



**THE EFFECTIVENESS OF USING  
SEMANTIC MAPPING STRATEGY IN TEACHING  
READING COMPREHENSION OF NARRATIVE TEXT**

**(A Case of the Eighth Grade Students of SMP Negeri 6 Semarang  
in the Academic Year of 2012/2013)**

**a final project  
submitted in a partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan*  
in English**

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IN TEACHING READING COMPREHENSION OF NARRATIVE TEXT  
(A Case of the Eighth Grade Students of SMP Negeri 6 Semarang  
in the Academic Year of 2012/2013)**

yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar benar merupakan kerja saya sendiri, yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi dan pemaparan ujian. Semua kutipan, baik langsung maupun tidak langsung, baik yang diperoleh dari sumber perpustakaan, wahana computer, maupun sumber lainnya, telah disertakan keterangan mengenai identitas sumber dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, penulisan skripsi/ tugas akhir/ *final project* tetap menjadi tanggung jawab saya sendiri.

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*“Your success is created by Allah, your best achievement is created by Allah, your graduation is created by Allah, remember that Allah always watch over you and always remember Allah in your every step in life, believe and pray to Allah.”*

*Malik Firmansyah*

My final project is dedicated to  
My beloved father (Sakir Susanto)  
My beloved mother (Kamsinah)  
My beloved brother (Fajar Gunawan)  
My dearest fiancé (Malik Firmansyah)  
All of my beloved family  
All of my classmate in English  
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## ABSTRACT

Kumala Sari, Suci. 2013. *The Effectiveness of Using Semantic Mapping Strategy in Teaching Reading Comprehension of Narrative Text (A Case of the Eighth Grade Students of SMP Negeri 6 Semarang in the Academic Year of 2012/2013)*. Final Project. English Department. Semarang State University. First Advisor: Dr. Dwi Anggani Linggar Bharati, M.Pd. Second Advisor: Frimadhona Syafri, S.S, M. Hum.

Key words: *semantic mapping strategy, reading, narrative text, experimental research.*

This research was aimed to investigate the effectiveness of using semantic mapping strategy in teaching reading comprehension of narrative text and the significant difference on reading comprehension of narrative text between two groups: who were taught using semantic mapping strategy and those who were taught using quick reading method.

The design of this study was experimental study. The population of this study was the eighth grade students of SMP Negeri 6 Semarang in the academic year of 2012/2013. The number of the subjects was 60 students. The data were obtained by administering reading test to the VIII B as control group and VIII C as experimental group. The research was started by giving pre-test, treatments, and post-test to both experimental and control groups. The data of the test were analyzed by using *t*-test formula to know the difference of the students' comprehension in reading narrative text between two groups.

In the pre-test, the average score of the experimental group was 51.2667 and the control group was 64. The average score of post-test of the experimental group was 76.0667 while the control one was 70.6667. The result of the *t*-test of mean difference was 8.939 and *t*-table was 2.00. It means that *t*-value is higher than *t*-table ( $8.939 > 2.00$ ). The calculation revealed that the hypothesis about a significant difference on reading comprehension between students who were taught narrative text by using semantic mapping strategy and those who are taught by using quick reading method was accepted.

Based on the research conducted, it was proved that the use of semantic mapping strategy is effective as a strategy to improve teaching reading achievement of narrative text to the eighth year students of SMPN 6 Semarang.

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# **CHAPTER I**

## **INTRODUCTION**

In this early chapter, the writer delivers several points, there are background of the study, reason for choosing the topic, statements of the problem, objectives of the study, hypotheses of the study, significance of the study, limitation of the study, definition of terms, and outline of the study.

### **1.1 Background of the Study**

Understanding the meaning of certain language especially English that is not our own language is more difficult. People should understand one word to another word until they can find the meaning of one sentence and get the correct insight of that sentence. However, learning certain language by using several methods, techniques, and strategies is more helpful to reach the comprehension of language itself. Richards (2007:2) states that English is the language of globalization, international communication, commerce and trade, the media and pop culture, different motivation for learning it come in to play. Language as a means communication is used by human being to establish social relation. By using a language, people are able to convey their messages, to express their idea in oral or written language so that they can communicate with each other.

English in a language of globalization is used in almost all of countries in the world as a means of International communication. Because of its significance role, English has been included to Indonesian Educational System

Curriculum. It is a compulsory subject in Elementary School, Junior High School, Senior High School, and in the University level. The given English Subject in education system purposes to conduct the young generation to face the world which has assertion to master this language so they have a vast association. The English curricula stipulate that English subject should include four skills, there are listening, speaking, reading, and writing.

One of the skills in English subject is reading that also has an own passion to make the students really more learn about English. Reading is very important for study purposes, careers, or simply for pleasure. By reading, we can get much information and pleasure. According to Harris (1980: 53) reading is a form of communication. Information and ideas are exchanged between writer and reader in the act of communicating. The form of written text which read by the reader can be a communication way to deliver the ideas of the writer about some particular information. This information will be a new knowledge or as an entertainment which is needed for the reader.

Reading as a communication through the text includes knowledge, news and story. In education, by reading a passage or story the student will get more knowledge and information. The knowledge or information that they got from reading can be used for communicating or sharing their idea with other students through giving opinion or idea. The interaction among students during reading section will set up the class more active and alive. The writer thinks that it will be better to give variation in teaching reading comprehension by using strategy.

Based on the background above, the writer will introduce English reading activity to the students by using a strategy that is semantic mapping strategy. This strategy addressed to optimize in teaching reading comprehension. This strategy can be applied to all kinds of texts related to the type and the purpose of the text relevance with the strategy or not.

As cited in Keshavarz, M. et al. (2013: 152) Semantic mapping strategy involves drawing a diagram of the relationships between words according to their use in a particular text and it is best introduced as a collaborative effort between the teacher and the class (Stahl and Vancil, 1986). Semantic mapping strategy is such kind of strategy to correlate the relationship between words in particular text to enhance the teacher and students comprehend by drawing or sketch of the information that they get from the text. Besides, semantic mapping strategy has been used in a variety of ways, including the following: it has been used as a mean of improving the teaching of study skills (Hanf, 1971: Heimlich & Pittleman, 1986). Semantic mapping strategy can be used to improve the teaching of study skills means that it affects the variation of teaching strategy which include the way in delivering the materials and the media of materials.

In this study, she will apply several strategies including List-Group-Label strategy, Think-Alouds strategy and Somebody-Wanted-But-So strategy which are the sub-strategy of semantic mapping strategy to teach reading of narrative text for Eighth Grade of Junior High School.

## 1.2 Reason of Choosing the Topic

The writer performs the semantic mapping strategy as one of the strategies in teaching reading that is considered will make the students pleasant to read in English.

In teaching English subject, the writing cycle too dominate than reading cycle. When the writer had practice for teaching in form of PPL (*Praktek Pengalaman Lapangan*) in SMPN 6 Semarang, especially in the grade eighth students, she found most of students had a difficulty in comprehend reading a passage. Most of students could read the passage well but they did not understand the content of the text. This case becomes a consideration for her to look for the solution and not only make the students can read a passage well but also comprehend in reading a passage. They can understand the content of the passage, make a review of a passage after they read a passage, and answer the following questions well.

“... the study of reading is, in part, the study of language processes, including comprehension. What distinguishes reading most clearly from spoken language processes is the conversion process, or decoding. Beyond decoding, reading shares some linguistic and general cognitive processes with spoken language in the processes of comprehension” (Perfetti, Van Dyke and Hart : 2001).

Comprehend in reading session is a goal that students should achieve to measure their understanding of a text in their process when they read and find out the meaning of the text. The students need method or strategy to make them

comfort and easy in comprehend a text. The differences among students' appreciation when they comprehend a text becomes a consideration for the teacher in choosing the strategy which is appropriate for the students, that is semantic mapping strategy.

The writer found semantic mapping strategy as the strategy which is used to solve the problem above. Semantic mapping strategy is an alternative strategy that has significant effect on teaching reading comprehension. There are several reasons why semantic mapping strategy use for reading section according to the statement of experts, there are:

- (1) Antonnaci (1991:174) states that, "semantic mapping is a visual representation of knowledge, a picture of conceptual relationship. It means that semantic mapping can be as a visual representation of knowledge.
- (2) Zaid (1995:6) said that, "the students who use semantic mapping manifest considerable improvement reading comprehension, written expression and vocabulary development.

The semantic mapping strategy which can be a visual representation of knowledge that support students to create their own understanding of certain text into their own work by drawing a figure, table or chart which represented the content of the text. As stated by Zaid above the semantic mapping also can improve reading comprehension, written expression and vocabulary development. It means that comprehend the text by reading not only by visual representation in form of written expression but also the students will get their vocabulary development. She believes that by giving semantic mapping strategy in teaching

reading and by choosing the narrative text as the target text in her research. The semantic mapping strategy will apply in experimental class. The strategies which are chosen by the writer are divided in three reading section, there are List-Group-Label (LGL) strategy in pre-reading, Think Alouds strategy in core-reading, and Somebody-Wanted-But-So (SWBS) strategy in post reading. She also uses another strategy of reading which will be apply in control class as a comparison in her research that is quick reading method which includes skimming and scanning.

### **1.3 Statement of the Problems**

The problems that will be discussed in this study are:

- (1) To what extent can the semantic mapping strategy be applied in teaching reading comprehension of narrative text of the eighth grade students of SMPN 6 Semarang?
- (2) Is there any significant difference of achievement before and after the students of the eighth grade students of SMPN 6 Semarang when they are taught reading narrative text by using semantic mapping strategy?

### **1.4 Objectives of the Study**

The objectives of the study can be stated as follows:

- (1) To describe how the semantic mapping strategy can be applied in teaching reading comprehension of narrative text for the eighth grade students in SMPN 6 Semarang.

- (2) To find out whether or not there is significant difference of achievement before and after the students of the eighth grade students of SMPN 6 Semarang do reading narrative text by using semantic mapping strategy.

### **1.5 Hypotheses of the Study**

There are two hypotheses in this study that are working hypothesis and null hypothesis:

- 1) Ho: There is a significant difference between the students' reading comprehension of narrative text taught by semantic mapping strategy and taught by quick reading method.
- 2) Hi: There is no significant difference between the students' reading comprehension of narrative text taught by semantic mapping strategy and taught by quick reading method.

### **1.6 Significance of the Study**

The results of this study can contribute some benefits related to theoretical, pedagogical and practical significance as follow:

#### **(1) Theoretical significance**

The results of the research will give theoretical information about the effectiveness of using semantic mapping strategy in teaching narrative text reading comprehension. The semantic mapping strategy more effective in teaching reading of narrative text than the teacher uses other strategies. The

sub-strategy of semantic mapping such as List-Group-Label strategy, Think-Alouds strategy and Somebody-Wanted-But-So strategy are appropriate in teaching reading of narrative text. Those theory are simply but have many effectiveness. There are several advantage, as follow those strategies give a variety in teaching process, each strategy has main purpose to enhance the reading comprehend of the students, and the strategies more fun to apply in teaching reading. Theoretically, this research will help the researcher of further research to find out the new strategy which is supported and combined with semantic mapping strategy through reading a text.

## (2) Pedagogical significance

### a. Students

It may motivate the students to improve their interest in reading ability with a pleasure and not only read one type of text but also they can be enthusiastic for other many kinds of texts. The students can actively participate and make a discussion in every session of English lesson in class. They will move freely and individually with their own presentation to make a good result of their understanding too without depend on their teacher perspective all the time. Their improvement of interest in reading comprehension will help them to get much knowledge, information and master English well. So they can easily understand what does the text tell about by using semantic mapping strategy.

### b. Teachers

The teacher will get new suggestion about teaching process that semantic mapping strategy can be used for teaching reading comprehension of several

kinds of texts for Junior High School students. The teacher will be motivated to use the semantic mapping strategy for other skills in English besides reading skill. So many kinds of strategies which include in semantic mapping strategy can applied in four skills of English lesson. The teacher will be more creative and active to get more knowledge of good teaching. The teacher also can be interest to find another strategy, method or technique to improve their ways in teaching-learning process of English subject.

### (3) Practical significance

Practically, the outcome of this research study is expected to give feedback to English teachers, especially those who teach at eighth grade students of SMPN 6 Semarang. The feedback of this research which about the use of semantic mapping strategy in teaching narrative text reading comprehension will be a breakthrough in developing teaching and learning process of English subject. For the readers, the strategies which are applied in this research can enrich their insights to learn reading and also give them knowledge to master reading by using semantic mapping strategy. By doing reading they will get more information and knowledge to improve their capability to face their future especially in education.

## **1.7 Limitation of the Study**

The writer limits this study by the following limitation.

- (1) This observation is only conducted for the eighth grade students of SMPN 6 Semarang in the academic year of 2012/2013.

- (2) The strategy used in this study is semantic mapping strategy which is focus on narrative reading comprehension for the eighth grade students of SMPN 6 Semarang in the academic year of 2012/2013.

### **1.8 Definition of Terms**

The writer defines the terms are used in this study there are the term of reading comprehension, the term of semantic mapping strategy, the term of skimming and scanning and the term of narrative text by the following:

Mcknight (2000) believed that reading comprehension, or the construction of meaning while reading, is the goal of reading and is not a solitary and simple process. It is a complex and dynamic process in which the reader decodes the writer's words and draws on his own background knowledge to construct understanding of the text that is similar to the writer's intent. Comprehension relies on the reader's experiences, knowledge about language, knowledge of the text structures and genres, meta-cognitive, basic reasoning abilities and active engagement.

Heimlich, J. E., & Pittelman, S. V. (1986) explained that a Semantic Map is one type of graphic organizer. It helps students visually organize and graphically show the relationship between one piece of information and another. This strategy has been identified by researchers as an excellent strategy for increasing vocabulary and improving reading comprehension. Semantic Mapping Strategy can be used to find out the content and meaning of vocabulary in

narrative text form and will be treated by the stage of reading session so the role of Semantic Mapping Strategy can be seen from the result of students' answer.

According to Wallace (2004) there are two methods of reading. These are careful reading and quick reading. Careful reading refers to the process of critically reading the text while taking note of all details in order to enhance understanding of the text. Quick reading on the other hand can be done using two techniques: Skimming and scanning.

Maxwell (1975) defines skimming as the rapid processing of materials to obtain the key ideas, and scanning as the ability to locate specific facts and information quickly. Skimming demands fast moving of eyes down a page in a zigzag manner, looking for some words or phrases or sentences here and there to get the kernel of the material. Scanning demands a quick answer to a specific question from the passages or chapters or even from a complete book and does not require reading of each and every word. They're alike in that you don't read all of the material. They're different in the way you go about each. In skimming, your purpose is quite different. You may be interested in the "gist" of an article, or you may want to sample a book in the library before deciding to take it out. When you skim, you alternate read and glance, and your goal is to obtain an impression of the whole. In scanning, you usually have a question to, or something specific to look for. It might be a telephone number, a particular quotation in a book, or supporting facts to use in a discussion you're having. When you scan, your goal is to find just the information you want. When you've found it, you're finished reading.

According to Chatman (1995) main contribution to the theory of narrative is Story and Discourse. He explains that story is the content of narrative (the *what* of the narrative) and the discourse is form of narrative (the *how*). According to the author, the structural theory of narrative states that narrative (a narrative text, a narrative structure) has two parts. The first part, the story, consists of the content (the chain of events) and the existents (the characters and the items of setting). The second part, the discourse, is the means by which the content is expressed.

The following definitions of terms above are to represent the general concept of terms that is used in this study according to the chosen topic. The terms which consist of reading, quick reading strategy, semantic mapping strategy and narrative text are supported terms to build this project study become more accurate as substratum of the research which conducted by the writer. Those terms above will developed in second chapter.

### **1.9 Outline of the Study**

This study was developed into five chapters. The study is outlined as follows: The first chapter is introduction; here the writer gives general background of the study, reason for choosing the topic, statement of the problems, objectives of the study, hypotheses of the study, significance of the study, limitation of the study, definitions of terms and the outline of the study.

The second chapter is reviews of the related literature, which contains eight sections. First was about the general concept of reading, second was about

the general concept of reading comprehension, third was about the general concept of semantic mapping strategy, fourth was about general concept of list-group-label strategy, fifth was about the general concept of think-alouds strategy, sixth was about the general concept of somebody-wanted-but-so strategy, seventh was about the general concept of quick reading method, eighth was about the general concept of skimming and scanning, ninth was about the general concept of narrative text.

The third chapter is research methodology of the study that consisted of the research design, population and sample, research instrument, data collection, data analysis, and references. The fourth chapter is research finding of the study, analyzing of the students' work and discussion. The last chapter is conclusions of the study and suggestions.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with the review of literature related to the study. They consist of the previous study related to the research, theoretical review related to the research, and the framework of the study. The study was designed to know what extent does the semantic mapping strategy can be applied in teaching reading comprehension of narrative text and to find out whether or not the semantic mapping strategy has difference significant achievement for the students before and after the study at the eighth grade of SMP N 6 Semarang.

#### **2.1 Previous Study**

The writer found some previous studies related to semantic mapping and reading comprehension. The semantic mapping and reading comprehension is the concern points of this research. These previous studies have been reviewed in relation to the study.

##### **2.1.1 Using Semantic Mapping Technique to Improve Reading Ability**

Robert (2009) conducted a research that the objectives was to find the improvement of both reading comprehension and involvement in reading comprehension activities of IX Grade students of MTs Maarif Sukorejo through semantic mapping technique. The findings of Robert's research study indicate that

the semantic mapping technique is successful in improving both the students' ability in comprehending English texts (report texts) and the students' involvement in reading activities.

The improvement can be seen from the increase of students' mean scores and the students' individual score percentage from preliminary study to Cycle 2. The students' mean score had improved greatly from 35.00 to 68.33. Besides, The students' individual score percentage had achieved to a great extent from 0% to 44.44% equal or greater than 70. Those scores obtained by the students in the two cycles were shown by reading comprehension tests or quizzes. Dealing with the students' involvement, most of students (93.75%) were involved actively in the reading activities in the third meeting of Cycle 2.

The result of the analysis showed that there is a difference between the students score before using semantic mapping technique and after given a semantic mapping technique in reading comprehension. Moreover, the enthusiastic of students in reading activities also have improvement. The writer concludes that the semantic mapping technique can be used for influence the students in the result of reading activity.

### **2.1.2 Improving Students' Reading Comprehension through Semantic Mapping Strategy**

In 2010, Muhtar conducted the research to explore the reading comprehension through semantic mapping strategy. The objective of the research was to examine whether the use of semantic mapping strategy can improve the students' reading

comprehension. Besides, the research was also designed to study what may happen when semantic mapping strategy was implemented in the classroom practice.

The research was carried out in the eighth year students of SMPN 1 Sine in the academic year of 2009/2010. This research was conducted in two cycles by following the procedure of action research, i.e. planning, implementing, observing, and reflecting. In collecting the data, the researcher used observation, interview, questionnaire, and test. The teacher was the researcher assisted by collaborators as observers, while the researcher was implementing the research. The interview and questionnaire were given to the students before and after the implementation of semantic mapping strategy. The tests were in the form of pre-test and post-test. The data were analyzed qualitatively and quantitatively. The qualitative data were analyzed using Constant Comparative Method. The quantitative data were analyzed using descriptive statistics.

The results of the research showed that semantic mapping strategy was able to improve the students' reading comprehension. It was proved by the increase of the students' mean score from 55.89 in the pre-test to 63.16 in Cycle 1, and 75.05 in Cycle 2. Furthermore, the class situation also improved. The class became more enjoyable and fun. The students became more active individually and in group. Based on the result of the research, it could be concluded that the use of semantic mapping strategy has proven to be an effective way in teaching-learning of reading comprehension in the eighth year students of SMPN 1 Sine in the academic year of 2009/2010.

By reviewing both of previous studies, the writer found some improvements are proved. In Robert's research found that the semantic mapping can improve the enthusiastic of student in reading activity and influence the students' result of the test while in Muhtar's research found that the use of semantic mapping strategy had proven to be an effective way in teaching-learning of reading. Therefore, the writer will conduct the study which is quite different. She will apply several sub-strategies of semantic mapping strategy in teaching reading of narrative text which involves sub-strategies for reading section in pre-reading, during reading, and post-reading. The purpose of her study are the semantic mapping strategy will more effective apply in teaching reading narrative text and to enhance the students' reading comprehension.

## **2.2 Theoretical Review**

The theoretical review is consists of several the general concepts of the important theories related to the research. The general concepts of each theory are divided into eight sections. First is about the general concept of reading, second is about the general concept of reading comprehension, third is about the general concept of semantic mapping strategy, fourth is about general concept of sub-strategy of semantic mapping that is list-group-label strategy, fifth is about the general concept of sub-strategy of semantic mapping that is think-alouds strategy, sixth is about the general concept of sub-strategy of semantic mapping that is somebody-wanted-but-so strategy, seventh is about the general concept of quick reading

method, eighth is about the sub-strategy of quick reading method that is skimming and scanning, ninth is about the general concept of narrative text.

### **2.2.1 General Concept of Reading**

There are various definition of reading from educators, psychologists, linguist and sociologists to have filled volume with their definition of reading. The definition of reading used here is adapted from Anthony, Pearson, and Raphael (1993) as cited by Farrell (2009: 20) in which reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of reading situation.

Reader who will read a certain text sometimes needs insight background although just a little bit information or knowledge. This is used to support his or her understanding about the text that he or she will read. The information that the reader gets from the text always gives the message or knowledge from the writer. From the definition above, the activity of reading also considers with the situation when the reader read the text. This situation means for what context the reader read the text or book such as for education or just for having fun in reading.

Reading is a complex activity. How we approach and read a text depends on a number of factors, including the choice of text, reading ability, prior knowledge of the subject matter of the text and the last is the reason for reading. The chosen text should be useful texts that allow readers to make predictions about what they will be reading and help them to focus on the ideas expressed by

the author. Students also need time to think, analyze and discuss with other students or teacher about the text. All of these activities extend students' learning and reinforce the notion that reading is an important source of information and satisfaction. We can relate to this model because it exposes the relation between learning and teaching of reading, namely, the development of reading is regarded as the development of reading skills and strategies, supported by efficient teaching of reading.

As stated on Manzo, (1995: 9) the act of reading is said to be composed of two parts: the process and the product. The "process" refers to the functions, or operations, that one goes through in deriving meaning, whereas the "product" –or more appropriately "products"- refers to the actual information and insights reached as a result of reading. From this statement, the writer concludes that the concept of reading is the activity which done to get the knowledge and information of the book or text. The reading has two parts, process and product of reading, nevertheless process and the product of reading are depend on the human skill development in reading and understanding a certain text.

### **2.2.2 General Concept of Reading Comprehension**

Reading comprehension refers to the capability of the readers to understand what is being read. Moreover, reading comprehension is an understanding of a written text or extracting the required ideas from it as efficiently as possible. Comprehension is the primary objective of reading process. Comprehension is the process of reading to grasp the meaning of the text includes the vocabulary and the series of words highlighted in the text.

Anderson and Pearson (1984) contended that the reader comprehends a text by actively constructing meaning internally from interacting with the materials that are read. The comprehension process involves an understanding of words and how those words are used to create meaning. A large majority of authors on reading comprehension suggest that there are several critical elements: (a) the text, (b) the reader, (c) the interaction between the reader and the text, and (d) the mental state of the reader after the text interaction.

Those critical elements are the important elements that are used for consideration of the teacher to establish the students to comprehend in reading. The students or the reader of a certain text should know and sort every single word in a text which one they get the meaning of that word or they should looking for the meaning that word to understanding the meaning of the whole text. If the students comprehend in reading the text, it means that the student integrates with the text.

According to Van den Broek and Kremer (2000: 2) stated that when reading is successful, the result is a coherent and useable mental representation of the text. This representation resembles a network, with nodes and depict individual text elements, (e.g., events, facts, setting) and connections that depict the meaningful relations between the elements. This shows the mental state of a reader following the reading act. In this view understanding a text consists of forming a semantic network of the concepts and the relationship within the text.

The students who said as the successful reader, they can mention the elements of the text such as events, facts, setting or other element which is connected with the whole text. The teacher sometimes gives the students a question related to the element of the text. The teacher will know which student who masters the text well or not from the answers of the questions.

Reading comprehension is an important aspect to develop students' ability to read with understanding. Barr, Sadow, and Blachwicz (1990) emphasized that reading is an active process in which readers interact with the text to reconstruct the message of the author or writer. In sum, Reading comprehension is the reading activity which more thorough to understand the meaning, find the message of the text and reconstruct the idea of the reader. So, in reading process the reader or the students should understand the meaning of language that is used in text in order to they can comprehend to analyze and explain the content of the text by using their own language.

### **2.2.3 General Concept of Semantic Mapping Strategy**

In teaching process, semantic mapping strategy allows the students to explore their knowledge of a new word by creating a map using other related words or phrases similar in meaning to the new word. According to Pearson and Johnson (1978) as cited by Clark (2005: 133) Semantic mapping is a strategy that helps students to organize the information they know about a subject into different categories. It is a visual representation of the subject. The steps for creating a semantic map are the following:

- (1) The subject being discussed is written on the board, a chart, or on a transparency. An oval is drawn around it.
- (2) Students think of words to describe the subject. As they share them, the teacher writes them on chart in boxes and connects them to the oval with arrows. Above the arrows the teacher writes phrases or words to show the relationship between the subject and the other words.
- (3) Students give examples of the subject, and the teacher writes these in the ovals with arrows connecting them to the subject in the center oval.

Using semantic maps requires full participation by students who are engaged during the teacher-directed discussion students will be required to use maps before, during and after reading the text. Therefore the step by step procedure is designed for using semantic maps as a strategy at different phases of reading information or fiction text. The strategy which is included in semantic mapping strategy has the different treatment when it applied in certain text. So, we should pointed that the chosen strategy is appropriate for the chosen text also.

As stated in Antonacci and O'Callaghan (2011: 9) Semantic mapping strategy most effective when (a) they are used with teacher-guided discussion before, during, and after reading a text; (b) teachers select a few critical key words to be taught; and (c) students are actively engaged in constructing their word maps through participating in lively discussions on the conceptual nature of words.

The efficiency of applying semantic mapping strategy in teaching learning process not only depends on the discourse of each step in semantic mapping strategy but also this efficiency needed a balancing among the teacher

and the students. The successful process during the applying semantic mapping strategy is supported by the teacher and the students' interaction in class. So, semantic mapping strategy represents a concept of development approach in teaching learning process. Semantic mapping strategy uses as like a visual representation which has pattern and role to make the teaching learning process more conceptual and pleasurable.

### **2.2.3.1 General Concept of List-Group-Label**

List-Group-Label strategy is a form of semantic mapping. The strategy encourages students to improve their vocabulary and categorization skills and learn to organize concepts. Categorizing listed words, through grouping and labeling, helps students organize new concepts in relation to previously learned concepts. The List-Group-Label strategy offers a simple three-step process for students to organize a vocabulary list from a reading selection. This strategy stresses relationships between words and the critical thinking skills required to recognize these relationships. It provides students with a way to recognize the relationships between words and concepts using their prior knowledge about a topic. The List-Group-Label strategy can be used before and after students read.

List-group label strategy related to Taba (1967) is an excellent way for teachers to assess prior knowledge so that they can then plan to build on a group's prior knowledge before an unit begins. The original activity has been slightly modified in following instruction, here's how List-Group-Label strategy works:

Step 1. Begin by suggesting to the class a major topic they have been studying. In the List stage, ask the students to brainstorm all the words they have learned in association with the topic. Record these words on the board or transparency until 25 or 30 or less than and more than those have been accumulated.

Step 2. In the Group stage, have the students work together to rearrange the words into categories. They do not need to be concerned with the exact nature of the categories at this point. Their goal is simply to group words that have some connection.

Step 3. Finally, in the Label stage, each category of words is given an appropriate designation. Occasionally some of the words may left over without clear-cut category membership. Encourage students not to worry about these cases but to suggest instead category labels for each leftover term.

List-Group-Label strategy has several notable strengths. It focuses on the interrelationships that exist among technical vocabulary words. It provides an environment for actively engaging students with the content (and is especially well suited to collaborative activities). It provides a good method of linking the new with the familiar.

According to the several notable strengths above, List-Group-Label strategy also provides several benefits for teachers and students in class activity. With a diverse class with diverse experiences, this activity allows the teacher to

quickly determine what the students know about the topic and what misunderstandings need to be addressed. The collective knowledge and interaction between the students in the groups also set the stage for the topic to be more formally introduced by the teacher. This strategy will be applied in pre-reading because as the brainstorming strategy, this strategy is appropriate to make the students find the words and get the meaning of the words in text.

### **2.2.3.2 General Concept of Think-Alouds**

Think Alouds strategy is another effective reading strategy that provides students with an example for how effective readers construct meaning within texts. During this reading strategy, teachers model their own reasoning processes out loud for the students. According to Wilhelm (2001:19) a Think Alouds of reading is creating a record, either through writing or talking aloud, of the strategic decision-making and interpretative processes of going through a text, reporting everything the reader is aware of noticing, doing, seeing, feeling, asking and understanding as she reads. A Think-Alouds strategy involves talking about the reading strategies you are using and the content of the piece you are reading.

Think-Alouds strategy is particularly effective way for a teacher to share strategic knowledge with students by modeling and dialogue. In using this strategy of teaching, the teacher demonstrates the particular strategy such as inference, visualizing, asking questions, making predictions, or summarizing and explains why that strategy is important and useful in reading. Wilhelm presents several basic ways to conduct Think Alouds strategy: (a) teacher does think aloud

while the students listen; (b) teacher does think aloud while the student helps out; (c) students do think aloud as a large group while teacher and students monitor the process; (d) students does think aloud in small groups while teacher and students monitor the process; (e) individual students does think aloud by writing a commentary and then sharing his or her results with teacher or with students and (f) teacher and students do think aloud orally on the overhead projector, in post it notes, or in a journal. Think Alouds strategy can provide a record of reading and help students discover valuable ways to reflect on how reading applies to the text and to their own personal lives.

Think Alouds strategy helps students learn to monitor their thinking as they read an assigned passage. Students are directed by a series of questions which they think about and answer aloud while reading. This process reveals how much they understand a text. The texts should be used that are of immediate interest so that modeling is always done in the context of reading that is meaningful. As students become more adept at this technique they learn to generate their own questions to guide comprehension.

### **2.2.3.3 General Concept of Somebody-Wanted-But-So**

According to Macon, Bewell & Vogt (1991) the Somebody-Wanted-But-So strategy (SWBS) is used during or after reading. It provides a framework to use when summarizing the action of a story or historical event by identifying key elements. The strategy also helps students to identify the main ideas, recognize cause and effect relationships, make generalizations, identify differences between

characters and look at various points of view. It is more often used with narrative text but can also be used with expository text. For example SWBS strategy can be used to summarize the goal/motivation, conflict, event or barrier of a historic or contemporary character or group of people.

Beers (2003) stated that SWBS, or “Somebody-Wanted-But-So”, is a simple, four columns framework that demonstrates how to summarize a text. As always, when teaching the strategy, it is important for the teacher to model it. Begin by reading about an historical event.

The *Somebody* column encourages the learner to figure out the main character or group of people featured in the story or text. The *Wanted* column deals with motivations; what the “Somebody” wanted. The *But* column focuses on the main conflicts. The *So* column examines resolution and results. Teachers want to encourage their students to come up with SWBS strategy. In creating such statements, the students are able to use such skills as generalizing, seeing cause and effect, and identifying main ideas.

As students practice using the organizer, they will be able to work in small groups, pairs, or individually to develop summaries. This strategy is placed in post reading because this strategy direct the student to make their own summarize related to the given text. The goals are the students can understand the plot of the story such as the characters, conflict and resolution after they read the story and the students comprehend to create the summary by their own statement.

#### **2.2.4 General Concept of Quick Reading Method**

According to Wallace (2004) there are two methods of reading. These are careful reading and quick reading. Careful reading refers to the process of critically reading the text while taking note of all details in order to enhance understanding of the text. The final stage in the reading process is the detailed reading of the text. This technique implies critical evaluation of the content of the book or text. In this process of reading, complex or difficult sentences and words are noted so as to look up meaning upon finishing the reading process. Upon completion of the critical reading exercise, an evaluation of the text is done. The reader reflects on the text and relates it with past knowledge. Relevance of ideas and opinions read is also evaluated following critical reading of the text.

Quick reading on the other hand can be done using two techniques: Skimming and scanning. Skimming is the quick reading done to determine the overall impression of the text. Through skimming of chapters in the book, it is possible to determine the relevance of the reading materials. Scanning is a reading technique that is applied in order to identify particular or specific information. For, example, if the students are interested in reading specific part and not the whole book, then the students can scan through the chapters so as to identify the information relevant to them.

##### **2.2.4.1 General Concept of Skimming and Scanning**

According to Abbott, et al (1981) divides reading into three types. They are skimming, scanning and intensive reading.

(a) Skimming

Skimming is reading to find out the main idea of the text. For example, we read to get the title of the text, to get the main idea of each paragraph etc.

(b) Scanning

Scanning is reading to look out for particular items in the text, such as name, date, place etc.

(c) Intensive reading or study reading

In additional aspects, he mentions extensive reading is associated with supplementary reading books read outside the class room, such as short stories, novels, magazine and newspaper.

Cramer (1998) states the definition of skimming and scanning in the briefly illustration. Skimming is the most rapid of all reading rates and the most complex. Relying on research results of the most recent eye-movement photography, we can be assure that reading faster than 800 to 900 words per minute is in truth “skimming”. Skimming is not reading every word, sentence, or paragraph. Skimming is skipping with skill judgment. The ability to skim with skilled judgment requires near perfect and instantaneous recognition of main ideas, transactional paragraph, paragraph describing key definitions or concepts, and summary paragraphs. A skimming facility requires initially superior reading skills. Without them, skimming becomes a random wandering though a word maze. On the other hand, scanning involves running the eyes down the printed page, looking for specific bits of information, key words, or phrases. It is useful

for locating statements, definitions, formulas, dates, telephone number, or other specific items which require little if any context.

In sum, skimming is strategy which can be organized for seeking information about an article, chapter, or book. Whereas scanning is a hunt, skip and-search technique for locating answers to specific questions. Skimming is useful for get information which needed by the reader in form of main idea, title of the text or the moral value of the text. Scanning is useful for finding answers to simple questions and permits the eyes to move rapidly down the page searching for the answer such as the name, place, and date of story.

#### **2.2.5 General Concept of Narrative Text**

A narrative text is a story that is told in language; that is, it is converted into language signs. As was evident from the definition of narrative text, these signs are produce by an agent who relates. This agent cannot be identified with the writer. Rather, the writer withdraws and calls upon a fictitious spokesman, an agent technically known as the narrator. But the narrator does not relate continually: Whenever direct speech occurs in the text, it is as if the narrator temporarily transfers this function to one of the actors. When describing the text layer, it is thus important to ascertain who is doing the narration.

Narrative strategy instruction gives students a more elaborate understanding of stories. It is one of a number of comprehension strategies children should be taught to use. Research shows that students who have a good understanding of narrative text structure have fewer problems comprehending this

text type (Dymock & Nicholson, 1999). Narrative text structure strategies can be used with other comprehension strategies in a readers' repertoire of reading comprehension strategies (see Pressley, 2000), including activating prior knowledge, constructing mental images, and summarizing.

There are at least four stages in a narrative text. Frequently these same steps are repeated increasing the suspense of the story. The each stages of the story are used for elaborating or giving more explanation through the plot of the story. A simple narrative will have orientation, complication, series of events, resolution, reorientation or coda (optional).

Firstly, the orientation may be brief or continue for several pages allowing the writer to create a visual picture of the setting, atmosphere and time of the story. Generally the characters are introduced and clues are set in place for the coming complication. Second, complication, this revolves around conflicts or problem that affects setting, time or characters. Realistic stories generally have one complication, but most adventure stories will have a series to build up excitement. Third, the story continues through a series of expected and unexpected events. In this part of the story a sequence of events that affect the setting, atmosphere, characters or time. Fourth, the resolution brings the series of events to a close and resolves the main problem, challenge or situation. Finally, reorientation or coda is sets the scene again and locates the characters in it. Some narratives have a reorientation or coda that returns the reader to the present and sums up the events. This may be written in the form of a moral or coda.

The structures of narrative texts are the important parts that the students must be differentiate each other. The structures of narrative text have the different discussion which is strengthen as the supporting sentences or paragraph in the text. The students need to more concentrate to analyze the structure of the text to help them summaries the text.

Narrative text is a text which represents the story of the past event. The form of narrative text represents the sequence of event which ordered among the paragraph. The generic structures of the narrative text have a important role to keep the plot of the story easy to follow and understand by the reader.

## **2.2 Theoretical Framework**

A theoretical framework is a collection of interrelated concepts, like a theory but not necessarily so well worked-out. A theoretical framework guides the research, determining what things will measure, and what statistical relationships will look for. The concepts that deliver in theoretical framework are the theory of several studies that used to support the research.

In this research the writer will give the theoretical framework according to the title of the study *The Effectiveness of Using Semantic Mapping Strategy in Teaching Reading Comprehension of Narrative Text*. She will concern in reading comprehension because she uses story text as a media in reading section. In reading section there are divided into three steps, pre-reading, during-reading and post reading. In her study, she uses the experimental research to collect her data.

She uses two classes, experimental and control class. In experimental class, she teaches the students by using semantic mapping strategy, while in control class, she teaches the students by using quick reading method. As the media of her study, she uses narrative text. By comparing two different strategies which are used in the same text, she will get the result which one of both strategies that successfully improve the students reading comprehension. The theoretical framework visualized below:

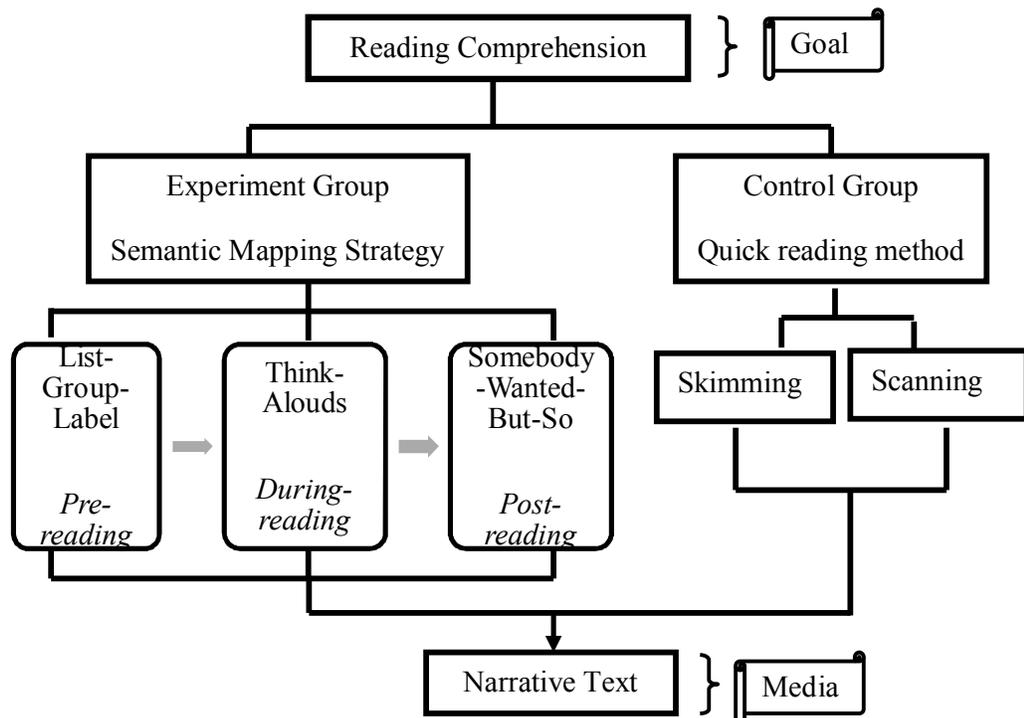


Figure 2.1 The Theoretical Framework

## **CHAPTER III**

### **RESEARCH METHOD**

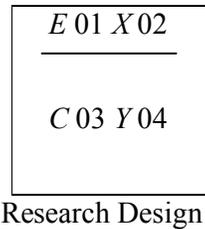
In third chapter, the writer delivers the method of her research which includes research design, population and sample, research instrument, data collection, data analysis and the references. Those following methods are used for processing the data that she got from conducting her research of eighth grade students of SMPN 6 Semarang.

#### **3.1 Research Design**

This was a quantitative research based on computation and measurement, operational variables and statistics. The design of the research used experiment design. It concerned primarily with discovering the effectiveness between or among interrelationship of two variables at the same time. Best (1977: 102) stated that experiment design is the blueprint of the procedures that enables the researcher to test his hypothesis by reaching valid conclusions about relationships between independent and dependent variables.

The aim of the study to reveal and describe the effectiveness of using semantic mapping strategy in teaching reading comprehension of narrative text at eighth grade students of SMP N 6 Semarang.

The following is the experiment design.



In which:

E : Experimental group

C : Control group

01 : Pre-test for the experimental group

02 : Post-test for the experimental group

03 : Pre-test for the control group

04 : Post-test for the control group

X : Treatment using semantic mapping strategy

Y : Treatment using quick reading method

(Arikunto, 2006:86)

In experiment design there were two groups, the experimental and the control group. The procedure of experiment design included pre-test, treatment and post test. Firstly, both of groups were given a pre-test. Then the different treatments were applied to the two groups; the experimental group was treated through semantic mapping strategy and the control group was taught by using quick reading method in reading narrative text. Both of them were taught the same materials based on the curriculum and in the same month. Finally, after they got

treatment, the experimental group and the control group received a post-test. The results of the pre-test and post-test of each group were compared to find the significant differences of those results between the experimental group and the control group.

### **3.2 Population and Sample**

The writer had determined the object of the study consisting the population and samples. The explanations on the object of the study are as follow:

#### **2.2.1 3.2.1 Population**

A population is a complete set of individuals or subjects having common observable characteristics. The population of interest could vary widely depending on the research question and purpose of the study. According to Best, (1977: 267) population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The population might be all the individuals of a particular type or a more restricted part of that group. The population of this research is the students of SMP N 6 Semarang. It consists of 22 classes, 8 classes of the third grade, 7 classes of the second grade, and 7 classes of the first grade. (see appendix 1)

#### **3.2.2 Sample**

Getting sample is very important in scientific research because the total number of population is usually too many. Because of the large number of

population, the researcher took sample as the representative of the population. According to Best,(1977: 268) a sample is a small proportion of a population selected for observation and analysis. The sample of this research is taken from two classes of eighth grade students of SMP N 6 Semarang in academic year of 2012/2013. The samples were divided into two groups. The first group as the experimental group (EG) and the second one as the control group (CG). The sample of this research was the students of VIII B AND VIII C of SMP N 6 Semarang in academic year 2012/2013. The total sample is 60 students. They were divided into two groups. The first group was VIII C as the experimental group (EG) consist of 30 students, and the second one was VIII B as the control group (CG)) consist of 30 students. (see appendix 2)

### **3.3 Research Variable**

According to Best (1977: 93) variables are the conditions or characteristics that the experimenter manipulates, control, or observes. The independent variables are the conditions or characteristics that the experimenter manipulates in her attempt to ascertain their relationship to observed phenomena. The dependent variables are the conditions or characteristics that appear, disappear, or change as the experimenter introduces, removes, or changes independent variables.

Concerning the research aims, the questions, and the hypotheses addressed in this research, the variables of this study are:

1) Independent Variable.

Independent variable is the presumed cause of the dependent variable. In this experiment, the independent variable is using semantic mapping strategy in teaching reading comprehension of narrative text.

2) Dependent Variable

Dependent variable is the presumed effect of the independent variable. The dependent variable in this experiment is the students' comprehend in reading narrative text.

### **3.4 Research Instrument**

In any scientific research, instrument for collecting data was absolutely important. The accuracy of the result of research was mostly dependent on how accurate the use of instrument. Before research carried out, the instrument for the data collection should be well prepared.

Based on the research problems, the writer used reading test as an instrument. Ary (1979: 216) stated that a test is a set of stimuli present to an individual in order to elicit responses on the basis of which a numerical score can be designed. The score measured by statistic formula. Arikunto (2006: 150) added "test is a set of questions that is used to measure the skills, knowledge, intelligence, and the talent of an individual or a group." In this study, the students' achievement in reading narrative text was measured by using tests, namely pretest

and posttest. The pretest was used to find out the students' reading achievement before the treatment and posttest was used to find out the students' reading achievement after the treatment.

The instrument used in this research is a multiple choices items test. The writer used the multiple choices items in chosen forms of "a, b, c, d" and the total number were 35 questions. The writer chosen the multiple choices items because she think that this test more objective and more representative for reading test as stated by Nitko, (1983: 212) the advantages of multiple choices items included:

- a. Versatility in assessing a variety of instructional objectives.
- b. Reduction of opportunities for the examinee to "bluff" or "dress-up" an answer.
- c. Focus on reading and thinking and thereby not on writing under examination conditions.
- d. Reduced chances for an examinee to obtain the correct answer by blind guessing.
- e. Usefulness in obtaining "diagnostic insight" when distracters are based on common pupil errors or misconceptions.

### **3.5 Data Collection**

Gathering the data was the important thing in doing research. There were some steps had been done in order to collect the data.

### **3.5.1 Try out Test**

Try out is a kind of test which provides opportunities to the test maker to see the quality of the instrument. “ Trying out the test is necessary since the result can be measure the validity, the reliability of the test and it can be carried out in either a small scale or a large one” (Arikunto 2006: 223). In other words, a good quality of an instrument depends on two important qualifications. Those are validity and reliability of the test.

Before a test was used as an instrument, it had been tried out first to other class beside the experiment and control classes. The writer designed two try out tests, the first try out test design used for pre test and the second try out test design used for post test. Those try out test had the same qualification type of question which had the same the difficulty level too. A class was chosen as the try out group in this study that was VIII A class. The first try out test was conducted on 11<sup>st</sup> May 2013 and the second try out test was conducted on 18<sup>th</sup> May 2013. The try out test consisted of 35 questions in which each question had 4 choices of answer and had to be done in 50 minutes. After the students finished the test, the score was counted. Since it was multiple choice types, the score for the right answer was 1 and 0 for the wrong answer. Then, the data were analyzed to find their validity and reliability. The goal of conducting try out was to measure the validity and reliability of the test. If a test item does not have validity and reliability, it must be revised. The revision was made based on the analysis of the try out result. Some items remained to be used while some others were left out.

### 3.5.1.1 Validity of the Test

A good test has to be valid. Validity refers to the precise measurements of the test. According to Best (1981: 254) “a test is said to be valid to degree that it measures what it claims to measure.

In this study, the Pearson Product Moment formula was used to measure the validity of the test. The formula was as follows:

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

In which,

$r_{xy}$  : Coefficient of correlation between x and y variable or validity of each item.

n : The number of the students participating the test.

$\sum x$  : The sum of score of each item.

$\sum x^2$  : The sum of the square score of each item.

$\sum y$  : The sum of total score of each item.

$\sum y^2$  : The sum of the square score in each item.

$\sum xy$  : The sum of essay of score from each student with the total score in each item

(Arikunto, 2006: 186)

### 3.5.1.2 Reliability of the Test

Reliability of the test shows the stability or consistency of the test scores when the test is used. Best (1981:199) states “A test is reliable to what extent that it

measures consistently, from one time to another.” He also adds that a test may be reliable, even though it is not valid. A valid test is always reliable.

In short, in order to be reliable a test must be consistent in its measurement. In this study, the formula of Kuder Richardson 21 (K-R 21) as cited by Arikunto (2006:189) was used. The formula was as follows:

$$r_{11} = \left[ \frac{k}{k - 1} \right] \left[ 1 - \frac{M(k - M)}{k V_t} \right]$$

In which,

$r_{11}$  : instrument of reliability

$k$  : the number of items

$M$  : the means of the total scores

$V_t$  : the total of variants

### 3.5.1.3 Discriminating Power (D)

The Discriminating Power (D) of an item can be calculated by applying the following procedure recommended by Heaton (1975: 174):

- 1) Arranged the students' result in rank order of total score and divided them into two groups of equal size (i.e. a half of the top and the other half of the bottom).
- 2) Counted the number of the students in the upper and the lower group, who answered correctly.
- 3) Subtracted the number of the correct answers in the lower group from the number of the correct answers in the upper group.

4) Divided the difference by the number of the students in one group.

The discriminating power measured how well the test items arranged to identify the differences in the students' competence. After the trial test was carried out, an analysis was made to find out the discriminating power of each item. The formula of calculating the D was:

$$D = \frac{BA - BB}{JA - JB}$$

In which,

D : discriminating power

BA : number of students in the upper group who answered the item correctly

BB : number of students in the lower group who answered the item correctly

JA : number of all students in the upper group

JB : number of all students in the lower group

(Arikunto, 2006:208)

In order to know the level of the Discriminating Power of each items, the writer consulted score D that will be gained from the computation. The Discriminating Power classification is as follow:

0.00	≤	D	≤	0.20	= poor
0.21	≤	D	≤	0.40	= satisfactory
0.41	≤	D	≤	0.70	= good
0.71	≤	D	≤	1.00	= excellent

(Arikunto, 2006:208)

If the D is negative, all of the items are not good. So if all items which have value are negative, it will be better to throw them away.

The complete result of the computation of the Discriminating Power of the try out test can be seen in appendix 4.

#### **3.5.1.4 Difficulty Level of the Test**

Arikunto (2006:209) states that difficulty level is a number that shows the ease and difficulties of an item. A good test is a test which is not too easy and difficult. To compute the difficulty level of the test, this research used the following formula:

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

In which:

P = the difficulty level

B = the number of the students who answered the item correctly

JS = the number of the students in a class

Arikunto (2006:210) classifies the difficulty level of an item as follows:

- 1) Item with P 0.00 – 0.30 is a difficult item
- 2) Item with P 0.31 – 0.70 is a medium item
- 3) Item with P 0.71 – 1.00 is an easy item.

#### **3.5.2 Pre-test**

The pre-test was administered before an experiment or a treatment given. The pretest in this study had a purpose to know the students' basic ability on reading

achievement. It was given to both the control and experimental groups. Before taking the pretest, students were not taught the material as the basic knowledge. The pretest was conducted on Tuesday, May 14<sup>th</sup> 2012 for control group and on Wednesday, May 15<sup>th</sup> 2013 for experimental group. The students were asked to do the test consisting of 25 multiple-choice items in 40 minutes. There were 30 students of VIII C as the experimental group and 30 students of VIII B as the control group joined the test.

### **3.5.3 Treatment**

The teaching-learning processes of this study became the processes of giving treatment. The process of giving treatment was in order to make sure that the semantic mapping strategy definitely gave effect to the students' achievement in reading narrative text and to reach the main purpose of this research.

The treatment was given after the experiment and control class done the pretest. The experimental group got a treatment by using semantic mapping strategy. On the other hand, the control group was taught by using quick reading method. The treatment was conducted for two meetings. It was because the limited time given by the teacher and both class was explained about the narrative text and they had the material, assignment and test from their teacher. The treatment for control class was conducted on Thursday, May 16<sup>th</sup> 2013 and on Tuesday, May 21<sup>st</sup> 2013. Then the treatment for experiment group was conducted on Friday, May 17<sup>th</sup> 2013 and on Wednesday, May 22<sup>nd</sup> 2013. There were 30 students in control group and 30 students in experimental group who joined in this

activity. In the only one meeting, firstly the writer made a review of the material about narrative text briefly then the students were conducted in group and the writer discussed and gave example about the semantic mapping strategy for experimental class and quick reading method for control class. Secondly, the writer made a several group and the groups were given the passage of narrative text and the questions related to the text.

#### **3.5.4 Post-test**

The post-test was administered after conducting the treatments in both experimental and control groups. It was aimed to measure the differences of the student's achievement in narrative text reading comprehension of the experimental group which used semantic mapping strategy and the control group which taught by quick reading method. The process of post-test was similar with the pretest the students of both experimental and control groups were given 25 questions of multiple choices. The post-test was done on Thursday, May 23<sup>rd</sup> 2013 for control class and on Friday, May 24<sup>th</sup> 2013 for experimental class. Then the data were collected and analyzed. The differences would showed by the result of the pre-test and the post-test. From that result the writer had the conclusion of her research of eighth grade students of SMPN 6 Semarang in the academic year of 2012/2013.

### 3.6 Data Analysis

Data analysis in this research is quantitative by which the data is measured in the form of numbers. After the data has been collected, the data is analyzed by using descriptive statistic. The analysis of data in this research will be known when the researcher has been collected the data. After obtaining the individual scores of the two groups, the writer processes the data score with the following steps.

#### 3.6.1 Scoring Technique

In this study, the reading test was in the form of multiple choice types. There was a certain score, in which 1 for the right answer and 0 for the wrong answer. To obtain the total score, the following formula was used:

$$S = \frac{R}{N} \times 100$$

In which,

S : Score

R : Total number of right answer

N : Total number of item

Then, the writer determined the *Mean*, the *standard deviation* and the *variance* of the total score of try out test which done by the students by using following formula below:

(a) Mean

The formula of mean:

$$\bar{(X)} = \frac{\sum f(X_1)}{n}$$

Note:  $\bar{X}$  = mean

$\Sigma$  = total score

f = frequency

n = students amount

$X_1$  = students score

$x_1 = X_1 - \bar{X}$

### (b) Standard Deviation

The formula of standard deviation:

$$s = \sqrt{\frac{\Sigma fx_1^2}{n}}$$

Note: s = standard deviation

$\Sigma$  = total score

f = frequency

n = students amount

$X_1$  = students score

$x_1 = X_1 - \bar{X}$

### (c) Variance

Variance is the square of the standard deviation.

$$s^2$$

### 3.6.2 T-test Statistical Analysis

The t-test was used to know the influence of using media blog and conventional method in teaching reading descriptive text. Before counting the t-test, standard deviation should be computed.

The formula was follows:

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

In which,

s = standard deviation of both groups

$n_1$  = students amount of experimental group

$s_1$  = standard deviation of experimental group

$n_2$  = students amount of control group

$s_2$  = standard deviation of control group

To find out the t-value substituting the value of the significant difference between the two means of the pretest and posttest, the formula used was:

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

In which,

t = t-value

s = standard deviation of both groups

$\bar{X}_1$  = mean of experimental group

$n_1$  = students amount of experimental group

$\bar{X}_2$  = mean of control group

$n_2$  = students amount of control group

(Arikunto, 2006: 295)

### 3.6.3 Normality

The normality was used in order to prove the pretest of each group was normally distributed. First, the maximum score and minimum score of both groups were found out. Then, the range score, class interval and class width were determined. After that,  $X^2$  hitung was found. If the value of  $X^2$  hitung  $< X^2$  ( $\alpha$ )(dk), the pretest for each group was said to be normally distributed.

To compute normality, the writer used the formula as follows:

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

In which,

$X^2$  = Normality

$O_i$  = Frequency of the real data

$E_i$  = Expected frequency (percentage of each bandwidth times by  $n$ )

Hypothesis:

$H_0$  : The data distributed normally

$H_a$  ; The data not distributed normally

$H_0$  is accepted if  $X^2 < X^2$ table

(Arikunto, 2006: 290)

### 3.6.4 Homogeneity

Homogeneity is a condition in which all the variables in a sequence have the same finite or limited, and have a variance. When homogeneity of variance is determined to hold true for a statistical model, a statistical approach or simpler computational to analyzing the data may be used to know a low level of uncertainty in the data. To find out the homogeneity of data, the homogeneity formula was used as follows:

$$F = \frac{V_e}{V_c}$$

In which,

F = homogeneity

$V_e$  = variance experimental group

$V_c$  = variance control group

If the F hitung < F table, it can be concluded that the data of the pretest was homogeny.

(Arikunto, 2006: 324)

By following steps above, the writer got the result of pre-test and post-test of experimental and control group of her research study. The writer should consider the comparison of the result of pre-test and post-test to give the suggestion and conclusion related to the research.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter deals with research description, implementation of the experiment, the result of try out, pre-test finding, post test finding, comparing the result of two tests, homogeneity of the test, normality of the test, and discussion of the research findings.

#### 4.1 Research Description

In this chapter, the writer presents the analysis of the result of experimental study that had been conducted in SMP N 6 Semarang in the academic year of 2013/2013. The research was started from May, 11<sup>st</sup> 2013 until May, 24<sup>th</sup> 2013.

SMP N 6 Semarang is National Standard School (SSN) or we may call *Sekolah Standar Nasional*. English subjects are not only viewed as a subject, but also as an exact subject that is always tested at the General Examination (UN) in the SMP N 6 Semarang.

The VIII B and VIII C students became the sample of this study. The students of VIII C were the experimental group and the students of VIII B were the control ones. Those classes could play cooperatively in the teaching and learning process.

This study was aimed to investigate the significance difference on the students' comprehending in reading narrative text for those were taught by using

semantic mapping strategy for experimental class and were taught by using quick reading method for control group.

This research, there were three main activities, pretest, treatments, and posttest. Those activities were done on four meetings because the limited time which given by the teacher and the material were explained before by the teacher, so the writer gave pretest, review the material briefly, explained the strategy and gave posttest. The pretest was held at the first meeting. The treatments conducted in the second and third meetings. The last was posttest which held to measure the students' comprehending of reading narrative text after getting the treatments.

#### **4.2 Implementation of the Experiment**

In my research implementation, firstly the students in the experiment and control groups were given pretest. The pretest was held on Tuesday, May 14<sup>th</sup> 2013 for control group and on Wednesday, May 15<sup>th</sup> 2013 for experimental group.

Then, they were given treatments. The experimental group got a treatment by using semantic mapping strategy. On the other hand, the control group was taught by using quick reading method. The treatment for control class was conducted on Thursday, May 16<sup>th</sup> 2013 and on Tuesday, May 21<sup>st</sup> 2013. Then the treatment for experiment group was conducted on Friday, May 17<sup>th</sup> 2013 and on Wednesday, May 22<sup>nd</sup> 2013. There were 30 students in control group and 30 students in experimental group who joined in this activity. In the first meeting, the writer made a review the material of narrative text briefly then the students were conducted in group and the writer discussed and gave example about the semantic

mapping strategy for experimental group and quick reading method for control group. In the last meeting of treatment, the writer made several groups and the groups were given the passage of narrative text and the questions related to the text and analyzed the text by using semantic mapping strategy.

The last, I gave post test on Thursday, May 23<sup>rd</sup> 2013 for control group and on Friday, May 24<sup>th</sup> 2013 for experimental group. The process of post-test was similar with the pretest. The students of both experimental and control groups were given 25 questions of multiple choices. The posttest in this study had a purpose to measure the students' reading achievement after getting treatments. The students did their posttest through reading test.

#### **4.3 The Result of Try-out Test**

The analysis was to get a good instrument for investigation. The try out test was conducted on two meetings, the first meeting was conducted on Saturday, 11<sup>th</sup> May 2013 and the second meetings were conducted on Saturday, 18<sup>th</sup> May 2013. The VIII A was chosen as the try out group. The try out test is in form of multiple choices items which consist of 35 questions. The following are the data analysis of the try out test to know whether the instrument that used in the research fulfill the requirements a good instrument or not. The complete result of first try out analysis can be seen in appendix 3 and the second try out analysis can be seen in appendix 4.

#### 4.3.1 Validity of the Test

A good test has to be valid. Validity refers to the precise measurements of the test. The validity computation is consulted with the  $r$  table of Product Moment by determining the significant level of 5% and  $n$  which is according to the data. If the  $r_{xy} > r_{table}$  so the instrument is valid. For  $\alpha = 5\%$  and  $N = 32$ ,  $r_{table} = 0.349$ .

a) The following is the example of counting the validity of item number 2 of first try out:

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

The value of  $r_{xy}$  is:

$$r_{xy} = \frac{32 \times 736 - (28)(814)}{\sqrt{\{(32)(28) - 28^2\}\{(32)(21604) - (736)^2\}}}$$

$$r_{xy} = 0.424$$

The item number 2 of the first try out test was valid since its  $r_{xy} = 0.424$  higher than critical value (0.349).

After all the item numbers were analyzed, there were 27 valid items from 35 items and the rest were invalid. They were presented in the following table:

Table 4.1

The Validity of the first Try-out Test

Criteria	Number of Items	The Total Number
Valid	2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 14, 15, 16, 18, 19, 21, 23, 24, 25, 26, 27, 30, 31, 32, 33, 34, 35	27
Invalid	1, 11, 13, 17, 20, 22, 28, 29	8

From the distribution above, it can be concluded that the first try out instrument had 27 valid items and 8 invalid items. The computation of validity can be seen in appendix 5.

- b) The following is the example of counting the validity of item number 2 of the second try out:

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

The value of  $r_{xy}$  is:

$$r_{xy} = \frac{32 \times 675 - (27)(761)}{\sqrt{\{(32)(27) - 27^2\}\{(32)(19631) - (761)^2\}}}$$

$$r_{xy} = 0.394$$

The item number 2 of the try out test was valid since its  $r_{xy} = 0.394$  higher than critical value (0.349).

After all the item numbers were analyzed, there were 25 valid items from 35 items and the rest were invalid. They were presented in the following table:

Table 4.2

The Validity of the second Try-out Test

Criteria	Number of Items	The Total Number
Valid	2, 3, 5, 6, 8, 10, 12, 13, 14, 15, 16, 18, 20, 21, 22, 23, 24, 26, 28, 29, 31, 32, 33, 34, 35	25
Invalid	1, 4, 7, 9, 11, 17, 19, 25, 27, 30	10

From the distribution above, it can be concluded that the second try out instrument had 25 valid items and 10 invalid items. The computation of validity can be seen in appendix 5.

#### 4.3.2 Reliability of the Test

Reliability of the test shows the stability or consistency of the test scores when the test is used. The following is the computation of the reliability of the instrument. The formula is:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( \frac{Vt - \sum pq}{Vt} \right)$$

If  $r_{11} > r_{table}$ , so the instrument is reliable

Based on the try out table, it can be gotten:

a) The computation of the first try out

$$r_{11} = \left( \frac{35}{35-1} \right) \left( \frac{-540,89-6,7}{-540,89} \right)$$

$$= 1.042$$

The result of commutating reliability of the first try out instruments was 1.042. For  $\alpha = 5\%$  with  $N = 32$ , and  $r_{table} = 0.349$ . Since the result of  $r_{11}$  was higher than  $r_{table}$ , it was concluded that the first try out instrument was reliable and could be used as the instrument to get the following data. The computation can be seen in appendix 6.

b) The computation of the second try out

$$r_{11} = \left( \frac{35}{35-1} \right) \left( \frac{-47,75-6,7}{-47,75} \right)$$

$$= 1.044$$

The result of commutating reliability of the second try out instruments was 1.044. For  $\alpha = 5\%$  with  $N = 32$ , and  $r_{table} = 0.349$ . Since the result of  $r_{11}$  was higher than  $r_{table}$ , it was concluded that the second try out instrument was reliable and could be used as the instrument to get the following data. The computation can be seen in appendix 6.

#### 4.3.3 Discriminating power

According to Heaton (1975: 174) the discriminating power measured how well the test items arranged to identify the differences in the students' competence. After the trial test was carried out, an analysis was made to find out the discriminating power of each item.

- a) The computation of discriminating power of the first try out test instruments of item number 2:

Table 4.3

The Computation of Discriminating Power

Upper Group			Lower Group		
No.	Code	Score	No.	Code	Score
1	<b>R-16</b>	1	1	<b>R-29</b>	1
2	<b>R-1</b>	1	2	<b>R-2</b>	1
3	<b>R-14</b>	1	3	<b>R-6</b>	1
4	<b>R-19</b>	1	4	<b>R-12</b>	1
5	<b>R-25</b>	1	5	<b>R-24</b>	1
6	<b>R-32</b>	1	6	<b>R-27</b>	0
7	<b>R-3</b>	1	7	<b>R-31</b>	1
8	<b>R-4</b>	1	8	<b>R-20</b>	1
9	<b>R-7</b>	1	9	<b>R-21</b>	0
10	<b>R-8</b>	1	10	<b>R-26</b>	1
11	<b>R-28</b>	1	11	<b>R-13</b>	1
12	<b>R-30</b>	1	12	<b>R-15</b>	1
13	<b>R-9</b>	1	13	<b>R-5</b>	0
14	<b>R-10</b>	1	14	<b>R-11</b>	1

15	<b>R-18</b>	1	15	<b>R-17</b>	1
16	<b>R-22</b>	1	16	<b>R-23</b>	0
Sum		16	Sum		12

$$DP = \frac{16}{16} - \frac{12}{16}$$

$$= 0.25$$

According to the criteria, the item number 2 is satisfactory this item can be used. From the computation of the discriminating power of the first try out test, the result of classification can be seen in the following table:

Table 4. 4

## Discriminating Power of the Test

Classification	Number of Item
Poor	1, 11, 13, 17, 20, 22, 28, 29,
Satisfactory	2, 3, 4, 5, 7, 14, 15, 16, 18, 19, 21, 24, 25, 26, 27, 31, 32, 33, 35
Good	6, 8, 9, 10, 12, 23, 30, 34
Excellent	-

From the table above, it was found that 8 items were said to be poor, 19 items were said to be satisfactory, 8 items were said to be good, and no item was said to be excellent. The complete computation of the discriminating power can be seen in appendix 7.

b) The computation of discriminating power of the second try out test instruments of item number 2:

Table 4.5

## The Computation of Discriminating Power

Upper Group			Lower Group		
No	Code	Score	No	Code	Score
1	<b>R-30</b>	1	1	<b>R-2</b>	0
2	<b>R-17</b>	1	2	<b>R-27</b>	1
3	<b>R-7</b>	1	3	<b>R-6</b>	1
4	<b>R-16</b>	1	4	<b>R-13</b>	0
5	<b>R-32</b>	1	5	<b>R-26</b>	1
6	<b>R-29</b>	1	6	<b>R-25</b>	1
7	<b>R-1</b>	1	7	<b>R-21</b>	0
8	<b>R-8</b>	1	8	<b>R-10</b>	1
9	<b>R-20</b>	1	9	<b>R-22</b>	1
10	<b>R-15</b>	1	10	<b>R-28</b>	1
11	<b>R-11</b>	1	11	<b>R-19</b>	1
12	<b>R-9</b>	1	12	<b>R-14</b>	1
13	<b>R-23</b>	1	13	<b>R-12</b>	0
14	<b>R-24</b>	1	14	<b>R-4</b>	1
15	<b>R-31</b>	1	15	<b>R-18</b>	1
16	<b>R-3</b>	1	16	<b>R-5</b>	0
Sum		16	Sum		11

$$\begin{aligned}
 DP &= \frac{16}{16} - \frac{11}{16} \\
 &= 0.31
 \end{aligned}$$

According to the criterions, the item number 2 is satisfactory this item was can be used. From, the computation of the discriminating power of the second try out test, the result of classification can be seen in the following table:

Table. 4. 6

## Discriminating Power of the Test

Classification	Number of Item
Poor	1, 4, 7, 9, 11, 17, 19, 25, 27, 30

Satisfactory	2, 3, 5, 8, 16, 18, 20, 24, 31, 32, 33
Good	6, 10, 12, 13, 14, 21, 22, 23, 28, 34, 35
Excellent	15, 26, 29,

From the table above, it was found that 10 items were said to be poor, 11 items were said to be satisfactory, 11 items were said to be good, and 3 items were said to be excellent. The complete computation of the discriminating power can be seen in appendix 7.

#### 4.3.4 Difficulty Level of the Test

A good test is a test which is not too easy and difficult.

##### a) First Try out

The following is the computation of item difficulty of the try out test instruments of item number 2:

$$P = \frac{16 + 12}{35}$$

$$P = 0.800$$

The computation of the difficulty level of the first try out test instruments of item number 2 is easy. It means that the item was not too easy and too difficult for the students to do.

After computing the overall 35 items of first try out test, it was found that 21 items were classified to be easy, 13 items were classified to be medium and 1 item were classified to be difficult. The computation of the difficulty level can be seen in appendix 8.

Based on the analysis of validity, reliability, item difficulty, and item

discrimination it could be considered that 27 items were applicable for this study. They were numbers 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 14, 15, 16, 18, 19, 21, 23, 24, 25, 26, 27, 30, 31, 32, 33, 34, 35. For the pretest 25 numbers were used. They were number 2, 3, 4, 6, 7, 8, 9, 10, 12, 14, 15, 16, 18, 19, 21, 23, 24, 25, 26, 27, 30, 31, 32, 34, 35. (see appendix 3)

b) Second try out

The following is the computation of item difficulty of the try out test instruments of item number 2:

$$P = \frac{16+11}{35}$$

$$P = 0.771$$

The computation of the difficulty level of the second try out test instruments of item number 2 is easy. It means that the item was not too easy and too difficult for the students to do.

After computing the overall 35 items of second try out test, it was found that 15 items were classified to be easy, 16 items were classified to be medium and 4 items were classified to be difficult. The computation of the difficulty level can be seen in appendix 9.

Based on the analysis of validity, reliability, item difficulty, and item discrimination it could be considered that 25 items were applicable for this study. They were numbers 2, 3, 5, 6, 8, 10, 12, 13, 14, 15, 16, 18, 20, 21, 22, 23, 24, 26, 28, 29, 31, 32, 33, 34, 35. For the posttest 25 numbers were used. They were

number 2, 3, 5, 6, 8, 10, 12, 13, 14, 15, 16, 18, 20, 21, 22, 23, 24, 26, 28, 29, 31, 32, 33, 34, 35. (see appendix 4)

#### 4.4 Pre-test Finding

The pretest was conducted on Wednesday, May 15<sup>th</sup> 2013 for experimental group and on Thursday, May 16<sup>th</sup> 2013 for experimental group. It was held in the first meeting. There were 30 students of VIII C as the experimental group and 30 students of VIII B as the control group joined the test. The purpose of this test was to know the initial condition of the students' achievement in reading narrative text. In this test, the students were asked to answer 25 questions based on the reading passages. The time for students doing the pre-test was 40 minutes.

The average score on the pretest of the experimental group was 51.2667 and the control group was 64. The following is a table which shows the distribution of pretest score in experimental and control groups. Frequency is the number of the students in one interval. Percentage is the number of students in one interval divided to the total number of the students and timed 100%.

To show the achievement of the score by the students, distribution of the scores is described in frequency and percentage as follows:

Table 4.7

The Distribution of Pretest Score of Experimental and Control Groups

Interval	Control Group		Experimental Group	
	Frequency	Percentage	Frequency	Percentage
35-39			3	10
40-44	4	13.3333333	5	16.6667
45-49	4	13.3333333	4	13.3333

50-54	2	6.66666667	5	16.6667
55-59	7	23.3333333	8	26.6667
60-64	7	23.3333333	4	13.3333
65-69	4	13.3333333	1	3.33333
70-74	2	6.66666667		
TOTAL	30	100	30	100

There were eight polygons to present the result of pretest score. Each polygon described the amount percentage of students in each interval. The graphic of the pretest result can be seen as follows:

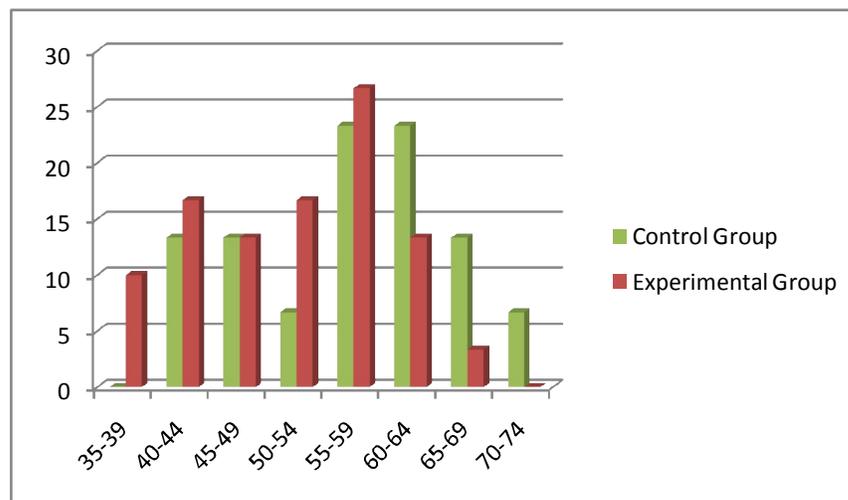


Figure 4.1 The Distribution of Pre-test Score of Experimental and Control Groups

From the table and chart above, it could be seen, that the higher percentage in the control group was 23,3 % in interval 55-59 and 60-64, and the total frequency was 14 of 30 students. The lowest percentage in the control group was 6,7 % in interval 50-54 and 70-74, and the total frequency was 4 of 30 students. Meanwhile, the higher percentage in experimental group was 26,6 % in interval 55-59 and the frequency was 8 of 30 students. The lowest percentage in the

experimental group was 3,3 % in interval 65-69 and the frequency was 1 of 30 students.

#### 4.4.1 Homogeneity of the Experimental and Control Group

After taking the pretest, the homogeneity of the two groups was analyzed. The homogeneity test was conducted to find out whether the groups' were similar on their English reading achievement or not. Homogeneity was to know that both two classes are homogeneous. It was important because the similarity of both objects would influence the test result. If both classes are not homogenous, the treatment also cannot be conducted because both classes do not have same ability in reading narrative text achievement.

The homogeneity of pretest of both experimental and control groups was computed as follows:

$$F = \frac{V_e}{V_c}$$

$$F = \frac{78.823}{64.5851}$$

$$F = 1.2205 = 1.221$$

The result was consulted with the value of F table with dk numerator  $V_e = n_1 - 1 = 30 - 1 = 29$ , the dk denominator  $V_c = n_2 - 1 = 30 - 1 = 29$ , and  $\alpha = 5\%$ , squared to  $V_e = 30$  and  $V_c = 30$  was 1.85.

The result of the homogeneity test showed that there was homogeneity. It was concluded based on the students' reading ability between the experimental

group and the control group on the pretest where the F value was lower than the F table that was 1.221 compared with 1.85 as the F table. By knowing the result of homogeneity test I concluded that the two groups were homogeny so that the research could be continued on those two groups as the objects of the study. (see appendix 11)

#### **4.4.2 Normality of the Experimental Group**

The normality of the data was analyzed as well as the homogeneity. After finishing the process of the pretest data gathering, the normality should be checked in order to know if the data could be analyzed. Normality was counted to know that all scores are normal. If the scores are not normal, the treatment cannot be conducted because they do not have same average in reading achievement ability.

Based on the data of pretest of the experimental group, the normality was analyzed. The computation,  $X^2_{hitung}$  was 3.085 and  $X^2(\alpha)(dk)=X^2(5\%)(2) = 5.9910$ . The result showed that the data was normal because  $X^2_{hitung} 3.085 < 5.9910$  then pretest score for the experimental group was said to be normally distributed. The complete computation can be seen in appendix 13.

#### **4.4.3 Normality of the Control Group**

Based on the computation,  $X_{hitung}$  was 2.840. Then, the pretest results of the control group were consulted with critical value of  $X^2(\alpha)(dk)$  with  $\alpha = 0.05$  and  $dk=2$ , whose result was 7.82. Since the value of  $X^2(\alpha)(dk)$  of pretest of the control group were lower than 7.82, the data were considered to be normally distributed. The complete computation can be seen in appendix 1

#### 4.5 Post-test Finding

The posttest was conducted on Thursday, May 23<sup>rd</sup> 2013 for control class and on Friday, May 24<sup>th</sup> 2013 for experimental class. There were 30 students of experimental group and 30 students of control group joined this test. The posttest in this study had a purpose to measure the students' reading achievement after getting treatments. The students did the posttest through reading test. The process of post-test was similar with the pretest the students of both experimental and control groups were given 25 questions of multiple choices. The test spent about 40 minutes.

From the result, the students' average scores were analyzed. The average score of the experimental group was 76.0667 and the control group was 70.2667. (see appendix 14)

Below was the table of the students' distribution score on the posttest.

Table 4.8

The Distribution of Posttest Score of Experimental and Control Groups

Interval	Control Group		Experimental Group	
	Frequency	Percentage	Frequency	Percentage
45-49	2	6.66667	0	0
50-54	1	3.333333	0	0
55-59	0	0	0	0
60-64	1	3.333333	1	3.33333
65-69	4	13.33333	1	3.33333
70-74	14	46.66667	9	30
75-79	6	20	9	30
80-84	2	6.666667	8	26.6667
85-89	0	0	2	6.666667
TOTAL	30	100	30	100

There were nine polygons to present the result of posttest score. Each polygon described the amount percentage of students in each interval. The graphic of the posttest result can be seen as follows:

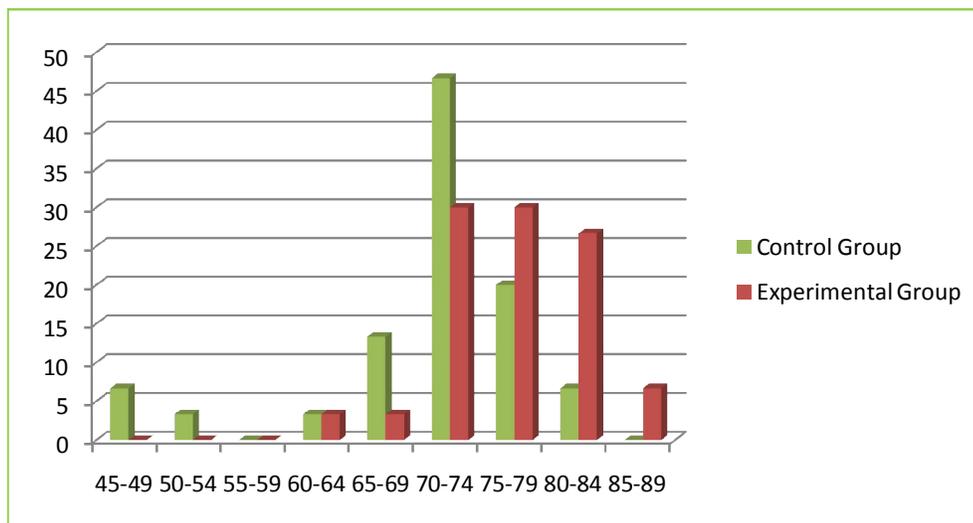


Figure 4.2 The Distribution of Post-test Score of Experimental and Control Groups

From the chart above, it could be seen, that the higher percentage in the control group was 46,7 % in interval 70-74, and the total frequency was 14 of 30 students. The lowest percentage in the control group was 3,3 % in interval 50-54 and 60-64, and the total frequency was 2 of 30 students. Meanwhile, the higher percentage in experimental group was 30 % in interval 70-74 and 75-79 and the frequency was 18 of 30 students. The lowest percentage in the experimental group was 3,3 % in interval 60-64 and 65-69 and the frequency was 2 of 30 students. In sum, from the result of posttest, the students of experimental group got good grades in interval 85-89 whereas the students of control group only got the good grades in interval 80-84. It means that the treatment by using semantic mapping

strategy in experimental group more effective than the treatment by using quick reading method in control group.

#### 4.6 Significant Difference of the Two Tests

After all the tests were executed, the two tests were compared. The students did the pretest and the posttest well. In this research, the different questions of the pretest and posttest were used, since the purpose of this research was to analyze the significance difference on pretest and posttest of the two groups. The pretest questions were taken from first try out questions and the posttest questions were taken from the second try out question. The study gained some data from the students' pretest and posttest. The following chart presented the result of reading pretest and posttest on the experimental and control groups.

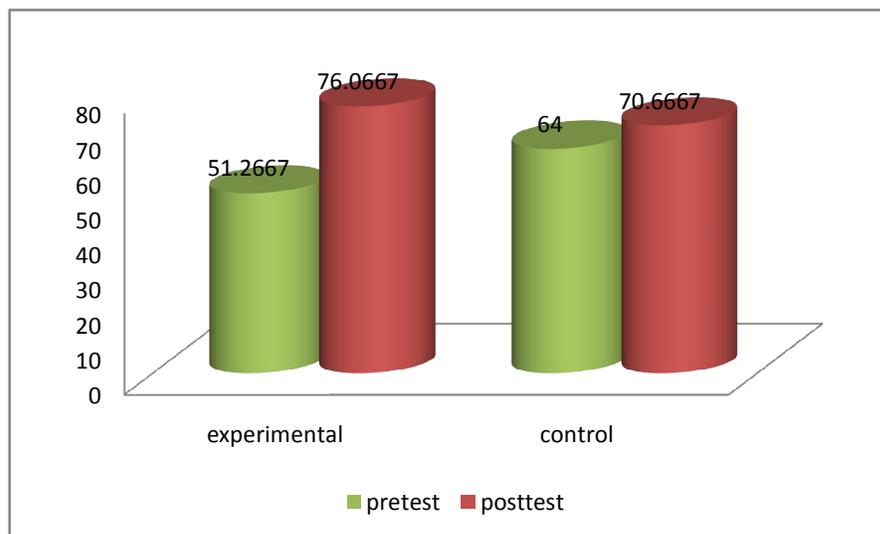


Figure 4.3 The Average of Reading Achievement Pre-test and Post-test on the Experimental and Control Groups

After analyzing the two results between the pretest and posttest, it was found that the mean of the pretest achieved by the students in experimental group who were taught by using semantic mapping strategy was 51.2667. Meanwhile, the mean of the posttest of the same group was 76.0667. So, the percentage of the students' improvement of this group was 32.60%. In a rather simpler observation, It can be concluded that there was a significant improvement between the pretest and the posttest's scores achieved by the students of experimental group. The control group who were taught with quick reading method was also showed the improvement. The mean score of the control group was 64 for the pretest and 70.6667 for the posttest. There was less improvement in this group than the experimental one, it was only 9.43%. The difference of the posttest's mean score between the experimental and the control group was 5.4. Yet, it needed advanced process to prove whether the difference was significance or not. It would be proven by the t-test, test of significancy, in further discussion. The result of pre-test and post-test table was provided in order to see the improvement of each individual in pretest and posttest. (see appendix 9)

In general, almost all of the students made improvement in their reading achievement of narrative text after the treatment. It was proven that the students' achievement of the posttest was higher that of the pretest.

#### **4.6.1 The Average Scores of the Experimental and the Control Group**

After getting all the scores, the computation was made. The first way to know the significant difference of the experiment could be seen through the difference of the means of the two groups.

The following formula was used to get the means:

$$Mx = \frac{\Sigma x}{N} \qquad My = \frac{\Sigma y}{N}$$

In which,

$Mx$  : the mean of the experimental group

$\Sigma x$  : the sum of all scores of the experimental group

$My$  : the mean of the control group

$\Sigma y$  : the sum of all scores of the control group

$N$  : the number of the subject sample

a. the mean of the pretest of the experimental group

$$\begin{aligned} M_x &= \frac{1538}{30} \\ &= 51.2667 \end{aligned}$$

b. the mean of the pretest of the control group

$$\begin{aligned} M_y &= \frac{1732}{30} \\ &= 64 \end{aligned}$$

c. the mean of the posttest of the experimental group

$$\begin{aligned} M_x &= \frac{2282}{30} \\ &= 76.0667 \end{aligned}$$

d. the mean of the posttest of the control group

$$M_y = \frac{2108}{30}$$

$$= 70.2667$$

Based on the computation above, the difference average score between the experimental group and the control group was appeared. On the experimental group, the average score of the pretest was 51.2667 and the posttest was 76.0667. From those scores, the difference of the average score between the pretest and the posttest on the experimental group was 24.8. While, on the control group, the average score of the pretest was 64 and the posttest was 70.2667. The difference average of the score between those tests was 6.2667. It means that the difference average score on the experimental group was higher than in the control group. In conclusion, there was good improvement of the experimental group's achievement after they received the treatment by using semantic mapping strategy in teaching reading comprehension of narrative text.

#### 4.7 T-Test Statistical Analysis

This sub-chapter would be discussed the T-Test of posttest and gain difference of experimental and control groups.

##### 4.7.1 T-Test of Post-test of Experimental and Control Group.

From the known data, then we calculated the result of posttest from the experimental and control group as follows:

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

$$= \sqrt{\frac{(30 - 1)(34.9655) + (30 - 1)(79.8889)}{30 + 30 - 2}}$$

$$= 7.578074$$

And to find the  $t$ -value, I used the formula

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

$$t = \frac{77.00 - 70.27}{7.578074 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t = 3.440$$

The value of the  $t$ -table with  $dk = 30+30 - 2 = 58$  and significance level ( $\alpha$ )=5% was 2.00. As the value (3.440) > 2.00, it could be concluded that there was significant difference on posttest between experimental and control groups. (see appendix 15)

#### 4.7.2 T-T for Reading Achievement's Gain Difference

The result of the  $t$ -test became the quantitative proof whether the difference of the pretest and posttest means of both group was significant or not. From the known data, then we could calculate the gain of pretest and posttest from the experimental and control group was as follows:

$$\begin{aligned} s &= \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}} \\ &= \sqrt{\frac{(30 - 1)(53.4000) + (30 - 1)(75.5678)}{30 + 30 - 2}} \\ &= 8.03019 \end{aligned}$$

And to find the  $t$ -value, I used the formula

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

$$t = \frac{24.80 - 6.27}{8.03019 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t = 8.939$$

The value of the t-table with  $dk = 30+30 - 2 = 58$  and significance level ( $\alpha$ ) = 5% was 2.00. As the value (8.939) > 2.00. (see appendix 16)

Therefore, the hypothesis that using semantic mapping strategy in teaching reading was more effective than using quick reading method to improve reading comprehension of narrative text of the eighth year students of SMP N 6 Semarang was accepted.

#### 4.8 Discussion of the Research Findings

The mean difference between pretest and posttest of the experimental and the control group were computed to know whether the improvement of each group was significant or not. In this study, the computation showed that the mean difference between the experimental group and the control group was significant.

From the result of the pre-test, it can be found that the mean score of the pre-test of experimental group was 51.2667 and the control group was 64.00. The result of post test of experimental group was 76.0667 while the control group gained the score into 70.6667. Based on the score, it can be seen that the score of experimental group was higher than the control group. The result of the *t*- test of

mean difference was 8.939 and  $t$ -table was 2.00. Based on the computation above, it could be seen that  $t$ -value  $>$   $t$ -table. The hypothesis that “there is a significant difference between the students’ comprehension in reading narrative text taught by using semantic mapping strategy and taught by using quick reading method” was accepted.

Based on the tests conducted, it was proved that the use of semantic mapping strategy is effective as a strategy to improve teaching reading achievement of narrative text to the eighth year students of SMP N 6 Semarang. The use of semantic mapping strategy made the reading and learning activity more effective and being varied. The students of experimental group who taught by using semantic mapping strategy looked more attractive and active during the treatment given by the writer than the control group which taught by quick reading method. The students of experimental group applied the semantic mapping strategy as a strategy when they did the posttest. So, the result of their posttest was higher than their pretest. Finally, semantic mapping strategy makes the students more motivated in learning easier to grasp the lesson. It can be concluded that in this study, the use of semantic mapping strategy as a strategy in teaching reading of narrative text was effective of the eighth year students of SMP N 6 Semarang in the academic year of 2012/2013.

## CHAPTER V

### CONCLUSIONS AND SUGGESTION

Based on the result of the research and the discussion in the previous chapters, this chapter presents the conclusion and suggestion.

#### 5.1 Conclusions

This study can be eventually concluded that:

- 1) Semantic mapping strategy is effective as a strategy in teaching reading narrative text to the eighth year students of SMP N 6 Semarang in the academic year of 2012/2013. The use of semantic mapping strategy in teaching reading makes the activity among the teacher and students in class more enjoyable and interesting. The students so active and attractive when they follow the teacher instruction and when they work in their group. This strategy succeeded in making the students enrich and explore their idea and their knowledge when they read the passage in group. In addition, the semantic mapping strategy is intensive since the each strategy of semantic mapping has their own advantage to lead the students better in learning. Finally, the semantic mapping strategy makes the students more motivated in learning and easier to grasp the lesson.
- 2) The use of semantic mapping strategy gives significant differences in students' reading comprehension of narrative text. This is proven by the mean of post-test of the experimental group and the control group. Based on the

calculation, there is significant difference between two means. In the pre-test, the average score of the experimental group is 51.2667 and the control group is 64. The result of post-test of the experimental group is 76.0667 and the control group is 70.6667. By comparing the average of the pre-test of the experimental group is 51.2667 and the post-test of the experiment group is 76.0667, the percentage of the students' improvement of this group was 32.60%. There was less improvement in control group than the experimental one, the average of pre-test is 64 and the post-test of the control group is 70.6667, the percentage of the students' improvement is only 9.43%. The difference of the post-test's mean score between the experimental and the control group was 5.4. The result of t-value of gain difference test was 8.939 and t-table was 2.00. It means that t-value is higher than t-table ( $8.939 > 2.00$ ). Based on that calculation, there is significant improvement between the result of pre-test and post-test.

## **5.2 Suggestion**

Based on the result of the study, the writer proposes some suggestions concerning the research finding as follows:

- 1) For the teacher, the teacher should introduce and use the different strategy in teaching and learning process like the semantic mapping strategy. It is highly recommended to be used because semantic mapping strategy can be used for teaching reading comprehension of several kinds of texts for Junior High School students. The teacher should enlarge their knowledge to find out many

kinds of strategy which is appropriate for teaching English lesson. They must prepare the lesson material well, they use interesting media and apply more variation of strategy in teaching. Teacher should able to create teaching learning process more interesting, enjoyable, and educative. Besides, they must be able to choose a good reading material for the students, so that they can improve their reading comprehension. In short, the teachers should be able a facilitator in creating and building an effective reading class.

- 2) For the students, the students should be more attentive with the strategy given by the teacher. If the students are not comfort and bored with the way of their teacher strategy, they should ask their teacher to change or give them different strategy which more acceptable and easily for the students to grasp the lesson.
- 3) For future researcher, they can use this final project as a literature to guide them when they want to do the similar research. This research will help the researcher or further research to find out the new strategy which is supported and combined with semantic mapping strategy through reading a text. Although this study has been done, it still has some weaknesses and I hope there will be an improvement for the next study.

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# **APPENDIXES**

## Appendix 1

Class	Sex		Total
	Male	Female	
VII A	13	19	32
VII B	14	18	32
VII C	12	20	32
VII D	16	17	33
VII E	13	19	32
VII F	10	22	32
VII G	28	4	32
<b>Total</b>	<b>106</b>	<b>119</b>	<b>225</b>
VIII A	19	13	32
VIII B	13	19	32
VIII C	16	16	32
VIII D	12	20	33
VIII E	15	17	32
VIII F	13	18	31
VIII G	4	25	29
<b>Total</b>	<b>92</b>	<b>128</b>	<b>220</b>
IX A	11	17	28
IX B	11	17	28
IX C	10	17	27
IX D	11	16	27
IX E	11	16	27
IX F	11	16	27
IX G	10	17	27
IX H	14	17	31
<b>Total</b>	<b>89</b>	<b>133</b>	<b>222</b>
<b>Total</b>	<b>287</b>	<b>288</b>	<b>667</b>

Table 3.1 The Population of SMP N 6 Semarang in academic year 2012/2013

## Appendix 2

No.	Class	Sex		Total
		Male	Female	
1.	VIII C	16	16	32

Table 3.2 The Sample of the Experimental Group (EG)

No.	Class	Sex		Total
		Male	Female	
1.	VIII B	13	19	32

Table 3.3 The Sample of the Control Group (CG)

### Appendix 3

#### The Computation of The Validity, Reliability, Difficulty Level and Discriminating Power of the First Tryout

No.	Code	Items Number										
		1	2	3	4	5	6	7	8	9	10	11
1	R-16	1	1	1	1	1	1	1	0	1	1	1
2	R-1	1	1	1	0	1	1	1	1	0	1	1
3	R-14	1	1	1	1	1	1	1	0	1	1	1
4	R-19	1	1	1	1	1	1	1	1	1	1	0
5	R-25	1	1	1	1	1	1	1	0	0	1	1
6	R-32	1	1	1	1	1	1	1	0	1	1	1
7	R-3	1	1	1	0	1	1	1	1	1	1	1
8	R-4	1	1	1	1	1	1	1	1	1	1	1
9	R-7	1	1	1	0	1	1	1	0	1	1	1
10	R-8	1	1	1	1	1	1	1	0	1	1	1
11	R-28	1	1	1	0	1	1	1	1	0	1	1
12	R-30	1	1	1	1	1	1	1	0	1	1	0
13	R-9	1	1	1	1	1	1	1	1	0	1	1
14	R-10	1	1	1	1	1	1	1	1	1	1	0
15	R-18	1	1	1	0	1	1	1	1	0	1	1
16	R-22	1	1	1	0	1	1	0	1	1	1	1
17	R-29	1	1	0	1	1	0	0	1	0	0	1
18	R-2	1	1	1	0	1	0	1	0	0	0	1
19	R-6	1	1	0	1	0	0	1	0	0	0	1
20	R-12	0	1	1	0	1	1	1	0	0	0	1
21	R-24	1	1	1	0	1	0	1	0	0	0	1
22	R-27	1	0	1	0	1	0	1	0	0	1	1
23	R-31	1	1	1	0	1	0	1	0	0	1	0
24	R-20	1	1	0	1	0	0	1	0	0	1	1
25	R-21	1	0	1	0	0	1	0	0	1	0	1
26	R-26	1	1	0	1	0	1	1	0	0	0	1
27	R-13	0	1	1	0	1	0	0	0	0	1	0
28	R-15	1	1	1	0	1	0	1	0	1	1	1
29	R-5	1	0	1	0	1	0	1	0	0	1	1
30	R-11	1	1	1	0	0	1	0	0	1	0	0
31	R-17	1	1	0	0	1	1	1	0	0	0	1
32	R-23	1	0	1	0	1	0	0	1	1	0	1
Validity	SX	30	28	27	14	27	21	26	11	15	22	26
	SX <sup>2</sup>	30	28	27	14	27	21	26	11	15	22	26
	SXY	774	712	712	390	718	584	692	311	413	614	665
	r <sub>xy</sub> Criteria	0.265 IV	0.424 Valid	0.409 Valid	0.403 Valid	0.507 Valid	0.619 Valid	0.463 Valid	0.387 Valid	0.372 Valid	0.692 Valid	0.055 IV
Item Facility	IF	0.857	0.800	0.771	0.400	0.771	0.600	0.743	0.314	0.429	0.629	0.743
	Criteria	Easy	Easy	Easy	Md	Easy	Md	Easy	Md	Md	Md	Easy
Discriminating power	BA	16	16	16	10	16	16	15	9	11	16	13
	BB	14	12	11	4	11	5	11	2	4	6	13
	JA	16	16	16	16	16	16	16	16	16	16	16
	JB	16	16	16	16	16	16	16	16	16	16	16
	D	0.13	0.25	0.31	0.38	0.31	0.69	0.25	0.44	0.44	0.63	0.00
Criteria	Poor	Stfy	Stfy	Stfy	Stfy	Good	Stfy	Good	Good	Good	Poor	
Reliability	p	0.857	0.800	0.771	0.400	0.771	0.600	0.743	0.314	0.429	0.629	0.743
	q	0.143	0.200	0.229	0.600	0.229	0.400	0.257	0.686	0.571	0.371	0.257
	pq	0.122	0.160	0.176	0.240	0.176	0.240	0.191	0.216	0.245	0.233	0.191
	Spq	6.74										
	Vt	-540.89										
	r <sub>11</sub>	1.042	r <sub>11</sub> > r <sub>label</sub> = Reliabel									
Criteria	Unuse	Use	Use	Use	Use	Use	Use	Use	Use	Use	Unuse	

Explanation: IV = invalid Md = Medium dfcl = difficult Stfy = satisfactory\

U = Up

L = Low

Item Numbers													
12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	1	1	1	1	1	1	1	0	1	1	1	1	1
1	1	1	1	1	1	1	1	0	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	1	1	1	1	1	0	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	0
1	1	1	1	1	0	1	1	0	1	1	1	0	1
1	1	1	1	1	0	0	1	1	1	1	1	1	1
0	1	1	1	1	0	1	1	0	1	1	1	1	1
1	1	1	1	1	0	0	1	1	1	1	1	0	1
1	1	1	1	1	0	1	1	1	1	1	1	1	1
1	1	1	1	1	0	1	1	1	1	1	1	1	1
1	1	1	1	1	1	0	1	1	1	1	1	1	1
0	1	1	1	1	0	0	1	1	1	1	1	0	1
0	1	1	0	1	0	1	1	0	1	1	1	1	1
1	1	1	1	1	0	0	1	1	1	0	1	1	1
1	1	1	1	1	0	0	1	1	1	1	1	1	1
0	1	1	1	1	0	0	1	1	1	1	1	0	1
0	1	1	1	1	0	0	1	1	1	1	1	0	1
0	1	1	1	1	0	0	1	1	1	1	1	0	1
0	1	1	1	1	0	0	1	1	1	1	1	0	1
0	1	0	1	1	0	1	1	1	0	1	1	1	1
1	0	1	0	1	0	1	0	1	1	1	0	1	1
1	1	1	0	1	1	0	1	1	0	1	1	0	0
1	1	0	1	1	0	0	1	1	1	0	1	0	1
0	1	0	1	0	0	0	1	1	1	0	0	1	1
0	1	1	0	1	0	1	0	1	0	1	0	1	0
1	1	1	0	1	1	0	0	1	1	1	1	0	0
0	1	0	0	1	0	0	1	1	1	1	1	0	1
0	1	1	1	0	1	0	1	1	0	1	1	0	0
0	1	1	1	0	1	0	1	1	0	1	1	0	0
0	1	0	1	1	0	0	1	1	1	1	0	1	0
1	1	1	0	0	1	0	0	1	1	1	0	0	1
17	31	27	25	28	10	12	28	26	27	29	24	20	24
17	31	27	25	28	10	12	28	26	27	29	24	20	24
469	792	716	663	738	270	341	734	636	712	749	654	542	639
0.432	0.117	0.474	0.386	0.459	0.199	0.436	0.388	-0.384	0.409	0.229	0.593	0.405	0.388
Valid	IV	Valid	Valid	Valid	IV	Valid	Valid	IV	Valid	IV	Valid	Valid	Valid
0.486	0.886	0.771	0.714	0.800	0.286	0.343	0.800	0.743	0.771	0.829	0.686	0.571	0.686
Md	Easy	Easy	Easy	Easy	Dfcl	Md	Easy	Easy	Easy	Easy	Md	Md	Md
12	16	16	15	16	6	9	16	11	16	15	16	13	15
5	15	11	10	12	4	3	12	15	11	14	8	7	9
16	16	16	16	16	16	16	16	16	16	16	16	16	16
16	16	16	16	16	16	16	16	16	16	16	16	16	16
0.44	0.06	0.31	0.31	0.25	0.13	0.38	0.25	-0.25	0.31	0.06	0.50	0.38	0.38
Good	Poor	Stfy	Stfy	Stfy	Poor	Stfy	Stfy	Poor	Stfy	Poor	Good	Stfy	Stfy
0.486	0.886	0.771	0.714	0.800	0.286	0.343	0.800	0.743	0.771	0.829	0.686	0.571	0.686
0.514	0.114	0.229	0.286	0.200	0.714	0.657	0.200	0.257	0.229	0.171	0.314	0.429	0.314
0.250	0.101	0.176	0.204	0.160	0.204	0.225	0.160	0.191	0.176	0.142	0.216	0.245	0.216
Use	Unuse	Use	Use	Use	Unuse	Use	Use	Unuse	Use	Unuse	Use	Use	Use

Explanation: IV = invalid Md = Medium dfcl = difficult Stfy = satisfactory

U = Up

L = Low

Item Numbers										Y	Y <sup>2</sup>	Class
26	27	28	29	30	31	32	33	34	35			
1	1	1	1	1	1	1	1	1	1	33	1089	U
1	1	1	1	1	1	1	1	1	1	32	1024	U
1	1	1	1	0	1	1	1	0	1	32	1024	U
1	1	1	1	1	1	1	1	1	1	32	1024	U
1	1	1	1	0	1	1	1	1	1	31	961	U
1	1	1	1	1	1	1	1	1	1	31	961	U
1	1	0	1	1	1	1	1	1	1	31	961	U
1	1	0	1	1	1	1	1	1	1	31	961	U
1	1	1	1	1	1	1	1	1	1	30	900	U
1	1	0	1	0	1	1	1	0	1	30	900	U
1	1	0	1	0	1	1	1	1	1	30	900	U
1	1	0	1	1	1	1	1	0	1	30	900	U
1	1	0	1	1	1	1	1	1	1	29	841	U
1	1	0	1	1	1	1	1	1	1	29	841	U
1	1	0	1	1	1	1	1	0	0	28	784	U
1	1	0	1	1	0	1	0	1	1	22	484	L
1	1	0	0	1	1	1	0	1	1	22	484	L
1	0	1	1	0	1	1	1	0	0	20	400	L
1	1	0	1	0	1	1	1	0	1	22	484	L
1	1	0	1	1	1	1	1	0	1	22	484	L
1	1	0	1	0	0	1	0	1	1	22	484	L
1	1	0	1	0	1	1	1	0	1	22	484	L
1	1	1	1	0	1	0	1	0	1	22	484	L
0	0	0	1	0	1	0	1	1	0	18	324	L
1	1	0	1	1	0	1	0	0	0	18	324	L
1	1	0	1	0	1	1	1	0	1	18	324	L
0	1	0	1	0	1	0	1	0	1	22	484	L
1	1	1	1	0	0	1	0	0	1	20	400	L
0	0	1	1	0	1	0	1	1	0	18	324	L
1	1	0	0	1	0	1	1	0	1	20	400	L
0	0	1	1	0	1	0	1	0	0	18	324	L
28	28	12	30	17	27	27	27	17	26	814	662596	
28	28	12	30	17	27	27	27	17	26			
738	740	319	772	469	712	716	710	470	694	21580		
0.459	0.495	0.168	0.216	0.432	0.409	0.474	0.377	0.444	0.493			
Valid	Valid	IV	IV	Valid	Valid	Valid	Valid	Valid	Valid			
0.800	0.800	0.343	0.857	0.486	0.771	0.771	0.771	0.486	0.743			
Easy	Easy	Md	Easy	Md	Easy	Easy	Easy	Md	Easy			
16	16	7	16	12	16	16	16	12	15			
12	12	5	14	5	11	11	11	5	11			
16	16	16	16	16	16	16	16	16	16			
16	16	16	16	16	16	16	16	16	16			
0.25	0.25	0.13	0.13	0.44	0.31	0.31	0.31	0.44	0.25			
Stfy	Stfy	Poor	Poor	Good	Stfy	Stfy	Stfy	Good	Stfy			
0.800	0.800	0.343	0.857	0.486	0.771	0.771	0.771	0.486	0.743			
0.200	0.200	0.657	0.143	0.514	0.229	0.229	0.229	0.514	0.257			
0.160	0.160	0.225	0.122	0.250	0.176	0.176	0.176	0.250	0.191			
Use	Use	Unuse	Unuse	Use	Use	Use	Use	Use	Use			

Explanation: IV = invalid Md = Medium dfcl = difficult Stfy = satisfactory

U = Up L = Low

## Appendix 4

### The Computation of The Validity, Reliability, Difficulty Level and Discriminating Power of the Second Tryout

No.	Code	Items Number										
		1	2	3	4	5	6	7	8	9	10	11
1	R-30	1	1	1	1	1	1	1	1	1	1	1
2	R-17	1	1	1	1	1	1	1	0	1	1	1
3	R-7	1	1	1	1	1	1	1	1	1	1	1
4	R-16	1	1	1	1	1	1	1	0	1	1	1
5	R-32	1	1	1	1	1	1	1	1	1	1	1
6	R-29	1	1	1	1	1	1	1	0	1	1	1
7	R-1	1	1	1	0	1	1	1	1	1	1	1
8	R-8	1	1	1	1	1	1	1	1	1	1	1
9	R-20	1	1	1	1	1	0	1	1	1	1	1
10	R-15	1	1	1	1	1	1	1	0	1	1	0
11	R-11	1	1	1	1	1	0	1	0	1	1	1
12	R-9	1	1	1	1	1	1	1	0	1	1	1
13	R-23	1	1	1	1	1	1	0	1	1	1	1
14	R-24	1	1	1	1	1	0	1	0	1	1	1
15	R-31	1	1	1	1	1	1	1	0	1	1	1
16	R-3	1	1	1	1	1	1	1	1	1	1	1
17	R-2	1	0	1	1	1	0	1	0	1	0	1
18	R-27	0	1	1	1	1	0	1	1	1	0	1
19	R-6	1	1	0	1	1	0	1	0	1	1	1
20	R-13	1	0	1	1	1	1	1	0	0	1	1
21	R-26	1	1	1	0	1	0	1	0	1	0	0
22	R-25	1	1	1	1	0	0	1	0	1	0	1
23	R-21	1	0	1	1	0	0	1	0	1	0	1
24	R-10	1	1	0	1	1	0	1	0	1	1	0
25	R-22	1	1	1	0	1	0	1	0	1	0	1
26	R-28	1	1	0	1	1	1	1	0	1	1	1
27	R-19	0	1	1	0	1	0	0	0	1	0	1
28	R-14	1	1	0	1	0	0	1	0	1	0	1
29	R-12	1	0	0	1	1	0	1	1	0	1	1
30	R-4	1	1	1	0	1	0	1	0	1	0	1
31	R-18	0	1	1	1	0	1	0	0	1	0	1
32	R-5	1	0	0	1	1	0	1	1	1	0	1
Validity	SX	29	27	26	27	28	16	29	11	30	21	29
	SX <sup>2</sup>	29	27	26	27	28	16	29	11	30	21	29
	SXY	713	675	658	664	698	452	700	295	726	579	694
	r <sub>xy</sub> Criteria	0.308	0.394	0.456	0.325	0.409	0.706	0.052	0.371	0.269	0.728	0.098
IV	Valid	Valid	Valid	IV	Valid	Valid	IV	Valid	IV	Valid	IV	
Item Facility	IF Criteria	0.829	0.771	0.743	0.771	0.800	0.457	0.829	0.314	0.857	0.600	0.829
	Easy	Easy	Easy	Easy	Easy	Easy	Md	Easy	Md	Easy	Md	Easy
Discriminating power	BA	16	16	16	15	16	13	15	8	16	16	15
	BB	13	11	10	12	12	3	14	3	14	5	14
	JA	16	16	16	16	16	16	16	16	16	16	16
	JB	16	16	16	16	16	16	16	16	16	16	16
	D Criteria	0.19	0.31	0.38	0.19	0.25	0.63	0.06	0.31	0.13	0.69	0.06
Poor	Stfy	Stfy	Poor	Stfy	Good	Poor	Stfy	Poor	Good	Poor		
Reliability	p	0.829	0.771	0.743	0.771	0.800	0.457	0.829	0.314	0.857	0.600	0.829
	q	0.171	0.229	0.257	0.229	0.200	0.543	0.171	0.686	0.143	0.400	0.171
	pq	0.142	0.176	0.191	0.176	0.160	0.248	0.142	0.216	0.122	0.240	0.142
	Spq	6.74										
	Vt	-472.75										
	r <sub>11</sub>	1.044										
Criteria	Unuse	Use	Use	Unuse	Use	Use	Unuse	Use	Unuse	Use	Unuse	
Explanation:		IV = invalid			Md = Medium		dfcl = difficult		Stfy = satisfactory			
		U = Up		L = Low		Excln = Exellent						

Item Numbers													
12	13	14	15	16	17	18	19	20	21	22	23	24	25
0	1	1	1	1	1	1	1	1	1	0	1	1	1
1	1	1	1	1	1	1	1	1	1	1	0	1	1
1	1	1	1	1	1	1	1	1	1	0	1	1	1
1	1	1	1	1	1	0	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	0	1	1	1
1	1	1	1	1	1	0	1	1	1	1	1	0	1
1	1	1	1	1	1	1	1	1	1	1	1	0	1
1	1	1	1	1	1	1	1	1	1	0	0	1	1
1	1	1	1	1	1	0	1	1	1	1	1	0	1
1	1	1	1	1	1	0	1	1	1	0	1	1	1
1	1	1	1	1	1	1	1	1	1	0	1	1	1
1	1	1	1	1	1	0	1	1	1	1	0	1	1
1	1	1	1	1	1	0	0	1	1	1	1	1	1
1	1	1	1	1	1	0	1	1	1	1	0	1	1
1	1	1	1	1	1	1	1	1	1	0	1	1	1
1	0	1	1	1	1	0	1	1	1	0	1	0	1
0	0	1	0	1	1	0	1	1	0	0	1	0	1
1	0	0	0	1	1	0	0	0	0	0	0	0	0
0	1	0	0	1	1	0	1	1	0	0	0	1	1
0	0	0	1	0	1	1	1	1	1	0	0	1	1
1	0	0	0	1	1	0	1	0	1	0	1	1	1
0	0	1	0	1	1	0	1	1	0	0	0	0	1
0	0	1	0	1	1	0	1	1	1	0	1	0	1
1	0	1	0	0	1	0	1	1	0	0	1	1	1
0	0	1	0	1	0	0	1	0	1	0	1	0	1
0	0	0	0	1	1	0	1	1	1	0	0	1	1
0	0	1	0	0	1	1	1	1	0	1	0	1	1
0	1	1	0	0	1	0	1	1	0	0	0	0	1
0	0	0	0	1	1	0	1	1	0	0	0	1	1
0	1	0	0	1	1	0	1	0	1	0	0	0	1
0	1	0	0	1	1	0	1	1	0	0	0	0	1
1	0	1	0	1	1	0	1	1	0	0	0	0	1
19	19	24	17	28	31	10	30	28	22	9	17	19	31
19	19	24	17	28	31	10	30	28	22	9	17	19	31
525	525	622	507	693	744	286	714	693	593	259	456	497	744
0.711	0.721	0.537	0.923	0.423	0.200	0.444	0.033	0.423	0.639	0.428	0.419	0.353	0.200
Valid	Valid	Valid	Valid	Valid	IV	Valid	IV	Valid	Valid	Valid	Valid	Valid	IV
0.543	0.543	0.686	0.486	0.800	0.886	0.286	0.857	0.800	0.629	0.257	0.486	0.543	0.886
Md	Md	Md	Md	Easy	Easy	Dfcl	Easy	Easy	Md	Dfcl	Md	Md	Easy
15	15	16	16	16	16	8	15	16	16	8	12	12	16
4	4	8	1	12	15	2	15	12	6	1	5	7	15
16	16	16	16	16	16	16	16	16	16	16	16	16	16
16	16	16	16	16	16	16	16	16	16	16	16	16	16
0.69	0.69	0.50	0.94	0.25	0.06	0.38	0.00	0.25	0.63	0.44	0.44	0.31	0.06
Good	Good	Good	Excln	Stfy	Poor	Stfy	Poor	Stfy	Good	Good	Good	Stfy	Poor
0.543	0.543	0.686	0.486	0.800	0.886	0.286	0.857	0.800	0.629	0.257	0.486	0.543	0.886
0.457	0.457	0.314	0.514	0.200	0.114	0.714	0.143	0.200	0.371	0.743	0.514	0.457	0.114
0.248	0.248	0.216	0.250	0.160	0.101	0.204	0.122	0.160	0.233	0.191	0.250	0.248	0.101
Use	Use	Use	Use	Use	Unuse	Use	Unuse	Use	Use	Use	Use	Use	Unuse

Explanation: IV = invalid    Md = Medium    dfcl = difficult    Stfy = satisfactory  
 U = Up                      L = Low                      Excln = Excellent

Item Numbers										Y	Y <sup>2</sup>	Class
26	27	28	29	30	31	32	33	34	35			
1	1	1	1	1	1	1	1	1	1	33	1089	U
1	1	1	1	1	1	1	1	1	1	33	1089	U
1	1	1	1	1	0	1	1	1	1	33	1089	U
1	1	1	1	1	1	1	1	1	1	33	1089	U
1	1	1	1	1	0	1	0	1	1	32	1024	U
1	1	1	1	1	1	1	0	0	1	30	900	U
1	1	1	1	1	1	0	0	0	1	30	900	U
1	1	1	1	1	0	1	0	1	1	31	961	U
1	1	1	0	1	1	1	1	0	1	30	900	U
1	1	1	1	1	0	1	1	1	1	30	900	U
1	1	1	1	1	0	1	0	1	1	30	900	U
0	1	1	0	1	0	1	1	0	1	28	784	U
1	1	1	1	1	0	1	0	1	1	30	900	U
1	1	1	1	1	0	1	0	1	1	29	841	U
0	1	0	1	1	1	1	0	0	1	29	841	U
0	1	0	1	1	0	1	1	0	1	27	729	U
0	1	1	0	1	0	1	0	0	1	19	361	L
1	1	1	1	1	0	0	0	1	0	17	289	L
0	1	0	0	1	0	1	0	1	0	19	361	L
0	1	0	0	1	0	1	0	0	0	19	361	L
0	0	1	1	1	0	0	1	0	1	19	361	L
0	1	0	0	1	0	1	0	0	1	17	289	L
0	1	0	0	0	0	0	1	0	0	16	256	L
0	1	0	0	1	0	1	0	0	0	18	324	L
0	1	1	0	1	0	1	0	0	0	17	289	L
0	1	0	0	1	0	1	0	0	0	19	361	L
0	0	1	0	1	1	0	0	0	0	16	256	L
0	1	0	0	1	0	0	0	0	1	15	225	L
0	1	0	0	0	0	1	0	0	1	16	256	L
0	1	0	0	1	0	0	0	0	0	15	225	L
0	1	0	0	1	0	0	0	0	1	15	225	L
0	1	0	0	0	0	1	0	0	0	16	256	L
14	30	19	16	29	8	24	10	12	22	761	579121	
14	30	19	16	29	8	24	10	12	22			
421	726	520	466	713	234	618	282	350	589	19631		
0.789	0.269	0.587	0.753	0.328	0.436	0.491	0.402	0.580	0.674			
Valid	IV	Valid	Valid	IV	Valid	Valid	Valid	Valid	Valid			
0.400	0.857	0.543	0.457	0.829	0.229	0.686	0.286	0.343	0.629			
Md	Easy	Md	Md	Easy	Dfcl	Md	Dfcl	Md	Md			
13	16	14	14	16	7	15	8	10	16			
1	14	5	2	13	1	9	2	2	6			
16	16	16	16	16	16	16	16	16	16			
16	16	16	16	16	16	16	16	16	16			
0.75	0.13	0.56	0.75	0.19	0.38	0.38	0.38	0.50	0.63			
Excln	Poor	Good	Excln	Poor	Stfy	Stfy	Stfy	Good	Good			
0.400	0.857	0.543	0.457	0.829	0.229	0.686	0.286	0.343	0.629			
0.600	0.143	0.457	0.543	0.171	0.771	0.314	0.714	0.657	0.371			
0.240	0.122	0.248	0.248	0.142	0.176	0.216	0.204	0.225	0.233			
Use	Unuse	Use	Use	Unuse	Use	Use	Use	Use	Use			

Explanation: IV = invalid Md = Medium dfcl = difficult Stfy = satisfactory

U = Up

L = Low

Excln = Excellent

## Appendix 5

### VALIDITY OF THE TEST

Formula :

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

The item test is valid if  $r_{xy} > r_{table}$

The following is the example of counting the validity of item number 2:

a) First Tryout

No.	Item Number 2 (X)	Total Score (Y)	X <sup>2</sup>	Y <sup>2</sup>	XY
1	1	33	1	1089	33
2	1	32	1	1024	32
3	1	32	1	1024	32
4	1	32	1	1024	32
5	1	31	1	961	31
6	1	31	1	961	31
7	1	31	1	961	31
8	1	31	1	961	31
9	1	30	1	900	30
10	1	30	1	900	30
11	1	30	1	900	30
12	1	30	1	900	30
13	1	29	1	841	29
14	1	29	1	841	29
15	1	29	1	841	29
16	1	28	1	784	28
17	1	22	1	484	22
18	1	22	1	484	22
19	1	20	1	400	20
20	1	22	1	484	22
21	1	22	1	484	22
22	0	22	0	484	0
23	1	22	1	484	22
24	1	22	1	484	22
25	0	18	0	324	0
26	1	18	1	324	18
27	1	18	1	324	18
28	1	22	1	484	22

29	0	20	0	400	0
30	1	18	1	324	18
31	1	20	1	400	20
32	0	18	0	324	0
$\Sigma$	28	814	28	21604	736

The value of  $r_{xy}$  is:

$$r_{xy} = \frac{32 \times 736 - (28)(814)}{\sqrt{\{(32)(28) - 28^2\} \{(32)(21604) - (736)^2\}}}$$

$$r_{xy} = 0.424$$

The item number 2 of the first try out test was valid since its  $r_{xy} = 0.424$  higher than critical value (0.349).

b) Second Tryout

No.	Item Number 2 (X)	Total Score (Y)	X <sup>2</sup>	Y <sup>2</sup>	XY
1.	1	33	1	1089	33
2.	1	33	1	1089	33
3.	1	33	1	1089	33
4.	1	33	1	1089	33
5.	1	32	1	1024	32
6.	1	30	1	900	30
7.	1	30	1	900	30
8.	1	31	1	961	31
9.	1	30	1	900	30
10.	1	30	1	900	30
11.	1	30	1	900	30
12.	1	28	1	784	28
13.	1	30	1	900	30
14.	1	29	1	841	29
15.	1	29	1	841	29
16.	1	27	1	729	27
17.	0	19	0	361	0
18.	1	17	1	289	17
19.	1	19	1	361	19

20.	0	19	0	361	0
21.	1	19	1	361	19
22.	1	17	1	289	17
23.	0	16	0	256	0
24.	1	18	1	324	18
25.	1	17	1	289	17
26.	1	19	1	361	19
27.	1	16	1	256	16
28.	1	15	1	225	15
29.	0	16	0	256	0
30.	1	15	1	225	15
31.	1	15	1	225	15
32.	0	16	0	256	0
$\Sigma$	27	761	27	19631	675

The value of  $r_{xy}$  is:

$$r_{xy} = \frac{32 \times 675 - (27)(761)}{\sqrt{\{(32)(27) - 27^2\} \{(32)(19631) - (761)^2\}}}$$

$$r_{xy} = 0.394$$

The item number 2 of the second try out test was valid since its  $r_{xy}=0.394$  higher than critical value (0.349).

## Appendix 6

### RELIABILITY OF THE TEST

**Formula:**

$$r_{11} = \left( \frac{k}{k-1} \right) \left( \frac{V_t - \sum pq}{V_t} \right)$$

Where,

$r_{11}$  = reliability of the test

$k$  = the number of item test

$p$  = the proportion of students passing a given item

$q$  = the proportion of student that did not pass a given item

$\sum pq$  = the sum of  $p$  times  $q$

$V_t$  = the total variants

### Criteria

If  $r_{11} > r_{\text{table}}$ , so the instrument is reliable

Based on the try out table, it can be gotten:

a) First tryout

$$\begin{aligned} \sum pq &= pq_1 + pq_2 + pq_3 + \dots + pq_{40} \\ &= 0.122 + 0.160 + 0.176 + \dots + 0.191 \\ &= 6.744 \end{aligned}$$

$$V_t = \frac{814}{28} - \frac{\left( \frac{814}{28} \right)^2}{28} = -540.89$$

$$r_{11} = \left( \frac{35}{35-1} \right) \left( \frac{-540,89-6,7}{-540,89} \right)$$

$$= 1.042$$

The result of commutating reliability of the first try out instruments was 1.042. For  $\alpha = 5\%$  with  $N = 32$ , and  $r_{table} = 0.349$ .

b) Second Tryout

$$\begin{aligned} \Sigma pq &= pq_1 + pq_2 + pq_3 + \dots + pq_{40} \\ &= 0.142 + 0.176 + 0.191 + \dots + 0.233 \\ &= 6.744 \end{aligned}$$

$$Vt = \frac{761 - \left( \frac{761}{27} \right)^2}{27} = -472.75$$

$$r_{11} = \left( \frac{35}{35-1} \right) \left( \frac{-472,75-6,7}{-472,75} \right)$$

$$= 1.044$$

The result of commutating reliability of the second try out instruments was 1.044. For  $\alpha = 5\%$  with  $N = 32$ , and  $r_{table} = 0.349$ .

## Appendix 7

### DISCRIMINATING POWER

#### Formula:

$$D = \frac{BA - BB}{JA - JB}$$

Where,

D = discriminating power

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

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

JA = number of all students in the upper group

JB = number of all students in the lower group.

Criteria:

Interval	Criteria
0,00 < D ≤ 0.20	Poor
0.21 < D ≤ 0.40	Satisfactory
0.41 < D ≤ 0.70	Good
0,71 < D ≤ 1.00	Excellent

a) First Tryout

The following is the example of computation of discriminating power of item number 2

## The Computation of Discriminating Power

Upper Group			Lower Group		
No.	Code	Score	No.	Code	Score
1	<b>R-16</b>	1	1	<b>R-29</b>	1
2	<b>R-1</b>	1	2	<b>R-2</b>	1
3	<b>R-14</b>	1	3	<b>R-6</b>	1
4	<b>R-19</b>	1	4	<b>R-12</b>	1
5	<b>R-25</b>	1	5	<b>R-24</b>	1
6	<b>R-32</b>	1	6	<b>R-27</b>	0
7	<b>R-3</b>	1	7	<b>R-31</b>	1
8	<b>R-4</b>	1	8	<b>R-20</b>	1
9	<b>R-7</b>	1	9	<b>R-21</b>	0
10	<b>R-8</b>	1	10	<b>R-26</b>	1
11	<b>R-28</b>	1	11	<b>R-13</b>	1
12	<b>R-30</b>	1	12	<b>R-15</b>	1
13	<b>R-9</b>	1	13	<b>R-5</b>	0
14	<b>R-10</b>	1	14	<b>R-11</b>	1
15	<b>R-18</b>	1	15	<b>R-17</b>	1
16	<b>R-22</b>	1	16	<b>R-23</b>	0
Sum		16	Sum		12

$$\begin{aligned}
 DP &= \frac{16}{16} - \frac{12}{16} \\
 &= 0.25
 \end{aligned}$$

## b) Second Tryout

The computation of discriminating power of the second try out test instruments of item number 2:

## The Computation of Discriminating Power

Upper Group			Lower Group		
No	Code	Score	No	Code	Score
1	<b>R-30</b>	1	1	<b>R-2</b>	0
2	<b>R-17</b>	1	2	<b>R-27</b>	1
3	<b>R-7</b>	1	3	<b>R-6</b>	1

4	<b>R-16</b>	1	4	<b>R-13</b>	0
5	<b>R-32</b>	1	5	<b>R-26</b>	1
6	<b>R-29</b>	1	6	<b>R-25</b>	1
7	<b>R-1</b>	1	7	<b>R-21</b>	0
8	<b>R-8</b>	1	8	<b>R-10</b>	1
9	<b>R-20</b>	1	9	<b>R-22</b>	1
10	<b>R-15</b>	1	10	<b>R-28</b>	1
11	<b>R-11</b>	1	11	<b>R-19</b>	1
12	<b>R-9</b>	1	12	<b>R-14</b>	1
13	<b>R-23</b>	1	13	<b>R-12</b>	0
14	<b>R-24</b>	1	14	<b>R-4</b>	1
15	<b>R-31</b>	1	15	<b>R-18</b>	1
16	<b>R-3</b>	1	16	<b>R-5</b>	0
Sum		16	Sum		11

$$\begin{aligned}
 DP &= \frac{16}{16} - \frac{11}{16} \\
 &= 0.31
 \end{aligned}$$

## Appendix 8

### ITEM FACILITY

#### Formula:

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

Where,

P = the difficulty level

B = the number of the students who answered the item correctly

JS = the number of the students in class

Criteria:

Interval	Criteria
$0.00 \leq P \leq 0.30$	Difficult
$0.31 \leq P \leq 0.70$	Medium
$0.71 \leq P \leq 1.00$	Easy

#### a) First Tryout

The following is the example of computation of item facility of item number 2:

Highest group			Lowest Group		
No.	Code	Score	No.	Code	Score
1	<b>R-16</b>	1	1	<b>R-29</b>	1
2	<b>R-1</b>	1	2	<b>R-2</b>	1
3	<b>R-14</b>	1	3	<b>R-6</b>	1
4	<b>R-19</b>	1	4	<b>R-12</b>	1
5	<b>R-25</b>	1	5	<b>R-24</b>	1

6	<b>R-32</b>	1	6	<b>R-27</b>	0
7	<b>R-3</b>	1	7	<b>R-31</b>	1
8	<b>R-4</b>	1	8	<b>R-20</b>	1
9	<b>R-7</b>	1	9	<b>R-21</b>	0
10	<b>R-8</b>	1	10	<b>R-26</b>	1
11	<b>R-28</b>	1	11	<b>R-13</b>	1
12	<b>R-30</b>	1	12	<b>R-15</b>	1
13	<b>R-9</b>	1	13	<b>R-5</b>	0
14	<b>R-10</b>	1	14	<b>R-11</b>	1
15	<b>R-18</b>	1	15	<b>R-17</b>	1
16	<b>R-22</b>	1	16	<b>R-23</b>	0

$$P = \frac{16 + 12}{35}$$

$$P = 0.800$$

The computation of the difficulty level of the first try out test instruments of item number 2 is easy.

b) Second Tryout

The following is the example of computation of item facility of item number 2:

Highest group			Lowest Group		
No.	Code	Score	No.	Code	Score
1	<b>R-30</b>	1	1	<b>R-2</b>	0
2	<b>R-17</b>	1	2	<b>R-27</b>	1
3	<b>R-7</b>	1	3	<b>R-6</b>	1
4	<b>R-16</b>	1	4	<b>R-13</b>	0
5	<b>R-32</b>	1	5	<b>R-26</b>	1
6	<b>R-29</b>	1	6	<b>R-25</b>	1
7	<b>R-1</b>	1	7	<b>R-21</b>	0
8	<b>R-8</b>	1	8	<b>R-10</b>	1
9	<b>R-20</b>	1	9	<b>R-22</b>	1
10	<b>R-15</b>	1	10	<b>R-28</b>	1
11	<b>R-11</b>	1	11	<b>R-19</b>	1

12	<b>R-9</b>	1	12	<b>R-14</b>	1
13	<b>R-23</b>	1	13	<b>R-12</b>	0
14	<b>R-24</b>	1	14	<b>R-4</b>	1
15	<b>R-31</b>	1	15	<b>R-18</b>	1
16	<b>R-3</b>	1	16	<b>R-5</b>	0

$$P = \frac{16 + 11}{35}$$

$$P = 0.771$$

The computation of the difficulty level of the second try out test instruments of item number 2 is easy.

## Appendix 9

### THE DISTRIBUTION SCORE OF EXPERIMENTAL AND CONTROL GROUPS

NO	Experiment Group				NO	Control Group			
	Student Code	Pre Test	Post Test	Gain		Student Code	Pretest	Posttest	Gain
1	E-01	48	72	24	1	C-01	64	72	8
2	E-02	52	76	24	2	C-02	68	76	8
3	E-03	66	88	22	3	C-03	48	48	0
4	E-04	56	62	18	4	C-04	44	52	8
5	E-05	48	68	20	5	C-05	64	72	8
6	E-06	52	72	20	6	C-06	48	72	24
7	E-07	48	72	24	7	C-07	72	76	4
8	E-08	48	72	24	8	C-08	56	72	16
9	E-09	56	76	36	9	C-9	64	72	8
10	E-10	36	76	32	10	C-10	44	48	4
11	E-11	44	80	36	11	C-11	56	76	20
12	E-12	64	88	24	12	C-12	64	80	16
13	E-13	52	76	24	13	C-13	54	72	18
14	E-14	56	84	44	14	C-14	64	68	4
15	E-15	36	76	41	15	C-15	56	72	16
16	E-16	44	72	28	16	C-16	64	72	8
17	E-17	56	72	28	17	C-17	44	68	24
18	E-18	44	80	36	18	C-18	56	64	8
19	E-19	56	72	16	19	C-19	44	76	32
20	E-20	52	72	20	20	C-20	72	72	0
21	E-21	40	80	36	21	C-21	56	80	24
22	E-22	56	76	32	22	C-22	56	76	20
23	E-23	64	80	20	23	C-23	64	68	4
24	E-24	56	76	20	24	C-24	56	76	20
25	E-25	60	76	16	25	C-25	68	72	4
26	E-26	64	80	16	26	C-26	54	72	18
27	E-27	52	76	24	27	C-27	68	72	4
28	E-28	36	80	40	28	C-28	48	68	20
29	E-29	56	80	36	29	C-29	68	72	4
30	E-30	40	72	32	30	C-30	48	72	24
	<b>Total</b>	1538	2282	813		<b>Total</b>	1732	2108	376
	<b>N</b>	30	30	30		<b>N</b>	30	30	30
	<b>Highest score</b>	66	88			<b>Highest score</b>	72	80	
	<b>Lowest score</b>	36	62			<b>Lowest score</b>	44	48	
	<b>Mean</b>	51.2667	76.0667	27.1		<b>Mean</b>	64	70.2667	12.5333
	<b>Varian</b>	64.5851	29.9264	53.4		<b>Varian</b>	78.823	62.5471	75.5678
	<b>SD</b>	8.03648	5.47051	7.30753		<b>SD</b>	8.87823	7.90867	8.69298

## Appendix 10

### Testing the Homogeneity of Experimental and Control Group

#### Hypothesis

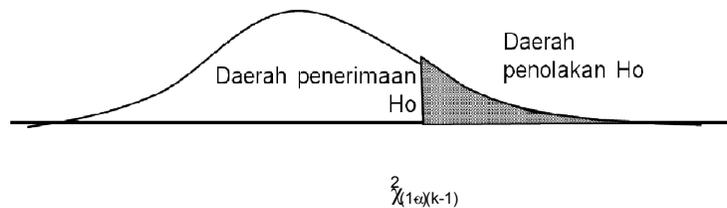
$$H_0 : \sigma^2 =$$

$$H_a : \sigma^2 \neq$$

Not all  $\sigma^2$  are the same, for  $i = 1, 2,$

#### Criteria

Ho accepted if  $\chi^2_{hitung} < \chi^2_{(1-\alpha)(k-1)}$



#### Testing Hypothesis

Kelas	$n_i$	$dk = n_i - 1$	$S_i^2$	$(dk) S_i^2$	$\log S_i^2$	$(dk) \log S_i^2$
VIII B	30	29	79.8034	2314.3000	1.9020	55.1586
VIII C	30	29	64.5851	1872.9667	1.8101	52.4938
$\Sigma$	60	58	144.3885	4187.2667	3.7122	107.6525

Variance

$$S^2 = \frac{\Sigma(n_i-1) S_i^2}{\Sigma(n_i-1)} = \frac{4187.2667}{58} = 72.1943$$

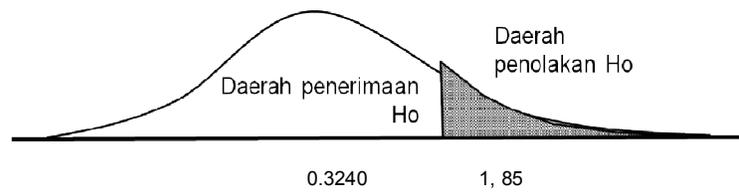
$$\log S^2 = 1.8585$$

The Value of B

$$\begin{aligned} B &= (\log S^2) \Sigma (n_i - 1) \\ &= 1.8585 \times 58 \\ &= 107.7932 \end{aligned}$$

$$\begin{aligned} \chi^2 &= (\ln 10) \left\{ B - \Sigma(n_i-1) \log S_i^2 \right\} \\ &= 2.3026 \quad 107.7932 \quad 107.6525 \\ &= 0.3240 \end{aligned}$$

For  $\alpha = 5\%$  with  $dk = k-1 = 30-1=29$   $\chi^2_{tabel} = 1,85$



Because  $\chi^2_{hitung} < \chi^2_{tabel}$  we can conclude that the population is homogeneous.

## Appendix 11

### HOMOGENEITY OF THE TEST

#### Hypothesis

$$H_0 : \sigma^2 = \sigma^2$$

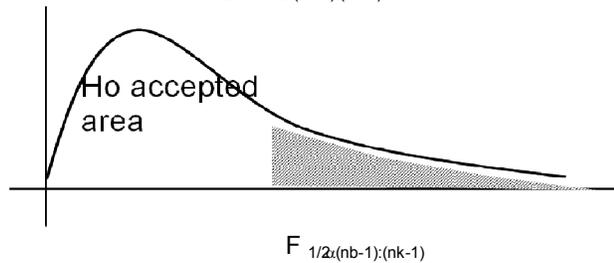
$$H_a : \sigma^2 \neq \sigma^2$$

#### The Calculation

Formula:

$$F = \frac{\text{Maximum variance}}{\text{Minimum variance}}$$

$H_0$  is accepted if  $F \leq F_{1/2\alpha; (nb-1); (nk-1)}$



	control	experimental
Sum	1732.0	1538.0
n	30	30
X	64.00	51.27
Variance ( $s^2$ )	78.8230	64.5851
Standart deviation (s)	8.88	8.04

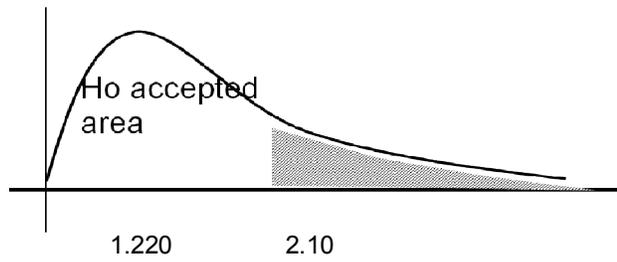
$$F = \frac{78.8230}{64.5851} = 1.220$$

For  $\alpha = 5\%$  with

$$df_1 = n_1 - 1 = 30 - 1 = 29$$

$$df_2 = n_2 - 1 = 30 - 1 = 29$$

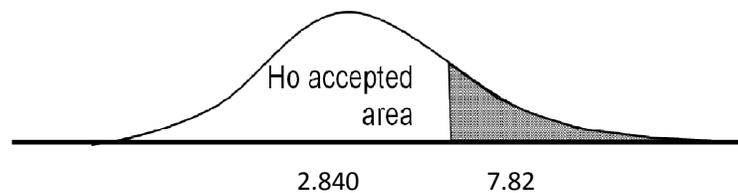
$$F_{(0.025)(21:21)} = 2.10$$



Because  $F \text{ value} < F \text{ table}$ , then we can conclude that the experimental and control group is homogeny.



40	-	44	39.5	-2.05	0.0154	0.0440	1.3200	4	1.796
45	-	49	44.5	-1.49	0.0594	0.1066	3.1980	4	0.161
50	-	54	49.5	-0.93	0.1660	0.1066	3.1980	2	0.718
55	-	59	54.5	-0.36	0.3520	0.2312	6.9360	7	0.001
60	-	64	59.5	0.20	0.5832	0.2078	6.2340	7	0.084
65	-	69	64.5	0.76	0.7910	0.1282	3.8460	4	0.006
70	-	74	69.5	1.33	0.9192	0.0575	1.7250	2	0.076
75		79	74.5	1.89	0.9767				
							$\chi^2$	=	2.840
							chi-square table		7,82



Because  $X^2 (2.840) < 7,82$  then the pre test is said to be normally distributed.

## Appendix 13

### NORMALITY TEST OF THE EXPERIMENTAL GROUP

#### Hypotheses

Ho : The data distributed normally.

Ha : The data didn't distribute normally.

#### Teating Hypotheses

Formula

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

#### Criteria

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

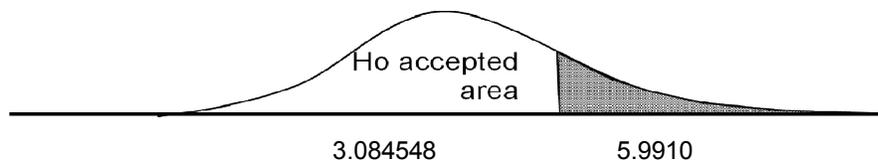
#### Testing Hypotheses

Maximum score	=	66	Class width	=	5
Minimum score	=	36	Mean	=	51.27
Range	=	30	s	=	8.54
Sum of class	=	5	n	=	30
			Class interval	=	5.874500141

Interval class			Xmin	Zi	PZ	P	Ei	Oi	(Oi-Ei) <sup>2</sup>
									Ei
35	-	39	34.4	-1.97	0.02	0.0625	1.875	3	0.422
40	-	44	39.5	-1.38	0.0869	0.1367	4.1010	5	0.162

45	-	49	44.5	-0.79	0.2236	0.2128	6.3840	4	1.421	
50	-	54	49.5	-0.21	0.4364	0.2128	6.3840	5	0.383	
55	-	59	54.5	0.38	0.6700	0.1808	5.4240	8	0.829	
60	-	64	59.5	0.96	0.8508	0.0987	2.9610	4	0.270	
65	-	69	64.5	1.55	0.9495	0.0380	1.1400	1	0.020	
70	-	74	69.5	2.13	0.9875					
								$\chi^2$	=	3.085

for  $\alpha = 5\%$ , with  $dk = 5 - 3 = 2$   $\chi^2$  table will be = 5.9910



Because  $X^2 < 5.9910$  then the pre test is said to be normally distributed.

## Appendix 14

### The Result of Posttest of the Control and Experimental group

No	CLASS	
	Control group	Experimental group
1	72	72
2	76	76
3	48	88
4	52	62
5	72	68
6	72	72
7	76	72
8	72	72
9	72	76
10	48	76
11	76	80
12	80	88
13	72	76
14	68	84
15	72	76
16	72	72
17	68	72
18	64	76
19	76	80
20	72	72
21	80	72
22	76	80
23	68	76
24	76	84
25	72	80
26	72	80
27	72	84
28	68	80
29	72	84
30	72	80
S	2108	2310.00
n <sub>i</sub>	30	30
x	70.27	77.00
Highest Score	80	88
Lowest Score	48	62
S <sub>i</sub> <sup>2</sup>	62.5471	34.9655
S <sub>i</sub>	7.9087	5.9132

## Appendix 15

### Independent Samples Test Data of Post Test

#### Hypothesis

$$H_0 : \mu = \mu_0$$

$$H_a : \mu \neq \mu_0$$

#### The Calculation

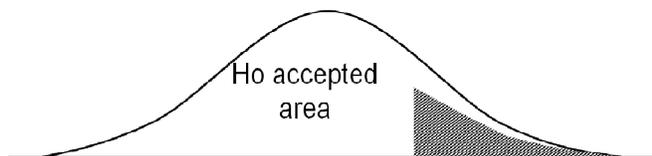
Formula

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

which

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

$H_0$  is accepted if  $t$  value  $< t_{(1-\alpha)(n_1+n_2-2)}$



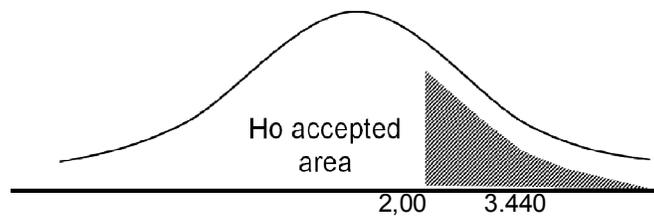
	control	experimental
--	---------	--------------

Sum	2108.00	2310.00
n	30	30
$\bar{x}$	70.27	77.00
Variance ( $s^2$ )	79.8889	34.9655
Standard deviation (s)	7.91	5.91

$$s = \sqrt{\frac{[30 - 1] 34.9655 + [30 - 1] 79.8889}{30 + 30 - 2}} = 7.578074$$

$$t = \frac{77.00 - 70.27}{7.57807363 \sqrt{\frac{1}{30} + \frac{1}{30}}} = 3.440$$

For  $\alpha = 5\%$  and  $df = 30 + 30 - 2 = 58$ ,  $t_{(0.95)(58)} = 2.00$



Since  $t$  value  $>$   $t$  table, it means there is a significant difference between experimental and control class on post test.

## Appendix 16

### T-Test for Reading Achievement's Gain Difference

#### Hypothesis

$$H_0 : \mu = \mu_0$$

$$H_a : \mu \neq \mu_0$$

#### The Calculation

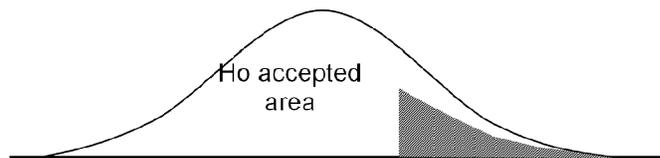
Formula

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

which

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

$H_0$  is accepted if  $t$  value  $< t_{(1-\alpha)(n_1+n_2-2)}$



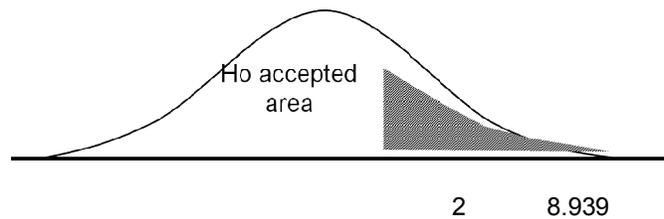
	Control	Experimental
Sum	376.00	744.00
n	30	30
$\bar{x}$	6.27	24.80
Variance ( $s^2$ )	75.5678	53.4000
Standart deviation (s)	8.69	7.31

$$\begin{aligned}
 s &= \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}} \\
 &= \sqrt{\frac{(30 - 1)(53.4000) + (30 - 1)(75.5678)}{30 + 30 - 2}} \\
 &= 8.03019
 \end{aligned}$$

And to find the  $t$ -value, I used the formula

$$\begin{aligned}
 t &= \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\
 t &= \frac{24.80 - 6.27}{8.03019 \sqrt{\frac{1}{30} + \frac{1}{30}}} \\
 t &= 8.939
 \end{aligned}$$

For  $\alpha = 5\%$  and  $df = 30 + 30 - 2 = 58$ ,  $t_{(0.95)(58)} = 2$



Since  $t$  value  $>$   $t$  table, it means there is a significant difference between experimental and control class on post test

## Appendix 17

### The List of VIII A Students Try-Out Class

Number		Name
<i>Urut</i>	<i>Induk</i>	
1	8704	AGNES KRISTIKA S. H.
2	8706	ALEXANDER RIO ADI N.
3	8736	ALFI MUFIDA
4	8835	ARJUNA MUHAMMAD S.
5	8771	ARMAN TRI HAMDANI
6	8867	DANAR RIOYO
7	8837	DEMI SUSANTA MIRANDA
8	8741	DIAN KRISTIANI
9	8805	DYO REVALDO
10	8743	EVIE IRVINIA P.
11	8842	FEBRIAN TRI SETIAWAN
12	8717	FILIPUS LINGGA AJI Y.
13	8808	GEHA LUTFINNA
14	8718	IRENE AUREL LARASATI
15	8720	MARCELINUS K.
16	8783	MAULANA FARAS A. D
17	8816	MUHAMMAD SYAUQI
18	8847	MUTIAR DEWI
19	8880	NILA RIYASATIN
20	8882	NOER FATHUR P. A. P
21	8785	NUGROHO TEGAR D.
22	8752	OKTAFIAN ADI NUGRAHA
23	8755	RAFLI DAULAT A.
24	8819	RANITYA INTAN NUHA
25	8887	RIZKI WIRA PRATAMA
26	8794	SYAHRIAL ALIF Z.
27	8889	TIMUR ELANG N.
28	8729	WIDYA PANGESTIKA
29	8828	WIJAYANTI FAJRIN U.
30	8763	WILDAN ANWARI
31	8730	YULIUS DENNY P. A.
32	8861	ZULFIKA M.

## Appendix 18

### The List of VIII B Students Control Class

Number		Name
<i>Urut</i>	<i>Induk</i>	
1	8734	ADI SAHADEWA
2	8705	AHMAD RAMA M. H.
3	8863	ALFINA RIZKIA DEWI
4	8770	ANGGY ANGGRAINI
5	8832	ARDILA PUJI RAHAYU
6	8901	BRAMMANTYO PRIYO S.
7	8740	BRYLLIANT EGA P.
8	8773	CHALIMATUS SAKDIYAH
9	9151	DANANG AGUNG T.
10	8838	DHEA ANNISA L.
11	8869	DIAH ANGGRAINI
12	8744	EXSEL PRATAMA
13	8872	FARA DARA SABILLA
14	8809	INDRI HAPSARI
15	8779	INTAN NOVITA R.
16	8811	KRISTIN DUWI D.
17	8749	LOURENDY LUCKI S.
18	8750	MARGARETH SHEILA V.
19	8876	MUHAMMAD ADITYA S.P.
20	8723	OKKY KURLIANTO
21	8850	PUTRI RAHAYU
22	8818	RAMA MIRADCAHYA
23	8916	RANDY ADIDAYA ELIZA
24	8790	RICO ADHI LAKSMANA
25	8796	TYAS RISMAWATI
26	8826	VIA INDRIANI
27	8762	VIRA APRILLIA SANTOSO
28	8797	VIRGINIA DAMAYANTI
29	8893	WULAN YUMROTIN N.
30	8764	YEHEZKIEL RYAN P. R.
31	8858	YOANDIRA PRIMASTITA P
32	8765	YUDITH ROSARI SUSILO
33	8925	YUSUF EHZA PUTRA

## Appendix 19

### The List of VIII C Students Experiment Class

Number		Name
<i>Urut</i>	<i>Induk</i>	
1	8834	ARIF NUSA BINTANG
2	8772	AUFA NUR HASANAH
3	9150	AUZAN DHIKA ARFADLY
4	8801	CINDY JANNA C.
5	8870	DIMAS DAVEON SAKTI
6	8804	DIVA INTAN N.
7	8716	ERICKA YULIA PERTIWI
8	8841	FAERUK FEBRIYANTAMA
9	8777	HAFFY ARDIAN S.
10	8719	IRVAN FERDIYANTO
11	8810	JIHAN LANINA
12	8844	KHALIMAH SADIHAH
13	8846	MOHAMMAD KHARIS A.
14	8815	MUHAMMAD HENDITYA
15	8879	NIKEN PARVELIAN P. B.
16	8722	NOER FACHRUR P. A. S.
17	8883	OKTANIA DAYANTI
18	8786	QARISMA ANGGUN S. P.
19	8756	RAHMA AYU NABILA
20	8851	RATU RIEZGINA ALIYA
21	9152	RAYHAN ASMORO
22	8820	RESPATI SINDHU ASTA
23	8758	RETNO DWI K.
24	8789	RIAN SAPUTRO
25	8853	RIKO HINDRIANSAH
26	8759	RIZKY ALDIYONO
27	8888	SATRIA ALDI K.
28	8761	SOFWATUL MAIDAH
29	8825	SUKMA SITI LAVENA
30	8793	SULTAN ALIF OLIFIA
31	8890	TRI MURTI KUMALA D.
32	8857	VIO DWI RAMADHANI S.
33	8731	ZAENAL ARIFIN

## Appendix 20

### LESSON PLAN (Experiment Class)

<b>School</b>	<b>: SMP NEGERI 6 SEMARANG</b>
<b>Subject</b>	<b>: English</b>
<b>Grade for/Semester</b>	<b>: VIII/ 2</b>
<b>Cycle</b>	<b>: Reading Cycle</b>
<b>Topics</b>	<b>: Narrative Text</b>
<b>Meeting</b>	<b>: 4 meetings</b>
<b>Time Allotment</b>	<b>: 8 x 40 menit</b>
<b>Teacher Trainee</b>	<b>: Suci Kumala Sari</b>

#### A. Competence Standard

##### Reading

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

#### B. Basic Competence

- 11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
- 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
- 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

#### C. Text Type: Narrative Text

**D. Indicators:**

In the end of study, students are able to:

- 1) Read the text with the correct pronunciation, intonation, and stress.
- 2) Identify the generic structure of narrative text.
- 3) Analyze the example of narrative text by using semantic mapping strategy for experiment group.
- 4) Get the meaning of the text by answering some comprehension questions based on the text available in the textbook or from the teacher.

**E. Learning Objective****Content Objective:**

In the end of the lesson, 80% of all students are able to:

- ✓ Read the text with the correct pronunciation, intonation, and stress.
- ✓ Identify and the generic structure of narrative text.
- ✓ Get the meaning of the text by answering some comprehension questions based on the text available in the textbook or from the teacher.
- ✓ Analyze the example of narrative text by using semantic mapping strategy for experiment group.
- ✓ Get the meaning of the text by answering some comprehension questions based on the text available in the textbook or from the teacher.

**Language Objective:**

- ✓ Cover the skill or language components such as grammar, pronunciation and intonation.

**Character Objective:**

- ✓ Apply the good characters of trustworthiness, respect, discipline, diligence, creative, curiosity, achievement appreciation, peace loving, responsible, and cooperative in their daily life.

**F. Learning Material**

### **What is Narrative Text?**

- ✓ **Purpose:** the basic purpose of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes/social opinions e.g. soap operas and television dramas that are used to raise topical issues.
- ✓ **Types of narrative:** There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.
- ✓ **Features :**
  - ▣ Characters with defined personalities/identities.
  - ▣ Dialogue often included - tense may change to the present or the future.
  - ▣ Descriptive language to create images in the reader's mind and enhance the story.
- ✓ **Structure**

In a Traditional Narrative the focus of the text is on a series of actions:

  - ▣ **Orientation:** (introduction) in which the characters, setting and time of the story are established. Usually answers who? when? where? eg. Mr Wolf went out hunting in the forest one dark gloomy night.
  - ▣ **Complication or problem:** The complication usually involves the main character(s) (often mirroring the complications in real life).
  - ▣ **Resolution:** There needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.
- ✓ **Language Features**

- ✚ Action verbs: Action verbs provide interest to the writing. For example, instead of *The old woman was in his way* try *The old woman barred his path*. Instead of *She laughed* try *She cackled*.
- ✚ Written in the first person (I, we) or the third person (he, she, they).
- ✚ Usually past tenses.
- ✚ Connectives, linking words to do with time.
- ✚ Specific nouns: Strong nouns have more specific meanings, eg. *oak* as opposed to *tree*.
- ✚ Active nouns: Make nouns actually do something, eg. *It was raining* could become *Rain splashed down* or *There was a large cabinet in the lounge* could become *A large cabinet seemed to fill the lounge*.
- ✚ Careful use of adjectives and adverbs: Writing needs judicious use of adjectives and adverbs to bring it alive, qualify the action and provide description and information for the reader.
- ✚ Use of the senses: Where appropriate, the senses can be used to describe and develop the experiences, setting and character:
  - What does it smell like?
  - What can be heard?
  - What can be seen - details?
  - What does it taste like?
- ✚ Imagery
  - Simile: A direct comparison, using like or as or as though, eg. *The sea looked as rumpled as a blue quilted dressing gown*. Or *The wind wrapped me up like a cloak*.
  - Metaphor: An indirect or hidden comparison, eg. *She has a heart of stone* or *He is a stubborn mule* or *The man barked out the instructions*.
  - Onomatopoeia: A suggestion of sound through words, eg. *crackle, splat, ooze, squish, boom*, eg. *The tyres whir on the road*. *The*

*pitter-patter of soft rain. The mud oozed and squished through my toes.*

- Personification: Giving nonliving things (inanimate) living characteristics, eg. *The steel beam clenched its muscles. Clouds limped across the sky. The pebbles on the path were grey with grief.*
- ‡ Rhetorical Questions: Often the author asks the audience questions, knowing of course there will be no direct answer. This is a way of involving the reader in the story at the outset, eg. *Have you ever built a tree hut?*
- ‡ Variety in sentence beginnings. There are a several ways to do this eg by using:
  - Participles: "Jumping with joy I ran home to tell mum my good news."
  - Adverbs: "Silently the cat crept toward the bird"
  - Adjectives: "Brilliant sunlight shone through the window"
  - Nouns: "Thunder claps filled the air"
  - Adverbial Phrases: "Along the street walked the girl as if she had not a care in the world."
  - Conversations/Dialogue: these may be used as an opener. This may be done through a series of short or one-word sentences or as one long complex sentence.

Taken from [www.englishindo.com](http://www.englishindo.com)

***Read the text carefully!***

### **The Legend of Rawa Pening**

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

wanted to leave, this old woman gave him a “lesung”, a big wooden mortar for pounding rice. She reminded him, “please remember, if there is a flood you must save yourself. Use this “lesung” as a boat”. The little boy was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded. Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the “lesung” as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

(Taken from <http://zoet.blogspot.com>)

### Vocabulary and Phonetic Transcription

Vocabulary	Phonetics Transcriptions	Meaning
Little	/ˈlɪt.l/	Kecil
Poor	/pɔːr/	Miskin
Boy	/bɔɪ/	Anak laki-laki
Came	/keɪm/	Datang
Village	/vɪlɪdʒ/	Desa
Hungry	/ˈhʌŋɡri/	Lapar
Weak	/wi:k/	Lemah
Knocked	/nɒk/	Mengetuk
Door	/dɔːr/	Pintu
Food	/fu:d/	Makanan
Cared	/keə(r)d/	Peduli
Wanted	/wɒntɪd/	Ingin
Help	/help/	Membantu
Generous	/ˈdʒenərəs/	Dermawan
Woman	/ˈwʊmən/	Wanita
Gave	/geɪv/	Memberikan
Shelter	/ˈfeltə(r)/	Perlindungan

<b>Meal</b>	/mi:l/	Makanan
<b>Leave</b>	/li:v/	Pergi
<b>Big</b>	/big/	Besar
<b>Wooden</b>	/wʊdən/	Kayu
<b>Mortar</b>	/ˈmɔ:tə(r)/	Lesung
<b>Pounding</b>	/paʊndɪŋ/	Menumbuk
<b>Rice</b>	/raɪs/	Beras
<b>Remember</b>	/rɪˈmembə(r)/	Ingat
<b>Flood</b>	/flʌd/	Banjir
<b>Save</b>	/seɪv/	Menyelamatkan
<b>Boat</b>	/bəʊt/	Kapal
<b>Happy</b>	/hæpi/	Bahagia
<b>Thanked</b>	/θæŋkɪd/	Berterima kasih
<b>Continued</b>	/kənˈtɪnjuː/	Melanjutkan
<b>Journey</b>	/ˈdʒə:ni/	Perjalanan
<b>Passing</b>	/ˈpɑ:sɪŋ/	Melewati
<b>Gathering</b>	/gæðərɪŋ/	Berkumpul
<b>Field</b>	/fi:ld/	Lapangan
<b>Closer</b>	/kləʊsə:/	Mendekat
<b>Stick</b>	/strɪk/	Tongkat
<b>Stuck</b>	/stʌk/	Tertancap
<b>Ground</b>	/graʊnd/	Tanah
<b>Challenged</b>	/ˈʃælɪndʒ/	Menantang
<b>Pull</b>	/pʊl/	Mencabut
<b>Tried</b>	/traɪd/	Mencoba
<b>Succeeded</b>	/səkˈsi:dɪd/	Berhasil
<b>Crowd</b>	/kraʊd/	Kerumunan orang
<b>Laughed</b>	/lɑ:fd/	Menertawakan
<b>Mockingly</b>	/mɒkɪŋli/	Secara mencemooh
<b>Luck</b>	/lʌk/	Keberuntungan
<b>Stepped</b>	/stept/	Melangkah
<b>Forward</b>	/ˈfɔ:wəd/	Kedepan
<b>Easily</b>	/ˈi:zili/	Dengan mudah
<b>Dumbfounded</b>	/dʌmˈfaʊndɪd/	Terheran-heran
<b>Hole</b>	/həʊl/	Lubang
<b>Spouted out</b>	/spaʊtɪd aʊt/	Terpancur
<b>Picked up</b>	/pɪkɪd ʌp/	Menjemput
<b>Huge</b>	/hju:dʒ/	Besar
<b>Lake</b>	/leɪk/	Danau
<b>Known</b>	/nəʊn/	dikenal

■ List-Group-Label

**Brainstorm words and place on cards.**

**Board/Overhead**

◆ **List of words**

Little	Gave	Continued	Laughed
Poor	Shelter	Journey	Mockingly
Boy	Meal	Passing	Luck
Came	Leave	Gathering	Stepped
Village	Big	Field	Forward
Hungry	Wooden	Closer	Easily
Weak	mortar	Stick	Dumbfounded
Knocked	Pounding	Stuck	Hole
Door	Rice	Ground	Spouted out
Food	Remember	Challenged	Picked up
Cared	Flood	Pull	Huge
Wanted	Save	Tried	Lake
Help	Boat	Succeeded	Known
Generous	Happy	Crowd	people
Woman	Thanked		

**Categorize words and determine a label for each category.**

◆ **Group**

.....	.....	.....	.....
Boy	Village	Hungry	
Woman	Boat	Weak	
People	field	Cared	
	ground	Generous	
	hole	happy	
	lake		

◆ **Label**

<b>Person</b>	<b>Place</b>	<b>Feeling</b>	<b>.....</b>
Boy	Village	Hungry	
Woman	Boat	Weak	
People	field	Cared	
	ground	Generous	
	hole	happy	
	lake		

## ■ Think-Alouds

### ♥ Read and keep attention!

Once upon a time, there was a little poor boy came into a little village. *(can you imagine that situation?)* He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. *(he is look so pity, right? Will a person help him?)* Nobody wanted to help the little boy. Finally, a generous woman helped him. *(What do you think about this woman? Is she young or old?)* She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a “lesung”, a big wooden mortar for pounding rice. *(have you ever heard “lesung” before?)* She reminded him, “Please remember, if there is a flood you must save yourself. Use this “lesung” as a boat”. The little boy was happy and thanked the old woman. *(is he a lucky boy?)* The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. *(What happen in that village?)* The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. *(Do you know what the people think about the boy? Crazy?)* The boy wanted to try his luck so he stepped forward and pulled out the stick. *(What happen then?)* He could do it very easily. Everybody was dumbfounded. Suddenly, from the hole left by stick, water spouted out. *(Do you think it will be a disaster?)* It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. *( what will the boy do to save the old woman and his life?)* As she told him, he used the “lesung” as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

### ♥ Answer the following questions!

- a. What do you know about this story?
  - ✓ The story tells about the legend of Rawa Pening.

- b. What do you think you will learn about this story?
- ✓ From the story, I learn about each person should respect and do not look down on to another person and do not judge him from his appearance.
- c. Do you understand what you just read?
- ✓ Yes, I do.
- d. Do you have a clear picture in your head about this story?
- ✓ Yes, I do.
- e. What more can you do to understand this?
- ✓ I can discuss more about this story with my friend.
- f. What were the most important points in this reading?
- ✓ The most important points in this reading is the way I should read the story by using strategy.
- g. What new information did you learn?
- ✓ I learn about the new legend story which is very meaningful.

#### ■ Somebody-Wanted-But-So

1. Includes main ideas, details, conflict, and resolution
2. Use to look at different points of view by changing the “somebody”
  - a. Decide who the “somebody” is
  - b. What that somebody “wanted”
  - c. “But” what happened that kept it from happening
  - d. “So” how everything works out

Somebody	Wanted	But	So
The little boy	Some food and find people who cared with him.	No one help and cared with him.	He was very hungry and weak.
The little boy	Some food and find people who cared with him.	The generous woman helped him.	He got shelter and meal.
The generous woman	Help the little boy	The boy hurry up to leave her	The old woman gave him a “lesung”

The generous woman	She gave the boy lesung	She reminded the boy to use the lesung as a boat when there is a flood	The little boy was happy and thanked to the old woman
The little boy	He continued his journey	While he was passing through the village, he saw many people gathering on the field	The boy came closer and saw a stick stuck in the ground.
People	Challenged each other to pull out that stick	Nobody succeeded	The little boy wanted to try it.
The little boy	He wanted pull out that stick	The crowd laughed mockingly	The boy tried his luck
The little boy	He stepped forward and pulled out the stick	He could do it very easily	Everybody was dumbfounded
The stick	It was pulled out from the ground	Water spouted out from the hole left by stick and it did not stop.	It flooded the village and no one saved from flood except the little boy and the generous old woman.
The little boy	Picked up the generous woman	He used lesung as a boat	They saved from the flood
The flood	It did not stop flood the village	The hole village became a huge lake	It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

### G. Learning Media

1. Lesson tools\

### H. Learning Methods

1. Lecturing
2. Group discussion
3. Class discussion
4. Fun activity
5. Questions and answers

## **I. Learning Steps**

### **Meeting 1**

#### *Opening*

- a. Greeting (Good morning class ): Students are greeted by the teacher, and they greet the teacher.
- b. Students and teacher pray together.
- c. Ask and answer about the student's condition today.
- d. Teacher checks the attendance list.
- e. Teacher manages the class.
- f. Teacher prepares the students to go to the main activities class.

#### *Main Activities*

##### *Elaboration*

- a. Students pay attention to the teacher's explanation about the rule of pre-test.
- b. Students are given a ten minutes to study.

##### *Exploration*

- a. Students are given a test paper and answer sheet.
- b. Students are asked to do the text in 60 minutes.

##### *Confirmation*

- a. Students are asked to submit the answer sheet when the time of the test out.
- b. Students are given an answer sheet which is not their own one by one by the teacher.
- c. Students are asked to correct the answer sheet of their friend by following the answer of the teacher.

##### *Closing*

- a. The teacher input the score of the test.
- b. The teacher closes the lesson.

## Meeting 2

### *Opening*

- a. Greeting and then the students are asked about the material which is going to be discussed (Narrative Text: definition, generic structure, language feature).
- b. Students pay attention to the teacher introduction to the material.
- c. Students are leaded to the material.

### *Main Activities*

#### *Elaboration*

- a. Students pay attention to the teacher introduction to the text that the students get from the teacher.
- b. Students are asked to read the text briefly.

#### *Exploration*

- a. Students are asked to discuss with the teacher to identify the text.
- b. Teacher explains the definition, generic structure, and language features of narrative text.

#### *Confirmation*

- a. Students work in group of five students.
- b. Students are asked to analyze the generic structure and language feature of narrative text given by the teacher.

### *Closing*

- a. Students say their difficulties during learning and teaching process.
- b. Students are asked to discuss together to solve the problem.
- c. Teacher summarizes the lesson.

## Meeting 3

### *Opening*

- a. Greeting and then the students are asked about the material which is going to be discussed (Semantic Mapping Strategy {List-Group-Label, Think-Alouds, Somebody-Wanted-But-So}).
- b. Students pay attention to the teacher introduction to the material.
- c. Students are leaded to the material.

### *Main Activities*

#### *Elaboration*

- a. Students pay attention to the teacher introduction of Semantic Mapping Strategy.
- b. Students are given a text and asked to read the text briefly.

#### *Exploration*

- a. Students are explained the definition and given an example about Semantic Mapping Strategy.
- b. Students are asked to discuss the text with the teacher to identify the text by using Semantic Mapping Strategy.

*Confirmation*

- a. Students work in group of five students.
- b. Students are asked to analyze the generic structure and language features of narrative text given by using Semantic Mapping Strategy.

*Closing*

- a. Students say their difficulties during learning and teaching process.
- b. Students are asked to discuss together to solve the problem.
- c. Teacher summarizes the lesson.

**Meeting 4**

*Opening*

- a. Greeting (Good morning class ): Students are greeted by the teacher, and they greet the teacher.
- b. Students and teacher pray together.
- c. Ask and answer about the student's condition today.
- d. Teacher checks the attendance list.
- e. Teacher manages the class.
- f. Teacher prepares the students to go to the main activities class.

*Main Activities*

*Elaboration*

- a. Students pay attention to the teacher's explanation about the rule of post-test.
- b. Students are given a ten minutes to study.

*Exploration*

- a. Students are given a test paper and answer sheet.
- b. Students are asked to do the text in 45 minutes.

*Confirmation*

- a. Students are asked to submit the answer sheet when the time of the test out.
- b. Students are given an answer sheet which is not their own one by one by the teacher.
- c. Students are asked to correct the answer sheet of their friend by following the answer of the teacher.

*Closing*

- a. The teacher input the score of the test.
- b. The teacher closes the lesson.

#### J. Source of the Study

- ✓ Article of the narrative story taken from *All Around Bandung – Gottfrid Roelcke, Gary Crabb*)
- ✓ *www.englishindo.com*

#### K. Assignment

- a. Handouts from the teachers for group and class discussing.

#### L. Evaluation

Indicators of competence achievement	Evaluation		
	Technique of assesment	Instrument form	Instrumen/ Soal
<p><b><u>Reading</u></b></p> <ol style="list-style-type: none"> <li>1) Students read the text with the correct pronunciation, intonation, and stress.</li> <li>2) Students identify the generic structure of narrative text.</li> <li>3) Students get the meaning of the text by answering some comprehension questions based on the text available in the textbook</li> </ol>	<ol style="list-style-type: none"> <li>1) Written Test</li> <li>2) Performance test</li> </ol>	<ol style="list-style-type: none"> <li>1) Test using List-Group-Label strategy</li> <li>2) Test using Think-alouds strategy</li> </ol>	<ol style="list-style-type: none"> <li>1) Read the text carefully! Analyze the text by using List-Group-Label strategy</li> <li>2) Review the story by using Think-Alouds strategy! And by answering the following questions!               <ol style="list-style-type: none"> <li>a. What do you know about this story?</li> <li>b. What do you think you will learn about this story?</li> <li>c. Do you understand what you just read?</li> <li>d. Do you have a clear picture in your head about</li> </ol> </li> </ol>

or from the teacher.	3) Written test	3) Test using Somebody-Wanted-But-So strategy	<p>this story?</p> <p>e. What more can you do to understand this?</p> <p>f. What were the most important points in this reading?</p> <p>g. What new information did you learn?</p> <p>3) Analyze the story by using Somebody-Wanted-But-So strategy!</p>
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**Evaluation :**

a) type : -performance form

- written form

b) instrument :

**Narrative text**✓ Reading

Junior High School

Class VIII/2

SK No 11 and KD No 11.1, 11.2 &amp; 11.3

**SANGKURIANG**

A long time ago, the ancient land of Sunda was ruled by a king and queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spoiled.

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back

to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother. Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother—they did not recognize each other. He proposed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiance's hair, Dayang Sumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she thought impossible to meet. Sangkuriang had to make a lake that filled the whole valley and build a boat for the couple to sail in, all before dawn.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him.

With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In the early morning hours he chopped down a huge tree in the forest and began hollowing it out to make a boat. When Dayang Sumbi saw that he was about to accomplish what she has thought impossible, she called on the gods to bring the sun up early and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he caused Dayang Sumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain Tangkuban Perahu (Uprturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called Bukit Tinggi. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and Dayang Sumbi drowned themselves. They were never heard of again.

(taken from *All Around Bandung – Gottfrid Roelcke, Gary Crabb*)

**Answer the following questions below!**

- 1) Read the text carefully! Analyze the text by using List-Group-Label strategy!
- 2) Review the story by using Think-Alouds strategy! Do it by answering the following questions!
  - a. What do you know about this story?
  - b. What do you think you will learn about this story?
  - c. Do you understand what you just read?
  - d. Do you have a clear picture in your head about this story?
  - e. What more can you do to understand this?
  - f. What were the most important points in this reading?
  - g. What new information did you learn?
- 3) Analyze the story by using Somebody-Wanted-But-So strategy!



### 1. List-Group-Label strategy

Brainstorm words and place on cards.

Board/Overhead

#### ◆ List of words

ancient	Fell	Brave	Horrified	Revealing	Huge
Land	Exclaimed	Asked	Struck	Truth	Forest
Ruled	Marry	Hunting	Son	Dissuade	Hollowing
King	Gave	Bring	Hard	Avoid	Accomplish
Queen	Dog	Venison	Temple	Lake	Impossible
Daughter	Tumang	Feast	Collapsed	Valley	Thwart
Beautiful	Possessing	Success	Banished	Boat	Cock
Clever	Magic	Worried	Roam	Couple	Crowed
Pampered	Power	Desperate	Recovered	Sail	Deceived
spoiled	Came	Took	Scar	Dawn	Fury
Weaving	Mouth	Arrow	Wander	Work	Kicked
Pavilion	Endowed	Shot	World	Strength	Mountain
Moody	Grew	Returned	Love	Summon	Stump
Distracted	Guarded	Home	Recognize	Boulder	Drowned
Keep	Faithful	Meat	Wedding	Mud	Heard
Dropping	Companion	Evaded	Caressing	Dammed	
Shuttle	Father	Queries	Fiance	River	
Floor	Handsome	Told	Detected	Chopped	

Categorize words and determine a label for each category.

#### ◆ Group

King	Land	Beautiful	
Queen	Pavilion	Clever	
Daughter	Floor	Moody	
Dog	Lake	Faithful	
Tumang	Valley	Handsome	
Father	Boat	Brave	
Dayang Sumbi	River	horrified	
Sangkuriang	Forest	Love	
.....	.....	....	

◆ Label

Subject/noun	Place/adverb	Feeling/adjective	.....
King	Land	Beautiful	
Queen	Pavilion	Clever	
Daughter	Floor	Moody	
Dog	Lake	Faithful	
Tumang	Valley	Handsome	
Father	Boat	Brave	
Dayang Sumbi	River	horrified	
Sangkuriang	Forest	Love	
.....	.....	.....	

2. Think-Alouds strategy

- a. What do you know about this story?
  - ✓ The story told us about the legend of Tangkuban Perahu however the title is Sangkuring.
- b. What do you think you will learn about this story?
  - ✓ Do not lie to your parents and other people, telling the truth and keep your promise.
- c. Do you understand what you just read?
  - ✓ Yes, I do.
- d. Do you have a clear picture in your head about this story?
  - ✓ Yes, I do.
- e. What more can you do to understand this?
  - ✓ I can share and discuss with my classmate or I can search some information from internet or books to more deeply understand the text.
- f. What were the most important points in this reading?
  - ✓ The most important points in this reading were the conflict of the story alive in each paragraph which brought us to imagine the detail of the story and also the character of the story, although just a little bit information about the appearance of the character but it was no problem for us as the reader because we could found the character's appearance by own analyzing.



<b>Diligence</b>								
<b>Creative</b>								
<b>Curiosity</b>								
<b>Achievement appreciation</b>								
<b>peace loving</b>								
<b>Responsible</b>								
<b>Cooperative</b>								

✓ Fill the column with:

D : If students have not shown the character mentioned in the indicator.

C : If students start to shown the character, but still not consistently.

B : If students start to shown the character consistently.

A : If students continuously show the character.

## B. Use the rubric of assessment

### Reading test

No.	Aspect	Criteria	Score
1.	Pronunciation	Almost all of the words are pronounced correctly	5
		Some words are pronounced correctly	4
		Few words are pronounced correctly	2
		None of the words are pronounced correctly	1
2.	Intonation	Correct intonation	5
		Mostly correct	4
		Some correct	3
		Few correct	2
		None	1
3.	Stress	Correct stress	5
		Mostly correct	4
		Some correct	3
		Few correct	2
		None	1
4.	Fluency	Good	5
		Rather good	4
		Enough good	3
		25% good	2

		Bad	1
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$$\text{Total Score} = \frac{\text{maximum score} \times \text{aspect} \times 20}{3}$$

$$= \frac{5 \text{ points} \times 4 \times 20}{4}$$

$$= 100 \text{ point}$$

### Evaluation Test

#### Post Test (Multiple Choises)

Score = 1 x 25 items

= 25 points

Total = 25 points x 4

= 100 points

Signature of the Teacher

( Atik Riyani,S Pd.)

NIP 196701052008012006

Semarang, May 2013

Signature of the Teacher Trainee

(Suci Kumala Sari)

NIM 2201409008

## Appendix 21

### LESSON PLAN (Control Class)

<b>School</b>	<b>: SMP NEGERI 6 SEMARANG</b>
<b>Subject</b>	<b>: English</b>
<b>Grade for/Semester</b>	<b>: VIII/ 2</b>
<b>Cycle</b>	<b>: Reading Cycle</b>
<b>Topics</b>	<b>: Narrative Text</b>
<b>Meeting</b>	<b>: 4 meetings</b>
<b>Time Allotment</b>	<b>: 8 x 40 menit</b>
<b>Teacher Trainee</b>	<b>: Suci Kumala Sari</b>

#### A. Competence Standard

##### Reading

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

#### B. Basic Competence

- 11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
- 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
- 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

#### C. Text Type: Narrative Text

**D. Indicators:**

In the end of study, students are able to:

- 1) Read the text with the correct pronunciation, intonation, and stress.
- 2) Identify the generic structure of narrative text.
- 3) Analyze the example of narrative text taught by quick reading method for control group.
- 4) Get the meaning of the text by answering some comprehension questions based on the text available in the textbook or from the teacher.

**E. Learning Objective****Content Objective:**

In the end of the lesson, 80% of all students are able to:

- ✓ Read the text with the correct pronunciation, intonation, and stress.
- ✓ Identify and the generic structure of narrative text.
- ✓ Get the meaning of the text by answering some comprehension questions based on the text available in the textbook or from the teacher.
- ✓ Analyze the example of narrative text by using quick reading methods.
- ✓ Get the meaning of the text by answering some comprehension questions based on the text available in the textbook or from the teacher.

**Language Objective:**

- ✓ Cover the skill or language components such as grammar, pronunciation and intonation.

**Character Objective:**

- ✓ Apply the good characters of trustworthiness, respect, discipline, diligence, creative, curiosity, achievement appreciation, peace loving, responsible, and cooperative in their daily life.

## F. Learning Material

### What is Narrative Text?

- ✓ **Purpose:** the basic purpose of narrative is to entertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes/social opinions e.g. soap operas and television dramas that are used to raise topical issues.
- ✓ **Types of narrative:** There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.
- ✓ **Features :**
  - ▣ Characters with defined personalities/identities.
  - ▣ Dialogue often included - tense may change to the present or the future.
  - ▣ Descriptive language to create images in the reader's mind and enhance the story.
- ✓ **Structure**

In a Traditional Narrative the focus of the text is on a series of actions:

  - ▣ **Orientation:** (introduction) in which the characters, setting and time of the story are established. Usually answers who? when? where? eg. Mr Wolf went out hunting in the forest one dark gloomy night.
  - ▣ **Complication or problem:** The complication usually involves the main character(s) (often mirroring the complications in real life).
  - ▣ **Resolution:** There needs to be a resolution of the complication. The complication may be resolved for better or worse/happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for the reader.

✓ **Language Features**

- ✚ Action verbs: Action verbs provide interest to the writing. For example, instead of *The old woman was in his way* try *The old woman barred his path*. Instead of *She laughed* try *She cackled*.
- ✚ Written in the first person (I, we) or the third person (he, she, they).
- ✚ Usually past tenses.
- ✚ Connectives, linking words to do with time.
- ✚ Specific nouns: Strong nouns have more specific meanings, eg. *oak* as opposed to *tree*.
- ✚ Active nouns: Make nouns actually do something, eg. *It was raining* could become *Rain splashed down* or *There was a large cabinet in the lounge* could become *A large cabinet seemed to fill the lounge*.
- ✚ Careful use of adjectives and adverbs: Writing needs judicious use of adjectives and adverbs to bring it alive, qualify the action and provide description and information for the reader.
- ✚ Use of the senses: Where appropriate, the senses can be used to describe and develop the experiences, setting and character:
  - What does it smell like?
  - What can be heard?
  - What can be seen - details?
  - What does it taste like?
- ✚ Imagery
  - Simile: A direct comparison, using like or as or as though, eg. *The sea looked as rumpled as a blue quilted dressing gown*. Or *The wind wrapped me up like a cloak*.
  - Metaphor: An indirect or hidden comparison, eg. *She has a heart of stone* or *He is a stubborn mule* or *The man barked out the instructions*.
  - Onomatopoeia: A suggestion of sound through words, eg. *crackle*, *splat*, *ooze*, *squish*, *boom*, eg. *The tyres whir on the road*. *The*

*pitter-patter of soft rain. The mud oozed and squished through my toes.*

- Personification: Giving nonliving things (inanimate) living characteristics, eg. *The steel beam clenched its muscles. Clouds limped across the sky. The pebbles on the path were grey with grief.*
- ✚ Rhetorical Questions: Often the author asks the audience questions, knowing of course there will be no direct answer. This is a way of involving the reader in the story at the outset, eg. *Have you ever built a tree hut?*
- ✚ Variety in sentence beginnings. There are a several ways to do this eg by using:
  - Participles: "Jumping with joy I ran home to tell mum my good news."
  - Adverbs: "Silently the cat crept toward the bird"
  - Adjectives: "Brilliant sunlight shone through the window"
  - Nouns: "Thunder claps filled the air"
  - Adverbial Phrases: "Along the street walked the girl as if she had not a care in the world."
  - Conversations/Dialogue: these may be used as an opener. This may be done through a series of short or one-word sentences or as one long complex sentence.

Taken from [www.englishindo.com](http://www.englishindo.com)

***Read the text carefully!***

### **The Legend of Rawa Pening**

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food,

but nobody cared about him. Nobody wanted to help the little boy. Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a “lesung”, a big wooden mortar for pounding rice. She reminded him, “please remember, if there is a flood you must save yourself. Use this “lesung” as a boat”. The little boy was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded. Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the “lesung” as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

(Taken from <http://zoaet.blogspot.com>)

### Vocabulary and Phonetic Transcription

Vocabulary	Phonetics Transcriptions	Meaning
<b>Little</b>	/ˈlɪt,l/	Kecil
<b>Poor</b>	/pɔːr/	Miskin
<b>Boy</b>	/bɔɪ/	Anak laki-laki
<b>Came</b>	/keɪm/	Datang
<b>Village</b>	/vɪlɪdʒ/	Desa
<b>Hungry</b>	/ˈhʌŋɡri/	Lapar
<b>Weak</b>	/wi:k/	Lemah
<b>Knocked</b>	/nɒk/	Mengetuk
<b>Door</b>	/dɔːr/	Pintu
<b>Food</b>	/fu:d/	Makanan
<b>Cared</b>	/keə(r)d/	Peduli

<b>Wanted</b>	/wɒntɪd/	Ingin
<b>Help</b>	/help/	Membantu
<b>Generous</b>	/ˈdʒenərəs/	Dermawan
<b>Woman</b>	/ˈwʊmən/	Wanita
<b>Gave</b>	/geɪv/	Memberikan
<b>Shelter</b>	/ˈʃeltə(r)/	Perlindungan
<b>Meal</b>	/mi:l/	Makanan
<b>Leave</b>	/li:v/	Pergi
<b>Big</b>	/bɪg/	Besar
<b>Wooden</b>	/wʊdən/	Kayu
<b>Mortar</b>	/ˈmɔ:tə(r)/	Lesung
<b>Pounding</b>	/paʊndɪŋ/	Menumbuk
<b>Rice</b>	/raɪs/	Beras
<b>Remember</b>	/rɪˈmembə(r)/	Ingat
<b>Flood</b>	/flʌd/	Banjir
<b>Save</b>	/seɪv/	Menyelamatkan
<b>Boat</b>	/bəʊt/	Kapal
<b>Happy</b>	/hæpi/	Bahagia
<b>Thanked</b>	/θæŋkɪd/	Berterima kasih
<b>Continued</b>	/kənˈtɪnjuː/	Melanjutkan
<b>Journey</b>	/ˈdʒɜːni/	Perjalanan
<b>Passing</b>	/ˈpɑːsɪŋ/	Melewati
<b>Gathering</b>	/gæðərɪŋ/	Berkumpul
<b>Field</b>	/fi:ld/	Lapangan
<b>Closer</b>	/kləʊsəː/	Mendekat
<b>Stick</b>	/stɪk/	Tongkat
<b>Stuck</b>	/stʌk/	Tertancap
<b>Ground</b>	/graʊnd/	Tanah
<b>Challenged</b>	/ˈtʃælɪndʒ/	Menantang
<b>Pull</b>	/pʊl/	Mencabut
<b>Tried</b>	/traɪd/	Mencoba
<b>Succeeded</b>	/səkˈsiːdɪd/	Berhasil
<b>Crowd</b>	/kraʊd/	Kerumunan orang
<b>Laughed</b>	/lɑːfɪd/	Menertawakan
<b>Mockingly</b>	/mɒkɪŋli/	Secara mencemooh
<b>Luck</b>	/lʌk/	Keberuntungan
<b>Stepped</b>	/steɪpɪd/	Melangkah
<b>Forward</b>	/ˈfɔːwəd/	Kedepan

<b>Easily</b>	/ˈiːzɪli/	Dengan mudah
<b>Dumbfounded</b>	/dʌmˈfəʊndɪd/	Terheran-heran
<b>Hole</b>	/həʊl/	Lubang
<b>Spouted out</b>	/spaʊtɪd aʊt/	Terpancur
<b>Picked up</b>	/pɪkɪd ʌp/	Menjemput
<b>Huge</b>	/hjuːdʒ/	Besar
<b>Lake</b>	/leɪk/	Danau
<b>Known</b>	/nəʊn/	dikenal

✓ Exercise

- Answer the following questions of ‘The legend of Rawa Pening’ below!

1. What did the story tell about?
2. Who was the main character of the story?
3. Where did the story happen?
4. Why the little boy was very hungry?
5. Did anyone care with him?
6. Who was help the little boy?
7. How the little boy get meal?
8. What was the word “shelter” mean?
9. What did the little boy get?
10. What was the “lesung” mean?
11. What was the word “mortar” mean?
12. What did little boy do after leave the woman’s home?
13. What did happen in the village?
14. What was the word “gathering” mean?
15. Did anyone can pull out the stick?
16. What did the little boy want try?
17. How did the response of the people?
18. What did the synonym of “mockingly”?
19. Did the little boy can pull out the stick?
20. Who was dumfounded with the little boy?
21. What was the word “dumbfounded’ mean?
22. What did happen with the hole left by stick?
23. Did anyone save from the flood?
24. How did the little boy save the old woman?
25. How did the village become?

## ✓ Key answer

1. The story told about the legend of Rawa Pening.
2. The main character was the little boy.
3. The story happened in the little village.
4. The little boy was very hungry because he needed some food.
5. No, they did not.
6. The little boy helped by the generous old woman.
7. The generous woman gave him shelter and a meal.
8. “shelter” was perlindungan.
9. The little boy got a “lesung”.
10. “lesung” was a big wooden mortar for pounding rice.
11. “mortar” was perekat.
12. The little boy continued his journey.
13. Many people gathering on the field in the village while the little boy was passing there.
14. “Gathering” was berkumpul.
15. No, they did not.
16. The little boy tried to pull out the stick from the ground.
17. The people laughed mockingly.
18. The synonym of word “mockingly” was scornfully.
19. Yes, he did.
20. All people were dumbfounded with the little boy.
21. The word “dumbfounded” was tercengang.
22. From the hole left by stick water spouted out.
23. Yes, they did.
24. He used the “lesung” as a boat and picked up the old woman.
25. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

**G. Learning Media**

2. Lesson tools

## H. Learning Methods

1. Lecturing
2. Group discussion
3. Class discussion
4. Fun activity
5. Questions and answers

## I. Learning Steps

### Meeting 1

#### *Opening*

- a. Greeting (Good morning class ): Students are greeted by the teacher, and they greet the teacher.
- b. Students and teacher pray together.
- c. Ask and answer about the student's condition today.
- d. Teacher checks the attendance list.
- e. Teacher manages the class.
- f. Teacher prepares the students to go to the main activities class.

#### *Main Activities*

##### *Elaboration*

- a. Students pay attention to the teacher's explanation about the rule of pre-test.
- b. Students are given a ten minutes to study.

##### *Exploration*

- a. Students are given a test paper and answer sheet.
- b. Students are asked to do the text in 60 minutes.

##### *Confirmation*

- a. Students are asked to submit the answer sheet when the time of the test out.
- b. Students are given an answer sheet which is not their own one by one by the teacher.
- c. Students are asked to correct the answer sheet of their friend by following the answer of the teacher.

#### *Closing*

- a. The teacher input the score of the test.

- b. The teacher closes the lesson.

## **Meeting 2**

### *Opening*

- a. Greeting and then the students are asked about the material which is going to be discussed (Narrative Text: definition, generic structure, language feature).
- b. Students pay attention to the teacher introduction to the material.
- c. Students are led to the material.

### *Main Activities*

#### *Elaboration*

- a. Students pay attention to the teacher introduction to the text that the students get from the teacher.
- b. Students are asked to read the text briefly.

#### *Exploration*

- a. Students are asked to discuss with the teacher to identify the text.
- b. Teacher explains the definition, generic structure, and language features of narrative text.

#### *Confirmation*

- a. Students work in group of five students.
- b. Students are asked to analyze the generic structure and language feature of narrative text given by the teacher.

### *Closing*

- a. Students say their difficulties during learning and teaching process.
- b. Students are asked to discuss together to solve the problem.
- c. Teacher summarizes the lesson.

## **Meeting 3**

### *Opening*

- a. Greeting and then the students are asked about the material which is going to be discussed (Quick Reading Method {Skimming and Scanning}).
- b. Students pay attention to the teacher introduction to the material.
- c. Students are led to the material.

### *Main Activities*

#### *Elaboration*

- a. Students pay attention to the teacher introduction of Quick Reading Method.
- b. Students are given a text and asked to read the text briefly.

#### *Exploration*

- a. Students are explained the definition and given an example about Quick Reading Method.
- b. Students are asked to discuss the text with the teacher to identify the text by using Quick Reading Method.

*Confirmation*

- a. Students work in group of five students.
- b. Students are asked to analyze the generic structure and language features of narrative text given by using Quick Reading Method.

*Closing*

- a. Students say their difficulties during learning and teaching process.
- b. Students are asked to discuss together to solve the problem.
- c. Teacher summarizes the lesson.

**Meeting 4**

*Opening*

- a. Greeting (Good morning class ): Students are greeted by the teacher, and they greet the teacher.
- b. Students and teacher pray together.
- c. Ask and answer about the student's condition today.
- d. Teacher checks the attendance list.
- e. Teacher manages the class.
- f. Teacher prepares the students to go to the main activities class.

*Main Activities*

*Elaboration*

- a. Students pay attention to the teacher's explanation about the rule of posttest.
- b. Students are given a ten minutes to study.

*Exploration*

- a. Students are given a test paper and answer sheet.
- b. Students are asked to do the text in 45 minutes.

*Confirmation*

- a. Students are asked to submit the answer sheet when the time of the test out.
- b. Students are given an answer sheet which is not their own one by one by the teacher.
- c. Students are asked to correct the answer sheet of their friend by following the answer of the teacher.

*Closing*

- a. The teacher input the score of the test.



**Evaluation :**

a) type : -performance form  
 - written form

b) instrument :

**Narrative text**

✓ Reading

Junior High School

Class VIII/2

SK No 11 and KD No 11.1, 11.2 & 11.3

**SANGKURIANG**

A long time ago, the ancient land of Sunda was ruled by a king and queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spoiled.

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried

about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother. Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother—they did not recognize each other. He proposed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancée's hair, Dayang Sumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she thought impossible to meet. Sangkuriang had to make a lake that filled the whole valley and build a boat for the couple to sail in, all before dawn.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In the early morning hours he chopped down a huge tree in the forest and began hollowing it out to make a boat. When Dayang Sumbi saw that he was about to accomplish what she has thought impossible, she called on the gods to bring the sun up early and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he caused Dayang Sumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain Tangkuban Perahu (Upturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called Bukit Tinggi. The dam Sangkuriang had built caused the valley to become a lake, where both

Sangkuriang and Dayang Sumbi drowned themselves. They were never heard of again.

(taken from *All Around Bandung* – Gottfrid Roelcke, Gary Crabb)

**Answer the following questions below!**

1. What did the story tell about?
2. Where did the story happen?
3. Who was the main character of the story?
4. How did Dayang Sumbi look like?
5. What did she exclaim or wish of Dayang Sumbi?
6. Who was Dayang Sumbi husband?
7. Who was Sangkuriang?
8. What did Dayang Sumbi ask to Sangkuriang?
9. What did Sangkuriang do with his dog?
10. What did make Dayang Sumbi angry?
11. What did Dayang Sumbi do to her son?
12. How did Sangkuriang condition?
13. To whom Sangkuriang fall in love?
14. Who was actually Sangkuriang's girlfriend?
15. What did happen when Dayang Sumbi caressing her fiancee's hair?
16. What was the synonym of "revealing"?
17. What will Dayang Sumbi do to avoid her marriage?
18. Did Sangkuriang accept the Dayang Sumbi's wish?
19. What did Sangkuriang should do?
20. What was the word "chopped" mean?
21. Why Dayang Sumbi call the gods?
22. What was Sangkuriang reaction of Dayang Sumbi act?
23. What was Tangkuban Perahu mean?
24. What did happen with Sangkuriang and Dayang Sumbi?
25. Where did the stump of tree Sangkuriang had felled?



**Key Answers**

1. The story told about the legend of Tangkuban Perahu.
2. The story happened in ancient land.
3. The main character of the story was Sangkuriang.
4. Dayang Sumbi looked like beautiful and clever but also pampered and spoiled.
5. She exclaimed she would marry the one who gave it back to her.
6. The husband of Dayang Sumbi was Tumang.
7. Sangkuriang was the son of Dayang Sumbi and Tumang.
8. Sangkuriang asked Sangkuriang to go hunting with the dog and bring her venison for a feast.
9. Sangkuriang took an arrow and shot the dog.
10. Dayang Sumbi was angry with Sangkuriang because he killed the dog which was actually his father, Tumang.
11. She was horrified and struck her son so hard on the temple that he collapsed.
12. Sangkuriang collapsed and he recovered with a large scar on his temple, and he too left the court to wander about the world.
13. Sangkuriang fell in love with a beautiful woman he met years later.
14. She was his own mother, they did not recognize each other.
15. Dayang Sumbi detected the scar on the temple and realized that her fiancé was her son Sangkuriang.
16. The synonym of “revealing” was unveiling.
17. Dayang Sumbi set conditions she thought impossible to meet to avoid her marriage.
18. Yes, he did.
19. Sangkuriang had to make a lake that filled the whole valley and build a boat for the couple to sail in, all before dawn.
20. The word “chopped” was mecincang atau mengampak.

21. Dayang Sumbi called on the gods to bring the sun up early and thwart Sangkuriang.
22. Sangkuriang realized he had been deceived by Dayang Sumbi.
23. Tangkuban Perahu called Upturned Boat.
24. Both Sangkuriang and Dayang Sumbi drowned themselves in the dam that Sangkuriang had built caused the valley to become a lake.
25. The stump of the tree Sangkuriang had felled, now called Bukit Tinggi.

### M. Rubric of Assessment

#### C. Character Education from the material

- |                    |                             |
|--------------------|-----------------------------|
| 1. Trustworthiness | 6. Curiosity                |
| 2. Respect         | 7. Achievement appreciation |
| 3. Discipline      | 8. Peace loving             |
| 4. Diligence       | 9. Responsible              |
| 5. Creative        | 10. Cooperative             |

#### ✓ Evaluation of character education

Characters score	Number Of Attendance							
	1	2	3	4	5	6	7	....
trustworthines s								
Respect								
Discipline								
Diligence								
Creative								
Curiosity								
achievement appreciation								
peace loving								
Responsible								
Cooperative								

✓ Fill the column with:

D : If students have not shown the character mentioned in the indicator.

C : If students start to shown the character, but still not consistently.

B : If students start to shown the character consistently.

A : If students continuously show the character.

#### D. Use the rubric of assessment

##### Reading test

No.	Aspect	Criteria	Score
4.	Pronunciation	Almost all of the words are pronounced correctly	5
		Some words are pronounced correctly	4
		Few words are pronounced correctly	2
		None of the words are pronounced correctly	1
5.	Intonation	Correct intonation	5
		Mostly correct	4
		Some correct	3
		Few correct	2
		None	1
6.	Stress	Correct stress	5
		Mostly correct	4
		Some correct	3
		Few correct	2
		None	1
4.	Fluency	Good	5
		Rather good	4
		Enough good	3
		25% good	2
		Bad	1

$$\begin{aligned}
 \text{Total Score} &= \frac{\text{maximum score} \times \text{aspect} \times 20}{3} \\
 &= \frac{5 \text{ points} \times 4 \times 20}{4} \\
 &= 100 \text{ point}
 \end{aligned}$$

**Evaluation Test**

<b>Post Test (Multiple Choises)</b>
Score = 1 x 25 items = 25 points
Total = 25 points x 4 = 100 points

Signature of the Teacher

( Atik Riyani,S Pd.)

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NIP 196701052008012006

Semarang, May 2013

Signature of the Teacher Trainee

(Suci Kumala Sari)

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NIM 2201409008

## Appendix 22

### TRYOUT TEST

#### Cycle 1

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<b>Subject</b>	<b>: English</b>
<b>Grade</b>	<b>: VIII</b>
<b>Time Allocation</b>	<b>: 60 minutes</b>

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✓ **Multiple Choices Item**

**Choose the best answer by crossing a, b, c or d!**

The text for questions number 1 to 4. Read the text carefully!

Text 1

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

(taken from *andriantanjungenglish.blogspot.com*)

1. What is the type of the text above?
  - a. recount
  - b. narrative
  - c. procedure
  - d. report
2. What is the setting for this story....
  - a. it is a well
  - b. it is a city
  - c. it is a fox
  - d. it is a house
3. Why did the goat jump into the well? Because...
  - a. it was hungry
  - b. it was sad
  - c. it was thirsty
  - d. it was lazy

4. Why did the goat jump into the well? because....
- The fox was very hungry and thirsty
  - The goat was very hungry and thirsty
  - The fox promised that it would help to get out of the well
  - The goat had long hair and beard

The text for questions number 5 to 7. Read the text carefully!

Text 2

Olih and his mother loved helping people; although, they were poor. That's why, people loved them because they were not only kind but also generous.

One evening, there were seven old women came to their house. They asked for food and a place to stay. Olih and his mother gave them food and let those women stay with them. They were very thankful to Olih and his mother because of their generosity.

In the morning, Olih's mother asked him to wake those women up. Suddenly, Olih screamed.

"Mom, please come here!" Olih's mother rushed to the bedroom and found abundant rice. The seven old women were not there. Instead, there was a beautiful little girl. She told Olih and his mother that her father had sent her to their house. He had asked her to give delicious rice as a refund for their kindness. They called the rice beras pulut or glutinous rice, which means sticky and delicious rice. Olih and his mother did not forget to give some rice to their neighbors.

(taken from *myblogpelanginanie.blogspot.com*)

5. What is the text about?
- a good boy
  - a good little girl
  - seven old poor women
  - a generous mother and her son
6. Olih's mother rushed to the bedroom and found abundant rice." (paragraph 4)  
The underlined word has a similar meaning to ....
- more than
  - few
  - less than
  - plenty
7. Which is NOT true according to the story?
- Olih and her mother were munificent
  - no one helped those old women
  - that little girl was very generous
  - those seven women thanked Olih because of his kindness

The text for questions number 8 to 11. Read the text carefully!

Text 3

#### The Wolf and the Goat

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

“My dear friend,” said the wolf in his sweetest voice, “aren’t you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground.”

“No, thank you,” said the goat.

“Well then,” said the wolf, “aren’t you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area.”

“No, thank you,” said the goat.

“But the grass tastes better down here!” said the exasperated wolf, “Why dine alone?”

“My dear wolf,” the goat finally said, “are you quite sure that it is my dinner you are worrying about and not your own?”

(taken from *haarr.files.wordpress.com*)

8. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
  - a. to be his friend
  - b. to graze on the level ground
  - c. to climb up higher
  - d. to be his dinner
9. “Aren’t you cold up there in the wind?” The word ‘there’ refers to ...
  - a. sheltered area
  - b. grass
  - c. ground
  - d. a high cliff
10. What can we learn from the story above?
  - a. don’t look down other creatures
  - b. don’t judge others by their appearance
  - c. don’t easily believe in well behaved creatures
  - d. don’t easily beat other creatures
11. From the story we know that ...
  - a. the goat was very hungry
  - b. the wolf was eager to eat the goat
  - c. the wolf was a helpful animal
  - d. the goat was going to fight with the wolf

The text for questions number 12 to 16. Read the text carefully!

Text 4

In the Kingdom of Medang Kamulan, in Java, came a young man, by the name of Aji Saka to fight Dewata Cengkar, the cruel king of the country who had a habit to eat human flesh of his own people. Aji Saka himself he came from Bumi Majeti.

One day he told his two servants, by the name of Dara and Sembodo, that he was going to java. He told them that while he was away, both of them have to guards his Heirloom / Pusoko. No one except Aji Saka himself not allowed to take the Pusoko. In the big battle, Aji Saka could successfully push Dewata Cengkar to fall to the South Sea. Dewata Cengkar did not die, he became a Bajul Putih (White Crocodile). Aji Saka became a ruler of Medangkamulan.

Meanwhile a woman of the village of Dadapan, found an egg. She put the egg in her Lumbung (Rice Barn). After a certain period the egg vanished, instead a snake found in the rice barn. The villagers would like to kill the snake, but the snake said: "I'm the son Aji Saka, bring me to him".

Aji Saka told the snake, that he would be recognized as his son, if the could kill the Bajul Putih in the South Sea. After a long stormy battle which both sides demonstrating physical strength and showing skill full ability of fighting, the snake could kill Bajul Putih.

As had been promised the snake was recognized as Aji Saka's son and he was given a name Jaka Linglung (a stupid boy).

In the palace Jaka Linglung greedily ate domestic pets of the palace. He was punished by the King, expelling him to live in the Jungle of Pesanga. He was tightly roped until he could not move his head. He was instructed only to eat things which fall to his mouth.

One day, a group of 9 (nine) village boys were playing around in that Jungle. Suddenly it was raining heavily. They had to find a shelter, luckily there was a cave. Only 8 (eight) boys went inside the cave, the other one who was suffering from very bad skin disease, sting and dirty, he had to stay out of the cave. All of a sudden, the cave was falling apart. The 8 (eight) boys vanished, only the one who stayed outside was safe. The cave in fact was the mouth of Jaka Linglung.

(taken from *andriantanjungenglish.blogspot.com*)

12. Who was Dewata Cengkar?
  - a. young wise man
  - b. white crocodile
  - c. jaka linglung
  - d. the cruel king
13. Where did the woman put the egg?
  - a. In a rice barn
  - b. In the south sea
  - c. In the jungle of pasanga
  - d. Inside the cave

14. Where did Aji Saka come from?
- Medang Kamulan
  - Jungle of Pesanga
  - Bumi Majeti
  - Dadapan Village
15. Who was Jaka Linglung ?
- A greedy pet belong to Aji Saka
  - A stupid boy
  - The snake was recognized as Dewaracengkar's son
  - The snake was recognized as Aji Saka's son
16. Why did the king punish Jaka linglung to live in the jungle of Pesanga? because .....
- Jaka linglung greedily ate human flesh of the village
  - Jaka linglung greedily ate domestic pets of the palace
  - Jaka linglung could kill Bajul Putih
  - Jaka linglung pushed Dewata Cengkor to fall to the South sea

The text for questions number 17 to 21. Read the text carefully!

Text 5

Once upon a time, there lived a kindhearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill - tempered old woman who did not like the sparrow. She cut the sparrow's tongue. The sparrow was very sad and hurt, so the bird flew away to its previous nest.

Knowing that their sparrow flew away, the kind man and the woman looked for their sparrow. They walked a long way, crossed the bridge, climbed a mountain, and passed the wood.

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

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

(taken from *ronastrasmp5pati.blogspot.com*)

17. What is the purpose of the text?
- to describe about a sparrow
  - to entertain the readers
  - to persuade readers to keep a sparrow

- d. to inform readers about the old woman's death
18. The main idea of paragraph two is....
- the couple did not cross the bridge
  - the sparrow passed the wood
  - the couple look for sparrow
  - the sparrow flew away
19. What did the man and woman find one morning?
- a sparrow with no tongue
  - a healthy singing sparrow
  - an ill-tempered bird
  - a poor little sparrow
20. What was the character of an ill-tempered old woman?
- envy
  - arrogant
  - patient
  - kind
21. "They walked a long way,..." (Paragraph 2).  
The underlined word refers to ...
- sparrow and the couple
  - kind man and the woman
  - sparrow and the kind man
  - sparrow and the kind woman

The text for questions number 22 to 25. Read the text carefully!

#### Text 6

##### The Lion and The mouse

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, O King" cried the little mouse "forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days?". The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beats. Soon the little mouse had finished growing away the ropes, he asked the lion to run away.

(taken from *lenyerlinda.blogspot.com*)

22. What is the moral lesson from the text?
- don't look at someone because of his clothes
  - it is best to prepare for the days of necessity

- c. common people may prove great ones
  - d. united we stand, divided we fall
23. Paragraph three mainly tells that....
- a. the little mouse asked forgiveness
  - b. the lion was tied to a tree by the hunters
  - c. the little mouse could prove that he could help the lion
  - d. from the first, the lion believed in what the little mouse said
24. What did the little mouse do to prove his words?
- a. he would never forget the lion
  - b. he tried hard to help the lion free
  - c. he ran up and down upon the lion
  - d. he tied the lion to the tree so that the hunters could carry him
25. The word “huge” (paragraph 1) means very.....
- a. old
  - b. large
  - c. tall
  - d. giant

The text for questions number 26 to 28. Read the text carefully!

Text 7

Once upon a time there lived as neighbors, a bear and a rabbit. The rabbit was a good shot, and the bear, being very clumsy, could not use the arrow to good advantage. The bear would call over the rabbit, and asked the rabbit to take his bow and arrows and came with the bear to the other side of the hill. The rabbit, fearing to arouse the bear's anger by refusing, consented and went with the bear and shot enough buffaloes to satisfy the hungry family. Indeed he shot and killed so many that he was lots of meat left after the bear and his family had loaded themselves, and packed all they could carry home. The bear was gluttonous and did not want the rabbit to get any of the meat, so the poor rabbit could not even taste the blood from butchering. As the bear would throw the blood and dry it up. Poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. The mother bear, knowing that her youngest child was very hearty eater, always gave him an extra large piece of meat, but the youngest child didn't eat. He would take with him and pretend to play ball with it, kicking it toward the rabbit's house. When he got close to the door, he would give the meat with such a great kick, that it would fly into the rabbit's house, and in this way the poor rabbit would get his meal unknown to the papa bear.

(taken from Look Ahead 3, PT Erlangga)

26. The poor rabbit didn't get any of the meat because .....
- a. they are already given to the butcher
  - b. they are eaten by the youngest bear

- c. the bear carried all the meat home
  - d. the bear ate all the meat
27. Which statement is NOT TRUE according to the text?
- a. the papa bear was not very kind to the rabbit
  - b. the mother bear always gave her youngest extra meat
  - c. the papa bear didn't like giving the rabbit some meat
  - d. the papa bear knew that his youngest child gave the rabbit some meat
28. The story teaches us that .....
- a. poverty makes people suffer
  - b. we must keep our promise
  - c. being greedy makes other people happy
  - d. people should love and share each other

The text for questions number 29 to 32. Read the text carefully!

Text 8

Once upon time, there were a king and his queen who lived in the kingdom of Belinyu. They didn't have a child. Until one night, the queen had a dream of turtle. It said that the queen would have a baby and she had to give a komala necklace to her baby. The queen woke up and she was holding a komala necklace in her hand. She told her dream to the king, and he was very happy.

Shortly, the queen's dream became reality; she delivered a beautiful baby girl. The king named her Komala. She grew up as a pretty girl, however she had a bad attitude because her parents always spoiled her too much.

One day, Komala heard her parents were talking about the turtle in her mother's dream. She thought that the turtle was very interesting animal. So she wanted it as her pet. She insisted to find it and the king allowed her to look for the animal.

Accompanied with the king's guard, Komala searched the turtle and finally, she found it in the beach. She shouted to it, "Penyu busuk wait for me" in several times, but the turtle kept swimming. Komala ran after it into the sea. She tried to catch it. Until then she finally drowned and disappeared and all of her guards could not save her. Now, people call the beach Penyusuk.

(taken from *bahasainggrissmp2doko.blogspot.com*)

29. What does the story tell us?
- a. the legend of Penyusuk Beach
  - b. a bad attitude girl
  - c. a kingdom in Belinyu
  - d. the legend of Penyu Busuk
30. What is the main idea of the last paragraph?
- a. the king permitted Komala to find the turtle

- b. the celebration of Komala's birthday
  - c. komala drawn into the sea
  - d. the turtle disappeared
31. Komala had a bad attitude because.....
- a. she was a princess
  - b. her parents spoiled her very much
  - c. her father was a king
  - d. she was a beautiful girl
32. Until then she finally drowned.....(last paragraph).  
The synonym of the word "drowned" is.....
- a. sank
  - b. disappeared
  - c. floated
  - d. swam

The text for questions number 33 to 35. Read the text carefully!

#### Text 9

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

Jack brought them, happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window.

When Jack woke up in the morning, he felt the sun shining into a pan of his room, but all the rest was quite dark and shady.

So he jumped to the window. What did he see? The beanstalk grew up quite close past Jack's window. He opened the window and jumped to the beanstalk which ran up just like a big ladder. He climbed and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then Jack walked along the path leading to the castle. There was a big tall woman on the doorstep. Jack greeted her and asked for the giantess mercy to give him breakfast, because he felt very hungry. Although the giantess grumbled at first, finally she gave Jack a hunk of bread and cheese and a jug of milk.

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

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

(taken from *andriantanjungenglish.blogspot.com*)

33. What is the story tell about?
- a. Jack and a butcher

- b. Jack and the giantess
  - c. a poor widow and his son
  - d. Jack and the bean stalk
34. Jack's mother looked very furious when jack told that...
- a. the beans were precious
  - b. the butcher bought his cow
  - c. he traded his cow for the beans
  - d. he had sold his cow to a butcher
35. What do learn from the text?
- a. Jack's mother was a furious mother
  - b. Sincerity makes jack get something precious
  - c. Poverty makes people hopeless
  - d. The giantess pity on jack

\*\*\*\*\* GOOD LUCK \*\*\*\*\*

**Appendix 23****TRYOUT TEST****Cycle 2**

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<b>Subject</b>	<b>: English</b>
<b>Grade</b>	<b>: VIII</b>
<b>Time Allocation</b>	<b>: 60 minutes</b>

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✓ **Multiple Choices Item**

**Choose the best answer by crossing a, b, c or d!**

The text for questions number 1 to 5. Read the text carefully!

Text 1

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there. Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

(taken from *andriantanjungenglish.blogspot.com*)

1. What is the type of the text about?
  - a. report
  - b. procedure
  - c. narrative
  - d. descriptive
2. Who was the naughtiest rabbit?
  - a. Flopsy
  - b. Mopsy
  - c. Cotton-tail
  - d. Peter
3. What did Flopsy, Mopsy and Cotton-tail eat?
  - a. carrot
  - b. blackberries
  - c. lettuce

- d. french beans
- 4. Why did Peter get sick? Because ....
  - a. He was so tired
  - b. He did not eat
  - c. He was eating too much
  - d. He was naughty
- 5. Whom did Peter meet at the garden?
  - a. his mother
  - b. Flopsy
  - c. Mr. McGregor
  - d. Mrs. McGregor

The text for questions number 6 to 10. Read the text carefully!

#### Text 2

Long, long time ago there lived two brothers. They had completely different characters. The big brother was very stingy and greedy. He never shared his wealth with poor people. The little brother was exactly the opposite. He was generous and kind to poor people. He even had no money left because he had shared it with the poor.

One day the generous brother was sitting in his garden when suddenly a little bird fell on his lap. It was wounded. He took care of it, fed it, and put it in a nice cage. After the bird was healthy, the generous brother let it fly. In few minutes later, the bird returned to him and gave him a watermelon seed.

The generous brother, then, planted the seed and watered it until it grew into a good watermelon plant. Yet, the plant was very strange. It had only one fruit; a big and heavy one. When the watermelon was ripe enough, the generous brother picked it and cut it into two. How surprised he was. The watermelon was full of gold.

The generous brother sold the gold and became very rich. He built a big house and bought very large field. Still he never forgot to share the wealth with the poor.

(taken from *myblogpelanginanie.blogspot.com*)

- 6. What does the text mainly talk about?
  - a. the poor people and the healthy bird
  - b. the stingy and the generous brother
  - c. the stingy and the generous brothers
  - d. the kind and the generous brothers
- 7. What does the main idea of the last paragraph?
  - a. the young brother became poor
  - b. the young brother became very rich
  - c. the big brother built a big house
  - d. the young brother planted the watermelon
- 8. How did the generous brother get the watermelon seed?

- a. finding it in the field
  - b. planting the watermelon
  - c. asking for the seed to his brother
  - d. curing a wounded bird
9. "He even had no money left because he had shared it with the poor". (paragraph 1)  
What does the underlined word means?
- a. lent
  - b. used
  - c. gave
  - d. returned
10. What can you learn from the story?
- a. having good behavior causes good things in return
  - b. being greedy makes lazy
  - c. taking care of bird is a must
  - d. sharing your money to others make you poor

The text for questions number 11 to 14. Read the text carefully!

Text 3

#### Two sisters and the cat

Mrs. Wilson and Mrs. Smith are sisters. Mrs. Wilson lives in a house in Duncan and Mrs. Smith lives in a condominium in Victoria. One day Mrs. Wilson visited her sister. When her sister answered the door, Mrs. Wilson saw tears in her eyes. "What's the matter?" she asked. Mrs. Smith said "My cat Sammy died last night and I have no place to bury him".

She began to cry again. Mrs. Wilson was very sad because she knew her sister loved the cat very much. Suddenly Mrs. Wilson said "I can bury your cat in my garden in Duncan and you can come and visit him sometimes." Mrs. Smith stopped crying and the two sisters had tea together and a nice visit.

It was now five o'clock and Mrs. Wilson said it was time for her to go home. She put on her hat, coat and gloves and Mrs. Smith put the dead Sammy into a shopping bag. Mrs. Wilson took the shopping bag and walked to the bus stop. She waited a long time for the bus so she bought a newspaper. When the bus arrived, she got on the bus, sat down and put the shopping bag on the floor beside her feet. She then began to read the newspaper. When the bus arrived at her bus stop, she got off the bus and walked for about two minutes. Suddenly she remembered she had left the shopping bag on the bus.

(taken from *ronasastrasmp5pati.blogspot.com*)

11. Where does Mrs. Smith live?
- a. in a condominium in Duncan
  - b. in a condominium in Victoria
  - c. in a house in Duncan

- d. in a house in Victoria
12. Why is Mrs. Smith upset?
- because her sister came to see her cat
  - because her cat died
  - because Mrs. Wilson was sad
  - because her cat ran away
13. What did Mrs. Wilson do?
- take the cat with her on the bus
  - put her gloves in the shopping bag
  - prepare dinner for her sister
  - buy her cat's food
14. Who did Sammy the cat live with?
- Mrs. Wilson
  - Mrs. Wilson and Mrs. Smith
  - Mrs. Smith's neighbor
  - Mrs. Smith

The text for questions number 15 to 18. Read the text carefully!

Text 4

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

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

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

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

(taken from *lenyerlinda.blogspot.com*)

15. What destroyed the homes of all rats?
- group of mice did
  - elephant hunters did
  - a group of elephants did
  - elephant's herd did.
16. What helped the elephant's herd free?
- entire group of rats did
  - the elephant's herd did

- c. the hunter did
  - d. trapped elephant did
17. Where did the story occur?
- a. deep in the writer's mind
  - b. in the black forest
  - c. in the home of mice group
  - d. in the jungle
18. The word "summoned" means ....
- a. ordered to come
  - b. offered to come
  - c. asked to do
  - d. got to make

The text for questions number 19 to 22. Read the text carefully!

Text 5

#### BLUE-TONGUE LIZARD

Blue-Tongue Lizard and his wife camped near a swamp long ago. One day Blue-Tongue Lizard went to get some food, and while he was down at the swamp, he left his wife sitting under a shady tree. He had not been gone very long when Taipan the Snake passed by Blue-Tongue Lizard's camp. Taipan saw Blue-Tongue Lizard's wife sitting under the tree, and he decided he would steal her away from Blue-Tongue Lizard. He made her come with him and together they ran a long way away.

Taipan the Snake did not know that Black Bird had been watching him, and as soon as he ran away with Blue-Tongue Lizard's wife, Black Bird began singing out to Blue-Tongue Lizard. 'Your wife is gone, Taipan has taken her away', he cried. Blue-Tongue Lizard was still at the swamp getting food when he heard Black Bird's call. He went back to the shady tree where he had left his wife and saw she was gone. He put down his bag which was full of food and made a fire. He cooked his food and after he had finished eating it, he went to get his spears.

He found they had all been broken by Taipan. Then he found the tracks of his wife and Taipan, and he followed them. Blue-Tongue Lizard followed their tracks until he came to a tree in which a freshly killed emu had been hung. It had been killed by Taipan and left there to be eaten that night. Blue-Tongue Lizard knew that Taipan and his wife must be nearby and he soon found them near a river. When Taipan saw Blue-Tongue Lizard he ran to get his spears but Blue-Tongue Lizard had already broken them.

'We can fight with our teeth', said Blue-Tongue Lizard. Taipan agreed and the two of them fought wildly, each of them trying to get a hold of the other. Until finally Blue-Tongue Lizard caught hold of Taipan's body in his powerful jaws, and bit him in half. With Taipan the Snake dead, Blue-Tongue took back his wife and together they returned to the swamp.

(taken from *andriantanjungenglish.blogspot.com*)

19. Who are the main characters in this folktale?
  - a. Blue-Tongue Lizard and Black Bird
  - b. Blue-Tongue Lizard and Taipan the Snake
  - c. Snake and Blue-Tongue Lizard
  - d. Taipan and Snake and Black Bird
20. What was Blue-Tongue Lizard doing when Taipan took his wife?
  - a. He was sleeping
  - b. He was swimming
  - c. He was going to get some money
  - d. He was going to get some food
21. Why do you think Blue-Tongue Lizard ate a meal before going to look for his wife?
  - a. so he would be strong enough to fight
  - b. so he would be full enough to fight
  - c. so he would be large enough to fight
  - d. so he would be strong enough to walk
22. One sentences below show things that animals in real don't do. Choose one.
  - a. one day Blue-Tongue Lizard went to get some food
  - b. the two of them fought wildly
  - c. he put down his bag which was full of food and made a fire
  - d. It had been killed by Taipan and left there to be eaten at night

The text for questions number 23 to 25. Read the text carefully!

#### Text 6

Once upon a time, people in Kawar Village were happy. They held and enjoyed a party because of their best harvest. They were singing, laughing, and eating delicious food, except an old woman who still stayed in her house. She is too old and weak to go to the party. Her son and her daughter-in-law did not take her there.

At home, the old woman felt very sad and lonely. She was hungry, but he was not find food in the kitchen. Her daughter-in-law did not cook that day. At the party, the son asked her wife to take some food from the party to his mother at home. His wife did so. Then, she asked her son to deliver it.

The old woman was so happy that she finally got something to eat. However her happiness turned into sadness because she found that someone had eaten the food. There was only little rice left. The fish jut had the bones. She couldn't stay any longer. She cried and cried. She thought her son had disrespected and neglected her. The old woman didn't know that it was her grandson who had eaten the food. He did that on the way from the party to the house.

In her anger, the old woman cursed her son. Suddenly, there was a great earthquake! Thunder struck the village and heavy rain started to fall. Slowly, the field turned into a lake. Finally, the whole village turned into a lake. People named the lake Lau Kawar.

(taken from *myblogpelanginanie.blogspot.com*)

23. Which statement is NOT TRUE according to the story?
- Kawar people were happy because they got good crops
  - Kawar people were singing, laughing, and eating delicious food during the party
  - there was one old woman who was neglected by her family. She didn't come to the party
  - a little boy cried and cried because someone ate his lunch
24. That the old woman cursed her son because he had neglected her is the main idea of paragraph ....
- one
  - two
  - three
  - four
25. The story is about ....
- the legend of Lau Kawar
  - rich people of Kawar
  - a poor old woman
  - Kawar people's harvesting party

The text for questions number 26 to 28. Read the text carefully!

Text 7

#### The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

(taken from *lenyerlinda.blogspot.com*)

26. The story is about a stepmother who.....

- a. tried to run away from a witch
  - b. saved her children from a witch
  - c. planned to eat her children
  - d. begged a witch for money
27. Which statement is TRUE about the step mother?
- a. She was the witch's friend.
  - b. She loved her stepchildren.
  - c. She hit the witch with a broom.
  - d. She locked her children in a cage.
28. "...and the stepmother shut the door." (paragraph 4).  
The underlined word can be replaced by the word .....
- a. opened
  - b. painted
  - c. closed
  - d. marked

The text for questions number 29 to 32. Read the text carefully!

#### Text 8

Once upon a time, there was an old woman who lived in a very old hut near a forest with her only daughter. The daughter's name is Misna. She is beautiful but she had envious heart.

One day she saw girl of her age passing by her hut. The girl was joining her father hunting. She dressed in beautiful cloth. His father's assistants respected her. Misna could not sleep when she was remembering this. She was very angry with her condition. She hated her hopeless mother.

In the morning she shouted at her mother. She wanted her mother to buy the most beautiful gown in the markets for her. Of course her mother could not afford it. Then she cried and cried. She did not want to eat anything. Her mother was very sad. She decided to sell a piece of land, the only valuable thing that she had. She bought her beloved daughter a very beautiful dress.

Misna admired herself. She wanted to show everybody that she was a very beautiful girl. She asked her mother to bring her to another village. Along the way, she smiled to everyone. People in the village thought that she was a princess. They gave her a high respect and invited her to have meal in their house. Misna enjoyed this and told everybody that she was princess and mother was maid. Her mother was very sad but she kept her felling deep in the heart.

On the way home Misna met a handsome prince. He was interested in her and wanted to marry her. Misna told the prince that her mother had died and father went married to another woman. She was having a long trip with her loyal maid. Listening to this, her mother was very upset. She cried loudly Misna was very angry to her and told her to be away from her.

Suddenly there was a heavy rain accompanied with big thunders. Everyone run away to save themselves. Misna was very afraid. She cried. Her mother wanted to help her but she did not want to at that time a big thunder hit her to dead.

(taken from *andriantanjungenglish.blogspot.com*)

29. When did she ask her mother a beautiful dress?
- after she saw another girl with beautiful dress
  - on the way home she met a handsome prince
  - after her mother sold a piece of her land
  - when a heavy rain and big thunders came
30. How could her mother buy her a beautiful dress?
- from her saving
  - by asking her relative some money
  - from her salary
  - by selling the only land she had
31. What made her mother cried aloud?
- she told everyone that she was her maid
  - she told the prince that she was her maid
  - she told the prince that her mother had died
  - she was joining her father hunting for a long time
32. She is beautiful but she had envious heart  
What is the synonym of the underlined word?
- humble
  - jealous
  - fierce
  - festive

The text for questions number 33 to 35. Read the text carefully!

#### Text 9

##### Peter Pan in Neverland

Once upon a time there was a beautiful place called Neverland where Peter Pan and Tinker Bell lived. Not so far from this place was the city of London where John, Wendy, and Michael Darling lived. They really loved the story of Peter.

One day Peter Pan appeared and asked the children to fly to Neverland. They were excited to see the scenery and beauty of Neverland. They were suprised to know the existence of a cruel pirate called Captain Hook.

One day Captain Hook captured Tinker Bell and forced her to show Peter Pan's place. In doing so, all Peter's friends, the Darlings were captured and taken to the pirate ship. Captain Hook frightened the children by putting them on the plank. Suddenly, Peter Pan appeared and stopped everything.

In a fierce duel, he threw Hook and all the pirates overboard. Hook was chased away by the crocodile, and nobody cared to save him. The Darlings were so happy and thankful to Peter Pan. They told Peter their intention to go home. With the sprinkle of

Tinker Bells Pixie Dust, Captain Hook's pirate ship was sailing through the skies of Neverland, heading back to the Darling's home in London.

(taken from [www.sekolahoke.com](http://www.sekolahoke.com))

33. What was the problem faced by Peter Pan?
- The Darlings left their home and flew to Neverland
  - the ship flew over the sky to the city of London
  - Captain Hook and Peter Pan had a fierce duel
  - Peter's friends were captured by Captain Hook
34. We can learn from the story that ....
- We should respect other people
  - Good and right things will win
  - Beautiful scenery is good to see
  - Neverland is a place for children
35. "Suddenly, Peter Pan appeared and stopped everything." (Paragraph 2). The underlined word has similar meaning to ....
- halted
  - chased
  - retreated
  - deceived

\*\*\*\*\* GOOD LUCK \*\*\*\*\*

**Appendix 24****ANSWER KEY OF TRY-OUT**

## ANSWER KEY TRY OUT CYCLE 1

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

## ANSWER KEY TRYOUT CYCLE 2

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

## Appendix 25

### ANSWER SHEET OF TRYOUT TEST

#### Cycle 1 & 2

**Subject** : English

**Grade** : VIII

**Time Allocation** : 60 minutes

Name : .....

Class : .....

Number : .....

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

\*\*\*\*\* GOOD LUCK \*\*\*\*\*

## Appendix 26

### PRE-TEST

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<b>Subject</b>	<b>: English</b>
<b>Grade</b>	<b>: VIII</b>
<b>Time Allocation</b>	<b>: 40 minutes</b>

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✓ **Multiple Choices Items**

**Choose the best answer by crossing a, b, c or d!**

The text for questions number 1 to 3. Read the text carefully!

Text 1

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

(taken from *andriantanjungenglish.blogspot.com*)

1. What is the setting for this story...
  - a. it is a well
  - b. it is a city
  - c. it is a fox
  - d. it is a house
2. Why did the goat jump into the well? Because...
  - a. it was hungry
  - b. it was sad
  - c. it was thirsty
  - d. it was lazy
3. Why did the goat jump into the well? because....
  - a. The fox was very hungry and thirsty
  - b. The goat was very hungry and thirsty
  - c. The fox promised that it would help to get out of the well

- d. The goat had long hair and beard

The text for questions number 4 to 5. Read the text carefully!

Text 2

Olih and his mother loved helping people; although, they were poor. That's why, people loved them because they were not only kind but also generous.

One evening, there were seven old women came to their house. They asked for food and a place to stay. Oliih and his mother gave them food and let those women stay with them. They were very thankful to Oliih and his mother because of their generosity.

In the morning, Oliih's mother asked him to wake those women up. Suddenly, Oliih screamed.

"Mom, please come here!" Oliih's mother rushed to the bedroom and found abundant rice. The seven old women were not there. Instead, there was a beautiful little girl. She told Oliih and his mother that her father had sent her to their house. He had asked her to give delicious rice as a refund for their kindness. They called the rice beras pulut or glutinous rice, which means sticky and delicious rice. Oliih and his mother did not forget to give some rice to their neighbors.

(taken from *myblogpelanginanie.blogspot.com*)

4. ".....the bedroom and found abundant rice."(*paragraph 4*)  
The underlined word has a similar meaning to ....
- more than
  - few
  - less than
  - plenty
5. Which is NOT true according to the story?
- Olih and her mother were munificent
  - no one helped those old women
  - that little girl was very generous
  - those seven women thanked Oliih because of his kindness

The text for questions number 6 to 8. Read the text carefully!

Text 3

The Wolf and the Goat

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

"My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground."

"No, thank you," said the goat.

"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area."

“No, thank you,” said the goat.

“But the grass tastes better down here!” said the exasperated wolf, “Why dine alone?”

“My dear wolf,” the goat finally said, “are you quite sure that it is my dinner you are worrying about and not your own?”

(taken from *haarr.files.wordpress.com*)

6. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
  - a. to be his friend
  - b. to graze on the level ground
  - c. to climb up higher
  - d. to be his dinner
7. “Aren’t you cold up there in the wind?” The word ‘there’ refers to ...
  - a. sheltered area
  - b. grass
  - c. ground
  - d. a high cliff
8. What can we learn from the story above?
  - a. don’t look down other creatures
  - b. don’t judge others by their appearance
  - c. don’t easily believe in well behaved creatures
  - d. don’t easily beat other creatures

The text for questions number 9 to 12. Read the text carefully!

#### Text 4

In the Kingdom of Medang Kamulan, in Java, came a young man, by the name of Aji Saka to fight Dewata Cengkar, the cruel king of the country who had a habit to eat human flesh of his own people. Aji Saka himself he came from Bumi Majeti.

One day he told his two servants, by the name of Dara and Sembodo, that he was going to java. He told them that while he was away, both of them have to guards his Heirloom / Pusoko. No one except Aji Saka himself not allowed to take the Pusoko. In the big battle, Aji Saka could successfully push Dewata Cengkar to fall to the South Sea. Dewata Cengkar did not die, he became a Bajul Putih (White Crocodile). Aji Saka became a ruler of Medangkamulan.

Meanwhile a woman of the village of Dadapan, found an egg. She put the egg in her Lumbung (Rice Barn). After a certain period the egg vanished, instead a snake found in the rice barn. The villagers would like to kill the snake, but the snake said: “I’m the son Aji Saka, bring me to him”.

Aji Saka told the snake, that he would be recognized as his son, if the could kill the Bajul Putih in the South Sea. After a long stormy battle which both sides demonstrating physical strength and showing skill full ability of fighting, the snake could kill Bajul Putih.

As had been promised the snake was recognized as Aji Saka's son and he was given a name Jaka Linglung (a stupid boy).

In the palace Jaka Linglung greedily ate domestic pets of the palace. He was punished by the King, expelling him to live in the Jungle of Pesanga. He was tightly roped until he could not move his head. He was instructed only to eat things which fall to his mouth.

One day, a group of 9 (nine) village boys were playing around in that Jungle. Suddenly it was raining heavily. They had to find a shelter, luckily there was a cave. Only 8 (eight) boys went inside the cave, the other one who was suffering from very bad skin disease, sting and dirty, he had to stay out of the cave. All of a sudden, the cave was falling apart. The 8 (eight) boys vanished, only the one who stayed outside was safe. The cave in fact was the mouth of Jaka Linglung.

(taken from *andriantanjungenglish.blogspot.com*)

9. Who was Dewatacengkar?
  - a. young wise man
  - b. white crocodile
  - c. jaka linglung
  - d. the cruel king
10. Where did Aji Saka come from?
  - a. Medang Kamulan
  - b. Jungle of Pesanga
  - c. Bumi Majeti
  - d. Dadapan Village
11. Who was Jaka Linglung ?
  - a. A greedy pet belong to Aji Saka
  - b. A stupid boy
  - c. The snake was recognized as Dewaracengkar's son
  - d. The snake was recognized as Aji Saka's son
12. Why did the king punish Jaka linglung to live in the jungle of Pesanga? because .....
  - a. Jaka linglung greedily ate human flesh of the village
  - b. Jaka linglung greedily ate domestic pets of the palace
  - c. Jaka linglung could kill Bajul Putih
  - d. Jaka linglung pushed Dewata Cengkor to fall to the South sea

The text for questions number 13 to 15. Read the text carefully!

Text 5

Once upon a time, there lived a kindhearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill - tempered old woman who did not like the sparrow. She cut the sparrow's tongue. The sparrow was very sad and hurt, so the bird flew away to its previous nest.

Knowing that their sparrow flew away, the kind man and the woman looked for their sparrow. They walked a long way, crossed the bridge, climbed a mountain, and passed the wood.

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

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

(taken from *ronasastrasmp5pati.blogspot.com*)

13. The main idea of paragraph two is...
  - a. the couple did not cross the bridge
  - b. the sparrow passed the wood
  - c. the couple look for sparrow
  - d. the sparrow flew away
14. What did the man and woman find one morning?
  - a. a sparrow with no tongue
  - b. a healthy singing sparrow
  - c. an ill-tempered bird
  - d. a poor little sparrow
15. "They walked a long way,..." (Paragraph 2). The underlined word refers to ...
  - a. sparrow and the couple
  - b. kind man and the woman
  - c. sparrow and the kind man
  - d. sparrow and the kind woman

The text for questions number 16 to 18. Read the text carefully!

Text 6

#### The Lion and The mouse

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, O King "cried the little mouse "forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days? ". The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little

mouse went up to him and soon gnawed away the ropes that bound the king of the beats. Soon the little mouse had finished gnawing away the ropes, he asked the lion to run away.  
(taken from *lenyerlinda.blogspot.com*)

16. Paragraph three mainly tells that....
  - a. the little mouse asked forgiveness
  - b. the lion was tied to a tree by the hunters
  - c. the little mouse could prove that he could help the lion
  - d. from the first, the lion believed in what the little mouse said
17. What did the little mouse do to prove his words?
  - a. he would never forget the lion
  - b. he tried hard to help the lion free
  - c. he ran up and down upon the lion
  - d. he tied the lion to the tree so that the hunters could carry him
18. The word “huge” (paragraph 1) means very.....
  - a. old
  - b. large
  - c. tall
  - d. giant

The text for questions number 19 to 20. Read the text carefully!

#### Text 7

Once upon a time there lived as neighbors, a bear and a rabbit. The rabbit was a good shot, and the bear, being very clumsy, could not use the arrow to good advantage. The bear would call over the rabbit, and asked the rabbit to take his bow and arrows and came with the bear to the other side of the hill. The rabbit, fearing to arouse the bear’s anger by refusing, consented and went with the bear and shot enough buffaloes to satisfy the hungry family. Indeed he shot and killed so many that he was lots of meat left after the bear and his family had loaded themselves, and packed all they could carry home. The bear was gluttonous and did not want the rabbit to get any of the meat, so the poor rabbit could not even taste the blood from butchering. As the bear would throw the blood and dry it up. Poor rabbit would have to go home hungry after his hard day’s work.

The bear was the father of five children. The youngest child was very kind to the rabbit. The mother bear, knowing that her youngest child was very hearty eater, always gave him an extra large piece of meat, but the youngest child didn’t eat. He would take with him and pretend to play ball with it, kicking it toward the rabbit’s house. When he got close to the door, he would give the meat with such a great kick, that it would fly into the rabbit’s house, and in this way the poor rabbit would get his meal unknown to the papa bear.

(taken from Look Ahead 3, PT Erlangga)

19. The poor rabbit didn’t get any of the meat because .....
- a. they are already given to the butcher

- b. they are eaten by the youngest bear
  - c. the bear carried all the meat home
  - d. the bear ate all the meat
20. Which statement is NOT TRUE according to the text?
- a. the papa bear was not very kind to the rabbit
  - b. the mother bear always gave her youngest extra meat
  - c. the papa bear didn't like giving the rabbit some meat
  - d. the papa bear knew that his youngest child gave the rabbit some meat

The text for questions number 21 to 23. Read the text carefully!

Text 8

Once upon time, there were a king and his queen who lived in the kingdom of Belinyu. They didn't have a child. Until one night, the queen had a dream of turtle. It said that the queen would have a baby and she had to give a komala necklace to her baby. The queen woke up and she was holding a komala necklace in her hand. She told her dream to the king, and he was very happy.

Shortly, the queen's dream became reality; she delivered a beautiful baby girl. The king named her Komala. She grew up as a pretty girl, however she had a bad attitude because her parents always spoiled her too much.

One day, Komala heard her parents were talking about the turtle in her mother's dream. She thought that the turtle was very interesting animal. So she wanted it as her pet. She insisted to find it and the king allowed her to look for the animal.

Accompanied with the king's guard, Komala searched the turtle and finally, she found it in the beach. She shouted to it, "Penyu busuk wait for me" in several times, but the turtle kept swimming. Komala ran after it into the sea. She tried to catch it. Until then she finally drowned and disappeared and all of her guards could not save her. Now, people call the beach Penyusuk.

(taken from *bahasainggrissmp2doko.blogspot.com*)

21. What is the main idea of the last paragraph?
- a. the king permitted Komala to find the turtle
  - b. the celebration of Komala's birthday
  - c. komala drawned into the sea
  - d. the turtle disappeared
22. Komala had a bad attitude because.....
- a. she was a princess
  - b. her parents spoiled her very much
  - c. her father was a king
  - d. she was a beautiful girl
23. Until then she finally drowned.....(last paragraph). The synonym of the word "drowned" is.....
- a. sank

- b. disappeared
- c. floated
- d. swam

The text for questions number 24 to 25. Read the text carefully!

Text 9

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

Jack brought them, happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window.

When Jack woke up in the morning, he felt the sun shining into a pan of his room, but all the rest was quite dark and shady.

So he jumped to the window. What did he see? The beanstalk grew up quite close past Jack's window. He opened the window and jumped to the beanstalk which ran up just like a big ladder. He climbed and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then Jack walked along the path leading to the castle. There was a big tall woman on the doorstep. Jack greeted her and asked for the giantess mercy to give him breakfast, because he felt very hungry. Although the giantess grumbled at first, finally she gave Jack a hunk of bread and cheese and a jug of milk.

Jack hadn't finished when the whole house began to tremble with the noise of someone's coming. "Oh! It's my husband!" cried the giantess. "What on earth shall I do?" Hastily the giantess opened a very big cupboard and hid Jack there.

(taken from *andriantanjungenglish.blogspot.com*)

24. Jack's mother looked very furious when Jack told that....
- a. the beans were precious
  - b. the butcher bought his cow
  - c. he traded his cow for the beans
  - d. he had sold his cow to a butcher
25. What do learn from the text?
- a. Jack's mother was a furious mother
  - b. Sincerity makes Jack get something precious
  - c. Poverty makes people hopeless
  - d. The giantess pity on Jack

\*\*\*\*\* GOOD LUCK \*\*\*\*\*

## Appendix 27

### POST-TEST

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<b>Subject</b>	<b>: English</b>
<b>Grade</b>	<b>: VIII</b>
<b>Time Allocation</b>	<b>: 40 minutes</b>

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✓ **Multiple Choices Item**

**Choose the best answer by crossing a, b, c or d!**

The text for questions number 1 to 3. Read the text carefully!

Text 1

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there. Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

(taken from *andriantanjungenglish.blogspot.com*)

1. Who was the naughtiest rabbit?
  - a. Flopsy
  - b. Mopsy
  - c. Cotton-tail
  - d. Peter
2. What did Flopsy, Mopsy and Cotton-tail eat?
  - a. carrot
  - b. blackberries
  - c. lettuce
  - d. french beans
3. Whom did Peter meet at the garden?
  - a. his mother
  - b. Flopsy
  - c. Mr. McGregor
  - d. Mrs. McGregor

The text for questions number 4 to 6. Read the text carefully!

Text 2

Long, long time ago there lived two brothers. They had completely different characters. The big brother was very stingy and greedy. He never shared his wealth with poor people. The little brother was exactly the opposite. He was generous and kind to poor people. He even had no money left because he had shared it with the poor.

One day the generous brother was sitting in his garden when suddenly a little bird fell on his lap. It was wounded. He took care of it, fed it, and put it in a nice cage. After the bird was healthy, the generous brother let it fly. In few minutes later, the bird returned to him and gave him a watermelon seed.

The generous brother, then, planted the seed and watered it until it grew into a good watermelon plant. Yet, the plant was very strange. It had only one fruit; a big and heavy one. When the watermelon was ripe enough, the generous brother picked it and cut it into two. How surprised he was. The watermelon was full of gold.

The generous brother sold the gold and became very rich. He built a big house and bought very large field. Still he never forgot to share the wealth with the poor.

(taken from *myblogpelanginanie.blogspot.com*)

4. What does the text mainly talk about?
  - a. the poor people and the healthy bird
  - b. the stingy and the generous brother
  - c. the stingy and the generous brothers
  - d. the kind and the generous brothers
5. How did the generous brother get the watermelon seed?
  - a. finding it in the field
  - b. planting the watermelon
  - c. asking for the seed to his brother
  - d. curing a wounded bird
6. What can you learn from the story?
  - a. having good behavior causes good things in return
  - b. being greedy makes lazy
  - c. taking care of bird is a must
  - d. sharing your money to others make you poor

The text for questions number 7 to 9. Read the text carefully!

Text 3

Mrs. Wilson and Mrs. Smith are sisters. Mrs. Wilson lives in a house in Duncan and Mrs. Smith lives in a condominium in Victoria. One day Mrs. Wilson visited her sister. When her sister answered the door, Mrs. Wilson saw tears in her eyes. "What's the matter?" she asked. Mrs. Smith said "My cat Sammy died last night and I have no place to bury him".

She began to cry again. Mrs. Wilson was very sad because she knew her sister loved the cat very much. Suddenly Mrs. Wilson said "I can bury your cat in my garden in Duncan and you can come and visit him sometimes." Mrs. Smith stopped crying and the two sisters had tea together and a nice visit.

It was now five o'clock and Mrs. Wilson said it was time for her to go home. She put on her hat, coat and gloves and Mrs. Smith put the dead Sammy into a shopping bag. Mrs. Wilson took the shopping bag and walked to the bus stop. She waited a long time for the bus so she bought a newspaper. When the bus arrived, she got on the bus, sat down and put the shopping bag on the floor beside her feet. She then began to read the newspaper. When the bus arrived at her bus stop, she got off the bus and walked for about two minutes. Suddenly she remembered she had left the shopping bag on the bus.

(taken from *ronasastrasmp5pati.blogspot.com*)

7. Why is Mrs. Smith upset?
  - a. because her sister came to see her cat
  - b. because her cat died
  - c. because Mrs. Wilson was sad
  - d. because her cat ran away
8. What did Mrs. Wilson do?
  - a. take the cat with her on the bus
  - b. put her gloves in the shopping bag
  - c. prepare dinner for her sister
  - d. buy her cat's food
9. Who did Sammy the cat live with?
  - a. Mrs. Wilson
  - b. Mrs. Wilson and Mrs. Smith
  - c. Mrs. Smith's neighbor
  - d. Mrs. Smith

The text for questions number 10 to 12. Read the text carefully!

#### Text 4

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

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

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

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

(taken from *lenyerlinda.blogspot.com*)

10. What destroyed the homes of all rats?
  - a. group of mice did
  - b. elephant hunters did
  - c. a group of elephants did
  - d. elephant's herd did.
11. What helped the elephant's herd free?
  - a. entire group of rats did
  - b. the elephant's herd did
  - c. the hunter did
  - d. trapped elephant did
12. The word "summoned" means ....
  - a. ordered to come
  - b. offered to come
  - c. asked to do
  - d. got to make

The text for questions number 13 to 15. Read the text carefully!

#### Text 5

Blue-Tongue Lizard and his wife camped near a swamp long ago. One day Blue-Tongue Lizard went to get some food, and while he was down at the swamp, he left his wife sitting under a shady tree. He had not been gone very long when Taipan the Snake passed by Blue-Tongue Lizard's camp. Taipan saw Blue-Tongue Lizard's wife sitting under the tree, and he decided he would steal her away from Blue-Tongue Lizard. He made her come with him and together they ran a long way away.

Taipan the Snake did not know that Black Bird had been watching him, and as soon as he ran away with Blue-Tongue Lizard's wife, Black Bird began singing out to Blue-Tongue Lizard. 'Your wife is gone, Taipan has taken her away', he cried. Blue-Tongue Lizard was still at the swamp getting food when he heard Black Bird's call. He went back to the shady tree where he had left his wife and saw she was gone. He put down his bag which was full of food and made a fire. He cooked his food and after he had finished eating it, he went to get his spears.

He found they had all been broken by Taipan. Then he found the tracks of his wife and Taipan, and he followed them. Blue-Tongue Lizard followed their tracks until he came to a tree in which a freshly killed emu had been hung. It had been killed by Taipan and left there to be eaten that night. Blue-Tongue Lizard knew that Taipan and his wife must be nearby and he soon found them near a river. When Taipan saw Blue-Tongue Lizard he ran to get his spears but Blue-Tongue Lizard had already broken them.

'We can fight with our teeth', said Blue-Tongue Lizard. Taipan agreed and the two of them fought wildly, each of them trying to get a hold of the other. Until finally

Blue-Tongue Lizard caught hold of Taipan's body in his powerful jaws, and bit him in half. With Taipan the Snake dead, Blue-Tongue took back his wife and together they returned to the swamp.

(taken from *andriantanjungenglish.blogspot.com*)

13. What was Blue-Tongue Lizard doing when Taipan took his wife?
  - a. He was sleeping
  - b. He was swimming
  - c. He was going to get some money
  - d. He was going to get some food
14. Why do you think Blue-Tongue Lizard ate a meal before going to look for his wife?
  - a. so he would be strong enough to fight
  - b. so he would be full enough to fight
  - c. so he would be large enough to fight
  - d. so he would be strong enough to walk
15. One sentences below show things that animals in real don't do. Choose one.
  - a. one day Blue-Tongue Lizard went to get some food
  - b. the two of them fought wildly
  - c. he put down his bag which was full of food and made a fire
  - d. It had been killed by Taipan and left there to be eaten at night

The text for questions number 16 to 17. Read the text carefully!

#### Text 6

Once upon a time, people in Kawar Village were happy. They held and enjoyed a party because of their best harvest. They were singing, laughing, and eating delicious food, except an old woman who still stayed in her house. She is too old and weak to go to the party. Her son and her daughter-in-law did not take her there.

At home, the old woman felt very sad and lonely. She was hungry, but he was not find food in the kitchen. Her daughter-in-law did not cook that day. At the party, the son asked her wife to take some food from the party to his mother at home. His wife did so. Then, she asked her son to deliver it.

The old woman was so happy that she finally got something to eat. However her happiness turned into sadness because she found that someone had eaten the food. There was only little rice left. The fish jut had the bones. She couldn't stay any longer. She cried and cried. She thought her son had disrespected and neglected her. The old woman didn't know that it was her grandson who had eaten the food. He did that on the way from the party to the house.

In her anger, the old woman cursed her son. Suddenly, there was a great earthquake! Thunder struck the village and heavy rain started to fall. Slowly, the field turned into a lake. Finally, the whole village turned into a lake. People named the lake Lau Kawar.

(taken from *myblogpelanginanie.blogspot.com*)

16. Which statement is NOT TRUE according to the story?
  - a. Kawar people were happy because they got good crops

- b. Kavar people were singing, laughing, and eating delicious food during the party
  - c. there was one old woman who was neglected by her family. She didn't come to the party
  - d. a little boy cried and cried because someone ate his lunch
17. That the old woman cursed her son because he had neglected her is the main idea of paragraph ....
- a. one
  - b. two
  - c. three
  - d. four

The text for questions number 18 to 19. Read the text carefully!

Text 7

#### The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

(taken from *lenyerlinda.blogspot.com*)

18. The story is about a stepmother who.....
- a. tried to run away from a witch
  - b. saved her children from a witch
  - c. planned to eat her children
  - d. begged a witch for money
19. "...and the stepmother shut the door." (paragraph 4).  
The underlined word can be replaced by the word .....
- a. opened
  - b. painted
  - c. closed
  - d. marked

The text for questions number 20 to 22. Read the text carefully!

Text 8

Once upon a time, there was an old woman who lived in a very old hut near a forest with her only daughter. The daughter's name is Misna. She is beautiful but she had envious heart.

One day she saw girl of her age passing by her hut. The girl was joining her father hunting. She dressed in beautiful cloth. His father's assistants respected her. Misna could not sleep when she was remembering this. She was very angry with her condition. She hated her hopeless mother.

In the morning she shouted at her mother. She wanted her mother to buy the most beautiful gown in the markets for her. Of course her mother could not afford it. Then she cried and cried. She did not want to eat anything. Her mother was very sad. She decided to sell a piece of land, the only valuable thing that she had. She bought her beloved daughter a very beautiful dress.

Misna admired herself. She wanted to show everybody that she was a very beautiful girl. She asked her mother to bring her to another village. Along the way, she smiled to everyone. People in the village thought that she was a princess. They gave her a high respect and invited her to have meal in their house. Misna enjoyed this and told everybody that she was princess and mother was maid. Her mother was very sad but she kept her felling deep in the heart.

On the way home Misna met a handsome prince. He was interested in her and wanted to marry her. Misna told the prince that her mother had died and father went married to another woman. She was having a long trip with her loyal maid. Listening to this, her mother was very upset. She cried loudly Misna was very angry to her and told her to be away from her.

Suddenly there was a heavy rain accompanied with big thunders. Everyone run away to save themselves. Misna was very afraid. She cried. Her mother wanted to help her but she did not want to at that time a big thunder hit her to dead.

(taken from *andriantanjungenglish.blogspot.com*)

20. When did she ask her mother a beautiful dress?
  - a. after she saw another girl with beautiful dress
  - b. on the way home she met a handsome prince
  - c. after her mother sold a piece of her land
  - d. when a heavy rain and big thunders came
21. What made her mother cried aloud?
  - a. she told everyone that she was her maid
  - b. she told the prince that she was her maid
  - c. she told the prince that her mother had died
  - d. she was joining her father hunting for a long time
22. She is beautiful but she had envious heart. What is the synonym of the underlined word?
  - a. humble
  - b. jealous
  - c. fierce
  - d. festive

The text for questions number 23 to 35. Read the text carefully!

Text 9

#### Peter Pan in Neverland

Once upon a time there was a beautiful place called Neverland where Peter Pan and Tinker Bell lived. Not so far from this place was the city of London where John, Wendy, and Michael Darling lived. They really loved the story of Peter.

One day Peter Pan appeared and asked the children to fly to Neverland. They were excited to see the scenery and beauty of Neverland. They were surprised to know the existence of a cruel pirate called Captain Hook.

One day Captain Hook captured Tinker Bell and forced her to show Peter Pan's place. In doing so, all Peter's friends, the Darlings were captured and taken to the pirate ship. Captain Hook frightened the children by putting them on the plank. Suddenly, Peter Pan appeared and stopped everything.

In a fierce duel, he threw Hook and all the pirates overboard. Hook was chased away by the crocodile, and nobody cared to save him. The Darlings were so happy and thankful to Peter Pan. They told Peter their intention to go home. With the sprinkle of Tinker Bells Pixie Dust, Captain Hook's pirate ship was sailing through the skies of Neverland, heading back to the Darling's home in London.

(taken from [www.sekolahoke.com](http://www.sekolahoke.com))

23. What was the problem faced by Peter Pan?
- The Darlings left their home and flew to Neverland
  - the ship flew over the sky to the city of London
  - Captain Hook and Peter Pan had a fierce duel
  - Peter's friends were captured by Captain Hook
24. We can learn from the story that ....
- We should respect other people
  - Good and right things will win
  - Beautiful scenery is good to see
  - Neverland is a place for children
25. "Suddenly, Peter Pan appeared and stopped everything." (Paragraph 2). The underlined word has similar meaning to ....
- halted
  - chased
  - retreated
  - deceived

\*\*\*\*\* GOOD LUCK \*\*\*\*\*

**Appendix 28****ANSWER KEY OF PRETEST AND POSTTEST**

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

## Appendix 29

### ANSWER SHEET OF PRETEST AND POSTTEST

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**Subject** : English  
**Grade** : VIII  
**Time Allocation** : 60 minutes

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Name : .....

Class : .....

Number : .....

SCORE

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

\*\*\*\*\* GOOD LUCK \*\*\*\*\*

## Appendix 30

### Documentation







