



**THE EFFECTIVENESS OF USING THROWING BALL AND JEOPARDY  
GAMES IN THE USE OF GRAMMAR TRANSLATION METHOD  
IN TEACHING READING COMPREHENSION  
A Case of Tenth Graders of SMA Negeri 2 Brebes  
in Academic Year of 2017/2018**

**a Final Project**

submitted in partial fulfillment of the requirements for the degree of *sarjana*

*pendidikan* in English Education

By

Puspita Rizkalia

2201413009

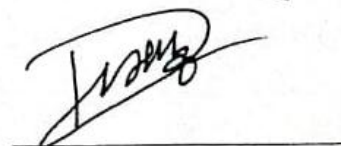
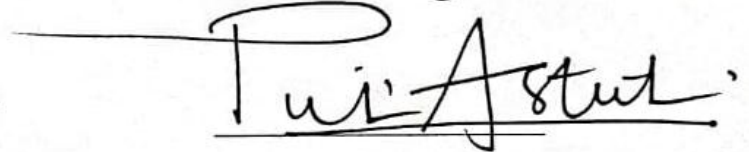
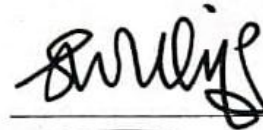
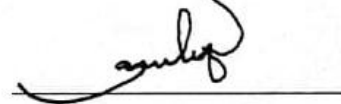
**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
UNIVERSITAS NEGERI SEMARANG  
2019**

## APPROVAL

This final project entitled *The Effectiveness Of Using Throwing Ball And Jeopardy Games By Using Grammar Translation Method In Teaching Reading Comprehension A Case of tenth Graders of SMA Negeri 2 Brebes* in the Academic Year of 2018/2019 has been approved by a board of examination and officially verified by the Dean of the Faculty of Languages and Arts on **19** December 2019.

### Board of Examination:

- (1) **Chairperson**  
Drs. Eko Raharjo, M.Hum.  
NIP. 196510181992031001
- (2) **Secretary**  
Zulfa Sakhiyya, S.Pd., M.Tesol., Ph.D.  
NIP. 198404292012122002
- (3) **First Examiner**  
Sri Wuli Fitriati, S.Pd., M.Pd., Ph.D.  
NIP. 197510262005012001
- (4) **Second Examiner**  
Puji Astuti, S.Pd., M.Pd., Ph.D.  
NIP. 197806252008122001
- (5) **Third Examiner/ Advisor**  
Dr. Dwi Anggani Linggar B., M.Pd.  
NIP. 195901141989012001



Approved by  
The Dean of Faculty of Languages and Arts

Dr. Sri Rejeki Urip M, Hum  
NIP. 196202211989012001

## DECLARATION OF ORIGINALITY

I am, Puspita Rizkalia, hereby declare that this final project entitled *The Effectiveness of Throwing Ball and Jeopardy Games by Using Grammar Translation Method in Teaching Reading Comprehension A Case of The tenth Graders of SMA Negeri 2 Brebes in Academic Year of 2017/2018* is my own work and has not been submitted in any work form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished works of others has been acknowledged in the text and a list of bibliography is attached in the bibliography.

Semarang, 19 Desember 2019



Puspita Rizkalia  
2201413009

## MOTTO AND DEDICATION

*∞ So verily with the hardship there is relief, verily with the  
hardship there is relief ∞  
(Q.S Al-Insyirah:5-6)*

I dedicated my final project to:

My beloved parents

The one and only sister Tiara Rizkalia

And dearest friends

## ACKNOWLEDGEMENT

First of all, I would like to express my sincere gratitude to Allah SWT, the Lord of the world and the Master of the day after, for the blessing, graciousness, power, and ways of ease given to complete this final project entitled *The Effectiveness of Using Throwing Ball and Jeopardy Games by Using Grammar Translation Method in Teaching Reading Comprehension A Case of The tenth Graders of SMA Negeri 2 Brebes in Academic Year of 2017/2018*. This final project is submitted as the final requirement in accomplishing undergraduate degree at English Education Study Program, English Department, Faculty of Languages and Arts, Universitas Negeri Semarang.

In this occasion, I would also like to express the deepest appreciation and sincere thanks to my beloved parents and my the only one sister who always support in everything and for always be my side and also for my first advisor Dr. Dwi Anggani Linggar B., M.Pd. and my second advisor Puji Astuti, S.Pd., M.Pd., Ph.D., who gave me continuous guidance, assistance, and inspiration for finishing my final project. Special thanks to my another support system ( Mba Bety, Nanda, Untari and someone that I cannot mention the name and all of my good friends whose name cannot be mentioned one by one for their love, understanding, confidence, guidance, and motivation.

**Rizkalia, Puspita.** (2019). *The Effectiveness of Using Jeopardy and Throwing Ball Games by Using Grammar Translation Method in Teaching Reading Comprehension A Case of Tenth Graders of SMA Negeri 2 Brebes in Academic Year of 2017/2018*. Final Project. English Language Education. Faculty of Languages and Arts. Universitas Negeri Semarang. First Advisor: Dr. Dwi Anggani Linggar B, M.Pd. Second Advisor: Puji Astuti, S.Pd., M.Pd., Ph.D.

This research was conducted to find out which one is more effective in teaching reading comprehension by using the combination of Jeopardy Game with Grammar Translation Method or the combination of Throwing Ball Game with Grammar Translation method for the tenth grades of SMA 2 Brebes. The subjects were tenth year students of SMA Negeri 2 Brebes. The experimental group was treated by using the Jeopardy Game and the control group was treated by Throwing Ball Game. The researcher used a test and questionnaire as an instrument. After collecting and analyzing the data it showed that pre-test mean in experimental group was 57.43 and the post-test was 80.67. It can be said there was a significant improvement 40.5%. While pre-test mean of the control group was 55.43 and the post-test was 74.48. It can be said there was 34.4% improvement. In short, the combination of Jeopardy Game was more effective in teaching reading comprehension in SMA 2 Brebes.

**Keywords:** experimental; games; Grammar Translation Method; reading comprehension

## TABLE OF CONTENTS

APPROVAL .....	ii
DECLARATION OF ORIGINALITY .....	iii
MOTTO AND DEDICATION.....	iv
ACKNOWLEDGEMENTS.....	v
ABSTRACT .....	vi
TABLE OF CONTENTS .....	vii
LIST OF TABLES.....	ix
LIST OF FIGURES .....	x
LIST OF APPENDICES .....	xi
CHAPTER 1 INTRODUCTION	
1.1 Background of the Study .....	1
1.2 Reasons for Choosing the Topic.....	4
1.3 Research Problems .....	4
1.4 Objectives of the Study.....	5
1.5 Significance of the Study.....	5
1.6 Outline of the Report.....	6
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Review of Previous Studies.....	8
2.2 Review of Theoretical Studies.....	16
2.2.1 General Concept of Reading Comprehension .....	16
2.2.2 Teaching Reading Comprehension in Senior High School .....	18
2.2.3 Components of Reading .....	17
2.2.4 Steps in Reading .....	18
2.2.5 Jeopardy Game .....	19
2.2.6 Throwing Ball Game .....	20
2.2.7 Grammar Translation Method .....	21
2.2.8 Summary.....	22
2.3 Theoretical Framework .....	22
CHAPTER III RESEARCH METHODOLOGY	
3.1 Research Design .....	25

3.2 Object of the Study .....	26
3.3 Hypotheses.....	27
3.4 Type of Data .....	28
3.5 Instrument for Collecting Data .....	28
3.5.1 Questionnaire Sheet.....	28
3.5.2 Criteria of the Test.....	29
3.6 Method of Collecting Data .....	29
3.6.1 Try Out Test.....	29
3.6.2 Pre Test.....	30
3.6.3 Post Test .....	30
3.7 Method of Analyzing Data .....	30
3.8 Procedures for Collecting Data.....	32
3.9 Analyzing T-test .....	33
<b>CHAPTER IV RESULTS AND DISCUSSION</b>	
4.1 General Description Research Activities.....	35
4.2 Research Analysis.....	36
4.2.1 Analysis of the Tryout Score .....	36
4.2.2 Pre test Result Analysis .....	39
4.3 Result of Post-test.....	41
4.3.1 Normality.....	42
4.3.2 Homogeneity .....	43
4.4 Significant Difference of Two Tests .....	44
4.5 Questionnaire.....	45
4.5.1 Findings of Jeopardy Questions .....	46
4.5.2 Findings of Throwing Ball Games Questionnaire .....	46
4.6 T-Test Statistical Analysis.....	49
4.6.1 T-test of Pre-test .....	45
4.6.2 T-test of post-test.....	50
4.7 Discussion.....	52
<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS</b>	
5.1 Conclusions .....	54
5.2 Suggestions.....	54



## LIST OF TABLES

Table	Page
4.1 Descriptive Statistics of Pre-test .....	39
4.2 One-Sample Kolmogorov-Smirnov Test of Pre-test.....	40
4.3 Test of Homogeneity of Variances in Pre-test .....	41
4.4 Descriptive Statistics of Post-test.....	42
4.5 One-Sample Kolmogorov-Smirnov of Post-Test.....	42
4.6 Test of Homogeneity of Variances in Post-Test .....	43
4.7 Average Scores between the Experimental and Control.....	44
4.8 Summary of Questionnaire no 1 in Experimental Group.....	46
4.9 Summary of Questionnaire no 2 in Experimental Group.....	47
4.10 Summary of Questionnaire no 3 in Experimental Group .....	47
4.11 Summary of Questionnaire no 1 in Control Group.....	48
4.12 Summary of Questionnaire no 2 in Control Group.....	48
4.13 Summary of Questionnaire no 3 in Control Group.....	49
4.14 Independent Samples of Pre-Test .....	50
4.15 Independent Sample of Post Test .....	51

## LIST OF FIGURES

<b>Figures</b>	<b>Page</b>
3.1 Theoretical Framework .....	23
4.1 The mean score Difference between Experiment and Control Group ..	44

## LIST OF APPENDICES

<b>Appendix</b>	<b>Page</b>
1. List of Try-Out Test's Students.....	60
2. Try-Out Test's Questions and Key Answer .....	61
3. Analysis of Try-Out.....	77
4. Validity of Try-Out Test.....	78
5. Reliability of Try-Out Test.....	80
6. Difficulty Level of Try-out Test.....	81
7. Discriminating Power of Try-out .....	83
8. Lesson Plan of Experimental Group .....	85
9. Instrument of Pre-test of Experimental and Control Group .....	102
10. Instrument of Post-test of Experimental and Control Group.....	115
11. The Result Pre-test and Post-test in Experimental Group .....	129
12. The Result Pre-test and Post-test in Control Group .....	130
13. Name List of Experimental Group .....	131
14. Name List of Control Group .....	132
15. Plagiarism and Grammar Checker .....	133
16. Documentations.....	13

## **CHAPTER 1**

### **INTRODUCTION**

This chapter explains the background of the study, the reasons for choosing the topic, the statement of the problem, the objective of the study, the research hypotheses, the significance of the study, the limitation of the study, and the outline of the study.

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

Reading is one of the language competence in mastering English. In learning a foreign language, four major skills that need to be mastered: listening, reading, speaking and writing. Alexander (1975) stated that students skill such as, understanding, speaking, reading, and writing must be trained adequately. Gillet and Temple (2000) as cited in Uribe-Enciso (2015, p.39) state “that reading is important because it is functional in our daily lives.” Every day we read something either at school, in the office or on the street, thus reading cannot be separated in our life. Furthermore, reading is comprehension. Nutall (1996) states “that the purpose of reading comprehension is part of the process of reading comprehension.” The process can be seen when the readers get the messages and meanings of the text they have read.

During the writer’s teacher internship, many students have difficulty in understanding the reading passages. Most students consider reading is difficult and boring activity. First, reading is not a common habit in Indonesia, in other words, they are lazy to read and they consider that reading is a boring activity in

class, second English is rare to use in daily communication, so they hard to find out the meaning of some English words, the last teacher also use conventional method that makes it is more boring. In general, some teachers just ask the student to comprehend the passage individually and then answer the questions. In teaching English, students should be given a purpose. The given purpose makes them enthusiast in reading passages. Reading skill is also included in the National Examination. It means that reading becomes one of central role skill and the students need to be able to comprehend the text given properly when they answer the questions. According to Underwood as cited by Novotny (2011) that comprehension is one of the most important reading skills adolescent students need to process. Therefore, the teacher should help students to get well understanding the reading passage and get the best score.

Teaching reading is not easy to do. Comprehension is a very complex skill. In teaching reading, Teachers should know two overriding questions. What suitable strategies that teacher use and how should apply that strategies. The basic question is what strategy that teacher use based on the condition of the grades and the condition of the student itself. Certain strategies will help the student comprehend the passage well and develop the reading skill. O'Malley and Chamot (1990) as cited in Khaki Nasrin (2014, p.187) define learning strategies as "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information". The next question is how the strategy will apply in the classroom. A teacher should plan to make the strategy successfully work.

Certain strategies can be applied to overcoming students' difficulty in

reading comprehension. One of the ways is using a game. Based on Mubaslat (2012) states that “the one useful strategy to encourage learning a foreign language is using language games.” Incorporating fun games can create an active learning environment in class. Games are such an easy tool and it can make students interesting. The writer is going to explore the teaching reading comprehension in a narrative text by applying two interactive games and a technique. The games that will use are Throwing Ball Game and Jeopardy Game. These two games are fun, so it makes students joy and also helps to overcome students’ difficulty in understanding reading passages. The Technique is also needed in language teaching. The used technique can make the games more effective because the implementation of the games can run smoothly. It is impossible to teach without using the technique. The writer chooses the Grammar Translation Method (GTM) in teaching reading comprehension. According to Larsen-Freeman (2000) “the purpose of the Grammar- Translation Method was to help students read and understand foreign language literature.” GTM is a simple technique that teachers usually use in English foreign countries. By using the translation, the student can compare the native language and the target language, thus a student can easily understand and memories the target language.

There are many studies conducted to find out the effective and suitable technique in teaching reading comprehension. Earlier game classroom experiment was conducted by Simkin (2013) and Rotten (2014). Both of them use Jeopardy Game in the classroom. From those studies, the conclusion shows that Jeopardy Game can make students enthusiastic with the materials and want to play again in

later classes. The previous study about Throwing Ball Game experiment was conducted in science Ginting (2017), accounting Ambarwati (2013) and language Sumarni (2012). The three of them have a difference in the field of the study. Even though the study was done for varied subjects, Throwing Ball Game was still effective for those varied subject. The writer decided to study the use of Jeopardy Game and Throwing Ball Game in teaching reading comprehension of narrative texts and the writer would like to find out which one is more effective.

## **1.2 Reasons for Choosing the Topic**

The reasons why the researcher chooses the topic are as follows:

- (1) Reading comprehension is an important skill required by foreign language country. Reading comprehension exists in any kind of text in the school curriculum. Thus reading comprehension becomes one of the most important parts of language activity.
- (2) Teaching reading comprehension is not easy to do. Most students getting bored and not interest in their learning materials, so a teacher should think about how to make students enjoy during reading activity and get well understanding of what they read through some strategies.
- (3) In teaching senior high school, an English teacher needs to get student interest in the activities. Teaching strategy is needed to make them interest and directly participate in learning process. The Throwing Ball Game and Jeopardy Game and combining the grammar- translation method technique are the appropriate ways to get full attention in reading materials and make them more motivated in the learning process.

### **1.3 Research Questions**

This study sought to answer following questions:

- (1) How is the difference in reading comprehension scores between students who are taught using the combination of GTM with Throwing Ball Game and those who are taught using the combination of GTM with Jeopardy Game?
- (2) Which one is more effective to teach reading comprehension using the combination of GTM with Throwing Ball Game or the combination of GTM with Jeopardy Game?

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

The objectives of this study are:

- (1) To identify the difference in students' achievement after implementation of using the Throwing Ball and Jeopardy Games in teaching reading comprehension.
- (2) To analyze the effectiveness of using the combination of GTM with Throwing Ball Game and also the combination of GTM with Jeopardy Game in teaching reading comprehension.

### **1.5 Significance of the Study**

The significances of this study are:

- (1) Theoretically

This research will help both teacher and student in English learning activity, especially in reading comprehension skills. The result can give



a contribution for those who have the same topic.

(2) Practically

Hope this research will give motivation for English teacher to be more creative in creating a fun learning for students and also improving their teaching strategy in teaching reading comprehension.

(3) Pedagogically

The result of this research can be used by an English teacher in teaching reading comprehension, so that students more active and enjoy the learning process.

## **1.6 Outline of the Report**

This final project consists of five chapters. Chapter I mainly is about the introduction of the topic being studied: the introduction of the study, reasons for choosing the topic, research problems, objectives of the study, significance of the study, and outline of the study. This chapter mainly is about introduction of the topic being studied.

The second chapter reveals about review of the related literature, which consists of review of previous studies, review of theoretical studies. The theoretical framework encompasses the general concept of reading comprehension, teaching reading in senior high school, components of reading, steps in reading, Jeopardy Game, Throwing Ball Game, Grammar Translation Method and summary of this chapter while review of previous studies explains about many previous studies related to my topic.

The third chapter discusses research design, object of the study, hypothesis, type of data, instrument for collecting data, method of collecting data, method of analyzing data, the procedure of collecting data, analyzing t- test. This chapter mainly explains how I get the data and analyze them based on the theory which has been discussed in chapter two.

The fourth chapter covers the result of the research which consists of a description of the data and analysis of the data. The description of the data reveals what the data are and how they are gained. Meanwhile, the analysis of the data shows the result of the research by answering the research questions from chapter one.

The last chapter presents conclusions and suggestions based on the research. Conclusions explain shortly about the result of the study while suggestions offer the best treatments suggested by me regarding the result of the study.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter contains three sections. The first section presents a review of the previous studies related to the topic. Then a review of the theoretical study and the last section describes the theoretical framework which is used as the basis of the research.

#### **2.1 Review of Previous Studies**

Game is such an activity that can encourage and entertain the learners. Some games usually can be a learning tool for teaching, for instance, the study was conducted by Sari (2015). Her study entitled The Use of Picture Matching Game to Improve Students' Reading Comprehension. The objectives of this study are to know the students' achievement improvement in mastering reading comprehension after the implementation of picture matching games. Based on this research, picture matching game can improve their response during reading comprehension, especially in narrative text. It can be seen from the test's result; pre-test was 71,05; cycle test 1 was 79,76; cycle test 2 85,13; post-test was 91,05. It showed that the post test is higher than a pre-test. Nurdianita (2015) also uses games for her learning tool. Her study was conducted to find out the use of TextTwist game for teaching vocabulary. This study attempt to find out whether the use of Texttwist game improves the students' vocabulary or not. Texttwist is a portable computer game published by game house. The focus of the study is the

students' vocabulary, more specifically the verb which appears in the game. In this, the researcher used two groups, the experimental group and control group. The result of this research showed that there is a significance score test by using the texttwist game. Astuti (2014) conducted a research about using cooking academy game in improving vocabulary mastery of vocational students. She aimed to find out the aforementioned game can be used to enrich vocational students' English vocabulary enrichment through the game, she also wanted how the game can improve students' motivation and interest in learning English. Nurrahman (2013) conducted a research to know the effectiveness of make a match game in teaching vocabulary. The goal of the research is to find out the effectiveness of a match games in teaching English. From the result of the data analysis, it was found that t-test result (3,005) was higher than t- table (1,685). The research concluded that "make a match games" is effectively to be used in teaching vocabulary.

In addition, Aulia (2013) studied the use of manual super text twist game to Improve students' English vocabulary mastery. This study aims to find out how the manual super text twist game can help in solving students' vocabulary problem. The researcher used several pre-tests and post-test to obtain the improvement of the vocabulary mastery. The average of the initial pre-test score was 64, while the average of the final post-test was 80. It can be concluded that make a match game can improve the vocabulary mastery. Trystiana (2015) studied to find out whether playing Spelvin and Scrabble game have the impact in learning vocabulary on Narrative Text or not. Her research compared between

those two games and decided which one of these games is more effective for learning vocabulary. Based on her research, games can increase students' motivation on learning English especially in Narrative text. Rizki (2013) conducted a research that aims at investigating the use of pictures game which is used by English teacher in learning vocabulary in the classroom of State Elementary School 1 Rancawuluh. This research focused on the students' difficulty in learning vocabulary, picture games applied and the students' motivation and achievement in learning vocabulary. The result of this research showed that applying Pictures game can improve students' motivation and achievement in learning vocabulary. The students are motivated to learn vocabulary while playing Pictures Game.

Throwing Ball Game is also proven to improve students' achievement, for instance Jayanti (2013). Her study entitled Implementation of Throwing Ball Game in improving student activity. In this study the researcher using some indicators to assess the student participation, such as: reading the accounting materials, asking questions about material that has not been understood, listening to the teachers' explanation and to group discussion, recording the accounting material, doing the tasks and exercises, enthusiasm to work together in group, expressing opinions in the discussion, answering questions and giving respond to the other students' opinions, and giving opinions related to accounting references. Based on the research, by using Throwing Ball Game students' participation has been able to increase the students learning activity on accounting learning on fixed assets subject materials. It can be seen from the cycle I 80% and become 90% in

cycle II. Darusmin (2011) also proved that Throwing Ball Game increase the speaking ability. There are significant mean score from cycle one (78,70%) to cycle two (83,33%). Supporting Jayanti and Darusmin's findings, Putri and Nurdiawati (2017) studied the effectiveness Throwing Ball Game in teaching writing procedure text. The result from the studied was found that the mean of experimental class was 84.95 which was higher than control class 77.72. Ginting (2015) also studied Throwing Ball Game implementation to increase student civic education learning outcome. This research shows there are improvements from the first cycle reached 73.33% and the second cycle reached 83.33%. It can be conclude that Throwing Ball Game can increase students' outcomes on civic education subject.

Ambarwati (2013) also studied Throwing Ball Game to increase students learning activities. The findings of her research study proved that there is improvement in students learning activities after Throwing Ball Game implementation. The researcher uses 10 indicators such as, such as reading the accounting material, asking questions about material that has not been understood, listening to the teacher's explanation and from group discussion and others. The last studied about Throwing Ball Game conducted by Sumarni (2012) with the titled the influence of Throwing Ball Game on students' speaking skills. From the result of her research, it can be concluded that Throwing Ball Game can increase student result test and motivate students to be more active in learning English.

Another research that will be discussed is about Jeopardy Game. Sari (2015) studied on the effectiveness of using Jeopardy Game toward student'

achievement in simple present tense. The writer uses Jeopardy Game in power point to teach grammar. From the data obtained, the use of Jeopardy Game showed significant result. Analyzed using Paired Sample T-test, it was known that the significance level is 0.000. Because of the significance level smaller than the standard level of significance 0.05 ( $0.000 < 0.05$ ) the alternative hypothesis ( $H_a$ ) that states there is a significant difference on students' achievement in simple present tense before and after using Jeopardy Game is accepted. Another research by using Jeopardy Game conducted by Pitaoka (2017). The title was effectiveness Jeopardy Game to enlarge student vocabulary mastery in reading comprehension in descriptive text. In this study, the researcher attempt to find out whether the Jeopardy Games effective in mastery vocabulary or not and also how it can improve student vocabulary in descriptive text. The researcher find that, by using Jeopardy Game makes student remember the vocabulary easily. It can be seen from post-test is higher than the table ( $3.817 > 2.002$ ). Then Simkin (2013) adopted Jeopardy television game to improve student understanding materials. From the result, students get a better score after being taught by Jeopardy Game. The students also show a high engagement to the game.

Another research was conducted to improve students reading comprehension through some techniques/ methods. Rahmi (2016) studies about the effectiveness of DRTA method to teach reading comprehension in analytical exposition text. In her research she found that there are significant score when teaching using DRTA method. The result of the study indicated that the group taught by DRTA has better score in the test than the group taught by conventional

method. The mean of posttest of experimental group (86.3) was higher than control groups" (73.0). T-test analysis showed that there was a significant difference between post-test of control group and experimental group. DRTA strategy can be a helpful strategy for summarizing ideas from students about topic given. Then Wahyu (2015). He wrote *Improving Students" Reading Comprehension of Narrative Text through DRAW Strategy*. Based on his research, DRAW strategy is one of strategies that can be applied in teaching reading of narrative text. With DRAW, the students work in small groups to discuss a text and respond to questions that involve critical thinking. DRAW strategy encourages higher order thinking, motivates the students at eighth graders of SMP Kartika III-I Semarang in gaining information, promotes discussion, encourages listening, and promotes participation. The use of DRAW strategy gave significant improvement in students" reading comprehension of narrative text.

The next study conducted by Yusuf (2012). His study was about the implementation of kinetic novel to improve students reading comprehension mastery. After conducted the research, it proven that the students can easily comprehends the text and also improved their motivation. Marmaningsih (2004) also studied about teaching reading. His study was conduct to find out how effective interactive educational CD program is in teaching reading narrative text. The measurements showed that the percentage of average of the students in pre-test is 51.7% and in post-test is 80.26%. it can be conclude that concluded that the use of interactive educational CD program in teaching reading narrative text is considered effective to make the students more motivated in learning English.



Maulida (2017) was conducted a study about the use of think pair share in teaching reading comprehension. In her journal, the study focused on the implementation, the difficulties and how to solve the problem in teaching through think pair share technique. From this study, the researcher conclude that think pair share is a interesting and helpful technique, but teacher should be aware to some problem that might be appear after applying this techniques. The teacher's lack of preparation and students' limited vocabulary can be obstacles when applying think pair share. Teacher should have a good preparation before applying this technique and also help the students to improve their vocabulary. Another technique that can be used to improving reading comprehension isn know-what-learn (KWL). This study was conducted by Pangaribuan and Sinambela (2015).

KWL is a strategy that has three activities: recalling what they KNOW, determining what they WANT to learn, and identifying what they LEARN as they read. The data were analyzed by applying t-test formula and it was found that students' achievement that were taught by applying KWL was higher than those who were taught without applying KWL. The mean score of the students who were taught by applying KWL strategy is 73,36 it is higher than mean score of students who were taught without applying K- W-L is 68,73, The t observed 3,56 and t table 1,992. It means  $t_{observed} > t_{table}$ . It means that  $H_a$  is accepted. Thus, it can be concluded that KWL has good effect on students' reading comprehension achievement. Purnomo (2012) was conducted a study about numbered head together. The finding showed that NHT technique was successful in improving students' reading comprehension. The improvement could be seen from students' average score in the first cycle was 60.44, 74.44 in second cycle and 76.23 in third cycle. Marmaningsih (2004). Her research was The Use of Interactive

Educational CD Program in Teaching Reading Narrative Text. She wanted to know how effective interactive educational CD program is in teaching reading narrative text. She concluded that the use of interactive educational CD program in teaching reading narrative text is considered effective to make the students more motivated in joining the lesson. The students' response towards interactive educational CD program in teaching English reading could be seen by students' attraction and the students were easier to concentrate through the lesson by using the CD. It can be seen by pre-test and post-test. The measurements showed that the percentage of average of the students in pre-test is 51.7% and in post-test is 80.26%. The post-test is higher than the pre-test. It showed that the students' reading achievements are increasing than before taught by the technique.

Another method that will be discussed in this section is Grammar Translation Method. Some journals were conducted to find out the effectiveness of using GTM in teaching English. Mart (2013) discussed the use of GTM to facilitate learning in ESL classes. From his study conclude that grammar translation method is useful device and contribute to the use of the target language effectively. Pan (2012) added translation is efficient teaching method to facilitate students in the acquisition of foreign languages. This method is easier to use because EFL learners have a natural tendency to use translation. Aqel (2013) on his journal also discuss the effect of using GTM on acquiring English as a foreign language. The goal of this research is to investigate the effect of using GTM on acquiring English as a foreign language. His study used 2 groups as an experimental and a control group. His also used a pre- test a post-test as the

instrument. From this study, he concluded that students get higher marks after taught by GTM. Megawati (2017) was conducted a study about how GTM can improve student's reading comprehension. In her journal, it took three cycles. The measurements showed that the percentage of average of the students is 6.76, cycle II is 7.35, cycle III is 7.80. It can be conclude that GTM can improve student's reading comprehension. Mansoor and Khan (2016) also conducted a study that focuses on GTM in teaching and learning at intermediate level. The researchers want to know the use, the effectiveness and analyze the learning concept through GTM. They conclude that GTM is proved beneficial for learners. Juliarta (2014) also proved that GTM showed positive changing behavior of the subjects under study in their attitudes and motivation increased significantly toward reading comprehension. It can be seen from the average mean cycle I was 6.00 and cycle II was 7.88. Based on the above review studies, it shows that studies on teaching English using interactive games and other techniques have been conducted. The similarity of applying game in classroom are same. Student be more enthusiastic and motivated in learning process. This study is different with the previous studies because this study used the combination GTM with Jeopardy Game and the combination GTM with Throwing Ball Game to compare which one is more effective to teach reading comprehension. Therefore, this study is worth conducting.

## **2.2 Review of Theoretical Studies**

I took some relevant literature to support this study about teaching reading comprehension using the combination of games and Grammar Translation

Method. It presents the general concept of reading comprehension, teaching reading in senior high school, components of reading, steps in reading, Jeopardy Game, Throwing Ball Game, Grammar Translation Method and summary

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

Reading comprehension is one of the parts of the act of reading. What is the definition of reading comprehension? Some experts describe the outline definition of reading comprehension. Van den Broek and Espin (2012) as cited in Moore (2015) states that “Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text”. Therefore, reading comprehension is becoming the difficult one. Another expert, Anderson (2003) states that “Reading comprehension is a process that involves meaningful construction of an author’s message by the use of prior knowledge, especially the knowledge of language. It means that reading comprehension as a process of negotiating, understanding between the reader and the writer”. Besides, Linse (2006, p.71) says that “reading comprehension refers to reading for meaning, understanding, and entertainment.” People read the text not only to get information, but also to learn from it, organize information, assess the text and even just to get entertainment from the text. Based on definition above, it can be conclude that reading comprehension is the complex process that should combine knowledge, mental representation, and well understanding. Furthermore, Widdowson (1990, p.114) states that reading are specific abilities which enable a reader to read the writtern form as meaningful language.

### 2.2.2 Teaching Reading Comprehension in Senior High School

According to Brown (2011, p.16) says that “teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditional for learning. In short, teaching is a process of helping and guiding students to learn and develop their knowledge.”

Education Unit Level Curriculum state that teaching reading in senior high school aims to develop the students’ ability to comprehend and create kinds of short functional text monologue essay formed procedure, descriptive, recount, report, narrative, and other genre that related to surrounding environment.

Teaching reading in senior high school should be more interesting. As teachers, they have to find the best way to make them happy and have enthusiasm in learning English (Bharati, 2007, p.123). In result students get more motivated to read. Poor technique and the way to deliver the materials make them getting bored easily.

### 2.2.3 Components of Reading

Based on Antunez, B (2002). *English language learner and five essential components reading instruction. Retrieved From*

<http://www.readingrockets.org/article/english-language-learners-and-five-essential-components-reading-instruction> there are five components of reading. They are as

follow:

- a. Phonemic awareness: the knowledge and manipulation of sounds in spoken words.

- b. Phonics: the relationship between written and spoken letters and sounds.
- c. Reading fluency, including oral reading skills: the ability to read with accuracy and with appropriate rate, expression, and phrasing.
- d. Vocabulary development: the knowledge of word, their definitions, and context.
- e. Reading comprehension strategies: the understanding meaning in text.

#### **2.2.4 Steps in Reading**

According to Brown (2004) there are 5 steps in reading. It is called SQ3R. They are as follow:

- a. *Survey*: Skim the text for an overview of main ideas.
- b. *Question*: The reader asks questions about what he or she wishes to get out of the text.
- c. *Read*: Read the text while looking for answers to the previously formulated questions.
- d. *Recite*: Reprocess the salient points of the text through oral or written language.
- e. *Review*: Assess the importance of what one has just read and incorporate it into long-term associations.

#### **2.2.5 Jeopardy games**

A Jeopardy Game is popular television game show. This game gives student chance to learn with fun activity. Teacher can use power point templates or made their own media. There are so many power point templates available in web sites.

The following is the advantages of Jeopardy Game stated by Friedman (2011):

- a. Jeopardy Game is a great way to reinforce curriculum during class time and it also is a valuable educational tool.
- b. Jeopardy Game can build students' motivation because this game makes students be competitive with other students to answer the question.
- c. This game can make students cooperate with other because this game emphasizes students not to open the dictionary so that they will consider their memories and inform to each other.
- d. Jeopardy can entertain the students, so the players will be more joyful and fun while they learn vocabulary and play this game.

According to Friedman (2011), there are some procedures for teacher to teach vocabulary using Jeopardy Game. The procedures are stated as follow:

- a. The teacher divided students into 6 groups, each group included 5 students.
- b. The teacher shows the slides on power point. The first slide includes 4 topics and 5 scores (100-500) and there are the questions or clue behind the question mark.
- c. After the preparation finished, the teacher commands students for the first group who can quickly put their hands.
- d. The group can choose one topic with one score they want.
- e. If the group can answer the question, the score is for them.
- f. The students cannot use the dictionary but they can ask their member of

group about what is the answer.

- g. If the group cannot answer the question, the teacher will choose other group who put hands up quickly.
- h. The group who get the highest score is the winner.
- i. After all questions are done, they discuss it together.

### **2.2.6 Throwing Ball Game**

According to Amy Buttner (2007) “Throwing Ball Game is a means to practice question and answer, as well as any other topic.” This game is fun game using a paper that made looks like a snowball. This game is suitable applied involve a lot of students. The aimed of this game to make student more responsive and interested in learning process. Based on Amy Buttner (2007). Step-by-step method Throwing Ball Game are as follows:

1. Teacher deliver the material that will be learnt.
2. Teacher give some texts.
3. Teacher ask the student to understand the whole meaning of the text.
4. Teacher ask each student to choose a certain number between 1 to 10 and write them in a piece of paper.
5. Student wad up the paper into a snowball
6. Students throwing directly the snowball to their friend
7. Students who get the thrown ball must answer the question inside the snowball
8. Teacher give 10 minutes to think the answer
9. If they cannot answer there will be a punishment



### **2.2.7 Grammar translation method**

GTM is one of the traditional method in teaching English. Grammar- Translation Method helps to understand foreign language (Larsen- Freeman, 2000). This method is the easiest way for both teacher and students and it is also the quick method to comprehend the target language. GTM is widely used to teach English in Indonesia. This method focus on reading, grammar and translation thus, many studies have been conducted by using GTM. In understanding reading comprehension, students have to understand the whole meaning so GTM useful to help student in reading comprehension. It also meaningful because It is include vocabulary and grammar. Based on Schäffner (2002, p.125) there are 6 benefit of translation: “(a) improve verbal agility, (b) expand the students” vocabulary in L2, (c) develop their style, (d) improve their understanding of how languages work, (e) consolidate L2 structures for active use, and (f) monitor and improve the comprehension of L2”.

### **2.2.8 Summary**

In conclusion, reading comprehension is one of the most important skills in required for students’ foreign language. Many students face difficulty while comprehend the passage. It can be bored activity if the teachers just ask them to read and read. Teacher should be more innovative in creating creative environment in class. One of the simple ways is using game. There are many interactive game can be adapted for teaching language. Interactive game such as Jeopardy and Throwing Ball Game can make student enthusiastic with the lesson.

## **2.3 Theoretical Framework**

Reading is complex skill in mastering English. According to Brown (2011, p.16) says that “teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditional for learning. In short, teaching is a process of helping and guiding students to learn and develop their knowledge.” In Senior High School they have low motivation in reading process. In result, they reading score are quite low than other skill. Based on Mubaslat (2012) states that “the one useful strategy to encourage learning a foreign language is using language games.” The researcher needs to encourage student motivation in learning especially in reading skill through interactive game. In hope this game will makes students understand the materials and enjoy the process.

Game cannot stand by itself. Some technique indeed to make it more effective. The simple way to teach English foreign language students is GTM. GTM is the simple and traditional way in teaching language. Based on (Larsen-Freeman, 2000) states that “Grammar Translation Method is one of the traditional method in teaching English. The purpose of the GTM was to help students read and understand foreign language literature.”

In this study, the writer used experimental research. This research has two variables, experimental group and control group. In short, the experimental group was given a new treatment using Throwing Ball Game while the control group is treated by Jeopardy Game. Both of them use GTM.

The research concept:

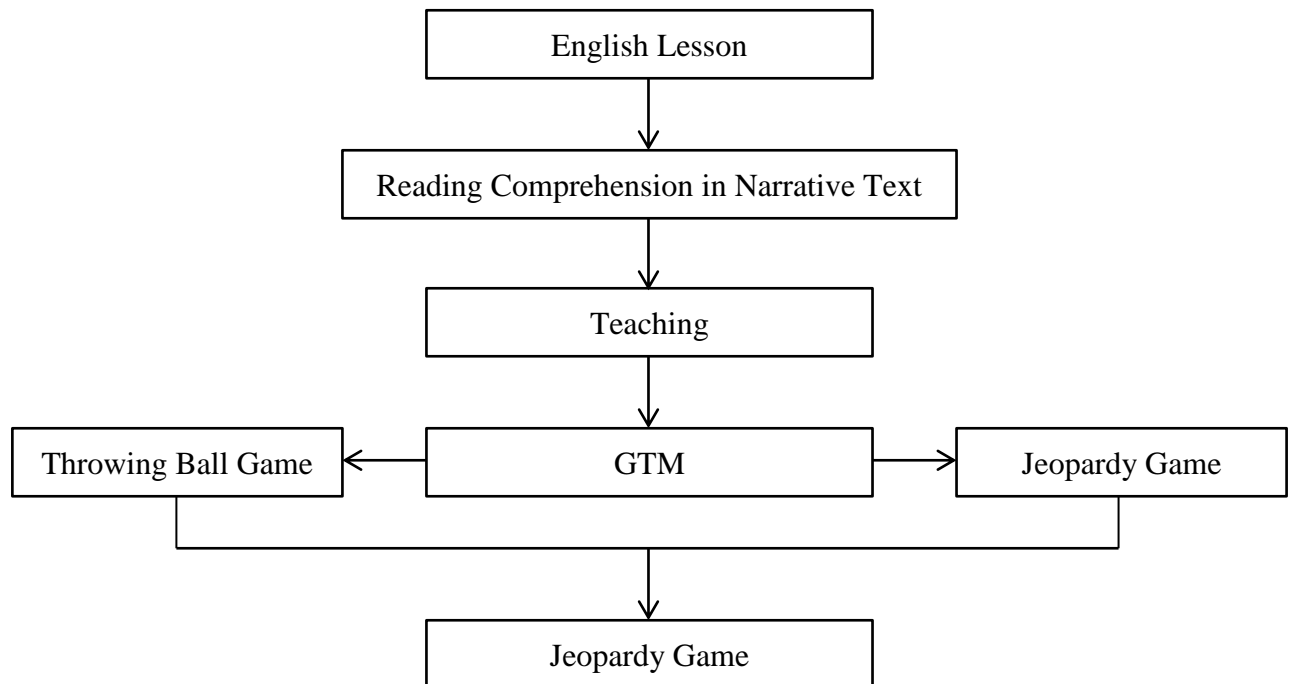


Figure 1. Theoretical Framework

Teaching English lesson in Senior High School consists of many skills namely listening, reading, writing, and speaking. In this study the writer focused on teaching reading in narrative text. There are many methodologies in teaching English. One of them is GTM. In teaching English, GTM is one of traditional method. In this method mastery of grammatical rules and vocabulary knowledge are emphasized. In this study the writer used two interactive games that were combined with GTM. Those games were Jeopardy Games and Throwing Ball game. Jeopardy Game adapted from popular television game show. The teacher used power point templates or made their own media. Meanwhile, Throwing Ball Game is interactive game by using paper that made looks like a snowball. This

study used experimental research, where there were experimental and control class. In experimental class used the combination GTM and Jeopardy Game. In control class used the combination GTM and Throwing Ball Game. The aim of this study was to compare between the combination GTM with Jeopardy Game and the combination GTM with Throwing Ball game. The result showed that the combination GTM and Jeopardy Game was more effective than the combination GTM and Throwing Ball Game.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter describes in detail the method of investigation which consists of research design, research site, the instrument of the study, procedures of data collection, and procedures of data analysis.

#### 3.1 Research Design

In this research, the writer used quasi experimental research to analyze the data. According to Best (1981, p.59) an experiment involves the comparison of the effect of the particular treatment with that of a different treatment or no treatment". This research used two games and a technique, Throwing Ball Games and Jeopardy Games. There are two groups were being compared in this design. The design of quasi experimental proposed by Hartoyo (2009,p.33) can be described as the following:

$$\frac{EG O_1 X_1 O_2}{CG O_1 X_1 O_2}$$

(Hartoyo, 2009:33)

Where:

- EG : experimental group
- CG : control group
- O<sub>1</sub> : pretest from
- O<sub>2</sub> : posttest from group
- IX : treatment
- O<sub>1</sub> : pretest from group II
- O<sub>2</sub> : posttest from group II

Based on the diagram above, there are two object groups of this study, the experimental group and control group. Both experimental and control group was given pre-test and posttest in order to know the ability in each field in understanding reading comprehension passage. The difference between experiment and control group was the treatment, the Throwing Ball Games and Jeopardy Games.

### **3.2 Object of the Study**

The object of the study consists of population, sample, and variables of investigation

#### **a. Population**

According to Best and Kahn (2006), a population is defined as a group of individuals with at least one common characteristic which distinguishes that group from other individuals. Also Creswell (2005) states that “a population is a group individuals who have the same characteristics”. In this study the population was tenth-grade students of SMA N 2 Brebes in the academic year 2017/2018. On the average, each class consists of 35 students. The researcher chose the tenth graders because the material of this research is narrative text and it is on the tenth grades” material. The researchers chose SMA N 2 Brebes because the researcher researched at the end of the semester which is simultaneous with the time narrative text will be taught to the students.

#### **b. Sample**

Based on Best and Kahn (2006), “a sample is a small proportion of the

population that is selected for observation and analysis.” Another opinion comes from Saleh (2001, p.33) “sample is a part of population which functions as its representatives. Sample is a group of people, objects, or places from which the data is collected”. In this case, two classes took as the sample. The researcher took tenth social 1 as the experimental group and tenth social 4 as the control group. Both were given the same material but different treatment by the same English teacher.

c. Variables of investigation

In this study, there are two variables, dependent variable and independent variable. As stated by Best and Kahn, (2006) the independent variables are the conditions or characteristics that the experimenter manipulates or controls in his or her attempt to ascertain their relationship to observed phenomena.” The independent variable in this study is the use the combination of the GTM and Throwing Ball Games and the GTM and Jeopardy Games. Dependent variable definition based on Brown as cited in Saleh (2012, p.100) is a variable which is observed to determine what effect that is caused by independent variable. In this study the dependent variable is the result of student’s reading comprehension mark.

### **3.3 Hypotheses**

As stated by Mursid (2011) hypotheses with such formulation are called working hypotheses or alternate hypotheses. There are two hypotheses in this study. They are:

- a. The working hypothesis (H<sub>w</sub>): There is significant difference between the

students who are taught the combination of GTM and Jeopardy Games and combination GTM and Throwing Ball Games.

- b. The null hypothesis (H<sub>0</sub>) of this study: There is no significant difference between the students who are taught using the combination of GTM and Jeopardy Games and combination GTM and Throwing Ball Games.

### **3.4 Type of Data**

In this research, the writer collected the primary data through the results of students' reading test in experimental and control group. The results were compared to find out which one more effective in teaching reading comprehension in narrative text.

### **3.5 Instrument for collecting data**

The instrument is used to measure the students' ability. Arikunto (2002) states that "research instrument is a device used by the researcher while collecting data in order to make his work become easier and to get better result, make the data easy to process". Therefore, the writer will administer pre-test to both of the experimental group and control group before the treatment is given to find out the students' abilities in understanding reading passages. Then, the post-test is given after the treatment conducted to see whether there is improvement in students' reading comprehension.

#### **3.5.1 Questionnaire sheet**

Based Saleh (2012) Questionnaire is widely used as means of collecting data, especially when the data will be collected in the form of ideas, opinions, or personal experience of a group of people. Generally, questionnaire is in written



form. In this research, questionnaire is given to find out the students' opinion about learning activities using Jeopardy Games and Throwing Ball Games. The researcher chose close-ended questionnaire. Here the draft of the questionnaire:

1. How do you feel being taught using Jeopardy/Throwing Ball Game?
2. What are the difficulties that you find in the reading activities using Jeopardy/Throwing Ball Games?
3. How does Jeopardy/Throwing Ball games help you to understand the content of the text?

### **3.5.2 Criteria of the test**

A test should have some qualities as validity and reliability. According to Arikunto (2006, p.168) "validity is the measurements that indicate the validity level of instrument". The good test should also have reliability. Arikunto (2006, p.178) stated that "reliability is determined by the carefulness of evaluation instrument and important of reliability consistence, how far of the test or instrument can be believed".

## **3.6 Method of collecting data**

### **3.6.1 Try Out test**

Tryout test was given before the pretest and posttest. From the try out test we can analyze and know whether the test is suitable for those students or not. According to Madson, (1983), "...good evaluation of our tests can help us measure students" skills more accurately." The form of try out should be the same with the pretest

and posttest, in result we know the test is good or not. The tryout test can be seen in Appendix 1.

### **3.6.2 Pre Test**

A pretest was given before the treatment to find out the students' ability in understanding reading comprehension passage. It is begun to with asking the student to read the passage and then answer the multiple choices. The pre-test can be seen in Appendix.

### **3.6.3 Post Test**

Posttest was the last step after the treatment is given. From the posttest we know which one that more effective whether to use Throwing Ball Game or Jeopardy Game. The form of posttest was the same as the pretest. The post-test can be seen in Appendix 1.

## **3.7 Method of Analyzing Data**

After collecting data, the writer has to analyze the data using some method. They were several steps of analyzing data in this research; analyzing try- out, analyzing pre-test, analyzing post-test, t-test and also questionnaire.

### **a. The validity of the test**

Based on Best and Kahn validity is that quality of a data-gathering instrument or procedure that enables it to measure what it is supposed to measure. Whatever it is measuring, it does so consistently. According to Sugiyono (2013, p.228), the formula could be seen below:

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

(Sugiyono 2013: 228)

Definition:

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

N : The number of the students or subjects participating in the test

$\sum X$  : The sum of scores in each aspect

$\sum Y$  : The sum of total scores from each student

$\sum X^2$  : The sum of square scores in each aspect

$\sum Y^2$  : The sum of square scores from each student

$\sum XY$  : The sum of essay scores from each student

The total score The test is valid when the coefficient of correlation ( $r_{xy}$ ) is higher than the critical value for r-product moment (r-table) at 5% alpha level of significance.

#### b. Reliability

Based on Best and Kahn (2006) states that “reliability is the degree of consistency that the instrument or procedure demonstrates: Whatever it is measuring, it does so consistently.” To measure the reliability of the test, the writer used the following formula (the K-R. 21):

$$r_{11} = \frac{k \sum T - M(k-M)}{(k-1) \sum T}$$

(Arikunto, 2006)

Definition:

$r_{11}$  : the reliability of the instrument

$k$  : the number of items

$M$  : the means of the scores

$V_t$  : the total of variance

To get the result of  $V_t$ , the formula used is:

$$V_t = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{..}$$

(Arikunto, 2006)

Definition:

$N$  : the number of students participating in the test

$\sum Y^2$  : the sum of the square score of students' score

### **3.8 Procedures for collecting data**

The procedure of collecting the data are follows:

1. Choosing the tenth-grade of SMA N 2 Brebes as the population of the study
2. Taking two classes which were tenth social 1 as the experimental group and tenth social 4 as the control group for the sample of this study.
3. Doing tryout
4. Doing the pretest for both experimental and control group
5. Scoring the result of the pretest
6. Giving the treatment for both classes. The control group using Throwing Ball Game and the experimental group use Jeopardy Game.
7. Doing the post test
8. Administering questionnaire

9. Scoring the result of the post test
10. Comparing and analyzing the result to know which one is more effective in reading comprehension.

### 3.9 Analyzing t-test

In collecting the data to complete the study, the researcher collect the data and analyzed the following steps below:

1. Tabulation of the data.

It includes scoring the test items of each student and arranging the scores into the rank order.

2. Applying the appropriate formula for analyzing the data.

The obtained data were analyzed to get the final result. *T-test* formula was used in the research to analyze the data. It showed the final result from both experimental and control groups. T-test Formula (Adapted from by Fraenkel and Wallen, 2009)

$$Z = \frac{T - \left[ \frac{1}{4N(N+1)} \right]}{\sqrt{\frac{1}{24N(N+1)(2N+1)}}$$

Where,

N= the amount of positif rank or the smallest negatif rank

T= number of pairs with the difference result

(Fraenkel and Wallen, 2009)

When the Z value was higher than the level of significance that is

0,05, it meant that there was the difference between two means. On the other hand, if the Z-value was lower than the level of significance, it meant that there was no significance different between the two means. The hypotheses of the study were tested by the following criteria:

- (1) Rejecting null hypothesis ( $H_0$ ) and accepting alternative hypothesis ( $H_a$ ) if the value of Asymp.Sig. (2-tailed) was lower than 0.05 (95% confidence interval of the difference) or 0.01 (99% confidence interval of the difference).
- (2) Accepting null hypothesis ( $H_0$ ) and rejecting alternative hypothesis ( $H_a$ ) if the value of Asymp.Sig. (2-tailed) was higher than 0.05 (95% confidence interval of the difference) or 0.01 (99% confidence interval of the difference).

## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

In this chapter, the data will be presented and analyzed. The data presentation is outlined in several parts. The first is the general description, then the research finding and the last is the discussion. The research finding presented pretest, treatment, post-test, significant different of pretest and post-test, and also pretest, followed by post-test analysis of experimental and control group. After those data analysis, the discussion of the experiment findings is presented.

#### **4.1 General Description of Research Activities**

In this research, the writer chose experimental research which different groups. The research was conducted to the tenth grade of SMA N 2 Brebes. The classes used are Tenth Social 1 and Tenth social 4. The experimental group was treated by jeopardy game and the other group using Throwing Ball Game.

Try-out was conducted at the beginning of whole activities in this research. It was collecting in experimental and control class. After the writer collecting it, then the score was analyzed to find out the validity and the reliability of the instrument. After collecting data from try-out test, it would be applied in control and experimental group as a pretest and posttest instruments in experimental and control group.

In the second meeting, pretest was conducted to measure the students' understanding in reading comprehension test. After pretest, the students of experimental group and control group got the same materials of narrative text. The

experimental group was given the combination of jeopardy games and grammar translation method, while control group was given the combination of Throwing Ball Game and Grammar Translation Method. This difference technique was used to compare the use of combination Jeopardy Game and Grammar Translation Method were more effective or not to improve students reading comprehension. In the last meeting, the writer was conducted the post-test and the questionnaire. The post test was conducted to measure whether there are improvements or not after doing those treatments. The questionnaire was given to know the students respond toward the test using those combination techniques.

## **4.2 Research Analysis**

In this section the writer discusses try out test, pre-test, post-test, questionnaire and significant differences of pre-test and post-test between experimental and control groups I present the result of my data as follow:

### **4.2.1 Analysis of the tryout score**

Try out test was conducted on Sunday, 7<sup>th</sup> May 2018. It was done on both class, tenth social 1 and tenth social 4. The tryout test in the form of multiple choice. There were 35 students in each class. They have done 40 multiple choices in 90 minutes. Try out was used to measure the validity, reliability, discriminating power and item difficulty. The complete result can be seen in appendix.

#### *4.2.1.1 Validity*

The writer used Pearson Product Moment to calculate the validity of the try- out. The instrument would be valid if the result of  $r_{xy}$  is higher than  $r_{table}$  ( $r_{xy} > r_{table}$ ). The result to the table of  $r$ -product moment with the number of subject was



N= 35, with the significant level 5% was 0.361. Since the result of computation, it could be concluded that there were 40 questions, the total of valid questions were 30 and not valid questions were 10. The complete result of the validity of the test could be seen in appendix.

#### *4.2.1.2 Reliability*

In establish a good instrument, reliability is one of requirement that should be include in it. The researcher used interrater reliability to calculating reliability. The test is reliable if the result of  $r_{11}$  is higher than r-table ( $r_{11} > r\text{-table}$ ). Based on the table of critical r-value with significant level 5% for N = 35 was 0,361. Since the result of the computation was higher than the critical r-value, it could be considered that the instrument was reliable. For the complete computation see appendix.

#### *4.2.1.3 Difficulty level*

Difficulty level was calculated from students who answer correctly and total number of students. There are 3 categories in difficulty level: they are difficult, medium and easy. In this research result, there are 6 items were easy questions, 1 item was difficult and 33 items were medium questions. It was calculated by using this formula:

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

(Arikunto, 2006)

In which:

P : Item difficulty

B : the number of students who answer correctly

JS : the total number of students

The criteria were:

Interval	Criteria
$0.00 < P \leq 0.30$	difficult item
$0.30 < P \leq 0.70$	medium item
$0.70 < P \leq 1.00$	easy item

#### 4.2.1.4 Discriminating Power

Discriminating power was used to differentiate between students with low performed and high performed. The discriminating power was calculated by using formula as follow:

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

(Arikunto, 2006)

In which,

D : the discriminating index

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

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

JA : the number of students in upper group

JB : the number of students lower group



Interval	Criteria
$0.0 \leq D \leq 0.20$	Poor
$0.20 \leq D \leq 0.40$	Satisfactory
$0.40 \leq D \leq 0.70$	Good
$0.70 \leq D \leq 1.00$	Excellent

After computing the 40 items of the try out test, it was found that there were: 8 items were poor, 19 items were satisfactory, and 13 items were good. Based on the result of try out analysis of validity, reliability difficulty level and discriminating power, it can be conclude there were 30 items were compatible to be applied for pretest and post-test. The result of discriminating power can be seen in appendix.

#### 4.2.2 Pre Test Result Analysis

The pretest was given before the writer conducting some treatment. It gave to experimental and control class. The pre-test aimed to identify the students beginning understanding in narrative text. There were 35 students in each class who participate in this research. In pre test students should answer 30 questions in 60 minutes. The pretest instrument can be seen in appendix. The average score on the pre-test of the experimental class was 57.43 and the control class was 55.43. The following was a table which shows the distribution of pre-test score in experimental group and control group. The frequency is the number of the students in one interval. To show the achievement of the score by the students, distribution of the scores was described in the table as follow:

**Table 4.1 Descriptive Statistics of Pre-test**

		Pretest Experiment	Pretest Control
N	Valid	35	35
	Missing	0	0
Mean		57.4371	55.4314
Std. Deviation		11.08571	9.97015
Minimum		33.30	33.30
Maximum		76.70	73.30

#### 4.2.2.1 Normality

Normality test was used to determine whether a test was distributed normally or not. The test could be concluded that they were normally distributed if Sig. (2-tailed) was higher than 0.05. normality was used in both class, experimental and control group. to find out normality, the writer used Kolmogrov-Smirnov Test or One- Sample K-S. The data result was presented as bellow:

**Table 4.2 One-Sample Kolmogorov-Smirnov Test of Pre-test**

		Pretest Experiment	Pretest Control
N		35	35
Normal Parameters <sup>a</sup>	Mean	57.4371	55.4314
	Std. Deviation	11.08571	9.97015
Most Extreme Differences	Absolute	.119	.101
	Positive	.119	.099
	Negative	-.113	-.101
Kolmogorov-Smirnov Z		.706	.598
Asymp. Sig. (2-tailed)		.701	.867

Based on table above, p-value of asymph. Sig. (2tailed) for pretest experimental group was 0,701 and it was greater than 0,05 while Sig. (2tailed) for pretest control group was 0,867 and it was greater than 0,05. The hypothesis was accepted as normal distribution when p-value Sig. (2tailed) was greater than 0,05. In short, it can be conclude that pretest were normally distributed.

#### 4.2.2.2 Homogeneity

Homogeneity was used to know whether the data homogenous or not. Control and experimental class should be have same ability in reading narrative text. In short, the aim of calculating homogeneity was to find whether the two groups had the same ability or not. The homogeneity of pre-test was presented in the table below:

**Table 4.3 Test of Homogeneity of Variances in Pre-test**

	Levene Statistic	df1	df2	Sig.
Pretest	.552	1	68	.460

Based on the result of pretest score of experimental group and control group, the p-value (Sig) was 0.460 and it higher than the level of significant (0.05). It means that the population between experimental and control groups were homogeneous. Since the homogeneity had been calculated, then the t-test could also be calculated.

#### **4.3 Result of Post-test**

After the students got pre-test and some treatment, post-test was given. The aim on giving post-test was to know the students' achievement after got some treatments. The post-test instrument were same with the pre-test. There were 30 questions but there was some different in multiple choice option. The time for students doing the pre-test was 60 minutes. The average score on the post- test of the experimental class was 80,6 and the control class was 74,5 To show the achievement of the score by the students, distribution of the scores was described in the table as follow:

**Table 4.4 Descriptive Statistics of Post-test**

		Pretest Eksperimen	Posttest EKsperimen	Pretest Kontrol	Posttest Kontrol
N	Valid	35	35	35	35
	Missing	0	0	0	0
Mean		57.4371	80.6629	55.4314	74.4743
Std. Deviation		11.08571	10.68531	9.97015	10.84474
Minimum		33.30	60.00	33.30	53.30
Maximum		76.70	100.00	73.30	93.30

### 4.3.1 Normality

Normality was calculated after the writer got post-test score of experimental and control group. The writer use SPSS to find out the normality of post-test. The test normally distributed if Sig. (2-tailed) was higher than 0.05. Post-test normality of control and experimental group was presented in table below:

**Table 4.5 One-Sample Kolmogorov-Smirnov of Post-Test**

		Pretest EKsperim en	Posttest EKsperim en	Pretest Kontrol	Posttest Kontrol
N		35	35	35	35
Normal Parameters <sup>a</sup>	Mean	57.4371	80.6629	55.4314	74.4743
	Std. Deviation	11.08571	10.68531	9.97015	10.84474
Most Extreme Differences	Absolute	.119	.143	.101	.123
	Positive	.119	.097	.099	.078
	Negative	-.113	-.143	-.101	-.123
Kolmogorov-Smirnov Z		.706	.843	.598	.730
Asymp. Sig. (2-tailed)		.701	.476	.867	.661

Based on table above, p-value of asymp. Sig. (2tailed) for post-test experimental group was 0,476 and it was greater than 0,05 while p-value of asymp. Sig.



(2tailed) for post-test control group was 0,661 and it was greater than 0,05. The hypothesis was accepted as normal distribution when p-value Sig. (2tailed) was greater than 0,05. In short, it can be conclude that post-test were normally distributed.

### 4.3.2 Homogeneity

After conducting pretest, it was important to calculate homogeneity in experimental and control group. Homogeneity was used to know whether the data homogenous or not. If both classes were not homogenous, the treatment can be conducted. The writer used Levene's test in SPSS to analyzed the homogeneity with the significance value  $\alpha=0.05$ . The result of homogeneity as follow:

**Table 4.6 Test of Homogeneity of Variances in Post- Test**

	Levene Statistic	df1	df2	Sig.
Pretest	.552	1	68	.460
Posttest	.001	1	68	.977

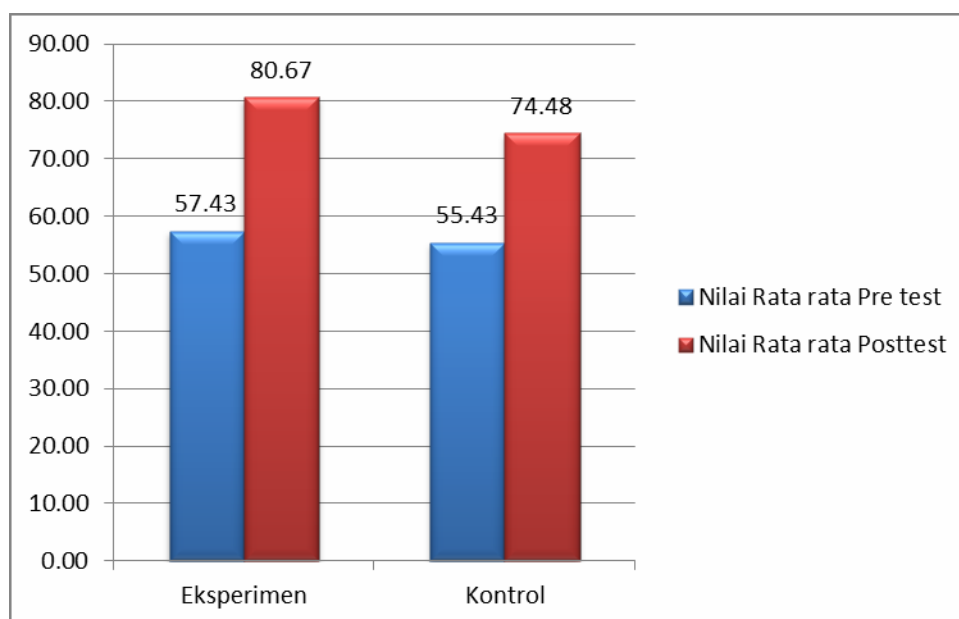
Based on the result of pretest score of experimental group and control group, the p-value (Sig) was 0.977 and it higher than the level of significant (0.05). It means that the population between experimental and control groups were homogeneous. Since the homogeneity had been calculated, then the t- test could also be calculated.

#### 4.4 Significant Difference of Two Tests

After all the tests were calculated, the two tests should be compared. This section would be represented the averages scores of difference between pre- test and post-test of experimental and control group. The significant difference of the experiment could be seen through the difference of means scores in both of groups. The result of pre-test and post-test average scores between the experimental and control groups were presented on the table and graph below:

**Table 4.7 Pre-test and Post-test Average Scores between the Experimental and Control**

No	Class	Averages		Improvements	%Improvements
		Pre test	Posttest	pretest – posttest	pretest – posttest
1	Eksperiment	57.43	80.67	23.24	40.5%
2	Kontrol	55.43	74.48	19.05	34.4%



**Figure 4.1 The mean score Difference between Experiment and Control Group**

Based on the table and graph above, the mean score of pre-test in experimental group was 57.43. Besides, the mean score of post-test in experimental group was 80.67. It was show that percentage of the students' improvement in the experimental group was 40.5%.. Therefore, there was a significant improvement between the pre-test and post-test score of students in experimental group. On the other hand, the mean scores of control group also show an improvement. The mean score of pre-test in control group was 55.43 and the mean score of post-test in control group was 74.48. In the control group, there was less improvement than the experimental group. The improvement was 34.4%. It can be conclude that the difference mean score in the experimental group was higher than in the control group. As the result, the writer concluded that there was a better improvement of experimental group's achievement after they were given treatments by using the combination of jeopardy game and grammar translation method.

#### **4.5 Questionnaire**

After conducting pre-test, treatment, and post-test, the writer used questionnaire as an instrument of data to identify students' perception towards all activities that had been done in this research. The questionnaire was given after the students finished their post-test. The questionnaire was designed to show students' opinion after using the combination jeopardy game and GTM or the combination of Throwing Ball Game and Grammar Translation Method to teach reading comprehension of narrative text.

1. How do you feel being taught using Jeopardy Game/Throwing Ball
2. game? What are the difficulties that you find in the reading activities using Jeopardy Game/ Throwing Ball Games?
3. How Does Jeopardy Game/Throwing Ball Game help you to understand the content of a text?

The writer used these questionnaire in both class after conducting post-test. The student should answered briefly these 3 questions. The following were the summary of the questionnaire of experimental and control groups:

#### 4.5.1 Findings of Jeopardy Questions

**Table 4.8 Summary of Questionnaire no 1 in Experimental Group**

Response	Amount of students	Percentage
Very happy	24	80%
Happy	4	13%
Un happy	2	6.7%

In question number 1, which asked to students about their feelings being taught using jeopardy was categorized into 3 responses of students namely very happy, happy and un happy. The result showed that 24 students felt very happy using jeopardy games, it can be said 80%. For happy response, there were 4 students who felt happy or 13% in percentage and there were 2 students felt unhappy or in percentage 6.7%.

**Table 4.9 Summary of Questionnaire no 2 in Experimental Group**

Response	Amount of Students	Percentage
Team work	10	33.3%
Did not understand the rules	3	10%
Unconfidence	17	56.7%

In question number 2, which asked about the difficulties in reading activities by using jeopardy games was categorized in 3 responses namely: team work, did not understand the rules and un confidence. 10 students complaining about team work. They work on a team consist of 4 students. They felt unfair because just 1 or 2 students who actively answer the questions. In percentage, it can be said 33.3%. 3 students or 10% in percentage, complaining about did not understand the rules. 17 students or 56.7% in percentage, they felt unconfidence, so they play passively.

**Table 4.10 Summary of Questionnaire no 3 in Experimental Group**

Response	Amount of students	Percentage
Attractive	15	50%
Competitive	15	50%

In question number 3, that asked about how jeopardy games help them to understand the content of the passage was categorized into 2 responses there were attractive and competitive. 15 students felt, this games is attractive game and it help them to understand the materials quickly. 15 students felt this game is competitive game. It encourages students to be a winner and get the special gifts.

#### 4.5.2 Findings of Throwing ball games Questionnaire

**Table 4.11 Summary of Questionnaire no 1 in Control Group**

Response	Amount of students	Percentage
Very happy	22	73.33%
Happy	6	20%
Un happy	2	6.67%

In question number 1, which asked to students about their feelings being taught using Throwing Ball Game was categorized into 3 responses of students namely very happy, happy and un happy. The result showed that 22 students felt very happy using Jeopardy Game, it can be said 73.33%. For happy response, there were 6 students who felt happy or 20% in percentage and there were 2 students felt unhappy or in percentage 6.7%.

**Table 4.12 Summary of Questionnaire no 2 in Control Group**

Response	Amount of Students	Percentage
Team work	17	56.67%
Did not understand the Rules	5	16.67%
Unconfidence	8	26.67%

In question number 2, which asked about the difficulties in reading activities by using Throwing Ball Game was categorized in 3 responses namely: team work,

did not understand the rules and un confidence. 17 students complaining about un fair team work. In percentage, it can be said 56.67%. 5 students or 16.67% in percentage, complaining about did not understand the rules. 8 students or 26.67% in percentage, they felt un confidence, so they let the other students to answer the questions.

**Table 4.13 Summary of Questionnaire no 3 in Control Group**

Response	Amount of students	Percentage
Attractive	13	43.33%
Competitive	17	56.67%

In question number 3, that asked about how Throwing Ball Game help them to understand the content of the passage was categorized into 2 responses there were attractive and competitive. 13 students felt, this game is attractive game and it help them to understand the materials quickly. 17 students felt this game is competitive game. It encourages students to be a winner and get the special gifts.

#### **4.6 T-Test Statistical Analysis**

The writer calculated the t-test by using SPSS program to find out if there was a significant difference or not.

##### **4.6.1 T-test of Pre-test**

Before the writer calculated the t-test of post-test, the writer had to calculate the t-test of pre-test in experimental and control groups. The purpose was to find out whether the pre-test score of both groups had significant difference or not. The t-test was calculated by using independent samples t-test in SPSS program. The T-

test of pre-test in experimental and control groups was presented below:

**Table 4.14 Independent Samples T-test of Pre-Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Pret Equal variances assumed	.552	.460	.796	68	.429	2.00571	2.52019	3.02324	7.03467
Equal variances not assumed			.796	67.249	.429	2.00571	2.52019	3.02426	7.03569

There was no significant difference in the mean of pre-test if the significant > 0.05. Based on the table above, output significant value was 0.429 > 0.05. The pre-test result showed that mean of experimental group was 57.43 and the control group was 55.43. The mean of experimental and control groups was different, but statistically the difference of both groups was not significant. Therefore, it meant that the students' reading comprehension achievement of both groups were in the same condition.

#### **4.6.2 T-test of post-test**

Before the writer calculated the t-test of post-test, the writer had to calculate the t-test of pre-test in experimental and control groups. The purpose was to find out whether the pre-test score of both groups had significant difference or not. The t-



test was calculated by using independent samples t-test in SPSS program. The T-test of post-test in experimental and control groups was presented below:

**Table 4.15 Independent Samples T-Test of Post-test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Post Equal test variances assumed	.001	.977	2.405	68	.019	6.18857	2.57340	1.05342	11.32372
Equal variances not assumed			2.405	67.985	.019	6.18857	2.57340	1.05340	11.32374

There was no significant difference in the mean of post-test if the significant  $> 0.05$ . Based on the table above, output significant value was  $0.019 < 0.05$ . The post-test result showed that mean of experimental group was 57.4 and the control group was 55.5. It was different, but statistically the difference of both groups was not significant. Therefore, it meant that the students' reading comprehension achievement were in the same condition.

There was no significant difference in the mean of post-test if the significant  $> 0.05$ . Based on the table above, the significant value was  $0.019 < 0.05$ . The post-test result showed that mean of experimental group was 80.6 and the control group was 74.4. The mean of experimental and control groups was different. In addition, the statistical result indicated that there was a significant

difference between control and experimental group in achieving the result of post-test. Null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_1$ ) was accepted because sig. (2-tailed) was higher than t-table. In conclusion, there was a significant difference in students' reading comprehension of narrative by using the combination of jeopardy and GTM.

#### **4.7 Discussion**

The aim of this research was to know which one is more effective to teach reading comprehension by using the combination of GTM and Jeopardy or the combination GTM and Throwing Ball Game. Teaching reading in senior high school aims to develop the students' ability to comprehend and create kinds of short functional text such as: procedure, descriptive, recount, report, narrative and so on. Teaching reading in senior high school should be more interesting. As teachers, they have to find the best way to make them happy and have enthusiasm in learning English.

Game is one of interesting media we can use in teaching process. In this research, the writer used jeopardy game in experimental group to interest the students toward reading comprehension. Most students, thought that reading is a boring activities in class, so they need some technique to get more enthusiast in learning. When Jeopardy was applying in class, they become more enthusiast and active. They become more focus on reading the passage and answered the question quickly. As a result, the score of the post- test was increased. It can be conclude that the combination GTM and jeopardy game can improve students' understanding in reading passage.

The writer also used another game to compare with jeopardy game. The writer chose Throwing Ball Game because this game is common in our society. Throwing Ball Game is common used in every subject, because this game is simple and easy to do. The teacher just provide paper and make it looks like a snowball. This game also made the student be more active in answering questions, but this game have some weakness. When the writer applied this game in class, the student become quite when the game was conducted. They become disruptive because they are too excited to throw the ball for the other friend. The writer used this game in control group. The post test of control group was increased but the experimental group much better. It was clearly seen that the post-test came from the experimental group (80,67) was higher than the post-test came from the control group (74,48). It could be concluded that Think-Pair-Share technique was better than conventional technique.

At last, the writer was comparing the students' achievement of experimental class and control class by using t-test. The statistical result indicated that there was a significant difference between control and experimental group in achieving the result of post-test.

According to the result, this study was on the same line with some researches that conducted by Sari (2015), Pitaloka (2017), and Simkin (2013). They stated that Jeopardy Game improved students' achievement in teaching English.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions of this research, suggestions from the writer to the English teacher and further researcher and also the limitations of the research based on the discussion of research findings and discussion in the previous chapter.

#### **5.1 Conclusions**

According to the result of the research as discussed in previous chapter, the conclusion can be drawn below:

Based on the finding and discussion of this research, experimental and control group have a significance improvement. It can be seen in experimental class the mean of pre-test was 57,4 and the post test was 80,7. On the other hand the mean score of pre-test in control group was 55,4 and the post test was 74,4. It can be conclude that experiment class by using the combination of GTM and Jeopardy game have a better improvement than using the combination of GTM and Throwing Ball Game. It was also found out that the students' perceptions were positive toward jeopardy game. It made them more enthusiast in reading the passage and answered the question quickly.

#### **5.2 Suggestions**

According the result of this study, the writer would like to give some suggestion. First, for English teacher, Jeopardy Game can be applied in teaching reading comprehension in senior high school. Some students in senior high school felt

quite bored with English materials. This game can make them more enthusiast and active because at the end of the game there will be a special gift that be given for the winner.

Although this research has been conducted in good preparation and has answered the research questions, there is a limitation of this research; it is teaching time. The researcher conducted this research in the near time of final exam. The second weakness of this study is the researcher's difficulty to get proper answers from students. It happened because of students' low comprehension. The students got difficulty to answer the questionnaires. Facing that problem, the researcher tried to re explain clearly related to the questionnaires. The researcher guided the students to answer the questionnaires by giving some examples.

## REFERENCES

- Alexander, L.G. (1975). *Practice and progress: an integrated course for intermediate student*. London: Longman Group.
- Anderson, M & K. Anderson.(1997). *Text type in English 1*. Macmillan: Education Australia PTYLTD.
- Abarwati, Tri. (2013). *Implementation of snowball throwing game in improving students activity accounting class*. Yogyakarta.
- Antunez, Beth (2002). *Five Essential Components of Reading*.  
Retrieved from <http://www.readingrockets.org/article/english-language-learners-and-five-essential-components-reading-instruction>.
- Arikunto, S. (2002). *Dasar-dasar evaluasi pendidikan*. Jakarta: Bumi Aksara.
- Astuti, J. P. 2014. *The use of cooking academy game to enrich ocational students' vocabulary*. Final Project of English Department, Semarang State University.
- Aulia, N. S. (2013). *English language teaching: the use of manual super texttwist game to improve students' english vocabulary mastery*. 2/3: 1-15.
- Best, W. J., & Kahn, V. J. (2006). *Research in education* (10th ed.). USA: Pearson Education Inc.
- Bhrati, D.A. L. (2014). *Modifying a monopoly game for teaching written vocabulary for the seventh graders of terang bangsa junior high school*, p.123. Universitas Negeri Semarang.

- Bogdan, R. C & Biklen, S. K. (2006). *Qualitative research in education: An introduction to the theory and methods*. Allyn & Bacon. ISBN 978-0-205-51225-6.
- Brown, H. Douglas, (2004). *Language assessment: principles and classroom practices*. New York: Pearson Education, Inc.
- Buttner, A, (2007). *Activities, games, and assesment strategies for the foreign language*. New York: Eye on Education.
- Creswell, J. W. (2005). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (2nd ed.). New Jersey: Pearson Education Inc.
- Denzin, Norman K. And Yvonna S. Lincoln. (1994). *Handbook of qualitative research*. United States of America: Sage publications.
- Durkin, D. (1993). *Teaching them to read* (6th Ed.). Boston: Allyn & Bacon.
- Friedman, Harry. (2011). *Classroom jeopardy: teacher's guide*. United States of America: Educational Insights.
- Fraenkel, Jack R and Norman E. Wallen. (2009). *How to design and evaluate research in education*. New York :McGraw-Hill.
- Gillet, Jean Wallace, and Charles A. Temple. (2000). *Understanding reading problems*. (5th Ed.) New York: Addison Wesley Longman, Inc., 2000. Print.

- Grady, S. E., Vest K. M. & Todd, D. J. (2013). *Student attitudes toward the use of games to promote learning in the large classroom setting*. *Currents in Pharmacy Teaching & Learning*, 5(4), 263-268.
- Hartoyo. (2011). *Linguistics and Educational Research*. Semarang: Unnes.
- Isjoni & Ismail, M.A. (2008). *Model-model pembelajaran mutakhir (new learning models)*. Yogyakarta: Pustaka Pelajar.
- Linse, Caroline T. (2006). *Practical english language teaching: young learners*. In David Nunan (Ed.). New York: McGraw-Hill Companies, Inc.
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Novotny, K. G. (2011). *Reading Comprehension in the Secondary Classroom*. Mankato: Minnesota State University.
- Nurrahman, I. (2013). *The effectiveness of make a match game in teaching vocabulary (an experimental study at first grade of smk wicaksana al hikmah 2 benda)*. Final project of English Department, Purwokerto Muhammadiyah University.
- Nurdianita, Meita. (2015). *The use of texttwist game for teaching vocabulary*. Semarang.
- Nuttall, C. (1996). *Teaching reading skills in a foreign language (New Edition)*. Oxford: Heinemann



- Marmaningsih, T. (2004). *The use of interactive educational cd program in teaching reading narrative text (a case of seventh graders of smp n 1 semarang in the academic year of 2008/2009)*. Semarang: Semarang State University.
- Megawati (2017). *Improving students' reading comprehension through grammar translation method*. *Journal of English Teaching and Research*, 95-108.
- Meyer, B & Holm Sorensen, B (2007). *Serious games in language learning and teaching-a theoretical perspective*. *International Conference*, 559-566.
- Mubaslat, M. M. (2012). *The effect of using educational games on the students' achievement in english language for the primary stage*. Online Submission. Doi: ED529467
- Ratri, F. M. (2006). *The effectiveness of using numbered-head together (nht) method to improve students' ability in understanding narrative reading*. Semarang: Semarang State University.
- Revere, L. (2004). *Classroom jeopardy: a winning ap-proach for improving student assessment, performance, and satisfaction*. *Decision Line*, 35(3), 3-6.
- Rudell, Martha Rapp.( 2005). *Teaching content reading and writing*. USA: Wiley Jossey-Boss Education.
- Saleh, M. (2001). *Pengantar praktik penelitian pengajaran bahasa*. Semarang: IKIP Semarang Press.
- Saleh, M. (2012). *Beginning research in english languag teaching*. Semarang:Widya Karya.

- Sari, N.A. (2015). *The use of picture matching game to improve student reading comprehension*. Semarang
- Schäffner, C., 2002. *The role of discourse analysis for translation and in translator training*. Clevedon, Buffalo: Multilingual Matters.
- Sindre, G., Natvig, L. & Jahre, M. (2009). *Experimental validation of the learning effect for a pedagogical game on computer fundamentals*. IEEE Transactions on Education, 52(1), 10-18.
- Trystiana, Dika. (2015). *The effectiveness of spelvin and scrabble games for teaching vocabulary in narrative text*. Final Project of English Department, Semarang State University.
- Urguhart, A.H and C.J.Weir. (1998). *Reading in school language process*. London: Longman.
- Van den Broek, P., & Espin, C. A. (2012). *Connecting cognitive theory and assessment: Measuring individual differences in reading comprehension*. *School Psychology Review*, 41(3), 315-325.
- Wicaksono, M. L. (2003). *The use of comics in teaching reading comprehension skill to the eighth grade students of smp*. Semarang: Semarang State University.
- Widdowson, H. (1990). *Aspects of language teaching*. Oxford: Oxford University Press.
- Yusuf. (2012). *Improving Students' Reading Comprehension Mastery OF Narratives by Using Kinetic Novels*. Semarang: Semarang State University.

# APPENDICES

**APPENDIX 1****LIST OF TRY-OUT TEST'S STUDENTS**

<b>NO</b>	<b>NAME</b>	<b>STUDENTS'S CODE</b>
1	ADE LIA NURUL FADHILAH	T-1
2	ANDI MAULANA	T-2
3	ANGGIYANI MAGHFIROH	T-3
4	ANISSA DWI PUSPITA RAHAYU	T-4
5	AULIA ZAHRA	T-5
6	DENI RAHMAWAN HENDRATNO	T-6
7	DEYANA PUSPASARI	T-7
8	DHEA VANDA FEBY MELLYNIA	T-8
9	DIMAS ARDIYANSYAH	T-9
10	ESLA DWI PUSPITA	T-10
11	ELSA MONICA	T-11
12	FADHILA DIANA PUTRI	T-12
13	FARAGITA PITALOKA	T-13
14	FARAH TASYA HAFIDAH	T-14
15	FAUZAH ANUZ	T-15
16	HALIMATUSADIYAH	T-16
17	HANA MUMTAZAH	T-17
18	HENDRY YUNUZ PANGARIBOWO	T-18
19	IKHSANI SAKTI RIZKYYAH	T-19
20	IMELDA DWIANA PUTRI	T-20
21	IRHAM PANDU DERMAWAN	T-21
22	KUROTUL AENI	T-22
23	MIFTAKHUL ANAM	T-23
24	MOH. DZIKRI HUSNA	T-24
25	MUHAMMAD MAFTUH IHSAN	T-25
26	NIA TAMARA	T-26
27	NOVA AULIATUL AMANI	T-27
28	NUGI ARMAS NURIZKY	T-28
29	RIZA IFRINDA MILANTIKA	T-29
30	SAFIRA DWI FEBRIYANTI	T-30
31	TAKHIMATUL JANNAH	T-31
32	TASRIPAH	T-32
33	TRI UTAMI PUJI LESTARI	T-33
34	WIDYA AYU ANDINI	T-34
35	WIDYA MUFRIKHA	T-35

**APPENDIX 2****TRY OUT**

Subject : English  
 Grade/Semeter : X/2  
 Time Allotment : 100 minutes

**Choose the correct answer!**

**Read the following text and answer questions number 1 to 4!**

**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?" (P12.19-22.UN.0809)

Adopted from <https://www.proprofs.com/quiz-school/story.php?title=9-narrative-text-quiz>

1. 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 dinner
  
2. "Aren't you cold up there in the wind?" The word „there" refers to ...
  - A. A high cliff
  - B. Sheltered are
  - C. Grass
  - D. Ground
  
3. From the story we know ...
  - A. The goat was very hungry

- B. The wolf was a helpful animal
  - C. **The wolf was eager to eat the goat**
  - D. The goat was going to fight with the wolf
4. What can we learn from the story above?
- A. Don't look down to other creature
  - B. **Don't easily believe in well behave creature**
  - C. Don't judge others by their appearance
  - D. Don't easily beat other creature

**Read the following text and answer questions number 5 to 8!**

#### **The Tortoise and the Hare**

Once there was a speedy hare who bragged about how fast he could run. Tired of hearing him boast, the tortoise which was slow and steady challenged him to a race. All the animal in forest gathered to watch. Hare ran down the road for a while and then paused to rest. He look back at slow and steady and cried out, "How do you expect to win this race when you are walking along at your slow, slow race?" Hare stretched himself out alongside the road and fell asleep, thinking, "There is plenty of time to relax. The animals who were watching cheered so loudly for tortoise that they woke up Hare. Hare stretched and yawned and began to run again, but it was too late. Tortoise was over the line. After that, Hare always reminded himself, "Don't brag about your lightning pace, for slowand steady won the race!" (P70.19-22.UN.0809)

Adopted from: <https://www.proprofs.com/quiz-school/story.php?title=9-narrative-text-quiz>

5. What made the hare wake up from her sleeping?
- A. **The loud noise of the cheering animals**

- B. The steady walk of the tortoise
  - C. The forest animal's cry
  - D. The race voice
6. (paragraph 1) The word "him" refers to ...
- A. **The hare**
  - B. The tortoise
  - C. A certain animal
  - D. The hare's friend
7. What can you learn from the story?
- A. **Do not underestimate anyone who seems inferior to you**
  - B. Do not sleep while you have a competition
  - C. Do not blame anyone even though he did it
  - D. Do not stop walking until you succeed
8. From the text we can conclude that the hare's characters were ...
- A. Arrogant and sarcasm
  - B. Friendly and helpful
  - C. Careless and crazy
  - D. Humble and nice

**Read the following text and answer questions number 9 to 12!**

One day while a mousedeer was walking in the forest, he saw a big black snake sleeping under the tree. When he saw the snake, the mousedeer was frightened. When he wanted to run away from the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake. The tiger woke up and took of the mousedeer. He told the mousedeer that he was going to eat him for lunch. "Please don't eat me now," said the mousedeer. "I have something important to do."

“Look,” said the mousedeer. “That is the king’s belt. He asked me to stay here and watch it while he was away in the forest.” The tiger looked at the snake and said, “That is a beautiful belt. I need a belt like that. Can I wear it?” He asked the mousedeer.

“Oh all right,” said the mousedeer. So he picked up the snake and wined it around the tiger. Then the snake woke up and saw the tiger. The snake twisted itself tighter until the tiger couldn’t breathe. The tiger asked the mousedeer to help him. But the mousedeer turned and ran away into the forest.

Adopted from: [http://englishbontang.blogspot.co.id/2011/04/narrative-text-questions\\_23.html](http://englishbontang.blogspot.co.id/2011/04/narrative-text-questions_23.html)

9. What kind of text is in the story above?
- Narrative Text
  - Recount Text
  - Report Text
  - Descriptive Text
10. Why did the mousedeer trick the tiger by saying that the snake was a king’s belt?
- The mousedeer liked to trick other animals.
  - The mousedeer was a clever animal.
  - The tiger wanted to eat him.
  - The tiger wanted to wear it.
11. After reading this story, we can learn that ...
- We have to behave like the mousedeer.
  - We have to find a way to save ourselves from danger.
  - Sleeping black snake was a dangerous animal.
  - We have to be careful with the mousedeer.
12. What is the communicative purpose of this text?
- To inform the readers about activities happened in the past.
  - To describe something in general.



- C. To give information about the mousedeer.
- D. To entertain the readers.

**Read the following text and answer questions number 13 to 17!**

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.

Adopted from: <http://andriantanjungenglish.blogspot.co.id/2012/05/soal-soal-narrative-pilihan-ganda.html>

13. Who was the naughtiest rabbit?
  - A. Flopsy
  - B. Mopsy
  - C. Peter
  - D. Mr. McGregor
  
14. What did Flopsy, Mopsy and Cotton-tail eat?
  - A. carrot
  - B. blackberries
  - C. lettuce
  - D. strawberry
  
15. What did Peter lose while he was running?
  - A. One of his shoes
  - B. Vegetable
  - C. Medicine
  - D. Pair of shoes

16. Why did Peter get sick? Because ....

- A. He was so tired
- B. He did not eat
- C. He caught a cold
- D. He was eating too much

17. Whom did Peter meet at the garden?

- A. Flopsy
- B. Mr. McGregor
- C. Mrs. McGregor
- D. His father

**Read the following text and answer questions number 18 to 20!**

### **The Bear and the Two Friends**

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend.

Adopted from : <https://www.itapuih.com/2017/05/10-contoh-soal-narrative-text-dan-kunci.html>

18. What can we get from the story?

- A. We have to save ourselves
- B. have to learn how to climb
- C. Bear will not harm a dead man
- D. True friend always stand by us in ups and downs

19. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to ....
- A. **The bear**
  - B. The dead man
  - C. The friend who cannot climb
  - D. The friend who climb the tree
20. Where do you think the story happened?
- A. In the river
  - B. In **the park**
  - C. **In the woods**
  - D. In the zoo

**Read the following text and answer questions number 21 to 25!**

Once there lived a rich king. His name was Midas. However he was not happy because he wanted to be the richest king all around the world. One day as Midas sat on his throne; his servant came to him with an old man. "Master," said the servant. "We have found this person around your orchard. He's Silenus, the friend of the god Bacchus." Midas had an idea. He welcomed the old man as his guest for ten days. At the end of the ten days, Midas took Silenus back to the god Bacchus. Bacchus was very happy to see his lost friend. He said to Midas, "I will grant you any wish you make." Midas was very happy. Then, he asked everything he touched would turn into gold. On his return to his place, Midas tried out his new power. Everything he touched, it became gold. Then, he went for a walk in the garden. His children ran up to him. Without thinking he touched his children and instantly they turned into little gold statues. Midas cried. He hurried to Bacchus. Bacchus felt sorry for Midas and ordered him to go to the River Pactolus and wash his hands in its water. This would take away the golden touch. Midas had found out that all gold in the world did not bring any happiness.

(Pred.UN.0708)

Adopted from: <https://www.proprofs.com/quiz-school/story.php?title=9-narrative-text-quiz>

21. The purpose of the text is ...
- A. To instruct a rich king
  - B. To amuse someone about a rich king
  - C. To identify Midas had sent Silenus back
  - D. How to be the richest king
22. Why did Bacchus give everything that Midas wished?
- A. Because Midas was a rich king
  - B. Because Midas was his best friend
  - C. Because Midas had sent Silenus back
  - D. Because Midas wanted to be the richest king
23. Bacchus told Midas how to get rid of the golden touch. Based on the text, this statement is called . . . .
- A. Orientation
  - B. Complication
  - C. Resolution
  - D. Reorientation
24. What is moral value of the story?
- A. Being greedy will make us suffer
  - B. Being rich is everything in the world
  - C. Having much money always bring happiness
  - D. Helping someone must get something in return
25. “Then, he asked everything he touched would turn into gold”  
(Paragraph 5)The underlined word refers to...
- A. Midas
  - B. The Servant

- C. Silenus
- D. Pactolus

**Read the following text and answer questions number 26 to 27!**

### THE GOLDEN SNAIL

Once upon a time, there was a king of Antah Berantah Kingdom curses Dewi Sekartaji by changing her into a golden snail, Keong Emas. The god Narada told Keong Emas to drift along the river in order to find her husband, Panji Asmoro Bangun.

One day, a poor widow, Mbok Rondo Dedapan, who always fished along the river, found the golden snail and took it home. There, she put the snail in a jar and took care of it. All of sudden, unexpected good thing took place in Mbok Rondo's life.

Coming back from her daily fishing, she would find delicious dishes on the table and the house cleaned. She wondered who had been so nice to take of her house and to do cooking. When this went on for several days, she could not resist her temptation to find out who a instead of fishing, she peeped through a hole in the wall of her house.

Adapted from: <http://virdamufida.blogspot.co.id/2011/06/example-of-narrative-text.html>

26. Who was Panji asmoro bangun?
- A. The King of Antah Berantah
  - B. Dewi Sekartaji's husband
  - C. Mbok Rondo Dadapan's husband
  - D. A poor Widow
27. What Did Timun Emas do while Mbok Rondo dadapan go fishing?
- A. Cooking and take care of the house
  - B. Cooking and fishing

- C. Take of house and fishing
- D. Cleaning and fishing

**Read the following text and answer questions number 28 to 30!**

### THE LEGEND OF BEOWULF

Once upon a time, there was a horrible monster called Grendel. He was half-man and half-monster. He lived in Denmark. One day, he went to the king's castle. The king and his men tried to kill the monster but their swords were useless. A knight called Beowulf heard about the problem and went to Denmark to help the king. That night, Beowulf and his men took off their armour and put away their swords and went to sleep. The monster came into the castle and killed a knight. Beowulf woke up and fought the monster-he pulled off an arm! Grendel went back to his home in a lake and died. Grendel's mother was very angry and the next night she went to the castle and killed a knight.

In the morning, Beowulf went to the lake. He killed Grendel's mother with special swords. When he came back, the king was very happy and he gave Beowulf presents and money. Beowulf went back to his country and became a king. He was king for fifty years. But one day, a dragon came to his country, and it attacked people. It lived in a cave with treasure. The dragon was very big and breathed fire. The knights were afraid and they did not want to fight the dragon. King Beowulf was an old man but he put on his armour again and went to the dragon's cave with his men.

Adapted from: <http://virdamufida.blogspot.co.id/2011/06/example-of-narrative-text.html>

28. From the text we can conclude that the Beowulf's characters were
- A. **Brave and helpful**
  - B. Arrogant and coward
  - C. Brave and Coward
  - D. Selfish and Brave
29. "It lived in a cave with treasure". The underlined words refer to....
- A. Beowulf
  - B. Grendel's mom
  - C. The king
  - D. **A dragon**

30. Put away their *swords* and went to sleep. The underlined word has similar meaning with?

- A. Shield
- B. Canon
- C. bow
- D. **Blade**

### THE MAGIC CANDLE

One day, a young wanderer got lost in the wood. Suddenly he saw a light from an old hut. He knocked on the door, and an old woman opened it. She was crying. She said that the devil had stolen her magic candle. The candle could grant anything she asked. The wanderer asked her where the devil lived. "In castle not far from here," said the old woman.

The wanderer went to the castle. There she found the devil, but he was old and weak. Therefore when the wanderer grabbed the magic candle from the devil's table and ran away, he couldn't chase him.

But the wanderer was not a kind man. He didn't return the candle to the old woman, but kept it for himself. He lit the candle and made a wish, "I want to go far away from here." Suddenly the genies appeared and took him to a beautiful palace. There was a party in the palace. The wanderer wanted to make some money. So, he lit the candle again and wished for some jewelry. He sold them to the guests and was soon making a lot of money. Then, the princess came to buy the jewelry, but there was nothing left. The wanderer fell in love with her and asked her to marry him. The kind princess said yes, and they got married the next day. In his happiness, the wanderer told the princess she got very angry. At night she lit the candle and wished that the wanderer disappear. In the morning the wanderer woke up and found himself in an ugly house in the village. Everything he had had lost without a trace and he became poor.

Adapted from: <http://virdamufida.blogspot.co.id/2011/06/example-of-narrative-text.html>

31. What did the wanderer do after know about the magic candle?
- A. Marrying the princess
  - B. Being rich
  - C. meeting the genies
  - D. **Going to see the magic candle**
32. From the text we can conclude that the wanderer's character was...
- A. Greedy and silly**
  - B. Wisher and gifted
  - C. Generous and brave
  - D. Hilarious and faithful
33. What we can get from the story?
- A. We can do everything as long as we are happy
  - B. Being rich is everything in this world
  - C. Being greedy will make our life suffer
  - D. Being greedy is a good choice



**Read the following text and answer questions number 34 to 35!**

### True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

Adapted from: <https://video.quipper.com/id/blog/un/bahasa-indonesia-un->

34. From the story we can conclude that
- A. A true friend in need is a friend indeed.
  - B. A true friend is nothing
  - C. In danger we have to think to our self
  - D. To help each other is not important
35. "It smelt in his ears, and slowly left...(paragraph 3). The underlined word refer to...
- A. The man who pretend as a dead man
  - B. The man who climbed the tree
  - C. The large bear
  - D. The two man in the forest

**Read the following text and answer questions number 36 to 40!**

**The vain little mouse**

Little mouse lived in a beautiful small house. One day, when she was sweeping the floor, she found a coin.

She said, with this coin, I'm going to buy a nice red bow for my hair. "I'll look beautiful".

She was really beautiful with the red bow in her hair. She sat next to the window so that everybody could see her. "little mouse you look pretty, said the donkey " will you marry me ?"

And she asked " what will you do at night?" " I will bray like this," said the donkey. And he brayed.

" oh no I'll get frightened," said the little mouse.

Then the dog asked , " little mouse "little mouse you look pretty, " don't you marry me ?"

" what will you do at night?" asked the mouse " I will barked like this," said the dog. And he barked " I'll get frightened," said the mouse

Finally the cat asked her beautiful little mouse "will you marry me ?"

And "what will you do at night?" asked the mouse " I'll sing like this," said the cat and he sang a beautiful song.

"yes I will marry you" said the mouse.

So they got married, but on the wedding night the cat didn't sing that beautiful song, he ate the vain little mouse.

36. Where did the little mouse live ? she lived in.....

- A. a big house
- B. a Small House
- C. a beautiful little house
- D. a beautiful big house

37. What did the cat do to the mouse finally?

- A. Ate her
- B. Married her
- C. Helped her

D. Kiss her

38. What will the donkey do at night?

- A. Bray
- B. Sleep
- C. Sing a song
- D. Eat

39. I will sing a beautiful song at night” What does I refer to?

- A. The cat
- B. The donkey
- C. The dog
- D. The monkey

40. From the text we know that cat’s character was....

- A. Cunning
- B. Clever
- C. Silly
- D. Dumb

Key answer tryout test

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

19. A.
20. C
21. B.
22. D
23. .C
24. .A
25. A.
26. B .
27. A .
28. A .
29. D
30. D .
31. D
32. A
33. C
34. A
35. C
36. C
37. A
38. A
39. A
40. B

## APPENDIX 3

## ANALYSIS OF TRY-OUT

No.	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	1	37	1	1369	37
2	1	35	1	1225	35
3	1	34	1	1156	34
4	1	34	1	1156	34
5	1	34	1	1156	34
6	0	33	0	1089	0
7	1	33	1	1089	33
8	1	31	1	961	31
9	1	31	1	961	31
10	1	29	1	841	29
11	1	28	1	784	28
12	1	30	1	900	30
13	1	31	1	961	31
14	1	31	1	961	31
15	1	22	1	484	22
16	1	22	1	484	22
17	0	22	0	484	0
18	1	21	1	441	21
19	0	21	0	441	0
20	1	21	1	441	21
21	1	21	1	441	21
22	0	20	0	400	0
23	1	19	1	361	19
24	1	18	1	324	18
25	0	17	0	289	0
26	1	14	1	196	14
27	0	10	0	100	0
28	0	10	0	100	0
29	0	11	0	121	0
30	1	7	1	49	7
S	22	727	22	19765	583

## VALIDITY OF TRY-OUT TEST

### Formula:

$$r_{xy} = \frac{N \cdot \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{N \cdot \Sigma x^2 - (\Sigma x)^2\} \{N \cdot \Sigma y^2 - (\Sigma y)^2\}}}$$

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

N : The number of the students or subjects participating in the test

$\Sigma X$  : The sum of scores in each aspect

$\Sigma Y$  : The sum of total scores from each student

$\Sigma X^2$  : The sum of square scores in each aspect

$\Sigma Y^2$  : The sum of square scores from each student

$\Sigma XY$  : The sum of essay scores from each student with the total score in each item Here is the computation of aspect idea:

$$r_{xy} = \frac{N \cdot \Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{N \cdot \Sigma x^2 - (\Sigma x)^2\} \{N \cdot \Sigma y^2 - (\Sigma y)^2\}}}$$

$$r_{xy} = \frac{(30)(583) - (22)(727)}{\sqrt{\{(30)(22) - (22)^2\} \{(30)(19765) - (727)^2\}}}$$

$$r_{xy} = 0,444$$

The test is valid if  $r_{xy} > r_{table}$ . The r-table is 0,334. Therefore, item number 1 is valid.

No	Rxy	Rtabel	Criteria
1	0,444	0,361	valid
2	0,496	0,361	valid

3	0,240	0,361	Not valid
4	0,578	0,361	Valid
5	0,618	0,361	Valid
6	0,199	0,361	Not valid
7	0,605	0,361	Valid
8	0,151	0,361	Not valid
9	0,476	0,361	Valid
10	0,602	0,361	Valid
11	0,145	0,361	Not valid
12	0,593	0,361	Valid
13	0,429	0,361	Valid
14	0,223	0,361	Not valid
15	0,191	0,361	Not valid
16	0,387	0,361	Valid
17	0,655	0,361	Valid
18	0,446	0,361	Valid
19	0,703	0,361	Valid
20	0,469	0,361	Valid
21	0,542	0,361	Valid
22	0,620	0,361	Valid
23	0,170	0,361	Not valid
24	0,537	0,361	Valid
25	0,508	0,361	Valid
26	0,561	0,361	Valid
27	0,312	0,361	Not valid
28	0,713	0,361	Valid
29	0,353	0,361	Not valid
30	0,389	0,361	Valid
31	0,481	0,361	Valid
32	0,454	0,361	Valid
33	0,395	0,361	Valid
34	0,421	0,361	Valid
35	0,543	0,361	Valid
36	0,412	0,361	Valid
37	0,646	0,361	Valid
38	0,489	0,361	Valid
39	0,409	0,361	Valid
40	0,328	0,361	Not valid

### RELIABILITY OF TRY-OUT

**Formula:** 
$$r_{11} = \frac{k V_t - M (k-M)}{(k-1)V_t}$$

Note:

$r_{11}$  : the reliability of the instrument

$k$  : the number of items

$M$  : the means of the scores

$V_t$  : the total of variance

To get the result of  $V_t$ , the formula used is:

$$V_t = \frac{\sum Y - \frac{(\sum Y)^2}{N}}{N}$$

Note:

$N$  : the number of students participating in the test

$\sum Y$  : the sum of student's score

$\sum Y^2$  : the sum of the square score of student's score

$$V_t = 0,903$$

For  $\alpha = 5\%$  and number of subject  $n = 35$ ,  $r_{table} = 0,361$

Since the results of  $r\text{-value} > r\text{-table}$ , it can be concluded that the try out test was reliable and could be used as the pre test.



**DIFFICULTY LEVEL OF TRY-OUT**

No	ID	Criteria
1	0,733	Easy
2	0,667	Medium
3	0,600	Medium
4	0,733	Easy
5	0,633	Medium
6	0,700	Medium
7	0,400	Medium
8	0,600	Medium
9	0,400	Medium
10	0,600	Medium
11	0,667	Medium
12	0,633	Medium
13	0,500	Medium
14	0,533	Medium
15	0,433	Medium
16	0,667	Medium
17	0,667	Medium
18	0,667	Medium
19	0,800	Easy
20	0,567	Medium
21	0,733	Easy
22	0,567	Medium
23	0,667	Medium
24	0,600	Medium
25	0,533	Medium
26	0,633	Medium
27	0,667	Medium
28	0,667	Medium
29	0,700	Medium
30	0,633	Medium
31	0,767	Easy
32	0,667	Medium
33	0,300	Difficult
34	0,367	Medium
35	0,367	Medium

36	0,667	Medium
37	0,700	Medium
38	0,733	Mudah
39	0,467	Medium
40	0,600	Medium

$$= \frac{B_a + B_b}{J_a + J_b}$$

$$= 14+8/30$$

$$= 0,733$$

The criteria was:

0,00<P≤0.30 was difficult 0,30<P≤0,70 was medium 0,7<P ≤1.00

was easy

It can be conclude item number number 1 considered to easy criteria.

### Discriminating Power

No	DP	Criteria
1	0,400	Satisfactory
2	0,533	Good
3	0,133	Poor
4	0,400	Satisfactory
5	0,467	Good
6	0,200	Poor
7	0,533	Good
8	0,267	Satisfactory
9	0,533	Good
10	0,667	Good
11	0,133	Poor
12	0,467	Good
13	0,467	Good
14	0,267	Satisfactory
15	0,067	Poor

16	0,267	Satisfactory
17	0,533	Good
18	0,400	Satisfactory
19	0,267	Satisfactory
20	0,333	Satisfactory
21	0,400	Satisfactory
22	0,467	Good
23	0,133	Poor
24	0,400	Satisfactory
25	0,533	Good
26	0,467	Poor
27	0,133	Poor
28	0,533	Good
29	0,333	Satisfactory
30	0,333	Satisfactory
31	0,333	Satisfactory
32	0,400	Satisfactory
33	0,467	Good
34	0,333	Satisfactory
35	0,600	Good
36	0,267	Satisfactory
37	0,333	Satisfactory
38	0,267	Satisfactory
39	0,400	Satisfactory
40	0,133	Poor

**LESSON PLAN**  
**(Experimental Group)**

Name of School : SMA Negeri 2 BREBES  
 Subject : English  
 Topic : Narrative text  
 Skill : Reading  
 Grade/Semester : X-5 / 2  
**Time Allotment** : 6 x 40 minutes (3 meetings)

**Core Competence :**

3. Understanding knowledge (factual, conceptual, and procedural) based on his/her curiosity about science, technology, arts, culture related phenomena and real events.
4. Trying, processing and presenting various things in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing and composing) in accordance with the learned in school and from other sources in the same point of view / theory

**Basic Competence**

- 4.15. Apprehend the meaning of oral and written narrative text in the form of simple legends
- 3.9. Analyze the social function, the structure of the text, and linguistic elements in simple narrative text in the form of a simple legend and in context.

**A. Indicators**

1. Students are able to identify the main idea of narrative text.
2. Students are able to identify and find the general information of narrative text.
3. Students are able to identify and find the detailed information of narrative text.
4. Students are able to identify the word references.

5. Students are able to identify the meaning of words or phrases found in narrative text.
6. Students are able to identify the communicative purposes of narrative text.
7. Students are able to identify the moral value of narrative text.

### **B. Learning Objectives**

**After completing the learning activities, students are able to:**

1. identifying the main idea of narrative text
2. identifying and finding the general information of narrative text
3. identifying and finding the detailed information of narrative text
4. identifying the word references
5. identifying the meaning of words or phrases found in narrative text
6. identifying the communicative purposes of narrative text
7. identifying the moral value of narrative text

### **C. Learning Materials**

Narrative Text

A narrative is a piece of text which tells a story, in doing so, entertains or informs the reader or listener.

- Social function

To amuse, entertain and to deal with actual or vicarious experience in different ways.

- Generic structure

- Orientation : in which the narrator tells the audience about *who* is in the story, *when* the story is taking place and *where* the action is happening.
  - Complication : sets off a chain of events that influences what will happen in the story.
  - Resolution in which the characters finally sort out the complication.
  - Coda (optional) : provides a comment or moral based on what has been learned from the story.
- Language Features
    - Focus on specific (usually individualized) participants  
e.g. „Prince“, „King“, „Princess“, etc.
    - Use of past tense  
e.g. “. He travelled all over the world.”  
“the rain poured down in torrents`.”, etc.
    - Use of temporal conjunctions and temporal circumstances  
e.g. „Long time ago“, „Once upon a time“, „One day“, etc.
    - Use of relational and mental processes  
e.g. “it was difficult to find out .” , “I am black and blue all over my body.” , etc.

**Text Example:****The prince and the pea**

Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted. There were princesses enough, but it was difficult to find out whether they were real ones. There was always something about them that was not as it should be. So he came home again and was sad, for he would have liked very much to have a real princess.

One evening a terrible storm came on; there was thunder and lightning, and the rain poured down in torrents. Suddenly a knocking was heard at the city gate, and the old king went to open it.

It was a princess standing out there in front of the gate. But, good gracious! what a sight the rain and the wind had made her look. The water ran down from her hair and clothes; it ran down into the toes of her shoes and out again at the heels. And yet she said that she was a real princess.

Well, we'll soon find that out, thought the old queen. But she said nothing, went into the bed-room, took all the bedding off the bedstead, and laid a pea on the bottom; then she took twenty mattresses and laid them on the pea, and then twenty eider-down beds on top of the mattresses.

On this the princess had to lie all night. In the morning she was asked how she had slept.

"Oh, very badly!" said she. "I have scarcely closed my eyes all night. Heaven only knows what was in the bed, but I was lying on something hard, so that I am black and blue all over my body. It's horrible!"

Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses and the twenty eider-down beds.

Adapted from :

(<http://www.eastoftheweb.com/short-stories/UBooks/PriPea.shtml>)

#### The Story of Buffalo and Tiger

Once there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.

One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to a small animal. The tiger wanted to know more about the big animal and the small animal.

After the man went home, the tiger spoke to the buffalo; "you are so big and strong. Why do you do everything the man tells you?" The buffalo answered; "oh, the man is very intelligent".

The tiger asked; "can you tell me how intelligent he is?". "No, I can't tell you", said the buffalo; "but you can ask him"

So the next day the tiger asked to the man; "Can I see your intelligence?".

But the man answered; "it at home". "Can you go and get it?" asked the tiger. "Yes" said the man; "but I am afraid you will kill my buffalo when I am gone. Can I tie you to a tree?"

After the man tied the tiger to the tree, he didn't go home to get his intelligence. He took his plough and hit the tiger. Then he said; "Now you know about my intelligence even you haven't seen it.

Adapted from: (<http://freeenglishcourse.info/the-smartest-animal-a-narrative-text/>)

### Learning Methods

Learning Method

- 1) Approach : Scientific Approach
- 2) Method : GTM
- 3) Technic : Jeopardy games

### D. Learning Activities Meeting 1



ACTIVITY	DESCRIPTION OF ACTIVITY	TIME
Pre Activity	<ul style="list-style-type: none"> <li>• Teacher greets the students</li> <li>• Teachers and students pray together.</li> <li>• Teacher checks the attendance list.</li> </ul>	5 minutes
Main Activity	<ul style="list-style-type: none"> <li>• Teacher provides pre-test and explains to the students about the rule of pretest.</li> <li>• Teacher asks students to study in 20 minutes.</li> <li>• Teacher gives a test paper and an answer sheet.</li> <li>• Students do the pre-test in 60 minutes.</li> </ul>	30 minutes
Post Activity	<ul style="list-style-type: none"> <li>✓ Students submit the pre-test.</li> <li>✓ The teacher ends the class.</li> </ul>	5 minutes

### Meeting 2

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME
Pre Activity	<ul style="list-style-type: none"> <li>• Teacher greets the students and pray together.</li> <li>• Teacher checks the attendance list.</li> <li>• Students receive information competence, material, purpose, benefits, and lessons that will be implemented.</li> <li>• The teacher recalls the students' background knowledge about narrative text.</li> </ul>	5 Minutes
Main	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• The teacher gives an example of narrative text to the students and asks them to read it. Then, she asks them to find difficult words.</li> </ul>	5 Minutes

Activity	<ul style="list-style-type: none"> <li>• The teacher and the students discuss about the text together.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Teacher gives chance to students to ask questions and students giving feedback about the material or materials on the social function, the phrase associated with the material, and linguistic elements.</li> </ul>	5 Minutes
	<p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>✓ Teacher provides a text.</li> <li>✓ Students are asked to read the text</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>✓ Students are asked to work in group consist of 5-6 persons.</li> <li>✓ Teacher explain about the game and the rules on it.</li> <li>✓ Students are asked to identify/analyze the text (its definition, goal, generic structure, and language feature).</li> <li>✓ Students are asked to find the new/difficult words.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>✓ The Teacher and students playing throwing ball game</li> </ul>	5 Minutes         5minute S   10 Minutes

Post Activity	<ul style="list-style-type: none"> <li>✓ The teacher and the students summarize the teaching and learning process.</li> <li>✓ The teacher and the students make reflection on the teaching and learning process.</li> <li>✓ The teacher ends the class.</li> </ul>	5 Minutes
---------------	--	--------------

### Meeting 3

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME
Pre Activity	<ul style="list-style-type: none"> <li>• Teacher greets the students and pray together.</li> <li>• Teacher checks the attendance list.</li> <li>• Students receive information competence, material, purpose, benefits, and lessons that will be implemented.</li> <li>• The teacher recalls the students' background knowledge about narrative text.</li> </ul>	5 minutes
Main Activity	<ul style="list-style-type: none"> <li>• Teacher provides posttest and explains to the students about the rule of posttest.</li> <li>• Teacher asks students to study in 20 minutes.</li> <li>• Teacher gives a test paper and an answer sheet.</li> <li>• Students do the posttest in 60 minutes.</li> </ul>	30 minutes
Post Activity	<ul style="list-style-type: none"> <li>✓ The teacher and the students summarize the teaching and learning process.</li> <li>✓ The teacher and the students make reflection on the teaching and learning process.</li> <li>✓ The teacher ends the class.</li> </ul>	5 minutes

### E. Learning Media/Source

1. Students' worksheets
2. Dictionary
3. English Book

### F. Assessment Form of reading tes

No	Indikator	Evaluasi		
		Technique	Type of Instrument	Example
1	Siswa mampu menjawab pertanyaan berdasarkan isi bacaan analytical exposition text	Test tertulis	Multiple choice	Please, answer some questions based on the text!
2	Siswa mampu menentukan ide pokok bacaan analytical exposition text	Test tertulis	Multiple choice	Please answer the questions below!
	Siswa mampu menganalisa bagianbagian analytical exposition text(generic structure and lexicogrammatical features)	Test tertulis	Multiple choice	Students, what is the thesis of the text?

### Scoring Rubric:

Total Score = Correct Answer x 10/3

**LESSON PLAN**  
**(Control Group)**

Name of School : SMA Negeri 2 BREBES  
Subject : English  
Topic : Narrative text  
Skill : Reading  
Grade/Semester : X-5 / 2

**Time Allotment:** 6 x 40 minutes (3 meetings)

**Core Competence :**

3. Understanding knowledge (factual, conceptual, and procedural) based on his/her curiosity about science, technology, arts, culture related phenomena and real events.
4. Trying, processing and presenting various things in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing and composing) in accordance with the learned in school and from other sources in the same point of view / theory

**Basic Competence**

- 4.15. Apprehend the meaning of oral and written narrative text in the form of simple legends
- 3.9. Analyze the social function, the structure of the text, and linguistic elements in simple narrative text in the form of a simple legend and in context.

**A. Indicators**

1. Students are able to identify the main idea of narrative text.

2. Students are able to identify and find the general information of narrative text.
3. Students are able to identify and find the detailed information of narrative text.
4. Students are able to identify the word references.
5. Students are able to identify the meaning of words or phrases found in narrative text.
6. Students are able to identify the communicative purposes of narrative text.
7. Students are able to identify the moral value of narrative text.

### **B. Learning Objectives**

**After completing the learning activities, students are able to:**

1. Identifying the main idea of narrative text
2. Identifying and finding the general information of narrative text
3. Identifying and finding the detailed information of narrative text
4. Identifying the word references
5. Identifying the meaning of words or phrases found in narrative text
6. Identifying the communicative purposes of narrative text
7. Identifying the moral value of narrative text

## C. Learning Materials

### Narrative Text

A narrative is a piece of text which tells a story, in doing so, entertains or informs the reader or listener.

- Social function

To amuse, entertain and to deal with actual or vicarious experience in different ways.

- Generic structure

- Orientation : in which the narrator tells the audience about *who* is in the story, *when* the story is taking place and *where* the action is happening.

- Complication : sets off a chain of events that influences what will happen in the story.

- Resolution : in which the characters finally sort out the complication.

- Coda (optional) : provides a comment or moral based on what has been learned from the story.

- Language Features

- Focus on specific (usually individualized) participants

e.g. „Prince“, „King“, „Princess“, etc.

- Use of past tense

e.g. “. He travelled all over the world.”

“the rain poured down in torrents`.”, etc.

- Use of temporal conjunctions and temporal circumstances

e.g. „Long time ago“, „Once upon a time“, „One day“, etc.

- Use of relational and mental processes

e.g. “it was difficult to find out .” , “I am black and blue all over my body.” ,

etc.



**Text Example:****The Story of Buffalo and Tiger**

Once there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.

One day, a tiger saw the farmer and his buffalo working in the field. The tiger was very surprised to see a big animal listening to a small animal. The tiger wanted to know more about the big animal and the small animal.

After the man went home, the tiger spoke to the buffalo; “you are so big and strong. Why do you do everything the man tells you?” The buffalo answered; “oh, the man is very intelligent”.

The tiger asked; “can you tell me how intelligent he is?”. “No, I can’t tell you”, said the buffalo; “but you can ask him”

So the next day the tiger asked to the man; “Can I see your intelligence?”. But the man answered; “it at home”. “Can you go and get it?” asked the tiger. “Yes” said the man; “but I am afraid you will kill my buffalo when I am gone. Can I tie you to a tree?”

After the man tied the tiger to the tree, he didn’t go home to get his intelligence. He took his plough and hit the tiger. Then he said; “Now you know about my intelligence even you haven’t seen it.

Adapted from: (<http://freeenglishcourse.info/the-smartest-animal-a-narrative-text/>)

**D. Learning Methods**

Learning Method

- 1) Approach : Scientific Approach
- 2) Method : GTM
- 3) Technic : throwing ball games games

### Learning Activities Meeting 1

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME
Pre Activity	<ul style="list-style-type: none"> <li>• Teacher greets the students</li> <li>• Teachers and students pray together.</li> <li>• Teacher checks the attendance list.</li> </ul>	5 minutes
Main Activity	<ul style="list-style-type: none"> <li>• Teacher provides pre-test and explains to the students about the rule of pretest.</li> <li>• Teacher asks students to study in 20 minutes.</li> <li>• Teacher gives a test paper and an answer sheet.</li> <li>• Students do the pre-test in 60 minutes.</li> </ul>	30 minutes
Post Activity	<ul style="list-style-type: none"> <li>✓ Students submit the pre-test.</li> <li>✓ The teacher ends the class.</li> </ul>	5 minutes

### Meeting 2

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME
Pre Activity	<ul style="list-style-type: none"> <li>• Teacher greets the students and pray together.</li> <li>• Teacher checks the attendance list.</li> <li>• Students receive information competence, material, purpose, benefits, and lessons that will be implemented.</li> <li>• The teacher recalls the students' background knowledge about narrative text.</li> </ul>	5 minutes
	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>• The teacher gives an example of narrative text to the students and asks them to read it. Then, she asks them to find difficult words.</li> </ul>	5 minutes

Main Activity	<ul style="list-style-type: none"> <li>• The teacher and the students discuss about the text together.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Teacher gives chance to students to ask questions and students giving feedback about the material or materials on the social function, the phrase associated with the material, and linguistic elements.</li> </ul> <p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>✓ Teacher provides a text.</li> <li>✓ Students are asked to read the text</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>✓ Students are asked to work in group consist of 5-6 persons.</li> <li>✓ Teacher explain about the game and the rules on it.</li> </ul>	5 minutes  5 minutes
	<ul style="list-style-type: none"> <li>✓ Students are asked to identify/analyze the text (its definition, goal, generic structure, and language feature).</li> <li>✓ Students are asked to find the new/difficult words.</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>✓ The Teacher and students playing Jeopardy game</li> </ul>	5minute s  10 minutes

Post Activity	<ul style="list-style-type: none"> <li>✓ The teacher and the students summarize the teaching and learning process.</li> <li>✓ The teacher and the students make reflection on the teaching and learning process.</li> <li>✓ The teacher ends the class.</li> </ul>	5 minutes
---------------	--	-----------

### Meeting 3

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME
Pre Activity	<ul style="list-style-type: none"> <li>• Teacher greets the students and pray together.</li> <li>• Teacher checks the attendance list.</li> <li>• Students receive information competence, material, purpose, benefits, and lessons that will be implemented.</li> <li>• The teacher recalls the students' background knowledge about narrative text.</li> </ul>	5 minutes
Main Activity	<ul style="list-style-type: none"> <li>• Teacher provides posttest and explains to the students about the rule of posttest.</li> <li>• Teacher asks students to study in 20 minutes.</li> <li>• Teacher gives a test paper and an answer sheet.</li> <li>• Students do the posttest in 60 minutes.</li> </ul>	30 minutes
Post Activity	<ul style="list-style-type: none"> <li>✓ The teacher and the students summarize the teaching and learning process.</li> <li>✓ The teacher and the students make reflection on the teaching and learning process.</li> <li>✓ The teacher ends the class.</li> </ul>	5 minutes

### E. Learning Media/Source

1. Students' worksheets
2. Dictionary
3. English Book

### F. Assessment

#### Form of reading tes

No	Indikator	Evaluasi		
		Technique	Type of Instrument	Example
1	Siswa mampu menjawab pertanyaan berdasarkan isi bacaan analytical exposition Text	Test tertulis	Multiple choice	Please, Answer Some Questions based on the text!
2	Siswa mampu menentukan ide pokok bacaan analytical exposition text	Test tertulis	Multiple choice	Please answer the questions below!
	Siswa mampu menganalisa bagianbagian analytical exposition text(generic structure and lexicogrammatical features)	Test tertulis	Multiple choice	Students, What is the thesis Of the text?

#### Scoring Rubric:

Total Score = Correct Answer x 10/3

**INSTRUMENT FOR PRE-TEST OF EXPERIMENTAL GROUP AND  
CONTROL GROUP**

**Pre test**

Subject: English Grade/Semeter : X/2

Time Allotment : 60 minutes

**Choose the correct answer!**

**Read the following text and answer questions number 1 to 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?" (P12.19-22.UN.0809)

Adopted from <https://www.proprofs.com/quiz-school/story.php?title=9-narrative-text-quiz>

1. 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 dinner
2. "Aren't you cold up there in the wind?" The word there refers to ...

- A. A high cliff
  - B. Sheltered are
  - C. Grass
  - D. Ground
3. From the story we know ...
- A. The goat was very hungry
  - B. The wolf was a helpful animal
  - C. The wolf was eager to eat the goat
  - D. The goat was going to fight with the wolf

**Read the following text and answer questions number 4 to 5!**

#### The Tortoise and the Hare

Once there was a speedy hare who bragged about how fast he could run. Tired of hearing him boast, the tortoise which was slow and steady challenged him to a race. All the animal in forest gathered to watch. Hare ran down the road for a while and then paused to rest. He look back at slow and steady and cried out, "How do you expect to win this race when you are walking along at your slow, slow race?" Hare stretched himself out alongside the road and fell asleep, thinking, "There is plenty of time to relax. The animals who were watching cheered so loudly for tortoise that they woke up Hare. Hare stretched and yawned and began to run again, but it was too late. Tortoise was over the line. After that, Hare always reminded himself, "Don't brag about your lightning pace, for slow and steady won the race!" (P70.19-22.UN.0809)

Adopted from: <https://www.proprofs.com/quiz-school/story.php?title=9-narrative-text-quiz>

4. What made the hare wake up from her sleeping?
- A. The loud noise of the cheering animals
  - B. The steady walk of the tortoise
  - C. The forest animal's cry
  - D. The race voice



5. What can you learn from the story?
- A. Do not underestimate anyone who seems inferior to you
  - B. Do not sleep while you have a competition
  - C. Do not blame anyone even though he did it
  - D. Do not stop walking until you succeed

**Read the following text and answer questions number 6 to 8!**

One day while a mousedeer was walking in the forest, he saw a big black snake sleeping under the tree. When he saw the snake, the mousedeer was frightened. When he wanted to run away from the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake. The tiger woke up and took of the mousedeer. He told the mousedeer that he was going to eat him for lunch. "Please don't eat me now," said the mousedeer. "I have something important to do." "Look," said the mousedeer. "That is the king's belt. He asked me to stay here and watch it while he was away in the forest." The tiger looked at the snake and said, "That is a beautiful belt. I need a belt like that. Can I wear it?" He asked the mousedeer.

"Oh all right," said the mousedeer. So he picked up the snake and wined it around the tiger. Then the snake woke up and saw the tiger. The snake twisted itself tighter until the tiger couldn't breathe. The tiger asked the mousedeer to help him. But the mousedeer turned and ran away into the forest.

Adopted from: [http://englishbontang.blogspot.co.id/2011/04/narrative-text-questions\\_23.html](http://englishbontang.blogspot.co.id/2011/04/narrative-text-questions_23.html)

6. What kind of text is in the story above?
- A. Narrative Text
  - B. Recount Text
  - C. Report Text
  - D. Descriptive Text

7. Why did the mousedeer trick the tiger by saying that the snake was a king's belt?
  - A. The mousedeer liked to trick other animals.
  - B. The mousedeer was a clever animal.
  - C. The tiger wanted to eat him.
  - D. The tiger wanted to wear it.
8. What is the communicative purpose of this text?
  - A. To inform the readers about activities happened in the past.
  - B. To describe something in general.
  - C. To give information about the mousedeer.
  - D. To entertain the readers.

**Read the following text and answer questions number 9 to 11!**

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.

Adopted from: <http://andriantanjungenglish.blogspot.co.id/2012/05/soal-soal-narrative-pilihan-ganda.html>

9. Who was the naughtiest rabbit?
- A. Flopsy
  - B. Mopsy
  - C. Peter
  - D. Mr. McGregor
10. Why did Peter get sick? Because ....
- A. He was so tired
  - B. He did not eat
  - C. He caught a cold
  - D. He was eating too much
11. Whom did Peter meet at the garden?
- A. Flopsy
  - B. Mr. McGregor
  - C. Mrs. McGregor
  - D. His father

**Read the following text and answer questions number 12 to 14!**

#### The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend."

Adopted from : <https://www.itapuih.com/2017/05/10-contoh-soal-narrative-text-dan-kunci.html>

12. What can we get from the story?
- We have to save ourselves
  - have to learn how to climb
  - Bear will not harm a dead man
  - True friend always stand by us in ups and downs
13. "He advised me not to believe a false friend."  
(Paragraph 3) The underlined word refers to  
....
- The bear
  - The dead man
  - The friend who cannot climb
  - The friend who climb the tree
14. Where do you think the story happened?
- In the river
  - In the park
  - In the woods
  - In the zoo

**Read the following text and answer questions number 15 to 18!**

Once there lived a rich king. His name was Midas. However he was not happy because he wanted to be the richest king all around the world. One day as Midas sat on his throne; his servant came to him with an old man. "Master," said the servant. "We have found this person around your orchard. He's Silenus, the friend of the god Bacchus." Midas had an idea. He welcomed the old man as his guest for ten days. At the end of the ten days, Midas took Silenus back to the god Bacchus. Bacchus was very happy to see his lost friend. He said to Midas, "I will grant you any wish you make." Midas was very happy. Then, he asked everything he touched would turn into gold. On his return to his place, Midas tried out his new power. Everything he touched, it became gold. Then, he went for a walk in

the garden. His children ran up to him. Without thinking he touched his children and instantly they turned into little gold statues. Midas cried. He hurried to Bacchus. Bacchus felt sorry for Midas and ordered him to go to the River Pactolus and wash his hands in its water. This would take away the golden touch. Midas had found out that all gold in the world did not bring any happiness.

(Pred.UN.0708)

Adopted from: <https://www.proprofs.com/quiz-school/story.php?title=9-narrative-text-quiz>

15. The purpose of the text is ...
  - A. To instruct a rich king
  - B. To amuse someone about a rich king
  - C. To identify Midas had sent Silenus back
  - D. How to be the richest king
  
16. Why did Bacchus give everything that Midas wished?
  - A. Because Midas was a rich king
  - B. Because Midas was his best friend
  - C. Because Midas had sent Silenus back
  - D. Because Midas wanted to be the richest king
  
17. Bacchus told Midas how to get rid of the golden touch.
 

Based on the text, this statement is called . . . .

  - A. Orientation
  - B. Complication
  - C. Resolution
  - D. Reorientation
  
18. “Then, he asked everything he touched would turn into gold” (Paragraph 5)The underlined word refers to...
  - A. Midas
  - B. The Servant

C. Silenus

D. Pactolus

**Read the following text and answer questions number 19!**

### THE GOLDEN SNAIL

Once upon a time, there was a king of Antah Berantah Kingdom curses Dewi Sekartaji by changing her into a golden snail, Keong Emas. The god Narada told Keong Emas to drift along the river in order to find her husband, Panji Asmoro Bangun.

One day, a poor widow, Mbok Rondo Dedapan, who always fished along the river, found the golden snail and took it home. There, she put the snail in a jar and took care of it. All of sudden, unexpected good thing took place in Mbok Rondo's life.

Coming back from her daily fishing, she would find delicious dishes on the table and the house cleaned. She wondered who had been so nice to take of her house and to do cooking. When this went on for several days, she could not resist her temptation to find out who a instead of fishing, she peeped through a hole in the wall of her house.

Adapted from: <http://virdamufida.blogspot.co.id/2011/06/example-of-narrative-text.html>

19. Who was Panji asmoro bangun?

- A. The King of Antah Berantah
- B. Dewi Sekartaji's husband
- C. Mbok Rondo Dadapan's husband
- D. A poor Widow

**Read the following text and answer questions number 20 to 21!**

### **THE LEGEND OF BEOWULF**

Once upon a time, there was a horrible monster called Grendel. He was half-man and half-monster. He lived in Denmark. One day, he went to the king's castle. The king and his men tried to kill the monster but their swords were useless. A knight called Beowulf heard about the problem and went to Denmark to help the king.

That night, Beowulf and his men took off their armour and put away their swords and went to sleep. The monster came into the castle and killed a knight. Beowulf woke up and fought the monster-he pulled off an arm! Grendel went back to his home in a lake and died. Grendel's mother was very angry and the next night she went to the castle and killed a knight.

In the morning, Beowulf went to the lake. He killed Grendel's mother with a special sword. When he came back, the king was very happy and he gave Beowulf presents and money. Beowulf went back to his country and became a king. He was king for fifty years. But one day, a dragon came to his country, and it attacked people. **It** lived in a cave with treasure. The dragon was very big and breathed fire. The knights were afraid and they did not want to fight the dragon. King Beowulf was an old man but he put on his armour again and went to the dragon's cave with his men.

Adapted from: <http://virdamufida.blogspot.co.id/2011/06/example-of-narrative-text.html>

20. From the text we can conclude that the Grendel's characters were
- A. Brave and helpful
  - B. Arrogant and coward
  - C. Brave and Coward
  - D. Selfish and Brave
21. "**It** lived in a cave with treasure". The underlined words refer to....
- A. Beowulf
  - B. Grendel's mom

- C. The king
- D. A dragon

### THE MAGIC CANDLE

One day, a young wanderer got lost in the wood. Suddenly he saw a light from an old hut. He knocked on the door, and an old woman opened it. She was crying.

She said that the devil had stolen her magic candle. The candle could grant anything she asked. The wanderer asked her where the devil lived. "In castle not far from here," said he old woman.

The wanderer went to the castle. There she found the devil, but he was old and weak. Therefore when the wanderer grabbed the magic candle from the devil's table and run away, he couldn't chase him.

But the wanderer was not a kind man. He didn't return the candle into the old woman, but kept it for himself. He lit the candle and made a wish, "I want to go far away from here." Suddenly the genies appeared and took him to a beautiful palace. There was a party in the palace. The wonderer wanted to make some money. So, he lit the candle again and wished for some jewelry. He sold them to the guests and was soon making a lot of money. Then, the princess came to buy the jewelry, but there was nothing left. The wanderer fell in love with her and asked her to marry him. The kind princess said yes, and they got married the next day. In his happiness, the wanderer told the princess got very angry. At night she lit the candle and wished that the wanderer disappear. In the morning the wanderer woke up and found himself in an ugly house in the village. Everything he had had lost without a trace and he became poor.

Adapted from: <http://virdamufida.blogspot.co.id/2011/06/example-of-narrative-text.html>



22. What did the wanderer do after know about the magic candle?
- A. Marrying the princess
  - B. Being rich
  - C. meeting the genies
  - D. Going to see the magic candle
23. From the text we can conclude that the wanderer's character was...
- A. Greedy and silly
  - B. Wisher and gifted
  - C. Generous and brave
  - D. Hilarious and faithful
24. What we can get from the story?
- A. We can do everything as long as we are happy
  - B. Being rich is everything in this world
  - C. Being greedy will make our life suffer
  - D. Being greedy is a good choice

#### True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. **It** smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

Adapted from: <https://video.quipper.com/id/blog/un/bahasa-indonesia-un-sma/contoh-narrative-text-pendek-dan-terjemahannya/>

25. From the story we can conclude that
- A true friend in need is a friend indeed.
  - A true friend is nothing
  - In danger we have to think to our self
  - To help each other is not important
26. “It smelt in his ears, and slowly left....(paragraph 3). The underlined word refer to...
- The man who pretend as a dead man
  - The man who climbed the tree
  - The large bear
  - The two man in the forest

**Read the following text and answer questions number 27 to 30!**

The vain little mouse

Little mouse lived in a beautiful small house. One day, when she was sweeping the floor, she found a coin.

She said, with this coin, I’m going to buy a nice red bow for my hair. “I’ll be beautiful”.

She was really beautiful with the red bow in her hair. She sat next to the window so that everybody could see her. “little mouse you look pretty, said the donkey “ will you marry me ?”

And she asked “ what will you do at night?” “ I will bry like this,” said the donkey. And he brayed.

“ oh no I’ll get frightened,” said the little mouse.

Then the dog asked , “ little mouse “little mouse you look pretty, “ don’t you marry me ?”

“ what will you do at night?” asked the mouse “ I will barked like this,” said the dog. And he barked “ I’ll get frightened,” said the mouse

Finally the cat asked her beautiful little mouse “will you marry me ?” And “what will you do at night?” asked the mouse “ I’ll sing like this,” said the cat and he sang a beautiful song.

“yes I will marry you” said the mouse.

So they got married, but on the wedding night the cat didn’t sing that beautiful song, he ate the vain little mouse.

27. Where did the little mouse live ? she lived in.....

- A. a big house
- B. a Small House
- C. a beautiful little house
- D. a beautiful big house

28. What did the cat do to the mouse finally?

- A. Ate her
- B. Married her
- C. Helped her
- D. Kiss her

29. What will the donkey do at night?

- A. Bray
- B. Sleep
- C. Sing a song
- D. eat

30. I will sing a beautiful song at night” What does I refer to?

- A. The cat
- B. The donkey
- C. The dog
- D. The monkey

**INSTRUMENT FOR POST-TEST OF EXPERIMENTAL GROUP AND  
CONTROL GROUP**

Subject: English Grade/Semeter : X/2  
Time Allotment : 60  
minutes

**Choose the correct answer!**

**Read the following text and answer questions number 1 to 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?" (P12.19-22.UN.0809)

Adopted from <https://www.proprofs.com/quiz-school/story.php?title=9-narrative-text-quiz>

1. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
  - A. To be dinner
  - B. To be his friend
  - C. To graze on the level ground
  - D. To climb up higher
2. "Aren't you cold up there in the wind?" The word there refers to ...
  - A. Grass

- B. A high cliff
  - C. Sheltered area
  - D. Ground
3. From the story we know ...
- A. The wolf was eager to eat the goat
  - B. The goat was very hungry
  - C. The wolf was a helpful animal
  - D. The goat was going to fight with the wolf

**Read the following text and answer questions number 4 to 5!**

The Tortoise and the Hare

Once there was a speedy hare who bragged about how fast he could run. Tired of hearing him boast, the tortoise which was slow and steady challenged him to a race. All the animals in forest gathered to watch. Hare ran down the road for a while and then paused to rest. He looked back at slow and steady and cried out, "How do you expect to win this race when you are walking along at your slow, slow pace?" Hare stretched himself out alongside the road and fell asleep, thinking, "There is plenty of time to relax. The animals who were watching cheered so loudly for tortoise that they woke up Hare. Hare stretched and yawned and began to run again, but it was too late. Tortoise was over the line. After that, Hare always reminded himself, "Don't brag about your lightning pace, for slow and steady won the race!" (P70.19-22.UN.0809)

Adopted from: <https://www.proprofs.com/quiz-school/story.php?title=9-narrative-text-quiz>

4. What made the hare wake up from her sleeping?
- A. The loud noise of the cheering animals
  - B. The race voice
  - C. The steady walk of the tortoise

- D. The forest animal's cry
5. What can you learn from the story?
- A. Do not blame anyone even though he did it
  - B. Do not underestimate anyone who seems inferior to you
  - C. Do not sleep while you have a competition
  - D. Do not stop walking until you succeed

**Read the following text and answer questions number 6 to 8!**

One day while a mousedeer was walking in the forest, he saw a big black snake sleeping under the tree. When he saw the snake, the mousedeer was frightened. When he wanted to run away from the snake, he suddenly fell on top of a tiger which was sleeping not far from the snake. The tiger woke up and took of the mousedeer. He told the mousedeer that he was going to eat him for lunch. "Please don't eat me now," said the mousedeer. "I have something important to do." "Look," said the mousedeer. "That is the king's belt. He asked me to stay here and watch it while he was away in the forest." The tiger looked at the snake and said, "That is a beautiful belt. I need a belt like that. Can I wear it?" He asked the mousedeer.

"Oh all right," said the mousedeer. So he picked up the snake and wined it around the tiger. Then the snake woke up and saw the tiger. The snake twisted itself tighter until the tiger couldn't breathe. The tiger asked the mousedeer to help him. But the mousedeer turned and ran away into the forest.

Adopted from: [http://englishbontang.blogspot.co.id/2011/04/narrative-text-questions\\_23.html](http://englishbontang.blogspot.co.id/2011/04/narrative-text-questions_23.html)

6. What kind of text is in the story above?
- A. Descriptive Text
  - B. Narrative Text
  - C. Recount Text

- D. Report Text
7. Why did the mousedeer trick the tiger by saying that the snake was a king's belt?
- A. The mousedeer was a clever animal.
  - B. The tiger wanted to eat him.
  - C. The tiger wanted to wear it.
  - D. The mousedeer liked to trick other animals.
8. What is the communicative purpose of this text?
- A. To inform the readers about activities happened in the past.
  - B. To give information about the mousedeer.
  - C. To entertain the readers.
  - D. To describe something in general.

**Read the following text and answer questions number 9 to 11!**

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.

Adopted from: <http://andriantanjungenglish.blogspot.co.id/2012/05/soal-soal-narrative-pilihan-ganda.html>

9. Who was the naughtiest rabbit?
- A. Peter
  - B. Flopsy
  - C. Mopsy
  - D. Mr. McGregor
10. Why did Peter get sick? Because ....
- A. He caught a cold
  - B. He was so tired
  - C. He did not eat
  - D. He was eating too much
11. Whom did Peter meet at the garden?
- A. Flopsy
  - B. His father
  - C. Mr. McGregor
  - D. Mrs. McGregor

**Read the following text and answer questions number 12 to 14!**

#### The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your



ears?"The other friend replied, "He advised me not to believe a false friend.

Adopted from : <https://www.itapuih.com/2017/05/10-contoh-soal-narrative-text-dan-kunci.html>

12. What can we get from the story?
- We have to save ourselves
  - True friend always stand by us in ups and downs
  - have to learn how to climb
  - Bear will not harm a dead man
13. "He advised me not to believe a false friend."  
(Paragraph 3) The underlined word refers to  
....
- The dead man
  - The friend who cannot climb
  - The bear
  - The friend who climb the tree
14. Where do you think the story happened?
- In the river
  - In the woods
  - In the zoo
  - In the park

**Read the following text and answer questions number 15 to 18!**

Once there lived a rich king. His name was Midas. However he was not happy because he wanted to be the richest king all around the world. One day as Midas sat on his throne; his servant came to him with an old man. "Master," said the servant. "We have found this person around your orchard. He's Silenus, the friend of the god Bacchus." Midas had an idea. He welcomed the old man as his guest for ten days. At the end of the ten days, Midas took Silenus back to the god Bacchus. Bacchus was very happy to see his lost friend. He said to Midas, "I will

grant you any wish you make.” Midas was very happy. Then, he asked everything he touched would turn into gold. On his return to his place, Midas tried out his new power. Everything he touched, it became gold. Then, he went for a walk in the garden. His children ran up to him. Without thinking he touched his children and instantly they turned into little gold statues. Midas cried. He hurried to Bacchus. Bacchus felt sorry for Midas and ordered him to go to the River Pactolus and wash his hands in its water. This would take away the golden touch. Midas had found out that all gold in the world did not bring any happiness.

(Pred.UN.0708)

Adopted from: <https://www.proprofs.com/quiz-school/story.php?title=9-narrative-text-quiz>

15. The purpose of the text is ...
  - A. To amuse someone about a rich king
  - B. To identify Midas had sent Silenus back
  - C. How to be the richest king
  - D. To instruct a rich king
  
16. Why did Bacchus give everything that Midas wished?
  - A. Because Midas wanted to be the richest king
  - B. Because Midas was a rich king
  - C. Because Midas was his best friend
  - D. Because Midas had sent Silenus back
  
17. Bacchus told Midas how to get rid of the golden touch.
 

Based on the text, this statement is called . . . .

  - A. Orientation
  - B. Reorientation
  - C. Complication
  - D. Resolution

18. “Then, he asked everything he touched would turn into gold” (Paragraph 5) The underlined word refers to...
- Midas
  - The Servant
  - Pactolus
  - Silenus

**Read the following text and answer questions number 19!**

### THE GOLDEN SNAIL

Once upon a time, there was a king of Antah Berantah Kingdom curses Dewi Sekartaji by changing her into a golden snail, Keong Emas. The god Narada told Keong Emas to drift along the river in order to find her husband, Panji Asmoro Bangun.

One day, a poor widow, Mbok Rondo Dedapan, who always fished along the river, found the golden snail and took it home. There, she put the snail in a jar and took care of it. All of sudden, unexpected good thing took place in Mbok Rondo’s life.

Coming back from her daily fishing, she would find delicious dishes on the table and the house cleaned. She wondered who had been so nice to take of her house and to do cooking. When this went on for several days, she could not resist her temptation to find out who a instead of fishing, she peeped through a hole in the wall of her house.

Adapted from: <http://virdamufida.blogspot.co.id/2011/06/example-of-narrative-text.html>

19. Who was Panji asmoro bangun?
- A poor Widow
  - The King of Antah Berantah
  - Dewi Sekartaji’s husband
  - Mbok Rondo Dadapan’s husband

**Read the following text and answer questions number 20 to 21!**

### **THE LEGEND OF BEOWULF**

Once upon a time, there was a horrible monster called Grendel. He was half-man and half-monster. He lived in Denmark. One day, he went to the king's castle. The king and his men tried to kill the monster but their swords were useless. A knight called Beowulf heard about the problem and went to Denmark to help the king.

That night, Beowulf and his men took off their armour and put away their swords and went to sleep. The monster came into the castle and killed a knight. Beowulf woke up and fought the monster-he pulled off an arm! Grendel went back to his home in a lake and died. Grendel's mother was very angry and the next night she went to the castle and killed a knight.

In the morning, Beowulf went to the lake. He killed Grendel's mother with a special sword. When he came back, the king was very happy and he gave Beowulf presents and money. Beowulf went back to his country and became a king. He was king for fifty years. But one day, a dragon came to his country, and it attacked people. It lived in a cave with treasure. The dragon was very big and breathed fire. The knights were afraid and they did not want to fight the dragon. King Beowulf was an old man but he put on his armour again and went to the dragon's cave with his men.

Adapted from:

<http://virdamufida.blogspot.co.id/2011/06/example-of-narrative-text.html>

20. From the text we can conclude that the Grendel's characters were
- A. Brave and Coward
  - B. Brave and helpful
  - C. Arrogant and coward

D. Selfish and Brave

21. “It lived in a cave with treasure”. The underlined words refer to....

A. The king

B. Beowulf

C. Grendel’s mom

D. A dragon

### THE MAGIC CANDLE

One day, a young wanderer got lost in the wood. Suddenly he saw a light from an old hut. He knocked on the door, and an old woman opened it. She was crying. She said that the devil had stolen her magic candle. The candle could grant anything she asked. The wanderer asked her where the devil lived. “In castle not far from here,” said the old woman.

The wanderer went to the castle. There she found the devil, but he was old and weak. Therefore when the wanderer grabbed the magic candle from the devil’s table and ran away, he couldn’t chase him. But the wanderer was not a kind man. He didn’t return the candle to the old woman, but kept it for himself. He lit the candle and made a wish, “I want to go far away from here.” Suddenly the genies appeared and took him to a beautiful palace. There was a party in the palace. The wanderer wanted to make some money. So, he lit the candle again and wished for some jewelry. He sold them to the guests and was soon making a lot of money. Then, the princess came to buy the jewelry, but there was nothing left. The wanderer fell in love with her and asked her to marry him. The kind princess said yes, and they got married the next day. In his happiness, the wanderer told the princess she got very angry. At night she lit the candle and wished that the wanderer disappear. In the morning the wanderer woke up and found himself in an ugly house in the village. Everything he had had lost without a trace and he became poor.

Adapted from: <http://virdamufida.blogspot.co.id/2011/06/example-of-narrative-text.html>

22. What did the wanderer do after know about the magic candle?
- A. Being rich
  - B. Marrying the princess
  - C. meeting the genies
  - D. Going to see the magic candle
23. From the text we can conclude that the wanderer's character was...
- A. Wisher and gifted
  - B. Generous and brave
  - C. Hilarious and faithful
  - D. Greedy and silly
24. What we can get from the story?
- A. Being greedy will make our life suffer
  - B. We can do everything as long as we are happy
  - C. Being rich is everything in this world
  - D. Being greedy is a good choice

### **True Friends**

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. **It** smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures.

After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

Adapted from: <https://video.quipper.com/id/blog/un/bahasa-indonesia-un-sma/contoh-narrative-text-pendek-dan-terjemahannya/>

25. From the story we can conclude that
- A. A true friend in need is a friend indeed.
  - B. To help each other is not important
  - C. A true friend is nothing
  - D. In danger we have to think to our self
26. “It smelt in his ears, and slowly left....(paragraph 3).  
The underlined word refer to...
- A. The large bear
  - B. The man who pretend as a dead man
  - C. The man who climbed the tree
  - D. The two man in the forest

**Read the following text and answer questions number 27 to 30!**

### **The vain little mouse**

Little mouse lived in a beautiful small house. One day, when she was sweeping the floor, she found a coin.

She said, with this coin, I’m going to buy a nice red bow for my hair. “I’ll olok beautiful”.

She was really beautiful with the red bow in her hair. She sat next to the window so that everybody could see her. “little mouse you look pretty, said the donkey “ will you marry me ?”

And she asked “ what will you do at night?” “ I will bry like this,” said the donkey. And he brayed.

“ oh no I’ll get frightened,” said the little mouse.

Then the dog asked , “ little mouse “little mouse you look pretty, “ don’t you marry me ?”

“ what will you do at night?” asked the mouse“ I will barked like this,” said the dog. And he barked “ I’ll get frightened,” said the mouse

Finally the cat asked her beautiful little mouse “will you marry me ?”

And “what will you do at night?” asked the mouse “ I’ll sing like this,” said the cat and he sang a beautiful song.

“yes I will marry you” said the mouse.

So they got married, but on the wedding night the cat didn’t sing that beautiful song, he ate the vain little mouse.

27. Where did the little mouse live ? she lived in.....

- A. a beautiful little house
- B. a Small House
- C. a big house
- D. a beautiful big house

28. What did the cat do to the mouse finally?

- A. Ate her
- B. Married her
- C. Helped her
- D. Kiss her

29. What will the donkey do at night?

- A. Sing a song
- B. Bray
- C. Sleep



D. eat

30. I will sing a beautiful song at night” What does I refer to?

A. The monkey

B. The cat

C. The donkey

D. The dog

**PRE-TEST AND POST-TEST OF THE EXPERIMENTAL GROUP**

<b>NO.</b>	<b>CODE</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>
1	E-1	53,3	80,0
2	E-2	53,3	93,3
3	E-3	46,7	93,3
4	E-4	56,7	100,0
5	E-5	40,0	60,0
6	E-6	66,7	93,3
7	E-7	60,0	66,7
8	E-8	63,3	86,7
9	E-9	60,0	76,7
10	E-10	66,7	83,3
11	E-11	73,3	86,7
12	E-12	46,7	73,3
13	E-13	56,7	83,3
14	E-14	33,3	66,7
15	E-15	46,7	73,3
16	E-16	46,7	80,0
17	E-17	40,0	73,3
18	E-18	46,7	73,3
19	E-19	46,7	60,0
20	E-20	70,0	90,0
21	E-21	60,0	86,7
22	E-22	60,0	83,3
23	E-23	53,3	93,3
24	E-24	56,7	66,7
25	E-25	73,3	86,7
26	E-26	40,0	86,7
27	E-27	76,7	80,0
28	E-28	66,7	90,0
29	E-29	73,3	86,7
30	E-30	66,7	80,0
31	E-31	56,7	60,0
32	E-32	70,0	93,3
33	E-33	60,0	73,3
34	E-34	66,7	73,3
35	E-35	56,7	90,0
<b>S</b>		2010	2823,3
<b>Mean</b>		57,4	<b>80,7</b>

**PRE-TEST AND POST-TEST OF THE CONTROL GROUP**

<b>NO</b>	<b>CODE</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>
1	C-1	56,7	60,0
2	C-2	50,0	53,3
3	C-3	73,3	73,3
4	C-4	46,7	80,0
5	C-5	73,3	83,3
6	C-6	53,3	53,3
7	C-7	46,7	86,7
8	C-8	60,0	93,3
9	C-9	53,3	93,3
10	C-10	66,7	80,0
11	C-11	73,3	83,3
12	C-12	46,7	73,3
13	C-13	60,0	76,7
14	C-14	46,7	66,7
15	C-15	40,0	70,0
16	C-16	66,7	80,0
17	C-17	40,0	60,0
18	C-18	53,3	73,3
19	C-19	40,0	66,7
20	C-20	46,7	90,0
21	C-21	56,7	86,7
22	C-22	33,3	53,3
23	C-23	66,7	80,0
24	C-24	50,0	83,3
25	C-25	53,3	80,0
26	C-26	60,0	76,7
27	C-27	53,3	80,0
28	C-28	66,7	86,7
29	C-29	66,7	66,7
30	C-30	56,7	66,7
31	C-31	60,0	66,7
32	C-32	53,3	73,3
33	C-33	60,0	66,7
34	C-34	56,7	73,3
35	C-35	53,3	70,0
<b>S</b>		<b>1940,0</b>	<b>2606,7</b>
<b>Mean</b>		<b>55,4</b>	<b>74,5</b>

**NAME LIST OF EXPERIMENTAL GROUP**

NO	STUDENT'S CODE	
1	E-1	Adi Febrianto
2	E-2	Alfina Salsa Maulida
3	E-3	Ananda Putra H
4	E-4	Ani Alfiyani
5	E-5	Aulia Habibah
6	E-6	Aulia Nursofro S
7	E-7	Belinda Pujiarti
8	E-8	Cenia Yunliani
9	E-9	Derby Rahardian
10	E-10	Fachri MZ
11	E-11	Fakri Fadilah
12	E-12	Hellen Rosyana
13	E-13	Husni Mubarak A
14	E-14	Iqbal Himmah S
15	E-15	Ismi Anggita Yusriyanti
16	E-16	Ken Khansa Maharani Diharjo
17	E-17	Khisnia Putri Izzati
18	E-18	Laelatul Fatkhuroh
19	E-19	LimpePramesti
20	E-20	Maya Belan Dina
21	E-21	Melani Dwi Hayati
22	E-22	Miranti Yulianingtyas U
23	E-23	Muhammad Johan
24	E-24	Mukhim fakhrul Islam
25	E-25	Nanda Fahreza
26	E-26	Rahma Aliefia Nurutami
27	E-27	Restu Hening Winungu
28	E-28	Risnawati
29	E-29	Sabrina Dwi Adrianti
30	E-30	Suang Sidauruk
31	E-31	Tiara Nuruzzahro
32	E-32	Uchriznes
33	E-33	Uzmatul Fakhizati
34	E-34	Widodo Arif
35	E-35	Yudha Prasajo

**NAME LIST OF CONTROL GROUP**

<b>No</b>	<b>STUDENT'S CODE</b>
1	Ade Berliana C-1
2	Adjizah C-2
3	Alvino Rivaldi Ramadan C-3
4	AmirohNur Fadilah C-4
5	Annisa Silfina C-5
6	Andita Dian Nova Ramadani C-6
7	Aprilia Nur Alitya C-7
8	Apriliana Salma S C-8
9	Aulia Arif Renaldi C-9
10	Brian Nizar Rinaldi C-10
11	Diah Intan Ayumi C-11
12	Hanif Aqilah Aulia C-12
13	Khaerul Alam C-13
14	Lintang Rido S C-14
15	Malia Mazida C-15
16	Mifta Khulzanah C-16
17	M Agus Tofaqih C-17
18	M Arif Cahyanto C-18
19	M Sang Aji C-19
20	M Ikhsan Maulana C-20
21	Nadia Tri Wijayanti C-21
22	Nur Hidayah Asilah C-22
23	Nurul Salma Azmi C-23
24	Raihan Nasywa DH C-24
25	Rangga Friday Syah Pratama C-25
26	Risma Auliya Amanda C-26
27	Sabiq Yanuar A C-27
28	Salma Khanan Azzahra C-28
29	Sinta Arnita C-29
30	Tiara Dewi Aryani C-30
31	Tika Dwi Prasasti C-31
32	Tri wulan Octavia C-32
33	Vinna Asriana C-33
34	Wildan Hanifurrifky AJ C-34

## Grammar checker

Type your title

### CHAPTER 1

#### INTRODUCTION

This chapter explains the background of the study, the reasons for choosing the topic, the statement of the problem, the objective of the study, the research hypotheses, the significance of the study, the limitation of the study, and the outline of the study.

#### 1.1 Background of the Study

Reading is one of the language competence in mastering English. In learning a foreign language, four major skills that need to be mastered: listening, reading, speaking and writing. Gillet and Temple (2000) as cited in Uribe-Enciso (2015: 39) state "that vocabulary mastery of vocational students. She aimed to find out the aforementioned game can be used to enrich vocational students' English vocabulary enrichment through the game, she also wanted how the game can improve students' motivation and interest in learning English. Nurrahman (2013) researched to know

690 words

1,236 words

Type your title

### 2.1 Review of Theoretical Studies

I took some relevant literature to support this study about teaching reading comprehension using the combination of games and grammar-translation method. It presents the general concept of reading comprehension, teaching reading in senior high school, components of reading, steps in reading, jeopardy game, throwing ball game, grammar-translation method and summery

#### 2.1.1 General Concept of Reading Comprehension

Reading comprehension is one of the parts of the act of reading. What is the definition of reading comprehension? Some experts describe the outline definition of reading comprehension. Van den Broek & Espin (2012) as cited in Moore (2015:2) states that "Reading comprehension is a complex interaction among

281 words

Type your title

### CHAPTER III

#### METHODS OF INVESTIGATION

This chapter describes in detail the method of investigation which consists of research design, research site, the instrument of the study, procedures of data collection, and procedures of data analysis.

#### 3.1 Research Design

In this research, the writer used quasi-experimental research to analyze the data. According to Best (1981:59), an experiment

1,691 words

Premium alerts

We found **38 additional writing issues** in this text available only for Premium users.

- 18 Word Choice
- 7 Punctuation in Compound/Complex Sentences
- 3 Passive Voice Misuse
- 1 Weak or Uncertain Language
- 3 Misplaced Words or Phrases
- 5 more...

38

GO PREMIUM

"It's an online service that quickly and easily makes your writing better and makes you sound like a pro, or at least helps you avoid looking like a fool."

GO PREMIUM

"It's an online service that quickly and easily makes your writing better and makes you sound like a pro, or at least helps you avoid looking like a fool."

Premium alerts

We found **10 additional writing issues** in this text available only for Premium users.

- 3 Word Choice
- 2 Punctuation in Compound/Complex Sentences
- 1 Closing Punctuation
- 1 Misuse of Semicolons, Quotation Marks, etc.
- 1 Weak or Uncertain Language
- 2 more...

10

GO PREMIUM

"It's an online service that quickly and easily makes your writing better and makes you sound like a pro, or at least helps you avoid looking like a fool."

Corrected UNDO

Premium alerts

We found **50 additional writing issues** in this text available only for Premium users.

- 14 Passive Voice Misuse
- 12 Word Choice
- 8 Punctuation in Compound/Complex Sentences
- 4 Misuse of Semicolons, Quotation Marks, etc.
- 4 Improper Formatting
- 8 more...

50

GO PREMIUM

"It's an online service that quickly and easily makes your writing better and makes you sound like a pro, or at least helps you avoid looking like a fool."

Corrected UNDO

Premium alerts

We found **50 additional writing issues** in this text available only for Premium users.

- 14 Passive Voice Misuse
- 12 Word Choice
- 8 Punctuation in Compound/Complex Sentences
- 4 Misuse of Semicolons, Quotation Marks, etc.
- 4 Improper Formatting
- 8 more...

50

GO PREMIUM

"It's an online service that quickly and easily makes your writing better and makes you sound like a pro, or at least helps you avoid looking like a fool."

Corrected UNDO

Hide Assistant

Overall score  
Calculating...

Goals  
Adjust goals

All alerts

Correctness  
Looking good

Clarity  
Very clear

Premium  
Advanced alerts

33

Send to proofreaders

Plagiarism

Send to proofreaders

Plagiarism

32

Hide Assistant

Overall score  
See performance

80

Goals  
Adjust goals

All alerts

Correctness  
Looking good

Clarity  
Very clear

Premium  
Advanced alerts

10

Send to proofreaders

Plagiarism

Hide Assistant

Overall score  
See performance

80

Goals  
Adjust goals

All alerts

Correctness  
Looking good

Clarity  
Very clear

Premium  
Advanced alerts

50

Send to proofreaders

Plagiarism

Documentation







