveler stayed the whole night. When I started cawing he left the place. I felt **insulted** and broke all your eggs. Now let us both go to the traveler and ask him why he did so."

So, both the birds flew and flew till they spotted the traveler. When the crow asked him, he replied, "I was carried away by the cuckoo's **enchanted** voice but your voice was intolerably harsh. So, I left the place. But both of you have been old friends, so

you should always live in harmony. You should not feel jealous of your friend."

These words of the passerby pacified both cuckoo and the crow. After that day they lived **peacefully**. The just and kind words of a traveler destroyed the ill feeling of jealousy in the crow just as a sprinkling of a little cold water settles the boiling milk.

1. What is the text about?
2. Why did the crow break cuckoo's eggs?
3. The antonym of the word "darkness"?
4. What is the main idea of paragraph 3?
5. What makes crow jealous with cuckoo?
6. She kept singing the whole night long.. (paragraph 2). The word "she" refers to?
7. The synonym of "sweet" is?
8. So he decided to spend the night under the huge..(paragraph 2). The word "he" refers to?
9. In your opinion, is it happy or sad ending?
10. What happened at the end with the two birds?

5. LEARNING MODEL

Model : EXCLUSIVE learning model (Exploring, Clustering, Simulating, Valuing and Exploring)

6. LEARNING SOURCES

- Narrative text in form of simple legend/folk
- Students' textbook
- Students' worksheet

7. LEARNING ACTIVITY

a. Pre Activities (5 minutes)

1. Opening : Teacher opens the meeting and makes sure that the students are ready to studying (motivating)

For Example: "Good morning class. Are you ready for studying new materials today?"

2. Brainstorming : Teacher asks some question and gives explanation about the genre of the text that will be read.

For Example: "Who knows about the text which is the purpose entertain the readers?"

3. Teacher explains the objectives of the day lesson.

For Example: “Who can mention five aspects of reading comprehension?”. The purpose we learn about five aspects of reading comprehension is to make us easier to understand the text and answer the question. We can use the time effectively in answering the question because we know the feature or character of each questions.

b. While Activity (50 minutes)

1. Teacher asks the students to make them ready learn and ask them about the text. For example “What do you already know about this story?” (*exploring*)
2. Teacher gives explanation about how to find five reading comprehension aspects (main idea, specific information, references, inference and vocabulary) to students. (*exploring*)

For Example: “Who can give explanation about five aspects of reading comprehension?”

“What is main idea? How can we find it in a text?”

3. Teacher divides students into five groups based on the fifth aspects of reading comprehension. Each group has a task to find detail information about one aspect of reading comprehension. (*clustering*)
4. Each group has to discuss and master one of reading comprehension aspect. After all members of group understand about one aspect of reading comprehension, one student becomes a volunteer to show to other groups how to find or get the aspects of reading comprehension according to their group. Other groups pay attention during the presentation from other groups after their discussion and ask some questions related to the discussion. (*simulating*)
5. Some students are asked to take value and give comments from the simulation and from the text that has been discussed. (*valuing*)

For Example: “What can you learn from our activity today? What can you learn from the text that we already learnt today?”.

c. Post Activities (5 minutes)

1. Students are asked about what they have done in learning process and what problems that they face during the learning process. (*evaluating*)
For Example: "Do you get difficulties to learn five aspects of reading comprehension?".
2. Students summarize the materials.
3. Teacher closes the meeting.

Evaluation

- Technique : Answering question
- Form : Written test

Teacher gives students multiple choice questions in another text and related to the text used in teaching learning activity.

Read the text carefully and choose the best answer based on the text.

Text 1

The following text is questions for number 1-5

The smartest animal

Once there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo. One day, a tiger saw a mouse deer, and a cockerel walking together to meet a snail. On their way, they saw a farmer and a buffalo working in the field. The tiger said to the mouse deer and a cockerel, "I wonder how stupid the buffalo is. He lets himself being ruled by the small animal." "You are right. The big animal is really stupid. I'm sure he knows very well that the small animal has killed my brothers and sisters for their meals", said the cockerel. "Well, if it were true, the small animal must be heartless one. I think you'd better ask the big animal, Tiger" said the mouse deer.

After the man went home, the tiger spoke to the buffalo, "You are so big and strong. Why do you do everything the man tells you?" The buffalo answered, "Oh the man is very intelligent." The tiger asked, "Can you tell me how intelligent he is?" "No, I can't tell you," said the buffalo, "but you can ask him."

So the next day the tiger said to the man, "Can I see your intelligence?" But the man answered, "It's at home." "Can you go and get it?" asked the tiger. "Yes," said the man, "but I'm afraid you will kill my buffalo when I'm gone. Can I tie you on a tree?" After the man tied the tiger on the tree, he didn't go home to get his intelligence. He took his plough and hit tiger. Then he said, "Now, you know about my intelligence even if you haven't seen it"

1. Who was surprised to see the buffalo and the farmer working on the field?
 - a. The lion
 - b. The tiger
 - c. The snail
 - d. The mouse deer.

2. What lesson can we learn from the story?
 - a. Don't leave your intelligence at home.
 - b. Intelligence can't be judged from appearance.
 - c. Don't compare man's intelligence to animal's.
 - d. The bigger a person, the more intelligence he is.

3. The main idea of paragraph 2 is ...
 - a. The buffalo is very useful for the farmer.
 - b. The mouse deer didn't believe the cockerel's story.
 - c. The cockerel supported the tiger's idea to ask the buffalo.
 - d. The mouse deer told the tiger to ask the buffalo to get the answer to their surprise.

4. "Can you tell me how intelligent he is?". The antonym of the underline word is..
 - a. Clever
 - b. Smart
 - c. Foolish
 - a. Diligent

5. "Now, you know about my intelligence even if you haven't seen **it**.. (paragraph 3). The word it refers to..
 - a. Intelligence
 - b. Plough
 - c. Tree
 - d. Home

Text 2

The following text is questions for number 6-10

The jealous crow

Far, far away there was a grove of shady mango trees. On one of the green trees there lived a cuckoo and a crow. They were quite alike in appearance. Both the birds were black. Only the crow was a little bigger. The cuckoo would lay all her eggs in the crow's nest. For quite sometime they lived as good friends. The cuckoo had a sweet voice and often she would fill the grove with her sweet melody.

One day, a traveler passed by. Night fell and there was darkness all around. The traveler was tired. So he decided to spend the night under the huge mango tree on which the crow and the cuckoo lived. The night was exceedingly pleasant. Full moon

was shedding her lone cluster in the sky. The eerie surrounding made the cuckoo feel supremely happy. She kept singing the whole night long and the passerby was simply captivated by cuckoo's sweet song.

Night passed. The day dawned. It was now the crow's turn to caw. His voice was so harsh to the ears that the traveler soon left the place. When the crow saw the traveler leave the place, in disgust he felt jealous of the sweet-voiced bird. When the cuckoo had gone away in search of food the crow went to the nest in desperation and breaking all the eggs, he threw them down. The cuckoo, finding all her eggs smashed, was mad with grief. She went to the crow and said, "Oh brother, we had always lived like friends. What made you break all my eggs?"

"Well sister, as you sang, the unknown traveler stayed the whole night. When I started cawing he left the place. I felt insulted and broke all your eggs. Now let us both go to the traveler and ask him why he did so."

So, both the birds flew and flew till they spotted the traveler. When the crow asked him, he replied, "I was carried away by the cuckoo's enchanting voice but your voice was intolerably harsh. So, I left the place. But both of you have been old friends, so you should always live in harmony. You should not feel jealous of your friend."

These words of the passerby pacified both cuckoo and the crow. After that day they lived peacefully. The just and kind words of a traveler destroyed the ill feeling of jealousy in the crow just as a sprinkling of a little cold water settles the boiling milk.

6. Which statement is NOT TRUE according to the text?
 - a. The traveler slept under the mango tree
 - b. The traveler gave advice to the two birds
 - c. The traveler loved the crow's voice
 - d. The traveler left the tree when heard the crow's voice
7. What is the synonym of mad?
 - a. Happy
 - b. Envy
 - c. Angry
 - d. Crazy
8. What did the crow do with the cuckoo's eggs?
 - a. He kick and ate all the cuckoo's eggs
 - b. He gave all the cuckoo's eggs to the traveler
 - c. He saved all the cuckoo's eggs
 - d. He smashed all the cuckoo's eggs
9. What happen to the two birds at the end of story?
 - a. They lived peacefully
 - b. They became enemy
 - c. They fight and the crow died
 - d. They separated

10. His voice was so harsh to the ears that the traveler soon left the place..
(paragraph 3). The word “His” refers to..
- The crow
 - The cuckoo
 - The cuckoo’s eggs
 - The traveler

Key Answer

- | | |
|-------------|--------------|
| 1. B | 6. C |
| 2. B | 7. C |
| 3. A | 8. D |
| 4. C | 9. A |
| 5. A | 10. A |

Lesson Plan 3

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: Sekolah Menengah Atas
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: X / Semester 2
Sub Materi Pokok	: Narrative text
Alokasi Waktu	: 2 x 30 menit

1. KOMPETENSI INTI

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

2. KOMPETENSI DASAR DAN INDIKATOR

1.3. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

Indikator:

1) Bersemangat dalam mempelajari cara menggunakan kalimat yang menunjukkan tindakan/kejadian di waktu lampau dalam bahasa Inggris.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

Indikator:

1) Menunjukkan sikap kerjasama dalam melaksanakan komunikasi fungsional

2) Menunjukkan rasa tanggung jawab dalam melaksanakan komunikasi fungsional

3) Menunjukkan rasa peduli dalam melaksanakan komunikasi fungsional

4) Menunjukkan rasa cinta damai dalam melaksanakan komunikasi fungsional

- 3.11 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.

Indikator:

- 1) Menemukan dan menjelaskan struktur teks dan unsur kebahasaan dari teks teks naratif sederhana berbentuk legenda rakyat sesuai dengan konteks penggunaannya.
 - 2) Menemukan dan membandingkan struktur teks dan unsur kebahasaan dari teks naratif sederhana berbentuk legenda rakyat sesuai dengan konteks penggunaannya.
 - 3) Menyimpulkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif sederhana berbentuk legenda rakyat sesuai dengan konteks penggunaannya
- 4.17 Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.

Indikator :

- 1) Mencatat makna teks naratif lisan dan tulis berbentuk legenda sederhana sesuai dengan konteks penggunaannya.
- 2) Mengemukakan makna dalam teks naratif lisan dan tulis berbentuk legenda sederhana sesuai dengan konteks penggunaannya.

3. TUJUAN PEMBELAJARAN

1. Diberikan kesempatan mendengarkan/membaca interaksi pada teks naratif sederhana berbentuk legenda rakyat sesuai dengan konteks penggunaannya,
2. Peserta didik mampu menemukan aspek-aspek dalam memahami suatu teks (main idea, specific information, references, reference, inference and vocabulary) dalam bahasa inggris sesuai dengan konteks penggunaannya
3. Peserta didik mendiskusikan teks lisan dan tulis sederhana, untuk menulis dan mengucapkan teks naratif sederhana berbentuk legenda rakyat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks

4. LEARNING MATERIAL

The Definition and Purpose of Narrative Text

Narrative text is an amuse text, entertain and deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

The Generic Structure of Narrative Text

Narrative text has structure as below:

- **Orientation:** introduction the character, setting and time of the story. Usually answer who? When? Where?.
- **Complication or problem:** the main character has problem with other character.

- **Resolution:** complication may be resolved for better or worst/happy or unhappy ending. Sometimes there is a number of complications that has to be resolved. These add and sustain interest and suspense for the reader.

The Language Feature of Narrative Text

- ✓ Focus on specific or individual participant.
- ✓ Use of the material process (action verb).
- ✓ Use of behavioral and verbal processes (saying verbs or speaking verbs).
- ✓ Use of relational process and mental process (thinking verbs).
- ✓ Use of past tense
- ✓ Use of temporal conjunction (time sequence/chronological order) and temporal circumstances (time conjunction/adverbial clause).
- ✓ Direct and indirect speech

The example of narrative text.

Timun Mas

Long time ago, there was a farmer couple. They were staying in a village near a forest. They lived happily. Unfortunately, they hadn't had any children yet. Every day they prayed to God for a child. One day a giant passed their home. He heard what they were praying. Then the giant gave them a cucumber seed. "Plant this seed, then you'll get a daughter," said the giant. "Thank you, Giant," said the couple. "But in one condition, in her 17-th birthday, you must give her to me," said the Giant. The couple wanted a child so much that they agreed without thinking first. Then the couple planted the cucumber seed. Each day they took care the growing plant so carefully. Months later, a golden cucumber grew from the plant. The cucumber was getting heavier and bigger each day. When it was ripe, they picked it. Carefully they cut out the cucumber and how surprised were they when they found a beautiful baby inside. They were so happy. They named the baby Timun Mas, or Golden Cucumber.

Years were passing by and Timun Mas had grown into a beautiful girl. Her parents were very proud of her. But their happiness turned to fear when her 17th birthday came. The giant returned to ask for their promise. He was going to take Timun Mas away. The farmer tried to be calm. "Just a moment, please. Timun Mas is playing. My wife will call her," he said. Then the farmer came to his daughter. "My child, take this," as he was giving her little bag to Timun Mas. "This will help you from the giant. Now, run as fast as you can," he ordered. So Timun Mas ran away. The couple was very sad about her leaving. But they didn't want the giant to eat Timun Mas. Meanwhile, the giant had been waiting for too long. He became impatient. Somehow he knew that the couple had lied to him. So he destroyed their house and ran for Timun Mas.

The giant was chasing Timun Mas and he was getting closer and closer. Timun Mas then took a handful of salt from her little bag. She spread out the salt behind her. Suddenly a wide sea appeared between them. The giant had to swim to reach her. Timun Mas was still running, but now the giant almost caught her. Then she took some chilly and threw them to the giant. The chilly suddenly grew into some trees and

trapped the giant. The trees grew some thorns as sharp as a knife. The giant screamed painfully. At the mean time, Timun Mas could escape again. But the giant was very strong. Again he almost caught Timun Mas. So Timun Mas took the third magic stuff, the cucumber seeds. She threw the seeds and suddenly they became a wide cucumber field. The giant was very tired and hungry so he ate those fresh cucumbers. He ate too much that he felt sleepy and fell asleep soon.

Timun Mas kept on running as fast as she could. But soon she was very tired herself. To make things worse, the giant had woken up! Timun Mas was so scared. Desperately she then threw her last weapon, terasi (a kind of shrimp pasta). IT did a miracle again. The pasta became a big swamp. The giant fell into it but his hands almost reached Timun Mas. Suddenly the lake pulled him to the bottom. The giant panicked and he couldn't breathe. At last he was drown. Timun Mas was very relieved. She was safe now. Then she returned to her parents' house. Her parents were of course very happy to see their daughter safe and sound. "Thanks God. You have saved my daughter," they cried happily. From then on, Timun Mas lived happily with her parents with no fear anymore.

(Taken from : Kumpulan Cerita: Mahayana: 2005)

1. What is the text about?
2. Where did the story happen?
3. What is the main idea of paragraph 1?
4. What can you learn from the story?
5. Why did the farmers pray to the God?
6. He was giving her little bag to Timun Mas. "**This** will help you.. (paragraph 2). The word "this" refers to?
7. They named the baby Timun Mas, or Golden Cucumber (paragraph 1). The word "they" refers to?
8. The antonym of "happiness" is?
9. The synonym of "destroyed" is?
10. What did those things use for? How?

5. LEARNING METHOD

Model : EXCLUSIVE learning model (Exploring, Clustering, Simulating, Valuing and Exploring)

6. LEARNING SOURCES

- Narrative text in form of simple legend/folk
- Students' textbook
- Students' worksheet

7. LEARNING ACTIVITY

a. Pre Activities (5 minutes)

1. Opening : Teacher open the meeting and make sure that the students are ready to study (motivating)

2. Brainstorming : Teacher asks some question and gives explanation about the genre of the text that will be read. (i.e. narrative text).
3. Teacher explains the objectives of the day lesson.

b. While Activity (50 minutes)

1. Teacher asks the students to make them ready learn and ask them about the text. For example “What do you already know about this story?” (*exploring*)
2. Teacher gives questions to direct students as they collect the information about the text. (*exploring*)
“Looking at the title, what do you think the story is about? Why?”
3. Teacher gives explanation about how to find five reading comprehension aspects (main idea, specific information, references, inference and vocabulary) to students. (*exploring*)
4. Teacher divided students into five groups based on the fifth aspect of reading comprehension. Each group has a task to find detail information about one aspect of reading comprehension. (*clustering*)
5. Each group has to discuss and master one of reading comprehension aspect. After all members of group understand one aspect of reading comprehension, one student becomes a volunteer to show to other groups how to find or get the aspects of reading comprehension according to their group. Other groups pay attention during the presentation from other groups after their discussion and ask some questions related to the discussion. (*simulating*)
6. Some students are asked to take value and give comments from the simulation and from the text that has been discussed. (*valuing*)

c. Post Activities (5 minutes)

1. Students are asked about what they have done in learning process and what problems that they face during the learning process. (*evaluating*)
2. Students summarize the materials.

3. Teacher closes the meeting.

Evaluation

- Technique : Answering question
- Form : Written test

Teacher gives students multiple choice questions in another text and related to the text used in teaching learning activity.

Read the text carefully and choose the best answer based on the text.

Text 1

The following text is questions for number 1-5

The Legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there were a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying.

“You are going to born a baby, and later you will give birth to many children. But I have a requirement for you to obey, if you really want to have children”, said the voice.

“Whatever you ask, my Lord”, the couple answered, “We will do it”,

“You must sacrifice your first son for the gods”.

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. “I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods.” Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

1. What does the first paragraph talk about?
 - a. The earthquakes and thunders in the sky

- b. The condition of the volcano on one day
 - c. The voice in the sky
 - d. The condition of Kesuma's family
2. But I have a requirement for you to obey... (paragraph 2). The word "I" refers to..
 - a. Kesuma
 - b. Kesuma's parents
 - c. God
 - d. The couple
 3. What problem was faced by Kesuma's parents?
 - a. They had to give sacrifices for the Gods
 - b. They couldn't get a baby after getting married for a long time
 - c. They couldn't bring all of their children to the Gods to be sacrificed
 - d. The villagers would force them to sacrifice themselves
 4. What lesson can we get from the story?
 - a. Kesuma is very brave
 - b. A promise must be said clearly
 - c. Kesuma's parents loved him very much
 - d. Every one must keep his promise
 5. "The baby grew up into a handsome, taught man." What is the antonym of the underlined word?
 - a. strong
 - b. handsome
 - c. hard
 - d. easily offended

Text 2

The following text is questions for number 6-10

The story of cap seller

Once, a cap seller was passing through a jungle. He was dead tired and needed to rest. Then, he stopped and spread a cloth under a tree. He placed his bag full of caps near him and lay down with his cap on his head.

The cap seller had a sound sleep for one hour. When he got up, the first thing he did was to look into his bag. He was startled when he found all his caps were not there. He was wondering where they could have gone. Indeed, he was greatly puzzled. When he looked up the sky, he was very surprised to see monkeys sitting on the branches of a tree, each wearing a cap on his head. They had evidently done it to imitate him.

He decided to get his caps back by making a humble request to the monkeys. In return, the monkeys only made faces of him. When he began to make gestures, even when he raised his fist towards them to threaten them, they also imitated him.

At last he hit upon a clever idea. "Monkeys are a great imitator," he thought. So he took off his own cap and threw it down on the ground. As he had expected, all the monkeys took off the caps and threw it down on the ground. Quickly he stood up and collected the caps, put them back into his bag and went away.

<http://englishahkam.blogspot.com/>

6. What did the seller finally do to get his caps back?
 - a. He took off his own cap and threw it down on the ground.
 - b. He threw the monkeys with stones.
 - c. He threw the monkeys with his own cap.
 - d. He threw his bag down on the ground.

7. Which of the following statements is NOT TRUE?
 - a. A cap seller had slept for one hour under a tree.
 - b. A cap seller got all his caps back.
 - c. Cap seller was dead.
 - d. The monkeys imitated what the cap seller did.

8. "He was startled when he found all his caps missing, though the bag was intact,". From the sentence we can conclude that the bag was..
 - a. Lost
 - b. Broken
 - c. Dirty
 - d. Empty

9. Why was each monkey wearing a cap on their head?
 - a. They liked them
 - b. They liked wearing caps
 - c. They were imitating the cap seller
 - d. They were teasing the cap seller

10. What is the type of the text?
 - a. Narrative
 - b. Anecdote
 - c. Description
 - d. Exposition

Key Answer

- | | |
|------|-------|
| 1. D | 6. A |
| 2. C | 7. C |
| 3. B | 8. D |
| 4. D | 9. C |
| 5. D | 10. A |

Appendix 4

Pretest/Posttest Test

Reading Test

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

Text 1

The following text is questions for number 1-4.

The Legend of Malin Kundang

A long time ago on a small beach in Indonesia, lived a woman and her son, who was called Malin Kundang. They did not have very much money, but Malin Kundang was a healthy strong boy who was a good boatsman and swimmer. He went to the sea to catch fish, which he and his mother ate or sold in the town.

One day, Malin Kundang saw a trader's ship in trouble. It was being raided by a small band of pirates. Malin Kundang went to help the ship and fought off the pirates. The trader was very grateful to Malin Kundang, and very impressed by his strength and bravery. He asked Malin Kundang to work with him and Malin Kundang agreed. Malin Kundang made lots of money. He bought a huge ship of his own and married a beautiful wife.

Many years later, Malin Kundang's ship landed on the small beach where he grew up. People on the beach recognised him, and the news travelled around the village. His mother, who had been sad and lonely without him, heard the news and ran to the beach to meet her beloved son.

Malin Kundang, wearing his expensive clothes and standing with his beautiful wife, didn't recognise his mother and refused to greet the poor old woman. His mother begged him to see her three times, but he declined. At last Malin Kundang shouted "Enough, old woman! I have never had a dirty and ugly peasant woman like you as a mother!" and he ordered his crews to set sail.

His mother was angry. She shouted that she would turn him into stone unless he apologised. Malin Kundang laughed and started to sail away into the calm sea.

Suddenly a thunderstorm descended. Malin Kundang's ship was tossed to and fro on the huge waves, and sank. Malin Kundang was thrown from the ship onto a small island and turned into stone.

1. What is the main idea of the text?
 - a. Malin Kundang was a healthy strong boy
 - b. Malin's mother heard the news and meet him
 - c. Malin Kundang helped a trader and asked to work with him
 - d. Malin Kundang did not admit his mother
2. ... He asked Malin Kundang to work with him and Malin Kundang agreed (par. 2). The underline word refers to..
 - a. Malin Kundang

- b. The pirates
 - c. The trader
 - d. A good swimmer
3. The statement below are true, except?
 - a. Malin Kundang refused his mother
 - b. Malin Kundang was a good son
 - c. Malin Kundang become success and be a rich man
 - d. Malin Kundang turned into stone
 4. What can we learn from the story?
 - a. Never give up to get what we want
 - b. Don't be proud of your self
 - c. Wealth leads us to the happiness
 - d. Don't be arrogant and disobedient to your parents

Text 2

The following text is questions for number5-9.

Beauty and the Beast

Once upon a time, there was a girl named Beauty. She lived with her father and her sisters in a small village. Beauty was a beautiful girl. She was also hard-working. She always helped her father on the farm.

One day, her father set out for the city. He saw an old castle. He became curious to know who lived inside and went in, he walked around the castle but he met nobody inside. Knowing that there was no one inside, he ate the food on the table and picked some roses from the garden for Beauty. Suddenly an angry Beast appeared. He wanted to kill Beauty's father unless Beauty was brought to him.

After reaching home, the farmer told his daughters what had happened. Beauty loved her father very much, so she didn't refuse what her father asked. She went to the Beast's castle and lived only with the Beast. She felt scared, lonely and sad. She tried to run away but was stopped by the Beast.

The Beast treated Beauty well. Soon, Beauty began to like the Beast. One day, through the Beast's magic mirror, Beauty saw that her father was sick. The Beast allowed her to go home. Her father was happy to see her. One night, Beauty had a dream. A fairy told her that the Beast was sick. Beauty hurried back and saw the Beast dying. She began to cry. Tears fell onto the Beast. Suddenly, the Beast changed into handsome prince. Beauty and the Beast got married and lived happily ever after.

5. What is the main idea of the second paragraph?
 - a. Beauty's tears changed the Beast into a handsome prince
 - b. Beauty decided to go to the Beast's castle
 - c. Beauty is a hard worker and active girl
 - d. Beauty's father made the Beast angry
6. Why did the Beast wanted to kill Beauty's father?
 - a. He saw an old castle
 - b. He ate the food and picked some roses
 - c. He had a little dialogue with the Beast

- d. He planted some roses in the garden
- 7. Which of the following statement is NOT TRUE according to the text?
 - a. Beauty lived in the farm with her sister and her father
 - b. Beauty served the food on the castle for her father
 - c. Beauty dreamed that the Beast was dying
 - d. Beauty didn't love the Beast at the end
- 8. He became a curious to know who lived inside... (par. 2). The underline word can be replaced by..
 - a. Eager
 - b. Ambitious
 - c. Optimistic
 - d. Marvelous
- 9. ... unless Beauty was brought to **him** (par.2). The word *him* refers to...
 - a. Father
 - b. The Beast
 - c. Beauty
 - d. Beauty's sister

Text 3

The following text is questions for number 10-13

Aladdin

Once upon time, lived a poor widow and her son, Aladdin. Aladdin and Mustafa walked in the desert and came to a cave. Mustafa was afraid to go inside the cave, so Aladdin went inside and found more riches alone. Then, Aladdin found the old lamp and decided to light it. While cleaning it, he rubbed the lamp and out came a genie! "Master, I shall grant you three wishes," he said. Aladdin said, "Take me home!" In seconds, Aladdin was with his mother. Aladdin also brought the ring along with him and when he rubbed it, out came another genie! "Master, I shall grant you three wishes!" said the genie. "Make us rich and happy!" said Aladdin. And Aladdin and his mother lived happily.

One day, Aladdin saw the sultan's daughter and fell in love with her. He went to the palace with gems and asked for her hand in marriage. The king agreed to this. When the sultan died, Aladdin ruled the kingdom. He was just and kind hearted and everybody was happy under his rule. Meanwhile, Mustafa came to know how Aladdin found the magic lamp and became rich. He wanted to take the lamp back. Mustafa came to the palace dressed as a trader and stolen the lamp. He then commanded the genie, "Send Aladdin's entire palace into the deserts in Africa!"

And saying this, Mustafa, along with the princess in the palace, were sent to Africa. He searched for the palace for three long days. Finally, he rubbed his magic ring and asked the genie, "Please take me to my princess!" The genie agreed. When he met his wife, Aladdin and the princess decided to trick Mustafa. The genie then killed Mustafa and Aladdin and the princess lived happily ever after.

10. What is the main idea of the story above?
- Aladdin found the old lamp and decided to caress it
 - Aladdin and his mother lived happily
 - Aladdin and Mustafa walked in the desert and came to cave
 - Mustafa was afraid to go inside the cave
11. Which one is NOT TRUE based on the text?
- Aladdin entered to cave with Mustafa
 - Aladdin could asked three wishes to Genie
 - Aladdin found an old lamp inside the cave
 - Aladdin and the princess lived happily at the end
12. ... the princess in the palace, were sent to Africa. **He** searched for the palace (par. 3). The word He refers to...
- Mustafa
 - Aladdin
 - The genie
 - The princess
13. ...send Aladdin's entire palace into the deserts in Africa!.. (par. 2). The synonym of *palace* is...
- Kingdom
 - Temple
 - Cottage
 - Building

Text 4

The following text is questions for number 14-15.

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 to so angry that the 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!"

14. What does the man do to the bird because the bird cannot say the name of a place?
- The man ate the bird.
 - The man sold the bird.
 - The man killed the bird.
 - The man taught the bird.
15. What is the main idea from paragraph 3?
- The parrot ate the four old chicken at the end
 - The parrot could say Catano
 - The parrot were taught word "Say Catano, or I'll kill you"
 - The parrot was a smart parrot from Catano

Text 5

The following text is questions for number 16-20.

The White Butterfly

An old man named Takahama lived in a little house behind the cemetery of the temple of Sozanji. He was extremely friendly and generally liked by his neighbors, though most of them considered him a little mad. That was because he was very old but he did not want to get married. He did not have the desire for intimate relationship with women.

One summer day he became very ill, so ill, in fact, that he sent for his sister-in-law and her son. They both came and did all they could to bring comfort during his last hours. While Takahama fell asleep, they watched a large white butterfly flew into the room and rested on the old man's pillow. The young man tried to drive it away with a fan; but it came back three times, as if it was very loath to leave the sufferer.

At last Takahama's nephew chased it out into the garden, through the gate, and into the cemetery beyond, where it lingered over a woman's tomb, and then mysteriously disappeared. On examining the tomb the young man found the name "Akiko" written upon it, together with a description narrating how Akiko died when she was eighteen. Though the tomb was covered with moss and must have been erected fifty years previously, the boy saw that it was surrounded with flowers, and that the little water tank had been recently filled.

When the young man returned to the house he found that Takahama had passed away, and he returned to his mother and told her what he had seen in the cemetery.

"Akiko?" murmured his mother. "When your uncle was young he was betrothed to Akiko. She died shortly before her wedding day. When Akiko left this world your uncle resolved never to marry, and to live ever near her grave. For all these years he has remained faithful to his vow, and kept in his heart all the sweet memories of his one and only love. Every day Takahama went to the cemetery, whether the air was fragrant with summer breeze or thick with falling snow. Every day he went to her grave and prayed for her happiness, swept the tomb and set flowers there. When Takahama was dying, and he could no longer perform his loving task, Akiko came for him. That white butterfly was her sweet and loving soul."

16. What is the main idea of the story?
 - a. Takahama did not married after the death of his fiance
 - b. Takahama did not married because he was afraid
 - c. Takahama was married after met with Akiko
 - d. Takahama's fiance was died

17. Which one is **incorrect** statement according to the text?
 - a. Takahama lived near Akiko's grave
 - b. Takahama resolved not to marry after Akiko's death
 - c. Takahama became very ill on summer day
 - d. Takahama chased the white butterfly into the garden

18. Why did not Takahama get married?
 - a. Because he was too young
 - b. Because he kept his promise
 - c. Because he was too old
 - d. Because he was gay

19. ...Akiko left this world **your uncle** resolved never to marry, and to live... (par.4). the word your uncle refers to...
 - a. Akiko's son
 - b. Takahama
 - c. Akiko
 - d. Takahama's sister

20. ... He has remained **faithful** to his vow, and kept.. (par.4). The synonym of *faithful* is..
 - a. Hesitate
 - b. Annoyed
 - c. Loyal
 - d. Hate

~good luck~

Key Answer of the Pretest or the Posttest

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

Appendix 5
Distribution of Students' Try Out test
Upper Group

Grup			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	SC	
upper	A	X	1		1		1		1		0		1		0		1		1		1		1		1		1	11	
		Y		1		0		1		1		0		1		1		1		1		1		1		1		1	10
upper	B	X	1		0		1		1		1		1		1		1		1		0		1		0		1	10	
		Y		1		1		1		1		0		1		1		1		1		1		0		0		0	9
upper	C	X	1		1		0		1		1		0		1		1		1		0		1		0		1	9	
		Y		1		1		1		1		0		1		1		1		0		1		1		1		1	10
upper	D	X	1		0		1		1		1		1		1		0		1		1		1		1		1	11	
		Y		1		1		1		0		0		1		1		1		0		1		0		1		1	8
upper	E	X	1		0		1		1		1		1		1		1		1		1		0		0		1	10	
		Y		1		1		1		0		0		1		1		1		1		1		0		0		1	9
upper	F	X	0		1		1		1		0		0		1		1		1		1		1		0		1	9	
		Y		1		1		1		0		1		0		1		1		1		1		1		1		0	9
upper	G	X	1		1		0		1		1		1		1		1		0		0		1		0		1	9	
		Y		1		1		1		1		0		1		0		1		0		0		1		1		1	9
upper	H	X	1		1		1		1		1		0		1		0		1		1		1		1		1	0	10
		Y		1		0		1		0		1		1		0		0		1		1		1		1		0	7
upper	I	X	1		1		0		1		0		1		1		1		1		1		0		1		0	9	
		Y		1		1		1		0		1		1		0		0		1		1		1		1		0	8
upper	J	X	1		0		1		1		1		0		0		0		1		1		1		1		1	9	
		Y		0		0		1		1		0		0		1		1		0		1		1		1		1	7
upper	K	X	0		1		0		1		0		1		1		1		1		1		0		1		0	8	
		Y		0		0		1		0		1		1		1		0		1		1		1		1		0	7
upper	L	X	1		0		1		0		1		1		1		1		0		0		1		0		1	8	
		Y		0		1		0		1		0		1		1		1		0		0		1		1		0	7
upper	M	X	0		0		1		0		1		0		0		1		1		1		0		1		1	7	
		Y		1		1		1		1		0		0		1		0		1		1		0		0		0	7
TOTAL			10	10	7	9	9	12	11	7	9	4	8	10	10	10	10	9	11	8	9	13	9	9	7	6	10		

Appendix 6
Distribution of Students' Try Out test
Lower Group

Grup		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	SC	
lower	N	X	1		0		1		0		0		1		0		1		0		1		1		1		1	8
		Y		0		1		1		1		1		0		0		1		0		1		0		1		7
lower	O	X	1		1		1		0		0		0		0		1		0		1		0		1		0	6
		Y		0		1		1		1		1		0		1		1		0		1		0		1		8
lower	P	X	0		1		0		1		0		0		0		1		1		1		1		0		0	6
		Y		1		0		1		0		0		0		1		1		0		1		1		1		7
lower	Q	X	0		0		0		1		1		1		0		1		1		0		1		0		0	6
		Y		0		0		0		0		0		1		1		1		1		1		1		0		6
lower	R	X	0		0		0		0		1		1		1		1		1		0		1		0		0	6
		Y		1		0		0		0		0		1		1		0		0		1		1		0		5
lower	S	X	0		0		0		0		1		0		1		1		1		1		0		0		1	6
		Y		0		1		1		0		0		1		0		1		1		0		0		0		5
lower	T	X	0		1		0		0		0		1		1		1		0		1		0		0		1	6
		Y		1		0		0		0		0		0		1		1		1		1		0		0		5
lower	U	X	1		0		0		1		1		0		0		0		1		0		1		0		1	6
		Y		1		0		0		0		0		1		1		1		0		1		0		0		5
lower	V	X	1		1		1		1		0		0		0		0		0		1		0		0		0	5
		Y		1		0		0		0		1		0		1		1		0		1		0		0		5
lower	W	X	1		0		0		1		0		1		1		0		0		1		0		0		1	6
		Y		1		0		0		0		0		0		1		1		1		0		0		0		4
lower	X	X	0		0		0		1		1		0		1		0		1		1		0		0		0	5
		Y		0		0		0		0		0		0		1		1		1		0		1		0		4
lower	Y	X	0		1		0		1		0		0		1		0		0		1		1		0		1	6
		Y		0		0		1		0		0		0		1		1		0		0		0		0		3
lower	Z	X	0		0		1		0		1		0		0		0		1		1		0		0		0	4
		Y		1		1		0		0		0		0		1		1		0		1		0		0		5
			5	7	5	4	4	5	7	2	6	3	5	4	6	11	7	12	7	5	10	9	6	4	2	3	6	

Appendix 7
Level of Difficulty and Discrimination Power

No.	Correct U	Correct L	U+L	LD	Criterion	U-L	DP	Criterion	Decision
1	10	5	15	0.57	average	5	0.38	satisfactory	administered
2	10	7	17	0.65	difficult	3	0.23	satisfactory	administered
3	7	5	12	0.46	average	2	0.15	poor	dropped
4	9	4	13	0.5	average	5	0.38	good	administered
5	9	4	13	0.5	average	5	0.38	satisfactory	administered
6	12	5	17	0.65	average	7	0.53	good	administered
7	11	7	18	0.69	average	4	0.3	satisfactory	administered
8	7	2	9	0.34	average	5	0.38	satisfactory	administered
9	9	6	15	0.57	average	3	0.23	satisfactory	administered
10	8	3	11	0.47	average	5	0.38	satisfactory	administered
11	8	5	13	0.5	average	3	0.23	satisfactory	administered
12	10	4	14	0.6	average	6	0.46	good	administered
13	10	6	16	0.69	average	4	0.3	satisfactory	administered
14	10	11	21	0.91	easy	-1	-0.07	poor	dropped
15	10	7	17	0.73	easy	3	0.23	satisfactory	administered
16	9	12	21	0.91	easy	-3	-0.23	poor	dropped
17	11	7	18	0.69	average	4	0.3	satisfactory	administered
18	8	5	13	0.5	average	3	0.23	satisfactory	administered
19	9	10	19	0.82	easy	-1	-0.07	poor	dropped
20	13	9	22	0.95	easy	4	0.3	poor	dropped
21	9	6	15	0.57	average	3	0.23	satisfactory	administered
22	9	4	13	0.5	average	5	0.38	satisfactory	administered
23	7	2	9	0.34	average	5	0.38	satisfactory	administered
24	6	3	9	0.34	average	3	0.23	satisfactory	administered
25	10	6	16	0.69	average	4	0.3	satisfactory	administered

Appendix 8
Computation of Reliability of Try Out

Students' Code	Odd (X)	Even (Y)	Correct Answer	X²	Y²	XY
A	11	10	21	121	100	110
B	10	9	19	100	81	90
C	9	10	19	81	100	90
D	11	8	19	121	64	88
E	10	9	19	100	81	90
F	9	9	18	81	81	81
G	9	9	18	81	81	81
H	10	7	17	100	49	70
I	9	8	17	81	64	72
J	9	7	16	81	49	63
K	8	7	15	64	49	56
L	8	7	15	64	49	56
M	7	7	14	49	49	49
N	8	7	15	64	49	56
O	6	8	14	36	64	48
P	6	7	13	36	49	42
Q	6	6	12	36	36	36
R	6	5	11	36	25	30
S	6	5	11	36	25	30
T	6	5	11	36	25	30
U	6	5	11	36	25	30
V	5	5	10	25	25	25
W	6	4	10	36	16	24
X	5	4	9	25	16	20
Y	6	3	9	36	9	18
Z	4	5	9	16	25	20
TOTAL	=196	=176	=372	=1578	=1286	=1405

Appendix 9

The Computation of Reliability of Tryout Test Item

Using Pearson Product Moment Correlation, we should find the coefficient correlation between Odd and Even number of the item.

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

$$= \frac{26 \times 1405 - (196)(176)}{\sqrt{[26 \times 1578 - (196)^2][26 \times 1286 - (176)^2]}}$$

$$= \frac{36530 - 34496}{\sqrt{[41028 - 38416][33436 - 30976]}}$$

$$= \frac{2034}{\sqrt{[2612][2460]}}$$

$$= \frac{2034}{\sqrt{6425520}}$$

$$= \frac{2034}{2534.86}$$

$$= \mathbf{0.801}$$

Reliability of the Test

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

$$r_k = \frac{2(0.801)}{1 + 0.801}$$

$$r_k = \frac{1.602}{1.801}$$

$$= \mathbf{0.88}$$

Appendix 10

Students' Score of Pretest and Posttest

Experimental Class

No.	Students' Code	Pretest	Posttest
1	A	55	70
2	B	55	70
3	C	65	75
4	D	65	75
5	E	60	75
6	F	60	75
7	G	55	70
8	H	65	80
9	I	70	75
10	J	55	75
11	K	60	75
12	L	65	75
13	M	65	80
14	N	75	85
15	O	70	80
16	P	65	75
17	Q	60	75
18	R	60	75
19	S	70	80
20	T	75	80
21	U	70	75
22	V	70	75
23	W	65	75
24	X	70	80
25	Y	70	80
26	Z	70	80
27	AA	70	80
28	AB	70	80
29	AC	65	75
30	AD	70	80
	TOTAL	1960	2300
	AVERAGE	65.33	76.66

Control Class

No.	Students' Code	Pretest	Posttest
1	A	60	70
2	B	50	70
3	C	65	75
4	D	60	70
5	E	65	75
6	F	60	75
7	G	60	70
8	H	50	60
9	I	50	70
10	J	70	80
11	K	65	75
12	L	60	70
13	M	50	70
14	N	60	70
15	O	65	75
16	P	65	75
17	Q	65	70
18	R	75	80
19	S	70	75
20	T	65	75
21	U	70	80
22	V	65	80
23	W	70	75
24	X	65	70
25	Y	65	75
26	Z	65	75
27	AA	60	70
28	AB	60	75
29	AC	65	80
	TOTAL	1815	2130
	AVERAGE	62.58	73.44

Appendix 11

Distribution of the Students' Pretest in Experimental Class

Students' Code		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
A	X	1		1		1		1		0		1		1		0		0		1	
	Y		0		0		0		1		1		0		0		1		1		0
B	X	0		0		0		1		1		1		1		0		0		1	
	Y		1		1		1		0		0		1		1		1		1		0
C	X	0		0		1		1		0		1		1		0		0		1	
	Y		1		1		1		1		0		1		0		1		1		1
D	X	1		1		0		1		1		1		0		0		0		1	
	Y		1		0		1		1		0		1		1		1		0		1
E	X	1		1		0		1		1		0		1		0		0		1	
	Y		1		0		0		0		1		1		1		1		1		0
F	X	1		0		1		0		1		1		1		0		0		1	
	Y		1		0		1		0		0		1		0		1		1		1
G	X	0		1		1		1		0		1		0		0		0		0	
	Y		1		1		1		0		1		1		0		1		1		0
H	X	1		1		0		1		1		1		0		0		0		1	
	Y		1		1		1		0		1		1		0		1		1		1
I	X	1		1		1		1		1		1		0		0		0		1	
	Y		1		0		1		1		0		1		1		1		1		0
J	X	0		1		0		1		1		1		0		0		0		1	
	Y		1		0		0		1		1		1		0		1		1		0
K	X	1		0		1		0		1		0		0		0		0		1	
	Y		1		1		1		0		1		1		1		1		0		1
L	X	1		1		0		0		1		0		1		0		0		1	
	Y		1		1		1		1		1		1		0		1		0		1
M	X	0		1		1		0		1		1		1		0		0		0	
	Y		1		1		1		0		1		1		0		1		1		1
N	X	0		1		1		1		1		1		1		0		0		1	
	Y		1		1		1		1		1		1		1		1		0		0
O	X	1		1		0		1		1		1		0		0		0		1	
	Y		1		1		1		0		1		1		1		1		1		0
TOTAL		9	14	11	9	8	12	11	7	12	10	12	14	8	7	0	15	0	11	13	7

Students' Code		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
P	X	1		0		1		0		1		0		1		0		0		1	
	Y		1		1		1		0		1		1		0		1		1		1
Q	X	1		1		0		1		1		1		1		0		1		1	
	Y		1		0		1		0		0		0		0		0		1		1
R	X	1		1		1		1		1		1		1		0		0		0	
	Y		1		1		1		0		0		0		0		0		1		1
S	X	1		1		1		1		1		0		1		0		0		0	
	Y		1		1		1		1		1		0		0		1		1		1
T	X	1		1		1		1		1		1		1		0		0		1	
	Y		1		1		1		1		0		0		1		1		1		1
U	X	1		0		0		1		0		1		1		0		1		1	
	Y		1		1		1		1		1		0		0		1		1		1
V	X	0		1		0		1		1		1		1		0		0		1	
	Y		0		1		1		1		1		1		0		1		1		1
W	X	1		0		1		1		1		1		0		0		0		0	
	Y		1		1		1		1		1		1		1		0		1		1
X	X	1		1		0		1		1		1		0		1		0		1	
	Y		1		1		1		1		0		0		1		0		1		1
Y	X	0		1		1		1		0		1		1		0		0		1	
	Y		0		1		1		1		1		1		1		0		1		1
Z	X	1		1		1		1		0		1		1		1		1		1	
	Y		0		1		1		1		1		0		1		0		1		0
AA	X	1		0		0		0		0		1		0		0		1		1	
	Y		1		1		1		1		1		0		1		1		1		1
AB	X	1		1		1		1		0		1		1		0		1		1	
	Y		0		0		1		1		1		0		1		0		1		1
AC	X	1		1		1		1		0		0		1		0		1		1	
	Y		0		1		1		0		0		1		0		1		0		1
AD	X	1		1		1		0		1		1		1		0		1		1	
	Y		0		1		1		0		1		0		0		0		1		1
TOTAL		13	9	11	13	10	15	12	10	9	10	12	5	12	7	2	7	7	14	12	14

Appendix 12

Distribution of the Students' Posttest in Experimental Class

Students' Code		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
A	X	1		1		1		1		0		1		1		1		1		1	
	Y		1		1		0		1		1		0		0		1		0		0
B	X	0		0		0		1		1		1		1		0		0		1	
	Y		1		1		1		1		0		1		1		1		1		0
C	X	1		0		1		1		1		1		1		1		1		1	
	Y		1		1		1		1		0		1		0		1		0		1
D	X	1		1		0		1		1		1		0		1		0		1	
	Y		1		0		1		1		1		1		1		1		0		1
E	X	1		1		0		1		1		0		1		1		1		1	
	Y		1		1		0		0		1		1		1		1		1		0
F	X	1		0		1		0		1		1		1		1		1		1	
	Y		1		1		1		0		0		1		0		1		1		1
G	X	0		1		1		1		0		1		0		1		1		1	
	Y		1		1		1		0		1		1		0		1		1		0
H	X	1		1		1		1		1		1		0		1		1		1	
	Y		1		1		1		0		1		1		0		1		1		1
I	X	1		1		1		1		1		1		0		1		0		1	
	Y		1		0		1		1		0		1		1		1		1		0
J	X	0		1		0		1		1		1		1		1		1		1	
	Y		1		0		0		1		1		1		1		1		1		0
K	X	1		1		1		0		1		0		0		0		0		1	
	Y		1		1		1		1		1		1		1		1		0		1
L	X	1		1		0		0		1		0		1		1		0		1	
	Y		1		1		1		1		1		1		0		1		1		1
M	X	0		1		1		0		1		1		1		1		0		1	
	Y		1		1		1		1		1		1		0		1		1		1
N	X	0		1		1		1		1		1		1		1		1		1	
	Y		1		1		1		1		1		1		1		1		0		0
O	X	1		1		0		1		1		1		0		1		1		1	
	Y		1		1		1		0		1		1		1		1		1		0
TOTAL		10	15	12	12	9	12	11	10	13	11	12	14	9	8	13	15	9	10	15	7

Students' Code		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
P	X	1		0		1		1		1		1		1		0		0		1	
	Y		1		1		1		0		1		1		0		1		1		1
Q	X	1		1		0		1		1		1		1		1		1		1	
	Y		1		0		1		0		1		1		0		0		1		1
R	X	1		1		1		1		1		1		1		1		1		1	
	Y		1		1		1		0		0		0		0		0		1		1
S	X	1		1		1		1		1		1		1		1		0		0	
	Y		1		1		1		1		1		0		0		1		1		1
T	X	1		1		1		1		1		1		1		1		0		1	
	Y		1		1		1		1		0		0		1		1		1		1
U	X	1		0		0		1		0		1		1		1		1		1	
	Y		1		1		1		1		1		0		0		1		1		1
V	X	0		1		0		1		1		1		1		0		0		1	
	Y		0		1		1		1		1		1		1		1		1		1
W	X	1		1		1		1		1		1		0		0		0		1	
	Y		1		1		1		1		1		1		1		0		1		1
X	X	1		1		1		1		1		1		0		1		0		1	
	Y		1		1		1		1		1		0		1		0		1		1
Y	X	0		1		1		1		1		1		1		0		1		1	
	Y		0		1		1		1		1		1		1		0		1		1
Z	X	1		1		1		1		1		1		1		1		1		1	
	Y		0		1		1		1		1		0		1		0		1		0
AA	X	1		0		0		1		0		1		0		1		1		1	
	Y		1		1		1		1		1		0		1		1		1		1
AB	X	1		1		1		1		0		1		1		0		1		1	
	Y		0		1		1		1		1		1		1		0		1		1
AC	X	1		1		1		1		0		1		1		1		1		1	
	Y		0		1		1		0		0		1		0		1		0		1
AD	X	1		1		1		0		1		1		1		1		1		1	
	Y		0		1		1		0		1		0		0		1		1		1
TOTAL		13	9	12	14	11	15	14	10	11	12	15	7	12	8	10	8	9	14	14	14

Appendix 13

The Summary of the Correct Answer from the Pretest and the Posttest in the Experimental Class

Number of The Test	The Pretest	The Posttest
1	22	23
2	23	24
3	22	24
4	22	26
5	18	20
6	27	27
7	23	25
8	17	20
9	21	24
10	20	23
11	24	27
12	19	21
13	20	21
14	14	16
15	2	23
16	22	23
17	7	18
18	25	14
19	25	29
20	21	21

Appendix 14

Distribution Frequencies of Pretest in Experimental Class

Statistics

Pretest in Experimental Class

N	Valid	30
	Missing	0
Mean		65.33
Median		65.00
Mode		70
Std. Deviation		5.862
Variance		34.368
Range		20
Minimum		55
Maximum		75
Sum		1960

Pretest Scores in Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 55	4	13.3	13.3	13.3
60	5	16.7	16.7	30.0
65	8	26.7	26.7	56.7
70	11	36.7	36.7	93.3
75	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Appendix 15
Distribution Frequencies of Pretest in Control Class

Statistics

Pretest in Control Class

N	Valid	28
	Missing	0
Mean		62.85
Median		65.00
Mode		65
Std. Deviation		6.862
Variance		47.090
Range		25
Minimum		50
Maximum		75
Sum		1760

Pretest Scores in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	4	14.3	14.3	14.3
	60	8	28.6	28.6	42.9
	65	10	35.7	35.7	78.6
	70	4	14.3	14.3	92.9
	75	2	7.1	7.1	100.0
	Total	28	100.0	100.0	

Appendix 16

Distribution Frequencies of Posttest in Experimental Class

Statistics

Posttest in Experimental Class

N	Valid	30
	Missing	0
Mean		76.66
Median		75.00
Mode		75
Std. Deviation		3.555
Variance		12.644
Range		15
Minimum		70
Maximum		85
Sum		2300

Posttest Scores in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	3	10.0	10.0	10.0
	75	15	50.0	50.0	60.0
	80	11	36.7	36.7	96.7
	85	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Appendix 17
Distribution Frequencies of Posttest in Control Class

Statistics

Posttest in Control Class

N	Valid	28
	Missing	0
Mean		72.67
Median		75.00
Mode		75
Std. Deviation		4.996
Variance		24.967
Range		20
Minimum		60
Maximum		80
Sum		2035

Posttest Scores in Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	3.6	3.6	3.6
	65	3	10.7	10.7	14.3
	70	8	28.6	28.6	42.9
	75	12	42.9	42.9	85.7
	80	4	14.3	14.3	100.0
	Total	28	100.0	100.0	

Appendix 18
Normality Test
Data of Pretest in Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	55	75	65.33	5.862
Valid N (listwise)	30				

One-Sample Kolmogorov-Smirnov Test

		Pretest
N		30
Normal Parameters ^a	Mean	65.33
	Std. Deviation	5.862
Most Extreme Differences	Absolute	.220
	Positive	.146
	Negative	-.220
Kolmogorov-Smirnov Z		1.207
Asymp. Sig. (2-tailed)		.109
a. Test distribution is Normal.		

Data of Posttest in Experimental Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	30	70	85	76.66	3.555
Valid N (listwise)	30				

One-Sample Kolmogorov-Smirnov Test

		Posttest
N		30
Normal Parameters ^a	Mean	76.66
	Std. Deviation	3.555
Most Extreme Differences	Absolute	.280
	Positive	.280
	Negative	-.226
Kolmogorov-Smirnov Z		1.536
Asymp. Sig. (2-tailed)		.018
a. Test distribution is Normal.		

Appendix 19
Normality Tests
Data of Pretest in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	28	50	75	62.85	6.862
Valid N (listwise)	28				

One-Sample Kolmogorov-Smirnov Test

		Pretest
N		28
Normal Parameters ^a	Mean	62.85
	Std. Deviation	6.862
Most Extreme Differences	Absolute	.196
	Positive	.163
	Negative	-.196
Kolmogorov-Smirnov Z		1.036
Asymp. Sig. (2-tailed)		.234
a. Test distribution is Normal.		

Data of Posttest in Control Class

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	28	60	80	72.67	4.996
Valid N (listwise)	28				

One-Sample Kolmogorov-Smirnov Test

		Posttest
N		28
Normal Parameters ^a	Mean	72.67
	Std. Deviation	4.996
Most Extreme Differences	Absolute	.250
	Positive	.178
	Negative	-.250
Kolmogorov-Smirnov Z		1.325
Asymp. Sig. (2-tailed)		.060
a. Test distribution is Normal.		

Appendix 20

Homogeneity Test of Pretest in Experimental Class and Control Class

Group Statistics

Group		N	Mean	Std. Deviation	Std. Error Mean
Pretest	Experimental	30	65.3333	5.86241	1.07032
	Control	28	62.8571	6.86221	1.29684

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest	Equal variances assumed	.353	.555	1.481	56	.144	2.476	1.672	-0.873	5.826
	Equal variances not assumed			1.473	53.290	.147	2.476	1.681	-0.896	5.848

Appendix 21

Homogeneity of Posttest in Experimental Group and Control Class

Group Statistics

Group		N	Mean	Std. Deviation	Std. Error Mean
Posttest	Experimental	30	76.66	3.555	.649
	Control	28	72.67	4.996	.944

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	3.118	.083	3.521	56	.001	3.988	1.132	1.718	6.257
	Equal variances not assumed			3.480	48.473	.001	3.988	1.145	1.684	6.291

Appendix 22

Increase of Students' Reading Comprehension in Experimental Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest in Experimental Class	65.33	30	5.862	1.070
	Posttest in Experimental Class	76.66	30	3.555	.649

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	Pretest – Posttest in Experimental Class	-11.333	3.698	.675	-12.714	-9.952	-16.784	29	.000

Appendix 23

Increase of Students' Reading Comprehension in Control Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest in Control Class	62.85	28	6.862	1.296
	Posttest in Control Class	72.67	28	4.996	.944

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	Pretest – Posttest in Control Class	-9.821	4.190	.791	-11.446	-8.196	-12.402	27	.000

Appendix 24

Independent Class T-Test of Posttest in Experimental Class

Group Statistics

group	N	Mean	Std. Deviation	Std. Error Mean
Posttest Experimental Class	30	76.66	3.555	.649
Control Class	28	72.67	4.996	.944

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Posttest Equal variances assumed	3.118	.083	3.521	56	.001	3.988	1.132	1.718	6.257
Equal variances not assumed			3.480	48.473	.001	3.988	1.145	1.684	6.291



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Nomor : 1379 /UN26/3/PL/2013
Perihal : Penelitian Pendahuluan

29 November 2013

Yth. Kepala SMA Negeri 2 Metro
Kota Metro
di
Metro

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jurusan : Pend. Bahasa dan Seni
program studi : Pend. Bahasa Inggris
semester : 7 (tujuh)

untuk mengadakan penelitian pendahuluan di SMA Negeri 2 Metro Kota Metro sebagai syarat menyelesaikan studi.

Atas bantuan Saudara, kami ucapkan terima kasih.



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untuk mengadakan penelitian di SMA Negeri 2 Metro Kota Metro sebagai syarat menyelesaikan studi.

Atas bantuan Saudara, kami ucapkan terima kasih.



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Nomor 1379 /UN26/3/PL/2013

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung menerangkan bahwa:

nama : Kartika Wulandari
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tempat/tanggal lahir : Metro, 12 Juli 1992
alamat : Mulyosari 16 A Metro Barat

adalah benar mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung yang akan mengadakan penelitian untuk menyusun skripsi dengan judul:

“IMPLEMENTING EXCLUSIVE LEARNING MODEL IN TEACHING READING COMPREHENSION AT THE FIRST GRADE STUDENTS OF SMA NEGERI 2 METRO”

Demikian surat keterangan ini dikeluarkan agar dapat dipergunakan sebagaimana mestinya.

Bandar Lampung, 17 Januari 2014

a.n. Dekan

Dekan I,



Dr. M. Thoha B. S. Jaya, M.S.

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KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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Nomor : 1339 /UN26/3/PL/2013
Perihal : Observasi

29 November 2013

Yth. Kepala SMA Negeri 2 Metro
Kota Metro
di
Metro

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung mohon izin observasi bagi mahasiswa Program Studi Pend. Bahasa Inggris Jurusan Pendidikan Bahasa dan Seni sebagai berikut :

No	Nama mahasiswa	NPM
1.	Kartika Wulandari	1013042047

Observasi dilakukan sebagai syarat menyelesaikan tugas mata kuliah Skripsi.

Atas bantuan Saudara, kami ucapkan terima kasih.



Perbanas Dekan I,
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**DINAS PENDIDIKAN KEBUDAYAAN PEMUDA DAN OLAHRAGA
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SURAT KETERANGAN

NO : 223 / I 12.09.03 / SMA.0 2/ KM / 2014

Yang bertanda tangan dibawah ini An. Kepala Sekolah SMA Negeri 2 Metro, menerangkan
sesungguhnya bahwa

Nama : **KARTIKA WULANDARI**
NPM : 1013042047
Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan kegiatan Penelitian di SMA Negeri 2 Metro dari tanggal 07 Maret sampai
dengan 2 Mei 2014 sebagai salah satu syarat menempuh ujian skripsi dengan judul :

“ IMPLEMENTATING EXCLUSIVE LEARNING MODEL IN TEACHING READING
COMPREHENSION AT THE FIRST GRADE STUDENTS OF SMA NEGERI 2 METRO “

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 02 Mei 2014

Kepala Sekolah



HARGANTO, S.Pd

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