THE EFFECTIVENESS OF USING STUDENT TEAM ACHIEVEMENT

DIVISION (STAD) FOR STUDENTS' READING COMPREHENSION

(Experimental Study at the Eighth Grade Student of MTs N Surakarta 2 in

the Academic Year 2019/2020)

THESIS

Submitte Submitted as A Partial Requirements for Writing the Thesis

By:

NOVITA KARTIKA RATRI

SRN.15.32.2.1.038

ENGLISH EDUCATION DEPARTMENT

CULTURE AND LANGUAGE FACULTY

THE STATE ISLAMIC INSTITUTE OF SURAKARTA

2020

ADVISOR SHEET

Subject : Thesis of Novita Kartika Ratri

SRN   : 15 322 1 038

          To:

          The Dean of Cultures and Languages

          Faculty IAIN Surakarta

          In Surakarta

Assalamu'alaikum Wr. Wb.

   After reading thoroughly and giving necessary advice, herewith, as the advisor, I state that the thesis of

   Name : Novita Kartika Ratri

   SRN : 15 322 1 038

   Title : The Effectiveness of Using Student Team Achievement Division (STAD) For Students' Reading Comprehension (Experimental Study at the Eighth Grade Student of MTs N Surakarta 2 in the Academic Year 2019/2020)

Has already fulfilled the requirements to be presented before. The board of Examiner *(Munaqosyah)* to gain Bachelor Degree in English education.

   Thank you for the attention.

Wassalamu'alaikum Wr.Wb

          Surakarta,   2020

          Advisor,

          Nor Laili Fatmawati, M.Pd

          NIK 19900514 201701 1 160

RATIFICATION

This is to certify the *Sarjana* thesis entitled *"The Effectiveness of Using Student Team Achievement Division (STAD) For Students' Reading Comprehension (Experimental Study at the Eighth Grade Student of MTs N Surakarta 2 in the Academic Year 2019/2020)"* by Novita Kartika Ratri has been approved by the Board of Thesis Examiner as the requirement for the degree of *Sarjana* in The English Language Education.

Chairman   : <u>**Hj. Fithriyah Nurul H, M. Pd.**</u>   (………………………)

                     NIP. 19820725 200912 2 006

Main Examiner   : <u>**Budiasih, S. Pd., M. Hum**</u>   (………………………)

                     NIP 19760308 200312 2 003

Secretary   : <u>**Nor Laili Fatmawati, M. Pd**</u>   (………………………)

                     NIK 19900514 201701 1 160

Surakarta,

The Dean of Cultures and Languages Faculty

<u>**Prof. Dr. Toto Suharto, S.Ag., M.Ag.**</u>

NIP 19710403 199803 1 005

DEDICATION

In the name of Allah the Beneficent and the Merciful, this thesis is dedicated to:

1. My beloved husband David Setiawan who always protects and supporting me therefore I can reach my dreams.
2. My beloved parents (Mr. Wagino and Mrs. Suratmi) always supports and pray for me therefore I can reach my dreams.
3. My beloved brother and sister (Daffa Dwi N.P, Hana Syarifah, and Afanin Huriyah) who always support me.
4. My Big Family.
5. My close friends.
6. My beloved friend.
7. My Almamater IAIN Surakarta, and
8. All the readers.

MOTTO

$$\text{لَا يُكَلِّفُ ٱللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۚ لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا ٱكْتَسَبَتْ}$$

Artimya:

Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya. Ia mendapat pahala (dari kebajikan) yang diusahakannya dan ia mendapat siksa (dari kejahatan) yang dikerjakannya. (Q.S. Al Baqarah Ayat 286)

$$\text{فَإِنَّ مَعَ ٱلْعُسْرِ يُسْرًا}$$

Artinya:

Karena sesungguhnya bersama kesulitan itu ada kemudahan. (Q.S. Al Insyirah Ayat 5)

PRONOUNCEMENT

Name   : Novita Kartika Ratri

SRN   : 15 322 1 038

Study Program   : English Language Education

Faculty   : Cultures and Languages Faculty

I hereby sincerely state that the thesis entitled "The Effectiveness of using Student Team Achievement Division (STAD) for Students' Reading Comprehension (Experimental Study at the Eighth Grade Students of MTs N Surakarta 2 in the Academic Year 2019/2020)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation in the bibliography.

If letter proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Surakarta,

Stated by,

<u>Novita Kartika Ratri</u>

SRN 15 322 1 038

ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled *The Effectiveness of Using Student Team Achievement Division (STAD) for Students' Reading Comprehension (Experimental Study at the Eighth Grade Students of MTs N Surakarta 2 in the Academic Year 2019/2020)*. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of the world revolution.

The researcher is sure that this thesis would not be completed without help, support, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. Mudhofir Abdullah, S.Ag, M.Pd the Rector of the State Islamic Institute of Surakarta.
2. Prof. Dr. Toto Suharto, S.Ag., M.Ag as the Dean of Cultures and Languages Faculty in the State Islamic Institute of Surakarta.
3. Budiasih, S.Pd., M.Hum., as the Head of English Language Education of Cultures and Languages Faculty.
4. Nor Laili Fatmawati, M.Pd., as the advisor for her guidance, precious advice, and motivation for the researcher, also help to revise the mistake during the entire process of writing this thesis.
5. All the lectures of English Language Education in the State Islamic Institute of Surakarta.
6. Bukhori S.Pd., M.Pd.I as the Headmaster of MTs N Surakarta 2, who had permitted to research MTs N Surakarta 2.
7. Dra. Sri Widayati as the English teacher in MTs N Surakarta 2 for helping and guiding the research.
8. The students of VII.E and VII.F in MTs N Surakarta 2 for friendliness and help the research.

9. Her best friends Lavenia, Pramesti, Zunia, Catur, Devi, Endar, Nikma, for supporting and every beautiful moment.
10. The friends in the English Language Education 2015, especially at B class for every beautiful moment.
11. The last thanks very much for everyone who has helped the Researcher so that she can complete the writing of this thesis.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular the readers in general.

Surakarta,

The researcher

Novita Kartika Ratri

SRN: 15 322 1 038

TABLE OF CONTENTS

ABSTRACT

Novita Kartika Ratri. 2020. *The Effectiveness of using Student Team Achievement Division (STAD) for Students Reading Comprehension (Experimental Study at the Eighth Grade Student of MTs N Surakarta 2 in the Academic Year 2019/2020).* Thesis. English Education Department, Cultures and Languages Faculty.

Advisor: Nor Laili Fatmawati S.Pd., M.Pd.

Key words: Reading, Students Team Achievement Division, Lecturing Technique, Experimental Design.

This research aims to findings out whether there is or not significant difference between students who are taught by using Student Team Achievement Division Technique and who are taught by using Lecturing Technique. The topic of this research is teaching reading comprehension on narrative text to the eighth-grade students of MTs N Surakarta 2 by using Student Team Achievement Division (STAD). Through using Student Team Achievement Division, the students can easily understand the reading and easier to do questions.

The research method was Quasi-Experimental research (Pre-test and Post-test Design). The total population students of the eighth grade were 374 students from six regular classes and 5 Program Khusus (PK) classes of MTs N Surakarta 2 in the academic year of 2019/2020. The researcher chose two classes of eighth grade as the samples of research. The sample was selected by using Cluster Random Sampling. The samples were class VII.E as the experiment group consists of 34 students, and class VII.F as the control group consists of 34 students. The experiment class was taught by using Student Team Achievement Division Technique, while the control class was taught by using Lecturing Technique.

In this case, the data analyzed were pre-test and post-test scores of the two groups, they were the experiment groups and the control group. The mean score of post-test in experiment group was 63,94, while the mean score of the control class was 56,88. The mean difference between them was 7,06. The result of computation (t-test) states that Sig. (2-tailed) is 0.007 and the level of significance 0.05. The results provide that Sig. (2-tailed) <0.05. Which means that the test hypothesis is null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that learning reading comprehension on narrative text using the Student Team Achievement Division (STAD) there is a significant difference and more effective than the lecture technique on students' reading comprehension in the even semester of eighth grade of MTs N Surakarta 2.

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter presents background of the study, Identification of the Problem, Limitation of the Problem, Statement of the Problem, Objective of the Research, Benefit of the Research, and Definition of Key terms.

A. Background of the Study

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. Language has an important role in developing students' intellectual, social, and emotional competence. According to (Kessler, 1992:51) Language is the means of expressions and communication, the medium of thought and a central tool for learning. It pervades all aspect of the educational experience and is directly linked to academic success in school.

English, as an international language, is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English is considered the first foreign language and taught formally from elementary school up to the university level. Studying English is very important for them because there are many books written in English. In addition, most sciences, technology, art, culture, and a lot of

communication on the internet or computers are written in English. English is an important subject that should be learned by students.

In learning language, there are four skills should be mastered by students, such as reading, listening, speaking, and writing. These four language skills should be involved by teacher in the process of teaching and learning in a classroom. Reading is one of the four skills of English. Reading skills is important to be improved, because most activities of students in getting knowledge both as a school and carried out through reading. Harrison (2004: 3) argues that the importance of reading is not only related to the development of knowledge but also it is related to people thinking capability. This capability will be the basic development determines what kind of person people would be. According to Harmer (2007: 99) reading is useful for language acquisition. Provided that students better understand what they are reading and the more they read, the better they get at it.

Improving reading skills is not always easy for students. There are many factors that oppose the success of teaching reading such as learners, teacher, method, facilities, and material. Making reading classes a fun and beneficial activity is a very important part of the language experience. Teachers should be aware of the main approaches to the teaching of reading and models that underlie them. To overcome this problem, teachers use several methods which are suitable with junior high school students. Cooperative learning methods can be good methods in teaching learning process. Slavin (1995), states that cooperative learning is a variety of teaching

methods in which students work in small groups to help each other learn academic contents. Cooperative learning gives an opportunity for students to question each other and to share their comprehension with their peers in the effect of improving their comprehension. The cooperative learning model was developed to achieve at least three important instructional goals: academic achievement, tolerance and acceptance of diversity, and social skill development. Several types of cooperative learning are Student Team Achievement Division (STAD), Student Team Learning (STL), Team Games Tournament (TGT), Learning Together, Complex Instruction, and Jigsaw.

One of the most versatile forms of cooperative learning is Student team achievement and division (STAD) (Kindsvatter, 1986: 295). Student team achievement and division (STAD) is one of the simplest types of cooperative learning. Students are placed in a four person in group with which are a mixture according to their performance level, gender and ethnicity. The teacher presents lessons then students work in teams to ensure that all team members have mastered the lesson. Finally, all students were given a quiz about the material with notes, when the quiz began, they should not help each other. STAD is Cooperative Learning approach that emphasizes activities and interactions between students to motivate each other in mastering subject matter in order to achieve maximum achievement. Teacher who use STAD submit new academic information to students every week using verbal or text presentation. The use of STAD is considered to have a number of advantages over individual practices. STAD's superiority

according to Slavin (2005: 105) helps students to get more cross-racial friendships. Heterogeneous grouping of students makes the competition that occurs in the classroom becomes more alive and also the quiz found in the learning step makes students more motivated. Trying to find solutions to problems in groups also develops skills especially in learning to read comprehension. Rusman (2011) also adds the advantages of this method; students have two forms of learning responsibility, that is students learning for themselves, and helping fellow group members to learn (Rusman, 2011: 203).

MTs N Surakarta 2 was chosen by researchers as the subject of study because in this school, English is one of the programs needed to develop students' basic skills. To get information about the learning process of English in MTs N Surakarta 2, researchers asked English teachers in MTs N Surakarta 2 about the learning process of English language, and tried to join the class to observe the teaching methods of English teachers in the eighth grade of MTs N Surakarta 2. The researcher found that the reason for the difficulty's students experience is because the lack of students' interest in reading makes students have a low ability to understand the contents of reading material and the second reason is material that is not interesting makes it more difficult for students to understand the English text. Knowing the problems in teaching reading skills, the researcher is interested in using the STAD technique in teaching reading. Entitle: **The Effectiveness of Using Student Team Achievement Division (STAD) For Students' Reading Comprehension**

(Experimental Study at the Eighth Grade Student of MTs N Surakarta 2 in the Academic Year 2019/2020)

B. **Identification of the Problem**

Based on the background of the study the researcher identified some problem follows:

1. Teacher's way of teaching does not use material from other sources to expand the material, as well as the difficulties of students in understanding English texts

2. The lack of students' interest in reading makes students have a low ability to understand the contents of reading material

3. The material that is not interesting makes it more difficult for students to understand the English text.

C. **Limitation of the Problem**

The study focused on the effectiveness of using Student Teams Achievement Divisions (STAD) on the students reading comprehension of eighth grade at MTs N Surakarta 2 academic 2019/2020. This study is focused on teaching reading comprehension. At MTs N Surakarta 2 covers many texts, there are descriptive, narrative and recount text. But, in this study the writer will focus only on narrative text. The researcher chooses the kind of text because based on the syllabus in education, narrative text is more interesting for the students than other kinds of text.

D. Statement of the Problem

Based on the limitation of the problem, the problem of the research is formulated into "Is the STAD technique effective for students' reading comprehension of the eighth grade of MTs N Surakarta 2?"

E. Objective of the Research

Based on the limitation of the problem, the problem of the research is formulated into "Is the use of STAD technique more effective in teaching reading than lecturing technique in the eighth grade of MTs N Surakarta 2?"

F. Benefit of the Research

Hopefully the result of the present study will give contribution to the following:

1. Theoretical Significance

   It is expected to provide information about the use of the STAD technique for reading comprehension.

2. Practical Significance

   The result of this study is expected to give a great contribution to the following:

   a. English Teacher

      It is expected to be a consideration for the teacher in applying the technique to support the teaching and learning processes, especially reading skill.

   b. The Students

It is expected that students will be more motivated in reading and get new experiences in reading using STAD techniques, so that they can use this technique in doing their task and will get good achievement in reading comprehension.

c. Other Researchers

The results of the study are expected to give information about the use of STAD to improve students' reading skills. Moreover, the results of the research can give clear and useful knowledge to facilitate other researcher to be used as a reference in conducting further studies about using cooperative learning student team achievement divisions (STAD) type to improve reading skills.

G. Definition of Key terms

The definitions of key terms are necessary to be given in order to avoid misunderstanding. The definitions of key terms in this study case:

1. Effectiveness

Effectiveness is a measure of the match between stated goals and their achievement. It is always possible to achieve 'easy', low-standard goals. In other words, quality in higher education cannot only be a question of achievements 'outputs' but must also involve judgement about the goals. (Fraser, 1994: 104)

2. Student Teams Achievement Division (STAD)

Student Teams Achievement Division (STAD) is the students work together in groups, aid each other in completing academic tasks, and

provide each other with feedback in order to improve their reading comprehension performances (Slavin, 2005: 245).

3. **Reading comprehension**

Reading comprehension is complex intellectual process involving a number of abilities. The two major abilities involve word meaning and verbal reasoning. (Rubin, 1993: 194)

4. **Reading achievement**

Reading achievement, it is the students' ability to master reading, which is indicated by score, they gain in the test.

5. **Narrative text**

Narrative text is aimed to tell stories which are about a person or a group of people overcoming problems, show how people react and experiences, explore social and cultural value, and entertain an audience. (Feez and Joyce 2000)

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Reading

a. Definition of Reading

Reading is one of the language skills (listening, reading, writing, and speaking) that are important to be learned and mastered by each individual. By reading, someone can interact with feelings and thoughts to get information and increase knowledge. In a second language or a foreign language, reading brings more important potential than in the first language because it is often the only exposure available for the target language. According to Tarigan (1998: 7) reading is a process used by readers to get the author's goals through written words. A foreign language student will be able to maintain some of the knowledge gained in a course. For anyone who studies languages in a remote country, reading opens up a world of literature and culture that represents the country in a way that is not possible (Murcia, 2000: 119). According to Nunan (2003: 69) reading is an important skill for students of English as a second language. For most students reading is an important skill to master to ensure success in learning English, where reading in English is

needed. With strengthened reading skills, students will make greater progress and development in all other fields of learning.

According to Brown (2001: 27) reading is an active and complex process which draws on the application of a number of skills and knowledge about language and print. Reading is a means of language acquisition, communication, and sharing information and ideas. Like all languages, this is a complex interaction between the text and the reader formed by the knowledge, experience, attitude, and community of the previous reading language that is culturally and socially located. The reading process requires continuous practice, development and improvement.

From some of the term of reading above, it can be concluded that reading is one of the abilities in English and also reading is the activity and complex interactions between text and readers that are formed from knowledge, experience and attitude. Reading is also as a process between a writer and a reader. The writer has message in his/her mind, such as feeling, facts, ideas, and argument he/she wants to share. The writer puts the message into the words or pointed verbal symbol.

b. Types of Reading

1) Intensive Reading

Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and

idioms. It will also provide material for developing greater control of the language in speech and writing

2) Extensive Reading

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

3) Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.

4) Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties.

2. **Reading Comprehension**

a. Definition of reading comprehension

Reading comprehension, also called reading for understanding, is an activity intended to extract certain types of

information from English texts. Reading comprehension is important, not only to understanding text, but for broader learning, success in education, and employment (Oakhill, 2015:1). Therefore, someone cannot get information or meanings of the text completely without comprehending the text itself. Comprehending means understanding the meaning or the point of a topic where it is do to get the meaning of something because, it is an active cognitive process that acquires the construction of meaning from incoming information and prior knowledge (Dubin, Eskey and Grabe, 1986:6).

According to Kennedy (1981: 21) reading comprehension is a thinking process by pupil selects facts, information, or ideas from printed materials; determine the meaning the author intended to transmit; decides how they relate to previous knowledge they have acquired and judges their appropriateness and worth foe meeting their own needs and objectives. Therefore, when reading a text, we also need to relate to our past experiences. So that we can more easily understand and internalize the essence of the text within us.

Gilakjani (2016: 2) says that reading comprehension is an interactive process of finding meanings from a text. Reading comprehension is a complex process that involves components, processes, and factors with the aim of finding better ways to improve it among learners. Understanding reading is a series of cognitive activities that cover many dimensions such as understanding words

and their meanings, conscious reactions, and integration. Understanding is more than just recognizing and understanding words. True understanding means understanding what you read and connecting ideas in the text with what you already know. This also means remembering what you have read. In other words, understanding means thinking while reading. (Mikulecky and Jeffries, 2007: 72)

b. Strategies of reading comprehension

According Haynes (2010: 71) there are six reading comprehension strategies that we believe are important to teach the students:

1) Visualizing what is happening in the story,

2) Activating background knowledge by making connections,

3) Asking mental questions to self-check comprehension,

4) Learning how to make inferences about what is read,

5) Determining the importance of information in a text, and

6) Synthesizing information that is learned.

There are general principles of instruction which can be used as guides in implementing programs to develop skill of comprehension (Kennedy, 1981:197)

1) Encouraging the use of oral language

2) Stressing vocabulary development

3) Providing background experiences

4) Developing skill in using study aids

5) Motivating pupils

6) Providing practices in reading easy material

7) Encouraging purposeful reading

The important strategies in reading comprehension are they readers have to activating their background knowledge, knowing the purpose of the text that they read, generating question during reading and summarizing the important thing and put in into their own words.

c. Technique of reading comprehension

In teaching reading comprehension needed the right technique. The technique in teaching and learning is one of the main factors that determine the success of a teaching and learning process and also is one of the determining factors in learning achievement goals. Therefore, it is reasonable to think that choosing the right technique in teaching is very important. Teachers must be creative to make their teaching and learning process more active, interesting, fun, and make students easy to understand about the material. STAD is an alternative among various language teaching techniques.

Student Teams Achievement Division (STAD) is the students work together in groups, help each other in completing academic tasks, and provide each other with feedback in order to improve their reading comprehension performances (Slavin, 2005: 245). A good

teacher must be able to make situations and conditions in the classroom as attractive as possible so that students become excited and more interested in learning and using small group discussions in teaching reading comprehension is a suitable alternative. In group learning, students can enjoy from time to time, move away from the usual learning patterns and provide opportunities for student initiation, face to face, give and take, to practice negotiating meaning for extended conversation exchanges (Brown, 2000: 178). Furthermore, Johnson (1995) suggests: "Students must be organized so that each student can see all the other members of his group and can be heard without shouting and disturbing other groups".

"Most of the teaching and learning process focuses on the teacher, while this type of teaching and learning process has proven to be less effective. Therefore, it is hoped that by using this STAD technique, the learning process will be better and the learning targets can be achieved. The use of STAD in teaching, especially reading comprehension, will enable students to get part meaning by getting information from friends and teachers. Students can share the difficulty of reading texts with each other and equip themselves with knowledge.

d. Rubric of Scoring Reading Comprehension

Table 2.1. Rubric of Scoring Reading Comprehension accordingg to Brown (2003: 215)

No.	Score	Criteria

	90-100	Excellent: main ideas, vocabulary and details information from the text accurate, all connected each other and to the task sufficient to support
1		
2	70-89	Good: main ideas, vocabulary and details information from the text accurate, all connected to each other and to the task, but are insufficient or in appropriate support.
3	50-69	Average: the response does not address the task. The response is few or not accurate details from the text and these details are not relevant to the task
4	30-49	Fair: Average: The response does not address the task. The response provides no accurate details from the text and these details are not relevant to the task

3. **Teaching reading for eighth grade student in Junior High School**

Reading is one of the basic communicative skills, but is a very complex process. It is difficult to arrive at a precise definition of the reading process. Kennedy (1981: 35) states that there are techniques for instructional plans based on basal reading program using graded series of teaching materials and no basal programs such as the individualized reading, language experience, and eclectic approach.

Kennedy (1981: 35) suggests the steps in a plan for guiding skills development and activities for developing each step, in the following outline:

a. Building knowledge

1) Providing direct experiences in which students can:

16

a) Examine objects described in a selection

b) Visit places mentioned in a selection

c) Construct or examine models of an object

d) Talk with the subject of a selection

2) Providing indirect experience

Explaining the essentials required for understanding a selection

a) Conducting discussion centered on the concepts, character, or setting of a selection

b) Using audio-visual aids

b. Developing vocabulary

1) Teaching a sight vocabulary

2) Teaching word recognition

3) Developing ability to use context

4) Emphasizing word meaning

c. Setting up purposes for reading

1) Reading to locate specific information

2) Reading to find the main idea

3) Reading to infer meaning and arrive at generalization

4) Reading critically

5) Reading for enjoyment

d. Providing practice in the reading skills

1) Scanning or reading rapidly to locate facts and information

2) Reading silently to find main ideas, get general impression, examine material critically and secure enjoyment

3) Reading orally to entertain audience

4) Reading orally to impart information

e. Discussing what is read and providing direction leading students to:

1) Answer reselected questions

2) Discuss assigned purposes

3) Express reaction to a selection

4) Consider what the outcomes of a story might be

f. Supervising independent reading

1) Finding reading problems that need correction level of materials read

2) Arranging interviews with the students

3) Aiding students in the selection of materials

g. Evaluating process

1) Observing for:

a) Smoothness of reading

b) Attentiveness during reading

c) Obvious reactions to content

d) General ability to practice

e) Errors in the use of reading skills

2) Using oral questioning to find:

a) Knowledge of sight word

b) Understanding of phonics and structure

c) Insight into meaning of concepts

d) Development of interest

e) Ability to express ideas orally

f) Growth in fluency of expression

4. **Review of Narrative Text**

a. Definition of Text

Text is something written, spoken or read. Text is not word unity but text is a semantic unit (Hillerich, 1987:22). These semantic units are realized in the form of word, clause and sentence. When we read or write means we create a text. A dialogue or conversations that emphasize meaning called text. (Groundund, 1985:18) also stated when we communicated or event just as a listener or reader, we have created a text indirectly.

b. Definition of Narrative Text

Narrative text is one of the genres taught for the eighth and ninth grade students at Junior High School. Anderson and Anderson (2003), explain that narrative is a text that tells a story and entertains the audience. It has characters, the setting, and action. According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors.

In addition, Bach and Browning (1988:60) stat that narrative is a continuous account of an event or a series of events. Based on that explanation, it is stated that the point of narrative text is its series of events that has characters, setting and action. The purpose of narrative texts is to tell a story and entertain the reader or audience.

c. Types of Narrative Text

According to Risdianto (2012:130), there are many different types of narrative text, those are:

1) Humor

A humorous narrative is one of that aims to make listener or reader laugh as part of telling story

2) Mystery/Horror

This type contains about identify, investigate, secret, and surveillance.

3) Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together.

4) Fantasy

May simply be a basic chronological narrative set in fantasy word but some fantasy narratives extend the 'fantastic' element to the structure as well.

5) Science Fiction

Science fiction narrative is the setting involving science and technology which it is based upon some imagined development of science

6) Folktales

Folktale usually features ordinary and hardworking folks who use Jtheir wits and smart to get them out of difficult situation.

7) Diary novels

This type has the text presented like a diary entry.

8) Adventure

This type includes struggle, dangerous, survived, heroic, and treacherous events and the character has to solve.

9) Fables

Fables is a short allegorical narrative making a moral point, traditionally by means of animal character who speak and act like human beings.

10) Myths

Myths focus on stories that try to explain something about certain of the origin of people, place, and things or phenomena either in nature.

11) Legend

It is a narrative of human actions that are perceived both by teller ad listeners to take place within human history.

Typically, a legend is a short traditional and histories narrative performed in a conventional mode.

12) Fairytale

Fairy tale typically features such folkloric characters as fairies, goblins, elves, trolls, dwarves, giants or gnomes, and usually magic or enchantment.

13) Personal Experience

It is account of significant events in the life of the narrator or the community.

d. The Theoretical Structures of Narrative Text

According to Anderson and Anderson (2003: 8), there are five steps for constructing a narrative text, like the following:

1) 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.

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

3) Sequence of events: where the characters react to the complication.

4) Resolution: in which the characters finally sort out the complication.

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

5. Review of STAD Technique

a. Definition of Cooperative Learning Type STAD

Student Team Achievement Division (STAD) is the simplest cooperative learning, and STAD is suitable for use by teachers who are just starting to use cooperative learning (Slavin, 1995). Students are placed in a learning team consisting of four people who are mixed according to their level of performance, gender and ethnicity. The teacher presents the lesson then students work in teams to ensure that all team members have mastered the lesson. Finally, all students are quizzed about the material with notes, when quizzes they should not help each other.

The STAD is a Cooperative Learning approach that emphasizes the activities and interactions between students to motivate each other and help each other in mastering subject matter in order to achieve maximum achievement. Teachers who use STAD submit new academic information to students every week using Verbal or text presentations.

According to Slavin (1995: 72) there are five main components in the STAD method of cooperative learning, namely:

1) Class Presentation

Class presentation is a presentation of material made by the teacher classically using verbal or text presentations. Presentation is focused on the concepts of the material

discussed. After presenting the material, students work in groups to complete the subject matter through tutorials, quizzes or discussions.

2) Assign students in groups

The group becomes very important in STAD because within the group a cooperative work must be created between students to achieve the expected academic abilities. The function of group formation is to ensure that each group member can work together in learning. More specifically to prepare all group members for individual tests, the group formed should consist of one student from the upper group, one student from the lower group and two students from the middle group. The teacher needs to consider that there is no conflict between members in a group, although this does not mean students can determine their own group of friends.

3) Tests and Quizzes

Students are given individual tests after carrying out one or two class presentations and working and practicing in groups. Students must realize that their efforts and success will later make a very valuable contribution to group success.

4) Individual improvement score

The idea behind the individual improvement score is to give each student a performance goal that can be attained if they

work harder and perform better than in the past. Any student can attribute maximum points to them team in this scoring system. Each student is given a 'base' score, derived from the student's average pass performance on similar quizzes. Students earn points for their team base on score. And the group improvement scores are got from the individual score of each member. The students earn points for their team based on the degree to which their score (percentage correct) exceed base score. Three levels of award are given for the groups who get improvement score from improvement score average for each group. The three criteria are below:

Table 2.3. Score Average of Student Team Achievement Division

Criteria (Team Average)	Award
15 – 19	Good team
20 – 24	Great team
25 – 30	Super team

5) Group recognition.

Group recognition is done by giving credit for the work done by the group during learning. Groups can be given certificates or other forms of appreciation if they can achieve the criteria that have been set together. The awarding depends on the creativity of the teacher.

b. The Steps of STAD Model Learning Implementation

25

According to Maidiyah (1998: 7-13) the steps of the STAD method of cooperative learning are as follows:

1) STAD preparation

   a) Material

   The STAD method of cooperative learning material is designed in such a way as for group learning. Before presenting the learning material, an activity sheet (discussion sheet) is made which will be studied by the cooperative group and the answer sheet from the activity sheet.

   b) Assign students in groups

   Student groups are heterogeneous forms of groups. Each group consists of 4-5 students consisting of high, medium and low ability students. If possible, his background, race and ethnicity must also be taken into account. Teachers should not let students choose their own groups because they will tend to choose friends they like. As a guide in determining groups can be followed by the following instructions (Maidiyah, 1998: 7-8):

   (1) Make copies of team summary sheet

   The researcher makes one copy of a team summary sheet for every three to four students in her class.

   (2) Ranking students

Ranking students based on academic learning outcomes in the classroom. Use whatever information can be used to do the ranking. One of good information is a test score.

(3) Determine the number of groups

Each group should consist of 4-5 students. To determine how many groups are formed, divide the number of students by four. If the results for him are not unanimous, for example there are 42 students; it means there are eight groups of four students and two groups of five students. Thus, ten groups will be formed.

(4) Divide students into groups

In doing this, balance the groups formed which consist of students with low, moderate to high learning outcomes according to ranking. Thus, the average level of learning outcomes of all groups in the class is more or less the same.

(5) Fill out the group summary sheet

Fill in the names of students in each group on the group summary sheet (format for calculating group results for cooperative learning in the STAD method).

c) Determine the Initial Score

Initial student scores can be taken through the Pre-Test conducted by the teacher before the STAD method of cooperative learning begins or from the most recent test scores owned by students. In addition, the initial score can be taken from the student report card grades in the previous semester.

d) Group cooperation

Before starting cooperative learning, it should be started with group cooperation exercises. This is an opportunity for each

group to do things that are fun and get to know each other among group members.

2) Activity Schedule

Student team achievement division (STAD) technique consists of a regular cycle of instructional activities, as follows:

a) Teaching

It means that the researcher presents the lesson. The presentation should cover: opening, development, and guide-practice and assessment respectively (Adapted from Good, Grouws and Ebmeir, 1983). The steps of teaching are:

(1) Opening

(a) Tell the students what they are about to learn and why it is important

(b) The teacher may have students work in their team to "discover" concept or what their appetites for the lesson

(c) Briefly review any pre requisite skills or information

(2) Development

(a) Stick close to the objectives that the teacher wants the students to learn

(b) Focus on meaning, not memorization

(c) Actively demonstrate concept skills, using visual aids, manipulative, and many examples

(d) Frequently assess students' comprehension by asking many questions

(e) Explain why and answer is correct or incorrect, unless this is obvious

(f) Move to the next concept as soon as students have gasped the main idea

(g) Maintain momentum by eliminating interruptions, asking many questions, and moving rapidly through the lesson

(3) Guided practice

(a) Have the students work problems or example or prepare answer to the questions.

(b) Call on the students at random. This make the students prepare themselves to answer.

(c) Do not give long class assignment at this point. Have students work one or two problems or examples or prepare one or two answers, then give them feedback

b) Team Study

(1) Team

Half a class period

(2) Main idea

Student study in their teams

(3) Material needed

The work sheet and answer sheet for every team. During team study, team members' tasks are expected to master the material teacher presents in the lass on and to help their team mates master the material. Students have work sheet and answer sheet in their teams to practice the skill being taught and to assess themselves and their team mates. On the first day of team work in student team achievement division

(STAD) technique, the researcher should explain to students what it means to work in teams.

c) Test

(1) Time

Half a class period

(2) Main Idea

Students take quiz

(3) Material Needed

For each student give one copy of the quiz. During the quiz, the students do not allow to work together on quiz, at this point students must show what they have learned as individuals.

d) Team Recognition

The main idea of team recognitions is figuring individual Improvement scores and team scores and awarding team rewards. Team may earn certificate or the rewards if their average a certain criterion. Students' team scores may also be used determine up to twenty percent of their grades (Slavin, 1995: 71 – 73).

c. Advantages of Student Team Achievement Divison (STAD)

According to Slavin in Hartati (1997: 21) advantges of Student Team Achievement Division (STAD) are as follows:

31

1) STAD can develop student achievement, both in result of teacher-made test as well as a standard test.

2) Students' self-confidence increased, students feel more controllrd for academic success.

3) Train the students in developing aspects of social skills in addition to cognitive skills. Heterogeneous grouping of students makes the competition that occurs in the classroom more lively and also the quizzes in the learning steps make students more motivated. Trying to find problem solving in groups also develops skills, especially in learning to read comprehension, as well as the advantages of this technique, students have two forms of learning responsibility, namely students learning alone, and helping fellow group members to learn.

6. Review of Lecturing Technique

a. Definition of Lecturing Tecnique

Lecture is one of the most widely used teaching techniques in teaching and learning. This lecture technique is done by conveying subject matter to students directly or by oral means. The use of this technique is very practical and efficient for the provision of teaching that has a lot of material and has a lot of students. lecture technique is the most traditional way of teaching and has long been carried out in the history of education used as a teacher's communication tool in delivering subject matter. According to Nana Sudjana (2000: 77), the

lecture was verbal speaking of material. This technique is not always bad if its use is well prepared, supported by tools and media, as well as paying attention to the limits of its use.

Another definition of lecture according to language comes from the word Lego (Latin) which is interpreted generally by "teaching" as a result of the teacher delivering the lesson by reading from a book and dictating the lesson by using a book then becoming a lecture technique. The lecture technique itself is basically has many meanings and types. The lecture technique according to Gilstrap and Martin 1975: lecture comes from Latin namely Lecturu, Legu (Legree, lectus) which means reading is generally interpreted by teaching as a result of the teacher delivering the lesson by reading from a book and dictating the lesson by using books.

The lecture technique is the application and verbal explanation by the teacher to the class, using teaching aids to clarify the description delivered to students. This lecture technique is often encountered in the learning processes in schools ranging from low levels to the level of college, so this technique has been considered as the best technique for teachers to conduct teaching and learning interactions.

b. Step of Lecturing Tecnique

The steps that must be considered in applying the lecture method are as follows:

1) Preparatory Steps

The preparation referred to here is to explain to students the lesson objectives and subject matter that will be discussed in the lesson. In addition, the teacher reproduces apperception material to help them understand the lesson to be presented.

2) Presentation Steps

At this stage the teacher presents material relating to the subject matter.

3) Generalization Steps

In this case the same and different elements are collected to get conclusions about the main points of the problem.

4) Application Steps

In this step the conclusions obtained are used in a variety of situations so that the conclusion's meaning is real.

B. Rationale

In learning English, there are some difficulties that are tracked by students. For students at MTs N Surakarta 2, they have problems in understanding their reading. One problem is that the teacher does not use material from other sources to expand the material, as well as the difficulties of students in understanding English texts. The teacher also does not provide a clear explanation of the contents of the narrative text.

As a result, students have low reading classes. Then, they cannot build good texts related to coherence and unity. In addition, they cannot develop

ideas in reading. As stated above, the media has an important role in the teaching and learning process of reading. Because the media has the potential as a teaching aid to develop students' reading comprehension in terms of narrative texts, this can stimulate students to develop ideas when creating stories. STAD is one of the techniques that helps students learn English, especially in reading.

By using STAD Technique students can developing aspects of social skills in addition to cognitive skills. Heterogeneous grouping of students makes the competition that occurs in the classroom more lively and also the quizzes in the learning steps make students more motivated. Trying to find problem solving in groups also develops skills, especially in learning to read comprehension, as well as the advantages of this technique, students have two forms of learning responsibility, namely students learning alone, and helping fellow group members to learn.

So, it is assumed that using Student Team Achievement Division Technique as a teaching strategy on students' reading comprehension is effective for increasing students' ability at the eighth grade student of MTs N Surakarta 2.

C. **Previous Study**

There is previous study written by the student of English Department from State Islamic Institute of Surakarta, entitled "The Effectiveness of Using Small Group Discussion in Teaching Reading Comprehension in the Eleventh Grade of MAN Karangayar in 2018/2019

Academic Year" by Wisnu Bachtiar (2019) used experimental research with a quantitative approach, which consists of two groups, there are experimental group and control group. The research administering three steps, they are pre-test, treatment, and post-test. The researcher compares the result of teaching before using Small Group Discussion and after using Small Group Discussion.

There is other previous study written by students of English Department from State Islamic College of Tulungagung, entitled "The Effectiveness of Student Team Achievement Division (STAD) Technique in Teaching Reading Comprehension to the Eight Grade Students at MTs Aswaja Tunggangri Kalidawir" by Ilma Mufidah. Ilma's research is an experimental research. She used pre-experimental design in the form of one group Pretest- Posttest design using quantitative approach. In Pre-test and Post-test group the observation do two times, before giving treatment called Pre-test and after giving treatment called Post-test.

Based on the some previous above on the use of technique, the researcher will conduct study in teaching reading comprehension by using student team achievement division (STAD) technique. The researcher uses experimental research design with quantitative approach, and describes the effectiveness of using student team achievement division (STAD) technique in teaching reading comprehension by comparing between the student's score when they are taught without using student team achievement division (STAD) technique and taught using student team achievement division

(STAD) technique. The difference between this study and the previous research was that the technique used in the previous study used small group discussions and this study used the STAD technique. The similarities of this study are using the same research design and using reading comprehension skills.

D. **Research Hypothesis**

1. The Null Hypothesis (H_o)

   There is no significant of the effect Using STAD in teaching reading comprehension of narrative text at the eighth grade Students of MTs N Surakarta 2 in academic year 2019/2020.

2. The Alternative Hypothesis (H_a)

   There is any significant of the effect Using STAD in teaching reading comprehension of narrative text at the eighth grade Students of MTs N Surakarta 2 in academic year 2019/2020.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research method. It focuses the method used in conducting this research which covers research design, research setting, population sample and sampling, technique of collecting the data and technique of data analysis.

A. Research Design

The research uses quantitative approach. A quantitative approach is a kind of research that gives pressure in systematic analysis, using statistics analysis toward the quantitative data that includes correlation, experiment, and ex-post facto. In this research, researcher applied an experimental research. Ary et al (2006: 325) states "Experimental research design is used to enable researcher to estimate the effect of an experimental treatment". Experimental research can be done in the laboratory, in the class and in the field. Creswell (2009:19) states that experimental research purpose is to determine whether using treatment can influence in a research. The influence of applied a treatment as called experiment group. Then without applied the treatment is called control group. By using experimental design, the researcher can control as many variables and also can limited the kinds of interpretations about cause-effect relationship and hedge the power of the generalization statements.

In this study, the researcher used Quasi Experimental; it is an experimental design which has two subjects of experiment termed as experimental and control group and also, they are given pre-test and post-test. The experimental treatment condition as illustrated in the diagram below:

Table 3.1 Diagram Illustrated of Quasi Experimental Design

$$
\begin{array}{llll}
E & : O_1 & X & O_2 \\
C & : O_3 & X & O_4
\end{array}
$$

E   : Experiment Class

C   : Control Class

O_1 : Pre-Test of Experiment Class

O_2 : Post-Tets of Experiment Class

O_3 : Pre-Test of Control Class

O_4 : post-Test of Control Group

X   : Treatment

The two groups taken from the same level will be taught with the same material and by same teacher but with different technique. The experiment group were taught by using Student Team Achievement Division (STAD) while the control group was taught by using lecturing technique. This research has two variables; there are Student Team Achievement Division technique as independent variable and teaching reading as dependent variable.

In this research, the researcher has two groups there are experimental group and control group, both of groups were given Pre-test. After that, the experiment group was given treatment using Student Team Achievement Division (STAD) technique and control group using Lecturing technique. After the treatment, both groups were given post-test to find out the effectiveness of using Student Team Achievement Division (STAD) technique in teaching reading to the students' reading comprehension. The effectiveness will be knowing the significant differences between the students who are taught without using student team achievement division (STAD) technique and those are taught using student team achievement division (STAD) technique.

B. Research Setting

1. Place of the Study

The setting of the research is MTs N Surakarta 2. The researcher chose this school as the research object because the researcher found several student problems with reading comprehension. MTs N Surakarta 2 is located in Jl. Transito, Pajang, Kec. Laweyan, Kota Surakarta, Jawa Tengah. MTs N Surakarta 2 has a language laboratory and a computer laboratory to support learning, and also each class is given LCD facilities to make the learning process easier. MTs N Surakarta 2 has A accreditation and uses the k-13 curriculum as a basis for teaching and learning process. This school has 3 grades; namely seventh grade, eighth grade and ninth grade. Each class is divided into two groups; that is,

superior classes called PK, and regular classes. PK classes are divided into 5 classes, and regular classes are divided into 7 classes, so each grade level consists of 12 classes. In this researcher, the researcher took the Eight Grade of Junior High School especially in VIII E and VIII F.

2. **Time of the Study**

The research was conducted from January – March 2020. It is sufficient for the introduction of the material and gets the effectiveness of using Student Team Achievement Division (STAD) technique in reading comprehension at the eighth-grade students of MTs N Surakarta 2. In collecting the data, the researcher made schedule as follow:

Table 3.2 The Schedule of the Research

Activity	Month									
	Jul '19	Sep '19	Oct '19	Jan '20	Feb '20	Mar '20	Apr '20	May '20	Jun '20	Sept '20
Title consultation	√									
observation			√							
Proposal draft		√								
Proposal draft seminar				√						
Data collection				√	√	√				
Data Analysis							√	√	√	
Munaqosyah Examination										√

C. **Population, Sample, and Sampling**

1. **Population**

    Arikunto (2002: 108) state that population is a set of all elements possessing one or more attribute of interest. It means that population is the number of individuals which is same characteristic in common. The population on this research was eighth grade students of MTs N Surakarta 2 in the academic year 2019/2020. The total number of eighth grade in MTs N Surakarta 2 is 374 students. It's divided into eleven classes; PK consist of five classes and regular consist of six classes. Those are: 8 PK 1, 8 PK 2, 8 PK 3, 8 PK 4, 8 PK 5, 8A, 8B, 8C, 8D, 8E, and 8F.

2. **Sample**

    Sample is part of the population used by researcher as research subject. According to Sugiyono (2015: 118) sample is part of the number and characteristics that will be examined by the population. The researcher took two classes of eighth grade that is eight E and eight F. thetotal numbers are 68 students.

Table 3.3 Total Sample of the Research

No.	Group	Class	Boy	Girl	Total
1	Experiment	8E	20	14	34
2	Control	8F	18	16	34
Total					68

3. Sampling

Sampling is the way to take sample. According to Arifin (2012:216) sampling is method that used to take sample and usually follows the technique used or the type of sampling. In this research sampling technique was used to take sample is cluster random sampling. Cluster random sampling is a technique sampling used to determine a sample when the population to be examined in large quantities. The researcher took two classes as a random sample to determine which will be the experimental group and control group. Before determining the sample, researcher had previously interviewed the teacher that all regular class had the similar level of competence.

The procedure of cluster random sampling:

1. First, the researcher wrote name of each class VII.A, VII.B, VII.C, VII.D, VII.E, VII.F on small piece of paper.

2. Second, the researcher rolled the paper and put them into bottle.

3. Third, the researcher shook the bottle and put outside two rolled paper. The result was class VII.E and VII.F as the samples.

4. Then, in this case a lottery was applied to decide which one of the classes would be control group and which one would be the experiment group. The result was first rolled paper as experiment group and the second as the control group. VII.E as the experiment group, while VII.F as control group.

D. Instrument and Technique of Collecting Data

1. Instrument

According to Sugiyono (2015: 305) in quantitative research, the quality of research instruments regarding the validity and reliability of instruments and the quality of data collection regarding the accuracy of the methods used to collect data. Therefore, an instrument that has been tested for validity and reliability may not be able to produce valid and reliable data if the instrument is not used properly in collecting data. Instrument in the quantitative research can be test, interview, observation and questionnaire.

In this study the researcher uses test as instrument, therefore, the researcher applied a set of tests: Pre-test and Post-test. According to Brown (2003:3) test is a method of measuring a person's ability, knowledge, and performance in a given domain. Test is used to know the students' reading comprehension before after being given treatment. The test is the main technique in collecting the data. The pre-test and post-test were given to both of groups, and the treatment of using Student Team Achievement Division (STAD) was given to experiment group. Then the control group was given Lecturing technique.

a. Pre-test

The pre-test is used to know the beginning knowledge of the subject before giving a treatment. In this study, the researcher gave a pre-test to both of the classes. The pre-test for the student was

carried out to get their score. The students had to read narrative text to know their reading comprehension.

b. Post-test

Post-test is given by asking students to read narrative texts. Post-tests were given to find out how the students were doing and how the class of the experiment improved especially when treatment was given to them. In this study, researchers also provided post-tests for both classes.

Researcher used a post-test to determine the effectiveness of Student Team Achievement Division (STAD) on students' reading comprehension in eighth grade. Post-test is a test given after treatment to determine student responses and effectiveness of treatments.

2. Validity and Reliability

According to Ary (1985: 213), research is always dependent upon measurement. There are two important characteristics that every measuring instrument should pass: validity and reliability.

a. Validity

Every test must be as valid as the test constructor can do. The test must aim to provide an actual measure of the specific skills intended to be measured. According to Heaton (1998: 159), "The validity of a test is the extent to which it measures what should be measured and

nothing else." There are three types of validity which consist of content validity, construct validity, and empirical validity.

In this research, the researcher uses content validity. According to Creswell (2005), content validity is the extent to which the question on the instrument and the score from these questions represent all possible questions that could be asked about the content or skill.

1) Content valididty

Reading comprehension test employed content validity. It means that the test was developed in reference to the competency standard and basic competency of School Based Curriculum 13 of the grade VIII students of MTs N Surakarta 2 in the second semester. The curriculum that is used in this study is explained as in the following table:

Table 3.4 the Curriculum in this study

Standard Competence	Basic Competence
Reading 1. Understanding social functions, text structure and meanings of written text and simple short paragraph in the forms of narrative text.	1. Understanding the social function, text structure and linguistic elements of narrative texts in accordance of their use 2. Capturing the meaning of oral or writing short and simple narrative texts.

The blueprint of the reading comprehension post-test is presented in the following table. It was scored 2 and 0 for the right and wrong answers, respectively.

Table 3.5 Blueprint of Reading Comprehension Post-test

No	Skill	The Item Number	Total
1	Finding the *topic* of the passage of a paragraph	1, 5, 24	3
2	Identifying implicitly and explicitly stated *main ideas* of the passage of a paragraph	10, 15, 28, 32, 35	5
3	Deducing the meaning of words as used in the passage	16, 33, 34	3
4	Recognizing the writer's purpose	25, 26	2
5	Understanding reference	4, 11, 18,	3
6	Scanning for a specifically stated detail, answering questions beginning *with what, when, where, who, how many/much*	2, 3, 9, 12, 19, 29, 37	7
7	Understanding the specific information.	17, 20, 27, 31, 38, 39, 40	7

8	Reading graphics, charts, tables, or sign	13,14, 21, 22, 23	5
9	Making inferences	6, 7, 8, 30, 36	5
TOTAL			40

b. Reliability

Sahu (2013: 97) states that reliability refers to consistency and authenticity in responses. Consistency means that respondents may not give different answers each time the same question is asked by investigators in different forms for a particular problem. An instrument is consistent if the response remains the same under repeated observations, basically under the same conditions. Authentic information is obtained from sources that have the authority and credentials to report on the matter. To verify the reliability of responses, the researcher gave try-out test of the instrument to the students outside the sample. The test was given before the research started.

To get the reliability of the reading comprehension test, the researcher used SPSS. The reliability of the reading comprehension test was known by its reliability coefficient. To determine the level of the instrument reliability, the norm of categorizing the correlation coefficient was employed. The

following practical rule below is the norm proposed by Suharto (2006:84)

Table 3.6 Value of the Reliability Coefficient

No.	Reliability Coefficient	Category
1	0.800 – 1.000	Very high
2	0.600 – 0.799	High
3	0.400 – 0599	Fair
4	0.200 – 0.399	Low
5	0.000 – 0.199	Very low

E. Technique of analysing the data

In order to find out whether or not there is significant increasing of students reading comprehension of two groups, the calculating data will be taken from the scores of the students in the final test. The data will be analysed by using statistical analysis techniques in order to identify the average score of both experimental and control group. The procedures in analysing are the data as follows:

1. Descriptive Analysis

The descriptive analysis consists of mean, mode, median and standard derivation. The formula of mean, median, mode and standard deviation is as follows: SPSS Instructions for Descriptive Statistics and Univariate Graphs (Scott A. Baldwin & Arjan Berkeljon, 2010).

a. Open SPSS. This is an empty SPSS Data Editor.
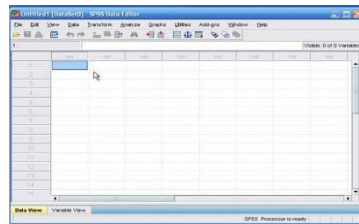
b. Go to the file menu, go to Open Data and click and then double click on the SPSS data file and it should open SPSS.
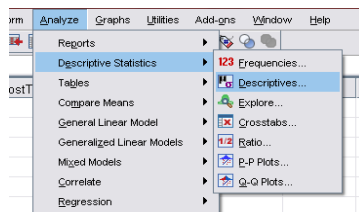
c. There are two ways to view data in SPSS. The first is ―Data View"
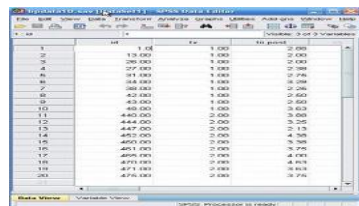
d. The second is ―Variable View"

After open SPSS and add the data in SPSS the researcher finding Mean, Median, Mode, and Standard Deviation.

a. Mean

Mean is adding a list of score then dividing by the number of scores. The steps to get the mean score as follows:

1) Click Analyse

2) Then Descriptive Statistics
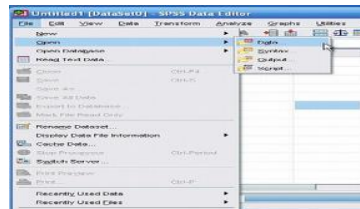
3) Then Descriptive

4) This brings up the Descriptive dialog box. Note that the left side of the box contains a list of all the variables in our data file. On the right is an area labelled variable, where we can select the variables we would like to use in the analysis.
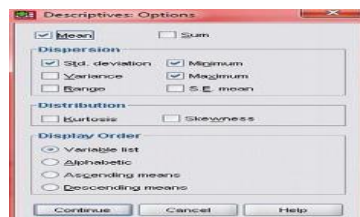
5) Click the data file that we want to know the mean

6) Choose mean in the descriptive option box
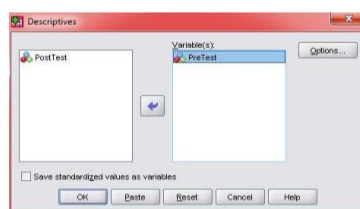
7) Then click continue and OK

b. Mode

Mode is the value in a set of data which appears most frequently. The steps to get mode are as follows:

1) Click Analyse

2) Then Descriptive Statistic

3) Choose Frequencies
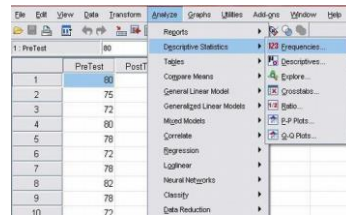
4) Choose the data that we want to know mode.
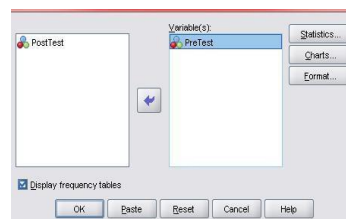
5) Then click Statistic

6) Choose Mode in the frequency's statistics box
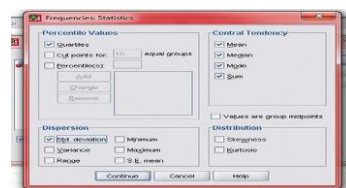
7) Click continue

8) Choose the kind of charts that we want to show the result in the

    frequencies chart box
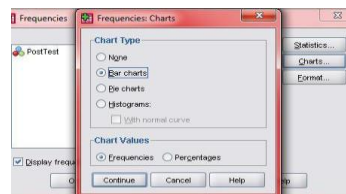
9) Then click continue and OK

c. Median

Median is the point in a distribution of measures below which 50 percent of the cases. The steps as follows:

1) Click analyse

2) Then descriptive statistic

3) Choose frequencies
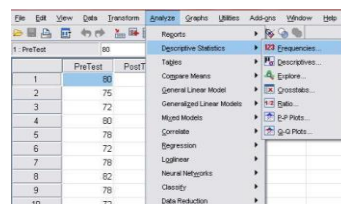
4) Choose the data that we want to know the median
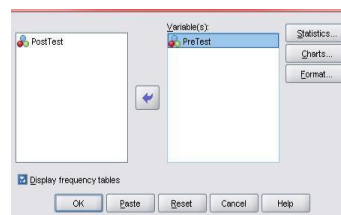
5) Then click statistic

6) Choose median in the frequencies statistic box
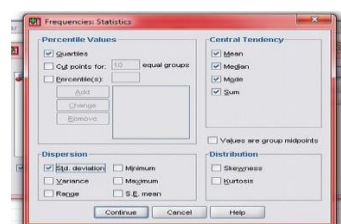
7) Click continue

8) The kind of charts that we want to show in the result in the

9) frequencies charts box

10) Then click continue and OK

d. Standard Derivation

Standard derivation is the square root of variance (Ary, et al., 2000: 117, Best & Kahn, 1995: 285) in which the variance is the average of the squared differences from the mean. The steps are:

1) Click analyse

2) Then descriptive statistics
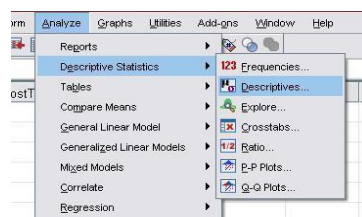
3) Then descriptive

4) Click the data file that we want to know the standard derivation
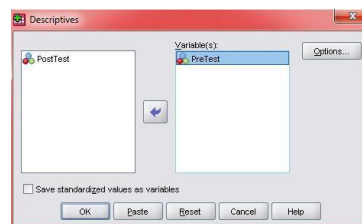
5) Choose Std. Derivation in the descriptive option box
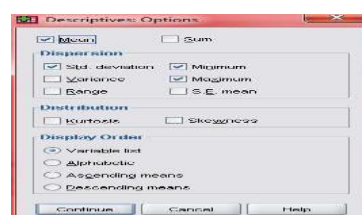
6) Then click continue and OK

2. **Pre-Requisite Test**

Before determining the statistical analysis technique is used, it will be examined the normality and homogeneity test of the data.

a. Normality Test

It is used to find out whether the data distribution normal or not. The researcher uses Shapiro-Wilk, the steps of the test follows:

1) Click analyse

2) Choose descriptive statistic

3) Click explore
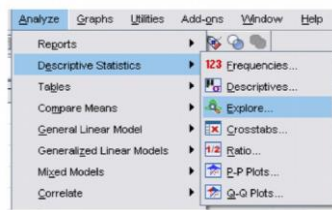
4) Then input the data in the dependent list and factor list. In the display choose both
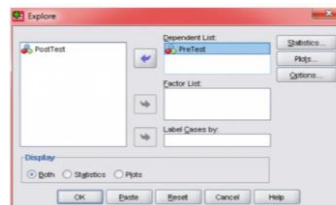
5) Click plots

6) Choose normality plot with test in the explore plots box
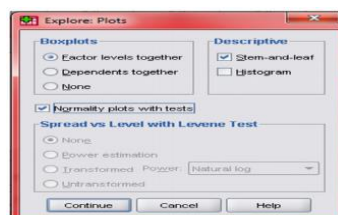
7) Click continue and then OK

8) To determining distribution normality with criteria: if Sig. Value >0.05, so the data is normal distribution, and Sig. Value <0.05, so the data is not normal distribution.

b. Homogeneity Test

Homogeneity is used to determine the data homogeny or not. The steps as follows:

1) Click analyse

2) Choose compare means

3) Click one-way anova
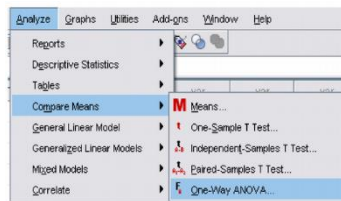
4) Input the data into the one-way anova box

5) Click options

6) Choose homogeneity of variance test

7) Click continues and OK
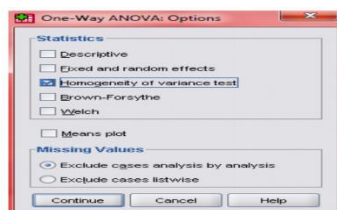
8) To determining the homogeneity distribution with criteria: if Sig. Value >0. 05, so the data is homogeneous, and if Sig. Value <0.05, so the data is not homogeneous

3. **T-Test**

The technique that uses in analysing the data was T-Test of independent sample. T-Test for independent formula is used to find of the effectiveness of the technique. The independent samples T-Test compare the means of two groups. The steps are:

a. Click analyse

b. Then compare means

c. Then independent sample T-Test
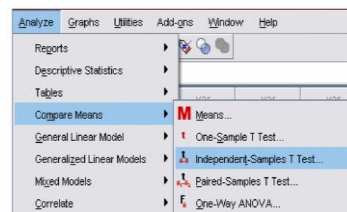
d. Transfer the dependent variable into the test variable blank
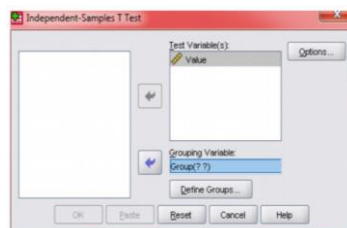
e. Click define groups and enter the values of the two levels of the independent variable
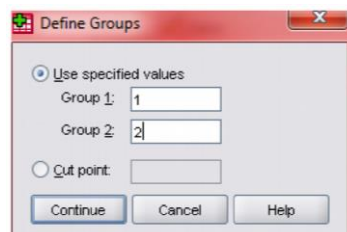
f. Click continue

g. Click options then in the confidence interval percentage write 95
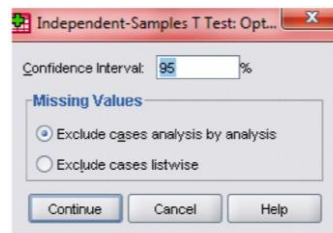
h.   Click continue

i.   then OK to run the analysis.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes about research finding that include data presentation, data analysis and discussion.

A. Data Description

This chapter presents general description of data gained by researcher during the research. The data were collected from result of pre-test and post-test both experimental group and control group. The purpose of this research is to know the effectiveness of using Student Team Achievement Division (STAD) technique to teach narrative reading. This reaserch was conducted at the eighth grade students of MTs N Surakarta 2 in the academic year 2019/2020. The resaercher took VIII E as experimental group which was taught using Student Team Achievement Division (STAD) technique and VIII F as the control group which was taught using Lecturing technique.

The data analysed in this research were the result of the test. In this reaserch the researcher used same material but different technique. The researcher got the data from the pre-test, and post-test was given after treatment finished. The score of the students were compared using t-test to prove whether there is any significant difference between the two groups and to find which group has higher score. Then, the data are explained in detail. It includes the mean, mode, median, and standard deviation.

1. **The student who are taught using experimental group**

   This is a descriptive analysis of student data for students using the Student Team Achievement Division (STAD). The following data is shown in table 4.1

   Table 4.1 statistic of The Score Experimental Group

		Pre-test	Post-test
N	Valid	33	33
	Missing	1	1
Mean		52,36	63,94
Median		52,00	64,00
Mode		46ᵃ	64
Std. Deviation		8,477	9,766
Minimum		37	46
Maximum		67	86

   a. Multiple modes exist. The smallest value is shown

   The data presented are the result of reading test. It concludes the mean, median, mode, and frequency. The description of the data is described as follows:

   Descriptive analysis of the pre-test data showed that lower score was 37 and the highest score was 67. The mean was 52,36, the median was 52, the mode was 46 and the standard deviation was 8,477. The frequency distribution of the data pre-test experimental group is in the table 4.2.

Table 4.2 Frequency Distribution of Pre-Test Scores in Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37	1	2,9	3,0	3,0
	40	3	8,8	9,1	12,1
	43	3	8,8	9,1	21,2
	46	5	14,7	15,2	36,4
	49	1	2,9	3,0	39,4
	52	5	14,7	15,2	54,5
	55	3	8,8	9,1	63,6
	58	4	11,8	12,1	75,8
	61	3	8,8	9,1	84,8
	64	4	11,8	12,1	97,0
	67	1	2,9	3,0	100,0
	Total	33	97,1	100,0	
Missing	System	1	2,9		
Total		34	100,0		

After the treatment using Student Team Achievement Division (STAD) technique, the researcher gave the post-test. The data showed tha the lowest score was 46 and the highest score was 86. The mean was 63,94, the median was 64, the mode was 64 and the standart deviation

was 9,766. The frequency distribution of the data post-test experimental group is in the table 4.3.

Table 4.3 Frequency Distribution of Post-Test Scores in Experimental Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46	1	2,9	3,0	3,0
	48	1	2,9	3,0	6,1
	50	1	2,9	3,0	9,1
	52	1	2,9	3,0	12,1
	54	2	5,9	6,1	18,2
	56	2	5,9	6,1	24,2
	58	2	5,9	6,1	30,3
	60	3	8,8	9,1	39,4
	62	3	8,8	9,1	48,5
	64	5	14,7	15,2	63,6
	68	3	8,8	9,1	72,7
	70	2	5,9	6,1	78,8
	74	2	5,9	6,1	84,8
	76	2	5,9	6,1	90,9
	80	1	2,9	3,0	93,9
	82	1	2,9	3,0	97,0
	86	1	2,9	3,0	100,0
	Total	33	97,1	100,0	

Missing	System	1	2,9	
Total		34	100,0	

2. The student who are taught using control group

Here is the result of the students taught with Lecturing Technique. The following data is shown in table 4.4

Table 4.4 Statistics of The Scores Control Group

		CntClass_Pretest	CntClass_Posttest
N	Valid	34	34
	Missing	0	0
Mean		49,32	56,88
Median		49,00	54,00
Mode		31	54[a]
Std. Deviation		13,110	10,945
Minimum		31	40
Maximum		73	82

a. Multiple modes exist. The smallest value is shown

From description of the score in control class above, descriptive analysis of the pre-test data showed that lowest score was 31 and the highest score was 73. The mean was 49,32, the median was 49, the mode was 31 and the standard deviation was 13,110. The frequency distribution of the data pre-test experimental group is in the table 4.5.

Table 4.5 Frequency Distribution of Pre-Test in Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31	6	17,6	17,6	17,6
	40	5	14,7	14,7	32,4
	44	3	8,8	8,8	41,2
	46	1	2,9	2,9	44,1
	49	3	8,8	8,8	52,9
	50	2	5,9	5,9	58,8
	52	4	11,8	11,8	70,6
	55	1	2,9	2,9	73,5
	58	2	5,9	5,9	79,4
	67	3	8,8	8,8	88,2
	70	2	5,9	5,9	94,1
	73	2	5,9	5,9	100,0
	Total	34	100,0	100,0	

After the treatment using lecturing technique, the researcher gave the post-test. The data showed that the lower score was 40 and the highest score was 82. The mean was 56,88, the median was 54, the mode was 54 and the standard deviation was 10,945. The frequency distribution of the data post-test control group is in the table 4.6

Table 4.6 Frequency Distribution of Post-Test Scores in Control Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	2,9	2,9	2,9
	42	2	5,9	5,9	8,8
	44	2	5,9	5,9	14,7
	46	2	5,9	5,9	20,6
	48	2	5,9	5,9	26,5
	50	3	8,8	8,8	35,3
	52	2	5,9	5,9	41,2
	54	4	11,8	11,8	52,9
	60	4	11,8	11,8	64,7
	62	3	8,8	8,8	73,5
	64	3	8,8	8,8	82,4
	66	1	2,9	2,9	85,3
	70	1	2,9	2,9	88,2
	72	1	2,9	2,9	91,2
	78	2	5,9	5,9	97,1
	82	1	2,9	2,9	100,0
	Total	34	100,0	100,0	

B. Data Analysis

1. Normality Test

Normality Test is used to test the sample from the population whether they have normal distribution or not. In this research, the researcher used Shapiro-Wilk for the normality. The sample are called has a normality distribution if Sig. Value > 0.05, so the data is normal distribution, and if Sig. Value < 0.05, so the data is not in normal distribution. The data of normality test shown in table 4.7.

Table 4.7 Test of Normality

		Kolmogorov-Smirnov[a]		
	Groups	Statistic	Df	Sig.
Students' Score	Posttest_ExClass	,134	33	**,141**
	Posttest_CntClass	,133	34	**,133**
	Prestest_ExClass	,137	33	**,118**
	Pretest_CntClass	,125	34	**,197**

a. Lilliefors Significance Correction

The Explanation of the table above as follows:

a. The result criteria of normality test were Ha accepted if Sig. Value > 0.05. The result of the data pre-test in experimental group showed that the Sig. was 0.118. While the result of post-test in experimental group was 0.141. It means that pre-test and post-test in experimental group were normal distribution because Sig. > 0.05.

b. The result criteria of normality test were Ha accepted if Sig. Value > 0.05. The result of the data pre-test in control group showed that the Sig. was 0.197. While the result of post-test in control group was 0.133. It means that pre-test and post-test in control group were normal distribution because Sig. > 0.05

2. Homogeneity Test

Based on calculation of normality, the researcher got the result that all data in pre-test and post-test of both experimental group and control group have been normally distributed. The next step of the calculation was finding the homogeneity of the data. The purpose of this calculation of both classes were homogeneous or heterogonous.

Table 4.8 Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Students' Score	Based on Mean	**1,959**	**3**	**130**	**,123**
	Based on Median	1,770	3	130	,156
	Based on Median and with adjusted df	1,770	3	114,977	,157
	Based on trimmed mean	1,914	3	130	,131

To determining the homogeny distribution with criteria, if Sig. value > 0.05, so the data is homogeneous distribution. The result showed that the Sig. 0.123. It means the result was homogeneous because Sig. Value > 0.05.

C. Hypothesis Testing

In this part, the researcher calculated the data to test the hypothesis that whether there is significant different between students reading comprehension in narrative text in experimental group with Student Team Achievement Division (STAD) and students reading comprehension in narrative text in control group without Student Team Achievement Division (STAD). The researcher calculated the data with independent sample T-test formula. It can be seen in table 4.9, as follows:

Table 4.9 Independent Samples Test

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Students' Score	Equal variances assumed	2,782	65	**,007**	7,057	2,537	1,991	12,124

The result of computation (t-test) states that Sig. (2-tailed) is 0.007 and the level of significance 0.05. The results provide that Sig. (2-tailed) <0.05. So, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that, there is an effectiveness of using Student Team Achievement Division (STAD) to teach reading comprehension in the eighth-grade students at MTs N Surakarta 2 in academic year 2019/2020.

D. Discussion

The result of the research shows that there is any significant difference between the students who thaught using STAD and the students who thaught by using Lecturing Technique in teaching reading comprehension in narrative text. Based on the result above, it showed that the use of Student Team Achievement Division gave valuable contribution in teaching reading comprehension on Narrative text. Furthermore, the researcher found advantages that can be taken by using STAD. First, STAD can develop student achievement, both in result of teacher-made test as well as a standard test. Second, students' self-confidence increased, students feel more controlled for academic success. Third, train the students in developing aspects of social skills in addition to cognitive skills. Heterogeneous grouping of students makes the competition that occurs in the classroom more lively and also the quizzes in the learning steps make students more motivated. Trying to find problem solving in groups also develops skills, especially in learning to read comprehension, as well as the advantages of this technique, students have two forms of learning responsibility, namely students learning alone, and helping fellow group members to learn.

Student Team Achievement Division (STAD) is one of the cooperative learning methods that consist of 4-5 member of students who are mixed according to their level of performance, gender and ethnicity, which in this technique that emphasizes the activities and interactions between students to motivate each other and help each other in mastering subject matter in

order to achieve maximum achievement. By using this technique helps students to get more cross-racial friendships.

While Lecture technique is a traditional form of teaching with the primary objective of imparting knowledge to learners about a particular topic (Brown and Race, 2002:16). Lecture technique is the most traditional way of teaching and has long been carried out in the history of education used as a teacher's communication tool in delivering subject matter. The lecture technique is the application and verbal explanation by the teacher to the class, using teaching aids to clarify the description delivered to students. This lecture technique is often encountered in the learning processes in schools ranging from low levels to the level of college, so this technique has been considered as the best technique for teachers to conduct teaching and learning interactions.

Based on the results of the study showed that students' reading comprehension increased significantly. There is a significant difference between the reading comprehension of students who are taught using the Student Team Achievement Division (STAD) and the Lecture technique, the average score taught using the Student Team Achievement Division shows 63.94, while the average value taught by the Lecture method shows 56, 88. This means that the scores of students taught using the Student Team Achievement Division (STAD) method are higher than the total scores compared to those taught using the Lecture technique.

From the explanation above, it can be concluded that Students Team Achievement Division (STAD) is more effective used for learning compared to lecture techniques. because the results of the reading comprehension learning test using the Student Team Achievement Division (STAD) technique show that students are able to understand the text. After the Student Team Achievement Division (STAD) treatment, the students' scores were better than before the treatment. This means that the Student Team Achievement Division (STAD) technique can increase student grades. Based on the results of the study, there was an effective use of the Student Team Achievement Division (STAD) in Teaching Reading Comprehension in class VIII students of MTs N Surakarta 2 in the 2019/2020 academic year.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the result about the effectiveness of using Student Team Achievement Division technique in teaching reading comprehension for students' reading comprehension (experimental study at the eighth-grade student of MTs N Surakarta 2 in the academic year 2019/2020. This chapter consists of the conclusion, and suggestion.

A. Conclusion

Based on the findings and discussion mentioned in the previous chapter, it can be concluded that the use of STAD in learning reading comprehension is quite successful. It can be seen from the results of students' reading comprehension scores that students who learn to reading comprehension using STAD and lecture techniques have significant differences. The results showed that Sig. (2-tailed) score of 0.007 with a significance level of 0.05. It appears that Sig. (2-tailed) score lower than 0.05.

Another result of the data analysis is the difference in the mean post-test scores of the experimental group and the control group. The mean score for the experimental class was 63.94 and the mean score for the control class was 56.88. This means that the average value of the experimental group is higher than the average value of the control group. This proves that learning reading comprehension on narrative text using

the Student Team Achievement Division (STAD) there is a significant difference and more effective than the lecture technique on students' reading comprehension in the even semester of eighth grade of MTs N Surakarta 2.

B. Suggestion

Related to the result of the study that there is significant difference writing ability achievement between the students who are taught by using Student Team Achievement Division (STAD) that has higher achievement that the students who are taught by using lecturing technique, the researcher would like to give suggestions as follows:

1. For the Teacher

   a. Based on the results of the study, it is good for teachers in teaching reading comprehension to be more interesting and enjoyable in the teaching and learning process so as not to make students feel bored and help them learn more material. The STAD technique is recommended for teaching reading comprehension because it can improve students' reading comprehension and motivate students to read more actively.

   b. The researcher advises the teacher to use this technique as a technique for developing students' reading comprehension. By using Student Team Achievement Division (STAD), the teacher can create students are enthusiastic in the learning process precisely in reading. This technique also encourages students to

be active in the teaching and learning process. The teacher can make the teaching and learning process active and interesting.

2. For the Students

    a. Students must learn to read more often to improve reading comprehension.

    b. The STAD technique will help students to understand the material. students can participate and discuss with their friends, teachers and also, they can use this technique by themselves.

    c. Students must have high motivation to follow the teaching and learning process.

    d. Students must ask the teacher if there is something they do not understand.

3. For the Future Researcher

    Because this research is not perfect, it is recommended for the future researchers to conduct research in the same field, especially in Indonesia using the student team achievement division (STAD) technique in teaching reading comprehension. This research is very important because it will provide some knowledge for researchers and to find out the benefits of using a team of achievement division (STAD) engineering students in teaching reading comprehension. They can use this thesis as a reference when they have similar research.

BIBLIOGRAPHY

Arifin, Zainal. 2012. *Penelitian Pendidikan Metode dan Paradigma Baru.* Bandung: Remaja Rosda Karya.

Bachtiar, Wisnu. 2019. *The Effectiveness of Using Small Group Discussion in Teaching Reading Comprehension in the Eleventh Grade of Man 2 Karanganyar in 2018/2019 Academic Year.* Thesis. Surakarta: The State Islamic Institute of Surakarta.

Brown, H. Doughlas. 2003. *Language Assessment: Principles and Classroom Practices.* New York: Longman.

Brown, H. 2004. *Language Assessment Principles and Classroom Practices.* New York: Longman Ltd.

Berkeljon Arjan, Scott A Baldwin. 2010. *Creating Intreraction Term.* New York: Sage.

C.R. Kothari. 2006 *Research Methodology second edition.* New Delhi: New Age International Publisher.

Cresswell. 2009. *Research Design (3rd Edition).* United Kingdom: SAGE.

Gilakjani, A. P. (2016). A Study of Factors Affecting EFL Learners' Reading Comprehension. *International Journal of English Linguistics.6 (5).*, 180-187.

E. Slavin, Robert. 2005. *Cooperative Learning, Teori, Riset dan Praktis.*Bandung: Nusa Media.

Feez, S. & Joice, H. 2000. *Writing Skills: Narrative & Non-fiction Text Type.* Australia: Phoenix Education Pty Ltd.

Fraser, M. 1994. *quality in Higher Education: an International Perspective' in Green, D. (Ed), 1994, What is Quality in Higher Education?.* Buckingham: Open University Press.

Harmer, Jeremy. 2007. *How to Teach English.* Essex: Pearson Education Limited.

Harrison, Collin. 2004. *Understanding Reading Development.* London: Sage Publication.

Hartati, Sri. 1997. *Strategi Pembelajaran Kooperatif dalam Proses Belajar Mengajar Biologi di SMA.* Jakarta: Edukasi.

Haynes, Judie and Zacarican, Debbie.2010. *Teaching English Language Learners.* Alexandria: Scott Willis.

Kessler, Carolyn.1992. *Cooperative Language Learning, A Teacher's resourceBook.* America: University of Texas.

Maidiyah. 1998. *Metode Mengajar.* Jakarta: Gramedia.

Mufidah, Ilma. 2013. *The Effectiveness of Student Team Achievement Division (STAD) Technique in Teaching Reading Comprehension to the Eight Grade Students at MTs Aswaja Tunggangri Kalidawir.* Thesis. Tulungagung: The State Islamic Istitute of Tulungagung.

Murcia, Marianne. 2000. *Discourse and Context in Language Teaching. United State of America: The University of Cambridge.*

Nunan, David. 2003, *Practical English Language Teaching*, the McGraw Hill Companies, New York.

Nurul I, Yashinta. 2013. *The Effect of Using Pqrst Method on Reading Comprehension Ability of the Seventh Grade Students of SMP Diponegoro Depok in the Academic Year of 2011/2012*. Thesis. Yogyakarta: Yogyakarta State University.

Risdianto, faizal. 2012. *Effective and efficient reading.* Solo: Rustam Publishing.

Rusman. 2011. *Model-model pembelajaran Mengembangkan Prefesionalisme Guru.* Jakarta: PT. Raja Grafindo Persada.

Sugiyono. 2014. *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: Alpfabeta.

Sugiyono. 2015. *Metode Penelitian Pendidikan pendekatan kuantitatif, kualitatif, dan R & D.* Bandung: Alfabeta.

Umiyati. (2011). *The Effectiveness of Using Small Group Interaction in Teaching Reading Comprehension.* Syarif hidayatullah State Islamic University.

APPENDICES

Appendix 1. List of students name

No	Experiment Class	No	Control Class
1.	ARAB	1.	AP
2.	AN	2.	ADS
3.	AAAP	3.	AK
4.	AWU	4.	AA
5.	AAT	5.	BAP
6.	-	6.	CDBK
7.	AW	7.	CTN
8.	DM	8.	DRS
9.	ES	9.	DPA
10.	ETS	10.	FNK
11.	FS	11.	FMK
12.	GPV	12.	FRS
13.	HF	13.	FC
14.	IHM	14.	GR
15.	IA	15.	HTPW
16.	IN	16.	HUM
17.	JR	17.	H
18.	MAG	18.	HNR
19.	NR	19.	IK
20.	NH	20.	INR
21.	NGK	21.	JANK
22.	NSM	22.	JIQ
23.	PNS	23.	MKY
24.	PRA	24.	MRG
25.	RWP	25.	MRH
26.	RI	26.	NDAP
27.	RY	27.	NEP

28.	RAS	28.	NSA
29.	RIF	29.	RCP
30.	RD	30.	ST
31.	SO	31.	SFABE
32.	VSB	32.	YAP
33.	YMH	33.	ZNF
34.	ZMS	34.	ZZP

Appendix 2. students score experimental class

Students Score

Pre-Test and Post Test Score of Experimental Group

No	Name of Student	Pre-test	Post-test
1	ARAB	52	46
2	AN	52	64
3	AAAP	61	52
4	AWU	52	58
5	AAT	58	100
6			
7	AW	58	64
8	DM	55	64
9	ES	55	82
10	ETS	40	58
11	FS	46	58
12	GPV	58	70
13	HF	64	70
14	IHM	46	64
15	IA	61	70
16	IN	52	68
17	JR	64	70
18	MAG	55	72
19	NR	64	56

20	NH	46	60
21	NGK	61	46
22	NSM	46	62
23	PNS	64	60
24	PRA	58	56
25	RWP	37	46
26	RI	40	60
27	RY	43	60
28	RAS	67	70
29	RIF	52	56
30	RD	43	60
31	SO	40	62
32	VSB	43	68
33	YMH	49	70
34	ZMS	46	60

Appendix 3. student score control class

Students Score

Pre-Test and Post Test Score of Control Group

No	Name of Student	Pre-test	Post-test
1	AP	31	40
2	ADS	44	50
3	AK	46	52
4	AA	70	60
5	BAP	40	40
6	CDB	31	40
7	CTN	70	78
8	DRS	55	62
9	DPA	40	52
10	FNK	44	50
11	FMK	50	50
12	FRS	58	50
13	FC	49	54
14	GR	31	40
15	HTP	58	62
16	HUM	73	66
17	H	73	82
18	HNR	50	62
19	IK	31	46

20	INR	49	52
21	JAN	67	72
22	JIQ	31	48
23	MKY	49	62
24	MRG	44	52
25	MRH	52	62
26	NDA	40	50
27	NEP	67	78
28	NSA	52	64
29	RCP	31	46
30	ST	52	62
31	SFA	67	62
32	YAP	40	52
33	ZNF	40	62
34	ZZP	52	70

Appendix 4. syllabus

Syllabus

Syllabus SMP/MTs

Mata Pelajaran   : Bahasa Inggris

Kelas   : VIII

Alokasi Waktu   : 4 jam pelajaran/minggu

Syllabus SMA/MA

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
7.1.Merespon makna yang terdapat dalam Percakapan transaksional (*to getthings done*) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan /menerima / menolak sesuatu	Percakapan yang memuat ungkapan-ungkapan berikut: *A: Do you mind lending me some money?* *B: No Problem / I want to, but ...* *A: Can I have a bit* *B: Sure, here you are* *A: Here's some money for you* *B: I can't take this, sorry* *A: Do you like it?* *B: Yes, I do* *A: Have you done it?* *B: Sorry, I haven't* *A: Do you think it's good?* *B: I think so / Sorry, I can't say anything* *A: Would you like some...* *B: Yes, please / No, thanks*	1. *Eliciting* kosakata terkait topik yangakan dibahas (noun, verb, adjective, adverb) 2. Menentukan makna kata dan menggunakannya dalam kalimat 3. Mendengarkan guru dan menirukan ungkapan-ungkapan terkait materi dengan cermat 4. Mendengarkan percakapan tentang materi terkait 5. Menjawab berbagai informasi yang terdapat dalam percakapan 6. Merespon ungkapan-ungkapan yang terkait materi dengan bersahabat dan komunikatif
7.2.Merespon makna yang terdapat dalam percakapan transaksional (*to get*	Percakapan yang memuat ungkapan ungkapan berikut: *A: What if it I do it*	1. Tanya jawab berbagai hal terkait tema/topik yang akan dibahas 2. Mendaftar kosakata

things done) dan Interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, telepon	*again.* *B: Fine, with me.* *A: I have to go now.* *B: Do you have to?* *A: ....* *B: Right / I see / Hm...m.* ☐*Hello, excuse me .....* ☐*Did you? / Were you?* ☐*Thanks/ Bye.../ See you.* ☐*Could I speak to ....please?* ☐*Well, I'm calling to....*	yang digunakan dalam percakapan 3. Menentukan makna kosakata dalam daftar 4. Menggunakan kosakata dalam kalimat 5. Tanya jawab menggunakan ungkapan–ungkapan terkait dengan santun 6. Menirukan ungkapan yang diucapkan guru dengan antusias 7. Mendengarkan percakapan 8. Menjawab pertanyaan tentang percakapan dengan bekerja sama
8.1 Merespon makna yangterdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar	o Teks fungsional pendek: ▪ undangan, ▪ pengumuman, ▪ pesan singkat o Tujuan komunikatif teks fungsional pendek: ▪ undangan, ▪ pengumuman, ▪ pesan singkat	1. Tanya jawab tentang berbagai hal menggunakan kosakata dan ungkapan yang telah dipelajari 2. Review berbagai jenis teks fungsional pendek yang sering dijumpai 3. Mendengarkan teks fungsional pendek terkait tema/topik tertentu dengan cermat 4. Menjawab berbagai pertanyaan terkait informasi dalam teks fungsional yang didengar 5. Menentukan tujuan komunikatif dari teks yang didengar 1. Tanya jawab berbagai

8.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *narrative* dan *recount*	○ Teks monolog berbentuk: ▪ *narrative* ▪ *recount* ○ Tujuan komunikatif teks berbentuk: ▪ *Narrative* ▪ *recount*	hal terkait tema/ topik/ jenis teks 2. *Eliciting* cerita yang dikenal siswa 3. Tanya jawab tentang salah satu cerita yang dikenal siswa - tokoh, tempat kejadian - problem, solusi, akhir cerita 4. Mendengarkan cerita terkait tema/topik dari guru/teman dengan rasa ingin tahu 5. Tanya jawab tentang informasi dalam cerita yang di dengar 6. Tanya jawab tentang tujuan komunikati dari teks yang di dengar
9.1. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima	Percakapan singkat memuat ungkapan-ungkapan: A: *Do you mind lending me some money?* B: *No, problems* A: *Can I have a bit?* B: *Sure, here you are.* A: *Here is some money for you.* B: *Sorry, I can't take this.* A: *Do you like it?* B: *Yes, I do.* A: *Have you done it?* B: *No, I haven't.* A: *Do you think it's*	1. Mengembangkan kosakata terkait dengan jenis ungkapan dan tema/topik yang terkait 2. Tanya jawab tentang berbagai hal menggunakan ungkapan terkait materi/topik.tema yang di pillih dengan santun 3. Menirukan ungkapan-ungkapan terkait materi yang diucapkan guru dengan cermat 4. Latihan bertanya dan menjawab menggunakan ungkapan yang telah dipelajari secara berpasangan

/ menolak sesuatu	good?	5. Bermain peran melakukan percakapan berdasarkan situasi yang diberikan
	B: I think it is / Sorry I can't say any thing	
	A: Would you like some .....?	
	B: Yes, please / No, Thanks	
9.2. Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana dengan menggunakan ragam akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi persetujuan, merespon pernyataan, memberi perhatian terhadap pembicara, mengawali, memperpanjang, dan menutup percakapan, serta mengawali, memperpanjang, dan menutup percakapan telepon	Teks percakapan memuat ungkapan berikut: A: *What if I do it again?* B: *Fine with me.* A: *I Must go now* B: *Do you have to?* • *Right.* • *I see.* • *Hm...m yeah* • *Hello, excuse me* • *Did you? / Were you?* • *Thanks/ Bye / see you* • *Could I speak to ..?* • *Well,I'm calling to ...?* • *Nice talking to you.*	1. Tanya jawab menggunakan berbagai kosakata dan ungkapan yang telah dipelajari 2. Mendengarkan percakapan yang memuat ungkapan-ungkapan yang telah dipelajari 3. Menjawab pertanyaan tentang isi percakapan 4. Menjawab pertanyaan tentang makna dan fungsi ungkapan terkait 5. Menggunakan ungkapan-ungkapan terkait berdasarkan konteks dengan percaya diri 6. Bermain peran mengunakan ungkapan yang telah dipelajari dengan semangat
10.1 Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	• Teks fungsional pendek: - Undangan - Pengumuman - Pesan singkat	1. Review kosakata dan ungkapan yang digunakan dalam teks fungsional pendek terkait materi 2. Membuat kalimat sederhana untuk: - Mengundang - mengumumkan - memberi pesan 3. Membahas gambit-

		gambit yang sering muncul dalam teks fungsional terkait
		4. Mengungkapkan secara lisan:
		- undangan
		- pengumuman
		- pesan singkat dengan santun dan komunikatif
10.2 Mengungkap kan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*	• Teks monolog berbentuk *narrative*	1. Review kosakata dan tata bahasa terkait jenis teks narrative dan tema yang dipilih
		2. Membuat kalimat sederhana secara lisan terkait ciri-ciri kebahasaan teks narrative
		- *simple past*
		- *past continuous*
		- *temporal conjunctions*
		- *connective words*
		- *adverbs – adjective*s
		3. Menceritakan kembali cerita populer di kotanya menggunakan gambit-gambit yang sesuai. Contoh: *Really? That's terrible!* *How then?, First,...., then....,finally...* *dengan percaya diri dan komunikatif*
		4. Menceritakan kembali teks narrative yang pernah didengar dengan semangat

11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	• Teks Essai berbentuk *narrative / recount* • Ciri kebahasaan Teks Essai berbentuk *narrative / recount* • Tujuan komunikatif teks essai *narratif / recount* • Langkah retorika *narrative / recount*	1. Tanya jawab mengembangkan kosakata berdasarkan gambar cerita popular 2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar 3. Mendengarkan teks *narrative / recount* yang dibaca guru dengan rasa ingin tahu 4. Membaca nyaring teks *narrative / recount* dengan ucapan dan intonasi yang benar dengan percaya diri 5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca dengan teliti
11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar	• Teks fungsional: - undangan - pengumuman - pesan	1. Menentukan tujuan komunikatif teks *fungsional yang dibaca* 2. Menentukan langkah retorika dari teks *fungsional yang dibaca* 3. Menentukan ciri kebahasaan teks *fungsional* yang di baca 4. Membaca teks *fungsional undangan, pengumuman dan pesan dengan teliti*
	• Tujuan	1. Mencermati teks monolog terkait

11.3 Merespon makna dan langkah retorika dalam esai pendek sederhana secaraakurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *nararative*	komunikatif teks *narrative/ recount* • Ciri kebahasaan teks *narrative/ recount*	materi 2. Menyebutkan jenis teks monologl yang dicermati 3. Menjawab pertanyaan tentang informasi yang terdapat dalam teks monolog dengan cermat 4. Menyebutkan ciri-ciri teks fungsional yang dibaca
12.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	Teks fungsional: - undangan - pengumuman - pesan singkat	1. Review tujuan komunikatif dan ciri-ciri kebahasaan teks fungsional pendek terkait materi 2. Menulis kalimat sederhana untuk mengundang, mengumumkan, pesan singkat dengan sopan 3. Melengkapi taeks fungsional pendek 4. Menulis teks fungsional pendek dengan cerman dan teliti
12.2. Mengungkap kan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*	• Teks Essai *narrative / recount* • Ciri kebahasaan teks *narrative / recount* • Langkah retorika teks *narrative / recount*	1. Review ciri kebahasaan teks *narrative* 2. Membuat kalimat sederhana terkait teks *narrative* 3. Mengembangkan langkah retorika teks *recount* dan *narrative* *dengan kerja sama* 4. Membuat draft teks *recount* dan *narrative* *dengan mandiri* 5. Menulis teks *recount*

| | | dan *narrative* berdasarkan draft yang dibuat |
| | | 6. Memajang hasil tulisan di dinding percaya diri |

Appendix 5. Lesson Plan of Experiment Class

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: MTs N Surakarta 2
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/ Genap
Materi Pokok	: Narrative Text (Fable)
Alokasi Waktu	: 2 x 40 menit
Pertemuan ke	: 1

A. **Kompetensi Inti**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. **Kompetensi Dasar dan Indikator**

No	Kompetensi Dasar	Indikator
	1.1. Mensyukuri	1.1.1. Bersemangat dalam melaksanakan

	kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1. Meminta ijin ketika akan memasuki ruangan atau menggunakan barang milik orang lain 2.1.2. Tidak menyela pembicaraan orang lain pada waktu yang tidak tepat 2.1.3. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi. 2.1.4. Tidak melakukan aktivitas yang mengganggu dan merugikan orang lain
	3.14. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya	3.14.1. Memahami makna dalam essai pendek sederhana berbentuk *narrative* sesuai dengan konteks penggunaannya.
	4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	4.18.1. Membaca nyaring teks fungsional dan essai pendek sederhana berbentuk *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar 4.18.2. Mengidentifikasi berbagai makna teks *narrative* yang berterima

| | | yang berkaitan dengan lingkungan sekitar |
| | | 4.18.3. Mengidentifikasi rujukan kata dalam teks narrative yang dibaca dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar |

C. Tujuan Pembelajaran

1. Siswa dapat memahami tentang berbagai hal terkait teks narrative dengan benar.

2. Siswa dapat membaca teks fungsional pendek tentang teks narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar dengan benar.

3. Siswa dapat mengidentifikasi makna teks narrative dengan benar.

4. Siswa dapat menyebutkan tujuan komunikatif teks narrative dengan benar.

5. Menjawab pertanyaan tentang ciri kebahasaan teks narrative dengan benar

D. Materi Pembelajaran

Fungsi sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

Struktur teks

1. Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)

2. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)

3. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih

4. Memberikan alasan atau komentar umum (reorientasi)

Unsur kebahasaan

1. Simple Past tense

2. Kosa kata: nama binatang, tempat, waktu dan situasi yang terkait dengan tokoh

3. Adverb of time: first, next, then, after that, before, finally, etc

4. Prepositional phrase: once upon a time, a long time ago, one day, in the morning, the next day, last

5. Ucapan, tekanan kata, intonasi

6. Ejaan dan tanda baca

Topik

Narative text (Fable)

Three Fish

Once upon a time, there were three fish lived in a pond. One evening, some fishermen passed by the pond and saw the fish. "This pond is full of fish", they told each other excitedly. "We have never fished here before. We must come back tomorrow morning with our nets and catch these fish!" So saying, the fishermen left.

When the eldest of the three fish heard this, he was troubled. He called the other fish together and said, "Did you hear what the fishermen said? We must leave this pond now. The fishermen will return tomorrow and kill us all!" The second of the three fish agreed. "You are right", he said. "We must leave this pond now."

But the youngest fish laughed. "You are worrying without reason", he said. "We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere – my luck will keep me safe". The eldest of the fish left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.

The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him – he was caught and killed.

The fish who saw trouble ahead and acted before it arrived as well as the fish who acted as soon as it came both survived. But the fish that relied only on luck and did nothing at all die. So also, in life

Soal dan Kunci Jawaban

1. Which paragraph is the complication in the story?
    a. First paragraph
    b. Second paragraph
    c. Third paragraph
    d. Fourth paragraph
2. How is the character of the third fish?
    a. Obstinate
    b. Kind
    c. Lazy
    d. Arrogant
3. What did the third fish do when he were invited the eldest fish to leave the pond?
    a. He agreed to leave pond
    b. He refused to follow the eldest fish
    c. He wanted to follow the eldest fish
    d. He was angry with his friends 2
4. What is the main idea in the second paragraph?
    a. The fish had known that the fisherman will come back to the pond to go fishing.
    b. There were some fisherman go fishing in the pond
    c. Fisherman did not find fish
    d. The third fish was caught
5. What is the antonym of word "refused" in fourth paragraph?
    a. Reject

b. **Accept**

c. Extend

d. Believe

6. How many characters are there in the text?

a. Three

b. Four

c. Five

d. Six

7. Where fisherman will be fishing?

a. In a lake

b. In a pond

c. In the river

d. In the sea

8. Who was listening about the fisherman talking?

a. Fisherman's friend

b. Three fishes

c. Eldest fish

d. Youngest fish

9. When will the eldest fish left the pond?

a. In the next morning

b. After the fisherman talking

c. Before the fisherman arrived in the pond

d. In the very evening day

10. What you get from the story above?

a. Rely on luck to live

b. Too trust in luck

c. It's important to act wisely when you foresee a problem

d. Being arrogant

E. Metode Pembelajaran

Scientific Approach dengan teknik *STAD (Student Team Achievement Division*

F. Media Pembelajaran

Text narrative (three fish)

G. Sumber Belajar

Buku Wajib Siswa SMP Kelas VIII, buku pegangan siswa.

H. Langkah Pembelajaran

Kegiatan Awal (10 menit)		
Sintaks	**Kegiatan Guru**	**Kegiatan Siswa**
Pendahuluan Pembukaan pembelajaran Tujuan Penjelasan pembelajaran STAD Apersepsi	1. Guru membuka pembelajaran dengan memberi salam, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik. 2. Guru mengkomunikasikan tujuan pembelajaran hari ini yaitu tentang narrative text jenis fabel. 3. Guru menginformasikan tentang prinsip pembelajaran tipe *STAD*. 4. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	1. Siswa menjawab salam dan mengangkat tangan sambil mengatakan "hadir" 2. Siswa memperhatikan penjelasan guru mengenai tujuan pembelajaran hari ini 3. Siswa memperhatikan informasi dari guru tentang prinsip pembelajaran tipe *STAD* 4. Siswa memperhatikan penjelasan tentang narrative text jenis fable.
Kegiatan Inti (40 menit)		
Presentasi kelas	1. Membagikan materi tentang fabel. 2. Menjelaskan materi mengenai narrative text	1. Menerima materi yang di bagikan guru 2. Memperhatikan pejelasan dari guru

99

		mengenai narrative text dan generic structurenya.
	dan generic structure dari dari narrative text. 3. Memberi kesempatan siswa untuk bertanya mengenai materi yang telah disampaikan	3. Menanyakan tentang materi yang belum jelas
Kerja Kelompok	1. Guru membagi siswa dalam beberapa kelompok berdasarkan kecakapan siswa. 2. Guru membimbing siswa untuk mendiskusikan materi bersama kelompoknya 3. Memantau jalannya diskusi kelompok jika ada yang mengalami kesulitan 4. Menunjuk salah satu perwakilan dari setiap kelompok untuk mempresentasikan hasil diskusi mereka	1. Berkumpul sesuai dengan kelompoknya 2. Mendiskusikan materi bersama kelompoknya. 3. Menanyakan pada guru bila mengalami kesulitan. 4. Siswa yang ditunjuk oleh guru maju di depan kelas untuk mempresentasikan hasil diskusi kelompok mereka.
Kuis	Memberikan kuis 1 untuk dikerjakan secara individual.	Mengerjakan kuis 1 secara individual.
Skor kemajuan perseorangan	1. Mengoreksi dan menilai jawaban kuis 1 2. Mengitung skor peningkatan antara nilai UAS gasal dengan kuis 1.	1. Mengerjakan soal tentang narrative text fable. 2. Mendapatkan skor kemajuan perseorangan

Penghargaan Kelompok	1. Memberikan penghargaan kepada kelompok berdasarkan pencapaian skor rata-rata dalam satu kelompok.	1. Mendapatkan penghargaan sesuai pencapaian skor rata-rata kelompok
Kegiatan Akhir (10 Menit)		
Kesimpulan	1. Membimbing siswa untuk menyimpulkan materi yang telah dipelajari.	1. Menyimpulkan materi yang telah dipelajari.
Pemberitahuan untuk pertemuan berikutnya	1. Menghimbau siswa untuk mempelajari materi pada pertemuan berikutnya yaitu mengenai narrative text fable.	1. Memperhatikan penjelasan guru.
Penutupan Pembelajarana	1. Menutup pembelajaran dengan salam	1. Menjawab salam.

I. Penilaian Hasil Pembelajaran

Teknik   : tertulis

Bentuk instrument : uraian

Instrument   : test

Kuis 1

<div align="center">The lion and the mouse</div>

Fill the blank basket with the right word then write them down in your workbook.

  One day a mouse went out to find something to eat. He ran carelessly through some tall grass. He ran into a 1. (………..) lion. The lion caught the mouse. He held him tightly and would not let him go.

"Please let me go, Mr. Lion", said the mouse. "One day I will 2. (……….) you". The lion laughed. "How could a little mouse help a big lion?" he thought. "Very well" he said. "I let you go but you must 3. (……….) carefully".

The mouse was very 4. (……….). "Thank you". He said. "You are very kind". The next week the 5. (………..) was again looking for something to eat. He saw the 6. (………..) under a tree. He was tied 7. (………..) in a net of strong ropes. He could not move. "I will help you," said the mouse. He bit through one of the 8. (……….). His teeth were sharp. Then he bit 9. (……….) another rope, and then another. Soon the lion was free. He was grateful. "Thank you", he said. "10. (……….) very much".

Fierce	Grateful	Help	Lion	Mouse
Ropes	Walk	Tightly	Through	Thank you

Decide whether the following statements are true (T) or false (F) based on the text in the task above.

1. The mouse is as big as the lion ( )

2. The lion bit the ropes to free the mouse ( )

3. The mouse bit the ropes with his sharp teeth ( )

4. The lion lets the mouse go ( )

5. The mouse lets the lion eat him. ( )

Surakarta, 6 Februari 2020

Mengetahui

Guru mata pelajaran   Mahasiswa

Dra. Sri Widayati   Novita Kartika Ratri

NIP. 196612121993032004   NIM. 153221038

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: MTs N Surakarta 2
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/ Genap
Materi Pokok	: Narrative Text (Legend)
Alokasi Waktu	: 2 x 40 menit
Pertemuan ke	: 2

A. **Kompetensi Inti**

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. **Kompetensi Dasar dan Indikator**

No	Kompetensi Dasar	Indikator
	1.1. Mensyukuri kesempatan dapat mempelajari bahasa	1.1.1. Bersemangat dalam melaksanakan setiap kegiatan pada

	Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	pembelajaran Bahasa Inggris. 1.1.2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1. Meminta ijin ketika akan memasuki ruangan atau menggunakan barang milik orang lain 2.1.2. Tidak menyela pembicaraan orang lain pada waktu yang tidak tepat 2.1.3. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi. 2.1.4. Tidak melakukan aktivitas yang mengganggu dan merugikan orang lain
	3.14. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya	3.14.1. Memahami makna dalam essai pendek sederhana berbentuk *narrative* sesuai dengan konteks penggunaannya.
	4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	4.18.1. Membaca nyaring teks fungsional dan essai pendek sederhana berbentuk *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar 4.18.2. Mengidentifikasi berbagai makna teks *narrative* yang berterima

		yang berkaitan dengan lingkungan sekitar
		4.18.3. Mengidentifikasi rujukan kata dalam teks narrative yang dibaca dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

C. Tujuan Pembelajaran

1. Siswa dapat memahami tentang berbagai hal terkait teks narrative dengan benar.

2. Siswa dapat membaca teks fungsional pendek tentang teks narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar dengan benar.

3. Siswa dapat mengidentifikasi makna teks narrative dengan benar.

4. Siswa dapat menyebutkan tujuan komunikatif teks narrative dengan benar.

5. Menjawab pertanyaan tentang ciri kebahasaan teks narrative dengan benar

D. Materi Pembelajaran

Fungsi sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

Struktur teks

1. Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)

2. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)

3. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih

4. Memberikan alasan atau komentar umum (reorientasi)

Unsur kebahasaan

1. Simple Past tense

2. Kosa kata: nama binatang, tempat, waktu dan situasi yang terkait dengan tokoh

3. Adverb of time: first, next, then, after that, before, finally, etc

4. Prepositional phrase: once upon a time, a long time ago, one day, in the morning, the next day, last

5. Ucapan, tekanan kata, intonasi

6. Ejaan dan tanda baca

Topik

Narative text (Legend)

Malin Kundang

Once upon a time, a poor family consisted of a mother and her son named Malin Kundang. Because his father had left him, the mother had to work hard to be able raise her son. Malin is the son of the wise but a little bit naughty. When he was growing up, Malin felt sorry for his mother who always worked hard. Then Malin asked permission to find work in a big city.

"Mom, I want to go to the city. I want to work to be able to help mom here". Ask Malin.

"Don't leave the mother alone, son. Mom just got you here. "Said the mother refuse.

"Let me go, mom. I'm sorry to see mother continued to work until now." said Malin.

"Well son, but remember don't forget mom and this village when you have success there," Said the teary mother.

The next day, Malin went to the big city by boat. After several years of hard work, he succeeded in his overseas city. Malin is now a rich man who even had a number of merchant ships. And Malin had married a beautiful woman there. News of Malin who become a rich man reached his mother.

The mother was very happy to hear that. She is always waiting at the beach every day, hoping her only son returns and raises his mother degree. But Malin never came.

One day Malin's wife asked about Malin's mother and wanted to meet with her. Malin was unable to resist the wishes of his wife. In preparation for the journey to the village, Malin, used private boat. Finally, Malin came to his village, together with his wife and his workers.

Hearing the arrival of Malin, the mother felt very excited. She even ran to the beach to immediately see her son.

"Is that my son Malin, huh? This is your mother, you remember? "Asked his mother.

"Malin Kundang, my son, why did you leave for so long without sending news?" She said while hugging Malin Kundang.

His wife, who was surprised at the fact that the old lady, smelly, filthy who was hungging her husband was her husband's mother, she then said:

"So, the smell of an old lady, is this your mother, Malin? "

Because of the shame, Malin Kundang immediately let go his mother's arms and pushed it down.

"I didn't know you poor old woman," said Malin.

"The old woman claimed to be my mother. "Malin snapped.

Hearing the words of his son like that, the mother feels sad and angry. She was disappointed, her beloved son turned into an ungodly son.

"My God, if he is my true son, I beg You to give him disaster and curse him to rocks." his mother's wrathful prayer.

Shortly afterwards the wind and thunder rumbled and smashed Malin Kundang's ship. After that Malin Kundang's body stiffened and then it turned to stone.

Choose the best answer!

1. Who is Malin?

   A. A son who love his mother

   B. A son who care with his mother

   C. A son who betray his mother

   D. A son who always with his mother

2. What Malin's mother does to malin?

   A. Leave malin alone

   B. Accompany malin until the end of the time

   C. Curse malin into a rock

   D. Apologize Malin

3. Where Malin meets his mother?

   A. In his home

   B. in a beach

   C. In cafe

   D. in a station

4. What malin's wife does?

   A. Care with malin's mom

   B. Love malin's mom

   C. Did not care with malin's mom

   D. Talk to malin's mom

5. What do you learn from the story of Malin Kundang?

   A. Never be a cruel son/daughter

   B. Leave our old mom

   C. give our mom money

   D. Meet our mom

6. What malin said to his mom before he went to the city?

   A. Malin never be back

   B. He promises to be back

   C. He will forget his mom

   D. He will give his mom much money

7. How many characters in the story of Malin Kundang?

   A. Three

   B. Two

   C. One

   D. Nothing

8. Where the story is comes from?

   A. Jakarta

   B. West sumatera

   C. South sumatera

   D. North Smatera

9. Who is the main actor of that story?

   A. Malin kundang

   B. Malin's mom

   C. Malin's wife

   D. Malin's society

10. Why malin meets his mom?

    A. He misses his mom

    B. He will give much money to his mom

    C. He accept a request from his wife

    D. He wants hug his mom

E. Metode Pembelajaran

   Scientific Approach dengan teknik *STAD (Student Team Achievement Division*

F. Media Pembelajaran

   Text narrative (Legend)

G. Sumber Belajar

   Buku Wajib Siswa SMP Kelas VIII, buku pegangan siswa.

H. Langkah Pembelajaran

Kegiatan Awal (10 menit)		
Sintaks	**Kegiatan Guru**	**Kegiatan Siswa**

Pendahuluan Pembukaan pembelajaran	1. Guru membuka pembelajaran dengan memberi salam, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.	1. Siswa menjawab salam dan mengangkat tangan sambil mengatakan "hadir"
Tujuan	2. Guru mengkomunikasikan tujuan pembelajaran hari ini yaitu tentang narrative text jenis legend.	2. Siswa memperhatikan penjelasan guru mengenai tujuan pembelajaran hari ini
Penjelasan pembelajaran STAD Apersepsi	3. Guru menginformasikan tentang prinsip pembelajaran tipe *STAD*. 4. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	3. Siswa memperhatikan informasi dari guru tentang prinsip pembelajaran tipe *STAD* 4. Siswa memperhatikan penjelasan tentang narrative text jenis legend.
Kegiatan Inti (60 menit)		
Presentasi kelas	1. Membagikan materi tentang legend. 2. Menjelaskan materi mengenai narrative text dan generic structure dari dari narrative text. 3. Memberi kesempatan siswa untuk bertanya mengenai materi yang telah disampaikan	1. Menerima materi yang di bagikan guru 2. Memperhatikan pejelasan dari guru mengenai narrative text dan generic structurenya 3. Menanyakan tentang materi yang belum jelas
Kerja Kelompok	1. Guru membagi siswa	1. Berkumpul sesuai

	dalam beberapa kelompok berdasarkan kecakapan siswa. 2. Guru membimbing siswa untuk mendiskusikan materi bersama kelompoknya 3. Memantau jalannya diskusi kelompok jika ada yang mengalami kesulitan 4. Menunjuk salah satu perwakilan dari setiap kelompok untuk mempresentasikan hasil diskusi mereka	dengan kelompoknya 2. Mendiskusikan materi bersama kelompoknya. 3. Menanyakan pada guru bila mengalami kesulitan. 4. Siswa yang ditunjuk oleh guru maju di depan kelas untuk mempresentasikan hasil diskusi kelompok mereka.
Kuis	Memberikan kuis 2 untuk dikerjakan secara individual.	Mengerjakan kuis 2 secara individual.
Skor kemajuan perseorangan	1. Mengoreksi dan menilai jawaban kuis 2 2. Mengitung skor peningkatan antara nilai kuis 1 dengan kuis 2.	1. Mengerjakan soal tentang narrative text legend. 2. Mendapatkan skor kemajuan perseorangan
Penghargaan Kelompok	1. Memberikan penghargaan kepada kelompok berdasarkan pencapaian skor rata-rata dalam satu kelompok.	1. Mendapatkan penghargaan sesuai pencapaian skor rata-rata kelompok
Kegiatan Akhir (10 Menit)		

Kesimpulan	1. Membimbing siswa untuk menyimpulkan materi yang telah dipelajari.	1. Menyimpulkan materi yang telah dipelajari.
Pemberitahuan untuk pertemuan berikutnya	1. Menghimbau siswa untuk mempelajari materi pada pertemuan berikutnya yaitu mengenai narrative text fairy tale	1. Memperhatikan penjelasan guru.
Penutupan Pembelajarana	1. Menutup pembelajaran dengan salam	1. Menjawab salam.

I. Penilaian Hasil Pembelajaran

Teknik   : tertulis

Bentuk instrument   : uraian

Instrument   :

Kuis 2

Fill the blank basket with the right word!

The legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very 1. (...............) and weak. He knocked at every door and asked for some food, but nobody 2. (..............) about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a 3. (..............), a big wooden mortar for pounding rice. She reminded him; "Please remember, if there is a 4. (...............) you must save yourself. Use this lesung; as a boat!"

The little boy was happy and thanked the old woman. He continued his journey. While he was passing through the village, he saw many people 5.

(..............) on the field. The boy came closer and saw a stick stuck in the ground. People 6. (...............) each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the7. (..............). He could do it very easily. Everybody was dumbfounded.

Suddenly, from the 8. (..............) left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous 9. (..............) who gave him shelter and meal. As she told him, he used the lesung, as a boat and picked up the old woman. The whole village became a huge lake. It is now known as 10. (...............) Lake in Salatiga, Central Java, Indonesia.

Hungry	cared	lesung	flood	gathering
challenged	stick	hole	old woman	Rawa Pening

Surakarta, 14 Februari 2020

Mengetahui

Guru mata pelajaran   Mahasiswa

Dra. Sri Widayati   Novita Kartika Ratri
NIP. 196612121993032004   NIM. 153221038

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: MTs N Surakarta 2
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/ Genap
Materi Pokok	: Narrative Text (Fairy Tale)
Alokasi Waktu	: 2 x 40 menit
Pertemuan ke	: 3

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
	1.1. Mensyukuri kesempatan dapat mempelajari bahasa	1.1.1. Bersemangat dalam melaksanakan setiap kegiatan pada

	Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	pembelajaran Bahasa Inggris. 1.1.2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1. Meminta ijin ketika akan memasuki ruangan atau menggunakan barang milik orang lain 2.1.2. Tidak menyela pembicaraan orang lain pada waktu yang tidak tepat 2.1.3. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi. 2.1.4. Tidak melakukan aktivitas yang mengganggu dan merugikan orang lain
	3.14. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fairy tale, sesuai dengan konteks penggunaannya	3.14.1. Memahami makna dalam essai pendek sederhana berbentuk *narrative* sesuai dengan konteks penggunaannya.
	4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	4.18.1. Membaca nyaring teks fungsional dan essai pendek sederhana berbentuk *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar 4.18.2. Mengidentifikasi berbagai makna teks *narrative* yang berterima yang berkaitan dengan lingkungan

| | | sekitar |
| | | 4.18.3. Mengidentifikasi rujukan kata dalam teks narrative yang dibaca dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar |

C. Tujuan Pembelajaran

1. Siswa dapat memahami tentang berbagai hal terkait teks narrative dengan benar.

2. Siswa dapat membaca teks fungsional pendek tentang teks narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar dengan benar.

3. Siswa dapat mengidentifikasi makna teks narrative dengan benar.

4. Siswa dapat menyebutkan tujuan komunikatif teks narrative dengan benar.

5. Menjawab pertanyaan tentang ciri kebahasaan teks narrative dengan benar

D. Materi Pembelajaran

Fungsi sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

Struktur teks

1. Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)

2. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)

3. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih

4. Memberikan alasan atau komentar umum (reorientasi)

Unsur kebahasaan

1. Simple Past tense

2. Kosa kata: nama binatang, tempat, waktu dan situasi yang terkait dengan tokoh

3. Adverb of time: first, next, then, after that, before, finally, etc

4. Prepositional phrase: once upon a time, a long time ago, one day, in the morning, the next day, last

5. Ucapan, tekanan kata, intonasi

6. Ejaan dan tanda baca

Topik

Narative text (Fairy Tale)

Cinderella

Once upon a time, there was a beautiful young girl named Cinderella. He lived with his step mother and two sisters. They were arrogant and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest job in the house, such as scrubbing the floor, cleaning the pot and pan and preparing food for the family. Her step sisters, on the other hand, did not work on the house. Their mother gave them many pretty dresses to wear.

One day, a king invited all girls in his kingdom to attend a ball in his palace. They were excited about this and spent so much time choosing the dresses they would wear. Cinderella could not stop crying after they left.

"Why are you crying, Cinderella?" the voice asked.

She looked up and saw a fairy standing beside her. Then Cinderella told her why she was crying. Well the fairy said, "you've been such a cheerful, hardworking, uncomplaining girl that I will see that you go to the ball." The fairy turned a pumpkin into a coach and mice into a smooth two coach man and footman then tapped Cinderella's dress with her wand, and it became a beautiful ball gown.

Then he gave her a pair of pretty glass shoes. Now, Cinderella, she said, "you have to leave the ball before midnight". Then he drove away a wonderful coach. Cinderella had a marvellous time either. She danced again and again with the prince. Suddenly the clock began to strike twelve, she ran

toward the door as fast as he could do. In her hurry, one of her glass shoes left behind.

A few days later, the prince declared that he would marry the girl whose feet fitted the glass shoe. Cinderella's stepsisters tried on it but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try the shoe. She stretched his legs and slipped the shoe on the page. It fitted perfectly. Finally, she was ushered into a magnificent palace and height. The prince was glad to see her again. They married and lived happily ever after.

Soal dan Kunci Jawaban

1. What kind of text above?
    a. Narrative text
    b. Descriptive text
    c. Recount text
    d. Report text

2. What is the purpose of the text?
    a. To describre the story
    b. To entertain the reader about the story
    c. To retell the experience to the reader
    d. To pesuade the reader

3. Who is the main character in this story?
    a. Prince
    b. Cinderella
    c. Step Mother
    d. Step Sisters

4. What type of narrative text does the story belong to?
    a. Legend
    b. Fable
    c. Humor
    d. Fairy Tale

5. How many step sister that Cinderella has?

   a. One

   b. Two

   c. Three

   d. Four

6. Who is gave the pair of pretty glass shoes to Cinderella?

   a. Step Mother

   b. Prince

   c. Father

   d. Fairy

7. What is the character of Cinderella's step mother?

   a. Kind

   b. Good

   c. Cruel

   d. Friendly

8. Why the prince asks Cinderella to be his wife??

   a. Because she can fit glass shoes

   b. Because she is cruel

   c. Because she is the only woman in the party

   d. Becaus Cinderella is freindly woman

9. Which of the following is **not true** according to the text?

   a. Cinderella lived with her step mother

   b. Cinderella vived happyly with her husband

   c. Cinderella was helped by a fairy to get to the ball

   d. Cinderella was helped by her step sister to do all the housework

10. What is paragraph five called?

   a. Orientation

   b. Complication

   c. Resolution

   d. Coda

E. Metode Pembelajaran

Scientific Approach dengan teknik *STAD (Student Team Achievement Division*

F. Media Pembelajaran

Text narrative (Cinderella)

G. Sumber Belajar

Buku Wajib Siswa SMP Kelas VIII, buku pegangan siswa.

H. Langkah Pembelajaran

Kegiatan Awal (10 menit)		
Sintaks	**Kegiatan Guru**	**Kegiatan Siswa**
Pendahuluan Pembukaan pembelajaran Tujuan Penjelasan pembelajaran STAD Apersepsi	1. Guru membuka pembelajaran dengan memberi salam, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik. 2. Guru mengkomunikasikan tujuan pembelajaran hari ini yaitu tentang narrative text jenis fairy tale. 3. Guru menginformasikan tentang prinsip pembelajaran tipe *STAD*. 4. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	1. Siswa menjawab salam dan mengangkat tangan sambil mengatakan "hadir" 2. Siswa memperhatikan penjelasan guru mengenai tujuan pembelajaran hari ini 3. Siswa memperhatikan informasi dari guru tentang prinsip pembelajaran tipe *STAD* 4. Siswa memperhatikan penjelasan tentang narrative text jenis fairy tale.
Kegiatan Inti (40 menit)		
Presentasi kelas	1. Membagikan materi tentang fairy tale.	1. Menerima materi yang di bagikan guru

120

	2. Menjelaskan materi mengenai narrative text dan generic structure dari dari narrative text. 3. Memberi kesempatan siswa untuk bertanya mengenai materi yang telah disampaikan	2. Memperhatikan pejelasan dari guru mengenai narrative text dan generic structurenya. 3. Menanyakan tentang materi yang belum jelas
Kerja Kelompok	1. Guru membagi siswa dalam beberapa kelompok berdasarkan kecakapan siswa. 2. Guru membimbing siswa untuk mendiskusikan materi bersama kelompoknya 3. Memantau jalannya diskusi kelompok jika ada yang mengalami kesulitan 4. Menunjuk salah satu perwakilan dari setiap kelompok untuk mempresentasikan hasil diskusi mereka	1. Berkumpul sesuai dengan kelompoknya 2. Mendiskusikan materi bersama kelompoknya. 3. Menanyakan pada guru bila mengalami kesulitan. 4. Siswa yang ditunjuk oleh guru maju di depan kelas untuk mempresentasikan hasil diskusi kelompok mereka.
Kuis	Memberikan kuis 3 untuk dikerjakan secara individual.	Mengerjakan kuis 3 secara individual.
Skor kemajuan perseorangan	3. Mengoreksi dan menilai jawaban kuis 3 4. Mengitung skor peningkatan antara nilai kuis 2 dengan kuis 3.	3. Mengerjakan soal tentang narrative text fable. 4. Mendapatkan skor kemajuan perseorangan
Penghargaan	1. Memberikan penghargaan	1. Mendapatkan

Kelompok	kepada kelompok berdasarkan pencapaian skor rata-rata dalam satu kelompok.	penghargaan sesuai pencapaian skor rata-rata kelompok
Kegiatan Akhir (10 Menit)		
Kesimpulan	1. Membimbing siswa untuk menyimpulkan materi yang telah dipelajari.	1. Menyimpulkan materi yang telah dipelajari.
Pemberitahuan untuk pertemuan berikutnya	1. Menghimbau siswa untuk mempelajari materi yang sudah diajarkan dan mengerjakan post test untuk pertemuan selanjutnya.	1. Memperhatikan penjelasan guru.
Penutupan Pembelajarana	1. Menutup pembelajaran dengan salam	1. Menjawab salam.

I. **Penilaian Hasil Pembelajaran**

Teknik   : tertulis

Bentuk instrument   : uraian

Instrument   : test

Kuis 3

Snow White

Once upon a time there was a beautiful girl in a palace named 1. (............). She lived with her aunt and uncle after her parents passed away. She lived 2. (............) the actually, her uncle and her aunty always made her upset.all the palace event were guided by them.

One day, when snow white 3. (............)to go to the bedroom, she passed the dinning room. She saw her uncle and her aunty in the dining room, they 4. (.............) that snow white would be moved out from America. Snow white was so 5. (.............) and she felt the flowers pot down. They looked at her and they brought her to the storeroom.

Snow White was so sad, and she tried to 6. (.............) from the palace. It was success, she could run a way by the window. She ran as fast as che could, she entered the 7. (............). She walked and rad alone in the dark forest. She met the wild animal and she hide. After along time, she felt to 8. (.............) and sleepy, she met a small cottage and she decided to enter. She laid her body in the floor.

Seven 9. (...........) were so shocked after knowing there was a girl who was laying on the floor, they looked her because their body was so different. Snow white opened her eyes and she met them. She told about her live and they took her as their eldest sister. They lived 10. (..............) ever after.

Snow White	told	run away	forest	dwarfs
Unhappy	wanted	tired	shocked	happy

Surakarta, 20 Februari 2020

Mengetahui

Guru mata pelajaran   Mahasiswa

Dra. Sri Widayati   Novita Kartika Ratri

NIP. 196612121993032004   NIM. 153221038

RENCANA PELAKSANAAN PEMBELAJARAN

(control Class)

Sekolah	: MTs N Surakarta 2
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/ Genap
Materi Pokok	: Narrative Text (Fable)
Alokasi Waktu	: 2 x 40 menit
Pertemuan ke	: 1

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
	1.1. Mensyukuri	1.1.1. Bersemangat dalam melaksanakan

	kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1. Meminta ijin ketika akan memasuki ruangan atau menggunakan barang milik orang lain 2.1.2. Tidak menyela pembicaraan orang lain pada waktu yang tidak tepat 2.1.3. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi. 2.1.4. Tidak melakukan aktivitas yang mengganggu dan merugikan orang lain
	3.14. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya	3.14.1. Memahami makna dalam essai pendek sederhana berbentuk *narrative* sesuai dengan konteks penggunaannya.
	4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	4.18.1. Membaca nyaring teks fungsional dan essai pendek sederhana berbentuk *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar 4.18.2. Mengidentifikasi berbagai makna

		teks *narrative* yang berterima yang berkaitan dengan lingkungan sekitar
		4.18.3. Mengidentifikasi rujukan kata dalam teks narrative yang dibaca dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

C. Tujuan Pembelajaran

1. Siswa dapat memahami tentang berbagai hal terkait teks narrative dengan benar.

2. Siswa dapat membaca teks fungsional pendek tentang teks narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar dengan benar.

3. Siswa dapat mengidentifikasi makna teks narrative dengan benar.

4. Siswa dapat menyebutkan tujuan komunikatif teks narrative dengan benar.

5. Menjawab pertanyaan tentang ciri kebahasaan teks narrative dengan benar

D. Materi Pembelajaran

Fungsi sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

Struktur teks

1. Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)

2. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)

3. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih

4. Memberikan alasan atau komentar umum (reorientasi)

Unsur kebahasaan

1. Simple Past tense

2. Kosa kata: nama binatang, tempat, waktu dan situasi yang terkait dengan tokoh

3. Adverb of time: first, next, then, after that, before, finally, etc

4. Prepositional phrase: once upon a time, a long time ago, one day, in the morning, the next day, last

5. Ucapan, tekanan kata, intonasi

6. Ejaan dan tanda baca

Topik

Narative text (Fable)

Three Fish

Once upon a time, there were three fish lived in a pond. One evening, some fishermen passed by the pond and saw the fish. "This pond is full of fish", they told each other excitedly. "We have never fished here before. We must come back tomorrow morning with our nets and catch these fish!" So saying, the fishermen left.

When the eldest of the three fish heard this, he was troubled. He called the other fish together and said, "Did you hear what the fishermen said? We must leave this pond now. The fishermen will return tomorrow and kill us all!" The second of the three fish agreed. "You are right", he said. "We must leave this pond now."

But the youngest fish laughed. "You are worrying without reason", he said. "We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere – my luck will keep me safe". The eldest of the fish left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.

The fishermen arrived and caught all the fish left in the pond. The third fish's luck did not help him – he was caught and killed.

The fish who saw trouble ahead and acted before it arrived as well as the fish who acted as soon as it came both survived. But the fish that relied only on luck and did nothing at all die. So also in life

E. Metode Pembelajaran

Lecturing Tecnique

F. Media Pembelajaran

Text narrative (three fish)

G. Sumber Belajar

Buku Wajib Siswa SMP Kelas VIII, buku pegangan siswa.

H. Langkah Pembelajaran

Kegiatan Awal (10 menit)		
Sintaks	**Kegiatan Guru**	**Kegiatan Siswa**
Pendahuluan Pembukaan pembelajaran	1. Guru membuka pembelajaran dengan memberi salam, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.	1. Siswa menjawab salam dan mengangkat tangan sambil mengatakan "hadir"
Tujuan	2. Guru mengkomunikasikan tujuan pembelajaran hari ini yaitu tentang narrative text jenis fabel.	2. Siswa memperhatikan penjelasan guru mengenai tujuan pembelajaran hari ini
	3. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	3. Siswa memperhatikan penjelasan tentang narrative text jenis fable.

Kegiatan Inti (40 menit)		
Presentasi kelas	1. Membagikan materi tentang fabel. 2. Menjelaskan materi mengenai narrative text dan generic structure dari dari narrative text. 3. Memberi kesempatan siswa untuk bertanya mengenai materi yang telah disampaikan	1. Menerima materi yang di bagikan guru 2. Memperhatikan pejelasan dari guru mengenai narrative text dan generic structurenya. 3. Menanyakan tentang materi yang belum jelas
Evaluasi belajar	1. Guru memberikan soal mengenai materi yang telah diberikan	1. Siswa mengerjakan soal yang diberikan guru mengenai materi yang telah diajarkan.
Kegiatan Akhir (10 Menit)		
Kesimpulan	1. Membimbing siswa untuk menyimpulkan materi yang telah dipelajari.	1. Menyimpulkan materi yang telah dipelajari.
Pemberitahuan untuk pertemuan berikutnya	1. Menghimbau siswa untuk mempelajari materi pada pertemuan berikutnya yaitu mengenai narrative text legend.	1. Memperhatikan penjelasan guru.
Penutupan Pembelajarana	1. Menutup pembelajaran dengan salam	1. Menjawab salam.

I. Penilaian Hasil Pembelajaran

Teknik : tertulis

Bentuk instrument : uraian

Instrument : test

Soal dan kunci jawaban

1. Which paragraph is the complication in the story?

    a. First paragraph

    b. Second paragraph

    c. Third paragraph

    d. Fourth paragraph

2. How is the character of the third fish?

    a. Obstinate

    b. Kind

    c. Lazy

    d. Arrogant

3. What did the third fish do when he was invited the eldest fish to leave the pond?

    a. He agreed to leave pond

    b. He refused to follow the eldest fish

    c. He wanted to follow the eldest fish

    d. He was angry with his friends 2

4. What is the main idea in the second paragraph?

    a. The fish had known that the fisherman will come back to the pond to go fishing.

    b. There was some fisherman go fishing in the pond

    c. Fisherman did not find fish

    d. The third fish was caught

5. What is the antonym of word "refused" in fourth paragraph?

    a. Reject

    b. Accept

    c. Extend

    d. Believe

6. How many characters are there in the text?

    a. Three

    b. Four

c. Five

d. Six

7. Where fisherman will be fishing?

   a. In a lake

   b. In a pond

   c. In the river

   d. In the sea

8. Who was listening about the fisherman talking?

   a. Fisherman's friend

   b. Three fishes

   c. Eldest fish

   d. Youngest fish

9. When will the eldest fish left the pond?

   a. In the next morning

   b. After the fisherman talking

   c. Before the fisherman arrived in the pond

   d. In the very evening day

10. What you get from the story above?

    a. Rely on luck to live

    b. Too trust in luck

    c. It's important to act wisely when you foresee a problem

    d. Being arrogant

Surakarta, 6 Februari 2020

Mengetahui

Guru mata pelajaran   Mahasiswa

Dra. Sri Widayati   Novita Kartika Ratri

NIP. 196612121993032004   NIM. 153221038

RENCANA PELAKSANAAN PEMBELAJARAN

(control Class)

Sekolah	:	MTs N Surakarta 2
Mata Pelajaran	:	Bahasa Inggris
Kelas/ Semester	:	VIII/ Genap
Materi Pokok	:	Narrative Text (Legend)
Alokasi Waktu	:	2 x 40 menit
Pertemuan ke	:	2

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator

	1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	1.1.1. Bersemangat dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1. Meminta ijin ketika akan memasuki ruangan atau menggunakan barang milik orang lain 2.1.2. Tidak menyela pembicaraan orang lain pada waktu yang tidak tepat 2.1.3. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi. 2.1.4. Tidak melakukan aktivitas yang mengganggu dan merugikan orang lain
	3.14. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk legend, sesuai dengan konteks penggunaannya	3.14.1. Memahami makna dalam essai pendek sederhana berbentuk *narrative* sesuai dengan konteks penggunaannya.
	4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk legend pendek dan sederhana penggunaannya	4.18.1. Membaca nyaring teks fungsional dan essai pendek sederhana berbentuk *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar 4.18.2. Mengidentifikasi berbagai makna teks *narrative* yang berterima yang

| | | berkaitan dengan lingkungan sekitar |
| | | 4.18.3. Mengidentifikasi rujukan kata dalam teks narrative yang dibaca dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar |

C. Tujuan Pembelajaran

1. Siswa dapat memahami tentang berbagai hal terkait teks narrative dengan benar.

2. Siswa dapat membaca teks fungsional pendek tentang teks narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar dengan benar.

3. Siswa dapat mengidentifikasi makna teks narrative dengan benar.

4. Siswa dapat menyebutkan tujuan komunikatif teks narrative dengan benar.

5. Menjawab pertanyaan tentang ciri kebahasaan teks narrative dengan benar

D. Materi Pembelajaran

Fungsi sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

Struktur teks

1. Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)

2. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)

3. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih

4. Memberikan alasan atau komentar umum (reorientasi)

Unsur kebahasaan

1. Simple Past tense

2. Kosa kata: nama binatang, tempat, waktu dan situasi yang terkait dengan tokoh

3. Adverb of time: first, next, then, after that, before, finally, etc

4. Prepositional phrase: once upon a time, a long time ago, one day, in the morning, the next day, last

5. Ucapan, tekanan kata, intonasi

6. Ejaan dan tanda baca

Topik

Narative text (Legend)

Malin Kundang

Once upon a time, a poor family consisted of a mother and her son named Malin Kundang. Because his father had left him, the mother had to work hard to be able raise her son. Malin is the son of the wise but a little bit naughty. When he was growing up, Malin felt sorry for his mother who always worked hard. Then Malin asked permission to find work in a big city.

"Mom, I want to go to the city. I want to work to be able to help mom here". Ask Malin.

"Don't leave the mother alone, son. Mom just got you here. "Said the mother refuse.

"Let me go, mom. I'm sorry to see mother continued to work until now." said Malin.

"Well son, but remember don't forget mom and this village when you have success there," Said the teary mother.

The next day, Malin went to the big city by boat. After several years of hard work, he succeeded in his overseas city. Malin is now a rich man who even had a number of merchant ships. And Malin had married a beautiful woman there. News of Malin who become a rich man reached his mother.

The mother was very happy to hear that. She is always waiting at the beach every day, hoping her only son returns and raises his mother degree. But Malin never came.

One day Malin's wife asked about Malin's mother and wanted to meet with her. Malin was unable to resist the wishes of his wife. In preparation for the journey to the village, Malin, used private boat. Finally, Malin came to his village, together with his wife and his workers.

Hearing the arrival of Malin, the mother felt very excited. She even ran to the beach to immediately see her son.

"Is that my son Malin, huh? This is your mother, you remember? "Asked his mother.

"Malin Kundang, my son, why did you leave for so long without sending news?" She said while hugging Malin Kundang.

His wife, who was surprised at the fact that the old lady, smelly, filthy who was hungging her husband was her husband's mother, she then said:

"So, the smell of an old lady, is this your mother, Malin? "

Because of the shame, Malin Kundang immediately let go his mother's arms and pushed it down.

"I didn't know you poor old woman," said Malin.

"The old woman claimed to be my mother. "Malin snapped.

Hearing the words of his son like that, the mother feels sad and angry. She was disappointed, her beloved son turned into an ungodly son.

"My God, if he is my true son, I beg You to give him disaster and curse him to rocks." his mother's wrathful prayer.

Shortly afterwards the wind and thunder rumbled and smashed Malin Kundang's ship. After that Malin Kundang's body stiffened and then it turned to stone.

E. Metode Pembelajaran

Lecturing Tecnique

F. Media Pembelajaran

Text narrative (legend)

G. Sumber Belajar

Buku Wajib Siswa SMP Kelas VIII, buku pegangan siswa.

H. Langkah Pembelajaran

Kegiatan Awal (10 menit)		
Sintaks	**Kegiatan Guru**	**Kegiatan Siswa**
Pendahuluan Pembukaan pembelajaran	1. Guru membuka pembelajaran dengan memberi salam, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.	1. Siswa menjawab salam dan mengangkat tangan sambil mengatakan "hadir"
Tujuan	2. Guru mengkomunikasikan tujuan pembelajaran hari ini yaitu tentang narrative text jenis legend.	2. Siswa memperhatikan penjelasan guru mengenai tujuan pembelajaran hari ini
	3. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	3. Siswa memperhatikan penjelasan tentang narrative text jenis legend.
Kegiatan Inti (40 menit)		
Presentasi kelas	1. Membagikan materi tentang legend.	1. Menerima materi yang di bagikan guru
	2. Menjelaskan materi mengenai narrative text dan generic structure dari dari narrative	2. Memperhatikan pejelasan dari guru mengenai narrative text

	text. 3. Memberi kesempatan siswa untuk bertanya mengenai materi yang telah disampaikan	dan generic structurenya. 3. Menanyakan tentang materi yang belum jelas
Evaluasi belajar	1. Guru memberikan soal mengenai materi yang telah diberikan	1. Siswa mengerjakan soal yang diberikan guru mengenai materi yang telah diajarkan.
Kegiatan Akhir (10 Menit)		
Kesimpulan	1. Membimbing siswa untuk menyimpulkan materi yang telah dipelajari.	1. Menyimpulkan materi yang telah dipelajari.
Pemberitahuan untuk pertemuan berikutnya	1. Menghimbau siswa untuk mempelajari materi pada pertemuan berikutnya yaitu mengenai narrative text fairy tale.	1. Memperhatikan penjelasan guru.
Penutupan Pembelajarana	1. Menutup pembelajaran dengan salam	1. Menjawab salam.

I. Penilaian Hasil Pembelajaran

Teknik   : tertulis

Bentuk instrument   : uraian

Instrument   : test

Soal dan kunci jawaban

1. Who is Malin?

   a. A son who love his mother

   b. A son who care with his mother

   c. A son who betray his mother

d. A son who always with his mother

2. What Malin's mother does to malin?

    a. Leave malin alone

    b. Accompany malin until the end of the time

    c. Curse malin into a rock

    d. Apologize Malin

3. Where Malin meets his mother?

    a. In his home

    b. in a beach

    c. In cafe

    d. in a station

4. What malin's wife does?

    a. Care with malin's mom

    b. Love malin's mom

    c. Did not care with malin's mom

    d. Talk to malin's mom

5. What do you learn from the story of Malin Kundang?

    a. Never be a cruel son/daughter

    b. Leave our old mom

    c. give our mom money

    d. Meet our mom

6. What malin said to his mom before he went to the city?

    a. Malin never be back

    b. He promises to be back

    c. He will forget his mom

    d. He will give his mom much money

7. How many characters in the story of Malin Kundang?

    a. Three

    b. Two

    c. One

    d. Nothing

8. Where the story is comes from?

   a. Jakarta

   b. West sumatera

   c. South sumatera

   d. North Smatera

9. Who is the main actor of that story?

   a. Malin kundang

   b. Malin's mom

   c. Malin's wife

   d. Malin's society

10. Why malin meets his mom?

   a. He misses his mom

   b. He will give much money to his mom

   c. He accepts a request from his wife

   d. He wants hug his mom

Surakarta, 13 Februari 2020

Mengetahui

Guru mata pelajaran   Mahasiswa

Dra. Sri Widayati   Novita Kartika Ratri

NIP. 196612121993032004   NIM. 153221038

RENCANA PELAKSANAAN PEMBELAJARAN

(control Class)

Sekolah	: MTs N Surakarta 2
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/ Genap
Materi Pokok	: Narrative Text (Fairy Tale)
Alokasi Waktu	: 2 x 40 menit
Pertemuan ke	: 3

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
	1.1. Mensyukuri	1.1.1. Bersemangat dalam melaksanakan

	kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	setiap kegiatan pada pembelajaran Bahasa Inggris. 1.1.2. Serius dalam melaksanakan setiap kegiatan pada pembelajaran Bahasa Inggris.
	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1. Meminta ijin ketika akan memasuki ruangan atau menggunakan barang milik orang lain 2.1.2. Tidak menyela pembicaraan orang lain pada waktu yang tidak tepat 2.1.3. Menjawab atau menjelaskan pertanyaan teman yang kurang paham dengan konteks/materi. 2.1.4. Tidak melakukan aktivitas yang mengganggu dan merugikan orang lain
	3.14. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fairytale, sesuai dengan konteks penggunaannya	3.14.1. Memahami makna dalam essai pendek sederhana berbentuk *narrative* sesuai dengan konteks penggunaannya.
	4.18. Menangkap makna teks naratif lisan dan tulis, berbentuk fairytale pendek dan sederhana penggunaannya	4.18.1. Membaca nyaring teks fungsional dan essai pendek sederhana berbentuk *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar 4.18.2. Mengidentifikasi berbagai makna teks *narrative* yang berterima yang berkaitan dengan lingkungan sekitar

		4.18.3. Mengidentifikasi rujukan kata dalam teks narrative yang dibaca dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

C. Tujuan Pembelajaran

1. Siswa dapat memahami tentang berbagai hal terkait teks narrative dengan benar.

2. Siswa dapat membaca teks fungsional pendek tentang teks narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar dengan benar.

3. Siswa dapat mengidentifikasi makna teks narrative dengan benar.

4. Siswa dapat menyebutkan tujuan komunikatif teks narrative dengan benar.

5. Menjawab pertanyaan tentang ciri kebahasaan teks narrative dengan benar

D. Materi Pembelajaran

Fungsi sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

Struktur teks

1. Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi)

2. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)

3. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih

4. Memberikan alasan atau komentar umum (reorientasi)

Unsur kebahasaan

1. Simple Past tense

2. Kosa kata: nama binatang, tempat, waktu dan situasi yang terkait dengan tokoh

3. Adverb of time: first, next, then, after that, before, finally, etc

4. Prepositional phrase: once upon a time, a long time ago, one day, in the morning, the next day, last

5. Ucapan, tekanan kata, intonasi

6. Ejaan dan tanda baca

Topik

Narative text (Fairy Tale)

Cinderella

Once upon a time, there was a beautiful young girl named Cinderella. He lived with his step mother and two sisters. They were arrogant and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest job in the house, such as scrubbing the floor, cleaning the pot and pan and preparing food for the family. Her step sisters, on the other hand, did not work on the house. Their mother gave them many pretty dresses to wear.

One day, a king invited all girls in his kingdom to attend a ball in his palace. They were excited about this and spent so much time choosing the dresses they would wear. Cinderella could not stop crying after they left.

"Why are you crying, Cinderella?" the voice asked.

She looked up and saw a fairy standing beside her. Then Cinderella told her why she was crying. Well the fairy said, "you've been such a cheerful, hardworking, uncomplaining girl that I will see that you go to the ball." The fairy turned a pumpkin into a coach and mice into a smooth two coach man and footman then tapped Cinderella's dress with her wand, and it became a beautiful ball gown.

Then she gave her a pair of pretty glass shoes. Now, Cinderella, she said, "you have to leave the ball before midnight". Then he drove away a wonderful coach. Cinderella had a marvelous time either. She danced again and again with the prince. Suddenly the clock began to strike twelve, she ran toward the door as fast as he could do. In her hurry, one of her glass shoes left behind.

A few days later, the prince declared that he would marry the girl whose feet fitted the glass shoe. Cinderella's stepsisters tried on it but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try the shoe. She stretched his legs and slipped the shoe on the page. It fitted perfectly. Finally, she was ushered into a magnificent palace and height. The prince was glad to see her again. They married and lived happily ever after.

E. Metode Pembelajaran

Lecturing Tecnique

F. Media Pembelajaran

Text narrative (fairy tale)

G. Sumber Belajar

Buku Wajib Siswa SMP Kelas VIII, buku pegangan siswa.

H. Langkah Pembelajaran

Kegiatan Awal (10 menit)		
Sintaks	**Kegiatan Guru**	**Kegiatan Siswa**
Pendahuluan Pembukaan pembelajaran	1. Guru membuka pembelajaran dengan memberi salam, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.	1. Siswa menjawab salam dan mengangkat tangan sambil mengatakan "hadir"

Tujuan	2. Guru mengkomunikasikan tujuan pembelajaran hari ini yaitu tentang narrative text jenis fairy tale. 3. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	2. Siswa memperhatikan penjelasan guru mengenai tujuan pembelajaran hari ini 3. Siswa memperhatikan penjelasan tentang narrative text jenis fairy tale.
Kegiatan Inti (40 menit)		
Presentasi kelas	1. Membagikan materi tentang fairy tale. 2. Menjelaskan materi mengenai narrative text dan generic structure dari dari narrative text. 3. Memberi kesempatan siswa untuk bertanya mengenai materi yang telah disampaikan	1. Menerima materi yang di bagikan guru 2. Memperhatikan pejelasan dari guru mengenai narrative text dan generic structurenya. 3. Menanyakan tentang materi yang belum jelas
Evaluasi belajar	1. Guru memberikan soal mengenai materi yang telah diberikan	1. Siswa mengerjakan soal yang diberikan guru mengenai materi yang telah diajarkan.
Kegiatan Akhir (10 Menit)		
Kesimpulan	1. Membimbing siswa untuk menyimpulkan materi yang telah dipelajari.	1. Menyimpulkan materi yang telah dipelajari.
Pemberitahuan untuk	1. Menghimbau siswa untuk mempelajari materi ysng telah	1. Memperhatikan penjelasan guru.

pertemuan berikutnya	diajarkan guru sebelumnya untuk mempersiapkan post test di pertemuan selanjutnya.	
Penutupan Pembelajarana	1. Menutup pembelajaran dengan salam	1. Menjawab salam.

I. Penilaian Hasil Pembelajaran

Teknik   : tertulis

Bentuk instrument   : uraian

Instrument   : test

Soal dan kunci jawaban

1. What kind of text above?
   a. Narrative text
   b. Descriptive text
   c. Recount text
   d. Report text
2. What is the purpose of the text?
   a. To describre the story
   b. To entertain the reader about the story
   c. To retell the experience to the reader
   d. To pesuade the reader
3. Who is the main character in this story?
   a. Prince
   b. Cinderella
   c. Step Mother
   d. Step Sisters
4. What type of narrative text does the story belong to?
   a. Legend
   b. Fable
   c. Humor

d. Fairy Tale

5. How many step sister that Cinderella has?

   a. One

   b. Two

   c. Three

   d. Four

6. Who is gave the pair of pretty glass shoes to Cinderella?

   a. Step Mother

   b. Prince

   c. Father

   d. Fairy

7. What is the character of Cinderella's step mother?

   a. Kind

   b. Good

   c. Cruel

   d. Friendly

8. Why the prince asks Cinderella to be his wife??

   a. Because she can fit glass shoes

   b. Because she is cruel

   c. Because she is the only woman in the party

   d. Becaus Cinderella is freindly woman

9. Which of the following is **not true** according to the text?

   a. Cinderella lived with her step mother

   b. Cinderella vived happyly with her husband

   c. Cinderella was helped by a fairy to get to the ball

   d. Cinderella was helped by her step sister to do all the housework

10. What is paragraph five called?

   a. Orientation

   b. Complication

   c. Resolution

   d. Coda

Surakarta, 6 Februari 2020

Mengetahui

Guru mata pelajaran   Mahasiswa

Dra. Sri Widayati   Novita Kartika Ratri

NIP. 196612121993032004   NIM. 153221038

Appendix 7. Pre-test Questions.

Pre-test

The following text is for questions 1 to 5

Tangkuban Perahu

Dayang Sumbi was exiled in the jungle, because she was unmarried but pregnant. She gave a birth to a baby boy and named him Sangkuriang.

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

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

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

1. Where is the legend from? It is from...
   A. East Java
   B. West Java
   C. Central Java
   D. North Java
2. Who is the main character of the story above?
   A. Si Tumang
   B. Sangkuriang

C. Dayang Sumbi

D. Sangkuriang's mother

3. Why was Dayang Sumbi exiled in the jungle? Because she ...

A. Was married and pregnant

B. Was unmarried and not pregnant

C. Was unmarried and pregnant

D. Followed her husband

4. Why did Dayang Sumbi refuse sangkuriang proposal?

A. Because she recognized that he was her son

B. Because sangkuriang was ungly

C. Because sangkuriang was not rich

D. Because she had a husband

5. " ... And then took its heart home." (Paragraph 2).

The underlined word refers to…

A. Wayungyang

B. Pig

C. Dayang Sumbi

D. Tumang

The following text is for questions 6 to 10

The Rats and the Elephants

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

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

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

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

6. What destroyed the homes of all rats?

   A. A group of mice did

   B. The hunter did

   C. Elephant-hunter did

   D. A group of elephants did

7. What helped the elephant's herd free?

   A. The elephant-hunter did

   B. The hunters did

   C. Entire group of rats did

   D. A group of kings did

8. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?

   A. Identification

   B. Orientation

   C. Complication

   D. Resolution

9. What type of text is the above text? It is …

   A. A narrative text

   B. A descriptive text

   C. A recount texts

   D. A discussion texts

10. At the end of the story, how was the elephant's herd?

   A. Angry

   B. Sad

   C. Happy

   D. Disappointed

The following text is for questions 11 to 15

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

Knowing that their sparrow flew away, the kind man and woman looked for their sparrow. They walked a long way, crossed the bridge, climbed a mountain, and passed the wood. Not long afterwards, they found the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets: one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose one

They choose the small one. And that was the best choice. There were many rolls of silk and piles of gold in it. Being jealous, the ill-tempered old woman did the same thing as the kind man and woman did.

She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, they stung and bit her to death.

11. The purpose of the text above is to…

    A. Inform something

    B. Describe someone

    C. Entertain the reader

    D. Report something

12. Sparrow is a kind of...

    A. Dog

    B. Rabbit

    C. Fish

    D. Bird

13. "The sparrow welcomed **them** ..." (Paragraph 2)

    The bold typed word refers to the...

    A. Nest

    B. Sparrow

C. Baskets

D. Kind man and woman

14. "... and other <u>horrible</u> creatures". (Last paragraph)

The underlined word has similar meaning with...

A. Interesting

B. Attracting

C. Dreadful

D. Rare

15. The suitable title for the text above is…

A. The sparrow's nest

B. The tongue and the sparrow

C. The evil woman

D. The old woman and sparrow

The following text is for questions 16 and 20

Snow Blue

Once upon a time there lived a little girl named Snow Blue. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow Blue in the castle because they both wanted to go to America and they didn't have enough money to take Snow Blue.

Snow Blue didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning, she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow Blue sleeping. Then Snow Blue woke up. She saw the dwarfs.

The dwarfs said, "What is your name?" Snow Blue said, "My name is Snow Blue." Then, Snow Blue told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us." Snow Blue answered, "Oh, could I? Thank you."

Finally, Snow Blue and the seven dwarfs lived happily ever after.

16. When did Snow Blue run away to the woods?

    A. In the afternoon

    B. In the morning

    C. In the evening

    D. In the full moon

17. Where did Snow Blue live after she ran away to the woods?

    A. She lived in the cave

    B. She lived in the lion nest

    C. She lived everywhere in the woods

    D. She lived in the dwarfs' cottage

18. Why did Snow Blue live with her uncle and aunt?

    A. Because she loved them very much

    B. As a result of forcing attitude from them

    C. Because her parents were dead

    D. Because she was afraid of the dwarfs

19. "She was very <u>tired</u> and ..." (Last paragraph)

    The underlined word has opposite meaning with ...

    A. Fire up

    B. Sleepy

    C. Bored

    D. Warm

20. The organization of the text above is ...

    A. Orientation, Complication, Resolution

    B. Orientation, Complication, Reorientation

    C. Orientation, Argument, Conclusion

    D. Identification, Description

Read the following text to answer questions number 21 to 23.

The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

21. From the text we know that....

    A. Only one rooster can rule the roost

    B. The roosters are fighting to flap their wings

    C. The eagle had watched them all day

    D. The farm needs a new king

22. What is the main idea of paragraph 3?

    A. An eagle watching the rooster from a distance

    B. The loosing rooster came out from its hiding place

    C. The eagle took the winning rooster as its prey

    D. The winning rooster celebrates its winning proudly

23. What can we learn from the story?

    A. There's always a bigger enemy in this life

    B. Your friend can be your enemy

    C. Always grab an opportunity before you

    D. Don't be cocky when we have achieved our goal

Read the following text to answer questions number 24 to 27.

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate these branches; I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm... it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air, aha' he then walked to the edge of the river. He didn't see the

reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed; "Ha... ha... ha, you can't run away from me, you'll be my tasty lunch!" said the crocodile.

"Of course, I can't. You are very strong, Mr. Croco," replied the mouse deer frightened. Then, the other crocodiles approached moving slowly. They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly, "said the mouse deer.

"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

24. Why did mouse deer want to go across the river?

   A. Because he was very hungry

   B. Because he wanted to cheat Mr. Crocodile

   C. He wanted to eat some dying trees

   D. He was afraid of the current of the river

25. How many crocodiles were there in the story above?

   A. Three crocodiles

   B. Ten crocodiles

   C. Thirteen crocodiles

   D. Not mentioned

26. " .... But we are a large group, I can't count it precisely," The underlined word has closest meaning with....

   A. Accurately

   B. Objectively

C. Definitely

D. Obviously

27. After reading the text, we may conclude that the mouse deer was....

    A. Very greedy animal

    B. Cunning animal

    C. Dumb animal

    D. Frightened animal

Read the following text to answer questions number 28 to 30.

<div align="center">The Bear and the Two Friends</div>

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 tern. 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.

28. What can we get from the story?

    A. We have to save ourselves

    B. We have to learn how to climb

    C. Bear will not harm a dead man

    D. True friend always stands by us in ups and downs

29. "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

30. Where do you think the story happened?

    A. In the river

    B. In the park

    C. In the woods

    D. In the zoo

Appendix 8. Post-test Questions.

Post-test

Read the text to answer question number 1-4

Last holiday I went to Paris. I visited museums and sat in public gardens. A friendly waiter taught me a few words of French. Then he lent me a book. I read a few lines, but I did not understand a word. Every day I thought about postcards. My holidays passed quickly, but I did not send any cards to my friends.

On the last day I made a big decision, I got up early and bought thirty-seven cards. I spent the whole day in my room, but I did not write a single card!

1. What is the topic of the text about?

   A. Visiting the museum

   B. Thought about postcard

   C. Words of French

   D. Holiday in Paris

2. Whom did the writer meet in Paris?

   A. Friendly waiter

   B. His friends

   C. Postman

   D. Mother

3. What was the first place the writer visited?

   A. Museum

   B. Public garden

   C. His room

   D. Post office

4. 'I read a <u>few lines</u> '...'

   What does the underlined phrase mean?

   A. Words in a postcard

   B. Text on the book

   C. Museum guiding

   D. Garden's rules

Read the text to answer question 5-6

ANNOUNCEMENT

To   : All students of SMP Selalu Bahagia

To celebrate the National Education Day, Students Council will hold some interesting programs such as English Speech Contest, Debate, and Class Wall Magazine Competition.

When   : May 2, 2017 8 am onwards.

Where   : School Hall

Registration: Mr. Andi, the coordinator of this program.

5. What does the text announce?

    A. A Student Organisation

    B. An English Speech Contest

    C. A National Education Day Celebration

    D. A National Education Day ceremony

6. Based on the text we can say that.....

    A. The programs will last for 4 hours

    B. The programs will be held in the School Hall

    C. Two competitions will be held

    D. Mr. Andi is the organizer of the programs

    HELP   library books

    please make sure all library books

    are returned to the end of Term 2

7. What does the text remind us about?

    A. Being sure about books

    B. Returning library books

    C. When to return all library books

    D. Where to return all library books

Read the text to answer question 8 to 12

If you are a sports fan, you are sure to know the name Michael Jordan. He is probably the greatest basketball player the world has ever seen. Although his carrier as a player is over, his fame will live on for many years to come.

Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and a wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits.

His personality, too, is as outstanding ability. Michael is a very determined person. This has made him a successful basketball star. He has given lots of money and support to charities.

All in all, Michael Jordan is not only great athlete, but also a warm, caring person. Is it no wonder that so many boys have dreamed of growing up to be just like him?

8. The best title for the text is....

    A. A warm, caring person.

    B. Michael Jordan

    C. A Sport fans

    D. A Famous Star

9. Why is he famous?

    A. He is handsome

    B. He gives charity

    C. Sport fan know him

    D. The author admires him

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

    A. Michael Jordan is handsome

    B. Everyone dreams to be Michael Jordan

    C. His playing ability is great

    D. Michael Jordan has great personality

11. The word *outstanding* in "His personality, too, is as *outstanding* ability" means....

    A. Great

    B. Warm

    C. Famous

    D. Determined

12. The text indicates that the writer is

A. Michael Jordan's son

B. Michael Jordan's fan

C. Michael Jordan's coach

D. Michael Jordan's himself

> **CAUTION**
>
> **EYE PROTECTION MUST BE WORN IN THIS AREA**

13. The above caution means....

    A. We need to buy eye-protection equipment

    B. It is very easy to find eye-protection equipment

    C. Some students are using eye-protection equipment

    D. It is very important to wear eye-protection equipment

> KEEP A SAFE DISTANCE
>
> FLAMMABLE LIQUID
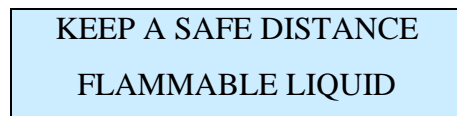
14. What does the warning mean to other road users?

    A. It warns them not to drive their vehicles close to this vehicle

    B. It encourages them to drive their vehicles close to this vehicle

    C. It tells them to pass through this big vehicle

    D. It urges them to carry liquid in their vehicle

Text for question number 15 to 18

Anna Sahara is a diligent girl. She has a very unique job. She works at restaurant in "Diamond Yogyakarta Hotel. She is a cook, but she is only making cakes. Yes, she is a pastry cook. She can make many kinds of cakes. Every day, she prepares and makes cakes with many shapes and variations. The cakes are delicious and beautiful.

Anna loves her job very much. She is happy because people can enjoy her work. Many people like her cakes that she made. She wants to be a professional cook. She often reads magazines or articles about cooking to improve her skill. She knows a lot about cooking food, especially cakes.

15. What is the main idea of paragraph one?

A. Anna Sahara works in a hotel

B. Anna Sahara is a pastry cook

C. Anna Sahara decorates cakes

D. Anna Sahara is a diligent cook

16. The cakes are <u>delicious</u>." (Paragraph 1). What is the antonym of the underlined word ….

   A. Bitter

   B. Sour

   C. Sweet

   D. Tasteless

17. Which one of the statements is incorrect?

   A. Anna Sahara is keen on making cake.

   B. Anna Sahara loves her job very much.

   C. Anna Sahara dislikes cooking magazines.

   D. Her future is being a professional cook.

18. "She wants to be *a professional cook*." (Paragraph 2). What does *a professional cook* mean?

   A. A person who prepares food for guest

   B. A person who experts in making food.

   C. A person who serves food in restaurant.

   D. A person who likes cooking.

Text for question number 19 and 20

ANNOUNCEMENT
A singing contest will be held on June, 16th 2011. Participants must sing two songs: one Indonesian folk song and Indonesian pop song.
The winners will get some cash and trophy. Anyone interested, please register* to Mrs. Retno. The registration will be closed on
May 12th, 2011.
*free registration
Principal

19. How many songs must a participant sing?

A. One

B. Two

C. Three

D. Four

20. Which of the statements is **true** according to the text?

A. The participants must pay for the registration fee.

B. The participants will get some tickets.

C. The participants must register after May 12th, 2011.

D. The winner will get some money.

This dialog is for question 21
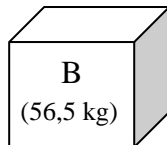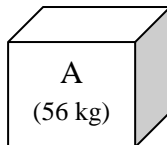
Andi   : what do you think of these two boxex?

I think box A is .... than box B

21. A. Much heavier

B. much lighter

C. bit heavier

D. bit lighter

The following table is for question 22 and 23

Name of Tourism Spots in Batu - Malang	Number of Visitors in 2014
Jatim Park 1	2.550.345
Jatim Park 2	3.475.785
Batu Nigh Spectacular	2.680.490
Museum "Angkut"	2.890.000

22. Jatim Park 1 got .... visitors in 2014

A. Fewer

B. Least

C. Many

D. Fewest

23. Based on the table we can conclude that ....

    A. There are more visitors in Museum "Angkut" that that in Jatim Park 2

    B. There are less visitors in Batu Night Spectacular than that in Jatim park 1

    C. Most people visit Jatim Park 2

    D. Least of people visit Museum "Angkut"

Text for question number 24 to 26

Ancol Beach garden is a place to relax with your buddies and forget about your hectic days for a while. It is located in the heart of Ancol Dreamland.

Good times at Ancol Beach Garden vary from fun activities like riding on water bicycles and fishing, to more adventurous things like jet skiing and sailing along the Jakarta bay.

For young people, Ancol Beach Garden of Festival Beach. Besides perfect for swimming, this beach is also a place for live music. A big stage is provided for music lovers to enjoy band performances. It is paradise for beach and water sport lovers.

24. What is the topic of the text above?

    A. Place to relax

    B. Ancol Dreamland

    C. Festival Beach

    D. Ancol Beach Garden

25. What is the purpose of the second paragraph?

    A. to inform about live music in Ancol Beach Garden

    B. to inform about holiday in Ancol Beach Garden

    C. to inform about good times in Ancol Beach Garden

    D. to inform about schedule in Ancol Beach Garden

26. What is the purpose of the text above?

    A. To amuse the readers.

    B. To describe the Festival Beach.

    C. To describe Ancol Beach Garden

    D. Mention the facilities of the beach.

Read the text to answer question 27-29

My Worst Mistake

Hi diary,

I've just had the worst day ever! It all began at morning break. This horrible boy came over and pushed me for no reason. When 1 pushed him back I was the one who got into trouble. I was given a nasty from Ms. Thomas to take home to mom.

Later when mom read the note, she blamed me – she wouldn't even listen to my side of things. It's not fair. Now I'm grounded for a moth and all I did was stick up for myself.

Still I have learned one thing today – violence won't solve my problems but telling tales just might!

27. What did the writer take home for his mom?

A. Good report from school

B. The photo of the horrible boy

C. The nasty note from Ms. Thomas

D. Punishment letter from the principal

28. What is the main idea of paragraph 2?

A. The boy had a horrible life

B. The writer was blamed by his mom

C. Ms. Thomas gave him a nasty note

D. Something has to be learned from his experience

29. What did the writer learn from his experience?

A. Violence won't solve problem

B. Telling tales makes life worse

C. Being given a nasty note is a fun

D. Making friend is not necessary

Read the text to answer question 30 to 34

One bright morning, a fisherman had been sitting in his boat for hours. He has been waiting for a big fish to take his bait. It seemed his unlucky day, since no fish appeared. He was preparing to go home in despair when suddenly his rod moved. He pulled it and a big golden fish was on the hook. He released it from the

hook and put it in his boat. "This more than enough for dinner", the fisherman said.

Suddenly, the fisherman heard a low voice saying, "Please don't eat me. I'll make you rich if you don't kill me". The fisherman was shocked knowing that the fish talked to him. He was going to throw it back to the sea but the fish forbade him. "Don't do that, otherwise, you'll be sorry. Take me home and put me in aquarium", the fish said.

Immediately, the fisherman put the fish in aquarium on arrival home. Then, he asked, "Well, I have fulfilled your wish. How can I be rich?"

"Let me tell you a secret, Master. You will find gold from my scale's tomorrow morning. Collect and sell it. Promise me not to tell anyone about this secret", the fish explained.

At first the fisherman didn't believe what the fish said. However, he found gold in aquarium the next morning. Soon, he collected it. He didn't want his neighbours to know what had happened. Then, he sold the gold and received a lot of money. It happened day to day and the fisherman's life changed. He had become a rich man. He took care of the fish tenderly.

30. The best title of the text is....

    A. The Lucky Fisherman

    B. The Fisherman and the Gold Fish

    C. The Secret to be rich

    D. The Kind Gold Fish

31. The fisherman was going to throw the fish back to sea because....

    A. It was not the fish he wanted

    B. It was golden fish

    C. It could talk

    D. It was frightening

32. The main idea of paragraph 4 is

    A. The fisherman collected the gold

    B. The fisherman didn't believe what the fish said

    C. The fisherman took care of the fish tenderly

D. The fisherman's life changed.

33. "He took care of the fish <u>tenderly</u>" (Paragraph 5). The antonym of the word "tenderly" is....

A. Kindly

B. Gently

C. Roughly

D. Willingly

34. "Don't do that, otherwise, you'll be <u>sorry</u> .... (Paragraph 2)". The word "sorry" has similar meaning with....

A. Regretful

B. Painful

C. Helpful

D. Sad

Read the text to answer question 35 to 37

I have got an unforgettable experience last Eid day. My family and I went to my mother's hometown to celebrate Eid Al-Fitr. We went by aero plane. At the airport, my family and I had to walk through the metal detector. When I got the turn to walk through it, suddenly the alarm beeped. The woman who worked as the airport security said, "Come here, you need get your belt off." I took my belt off, but alarm still beeped.

After that the security asked me to turn back and she checked my body. He touched my left pocket. Then she told me, "There was something in it. It might be the thing that made the alarm beeped." I took out something from my left pocket. The woman laughed and said, "that has made the alarm beep". It was a silver pen. I felt embarrassed because everybody stared at me curiously.

35. What does the second paragraph tell us about?

A. The writer and his family walked through metal detector

B. The writer's silver pen made the metal detector beep

C. The security checked the writer's pockets

D. Everybody stared at the writer

36. From the text, we can conclude that....

A. The security guard was a fussy woman

B. You are not allowed to wear belts at the airport

C. The alarm beeped because there was a metallic object.

D. The writer's appearance attracted everybody's attention

37. Why did the airport security tell the writer to take his belt off?

A. Because the alarm beeped when he passed through metal detector

B. Because it was unforgettable experience last Eid

C. Because she worked as the airport security officer

D. Because everybody stared at him curiously

Read the text to answer question 38 to 40

My bedroom is (38) .... It's about four meters long and three meters wide. There is a bed near the door. A desk and a chair stand near the window. On the corner, stand three-door wooden cupboards to (39) ..... all my clothes. In the centre of the ceiling, a twenty-watt spiral lamp gives enough light for the entire bedroom and function as a reading lamp as well. I really have to thank to my father who designed the room because i have enough space and I live (40) .... in it.

38. A. Fabulous

B. spacious

C. hazardous

D. tremendous

39. A. Keep

B. keeps

C. kept

D. keeping

40. A. Comfortably

B. awkwardly

C. clumsily

D. quietly

Appendix 9. Students' Worksheet in Post-Test

Experiment Class

Nama : Endah Septiana
NO : 9
Kelas : VIII E

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

You'll never know till you have tried

172

Nama : Rizal Arif S
No : 28
kelas : 8E

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

70

You'll never know till you have tried

Nama : Yusuf Maulana Hakim
No   : 33
Kelas : 8 E

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

70

Nama : Muh. Alfarrel Ghozali
No : 18
Kelas : VIII E

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

72

175

Control Class

Nama : Zaskia Zanola Putri
No : 34
Kelas : VIII F

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

(70)

Nama : Najwa Eka Putriningsih
Kelas : VIII F
No : 27

Date :

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

78

Siswa

Nama : Jihan Adia Nur K.
No : 21
Kelas : VIII F

Uptown Girl

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

72

KKY A F.R.I.E.N.D is a support when you are down

178

Nama : Choirunnisa' Tias Nurahroh
No : 7
Kelas : VIII F

ANGRY BIRDS

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

78

KIKY
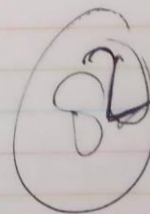
Angry Birds™ © 2009-2013 Rovio Entertainment Ltd.

Nama   : Hudzaifah
No   : 17
Kelas   : VIII F

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

ABC

Appendix 10. Photography of Students' Activity

Appendix. 11 Curriculum Vitae of Researcher

CURRICULUM VITAE OF RESEARCHER

A. Personal Details

Name : Novita Kartika Ratri

Address : Boto, Blimbing, Gatak, Sukoharjo 57557

Phone : 085773620943

Place & Date of Birth : Sukoharjo, November 12, 1996

Sex : Female

Marital Status : Married

Religion : Islam

Nationality : Indonesia

B. Education Details

2003-2009 SD N Pucangan 05

2009-2012 SMP Negeri 3 Kartasura, Sukoharjo

2012-2015 SMA Negeri 1 Kartasura

2015-2020 IAIN Surakarta