

Table 4.2

The Reliability Computation Using SPSS Calculation

Case Processing Summary

		N	%
Cases	Valid	24	100.0
	Excluded ^a	0	.0
	Total	24	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.768	50

Pre-test Score of Experimental Class and Control Class

Experimental Class			Control Class		
No	Students	Score	No	Students	Score
1	AI-1	70	1	AI-1	75
2	AI-2	75	2	AI-2	70
3	AI-3	75	3	AI-3	70
4	AI-4	75	4	AI-4	65
5	AI-5	80	5	AI-5	70
6	AI-6	65	6	AI-6	55
7	AI-7	60	7	AI-7	60
8	AI-8	75	8	AI-8	75
9	AI-9	75	9	AI-9	75
10	AI-10	70	10	AI-10	65
11	AI-11	80	11	AI-11	75
12	AI-12	85	12	AI-12	75
13	AI-13	80	13	AI-13	70
14	AI-14	75	14	AI-14	60
15	AI-15	80	15	AI-15	75
16	AI-16	80	16	AI-16	80
17	AI-17	80	17	AI-17	85
18	AI-18	75	18	AI-18	70
19	AI-19	55	19	AI-19	55
20	AI-20	80	20	AI-20	80
21	AI-21	75	21	AI-21	75
22	AI-22	75	22	AI-22	65
23	AI-23	70	23	AI-23	70
24	AI-24	75	24	AI-24	70
Σ		1785	Σ		1685
Mean		74.37	Mean		70.20

Appendix 3

The T-test of Pre-test Score in the Experimental Group and control

Table 4.4

Group Statistics

	VAR0000	N	Mean	Std. Deviation	Std. Error Mean
EXPERIMENT	1.00	24	74.3750	6.80673	1.38942
	2.00	24	70.2083	7.58706	1.54870

Independent Samples Test

	Levene's Test for Equality of Variances									
	t-test for Equality of Means									
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
EXPERIMENT	Equal variances assumed	.477	.493	2.003	46	.051	4.16667	2.08061	-.02139	8.35473
	Equal variances not assumed			2.003	45.469	.051	4.16667	2.08061	-.02271	8.35605

Appendix 4

Table 4.5 Post-test Score of Experimental Class and Control Class

Experimental Class			Control Class		
No	Students	Score	No	Students	Score
1	AI-1	80	1	AI-1	75
2	AI-2	80	2	AI-2	65
3	AI-3	80	3	AI-3	60
4	AI-4	75	4	AI-4	65
5	AI-5	85	5	AI-5	70
6	AI-6	90	6	AI-6	85
7	AI-7	85	7	AI-7	75
8	AI-8	85	8	AI-8	75
9	AI-9	85	9	AI-9	80
10	AI-10	85	10	AI-10	85
11	AI-11	90	11	AI-11	85
12	AI-12	85	12	AI-12	75
13	AI-13	80	13	AI-13	65
14	AI-14	85	14	AI-14	80
15	AI-15	80	15	AI-15	75
16	AI-16	80	16	AI-16	75
17	AI-17	85	17	AI-17	80
18	AI-18	80	18	AI-18	70
19	AI-19	80	19	AI-19	85
20	AI-20	85	20	AI-20	85
21	AI-21	85	21	AI-21	75
22	AI-22	80	22	AI-22	75
23	AI-23	85	23	AI-23	70
24	A1-24	75	24	AI-24	60
Σ		1985	Σ		1790
Mean		82.70	Mean		74.58

Appendix 5

The T-test of Post-test Score in the Experimental Group and control class.

**Table 4.6
Group Statistics**

	VAR00002	N	Mean	Std. Deviation	Std. Error Mean
EXPERIMENT	1.00	24	82.7083	3.89514	.79509
NT	2.00	24	74.5833	7.79028	1.59018

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
EXPERIMENT	6.233	.016	4.570	46	.000	8.12500	1.77788	4.54631	11.70369
NT			4.570	33.824	.000	8.12500	1.77788	4.51122	11.73878

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27
Q1	Pearson Correlation Sig. (2-tailed) N	1 24	-.147 24	-.107 24	-.043 24	.295 24	-.093 24	.406 24	.552 24	.406 24	.295 24	-.162 24	.361 24	.552 24	.162 24	.466 24	.466 24	-.043 24	.269 24	-.227 24	.134 24	.209 24	-.107 24	-.134 24	-.043 24	.466 24	-.176 24	.2
Q2	Pearson Correlation Sig. (2-tailed) N	-.147 24	1 24	-.145 24	-.147 24	.063 24	-.316 24	.073 24	.000 24	-.145 24	-.125 24	.000 24	.000 24	.000 24	.548 24	.158 24	-.316 24	-.147 24	.000 24	.473 24	.454 24	.000 24	.508 24	.519 24	-.147 24	-.079 24	-.060 24	.1
Q3	Pearson Correlation Sig. (2-tailed) N	-.107 24	-.145 24	1 24	.406 24	.073 24	.596 24	-.011 24	.116 24	.242 24	.290 24	-.185 24	-.059 24	-.194 24	-.238 24	-.229 24	.596 24	-.107 24	.238 24	-.146 24	-.122 24	.308 24	.242 24	.122 24	-.107 24	.321 24	-.017 24	-.1
Q4	Pearson Correlation Sig. (2-tailed) N	-.043 24	-.147 24	.406 24	1 24	.295 24	.466 24	-.107 24	-.079 24	-.107 24	-.147 24	-.162 24	-.120 24	-.079 24	-.269 24	-.093 24	.466 24	-.043 24	.269 24	.192 24	.134 24	.209 24	-.107 24	-.134 24	-.043 24	-.093 24	-.176 24	.2

Q5	Pearson Correlation	.295	.063	.073	.295	1	-.079	.508 [*]	.535 [*]	.073	.250	-.365	.204	.267	.365	.395	.395	-.147	.365	-.237	.065	.354	.508 [*]	-.065	.295	-.079	-.239	.5
	Sig. (2-tailed)	.162	.772	.736	.162		.713	.011	.007	.736	.239	.079	.339	.207	.079	.056	.056	.492	.079	.266	.763	.090	.011	.763	.162	.713	.261	.0
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q6	Pearson Correlation	-.093	-.316	.596 [*]	.466	-.079	1	-.229	-.169	.596 [*]	.395	-.346	.258	-.169	-.577 [*]	-.200	.400	-.093	.115	-.037	.041	.224	-.229	-.041	-.093	.100	.076	-.1
	Sig. (2-tailed)	.665	.132	.002	.022	.713		.281	.430	.002	.056	.097	.223	.430	.003	.349	.053	.665	.591	.862	.849	.294	.281	.849	.665	.642	.726	.5
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q7	Pearson Correlation	.406	.073	-.011	-.107	.508	-.229	1	.737 [*]	.242	.073	-.185	.415	.427	.185	.596 [*]	.321	-.107	.026	-.146	-.122	.103	.495	-.103	-.107	.046	-.017	.2
	Sig. (2-tailed)	.049	.736	.961	.619	.011	.281		.000	.254	.736	.386	.044	.038	.386	.002	.126	.619	.902	.496	.569	.633	.014	.630	.619	.831	.936	.2
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q8	Pearson Correlation	.552 [*]	.000	.116	-.079	.535 [*]	-.169	.737 [*]	1	.427	.267	-.293	.364	.619	.293	.507	.507	-.079	.228	-.158	-.035	.378	.427	.035	-.079	.169	-.064	.2
	Sig. (2-tailed)	.005	1.000	.588	.714	.007	.430	.000		.038	.207	.165	.081	.001	.165	.011	.011	.714	.285	.461	.872	.069	.038	.872	.714	.430	.767	.2
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q9	Pearson Correlation	.406	-.145	.242	-.107	.073	.596 [*]	.242	.427	1	.725 [*]	-.397	.652 [*]	.427	-.238	.321	.321	-.107	.238	-.146	.103	.308	-.011	.122	-.107	.321	-.017	.0

Q14	Pearson Correlation Sig. (2-tailed)	.162	.548*	-.238	-.269	.365	-.577*	.185	.293	-.238	.000	.067	.050	.293	1	.115	-.115	.162	.067	-.022	.071	.086	.397	.308	.162	-.115	-.218	.0
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q15	Pearson Correlation Sig. (2-tailed)	.466	.158	-.229	-.093	.395	-.200	.596*	.507	.321	.158	-.115	.516*	.507	.115	1	.100	-.093	.115	.187	.287	.000	.321	-.041	-.093	.100	-.151	.5
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q16	Pearson Correlation Sig. (2-tailed)	.466	-.316	.596*	.466	.395	.400	.321	.507	.321	.158	-.346	.258	.169	-.115	.100	1	-.093	.346	-.262	.041	.447*	.046	-.041	-.093	.400	.076	.1
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q17	Pearson Correlation Sig. (2-tailed)	-.043	-.147	-.107	-.043	-.147	-.093	-.107	-.079	-.107	-.147	.269	-.120	-.079	.162	-.093	-.093	1	.269	-.227	-.325	-.209	-.107	-.134	-.043	-.093	-.176	-.1
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q18	Pearson Correlation	.269	.000	.238	.269	.365	.115	.026	.228	.238	.365	-.067	.149	.228	.067	.115	.346	.269	1	-.151	.308	.602*	.238	.260	-.162	.577*	-.306	.4

Q23	Pearson Correlation Sig. (2-tailed) N	-.134 .533 24	.519* .009 24	.122 .569 24	-.134 .533 24	-.065 .763 24	-.041 .849 24	-.103 .630 24	.035 .872 24	.122 .569 24	.130 .546 24	-.118 .582 24	.265 .211 24	.312 .138 24	.308 .144 24	-.041 .849 24	-.041 .849 24	-.134 .533 24	.260 .219 24	.038 .859 24	.210 .324 24	.092 .670 24	.348 .096 24	1 .533 24	-.134 .337 24	.205 .943 24	.015 .7 24
Q24	Pearson Correlation Sig. (2-tailed) N	-.043 .840 24	-.147 .492 24	-.107 .619 24	-.043 .840 24	.295 .162 24	-.093 .665 24	-.107 .619 24	-.079 .714 24	-.107 .619 24	.295 .162 24	-.162 .451 24	-.120 .575 24	-.079 .714 24	.162 .451 24	-.093 .665 24	-.093 .665 24	-.043 .840 24	-.162 .451 24	-.227 .287 24	-.325 .121 24	-.209 .328 24	-.107 .619 24	-.134 .533 24	1 .665 24	-.093 .410 24	-.176 .4 24
Q25	Pearson Correlation Sig. (2-tailed) N	.466 .022 24	-.079 .713 24	.321 .126 24	-.093 .665 24	-.079 .713 24	.100 .642 24	.046 .831 24	.169 .430 24	.321 .126 24	.395 .056 24	-.115 .591 24	.258 .223 24	.169 .430 24	-.115 .591 24	.100 .642 24	.400 .053 24	-.093 .665 24	.577* .003 24	-.037 .862 24	.287 .174 24	.447 .028 24	.046 .831 24	.205 .337 24	-.093 .665 24	1 .481 24	-.151 .5 24
Q26	Pearson Correlation Sig. (2-tailed) N	-.176 .410 24	-.060 .781 24	-.017 .936 24	-.176 .410 24	-.239 .261 24	.076 .726 24	-.017 .936 24	-.064 .767 24	-.017 .936 24	-.239 .261 24	-.131 .542 24	-.098 .650 24	-.319 .128 24	-.218 .306 24	-.151 .481 24	.076 .726 24	-.176 .410 24	-.306 .147 24	.099 .646 24	.170 .426 24	.169 .430 24	-.017 .936 24	.015 .943 24	-.176 .410 24	-.151 .481 24	1 .1 24
Q27	Pearson Correlation	.269	.183	-.185	.269	.548*	-.115	.238	.228	.026	.000	-.067	.149	.228	.067	.577*	.115	-.162	.467*	.194	.497*	.258	.238	.071	-.162	.115	-.306

Q32	Pearson Correlation Sig. (2-tailed) N	.209 24	.177 24	-.513* 24	-.209 24	-.177 24	-.447* 24	-.308 24	-.126 24	-.308 24	-.354 24	.086 24	-.192 24	.126 24	.258 24	.000 24	-.224 24	.209 24	.086 24	.084 24	.275 24	-.167 24	-.308 24	.092 24	-.209 24	.000 24	.000 24	.2
Q33	Pearson Correlation Sig. (2-tailed) N	.325 24	.130 24	-.103 24	-.134 24	.519* 24	-.041 24	.574* 24	.312 24	.348 24	.324 24	-.308 24	.476 24	.312 24	.118 24	.451 24	.205 24	-.134 24	.260 24	-.330 24	.008 24	.092 24	.348 24	.193 24	.325 24	.205 24	.015 24	.2
Q34	Pearson Correlation Sig. (2-tailed) N	-.120 24	.408 24	-.059 24	-.120 24	.204 24	.000 24	-.059 24	.073 24	.178 24	.204 24	-.050 24	.111 24	.073 24	.248 24	.000 24	.000 24	-.120 24	.348 24	-.048 24	.370 24	.385 24	.178 24	.265 24	-.120 24	.000 24	.098 24	.1
Q35	Pearson Correlation Sig. (2-tailed) N	-.107 24	-.145 24	.242 24	-.107 24	-.145 24	.046 24	-.011 24	.116 24	-.011 24	.073 24	.026 24	-.059 24	-.194 24	-.026 24	-.229 24	.046 24	-.107 24	.026 24	.266 24	.103 24	.513* 24	.242 24	-.103 24	-.107 24	.321 24	.191 24	-.1
Q36	Pearson Correlation	.295	.063	.073	-.147	.063	-.079	.073	.267	.290	.250	-.183	.408	.535*	.183	.158	.158	-.147	.548*	-.059	.259	.530*	.290	.519*	-.147	.632*	-.060	.1

Descriptive Statistics

	Mean	Std. Deviation	N
Q1	.9583	.20412	24
Q2	.6667	.48154	24
Q3	.7917	.41485	24
Q4	.9583	.20412	24
Q5	.6667	.48154	24
Q6	.8333	.38069	24
Q7	.7917	.41485	24
Q8	.8750	.33783	24
Q9	.7917	.41485	24
Q10	.6667	.48154	24
Q11	.6250	.49454	24
Q12	.7500	.44233	24
Q13	.8750	.33783	24
Q14	.3750	.49454	24
Q15	.8333	.38069	24
Q16	.8333	.38069	24
Q17	.9583	.20412	24
Q18	.6250	.49454	24
Q19	.4583	.50898	24
Q20	.2917	.46431	24
Q21	.5000	.51075	24
Q22	.7917	.41485	24
Q23	.7083	.46431	24
Q24	.9583	.20412	24
Q25	.8333	.38069	24
Q26	.5833	.50361	24
Q27	.6250	.49454	24
Q28	.8333	.38069	24
Q29	.5833	.50361	24
Q30	.5417	.50898	24
Q31	.6250	.49454	24
Q32	.5000	.51075	24
Q33	.7083	.46431	24
Q34	.7500	.44233	24
Q35	.7917	.41485	24
Q36	.6667	.48154	24
Q37	.5417	.50898	24
Q38	.4583	.50898	24
Q39	.5000	.51075	24
Q40	.7083	.46431	24
Q41	.4167	.50361	24
Q42	.5000	.51075	24
Q43	.4167	.50361	24
Q44	.7083	.46431	24

Q45	.6250	.49454	24
Q46	.4583	.50898	24
Q47	.7500	.44233	24
Q48	.6250	.49454	24
Q49	.6667	.48154	24
Q50	.7083	.46431	24

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27
Q1	Pearson Correlation Sig. (2-tailed) N	1	-.147	-.107	-.043	.295	-.093	.406*	.552*	.406*	.295	-.162	.361	.552*	.162	.466*	.466*	-.043	.269	-.227	.134	.209	-.107	-.134	-.043	.466*	-.176	.2
Q2	Pearson Correlation Sig. (2-tailed) N	-.147	1	-.145	-.147	.063	-.316	.073	.000	-.145	-.125	.000	.000	.000	.548*	.158	-.316	-.147	.000	.473*	.454*	.000	.508*	.519*	-.147	-.079	-.060	.1
Q3	Pearson Correlation	.492	.492	.499	.492	.772	.132	.736	1.000	.499	.561	1.000	1.000	1.000	.006	.461	.132	.492	1.000	.020	.026	1.000	.011	.009	.492	.713	.781	.3
Q3	Pearson Correlation	-.107	-.145	1	.406*	.073	.596*	-.011	.116	.242	.290	-.185	-.059	-.194	-.238	-.229	.596*	-.107	.238	-.146	-.122	.308	.242	.122	-.107	.321	-.017	-.1

	Sig. (2- taile d) N	.665 24	.132 24	.002 24	.022 24	.713 24		.281 24	.430 24	.002 24	.056 24	.097 24	.223 24	.430 24	.003 24	.349 24	.053 24	.665 24	.591 24	.862 24	.849 24	.294 24	.281 24	.849 24	.665 24	.642 24	.726 24	.5
Q7	Pear son Corr elati on Sig. (2- taile d) N	.406* 24	.073 24	-.011 24	-.107 24	.508* 24	-.229 24	1 24	.737* 24	.242 24	.073 24	-.185 24	.415* 24	.427* 24	.185 24	.596* 24	.321 24	-.107 24	.026 24	-.146 24	-.122 24	.103 24	.495* 24	-.103 24	-.107 24	.046 24	-.017 24	.2
Q8	Pear son Corr elati on Sig. (2- taile d) N	.552* 24	.000 24	.116 24	-.079 24	.535* 24	-.169 24	.737* 24	1 24	.427* 24	.267 24	-.293 24	.364 24	.619* 24	.293 24	.507* 24	.507* 24	-.079 24	.228 24	-.158 24	-.035 24	.378 24	.427* 24	.035 24	-.079 24	.169 24	-.064 24	.2
Q9	Pear son Corr elati on	.406* 24	-.145 24	.242 24	-.107 24	.073 24	.596* 24	.242 24	.427* 24	1 24	.725* 24	-.397 24	.652* 24	.427* 24	-.238 24	.321 24	.321 24	-.107 24	.238 24	-.146 24	.103 24	.308 24	-.011 24	.122 24	-.107 24	.321 24	-.017 24	.0

	Sig. (2- taile d) N	.049 24	.499 24	.254 24	.619 24	.736 24	.002 24	.254 24	.038 24	.000 24	.055 24	.001 24	.038 24	.262 24	.126 24	.126 24	.619 24	.262 24	.496 24	.630 24	.143 24	.961 24	.569 24	.619 24	.126 24	.936 24	.9	
Q10	Pear son Corr elati on Sig. (2- taile d) N	.295 24	-.125 24	.290 24	-.147 24	.250 24	.395 24	.073 24	.267 24	.725* 24	1 24	-.183 24	.408* 24	.267 24	.000 24	.158 24	.158 24	-.147 24	.365 24	-.237 24	.065 24	.354 24	.073 24	.130 24	.295 24	.395 24	-.239 24	.0
	Sig. (2- taile d) N	.162 24	.561 24	.169 24	.492 24	.239 24	.056 24	.736 24	.207 24	.000 24	.393 24	.048 24	.207 24	1.00 24	.461 24	.461 24	.492 24	.079 24	.266 24	.763 24	.090 24	.736 24	.546 24	.162 24	.056 24	.261 24	1	
Q11	Pear son Corr elati on Sig. (2- taile d) N	-.162 24	.000 24	-.185 24	-.162 24	-.365 24	-.346 24	-.185 24	-.293 24	-.397 24	-.183 24	1 24	-.447* 24	-.293 24	.067 24	-.115 24	-.346 24	.269 24	-.067 24	.022 24	-.071 24	-.258 24	-.185 24	-.118 24	-.162 24	-.115 24	-.131 24	-.0
	Sig. (2- taile d) N	.451 24	1.00 24	.386 24	.451 24	.079 24	.097 24	.386 24	.165 24	.055 24	.393 24	.028 24	.165 24	.757 24	.591 24	.097 24	.203 24	.757 24	.920 24	.742 24	.223 24	.386 24	.582 24	.451 24	.591 24	.542 24	.7	
Q12	Pear son Corr elati on	.361	.000	-.059	-.120	.204	.258	.415*	.364	.652* 24	.408* 24	-.447* 24	1 24	.655* 24	.050	.516* 24	.258	-.120	.149	-.048	.159	.192	.178	.265	-.120	.258	-.098	.1

	Sig. (2-tailed)	.083	1.000	.783	.575	.339	.223	.044	.081	.001	.048	.028		.001	.818	.010	.223	.575	.487	.823	.459	.368	.406	.211	.575	.223	.650	.4
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q13	Pearson Correlation	.552*	.000	-.194	-.079	.267	-.169	.427*	.619*	.427*	.267	-.293	.655*	1	.293	.507*	.169	-.079	.228	-.158	-.035	.126	.116	.312	-.079	.169	-.319	.2
	Sig. (2-tailed)	.005	1.000	.364	.714	.207	.430	.038	.001	.038	.207	.165	.001		.165	.011	.430	.714	.285	.461	.872	.557	.588	.138	.714	.430	.128	.2
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q14	Pearson Correlation	.162	.548*	-.238	-.269	.365	-.577*	.185	.293	-.238	.000	.067	.050	.293	1	.115	-.115	.162	.067	-.022	.071	.086	.397	.308	.162	-.115	-.218	.0
	Sig. (2-tailed)	.451	.006	.262	.203	.079	.003	.386	.165	.262	1.000	.757	.818	.165		.591	.591	.451	.757	.920	.742	.689	.055	.144	.451	.591	.306	.7
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q15	Pearson Correlation	.466*	.158	-.229	-.093	.395	-.200	.596*	.507*	.321	.158	-.115	.516*	.507*	1	.100	-.093	.115	.187	.287	.000	.321	-.041	-.093	.100	-.151	.5	

	Sig. (2- taile d) N	.022 24	.461 24	.281 24	.665 24	.056 24	.349 24	.002 24	.011 24	.126 24	.461 24	.591 24	.010 24	.011 24	.591 24		.642 24	.665 24	.591 24	.382 24	.174 24	1.00 24 0	.126 24	.849 24	.665 24	.642 24	.481 24	.0
Q16	Pear son Corr elati on Sig. (2- taile d) N	.466* 24	-.316 24	.596* 24	.466* 24	.395 24	.400 24	.321 24	.507* 24	.321 24	.158 24	-.346 24	.258 24	.169 24	-.115 24	.100 24	1 24	-.093 24	.346 24	-.262 24	.041 24	.447* 24	.046 24	-.041 24	-.093 24	.400 24	.076 24	.1
	Sig. (2- taile d) N	.022 24	.132 24	.002 24	.022 24	.056 24	.053 24	.126 24	.011 24	.126 24	.461 24	.097 24	.223 24	.430 24	.591 24	.642 24		.665 24	.097 24	.217 24	.849 24	.028 24	.831 24	.849 24	.665 24	.053 24	.726 24	.5
Q17	Pear son Corr elati on Sig. (2- taile d) N	-.043 24	-.147 24	-.107 24	-.043 24	-.147 24	-.093 24	-.107 24	-.079 24	-.107 24	-.147 24	.269 24	-.120 24	-.079 24	.162 24	-.093 24	-.093 24	1 24	.269 24	-.227 24	-.325 24	-.209 24	-.107 24	-.134 24	-.043 24	-.093 24	-.176 24	-.1
	Sig. (2- taile d) N	.840 24	.492 24	.619 24	.840 24	.492 24	.665 24	.619 24	.714 24	.619 24	.492 24	.203 24	.575 24	.714 24	.451 24	.665 24	.665 24		.203 24	.287 24	.121 24	.328 24	.619 24	.533 24	.840 24	.665 24	.410 24	.4
Q18	Pear son Corr elati on	.269	.000	.238	.269	.365	.115	.026	.228	.238	.365	-.067	.149	.228	.067	.115	.346	.269	1	-.151	.308	.602* *	.238	.260	-.162	.577* *	-.306	.4

	Sig. (2- taile d) N	.203 24	1.00 24 0	.262 24	.203 24	.079 24	.591 24	.902 24	.285 24	.262 24	.079 24	.757 24	.487 24	.285 24	.757 24	.591 24	.097 24	.203 24		.481 24	.144 24	.002 24	.262 24	.219 24	.451 24	.003 24	.147 24	.0
Q19	Pear son Corr elati on Sig. (2- taile d) N	-.227 24	.473 ⁺ 24	-.146 24	.192 24	-.237 24	-.037 24	-.146 24	-.158 24	-.146 24	-.237 24	.022 24	-.048 24	-.158 24	-.022 24	.187 24	-.262 24	-.227 24	-.151 24	1 24	.698 ⁺ 24	.084 24	.060 24	.038 24	-.227 24	-.037 24	.099 24	.1
		.287	.020	.496	.369	.266	.862	.496	.461	.496	.266	.920	.823	.461	.920	.382	.217	.287	.481		.000	.698	.780	.859	.287	.862	.646	.3
Q20	Pear son Corr elati on Sig. (2- taile d) N	.134 24	.454 ⁺ 24	-.122 24	.134 24	.065 24	.041 24	-.122 24	-.035 24	.103 24	.065 24	-.071 24	.159 24	-.035 24	.071 24	.287 24	.041 24	-.325 24	.308 24	.698 ⁺ 24	1 24	.458 ⁺ 24	.103 24	.210 24	-.325 24	.287 24	.170 24	.4
		.533	.026	.569	.533	.763	.849	.569	.872	.630	.763	.742	.459	.872	.742	.174	.849	.121	.144	.000		.024	.630	.324	.121	.174	.426	.0
Q21	Pear son Corr elati on	.209	.000	.308	.209	.354	.224	.103	.378	.308	.354	-.258	.192	.126	.086	.000	.447 ⁺	-.209	.602 ⁺	.084	.458 ⁺	1	.308	.092	-.209	.447 ⁺	.169	.2

	Sig. (2- taile d) N	.328 24	1.00 24	.143 24	.328 24	.090 24	.294 24	.633 24	.069 24	.143 24	.090 24	.223 24	.368 24	.557 24	.689 24	1.00 24	.028 24	.328 24	.002 24	.698 24	.024 24		.143 24	.670 24	.328 24	.028 24	.430 24	.2
Q22	Pear son Corr elati on Sig. (2- taile d) N	-.107 24	.508* 24	.242 24	-.107 24	.508* 24	-.229 24	.495* 24	.427* 24	-.011 24	.073 24	-.185 24	.178 24	.116 24	.397 24	.321 24	.046 24	-.107 24	.238 24	.060 24	.103 24	.308 24	1 24	.348 24	-.107 24	.046 24	-.017 24	.2
	Sig. (2- taile d) N	.619 24	.011 24	.254 24	.619 24	.011 24	.281 24	.014 24	.038 24	.961 24	.736 24	.386 24	.406 24	.588 24	.055 24	.126 24	.831 24	.619 24	.262 24	.780 24	.630 24	.143 24		.096 24	.619 24	.831 24	.936 24	.2
Q23	Pear son Corr elati on Sig. (2- taile d) N	-.134 24	.519* 24	.122 24	-.134 24	-.065 24	-.041 24	-.103 24	.035 24	.122 24	.130 24	-.118 24	.265 24	.312 24	.308 24	-.041 24	-.041 24	-.134 24	.260 24	.038 24	.210 24	.092 24	.348 24	1 24	-.134 24	.205 24	.015 24	.0
	Sig. (2- taile d) N	.533 24	.009 24	.569 24	.533 24	.763 24	.849 24	.630 24	.872 24	.569 24	.546 24	.582 24	.211 24	.138 24	.144 24	.849 24	.849 24	.533 24	.219 24	.859 24	.324 24	.670 24	.096 24		.533 24	.337 24	.943 24	.7
Q24	Pear son Corr elati on	-.043	-.147	-.107	-.043	.295	-.093	-.107	-.079	-.107	.295	-.162	-.120	-.079	.162	-.093	-.093	-.043	-.162	-.227	-.325	-.209	-.107	-.134	1	-.093	-.176	-.1

	Sig. (2- taile d)	.840	.492	.619	.840	.162	.665	.619	.714	.619	.162	.451	.575	.714	.451	.665	.665	.840	.451	.287	.121	.328	.619	.533		.665	.410	.4
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q25	Pear son Corr elati on	.466 [*]	-.079	.321	-.093	-.079	.100	.046	.169	.321	.395	-.115	.258	.169	-.115	.100	.400	-.093	.577 [*]	-.037	.287	.447 [*]	.046	.205	-.093	1	-.151	.1
	Sig. (2- taile d)	.022	.713	.126	.665	.713	.642	.831	.430	.126	.056	.591	.223	.430	.591	.642	.053	.665	.003	.862	.174	.028	.831	.337	.665		.481	.5
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q26	Pear son Corr elati on	-.176	-.060	-.017	-.176	-.239	.076	-.017	-.064	-.017	-.239	-.131	-.098	-.319	-.218	-.151	.076	-.176	-.306	.099	.170	.169	-.017	.015	-.176	-.151	1	-.3
	Sig. (2- taile d)	.410	.781	.936	.410	.261	.726	.936	.767	.936	.261	.542	.650	.128	.306	.481	.726	.410	.147	.646	.426	.430	.936	.943	.410	.481		.1
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q27	Pear son Corr elati on	.269	.183	-.185	.269	.548 [*]	-.115	.238	.228	.026	.000	-.067	.149	.228	.067	.577 [*]	.115	-.162	.467 [*]	.194	.497 [*]	.258	.238	.071	-.162	.115	-.306	

	Sig. (2- taile d) N	.203 24	.393 24	.386 24	.203 24	.006 24	.591 24	.262 24	.285 24	.902 24	1.00 24 0	.757 24	.487 24	.285 24	.757 24	.003 24	.591 24	.451 24	.022 24	.363 24	.013 24	.223 24	.262 24	.742 24	.451 24	.591 24	.147 24
Q28	Pear son Corr elati on Sig. (2- taile d) N	.466* 24	.158 24	-.229 24	-.093 24	.158 24	.100 24	.321 24	.507* 24	.596* 24	.395 24	-.346 24	.516* 24	.507* 24	.115 24	.400 24	.100 24	-.093 24	.115 24	.187 24	.287 24	.224 24	.046 24	.205 24	-.093 24	.100 24	.076 24
	Sig. (2- taile d) N	.022 24	.461 24	.281 24	.665 24	.461 24	.642 24	.126 24	.011 24	.002 24	.056 24	.097 24	.010 24	.011 24	.591 24	.053 24	.642 24	.665 24	.591 24	.382 24	.174 24	.294 24	.831 24	.337 24	.665 24	.642 24	.726 24
Q29	Pear son Corr elati on Sig. (2- taile d) N	-.176 24	-.060 24	.191 24	-.176 24	-.239 24	-.151 24	-.017 24	-.064 24	-.225 24	-.239 24	.218 24	-.293 24	-.319 24	-.218 24	-.151 24	.076 24	-.176 24	-.131 24	-.071 24	-.015 24	.000 24 0	.191 24	.201 24	-.176 24	.076 24	.657* 24
	Sig. (2- taile d) N	.410 24	.781 24	.372 24	.410 24	.261 24	.481 24	.936 24	.767 24	.289 24	.261 24	.306 24	.165 24	.128 24	.306 24	.481 24	.726 24	.410 24	.542 24	.743 24	.943 24	1.00 24 0	.372 24	.345 24	.410 24	.726 24	.000 24
Q30	Pear son Corr elati on	.227	.414* 24	.146	.227	.414* 24	.037	.352	.411* 24	.146	.237	-.367	.241	.158	.367	.262	.262	-.192	-.022	.343	.222	.251	.352	.146	.227	.037	-.099

	Sig. (2- taile d) N	.287 24	.044 24	.496 24	.287 24	.044 24	.862 24	.092 24	.046 24	.496 24	.266 24	.078 24	.256 24	.461 24	.078 24	.217 24	.217 24	.369 24	.920 24	.101 24	.296 24	.237 24	.092 24	.497 24	.287 24	.862 24	.646 24	.4
Q31	Pear son Corr elati on Sig. (2- taile d) N	-.162 24	-.183 24	.026 24	-.162 24	.000 24	-.115 24	.238 24	-.033 24	-.185 24	-.183 24	.289 24	-.050 24	-.293 24	.067 24	-.115 24	.115 24	.269 24	-.244 24	-.324 24	- 24 .450 ⁺	-.258 24	.026 24	-.118 24	.269 24	-.115 24	.044 24	-.2
	Sig. (2- taile d) N	.451 24	.393 24	.902 24	.451 24	1.00 24 0	.591 24	.262 24	.880 24	.386 24	.393 24	.171 24	.818 24	.165 24	.757 24	.591 24	.591 24	.203 24	.250 24	.123 24	.027 24	.223 24	.902 24	.582 24	.203 24	.591 24	.840 24	.2
Q32	Pear son Corr elati on Sig. (2- taile d) N	.209 24	.177 24	- 24 .513 ⁺	-.209 24	-.177 24	- 24 .447 ⁺	-.308 24	-.126 24	-.308 24	-.354 24	.086 24	-.192 24	.126 24	.258 24	.000 24	-.224 24	.209 24	.086 24	.084 24	.275 24	-.167 24	-.308 24	.092 24	-.209 24	.000 24	.000 24	.2
	Sig. (2- taile d) N	.328 24	.409 24	.010 24	.328 24	.409 24	.028 24	.143 24	.557 24	.143 24	.090 24	.689 24	.368 24	.557 24	.223 24	1.00 24 0	.294 24	.328 24	.689 24	.698 24	.193 24	.436 24	.143 24	.670 24	.328 24	1.00 24 0	1.00 24 0	.2
Q33	Pear son Corr elati on	.325	.130	-.103	-.134	.519 ⁺	-.041	.574 ⁺	.312	.348	.324	-.308	.476 ⁺	.312	.118	.451 ⁺	.205	-.134	.260	-.330	.008	.092	.348	.193	.325	.205	.015	.2

	Sig. (2- taile d) N	.121 24	.546 24	.630 24	.533 24	.009 24	.849 24	.003 24	.138 24	.096 24	.122 24	.144 24	.019 24	.138 24	.582 24	.027 24	.337 24	.533 24	.219 24	.116 24	.969 24	.670 24	.096 24	.366 24	.121 24	.337 24	.943 24	.2
Q34	Pear son Corr elati on Sig. (2- taile d) N	-.120 24	.408* 24	-.059 24	-.120 24	.204 24	.000 24	-.059 24	.073 24	.178 24	.204 24	-.050 24	.111 24	.073 24	.248 24	.000 24	.000 24	-.120 24	.348 24	-.048 24	.370 24	.385 24	.178 24	.265 24	-.120 24	.000 24	.098 24	.1
Q35	Pear son Corr elati on Sig. (2- taile d) N	-.107 24	-.145 24	.242 24	-.107 24	-.145 24	.046 24	-.011 24	.116 24	-.011 24	.073 24	.026 24	-.059 24	-.194 24	-.026 24	-.229 24	.046 24	-.107 24	.026 24	.266 24	.103 24	.513* 24	.242 24	-.103 24	-.107 24	.321 24	.191 24	-.1
Q36	Pear son Corr elati on	.295	.063	.073	-.147	.063	-.079	.073	.267	.290	.250	-.183	.408*	.535* *	.183	.158	.158	-.147	.548* *	-.059	.259	.530* *	.290	.519* *	-.147	.632* *	-.060	.1

	Sig. (2- taile d)	.162	.772	.736	.492	.772	.713	.736	.207	.169	.239	.393	.048	.007	.393	.461	.461	.492	.006	.784	.221	.008	.169	.009	.492	.001	.781	.3
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q37	Pear son Corr elati on	-.192	.237	-.060	-.192	-.118	-.187	-.060	-.095	-.266	-.118	-.022	.048	-.095	.367	-.187	-.187	-.192	-.367	.343	.222	.084	.146	.146	-.192	-.187	.240	-.1
	Sig. (2- taile d)	.369	.266	.780	.369	.582	.382	.780	.659	.209	.582	.920	.823	.659	.078	.382	.382	.369	.078	.101	.296	.698	.496	.497	.369	.382	.258	.3
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q38	Pear son Corr elati on	.192	.118	-.146	-.227	.473 ⁺	-.262	.472 ⁺	.348	.060	.118	.022	.145	.095	.324	.187	.187	.192	.367	-.343	-.038	.084	.266	.038	.192	.187	-.240	.3
	Sig. (2- taile d)	.369	.582	.496	.287	.020	.217	.020	.096	.780	.582	.920	.500	.659	.123	.382	.382	.369	.078	.101	.859	.698	.209	.859	.369	.382	.258	.0
	N	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
Q39	Pear son Corr elati on	.209	.530 ⁺	.103	-.209	.000	.000	-.103	.126	.308	.354	-.258	.000	.126	.258	.000	.000	-.209	.258	.084	.275	.167	.103	.458 ⁺	.209	.447 ⁺	-.169	.0

	Sig. (2- taile d) N	.328 24	.008 24	.633 24	.328 24	1.00 0 24	1.00 0 24	.633 24	.557 24	.143 24	.090 24	.223 24	1.00 0 24	.557 24	.223 24	1.00 0 24	1.00 0 24	.328 24	.223 24	.698 24	.193 24	.436 24	.633 24	.024 24	.328 24	.028 24	.430 24	.633 24
Q40	Pear son Corr elati on Sig. (2- taile d) N	.325 24	.130 24	.122 24	-.134 24	.130 24	-.041 24	.122 24	.312 24	.122 24	-.065 24	-.118 24	.053 24	.035 24	.118 24	.205 24	.451 ⁺ 24	-.134 24	.071 24	-.146 24	.210 24	.275 24	.122 24	.193 24	-.134 24	.205 24	.387 24	.633 24
Q41	Pear son Corr elati on Sig. (2- taile d) N	-.247 24	.418 ⁺ 24	-.191 24	-.247 24	.060 24	-.076 24	-.191 24	-.192 24	.017 24	.239 24	-.044 24	.098 24	.064 24	.393 24	-.076 24	-.529 ⁺ 24	-.247 24	-.044 24	.240 24	.201 24	.000 24	.225 24	.356 24	.176 24	-.076 24	-.314 24	.633 24
Q42	Pear son Corr elati on Sig. (2- taile d) N	.209 24	-.530 ⁺ 24	.103 24	.209 24	.000 24	.224 24	.103 24	.126 24	.103 24	.000 24	-.258 24	.000 24	-.126 24	-.430 ⁺ 24	.000 24	.447 ⁺ 24	.209 24	.086 24	-.084 24	-.092 24	.167 24	-.308 24	-.458 ⁺ 24	.209 24	.224 24	.338 24	.633 24

	Sig. (2- taile d) N	.328 24	.008 24	.633 24	.328 24	1.00 24 0	.294 24	.633 24	.557 24	.633 24	1.00 24 0	.223 24	1.00 24 0	.557 24	.036 24	1.00 24 0	.028 24	.328 24	.689 24	.698 24	.670 24	.436 24	.143 24	.024 24	.328 24	.294 24	.106 24	.0
Q43	Pear son Corr elati on Sig. (2- taile d) N	-.247 24	.598 ⁺ 24	.017 24	.176 24	.060 24	-.076 24	.017 24	-.192 24	-.191 24	-.120 24	-.044 24	-.098 24	.064 24	.218 24	-.076 24	-.302 24	-.247 24	-.044 24	.240 24	.201 24	-.169 24	.225 24	.356 24	-.247 24	-.302 24	-.143 24	.1
Q44	Pear son Corr elati on Sig. (2- taile d) N	-.134 24	-.454 ⁺ 24	.122 24	.325 24	.130 24	.451 ⁺ 24	-.329 24	-.243 24	.122 24	.324 24	.071 24	-.159 24	-.243 24	-.260 24	-.287 24	-.041 24	-.134 24	-.118 24	-.146 24	-.193 24	.092 24	-.329 24	-.412 ⁺ 24	.325 24	-.287 24	-.170 24	-.1
Q45	Pear son Corr elati on	.269	.365	-.185	-.162	.365	-.115	.238	.228	.238	.183	-.067	.348	.228	.244	.346	.115	-.162	.289	-.151	.308	.086	.238	.450 ⁺	-.162	.115	-.131	.4

	Sig. (2- taile d) N	.203 24	.079 24	.386 24	.451 24	.079 24	.591 24	.262 24	.285 24	.262 24	.393 24	.757 24	.096 24	.285 24	.250 24	.097 24	.591 24	.451 24	.171 24	.481 24	.144 24	.689 24	.262 24	.027 24	.451 24	.591 24	.542 24	.0
Q46	Pear son Corr elati on Sig. (2- taile d) N	.192 24	- .414 ⁺ 24	.060 24	.192 24	.118 24	-.262 24	.060 24	.095 24	-.352 24	-.059 24	.022 24	-.241 24	.095 24	-.022 24	-.037 24	.187 24	-.227 24	.022 24	-.007 24	-.038 24	.251 24	-.146 24	-.330 24	.192 24	.187 24	.099 24	.0
Q47	Pear son Corr elati on Sig. (2- taile d) N	-.120 24	.408 ⁺ 24	.178 24	-.120 24	.000 24	.000 24	-.059 24	.073 24	.178 24	.204 24	-.248 24	.333 24	.364 24	.248 24	.000 24	.000 24	-.120 24	.348 24	-.048 24	.159 24	.385 24	.415 ⁺ 24	.688 ⁺ 24	-.120 24	.258 24	.098 24	-.0
Q48	Pear son Corr elati on	.269	.000	.026	.269	.183	-.115	.450 ⁺	.228	-.185	-.365	.111	-.050	-.033	-.111	.346	.346	-.162	-.067	.194	.118	-.086	.026	-.308	-.162	.115	-.131	.4

	Sig. (2- taile d) N	.203 24	1.00 24	.902 24	.203 24	.393 24	.591 24	.027 24	.285 24	.386 24	.079 24	.605 24	.818 24	.880 24	.605 24	.097 24	.097 24	.451 24	.757 24	.363 24	.582 24	.689 24	.902 24	.144 24	.451 24	.591 24	.542 24	.0
Q49	Pear son Corr elati on Sig. (2- taile d) N	-.147 24	.063 24	.073 24	-.147 24	.250 24	-.079 24	-.145 24	.000 24	.073 24	.438* 24	.000 24	.204 24	.267 24	.365 24	-.079 24	-.079 24	-.147 24	.365 24	-.237 24	.065 24	.354 24	.290 24	.519* 24	.295 24	.158 24	-.060 24	.0
Q50	Pear son Corr elati on Sig. (2- taile d) N	.325 24	.324 24	.122 24	-.134 24	.130 24	-.041 24	.348 24	.312 24	.122 24	-.065 24	-.308 24	.265 24	.035 24	.308 24	.205 24	.451* 24	-.134 24	-.118 24	.038 24	.210 24	.092 24	.122 24	.193 24	-.134 24	.205 24	.201 24	.0

RPP CONTROL GROUP AND EXPERIMENT GROUP

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

CONTROL GROUP

Nama : Anisa Rachman
Sekolah : MTs Darul Ulum Purwogondo
Kelas/Semester : VIII / Genap
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Narrative text
Alokasi Waktu : 2x 45 menit

A. Kompetensi inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji dan menalar dalam 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

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
2. Menerapkan struktur teks dan unsur kebahasaan untuk melakukan fungsi sosial narrative teks dengan menyatakan dan menanyakan tentang narrative teks sesuai dengan konteks penggunaannya.
3. Menangkap makna teks narrative teks lisan dan tulis, pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

1. Memahami fungsi teks *narrative*.
2. Memahami struktur dari teks narrative
3. Memahami pola kalimat using action verb, Using adverb of time in beginning of sentence, Using conjunction, and using Simple Past Tense
4. Membuat contoh teks narrative sederhana dengan jelas dan benar

D. Tujuan Pembelajaran

Setelah mengikuti serangkaian proses belajar mengajar, 75% siswa diharapkan mampu:

1. Memahami fungsi teks *narrative*.
2. Memahami pola kalimat using action verb, Using adverb of time in beginning of sentence, Using conjunction, and using Simple Past Tense
3. Membuat contoh teks narrative sederhana dengan jelas dan benar

E. Materi Pembelajaran

Terlampir

F. Metode Pembelajaran

Metode : Numbered heads together technique

G. Media, Alat, dan Sumber Pembelajaran

1. Alat: Papan tulis, spidol
2. Sumber :
 - Buku paket/modul

H. Langkah-Langkah Kegiatan Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN
Pembukaan	<ol style="list-style-type: none">1. Guru masuk kelas dengan salam dan menyapa siswa.2. Guru menanyakan kabar siswa.3. Guru mengecek kehadiran siswa.4. Guru meminta siswa untuk berdoa sebelum belajar

	<p>dengan “Basmalah”.</p> <p>5. Guru mengantarkan siswa pada suatu permasalahan yang terkait dengan materi yang akan dipelajari.</p> <p>6. Guru menanyakan materi terakhir pada pertemuan terakhir</p>
Inti	<p>1. Mengamati</p> <ul style="list-style-type: none"> ▪ Guru memberikan stimulus kepada siswa dengan bertanya tentang cerita atau film yang bersangkutan dengan materi ▪ Guru mendemonstrasikan obyek belajar yang menarik sehingga siswa terpancing untuk bertanya. ▪ Guru memberikan penjelasan tentang materi yang akan dipelajari ▪ Guru meminta siswa untuk mencatat apa yang dijelaskan oleh guru <p>2. Menanya</p> <ul style="list-style-type: none"> ▪ Guru memberi pertanyaan maka siswa akan lebih aktif dan dapat berusaha lebih giat lagi untuk menjawab pertanyaan seorang guru tersebut dengan benar, maka dengan menanya seorang siswa akan berusaha lagi. ▪ Guru memberikan kesempatan kepada siswa untuk bertanya <p>3. Mencoba</p> <ul style="list-style-type: none"> ▪ Guru membagi siswa menjadi 4-5 kelompok. ▪ Guru meminta siswa untuk berdiskusi dengan kelompoknya. ▪ Guru memberikan nomer di setiap murid secara acak. ▪ Setelah selesai berdiskusi guru memberikan

	<p>pertanyaan secara acak.</p> <ul style="list-style-type: none"> ▪ Siswa menjawab secara cepat nomer yang di sebutkan guru. <p>4. Mengasosiasi</p> <ul style="list-style-type: none"> ▪ Mengolah informasi yang sudah dikumpulkan baik terbatas dari hasil kegiatan mengumpulkan/eksperimen maupun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi.
Penutup	<ol style="list-style-type: none"> 1. Guru melakukan refleksi pada siswa dengan bertanya tentang perasaan siswa setelah melakukan kegiatan belajar. 2. Guru memberikan kesempatan pada siswa untuk bertanya tentang hal yang belum dimengerti. 3. Guru memberikan tugas pada siswa. 4. Guru memberikan motivasi pada siswa dan menutup kegiatan belajar dengan “Hamdalah” dan salam

Lampiran

➤ The definition of narrative text

Narrative text is text that tell about fabel, fairy tale, fiction, and legend to entertain the reader.

➤ The purpose of narrative text

The Purpose of Narrative Text is to entertain the reader with a story.

➤ Type of narrative text

- 1) Legend
- 2) Fable
- 3) Fairy tale
- 4) Science fiction

➤ Generic Structures of Narrative Text

1) Orientation

Where the writer start to introduce the story and actor or participant that involved in the story

2) Complication

Tells the beginning of the problems which leads to the crisis (climax) of the main participants. And also the writer start show the problem in the story

3) Resolution

Solve the problem or where the writer give the solution and also can contains closing. In this step the writer can give ending story sad or happy.

4) Re-orientation/Coda

This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer

➤ Language Features of Narrative

- ✓ Using Simple Past Tense
- ✓ Using adverb of time in beginning sentence
- ✓ Using action verb
- ✓ Using conjunction

PENILAIAN

1. Teknik : Tes Tulis, Observasi
2. Bentuk : Uraian
3. Instrumen Penilaian
 - a. Penilaian Sikap (Afektif)

No	Nama Siswa/ Kelompok	Jujur				Tanggung Jawab				Disiplin				Santun				Nilai Akhir
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.																		
2.																		
Dst																		

Keterangan :

4 = jika empat indikator terlihat.

3 = jika tiga indikator terlihat.

2 = jika dua indikator terlihat.

1 = jika satu indikator terlihat.

Indikator Penilaian Sikap :

Disiplin :

- a. Tertib mengikuti instruksi
- b. Mengerjakan tugas tepat waktu
- c. Tidak melakukan kegiatan yang tidak diminta
- d. Tidak membuat kondisi kelas menjadi tidak kondusif

Jujur :

- a. Menyampaikan sesuatu berdasarkan keadaan yang sebenarnya
- b. Tidak menutupi kesalahan yang terjadi
- c. Tidak mencontek atau melihat data / pekerjaan orang lain
- d. Mencantumkan sumber belajar dari yang dikutip/dipelajari

Tanggung Jawab :

- a. Pelaksanaan tugas piket secara teratur.
- b. Peran serta aktif dalam kegiatan diskusi kelompok
- c. Mengajukan usul pemecahan masalah.
- d. Mengerjakan tugas sesuai yang ditugaskan

Santun :

- a. Berinteraksi dengan teman secara ramah
- b. Berkomunikasi dengan bahasa yang tidak menyinggung perasaan
- c. Menggunakan bahasa tubuh yang bersahabat
- d. Berperilaku sopan

Nilai akhir sikap diperoleh dari modus (skor yang paling sering muncul) dari keempat aspek sikap di atas.

Kategori nilai sikap:

- a. Sangat baik jika memperoleh nilai akhir 4
- b. Baik jika memperoleh nilai akhir 3
- c. Cukup jika memperoleh nilai akhir 2
- d. Kurang jika memperoleh nilai akhir 1

b. Penilaian Proses (Keterampilan)

No	Nama Siswa	Aspek yang dinilai					Nilai akhir
		Mengamati (10%)	Menanya (10%)	Mengumpulkan data (20%)	Mengasosiasi (45%)	Mengkomunikasikan (15%)	
1							
2							
3							

Indikator Penilaian Keterampilan

Aspek	Skor	Kriteria
Mengamati	4	
	3	
	2	
	1	
Menanya	4	
	3	
	2	
	1	
Mengumpulkan data	4	
	3	
	2	
	1	
Mengasosiasi	4	
	3	
	2	
	1	
Mengkomunikasikan	4	

Aspek	Skor	Kriteria
	3	
	2	
	1	

Pengolahan Nilai

$$\text{Nilai Akhir Maksimal} = (4 \times 10) + (4 \times 10) + (4 \times 20) + (4 \times 45) + (4 \times 15) = 100 = 4$$

Nilai total adalah penjumlahan nilai dari kelima aspek (Persiapan, Proses, Hasil Kerja, Sikap dan waktu). Nilai total dalam bentuk ratusan dikonversi kedalam bentuk 1 s.d. 4

No	Nama Siswa	Nilai Ulangan/UTS/UAS						Rata-Rata
		UH	UH	UTS	UH	UH	UAS	
1								
2								
3								

Jepara, 9 Juli 2019

Mengetahui,

Guru Pamong,

Mahasiswa,

Noor Saidah, S.Pd

NIP.

Anisa Rachman

NIP.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

EXPERIMENT GROUP

Nama : Anisa Rachman
Sekolah : MTs. Darul Ulum Purwogondo
Kelas/Semester : VIII/Genap
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Narrative text
Alokasi Waktu : 2x 45 menit

1. Kompetensi inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji dan menalar dalam ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

2. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
 2. Menerapkan struktur teks dan unsur kebahasaan untuk melakukan fungsi sosial narrative teks dengan menyatakan dan menanyakan tentang narrative teks sesuai dengan konteks penggunaannya.
 3. Menangkap makna teks narrative teks lisan dan tulis, pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
4. Indikator
1. Memahami fungsi teks *narrative*.
 2. Memahami struktur dari teks *narrative*

3. Memahami pola kalimat using action verb, Using adverb of time in beginning of sentence, Using conjunction, and using Simple Past Tense

4. Membuat contoh teks narrative sederhana dengan jelas dan benar

5. Tujuan Pembelajaran

Setelah mengikuti serangkaian proses belajar mengajar, 75% siswa diharapkan mampu:

4. Memahami fungsi teks *narrative*.

5. Memahami pola kalimat using action verb, Using adverb of time in beginning of sentence, Using conjunction, and using Simple Past Tense

6. Membuat contoh teks narrative sederhana dengan jelas dan benar

6. Materi Pembelajaran

Terlampir

7. Metode Pembelajaran

Metode : Numbered head together

8. Media, Alat, dan Sumber Pembelajaran

Alat: Papan tulis, spidol, kertas warna

3. Sumber :

- Buku paket/modul

9. Langkah-Langkah Kegiatan Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN
Pembukaan	<ul style="list-style-type: none">• Guru masuk kelas dengan salam dan menyapa siswa.• Guru menanyakan kabar siswa.• Guru mengecek kehadiran siswa.• Guru meminta siswa untuk berdoa sebelum belajar dengan “Basmalah”.• Guru mengantarkan siswa pada suatu permasalahan yang terkait dengan materi yang akan dipelajari.• Guru menanyakan materi terakhir pada pertemuan terakhir

Inti	<ul style="list-style-type: none"> • Guru masuk kelas dengan salam dan menyapa siswa. • Guru menanyakan kabar siswa. • Guru mengecek kehadiran siswa. • Guru meminta siswa untuk berdoa sebelum belajar dengan “Basmalah”. • Guru mengantarkan siswa pada suatu permasalahan yang terkait dengan materi yang akan dipelajari. • Guru menanyakan materi terakhir pada pertemuan terakhir
Penutup	<p>5. Mengamati</p> <ul style="list-style-type: none"> ▪ Guru memberikan stimulus kepada siswa dengan bertanya tentang cerita atau film yang bersangkutan dengan materi ▪ Guru mendemonstrasikan obyek belajar yang menarik sehingga siswa terpancing untuk bertanya. ▪ Guru memberikan penjelasan tentang materi yang akan dipelajari ▪ Guru meminta siswa untuk mencatat apa yang dijelaskan oleh guru <p>6. Menanya</p> <ul style="list-style-type: none"> ▪ Guru memberi pertanyaan maka siswa akan lebih aktif dan dapat berusaha lebih giat lagi untuk menjawab pertanyaan seorang guru tersebut dengan benar, maka dengan menanya seorang siswa akan berusaha lagi. ▪ Guru memberikan kesempatan kepada siswa untuk bertanya <p>7. Mencoba</p>

	<ul style="list-style-type: none"> ▪ Guru membagi siswa menjadi 4-5 kelompok. ▪ Guru meminta siswa untuk berdiskusi dengan kelompoknya. ▪ Guru memberikan nomer di setiap murid secara acak. ▪ Setelah selesai berdiskusi guru memberikan pertanyaan secara acak. ▪ Siswa menjawab secara cepat nomer yang di sebutkan guru. <p>8. Mengasosiasi</p> <ul style="list-style-type: none"> ▪ Mengolah informasi yang sudah dikumpulkan baik terbatas dari hasil kegiatan mengumpulkan/eksperimen maupun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi.
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Lampiran

➤ The definition of narrative text

Narrative text is text that tell about fabel, fairy tale, fiction, and legend to entertain the reader.

➤ The purpose of narrative text

The Purpose of Narrative Text is to entertain the reader with a story.

➤ Type of narrative text

5) Legend

6) Fable

7) Fairy tale

8) Science fiction

➤ Generic Structures of Narrative Text

Keterangan:

4 = jika empat indikator terlihat.

3 = jika tiga indikator terlihat.

2 = jika dua indikator terlihat.

1 = jika satu indikator terlihat.

Indikator Penilaian Sikap:

Disiplin

- a. Tertib mengikuti instruksi
- b. Mengerjakan tugas tepat waktu
- c. Tidak melakukan kegiatan yang tidak diminta
- d. Tidak membuat kondisi kelas menjadi tidak kondusif

Jujur

- e. Menyampaikan sesuatu berdasarkan keadaan yang sebenarnya
- f. Tidak menutupi kesalahan yang terjadi
- g. Tidak mencontek atau melihat data / pekerjaan orang lain
- h. Mencantumkan sumber belajar dari yang dikutip/dipelajari

Tanggung Jawab

- e. Pelaksanaan tugas piket secara teratur.
- f. Peran serta aktif dalam kegiatan diskusi kelompok
- g. Mengajukan usul pemecahan masalah.
- h. Mengerjakan tugas sesuai yang ditugaskan

Santun

- e. Berinteraksi dengan teman secara ramah
- f. Berkomunikasi dengan bahasa yang tidak menyinggung perasaan
- g. Menggunakan bahasa tubuh yang bersahabat
- h. Berperilaku sopan

Nilai akhir sikap diperoleh dari modus (skor yang paling sering muncul) dari keempat aspek sikap di atas.

Kategori nilai sikap:

- e. Sangat baik jika memperoleh nilai akhir 4
- f. Baik jika memperoleh nilai akhir 3
- g. Cukup jika memperoleh nilai akhir 2
- h. Kurang jika memperoleh nilai akhir 1

b. Penilaian Proses (Keterampilan)

No	Nama Siswa	Aspek yang dinilai					Nilai akhir
		Mengamati (10%)	Menanya (10%)	Mengumpulkan data (20%)	Mengasosiasi (45%)	Mengkomunikasikan (15%)	
1							
2							
3							

Indikator Penilaian Keterampilan

Aspek	Skor	Kriteria
Mengamati	4	
	3	
	2	
	1	
Menanya	4	
	3	
	2	
	1	
Mengumpulkan data	4	
	3	
	2	
	1	

Aspek	Skor	Kriteria
Mengasosiasi	4	
	3	
	2	
	1	
Mengkomunikasikan	4	
	3	
	2	
	1	

Pengolahan Nilai

Nilai Akhir Maksimal = $(4 \times 10) + (4 \times 10) + (4 \times 20) + (4 \times 45) + (4 \times 15) = 100 = 4$

Nilai total adalah penjumlahan nilai dari kelima aspek (Persiapan, Proses, Hasil Kerja, Sikap dan waktu). Nilai total dalam bentuk ratusan dikonversi kedalam bentuk 1 s.d. 4

No	Nama Siswa	Nilai Ulangan/UTS/UAS						Rata-Rata
		UH	UH	UTS	UH	UH	UAS	
1								
2								
3								

Jepara, 9 Juli 2019

Mengetahui,

Guru Pamong,

Mahasiswa,

Noor Saidah, S.Pd

Anisa Rachman

Name :

Class :

LEMBAR SOAL (PRETEST) TEST MEMBACA NARATIVE TEXT

BAHASA INGGRIS KELAS 8

Petunjuk umum

1. Tulislah nama dan kelas pada lembar jawaban yang tersedia
2. Bacalah dengan seksama bacaan yang tersedia
3. Waktu mengerjakan 60 menit

Petunjuk khusus

Berilah tanda silang (x) pada huruf A, B, C, atau D untuk menjawab pertanyaan dianggap paling benar pada lembar jawaban yang tersedia.

Telaga Warna

Long long ago, there was a kingdom in west java. The kingdom was ruled by a king named his Majesty Prabu.

Prabu was a kind and wise king. But it was a pity that Prabu and his queen hadn't got any children. The queen often cried. That was why Prabu went to jungle. There he prayed to god every day, begging for a child.

A few months later, the queen got pregnant. Nine months later, a princess was born. Prabu and Queen loved their beautiful daughter so much. They gave whatever she wanted. It made Princes turn into a very spoiled girl.

One day, the princess celebrated 17th birthday party. Many people gathered in the palace. Then, Prabu took out a necklace which was made from gold and jewel.

"My beloved daughter, today I give you this necklace. Please, wear this necklace" Said Prabu.

"I don't want to wear it! It's ugly!" shouted the princess. Then she threw the necklace. The beautiful necklace was broken. The gold and jewels were spread out on the floor. Everybody couldn't say anything. They never thought that their beloved princess would do that cruel thing. In their silence, people heard the queen crying. Every woman felt sad and began crying, too. Then, everybody was crying. Then, there was a miracle. Earth was crying.

Suddenly, from the underground, a spring emerged. It made a pool of water. Soon, the place became a big lake. The lake finally sank the kingdom.

Nowadays, people called the “Telaga Warna”. It means “lake of color”. On a bright day, the lake is full of color. These colors come from shadows of forest, and sky around the lake. But some people said that the colors are the princes’s necklace, which spreads at the bottom of the lake.

1. Where did the story happened?
 - a. east java
 - b. central java
 - c. north Sumatra
 - d. west java

2. What is the gift given by the king to the princess in her 17th birthday?
 - a. Ring
 - b. Necklace
 - c. Bracelet
 - d. Crown

3. What did Prabu ask the princess to do with the present?
 - a. To wear
 - b. To throw away
 - c. To replace
 - d. To lose

4. What did the Princess do to the present given by her father?
 - a. To wear
 - b. To throw away
 - c. To replace
 - d. To lose

5. “... their beloved princess would do that cruel thing.” The underlined word means ...
 - a. Baik
 - b. Sopan
 - c. Jahat
 - d. Lucu

6. “...their beloved princess would do that cruel thing.” The underlined word refers to ...
 - a. Prabu and the Queen
 - b. People
 - c. Friends
 - d. Servants

7. “Suddenly, from the underground, a spring emerged.” The underlined word means ...
- Appear
 - Hide
 - Blow
 - Flew
8. What can you learn from the text?
- Don't be an arrogant
 - Don't be a liar
 - Don't be a cruel person
 - Don't be a humble person

The Bears and The Two Travelers

Two men were traveling together when a bear suddenly met them on their path. One of them quickly climbed up a tree and hid among the branches. The other, feeling that he would be attacked, fell flat on the ground.

The Bear came up and felt him with his snout, and smelt him all over. The man held his breath, and pretended to be dead. The Bear soon left him, because it is said that bears will not touch a dead body. When the Bear was quite gone, the other traveler came down out of the tree.

With a clever grin he inquired of his friend, “Just what was it that the Bear whispered in your ear?” His companion replied, “He gives me this advice; Never travel with a friend who deserts you at the approach of danger”.

9. What can we learn from the story
- Too easy to find true friends
 - True friends is the one who always supports and stands by you in any situation
 - True friends who are accompanying in travel
 - True friends are deserts you at the approach of danger
10. “He gives me this advice; Never travel with a friend who deserts you at the approach of danger”. (Paragraph 3) the underlined word refers to...
- The bear
 - The dead man
 - The friend who cannot climb
 - The friend who climb the tree
11. Where do you think the story happened?
- In the river
 - In the park

- c. In the woods
 - d. In the zoo
12. The man on the ground ...
- a. Went to sleep
 - b. Held his breath
 - c. Opened his mouth
 - d. Eaten by the bear
13. What is the main idea of paragraph 3?
- a. Two men were traveling together into the forest
 - b. Two men met the bear
 - c. Two men were killed by the bear
 - d. The man saved from danger

Landi and His Friends

There was a porcupine named Landi. He was lonely. No one wanted to play with him because they were afraid of his spikes. “Dear Landi, we don’t want to play with you because your spikes were too sharp. We don’t want you to hurt us”, said Cici the rabbit one day. “Cici is right, Landi. It is not you are bad or rude to us. No Landi! Just because of your sharp spikes. They will stab us when we come close to you,” said Tito, the rooster.

Landi felt lonely. He murmured. “Why don’t they want to play with me?” Landi spent most of the time dreaming at the river bank. “I would have lots of friends and play with them if no spikes are on my body. I would be happy. I would not be lonely like this. What a shame!”

Suddenly Kuku the turtle appeared from the river. He came to Landi and said, “Landi, what are you thinking of?”

“Oh nothing” Landi replied.

“Don’t lie to me, Landi. Please tell me your problem. Maybe, I can help you”, Kuku said wisely. Then, he sat beside Landi. He wasn’t afraid of Landi’s spikes.

Shortly, Landi told Kuku his problem. Kuku nodded his head. He said, “poor you. But it is not your fault. I know, your spikes are very useful and helpful to you. Your friends will realize it someday. Trust me, Landi.”

“Thanks, Kuku. You’re really my best friend. You are the only one here who wants to be my friend.”

One day, Sam the frog held his birthday party. He invited all his friends, including Landi. But he didn't want to come. He didn't want to mess up the party. "I'll come with you, Landi. I'll tell everyone that you are harmless," said Kuku. Finally, Landi attended the party. Everyone enjoyed it. Suddenly, Tito ran here and there screaming. "Help..help...help..! The evil wolf is coming. Save yourselves!" Then, everyone ran to save their lives, except Kuku and Landi. Kuku pulled his head and legs into his shell. Landi rolled his body into a ball. Unintentionally, the evil wolf stepped his foot on Landi. Of course the spikes pricked him. He screamed, "Ouch!" since his foot was bleeding, he didn't chase Landi's friends any longer. Then, he ran away.

"Horay...horay...horay! Long live Landi! He save our lives," said Cici and her friends. Everyone shook Landi's hand and thanked him. From then on, Landi wasn't lonely anymore. Anyone knew that his spikes would not hurt anyone, unless they wanted to hurt Landi.

14. Which of the following sentences is TRUE according to the text?
 - a. Koko invited some of his friends to his party.
 - b. Kuku was afraid of Landi very much.
 - c. Landi's friends wanted the wolf to hurt him.
 - d. Landi's friends were afraid of his spikes at first.

15. What can we learn from the story above?
 - a. We should be disappointed to have a bad physical appearance
 - b. We should not underestimate someone's bad physical appearance
 - c. We like someone to ridicule each other
 - d. We have to help our friends and appreciate them.

16. How many characters are there in the story?
 - a. Five
 - b. Four
 - c. Seven
 - d. Six

17. "Don't lie to me". (Paragraph 7). What does the word "me" refer to?
 - a. Kuku the turtle
 - b. Cici the Rabbit
 - c. Tito the roaster
 - d. Koko the frog

The Fox and The Crow

One upon a time, there lived an old lady crow who was mean and ugly. One day, Miss Crow had stolen a big piece of cheese and flew on to a branch to enjoy it.

One the other place, under the tree, a sly creature, Mr. Fox, who wanted the cheese for himself, came up and spoke politely to her. “Oh. Miss Crow, how beautiful you are! What a lovely beak, what lovely feathers you have! What pretty eyes! If only you could sing, you would be the most beautiful bird in the world!” Very pleased to hear all of this about herself, Miss Crow gave a loud croak to show that she could sing.

Of course, the moment she opened her beak, the cheese fell down, and Mr. Fox ran away with it, laughing loudly.

18. How many characters are there in the story?
 - a. Two
 - b. Three
 - c. Four
 - d. Five

19. What is the purpose of the text above?
 - a. To inform what happened in the past
 - b. To amuse the readers
 - c. To tell us how to write a story
 - d. To give a description of a fox

20. How was the end of the story?
 - a. The fox and the crow being a friend
 - b. The crow stole the cheese
 - c. The fox is arrested by the hunter
 - d. The crow lost the cheese

The Lamb and The Wolf

One day, the wolf was slaking his thirst at the stream. In the same time, he see a lamb also drinking at some distance down the stream. Outraged, he growled “you are muddying my drinking water, now i shall eat you. “

The lamb protested, “but, sir how can i be muddying your drinking water? Iam further downstream than you are. The water is flowing from your part of the stream to where iam.

“upstream or downstream, your drinking is muddying my water. And i shall eat you.” So, saying, the wolf leaped upon the lamb and devoured him.

21. Where did the story happen?
 - a. On the river
 - b. In the forest
 - c. In the jungle
 - d. At the zoo
22. We can learn from th story that
 - a. Never drink the river water
 - b. Do not misuse the power you have
 - c. Never clean your body on the stream
 - d. The king will be the winner
23. “...you are muddying my drinking water, now i shall eat you. “ What does the underlined word refers to?
 - a. The wolf
 - b. The lamb
 - c. The man
 - d. The writer
24. The following facts which not made the wolf get angry with the lamb is...?
 - a. The lamb muddying the water
 - b. The lamb stood at the upstream
 - c. The lamb drink in the same stream
 - d. The lamb protested him
25. Iam further downstream than you are. What is the opposite of underlined word?
 - a. Below
 - b. Low
 - c. Clever
 - d. Upstream

Once when a lion was asleep, little mouse began running up and down upon him. The lion then grabbed the frightened mouse with his huge paws and opened his mouth to swallow him directly. "Please, King," begged the Mouse, "Spare me this time and of course I will never forget your kindness. Someday I may be able to repay you." The Lion thought that it was such an amusing idea that he let the poor creature go. Sometimes later the Lion was caught in a net laid by some hunters. Despite his great strength, the Lion could not break free. Soon the forest echoed with angry loud roars.

The Little Mouse heard the Lion and ran to see what was wrong. As soon as he succeeded to make the Lion free "There!" said the Mouse proudly, " You laughed at me when I promised to repay your kindness, but now you know that even a tiny Mouse can help a mighty Lion."

26. What is the purpose of the text?
 - a. To describe the lion and the mouse.
 - b. To entertain the reader
 - c. To give information about the mouse and the lion
 - d. To give information about friendship.

27. How many main characters are mentioned in the story?
 - a. Two
 - b. Three
 - c. Four
 - d. Five

28. What is the moral value of the story?
 - a. A greedy lion suitable have not a good friend
 - b. Be patient in every problem
 - c. Little friends may prove to be great friends.
 - d. Be smart in everywher

A blind and the Lame Man

Once upon a time there was a blind man who lived in the same house with a lame man. They were good friends to each other. One day the blind man said to the lame man, "I can run with my legs, but I cannot see with my eyes. What will I do, if there is a fire?" the lame answered "I can see with my eyes, but I can't run with my legs. If you can carry me on your back, I can see for you and you can run for me." "That's good idea" said the blind man. "Let's help each other." Not long after this, there was a fire. The blind man carried the lame man on his back and so they both got out the house.

29. How many characters of this text?
 - a. One
 - b. Two
 - c. Three
 - d. Four

30. Where did the blind man live? He lives..
 - a. Alone
 - b. With the lame man
 - c. Near the lame man's house
 - d. Far away from the lame man's house

31. "The lame answered "I can see with my eyes, but I can't run with my legs." The opposite of the underlined word is...
 - a. Gave
 - b. Asked
 - c. Responded
 - d. Interrupted

32. Which statement is true according to the story?
 - a. The lame was carried the blind man on his back
 - b. The lame man left the blind man in the fire
 - c. The lame man was carried by the blind on his back
 - d. The lame man and the blind man were enemies to each other

The Legend of Sangkuriang

Long time ago in west java, lived a woman named DayangSumbi. DayangSumbi married with the dog (god generation) and called him Tumang. DayangSumbi gave birth to a baby named Sangkuriang, but she never told him who his

father was. Oneday, Sangkuriang was hunting with Tumang in the forest, and he found nothing. He blamed Tumang for his failure and killed him. When the DayangSumbi knew that, she hit sangkuriang's head with a big spoon and asked him to go.

Many years later, the wandering Sangkurian found a house in the forest, and an old beautiful woman was in the house. The woman, DayangSumbi recognized the adventurer as Sangkuriang. Sangkuriang forced her to marry him and DayangSumbi asked him to make a vast boat in one night. In the night, Sangkuriang called his friends, ghosts, and forest fairies to help him. DayangSumbi feared the boat could be finished on time, so she asked someone nearby to help her. The women hit the grains with grain puncher to make noise which disturbed the ghosts and the fairies. The ghost and fairies ran away before completing the boat. Sangkuriang was very angry. He kicked away the boat upside down, and it turned a mountain called TangkubanPerahu.

33. Which of the following statement is true according the story?
 - a. Sangkuriang is a prince
 - b. DayangSumbi married Tumang because of love
 - c. Sangkuriang could communication with ghost
 - d. DayangSumbi finally killed Sangkuriang

34. Who is Tumang?
 - a. Sangkuriang's father
 - b. Sangkuriang's mother
 - c. Sangkuriang's grandfather
 - d. Sangkuriang's grandmother

35. DayangSumbirecognized the adventurer as Sangkuriang. What does the underlined word mean?

- a. Respected
- b. Identified
- c. Admire

Sailors

Long long ago, some sailors set out to sea in their sailing ship. One of them brought his pet monkey along for the long journey. When they were far out of sea, a terrible storm overturned their ship. Everyone fell into sea, and the monkey was sure that he would drown.

They soon reached the island and the monkey came down from the dolphin's back. The dolphin asked the monkey, "Do you know this place?" The monkey replied, "Yes, I do. In fact, the king of the island is my best friend. Do you know that I am actually a prince?"

The monkey asked, "How can I be a king?"

As the dolphin started swimming away, he answered, "That is easy. As you are the only creature in this island you will naturally be a king."

- 36. What does the text tell you about?
 - a. The sailor and their pet
 - b. The monkey and the dolphins
 - c. The king and the prince
 - d. The dolphin and his friends

- 37. What happened to the sailor's ship?
 - a. The terrible storm overturned
 - b. It drowned with all her loads
 - c. It hid the island under the sea
 - d. Its machine stopped working

- 38. What is the dolphin like on the text?
 - a. A wild creature
 - b. A helpful animal
 - c. A good swimmer

d. A nice friend

Cinderella

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. One day the king invited all the ladies in the kingdom to go to a ball in the palace. He wanted to find the Crown Prince a wife. The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too. Then, a fairy godmother came with her magic wand. She made up Cinderella as princess. She told Cindrella to come home before midnight.

At the ball, Cindrella danced all night with the Prince. The Prince fell in love with her. At midnight, Cindrella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cindrella again that night. The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner. After searching for along time, finally, they came to Cindrella's house. The slipper fit her. The prince was very happy to find Cindrella again. They got married and lived ever after.

39. What was there at the palace one day?
 - a. A game
 - b. A glassliper
 - c. Birthday party
 - d. A ball
40. Why did the king hold the event at his palace?
 - a. To celebrate his birthday
 - b. To find the Crown Prince a wife
 - c. To celebrate his wedding
 - d. To show give amusement to his guests.
41. How was the end of the story?
 - a. The prince turned into a horse forever

- b. The king gave the kingdom to Cinderella
 - c. The prince married Cinderella
 - d. Cinderella was betrayed by the king.
42. “She also gave Cinderella a lovely dress....” (Paragraph 4). The underlined word has the same meaning with
- a. Boring
 - b. Pretty
 - c. Honest
 - d. Loyal
43. How many antagonist characters in this story?
- a. Two
 - b. Three
 - c. Four
 - d. One
 - e. A fairy

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed onto it. Soon, it carried her safely to dry land.

Just at the moment, a hunter nearby was casting his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly the dove flew away to safety.

(Adapted: Seri Pendalaman Materi Bahasa Inggris SMP dan
MTs; Titi, Rinawati & Ana)

44. What did the dove do to save the ant?
- It climbed the nearby tree
 - It saw the ant struggling
 - It dropped a leaf
 - It carried the ant to try to dry land
45. What did the hunter do to the dove?
- He was hoping to eat it
 - He was trying to trap it
 - He was trying to shoot it
 - He was running towards it
46. What can we learn from the story?
- One good turns deserve another
 - Don't be greedy
 - When there is will, there is way
 - It is wise to plan for hard time

A Greedy Dog

A dog once took a large piece of meat from the butcher's shop. The butcher did not give it to him. He took it himself. He stole it. The bad dog ran away with the meat between his teeth. He ran quickly because he did not want the butcher to catch him and take the meat away from him. On his way, he came to a river. He went near it and looked into the water. He saw himself there and with the piece of meat in his mouth. But, he did not know that it was himself. "oh no, he said to himself". "There is another dog with a nice piece of meat. I want that meat and I want to have it too." He opened his mouth to take the other piece of meat. Of course, when he tried to take the meat, he falls into the river. Instead of getting the two pieces of meats, the foolish dog got nothing.

47. What is the characteristic of the dog?
- He is honest
 - He is kind
 - He is loyal
 - He is greedy

48. The butcher did not give it to him. What does the underlined word refer to?
- a. Dog
 - b. Meal
 - c. Meat
 - d. Water
49. The bad dog ran away with the meat between his teeth. “the word “bad” in this sentence has close meaning with...
- a. Ugly
 - b. Naughty
 - c. Wild
 - d. Dishonest
50. The purpose of the text is to...
- a. Entertain the readers
 - b. Persuade the readers
 - c. Tell the readers
 - d. Describe the characteristics

Appendix 13

Research Documentation





