

**THE INFLUENCE OF USING LISTEN-READ-DISCUSS (LRD) STRATEGY  
TOWARDS STUDENTS' READING COMPREHENSION ON  
NARRATIVE TEXT AT THE FIRST SEMESTER OF  
THE ELEVENTH GRADE OF SMA PERINTIS 1  
BANDAR LAMPUNG IN 2017/2018  
ACADEMIC YEAR**

**A Thesis  
Submitted as a Partial Fulfillment of  
the Requirements for S1-Degree**

**By**

**ELFA YUSANTI  
NPM.1311040171**

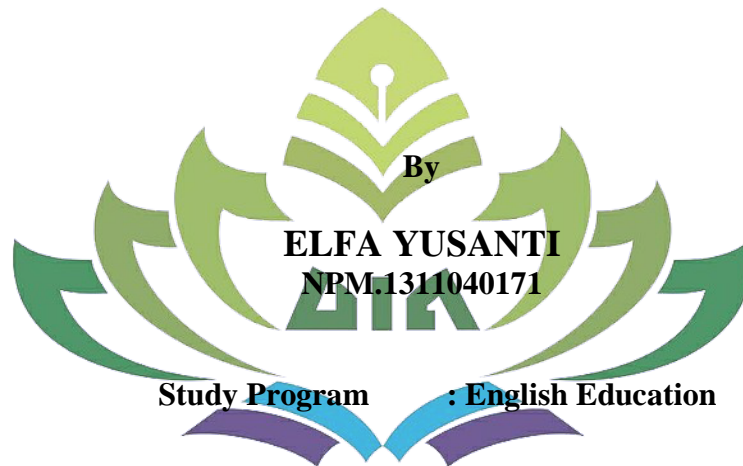
**Study Program : English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2017**

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LAMPUNG  
2017**

## ABSTRACT

### THE INFLUENCE OF USING LISTEN-READ-DISCUSS (LRD) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMA PERINTIS 1 BANDAR LAMPUNG IN 2017/2018 ACADEMIC YEAR

By

ELFA YUSANTI

Reading is one of language skills that should be mastered by the students. In reading the text, readers can find the knowledge and get information from printed text. The students' reading comprehension of SMA Perintis 1 Bandar Lampung is still low especially in reading narrative text. The objective of this research is to know whether there is a significant influence of using LRD strategy towards students' reading comprehension on narrative text at the first semester of the eleventh grade of SMA Perintis 1 Bandar Lampung in 2017/2018 academic year.

The research methodology was quasi experimental design. In this research, the population was the eleventh grade of SMA Perintis 1 Bandar Lampung. The sample of this research was two classes consisting of 25 students for experimental class and 25 students for control class. In the experimental class, the researcher used listen-read-discuss and in the control class the teacher used questioning strategy. The treatments were held in 5 meetings in which 2 x 45 minutes for each class. In collecting the data, the researcher used instrument in the form of multiple choice questions which had been tried out before the pretest. The instrument was given in pre-test and post-test. Before giving the treatment, the researcher gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that  $Sig. = 0.000$  and  $\alpha = 0.05$ . It means  $H_a$  is accepted because  $Sig. < \alpha = 0.000 < 0.05$ . Therefore, there is a significant influence of using listen-read-discuss towards students' reading comprehension of narrative text at the first semester of the eleventh grade of SMA Perintis 1 Bandar Lampung.

**Keywords:** *listen-read-discuss, narrative text, reading comprehension*



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## MOTTO

أَقْرَأْ كِتَابَكَ كَفَىٰ بِنَفْسِكَ الْيَوْمَ عَلَيْكَ حَسِيبًا ﴿١٤﴾

(It will be said to him:) "Read thine (own) record: Sufficient is thy soul this day to make out an account against thee." <sup>1</sup>  
[Al-Isra': 14]

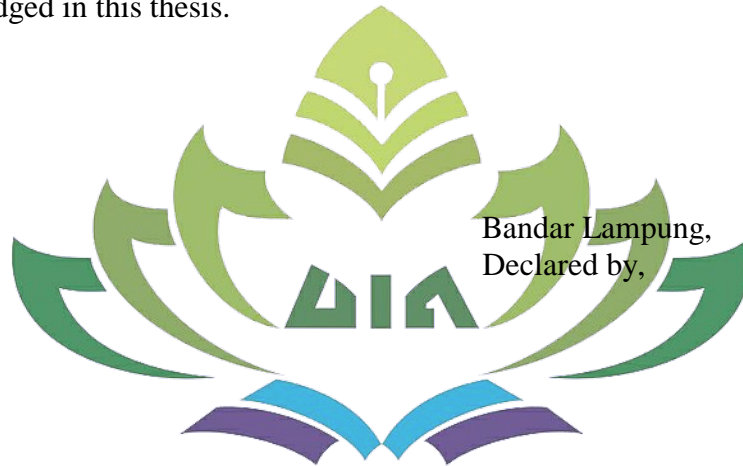


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<sup>1</sup> Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text With English Translation*, (Thomas Road London), p. 95

## DECLARATION

I hereby state that this thesis entitled “The Influence of using Listen-Read-Discuss strategy towards Students’ Reading Comprehension on Narrative Text at the First Semester of the Eleventh Grade of SMA Perintis 1 Bandar Lampung in 2017/2018 academic year” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.



Bandar Lampung,  
Declared by,

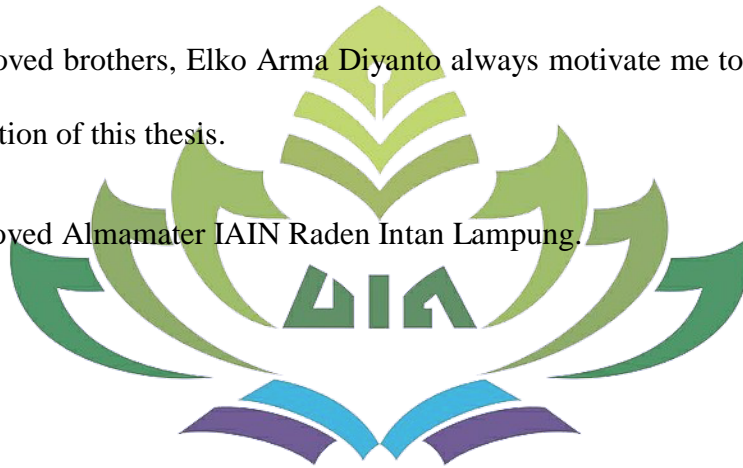
2017

**ELFA YUSANTI**  
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## DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved father, Armimi, and my beloved mother, Irama, who always pray, support me and guide me to be success in my study and my life. Thanks a lot for all the motivation.
2. My beloved brothers, Elko Arma Diyanto always motivate me to succeed until the completion of this thesis.
3. My beloved Almamater IAIN Raden Intan Lampung.





## **CURRICULUM VITAE**

The name of the writer is Elfa Yusanti. She was born in Tanjung Raja on February 1<sup>st</sup>, 1995. She is the second child of Mr. Armimi and Mrs. Irama. She has one brother whose name is Elko Arma Diyanto.

The writer began her school at Taman Kanak-kanak (TK) Aisyiah Muhammadiyah she graduated 2001 Tanjung Raja North Lampung. She continued her study to SDN 03 Tanjung Raja North Lampung and she graduated in 2007. In the same year, she continued her study to SMP N 01 Tanjung Raja North Lampung and graduated in 2010. After that, she continued her study to SMA N 01 Tanjung Raja North Lampung and graduated in 2013. In the same year she continued her study in UIN Raden Intan Lampung as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

During her study in UIN Raden Intan Lampung, she joined in several organizations such as, UKM BAPINDA, UKM BAHASA, DEMA and IKAM LAMPURA.

## ACKNOWLEDGEMENT

Praise be to Allah, the most gracious and the most merciful, who has given her blessing and chance for completing this thesis entitled “The influence of using listen-read-discuss towards students’ reading comprehension of narrative text at the first semester of eleventh grade of SMA Perintis 1 Bandar Lampung in 2017/2018 academic year” This thesis is written as one of requirements of S-1 degree the English Education Study Program of UIN Raden Intan Lampung. In finishing this thesis, the researcher obtained so many helps, supports, loves and many valuable things from various sides. Therefore, the researcher would sincerely thank to:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung, with his personnel who have given an opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.
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11. Her great Organizations that always support and teach many knowledge and experiences as long as her study.

May Allah, the most gracious and the most merciful, always give blessing and love for all people who love her and she is loved for the guidance, support that have been given to the researcher. She really expects that this thesis can give advantages for the reader and the next.

Bandar Lampung,  
The Researcher,

2017

**Elfa Yusanti**  
**NPM. 1311040171**

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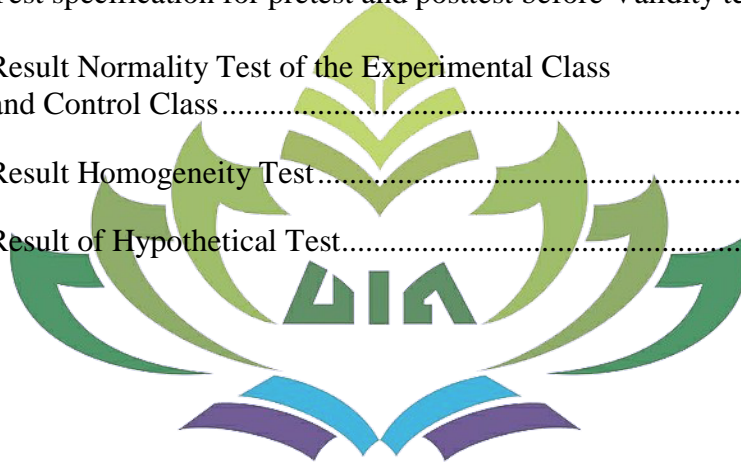
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Language is important part in human life, because people show their mind, feeling, expression and communicate are to another by using language. Moreover, Brown states that language is a system of arbitrary, vocal symbols which permit all people in a given culture, other people who learned the system of the culture to communicate or interact.<sup>1</sup> It means that language is not only as tool to express what people want to express, but also language can be driver of cultural identity. By language, people can identify the nation of the other people, what their culture by their accent is in using language, and what their social class by their way to interact is in using language. Without language human will be difficult to communicate for transferring and getting information each other. Then, the researcher concludes that language has a great deal in human communication, for transferring and getting information.

Patel says English is the international language. International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language. It is spoken all of.<sup>2</sup> Hence, almost all people in this world learn English because they realize the

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<sup>1</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Practice Hall Regents, 1994), p. 5.

<sup>2</sup>M.F Patel, Praveen M. Jain, *English Language Teaching Method (Method, Tool, Technique)*, (Jaipur: Sunrise Publisher and Distributors, 2008), p.6

importance of it. In other hand, English is as a tool of communication which provides people whole of the world to communicate each other in order to interact and cooperate successfully and for gaining more information and knowledge about many aspects. This case is experienced by Indonesian. Indonesian learn English as a foreign language. According to Harmer, many people learn English because they think it will be useful in some ways for international communication and travel.<sup>3</sup> It means that if one nation wants to communicate with others nations, they use English an international language. In other words, English is very important for dissemination of information around the world. On (QS.Ibrahim : 4) said :

هُوَ بِشَاءٍ مِّنْ وَيَهْدِي يَشَاءٍ مِّنَ اللَّهِ فَيَضِلُّهُمْ لِيُذِيبَهُمْ أَصْحَابُ الْأَعْيُنِ وَمَا يَشَاءُ اللَّهُ يَفْعَلْ  
 الْحَكِيمُ الْعَزِيزُ

That means: “We sent not an apostle except (to teach) in the language of his (own) people, in order to make (things) clear to them. Now God leaves straying those whom He pleases and guides whom He pleases: and He is exalted in power, full of Wisdom.”<sup>4</sup> It means that, God sent the apostles in a language appropriate to the culture of the people.

In English there are four skills that must be mastered by the learners, they are listening, speaking, reading, and writing. It means that in the end of teaching and learning process, student are hoped to master all of the skills, especially reading skill. Reading received a special focus. According to Grabe, we read throughout the day in modern societies because print is all around us, and we use it in many more ways than we are

<sup>3</sup>Jeremy Harmer, *How to Teach English*, (China: Longman Pearson, 2007), p. 99

<sup>4</sup>Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text With English Translation*, (Thomas Road London), p. 85

aware of.<sup>5</sup>It means that reading becomes human activity. Through reading, someone can improve their experience, develop new concept and solve a problem, and by reading people can get much information and knowledge.

Reading is very important for our language capability. According to Harmer, reading is useful for language acquisition. Provided that students more or less understand what they read, more they read, the better they get at it.<sup>6</sup> It means that reading as an activity that can improve the students' language ability, when students read, they must understand what they read. When they read and do not get something, their activity is useless. Reading ability is very important for the students, if the students' reading ability is good, their ability in speaking, listening, and writing will be good too. Brown states that reading ability will best be developed in association with writing, listening, and speaking activities.<sup>7</sup> It means that reading has very close relationship with writing, listening, and speaking. If people want to improve their ability on those skills, they have to improve their reading skill too.

Reading is thinking and understanding and getting at the meaning behind a text.<sup>8</sup> It means that reading is a process for give a information about a news and many others, can increase reading ability and also we can study meanings in a text. Reading is an

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<sup>5</sup>William Grabe, *Reading in Second Language Moving from Theory to Practice*,(New York: Cambridge University press, 2009), p. 5.

<sup>6</sup>Jeremy Harmer, *How to Teach English*, (Britain: PearsonLongman, 2007),p.99.

<sup>7</sup>H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (Second edition),(San fransisco state university, 2000), p.298.

<sup>8</sup>Jennifer Serravallo, *Teaching Reading In Small Groups*, (US: America 2010),p. 43.

important activity that should be promoted in young people, little is known about today's youth and their views concerning the value of reading for pleasure in relation to the multitude of options that exist for spending one's leisure time.<sup>9</sup>It means that reading is activity be promoted about concerning a value of reading for the students spending one's leisure time. In other words, reading comprehension is a careful reading in order to understand the total meaning of the passage. At this level of comprehension the reader is able to summarize the authors' ideas but has not yet made a critical evaluation of those ideas.<sup>10</sup> Reading comprehension is very important in reading activity, without reading comprehension the reader can not get the information and to understand from the reading material.

Reading comprehension is essential both in Indonesian language and English language. Students may not find any difficulty to comprehend text as reading material in Indonesian language and students feel bored and lazy when the study English. Many of students become frustrated when they have difficulties in reading comprehension of English language. It happened to the students at SMA Perintis 1 Bandar Lampung. Based on preliminary research, the researcher found some students have low score in reading. The students' score can be seen in Table 1.

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<sup>9</sup>John W. Cresswell. *Educational Research Planning*, (Boston: Pearson, 2012), p. 411.

<sup>10</sup>Mark A. Clarke, at al, *Readers Choice*, The University of Michigan Press An Arbor, p. 15

**Table 1**  
**The Students' Reading Score at the Eleventh Grade of**  
**SMA Perintis 1 Bandar Lampung in 2017/2018 Academic Year**

No	Class	Students' score		Number of Students
		<74	≥ 74	
1	XI IPA1	15	10	25
2	XI IPA 2	15	10	25
3	XI IPA 3	19	11	30
4	XI IPS 1	19	13	32
5	XI IPS 2	21	14	35
<b>Total</b>		<b>89</b>	<b>58</b>	<b>147</b>
<b>Percentage</b>		<b>61%</b>	<b>39%</b>	<b>100%</b>

*Source : The score data from English teacher of SMA Perintis 1 Bandar Lampung*

Based on the data in Table 1, there are 58 students of the 147 students who passed the test based on criteria of minimum mastery (KKM) and 89 students failed. In this case, the students score of KKM in SMA Perintis 1 Bandar Lampung was 58 and there are 89 students who got the score under the KKM. It means that students who got difficulty in reading comprehension 61%.

Based on the writer preliminary research at the eleventh grade of SMA Perintis 1 Bandar Lampung on 22 October 2016, the writer interviewed Mrs. Tina as the English teacher about students' capability in mastering English, especially about their reading comprehension. In teaching reading the teacher did not use specific strategy that focuses on reading comprehension. She only asked the students to read the text and answer the comprehension questions provided in the book.

Besides interviewing the English teacher, the researcher interviewed some students' of the eleventh grade of SMA Perintis 1 Bandar Lampung. Based on the result of the interview, it was found most of them confused with strategy a given as well as bored the read just only. And then, the students had difficulties in comprehending the text because of their lack of vocabulary. So, it made a students' confused and lazy in read the text.

Based on those problems, teacher should use strategy of teaching that can develop thereading comprehension of the students. There are many kinds of reading strategy that can be applied by teacher, one of the strategies is Listen-Read-Discuss. Itis oneof the teaching strategies that can be used in teaching reading to develop the students' reading skill. Listen-read-discuss is a comprehension strategy that builds students' prior knowledge before they read a text.<sup>11</sup> Making a LRD strategy group to solve the problems and to share the information they get when comprehending the reading materials. In this strategy can be used in teaching listening, speaking, reading, and writing.

Listen-Read-Discuss is effective to be implemented in teaching learning reading comprehension. It has been applied by Dewi Sri Murni atSMA Negeri 1 MusukBoyolali, on her researchentitledImproving Students' Reading ComprehensionThroughListen-Read-Discuss Strategy showed that in teaching

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<sup>11</sup>Manzo and Casale, *Help For Struggling Readers: Strategies For Grades 3-8*, (New York: Guilford , 2002), p. 94.

reading this strategy. The class condition when LRD strategy implemented was enjoyable and interesting. LRD strategy gives good effect to the students' reading comprehension. The students were more confident when shared their idea with their friends and comprehend the text easily. This strategy can build the students' prior knowledge before they read a text. It helps the students to comprehend the material presented orally and improve student's reading comprehension, then the students have critical thinking and creative in learning and understanding the text because they have been given opinion and response about what they read, they can integrate their ideas.<sup>12</sup>

There are some differences between previous research and present research. The previous research has been done at SMA Negeri 1 Musuk Boyolali, meanwhile the present research has been done at SMA Perintis 1 Bandar Lampung. The previous research used Listen-Read-Discuss to teach description text meanwhile the present research used Listen-Read-Discuss to teach narrative text.

Based on those explanations, the researcher proposed of Listen-Read-Discuss as an alternative strategy that can be used for teaching English especially for teaching reading comprehension. Finally, the researcher entitled this research "The influence of using listen-read-discuss towards students' reading comprehension on narrative

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<sup>12</sup>Dewi Sri Murni, Improving Students' Reading Comprehension Through Listen-Read-Discuss (LRD) Strategy, English Journal, SMA Negeri 1 Musuk Boyolali In 2014/2015, p. 14-15



text at the first semester of the eleventh grade of SMA Perintis 1 Bandar Lampung in 2017/2018 academic year”.

## **B. Identification of the Problem**

Based on the background of the problem above the researcher identifies the problem as follows:

1. The students' reading comprehension is still low.
2. The students had difficulties in comprehending text because of their lack of vocabulary.
3. The teacher does not have a specific strategy.

## **C. Limitation of the problem**

In this research, the researcher focused on the influence of using listen-read-discuss strategy towards students' reading comprehension on narrative text at the first semester of the eleventh grade of SMA Perintis 1 Bandar Lampung in 2017/2018 academic year.

## **D. Formulation of the problem**

Based on the limitation of the problem, the researcher would like to formulate the problem in this research as follow: Is there a significant influence of using listen-read-discuss towards students' reading comprehension on narrative at the first semester of the eleventh grade of SMA Perintis 1 Bandar Lampung in 2017/2018 academic year ?

### **E. Objective of the research**

The objective of this research is to know whether there is an influence of using listen-read-discuss towards students' reading comprehension on narrative text at the first semester of the eleventh grade of SMA Perintis 1 Bandar Lampung in 2017/2018 academic year.

### **F. Significance of the research**

The results of this research are expected to give the theoretical and practical contribution.

1. For theoretical contribution, the result of this research are expected to give information to the English teacher of SMA Perintis 1 Bandar Lampung about the influence of using listen-read-discuss towards students' ability in reading comprehension on narrative text.
2. For practical contribution, the results of this research are expected to give motivation for the students in learning English especially in reading comprehension on narrative text.

### **G. Scope of the Research**

The researcher limits this research as follows:

#### **1. Subject of the research**

The subject of the research was the students at the eleventh grade of SMA Perintis 1 Bandar Lampung.

**2. Object of the research**

The objects of the research was the use of *Listen-Read-Discuss* and students' reading comprehension.

**3. Place of the research**

The research was conducted at SMA Perintis1 Bandar Lampung.

**4. Time of the research**

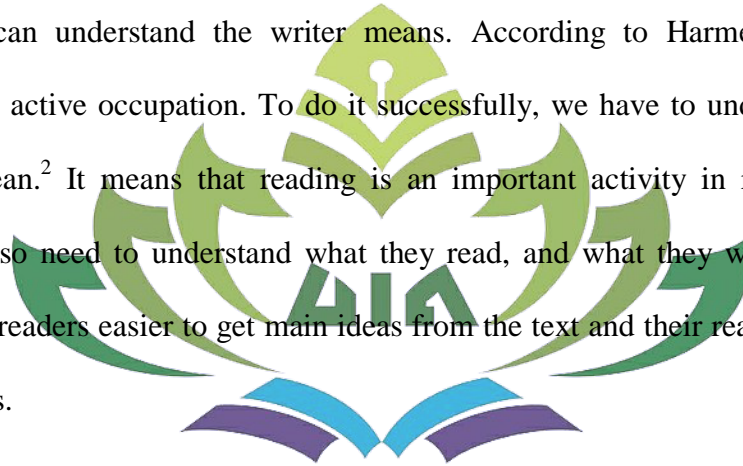
The research was conducted at the first semester in 2017/2018 academic year.



## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Concept of Reading

According to Kristin, reading is an interactive process that takes place between the text and the readers processing strategies and background knowledge.<sup>1</sup> It means that reading is a process for can a information in a text to read and then by reading also students can understand the writer means. According to Harmer, reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.<sup>2</sup> It means that reading is an important activity in reading text. The readers also need to understand what they read, and what they word mean. It can make the readers easier to get main ideas from the text and their reading activity will be success.



Fatel said that reading is an active process which consists of recognition and comprehension skill.<sup>3</sup> It means that reading is process which done by the readers to comprehend and get the information printed text. And then by reading also the students can understand the writer means. According to Brown, reading is will be

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<sup>1</sup> Kristin Lems, *Teaching Reading To English Language Learners*, (New York: London, 2010), p. 33

<sup>2</sup> Jeremy Harmer, *How to Teach English*, (London: Person Education Limited. 1998), p. 70

<sup>3</sup> M. F. Fatel and Praveen M. Jain, *English Language Teaching Methods, tools and technique*, (Sunrice: Jaipur, 2008), p. 33.

developed best in association with writing, listening, and speaking activities.<sup>4</sup> It means that reading should be better if it is combined with another English skills. Reading process should be related to writing, listening and speaking activities. Reading is laborious process during which they analyze individual phrase and structures, look up new words in the dictionary, repeatedly read sentences and even memorize extended passage of text. In other words reading is mastery basic cognitive processes to the point where they are automatic so that attention is freed for the analysis of meaning. On (QS. Al-Alaq : 1-5) said :

لَقَلَّمَ عَلَّمَ الَّذِي ۝ الْأَكْرَمُ وَرَبُّكَ أَقْرَأُ ۝ عَلَّقِ مِنْ الْإِنْسَانِ خَلْقًا ۝ ذُ خَلَقَ إِلَى رَبِّكَ بِاسْمِ أَقْرَأُ ۝  
يَعَلِّمَ لَمْ مَا الْإِنْسَانِ عَلَّمَ ۝ يَا

That means: “Proclaim! (or read!) in the name of thy Lord and Cherisher, Who created, Created man, out of a (mere) clot of congealed blood: Proclaim! And thy Lord is Most Bountiful, He Who taught (the use of) the pen, Taught man that which he knew not.”<sup>5</sup> It means that, the God indirectly a command humans to read. Because with reading to increase knowledge.

Based on the those, the researcher concludes that reading is readers activity in order to get information and comprehend from printed text using eyes and brain to understand what the writer thinks in his/her writing. It can be understood that reading is very important skill for students. It needs thoughts in the ability in making sense of

<sup>4</sup> H. Douglas Brown. *Teaching by Principle, An Interactive Approach to Language Padagogy*, ( London: Pearson Education. 2001), p.298

<sup>5</sup>Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text With English Translation*, (Thomas Road London), p. 227

the text that is being read. Reader's background knowledge of the world will influence their achievement in reading comprehension.

## **B. Concept of Reading Comprehension**

Comprehension is the center of reading.<sup>6</sup> Comprehension is the ability to understand completely and be familiar with a situation and fact. According to Caldwell, comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals words by using memory and knowledge of letter and sounds patterns, matching the resulting pronunciations to meaning, and finally connect these words into idea units.<sup>7</sup> It means that comprehension is ability of someone to make sense of the context based on what he or she reads or hears. It is way in which someone interprets the text.

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency.<sup>8</sup> It means that reading comprehension is activity the readers when they read to understand and to get total meaning of the passage. Based the language assessment theory of Brown, especially for reading, there are some criteria are commonly used in measuring students' reading comprehension ability, there are:

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<sup>6</sup> Karen Tankersley, *Threads of Reading : Strategy for Literacy Development*, (Beauregard:Library of Congress Cataloging in Publication Data, 2003), p. 90.

<sup>7</sup> Joanne Schudt Caldwell,*Comprehension Assessment a Classroom Guide*,(New York: the Guildford press, 2008), p. 5

<sup>8</sup> Karren R. Harris and Steve Graham, *Teaching Reading Comprehension to Students with Learning Difficulties*, (London, 2007), p. 2

1. Main idea (topic)
2. Expressions/idiom/phrases in context
3. Inference (implied detail)
4. Grammatical features (reference)
5. Detail (scanning for a specifically stated detail)
6. Excluding facts not written (unstated details)
7. Supporting idea(s)
8. Vocabulary in context.<sup>9</sup>

Based on those statements, the writer concludes that students reading comprehension in this study is defined as the process of getting message from the author written text. The message may be an idea, a fact, a feeling, an argument etc, with the criteria commonly used to measure reading comprehension like grammatical features, expressions/idiom/phrases in context, supporting idea, detail, main idea, inference, excluding fact not written and vocabulary in context.

### **C. Concept of Teaching Reading Comprehension**

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.<sup>10</sup> It means that, teaching is a process for the learners to gain information from their learning activity. In teaching process, the teacher should

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<sup>9</sup> H Douglass Brown, *Language Assessment Principle and Classroom Practices*, (San Fransico, California, 2003), p. 206

<sup>10</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco: Pearson Education, 2000), p.7

facilitate and make the learning process more interesting to make the learners comfortable in the learning process.

Teaching reading is useful for other purposes. Any exposure to English (provided students understand it more or less) is a good thing for English students.<sup>11</sup> In other words, teaching reading can make the students understand the text. Teaching reading activity is important for the students. They can understand for what they read and how to read. During teaching reading process, we must pay attention about the principles of teaching reading. Teaching reading can provide students with many opportunities to study language, such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraph and texts. Teacher has some principles in teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated that:

- a. Reading is not passive skill
- b. Students need to be engaged with what they are reading
- c. Student should to be encouraged to respond to the content of a reading text, not just to the language
- d. Prediction is major factor in reading
- e. Match the task to the topic
- f. Good teacher exploit reading texts to the full.<sup>12</sup>

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<sup>11</sup> Jeremy Harmer. *How to Teach English (An Introduction to The Practice of English Language Teaching)*, (London: Longman, 2001), p.68

<sup>12</sup> *Ibid* p. 70



Based on those explanations, it means that teaching reading is not passive activity. Students must enjoy during reading process. As we know the advantages of reading is to give the students knowledge that they never know before. Teaching reading needs more than only reading a text, we must pay attention how to teach reading text to our students. In teaching reading, students and teacher can be a partner to make the teaching process more effective.

#### **D. Concept Genre of Text**

According to Knapp, text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.<sup>13</sup> It means that text is arranging of words to be a sentence. According to Intan, genre is some kind of a category.<sup>14</sup> It means that genre is the type of text about concept and a form in text that is. In on the school, many form a texts are taught in senior high school. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, discussion, review, and public speaking. These variations are known as genre. However, Gerot and Wignell classify the genre into thirteen types. They are:<sup>15</sup>

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<sup>13</sup> Peter Knapp and Megan Watkins, *Genre-Text-Grammar*, 2005, Australia, p. 29

<sup>14</sup> Intan Karolina, *Teaching Narrative Text In Improving Writing*, SMA Negeri 1 Pemalang In 2006, p. 23

<sup>15</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*. (New south wales: Gerd Stabler, 1994), p.192-217

### 1. Spoof

Spoof is a text to retell an event with a humorous twist. In other word, spoof is a text which tell factual story, happened in the past time with unpredictable and funny ending.<sup>16</sup>

### 2. Recount

Recount is a text to retell events for the purpose of informing orentertaining. Theorder in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred. Other definition, recount is to retell a series of events, usually in the order they occurred.<sup>17</sup>

### 3. Report

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment. Other definition, report is piece of text that present information about a subject.<sup>18</sup>

### 4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

### 5. News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

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<sup>16</sup> <http://SriwismajayntiBlogpost.wordpress.com.2015/06/01/spoof-text>

<sup>17</sup> Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmillan, 1997), p. 5.

<sup>18</sup> *Ibid*, p. 86.

6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways. Other definition, narrative is a piece of text which tells a story and, in doing so, entertains or informs the readers or listener.<sup>19</sup>

8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps. Other definition, procedure is a piece of a text that gives us instruction for doing something.<sup>20</sup>

9. Description

Description text is a text to describe a particular person, place or thing.

10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should or should not be the case.

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<sup>19</sup> *Ibid*, p. 8.

<sup>20</sup> Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmillan, 1997), p. 50.

### 11. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena. Other Definition, explanation is to explain how or why something occurs.<sup>21</sup>

### 12. Discussion

Discussion text is a text to present (at least) two points of view about an issue. Other definition, discussion is a text to presents differing opinions on a subject to the readers and listeners.<sup>22</sup>

### 13. Reviews

Reviews is a text to critique an art work or event for a public audience.

Based on those explanations, the writer concluded, there are many kinds of texts, each of characteristics have different characteristics and purpose. And then the writer focus on one text genre that is about narrative. Narrative is a texta piece of text which tells a story and entertaints the readers or listener. By uses a narrative text, the students are hope can comprehend the reading activities.

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<sup>21</sup>*Ibid*, p. 4.

<sup>22</sup>*Loc. cit*, p. 4

## E. Concept of Narrative Text

There are many kinds of texts in English. Every text has the difference in definition, social function, language features, generic structure. In this case the writer will focus on narrative text.

### 1. Definition of Narrative Text

According to Smith, narrative is popular in everyday life since through narrative people construct social reality and make sense of their past experiences.<sup>23</sup> It means that narrative text is a kind of text that deals with telling about event or something action the real in life to someone. According to Anderson, narrative text is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.<sup>24</sup> It means that narrative text is tells a story in form text the important and for give information to the reader and listener.

According to Herlina, narrative text is a text shich related a serried of logically and chronologically related events that are caused or experienced by factors. A key of comprehending narrative is a sense of plot, them, characters, events, and how they relate.<sup>25</sup> It means that narrative text is a tell story about events the correct and real incident. In curriculum 2004 narrative text is defined as a text which function is to

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<sup>23</sup> Asian EFL Journal, Professional Teaching Articles, Vol. 44 May 2010, p. 149

<sup>24</sup> Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmillan, 1997), p. 8

<sup>25</sup> English Education Journal, *Developing Reading Narrative Text Materials for Eighth Graders of Junior High School Implemented With Character Building* in 2012, p. 149

amuse, entertain, and to deal actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point some kind in turn finds a resolution.<sup>26</sup> It means that narrative is a text tells about something interesting that has to amuse, entertain or the readers, that the plot consist of orientation, complication, sequence of events, resolution, and coda. The story consists of fictional and non-fictional.

Based on the descriptions, the writer concluded that narrative text is a story to entertain and narrate the audience, its the plot consists of orientation, complication, sequence of events, resolution and then followed by coda in the end of story. Then, the narrative text narrate about fictional and non-fictional.

## 2. Social Function of Narrative text

The main purpose of a narrative text is to amuse, entertain and deal with actual and vicarious experience.<sup>27</sup> It means that the purpose of narrative text from the writer is to tell story and entertain the readers. According to Anderson, the purpose of narrative is to present a view of the world that entertains or informs the readers or listeners.<sup>28</sup>

Based on those explanations, there are two purposes of narrative. The first is purpose for writer and the second is purpose for readers. For the writer, he or she can tell or

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<sup>26</sup> Intan Karolina, *Teaching Narrative Text In Improving Writing*, English Journal, SMA Negeri 1 Pemalang In 2006, p. 8

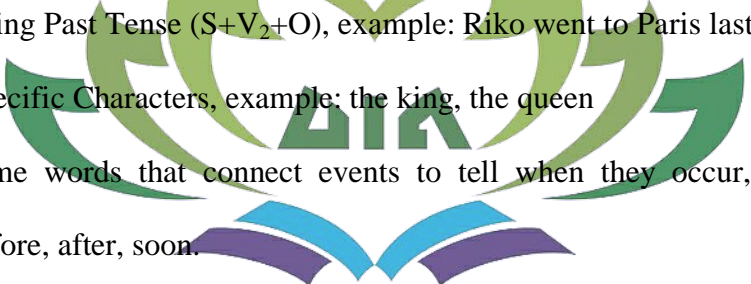
<sup>27</sup> English Education Journal, *Op. Cit*, p. 149

<sup>28</sup> Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmillan Education Australia PTY LTD,1997), p. 6

create the narrative story and entertain the readers. For the readers, after reading the text, the story can entertain them and give a experience.

### 3. Language Features of Narrative text

According to Anderson, about language features that are usually found in narrative, there are using past tense, specific characters, time words that connect events to tell when they occur, verb to show the actions that occur in the story, descriptive words to portray the character and setting.<sup>29</sup> It means that there are five language features of narrative text, they are:

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- a) Using Past Tense (S+V<sub>2</sub>+O), example: Riko went to Paris last year.
  - b) Specific Characters, example: the king, the queen
  - c) Time words that connect events to tell when they occur, example: then, before, after, soon.
  - d) Verb to show the actions that occur in the story, example: climbed, turned, brought.
  - e) Descriptive words to portray the character and setting, example: long hair/black.

### 4. Generic structure of Narrative text

Anderson said that the generic structure of narrative text is orientation, complication, sequence of events, resolution, and coda. There are five of generic structures in

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<sup>29</sup> *Ibid*, p. 8

narrative text they are orientation, complication, sequence of events, resolution, and coda. The generic structure of narrative text, these are:

a) Orientation

The readers are introduced to the main characters and possible some minor characters. Some indication is generally given of where the action is located and when it is taking place.

b) Complication

The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporarily) divert them from reaching their goal.

c) Sequence of events

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

d) Resolution

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'how did it end').



e) Coda

Coda is an optional structure in a narrative. In this part, the narrator includes a coda if there is to be a moral or message to be learned from the story.<sup>30</sup>

It means that the generic structure of narrative story is orientation, complication, sequence of events, resolution and coda or moral lesson in a text the read. So that, the generic structure of narrative story can be only four steps, they are orientation, complication, resolution and coda.

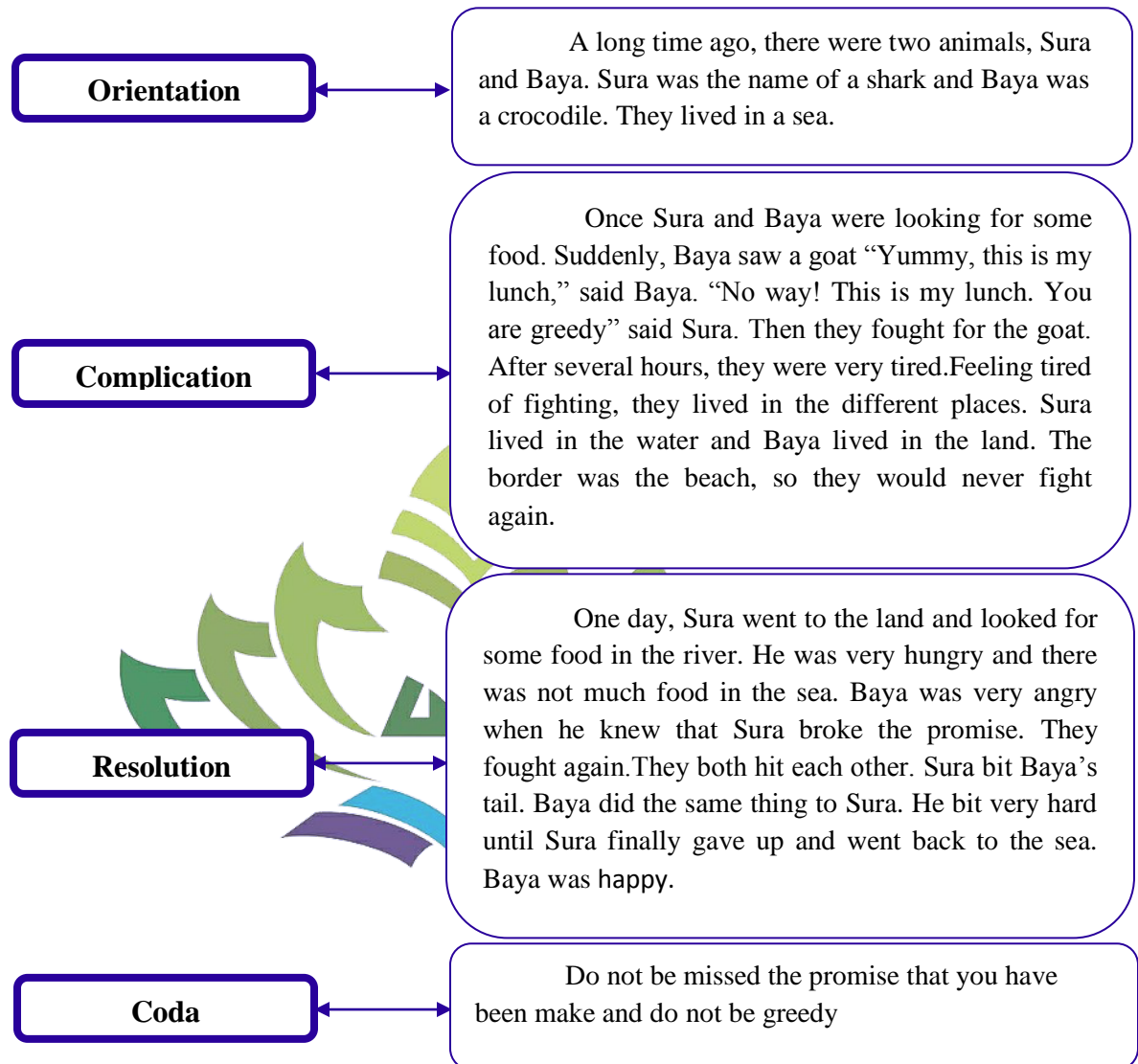
Based on the descriptions that in making a narrative text, we have to know the generic structure of the text. The generic structure is used in making narrative text to guide and make a good text. There are some generic structures of narrative text, they are, orientation, complication, sequence of events, resolution and coda. In this research, the writer applied orientation, complication, resolution and coda in making narrative text because it appropriated with textbook in the school. The following is concept or the example of narrative text.<sup>31</sup>

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<sup>30</sup>Intan Karolina, *Teaching Narrative Text In Improving Writing*, English Journal, SMA Negeri 1 Pemalang In 2006, p. 20

<sup>31</sup>SMA negeri 1 Cipongkor bandung barat, taken from:  
<http://smanegeri1cipongkor.blogspot.co.id/2013/02/berlatih-soal-narrative-text.html/retrived>

### Sura and Baya



#### F. Concept of Listen-Read-Discuss Strategy

Strategy in teaching and learning process is very helpful both teacher and students.

By applying a good strategy the teaching and learning process will run well, and the goal of teaching and learning process will be achieved easier. There are many of strategies that can be applied by the teacher, one of the strategies is Listen-Read-

Discuss. LRD is a simple reading strategy. It is a good strategy to increase students' reading comprehension because in this strategy the students have to listen-read-discuss about the information that she/he got from the reading material. Below is the details information of LRD.

### **1. Definition of LRD Strategy**

According to Manzo, LRD strategy is one teaching strategy for the teacher and learning strategy for the students more active in comprehending material.<sup>32</sup> It means that listen-read-discuss can help the students to comprehend about text and students' can discuss make studentsexchange ideas to his friends in small group.In other word, LRD is a strategy to help students to comprehend the text before during reading in small groups discussion. Dewi said in her article LRD is the strategy that build students' background knowledge in comprehend the text. Also, it helps build students prior knowledge and evokes discussion among students. Teacher can use this strategy before and during reading and within a small a group in a whole class setting.<sup>33</sup> It means that listen-read-discuss strategy isto help students share idea with presented orally or discussion about the materials. And then this strategy can helps a students to increase knowledge in read the text.

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<sup>32</sup>Manzo And Casale, *Listen Read Discuss: A Content Reading Heuristic*, (Journal Of Reading, 1985), p. 28

<sup>33</sup>Dewi Sri Murni, Improving Students' Reading Comprehension ThroughListen-Read-Discuss (LRD) Strategy, English Journal, SMA Negeri 1 Musuk Boyolali In 2014/2015, p. 4

Debral said that Listen-Read-Discuss is strategy which uses multiple intelligence to strengthen students' comprehension.<sup>34</sup> It means that LRD is strategy for increase the students comprehending in reading a text. According to Kenna, listen-read-discuss is a strategy especially designed for struggling readers.<sup>35</sup> It means that listen-read-discuss is strategy by students difficulty to read a text. Casale also explained that Listen-Read-Discuss strategy has purpose such as, LRD to help students comprehend material presented orally and LRD to build students prior knowledge before they read a text.<sup>36</sup> From those purpose, it can be concluded that steps to do this strategy is easy.

The benefits of this strategy is an excellent tools for engaging struggling readers in classroom discussion. Since the content is initially covered orally, students unable to read the entire text on their own are able to gain at least a surface level of understanding about the reading. Those students lacking prior knowledge about the content gain it during the listening stage, allowing them to more easily comprehend the text during the reading stage.<sup>37</sup> In conclusion, LRD is one of strategy in teaching reading in which the students should discuss about a text to read. It makes students to have responsibility to teach each other. It means that students becomes for their teammates.

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<sup>34</sup> Debra J. Housel, *Nonfiction Strategies*, (USA: Mary D. Smith, 2002). p. 4.

<sup>35</sup> Mc Kenna, *Teaching Through Text: A content Literacy Approach to Content Area Reading (3<sup>rd</sup> ed)* (New York: Guilford , 2002), p. 94

<sup>36</sup> Talitha Rahma, *The Impact of LRD (Listen-Read-Discuss) Strategy On The Reading Comprehension of Junior High School Students*, English Journal, (UN PGRI Kediri), P. 6

<sup>37</sup> Reading, *Chomprehension Strategies: Listen-Read-Discuss*, Retrieved from <http://www.readwritethink.org>

Based on those statements, the researcher concludes that Listen-Read-Discuss strategy is the strategy that build students' background knowledge in comprehend the text. It might be active teaching in learning for the students and the teacher in teaching reading comprehension. LRD that is simple and good reading strategy for students, With this strategy the students will be more active because in this strategy the students build their prior knowledge before reading by themselves then this strategy also use discuss, so the students can share their idea to other friends in small group.

## **2. The Procedure of Listen-Read-Discuss Strategy**

LRD is a strategy that helps student comprehend material presented orally. There are some steps of teaching reading using listen-read-discuss strategy, follow as:

1. Before reading, students listen to a short lecture delivered by the teacher. A guide or graphic organizer can be used to help students follow the information.
2. The students then read a text selection about the topic. This explanation is compared with the information from the lecture. The passage from the textbook should cover the same information introduced in the lecture. Long reading assignments that bring in other topics are not appropriate. The teacher should let the students know that the purpose for reading is to experience another explanation of the topic and to compare it to the information they have just heard.

3. After reading, there is a large group discussion or students engage in small group discussions about the topic. Then, students may be asked to complete an information sheet or a writing activity to further develop understanding.<sup>38</sup>

### **3. Procedure Teaching Reading Comprehension of Narrative Text Using LRD Strategy**

There are some steps of teaching reading comprehension using listen-read-discuss strategy, are follow as:

1. The teacher prepares the material about narrative text.
2. The teacher also prepares about how to deliver the material through ask about background knowledge of the students about the material.
3. The teacher shows the summary of the text to the students by using graphic organizer.
4. The students listen explanation of the teacher about narrative text the form a story.
5. After that, the students read a narrative which is also read by the teacher.
6. The teacher divides the students into a small group. Each group consists of 4-5 students.
7. The teacher and the students discuss about the material to read by students.
8. Then, it meets about teacher explanation and the students' comprehension about narrative text they have read.

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<sup>38</sup> Manzo And Casale, *Listen Read Discuss: A Content Reading Heuristic*, (Journal Of Reading, 1985), p. 11

9. The last, in discussion groups the students also discuss about their difficulties that they found in read a narrative text the form a story.<sup>39</sup>

Based on explanation those, the researcher conclude that LRD is simple strategy, to help students for comprehend the read a text into a small group. In discussion students not difficulties for understand the content, meaning, and answer the question the read a text.

#### **4. The Advantages and Disadvantages of Listen-Read-Discuss Strategy**

There are some advantages and disadvantages of listen-read-discuss strategy. The Advantages of Listen-Read-Discuss, they are:

- 1) LRD can be used for proficient or weak reader.
- 2) Teachers observe reluctant reader approaching the text with more confidence.
- 3) It is easy to use and require little preparation.
- 4) It helps students to comprehend the material presented orally.
- 5) It builds students' prior knowledge before they read a text.
- 6) It engages struggling readers in classroom discussion.
- 7) Students bring more information and enthusiasm to be pos-treading discussion.
- 8) Students capable of reading with greater understand.
- 9) They have more to contribute to class discussion.

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<sup>39</sup> Manzo and Casale, Ula. *Literacy and Learning: Reading In The Content Areas*.(Florida: Ted Buchhoz. 1995), p. 11

10) LRD is flexible strategy can be use across all curriculum areas with almost any text.<sup>40</sup>

It can be seen that the advantages of LRD can build students in reading comprehension for proficient or even to weak reader. It builds students prior knowledge before read the text, and comparing the information during they read the text. The last, students will be engaged class discussion which builds their understanding of the text and improve students confidence in class discussion. In addition that is advantages of LRD, there is also disadvantage of LRD strategy is difficult to use on a daily basis because developing the lecture and the students prior knowledge is time intensive.<sup>41</sup> It means that you can see the disadvantages about LRD the students will be confusion and difficult in to daily basis.

## **G. Concept of Questioning Strategy**

### **1. Definition of Questioning Strategy**

According to Harvey, Questioning Strategy is strategy that can helps students in clarify confusion when read a text.<sup>42</sup> It means that Questioning Strategy is a key to solve the misunderstanding of the reading's problem. According to Kahfi, questioning strategy is the types of question teacher ask stimulate the various type of

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<sup>40</sup>Rusy Rusyidah Salman, *The Effectof Using LRD STRATEGY Toward Students' Reading comprehension Senior High School Students*, English Journal, (STKIP PGRI Sumatera Barat), P. 3

<sup>41</sup>WETA Public Broadcasting, Listen-Read-Discuss, available reading, [http://www.readingrocketsorg/strategieslisten\\_read\\_discuss](http://www.readingrocketsorg/strategieslisten_read_discuss), recconed on January 15<sup>th</sup> 2016

<sup>42</sup> Stephanie Harvey, *Strategy That Work: Teaching Comprehension for Understanding and Engagement*, ( New York: Stenhouse Publisher, 2007), p.109



thinking that students engage in during reading.<sup>43</sup> It means that questioning strategy is the teacher guides the students creative thinking in reading a text. Questioning Strategy is one of the important tools to extending students' learning which can help teachers develop their own strategies to enhance the students work and thinking.<sup>44</sup> It means that questioning strategies is to increase the opinion students in read the text. Questioning Strategy is any sentence which has an interrogative form or function. In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it.<sup>45</sup>

The writer concluded that the questioning strategy is a good strategy to solve the reading's activities problem. Here, the students got the guiding from the teacher by using many questioning to make an interaction between students and teacher. But in this case, the teacher cannot apply this strategy perfectly, the teacher just asks about questions without thinking the students understand or not about the content of the text.

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<sup>43</sup> Kahfi Andigi, *The effectiveness of using questioning Strategy in student's reading comprehension, English Journal, at mts negeri bandung 2014*, p. 21

<sup>44</sup> Qashas Rahman, *English Teacher's Questioning Strategies in EFL Classroom, English journal at SMAN 1 Bontomarannu, 2016*, p. 109

<sup>45</sup> Kathleen Cotton, *Classroom Questioning, English Journal, 2016*

## 2. Procedure of Questioning Strategy

There have been some studies about steps questioning strategy. According to Durkin, reveals that most teachers asked students questions after they had taught. Pressley said that revealed that despite the abundance of research supporting questioning before, during, and after teaching to help comprehension, teachers still frequently used questions in post teaching to comprehend the material. And according to Eble, there are three sessions to applied teaching questioning strategy: (a) Questions play at the beginning, (b) Questions play at themiddle of teaching. (c) And the questions play at the end after teaching in theclassroom. The questions are used frequently at the end of the lesson, but sometime at the beginning and the middle of teaching the questions are alsoused. Furthermore, the questions are applied in each section based on thefunctions.<sup>46</sup>

## 3. Procedure of Teaching Reading Comprehension of Narrative Text through Questioning Strategy

In this research, the researcher taught reading comprehension in narrative text through Questioning Strategy. The steps are; pre- activity, while-activity and post-activity. The procedure can be applied as follows:

Pre activity:

1. The teacher greets the students by saying good morning.
2. The teacher checks the students' attendance by calling them one by one.

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<sup>46</sup> *Ibid*, Qasas Rahman, p. 111

3. The teacher motivates the students to learn the lesson will be taught by asking them some questioning relate to topic
4. Teacher explains to the students about the material that will be given.
5. Teacher shows example of narrative text.
6. Teacher asks the student about the topic of the narrative text

While activities:

1. The first is before reading, in this section teacher chooses one short text and distribute to the students. Here the teacher will activate students' background knowledge that related to the text before giving the text.
2. The second is during reading, in this section teacher asks students to read the text individually, whereas teacher guides the students in reading the text.
3. After reading the text, the teacher will give some questions that related to the text.

Post activities:

1. Teacher asks the student to express about the problem in comprehending the text before teacher explains the text briefly, after the student understood, the teacher end the class.<sup>47</sup>

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<sup>47</sup> Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (New York:Houghton Company. 2000), p.58

#### 4. Advantages and Disadvantages of Questioning Strategy

Questioning Strategy is strategy that can help students in clarify confusion when read a text. There are some advantages and disadvantages from questioning strategy, follow as:

Advantages:

- 1) It can use in all teaching situations.
- 2) It helps in developing the power of expression of the students.
- 3) It is helpful to ascertain the personal difficulties of the students.
- 4) It provides a check on preparation of assignments.
- 5) It developing critical thinking skills and inquiring attitudes.

Disadvantages:

- 1) It requires a lot of skill on the part of teacher to make a proper use of this strategy.
- 2) It may sometime mar the atmosphere of the class.
- 3) This strategy generally is quite embracing for timid students.<sup>48</sup>

#### H. The Frame of Thinking

Reading is one of English skills that is mastered by the students. Reading is a tool of communication between text and reader, while comprehension is an important in

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<sup>48</sup> Kathleen Cattoon, *OP. Cit*, p. 1

reading because without comprehension in reading, the reader cannot get the structure and point from reading text.

To comprehend the reading text is not easy, moreover reading comprehension of English text. Many students find difficulties in comprehending text because of their lack of vocabulary. To solve this problem the teacher should use the suitable strategy in teaching reading and learning process.

LRD strategy is a good strategy in reading teaching and learning process. This strategy can help the students comprehend a text they read and the students can understand content in a text. And, by using LRD strategy students will be engaged in their learning, understand a lot of material quickly, share information with other group, and then the student be individually accountable in their learning. LRD also can the students basic knowledge and understand get meaning what they have read and discuss before. It is also improve knowledge the students reading comprehension in long text. The effect of using LRD, it can help the students more active in reading teaching and learning process, the students will be easier to comprehend the reading text, and reading teaching and learning process will run successfully.

Based on those explanations, the researcher concluded that LRD towards reading comprehension will increase students knowledge to learn, help the students to comprehend understand the information from the read a text, and expected to make students interested and enjoyable in learning English especially in reading. And

also the students will be easier to comprehend the content, meaning and find out the main idea of the text.

### **I. Hypothesis**

Based on those the theoretical assumptions, the researcher formulated the hypotheses as follows :

$H_a$  : There is a significant influence of using listen-read-discuss towards students' reading comprehension at the first semester of the eleventh grade of SMA perintis 1 Bandar Lampung in 2017/2018 academic year.

$H_o$  : There is no significant influence of using listen-read-discuss towards students' reading comprehension at the first semester of the eleventh grade of SMA perintis 1 Bandar Lampung in 2017/2018 academic year.



## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In this research, the researcher used quantitative research. According to Ary, experimental designs the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.<sup>1</sup> It means that experimental design is a research design that is used to find the influence of one variable to another.

The researcher used quasi experimental research design. Quasi experimental design is a research design that includes assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.<sup>2</sup> It means that we do not have the opportunity for random assignment of students to special groups in different conditions, it would disrupt the classroom learning.

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<sup>1</sup> Donal Ary, *Introduction to Research in Education*, (8<sup>th</sup> edition), (Canada: Wardsworth, CengageLearning, 2002), p. 301

<sup>2</sup> John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), ~ 200

In this research, the researcher selected two classes, first class as a control class and second class as an experimental class. The researcher used pre-test and post-test group design.<sup>3</sup> The researcher design can be presented in Table 2:

**Table 2**  
**Pretest and Posttest Design**

Select Control Group	Pretest	No Treatment	Posttest
Select Experimental Group	Pretest	Experimental Treatment	Posttest

In this research, the students were given pre-test to know their reading comprehension of narrative text before treatment and posttest after the treatment by Listen-Read-Discuss. The pretest and posttest will be conducted for control and experimental class.

### **B. Variable of the Research**

A variable was a characteristic or attribute of an individual or an organization that the researcher can measure or observe and varies among individuals or organization study.<sup>4</sup> There are two variable in this research namely; independent variable and dependent variable. Independent variable is the major variable which investigated. It is variable that is selected, manipulated and measure in the research. While dependent variable is a variable which is observe and measure to determine the effect of the independent variable. The variable in this research:

<sup>3</sup> *Ibid*, p. 309

<sup>4</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (Fourth Edition)*, (Boston: Pearson Educational, 2012), p. 112



1. Independent variable is Listen-Read-Discuss (X)
2. Dependent Variable is students' reading comprehension (Y)

### **C. Operational Definition of Variable**

The operational definitions variable of this research is as follows:

#### **1. Independent Variable (X)**

Listen-Read-Discuss strategy is a strategy for teaching. Researcher will be use LRD in teaching English, especially in reading comprehension of narrative text. LRD simple and good reading strategy for students, with strategy the students will be more active because in this strategy the students build their prior knowledge before reading by themselves then this strategy also use discuss, so the students can share their idea to other friends in small group.

#### **2. Dependent Variable (Y)**

Students' reading comprehension of narrative text is the ability to comprehend and understand reading material that give information to the readers, by presenting the supporting arguments with good ability to deal with questions related to main idea, expression/idiom/phrases in context, inference, grammatical features, detail, excluding facts not written, supporting idea and vocabulary in context.

## D. Population, Sample and Sampling Technique

### 1. Population

Population is defined as all members of any well defined class of people, events or object<sup>5</sup>. The population of this research is all the students at the eleventh grade of SMA Perintis 1 Bandar Lampung 2017/2018 which consist of 147 that are divided into five classes. Based on those statements, all the classes are the population in this research. The population of the students at the eleventh of sma perintis 1 bandar lampung in 2017/2018 academic year can be seen in Table 3.

**Table 3**  
**The Population of the Students at the Eleventh Grade of**  
**SMA Perintis 1 Bandar Lampung in 2017/2018 in academic year**

No	Class	Students' score		Number of Students
		<74	≥ 74	
1	XI IPA 1	15	10	25
2	XI IPA 2	15	10	25
3	XI IPA 3	19	11	30
4	XI IPS 1	19	13	32
5	XI IPS 2	21	14	35
<b>Total</b>		<b>89</b>	<b>58</b>	<b>147</b>
<b>Percentage</b>		<b>61%</b>	<b>39%</b>	<b>100%</b>

Source: Document of SMA Perintis 1 Bandar Lampung in the Academic Year of 2017/2018

### 2. Sample

According to Ary, sample is a portion of a population.<sup>6</sup> In this research, the researcher took two classes as the sample of the research, one class as the experimental class and

<sup>5</sup> Donal Ary, *Introduction to Research in Education*, (8<sup>th</sup> edition), (Canada: Wardsworth, CengageLearning, 2002), p. 148

<sup>6</sup> *Ibid*, p. 148.

one class as control class. Experimental class was XI IPA 2 and control class was XI IPA 1.

### 3. Sampling Technique

In this research, the researcher used cluster random sampling technique. The selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling.<sup>7</sup> The researcher conducted the research at the eleventh grade consists five classes. The steps in determining the experimental class and control class are follows:

- a. The first, the researcher made a kind of lottery.
- b. Second, the researcher provided 12 pieces of small paper which each piece was the name of each class then the researcher rolled them up and put them into a glass.
- c. Third, the researcher shook the glass and took two pieces of the paper.
- d. Next, the researcher shook the glass again and took two small piece of rolled paper. The first was the experimental class and the second one was control class. The class XI IPA 2 was experimental class and the class XI IPA 1 was control class.

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<sup>7</sup> Jack R, Fraenkel and Norman R. Wallen, *How to Design and Evaluate Research in Education*(8th ed), (New York: McGraw-Hill Companies, Inc,2009),p.95.

## **E. Data Collecting Technique**

In collecting the data, the researcher used some techniques, they are:

### **1. Pretest**

The pretest was given before the treatment. It was done by reading comprehension the narrative text based on the provided topics. The researcher gave pretest to the students in control class and the experimental class to measure their reading comprehension narrative text before treatment. In pretest the students asked to answer reading comprehension test in form multiple choice questions about narrative text based on the provided topics that consist of 50 items with four alternative options and 90 minutes for time allocation.

### **2. Posttest**

The post-test did after the students in experimental and control class were given the treatment. It was to know the students' reading comprehension narrative text after they are taught by using LRD strategy. It was administered after treatment given to measure the influence of using Listen-Read-Discuss towards students' reading comprehension of narrative text . In the post-test the students also asked to answer reading comprehension test in form of multiple choice questions about narrative text based on the provided topics that consist of 50 items with four alternative options and 90 minutes for time allocation.

## **F. Instrument of the Research**

This research used multiple choice question (MCQ) as a tool for testing in order to know students' reading comprehension on narrative text. The text content 25 items

with four alternative options. The test was aim to measure students' reading comprehension on narrative text. In measuring the students' reading comprehension, the test used language assessment theory. Some specifications commonly used in measuring reading comprehension are : main idea (topic), expression / idiom/ phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content.<sup>8</sup> The researcher prepared the instrument in the form of multiple choice questions. The specification pretest and posttest before validity test can be seen in Table 4 :

**Table 4**  
**The Test Specifications for Pretest and Posttest before Validity Test**

No	Aspects	Items Number		Number Of Items	
		Pretest	Posttest	Pretest	Posttest
1	Main idea ( Topic)	1, 7, 15, 22, 26, 34, 41	1, 7, 15, 22, 26, 34, 41	7	7
2	Expression/Idiom/Phrase In context	4, 9, 21, 38, 43	4, 9, 21, 38, 43	5	5
3	Inference (Implied detail)	5, 17, 25, 32, 39	5, 17, 25, 32, 39	5	5
4	Grammatical features( reference)	6, 8, 12, 20, 29, 33, 37, 40,	6, 8, 12, 20, 29, 33, 37, 40,	8	8
5	Detail (scanning for a specifically stated detail)	10, 27, 44, 46	10, 27, 44, 46	4	4
6	Excluding facts not written	2, 11, 16, 23, 28, 42, 49	2, 11, 16, 23, 28, 42, 49	6	6
7	Supporting idea(s)	18, 30, 35, 48	18, 30, 35, 48	4	4

<sup>8</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco :Longman, 2003), p.206

8	Vocabulary in context.	3, 13, 14, 19, 24, 31, 36, 45, 47, 50	3, 13, 14, 19, 24, 31, 36, 45, 47, 50	10	10
<b>Total</b>				50	50

**Table 5**  
**The Test Specifications for Pretest and Posttest after Validity Test**

No	Aspects	Items Number		Number Of Items	
		Pretest	Posttest	Pretest	Posttest
1	Main idea ( Topic)	22, 34, 41	1, 7, 26, 34, 41	3	5
2	Expression/Idiom/Phrase In context	4, 9, 38, 43	21, 43	4	2
3	Inference (Implied detail)	17, 25	5, 32, 39	2	3
4	Grammatical features( reference)	6, 20, 33, 40,	6, 33, 40	4	3
5	Detail (scanning for a specifically stated detail)	27	10, 44	1	2
6	Excluding facts not written	2, 42, 49	2, 11	3	2
7	Supporting idea(s)	18, 30	35	2	1
8	Vocabulary in context.	3, 14, 24, 31, 36, 47	3, 13, 14, 24, 31, 36, 47	6	7
<b>Total</b>				25	25

### G. Research Procedure

There are three steps were done in conducting this research. They are:

#### 1. Planning

- a. Determining the subject of the research

The subjects of the research were the students at the first semester of the eleventh grade of SMA Perintis 1Bandar Lampung.

b. Preparing try-out

The researcher prepared a kind of test (called try-out test) that was given to the students. The researcher prepares try-out test for pre-test and post-test. Then the researcher evaluated the test items that were tested in pre-test and post-test.

c. Preparing pre-test

The researcher prepared pre-test that was given to the students. The pre-test was given based on the questions select in the try out.

d. Determining the material to be taught

The researcher determined the material were taught to the students, that is reading comprehension of narrative text.

e. Preparing post-test

The researcher prepares a kind of test (called post-test) that was given to the students to knows whether the students increase their reading comprehension or not.

## 2. Application

After planning, the researcher tries to applied the research. There steps are as follows:

a. In the first meeting, the researcher gave try out test

This test is multiple choice in the that consist of 50 items with four a, b, c or d.

The test were distributed in class eleventh.

b. In the second meeting, the researcher gave pre-test

The test was multiple choices with 4 options a, b, c or d. the total number of the test was determined by the validity and reliability. After being determined by the validity and reliability, there 25 questions pre-test.

- c. In the third meeting, after given the pre-test to the students, the researcher conducted the treatment by using Listen-Read-Discuss in the experimental class and using Questioning Strategy in control class.
- d. In the last meeting, the writer gave post-test

The test was multiple choices with 4 options a, b, c or d. the total number of the test was determined by the validity and reliability analysis of the try out. After being determined by the validity and reliability, there 25 questions pre-test.

## **H. Reporting**

The last step that should be done in the research procedure is reporting. There are as follows:

- a. Analyzing the data that are ready obtained from try-out
- b. Analyzing the data that are ready obtained from pre-test and post-test
- c. Making a report of findings

## **I. Scoring Procedure**

Before getting the score, the researcher determined the procedure used in scoring the students' work. In order to do that, the researcher used Arikunto's formula.<sup>9</sup> The scores of post test and pre test was calculated by using the following formula :

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<sup>9</sup> Arikunto Suharmin, *Dasar – dasar Evaluasi Pendidikan*, (Jakarta : Bina Aksara, 2010).  
p. 158



$$S = \frac{r}{n} \times 100$$

Notes :

S = Score of test

r = Total of right answer

n = Total items

## J. Validity

A good test is the test that has validity. Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations.<sup>10</sup> It means that validity is a measurement which shows the levels of validity or the real of the instrument. A valid instrument has a high validity. To measure whether the test has good validity or not, the researcher used the content validity and construct validity.

### 1. Content Validity

Best and Kahn said that content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.<sup>11</sup> It means that content validity is based on the material, and the material is agreement with the objective of

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<sup>10</sup> Donald Ary, at.al., *Op. Cit*, p. 224

<sup>11</sup> John W. Best and James V. Kahn, *Research in Education* (7th ed), (New Delhi, PrenticeHall, 1995), p. 219

learning in the syllabus. To get content validity, the test adapted with the textbook and based on the syllabus for the eleventh grade of senior high school.

## **2. Construct Validity**

Best and Kahn said that construct validity is needed to the measuring instrument that have some indicators to measure one aspect or construct.<sup>12</sup> In this research, the researcher administered the test whose the scoring covered eighty aspect of reading by Brown, they are: main idea, Expression/idiom/phrase in context, inference, supporting idea, grammar, vocabulary, detail, excluding fact not written. To make sure, the researcher consulted the instrument of the test (pre-test and pos-test) to the English teacher of SMA Perintis 1 Bandar Lampung as a validator, for determining whether the test has obtained construct validity or not.

The researcher did construct validity by consulting to the English teacher on Tuesday, 14<sup>th</sup> September, 2017. After the teacher analyzed the instruments and she concerned that the instrument were valid and he said that the content must be fixed and replaced so the researcher fixed and replaced wrong the content. The result of validation form for reading test was attached. (See appendix 4).

## **3. Item validity**

The researcher was given some questions to know valid or not the questions that given to the students. The item validity used to measure the validity of the test items. The researcher gave the try out of the test to students from the different sample. The

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<sup>12</sup> *Ibid*, p. 219

researcher gave the try out for pre-test that was taken from one class which consisted of 30 students in class XI IPA 3, try out for pre test was held on September 14<sup>th</sup> try out for post-test was held on September 21<sup>th</sup>, 2017. The number of items were 100 items.

Then, the researcher evaluated the test items to get good items that were tested in test. In this research, the researcher use ANATES to calculate the data obtained from the try out to find out the item validity of each item. The result of the items try out for pre-test and post-test were: From 50 items of try out for Pre-test there were 25 items considered valid. There were number 2. 3. 4. 6. 9. 14. 17. 18. 20. 22. 24. 25. 27. 30. 31. 33. 34. 36. 38. 40. 41. 42. 43. 47. 49 and from 50 items of try out for Post-test there were 25 items considered valid. There were numbers 1. 2. 3. 5. 6. 7. 10. 11. 13. 14. 21. 24. 26. 31. 32. 33. 34. 35. 36. 39. 40. 41. 43. 44. 47.

After calculating the test items from the calculation of ANATES. It can be drawn a conclusion that the result of the items are left after validation the items try out for pre-test and post test were: From 50 items of try out for pre test there were 25 items were not valid. There were numbers 1. 5. 7. 8. 10. 11. 12. 13. 15. 16. 19. 21. 23. 26. 28. 29. 32. 35. 37. 39. 44. 45. 46. 48. 50 and from 50 items of try out for post test there were 25 items were not valid. There were numbers 4. 8. 9. 12. 15. 16. 17. 18. 19. 20. 22. 23. 25. 27. 28. 29. 30. 37. 38. 42. 45. 46. 48. 49. 50. (See Appendices 17 & 18)

## J. Reliability

Fraenkel and Wallen said that reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.<sup>13</sup> Besides having high validity, a good test must have high reliability too. The researcher used ANATES to reliability of test.

The criteria of reliability test are :

0.91 – 1.00 =Very high reliability

0.71 – 0.90 =High reliability

0.41 – 0.70 = Medium reliability

0.21 – 0.40 =Low reliability

0.0 – ≤ 0.20 = Very Low reliability.

After calculating the reliability, from the calculation of ANATES. It can be drawn a conclusion that the result of reliability for pre test has a medium reliability because the result of the reliability value to 0.74 and the result of post test was 0.76. The researcher concluded that the degree of the level of reliability of the students was high reliability. (See Appendices 17 & 18)

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<sup>13</sup> Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education Seventh edition*, (New York: Mv Graw-Hill, 2009), p. 154

## K. Data Analysis

After collecting the data, the researcher is going to analyze the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They are normality test and homogeneity test.

### 1. Fulfilment of the Assumptions

#### a. Normality Test

The normality test is used to know whether the data in the experimental class and control classes are normally distributed or not.<sup>14</sup> In this research, the researcher will be use statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk. The hypotheses for the normality test will formulated as follows:

Ho : The data are normally distributed.

Ha : The data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

H<sub>0</sub> is accepted if Sig.>  $\alpha = 0.05$

H<sub>a</sub> is accepted if Sig.<  $\alpha = 0.05$

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<sup>14</sup> Budiyo, *Statistika untuk penelitian*. (Surakarta: University press. 2004), p.170

## b. Homogeneity Test

Homogeneity test used to determine whether the data obtained from the sample homogeneous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test. The test of homogeneity employing Levene statistic test.

The hypotheses for the homogeneity tests are formulated as follows:

$H_0$  = the variances of the data are homogenous

$H_a$  = the variances of the data are not homogenous.

While the criteria of acceptance or rejection of homogeneity test are as follow:

$H_0$  is accepted if  $\text{Sig.} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

## 2. Hypothetical Test

If the fulfillment of the assumptions normally test and homogeneity test are fulfilled, the researcher used independent sample t-test. In this case, the researcher use statistical computation by using SPSS (*Statistical Package for Social Science*) for hypothetical of test. The purpose of using SPSS in this case is to practicality and efficiency in the study.

The hypotheses are :

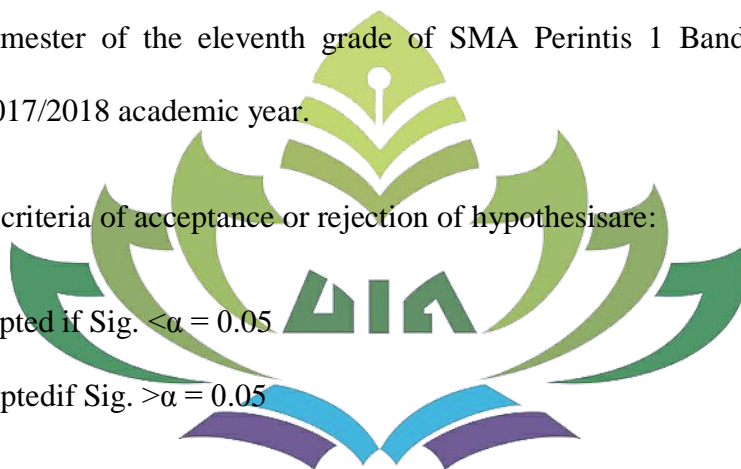
Ha : There is a significant influence of using Listen-Read-Discuss Strategy towards students' reading comprehension of narrative text at the First semester of the eleventh grade of SMA Perintis 1 Bandar Lampung in 2017/2018 academic year.

Ho : There is no significant influence of using Listen-Read-Discuss Strategy towards students' reading comprehension of narrative text at the First semester of the eleventh grade of SMA Perintis 1 Bandar Lampung in 2017/2018 academic year.

While the criteria of acceptance or rejection of hypothesis are:

Ha is accepted if Sig.  $< \alpha = 0.05$

Ho is accepted if Sig.  $> \alpha = 0.05$



## **CHAPTER IV RESULT AND DISCUSSION**

### **A. Result of the Research**

This research was aimed to know whether there is significant influence of using Listen-Read-Discuss strategy toward students' reading comprehension on narrative text at the first semester of the eleventh grade at SMA Perintis 1 Bandar Lampung in 2017/2018 academic year. The total number of the sample was 50 students, two classes were chosen as control class and experimental class.

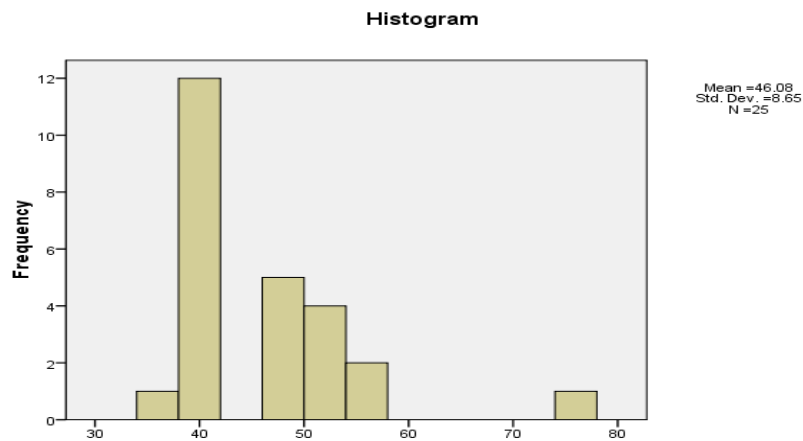
The instrument of this research was test. Pre-test consisted 25 multiple choice items and post-test consisted of 25 multiple choice items with four options. Pretest was conducted previously on September 15<sup>th</sup>, 2017 for class XI IPA 1 as a control class and the pre-test in experimental class was conducted on September 15<sup>th</sup>, 2017. The class that was used as the experimental class was XI IPA 2 as the experimental class. The pre-test was administrated in order to see the students' score in narrative text before getting treatment.

After doing the research, the researcher got the result of the pre-test and post-test. The test was conducted in two classes, the first was experimental class and the second was control class. The pre test was held on September 15<sup>th</sup>, 2017 and post-test on October 2<sup>th</sup>, 2017.



## 1. Result of Pre-test in Experimental Class

The researcher conducted Pretest in order to know students' ability before the treatment. The pre-test was administrated on September 15<sup>th</sup>, 2017. The scores of students' narrative text tested in pre test in the experimental class seen Figure 1.

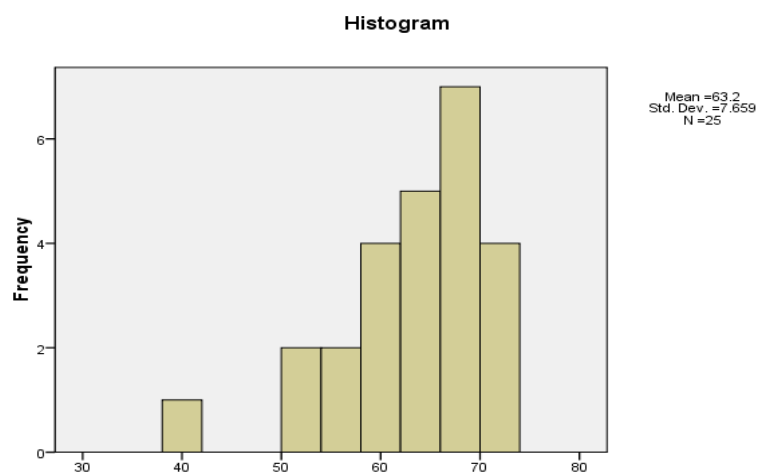


**Figure 1**  
**Graph of the Result of the Pretest Experimental**

Based on figure 1, it can be seen 1 student got score 36(4%), 12 students got score 40 (48%), 5 students got score 48 (20%), 4 students got score 52 (16%), 2 students got score 56 (8%) and 1 students got score 76 (4%). The mean of pretest in experimental class was 46.08, standard deviation was 8.650, N was 25, median was 40.00, mode was 40, variance was 74.827, minimum was 36 and maximum was 76. It showed students' reading ability before they got treatments. (See appendix 16)

## 1. Result of Pre-test in Control Class

The researcher conducted Pre-test in order to know students' ability before the treatment. The pre-test administrated on September 15<sup>th</sup>, 2017. The scores of students' reading tested in pre test in the control class could be seen in Figure 2.



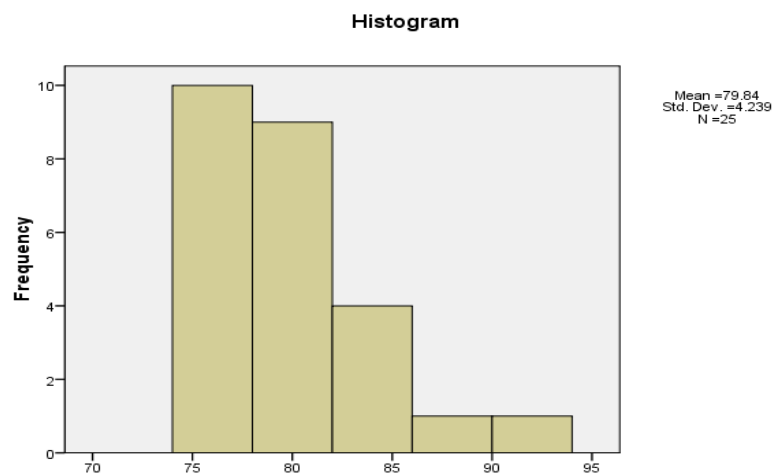
**Figure 2**  
**Graph of the Result of the Pre-test in Control Class**

Based on figure 2, it can be seen 1 student got score 40 (4%), 2 students got score 56 (8%), 2 students got score 56 (8%), 4 students got score 60 (16%), 5 students got score 64 (20%), 7 students got score 68 (28%) and 4 students got score 72 (16%). The mean of pretest in control class was 63.20, standard deviation was 7.659, N was 25, median was 64.00, mode was 68, variance was 58.667, minimum score was 40 and maximum was 72. It showed students' reading ability before they got treatments. (See appendix 17)

At the beginning of the research, the pretest was administered to know students' achievement in reading ability before they were given treatments by the researcher. The result showed that mean score of pretest between experimental class was 46.08 and the mean score pretest in control class was 63.20.

### 1. Result of Post-test in Experimental Class

The researcher also gave post-test in experimental class to know students' narrative text after the treatment. It was administrated on October 2<sup>th</sup>, 2017. The score of post-test in experimental class are presented in Figure 3.



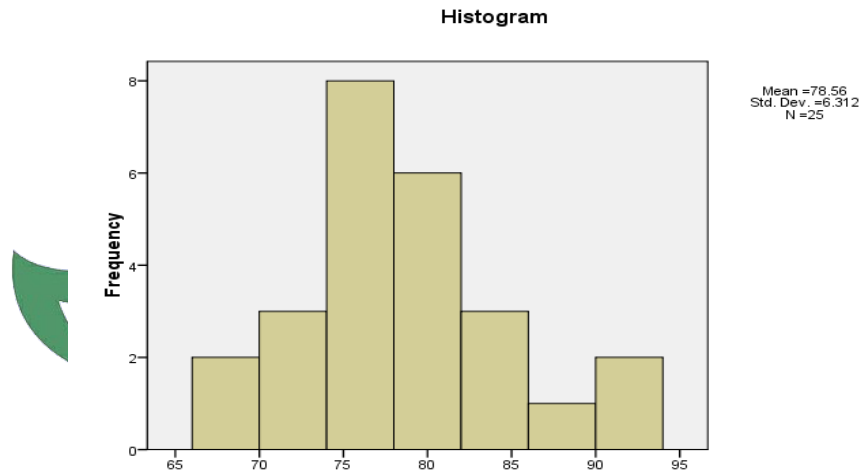
**Figure 3**  
**Graph of the Result of the Post-test Experimental Class**

Based on figure 3, it can be seen 10 student got score 76 (40%), 9 students got score 80 (36%), 4 students got score 84 (16%), 1 students got score 88 (4%) and 1 students got score 92 (4%). The mean of post-test in experimental class was 79.84, standard deviation was 4.239, N was 25, median was 80.00, mode was 76, variance

was 17.973, minimum was 76 and maximum was 92. It showed students' reading ability before they got treatments. (See Appendix 18)

## 2. Result of Post-test in Control Class

The researcher also gave post-test in control class to know students' narrative text after the treatment. It was administrated on October 2<sup>th</sup>, 2017. The score of post-test in control class are presented in Figure 4.



**Figure 4**  
**Graph of the Result of the Post-test Control Class**

Based on figure 2, it can be seen 1 student got score 68 (4%), 3 students got score 72 (12%), 8 students got score 76 (32%), 6 students got score 80 (24%), 3 students got score 84 (12%), 1 students got score 88 (4%) and 2 students got score 92 (8%). The mean of post-test in control class was 78.56, standard deviation was 7.659, N was 25, median was 76.00, mode was 76, variance was 39.840, minimum was 68 and

maximum was 92. It showed students' reading ability before they got treatments. (See appendix 19)

At the end of the research, post-test was given to measure the improvement of the students' reading ability in both classes after treatments done. The mean score of post-test in experimental class was 79.84 and mean of post test in the control class was 78.56. Its mean teaching reading by listen-read-discuss more effective and by using questioning strategy can increase their reading score.

## **B. Data Analysis**

After collecting the data, the researcher analyzed the data by using independent sample t-test. There were two assumptions that was done, before the researcher analyzed the data by using t-test.

### **1. Fulfillment of the assumptions**

Before knowing the result of data analysis by using independent sample t-test, firstly there were two assumptions that must be done and known. They were the normality test and the homogeneity test.

#### **a. The Result of Normality Test**

The normality test was used to measure weather the data in the experimental class and control class were normally distributed or not.

The hypothesis formulas are:

$H_0$  = the data have normal distribution.

$H_a$  = the data do not have normal distribution.

The criteria of acceptance or rejection of the hypotheses for normality test were:

$H_0$  was accepted if  $Sig.(P_{value}) > \alpha = 0.05$

$H_a$  was accepted if  $Sig. (P_{value}) < \alpha = 0.05$

**Table 6**  
**The Result Normality Test of the Experimental and Control Class**

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Experimental	.166	25	.074	.958	25	.379
Control	.204	25	.113	.885	25	.123

a. Lilliefors Significance Correction

Based on Table 5, it can be seen that  $P_{value}(Sig.)$  for experimental class was 0.379 and  $P_{value}(Sig.)$  for control class was 0.123. Because  $Sig. (P_{value})$  of experimental class  $> \alpha$  0.05. So,  $H_0$  is accepted and  $Sig.(P_{value})$  for the control class  $> \alpha$  0.05. So,  $H_a$  is rejected. The conclusion is that the data in the experimental class and control class had normal distribution. (See Appendix 20)

#### b. The Result of Homogeneity Test

After knowing the normality the data, the researcher calculated the homogeneity test to know whether the data were homogenous or not.

**Table 7**  
**The Result Homogeneity Test**

	Levene Statistic	df1	df2	Sig.
Score Based on Mean	.999	1	48	.323

on table 6, it can be seen the result of the homogeneity test is 0.323. it was told that  $H_0$  is accepted because  $\text{Sig. (P}_{\text{value}}) > \alpha = 0.05$ . Thus, it can be concluded that variance of data was homogenous. (See Appendix 21)

### c. The Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS (*Statistical Program for Social Science*), independent sample t-test.

The hypothesis were:

Ha : There is a significant influence of using Listen-Read-Discuss Strategy towards students' reading comprehension of narrative text at the First semester of the eleventh grade of SMA Perintis 1 Bandar Lampung in 2017/2018 academic year.

Ho : There is no significant influence of using Listen-Read-Discuss Strategy towards students' reading comprehension of narrative text at the First semester of the eleventh grade of SMA Perintis 1 Bandar Lampung in 2017/2018 academic year.

While the criteria of acceptance or rejection of hypothesis are:

$H_a$  was accepted if  $\text{Sig. (P}_{\text{value}}) < \alpha = 0.05$

$H_0$  was accepted if  $\text{Sig. (P}_{\text{value}}) > \alpha = 0.05$

**Table 8**  
**The Result of Hypothetical test**

T	Df	Sig. (2-tailed)
6.968	48	.000

Based on the results obtained in the independent sample t-test in Table 7, that the value of significant generated  $Sig.(P_{value}) = 0.000 < \alpha = 0.05$ . So,  $H_a$  is accepted and  $H_o$  is rejected. Based on the computation, it can be concluded that there was a significant influence of using Listen-Read-Discuss toward student reading comprehension of narrative text at the second semester of the eighth grade of SMA Perintis 1 Bandar Lampung in academic year of 2017/2018. (See appendix 22)

### **C. Discussion**

At the beginning of the research, the pre-test was administered to know students' achievement in reading narrative text before they were given treatments by the researcher. The result showed that the mean score of pre test between experimental class and control class were slightly different. The mean score of pre-test in experimental class was 46.08 and the mean score of pre-test in control class was 63.20.

Afterward, the students were taught by using Listen-Read-Discuss in the experimental class and questioning strategy in control class. The material was three topics of narrative text for three treatments. Before studying, the researcher greeted to the students asked the students' condition. After that, the researcher asked to the students to pray together. After taking pray together, the researcher checked the



students attendant list. For the first meeting, the researcher introduced herself to the students. In the beginning of the treatment the researcher asked the students about narrative text and explained it to the students.

At the end of the research, post-test was given to measure the improvement of students' narrativet text reading comprehension in both classes after the treatments done. The mean score of post-test in experimental class was 79.84 and the mean of post-test in control class was 78.56.

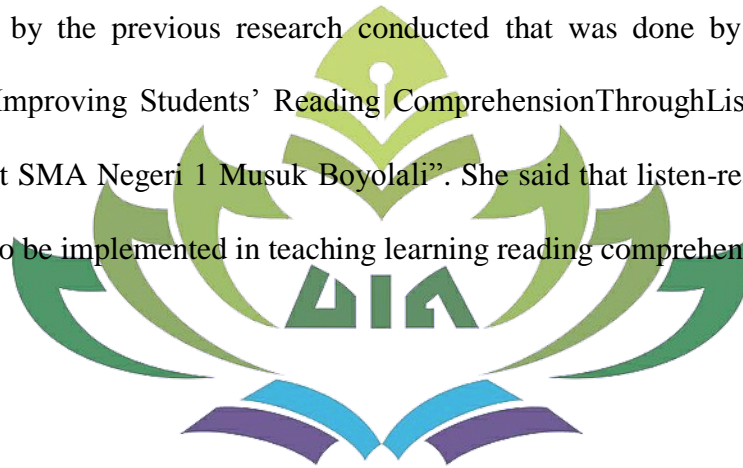
From the result, we can see that the result of students' post-test is higher in pre-test. Besides that, Listen-Read-Discuss can improve each aspect of students reading comprehension including main idea (topic), expression/idiom/phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, and vocabulary in content. The result of pre-test and post-test also showed that the students who taught by using Listen-Read-Discuss got better result than the students who taught by using Questioning Strategy. On (QS. Al-Alaq : 1-5) :

لَقَلَّمَ عَلَّمَ الَّذِي ﴿٢﴾ الْاَكْرَمُ وَرَبُّكَ اَقْرَأُ ﴿٣﴾ عَلَّقِيْ مِنْ الْاِنْسَانِ خَلَقَ ﴿٤﴾ ذَخَلَقَ اِلَى رَبِّكَ بِاسْمِ اَقْرَأُ  
 ﴿٥﴾ يَعَلِّمُ لَمْ مَّا الْاِنْسَانِ عَلَّمَ ﴿٦﴾ بِاِ

That means: “Proclaim! (or read!) in the name of thy Lord and Cherisher,  
 Who created, Created man, out of a (mere) clot of congealed  
 blood: Proclaim! And thy Lord is Most Bountiful, He Who taught

(the use of) the pen, Taught man that which he knew not.”<sup>1</sup>It means that, the God indirectly a command humans to read. Because with reading to increase knowledge.

Based on the analysis of the data and the testing of hypothesis, the result of T-test null hypothesis ( $H_0$ ) is refused and alternative hypothesis ( $H_a$ ) is accepted. It means that the treatments had influence of using Listen-Read-Discuss towards students' reading comprehension of narrative text at the first semester of the eleventh grade of SMA Perintis 1 Bandar Lampung, so alternative hypothesis is accepted. It had been supported by the previous research conducted that was done by Dewi Sri Murni entitled “Improving Students' Reading Comprehension Through Listen-Read-Discuss Strategy at SMA Negeri 1 Musuk Boyolali”. She said that listen-read-discuss is very effective to be implemented in teaching learning reading comprehension




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<sup>1</sup>Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text With English Translation*, (Thomas Road London), p. 227

## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

At the end of the research, the post-test was given to measure the influence of listen-read-discuss strategy towards students' reading comprehension on narrative text in both classes after treatments done. The mean score of post-test in experimental class was 79.84 and the mean score of post-test in control class was 78.56. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

The result can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.000. It is lower than  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted.

Based on the result of data analysis, the researcher concluded that there was significant influence of listen-read-discuss towards students' reading comprehension on narrative text at the first semester of the eleventh grade of SMA Perintis 1 Bandar Lampung in 2017/2018 academic year.

## **B. Suggestion**

Based on the result of the research and the advantages of using listen-read-discuss in teaching reading English to the eleventh grade of SMA Perintis 1 Bandar Lampung in 2017/2018 academic year, the researcher would like to give some suggestion.

### **1. For the Teacher**

After conducting the research and getting the result, the researcher would like to suggest the teacher in teaching reading by using LRD.

They are as follows:

- a. The teacher must read more books about strategy in teaching reading.
- b. The teachers must read more books about managing the students.
- c. The teachers must assertive when students could not handle.

### **2. For the Students**

After conducting the research and getting the result, the researcher would like to suggest the students especially in learning English subject as follows:

- a. The students must have more time to read English books at home.
- b. The students must learn to translate the contents of the text in the book with his friends to increase vocabulary and grammar.
- c. The students can understand about the contents of the text to be read and answered some questions on the text.
- d. The students get to know and understand the meaning of some aspect in reading as follows, main idea (topic), expression/idiom/phrases in content, inference

(implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content.

### **3. For the Future Researchers**

After conducting the result and getting the result, the researcher would like to suggest order researchers to develop this research with the new innovation such as the use LRD strategy with different material or order to increase students reading ability. Moreover, hopefully the result of this research can be a reference.



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## Appendix 1

**THE RESULT OF INTERVIEW FOR THE ENGLISH TEACHER  
IN THE PRELIMINARY RESEARCH**

NO	Question	Answer	Conclusion
1	Strategy Apa yang biasa Mis Terapkan di dalam kelas untuk mengajar Bahasa Inggris terutama Membaca (reading) ?	Untuk sejauh ini saya tidak menggunakan strategy khusus dalam pengajaran bahasa Inggris di kelas XI (Sebelas) terutama membaca, tetapi saya mengajarkan siswa/I untuk pemahaman membaca mereka dengan cara memberikan pertanyaan tentang teks yang sedang di pelajari.	Guru Tidak Memiliki Strategy Khusus yang diterapkan saat mengajar di kelas XI (Sebelas) di SMA 1 Perintis Bandar Lampung.
2	Bagaimana prosedur strategy yang Mis terapkan tersebut ?	Prosedure nya pertama saya membagi kan lembaran kertas berisi teks pendek biasanya 2 atau 3 paragraph setelah itu saya menyuruh mereka membaca satu baris atau lebih, kemudian saya bertanya tentang teks yang telah siswa baca dan begitu selanjutnya.	Guru memberi kan teks kepada siswa setelah itu memberikan pertanyaan tentang teks yang telah siswa baca.
3	Adakah kesulitan yang sering Mis alami ketika mengajar membaca dengan strategy yang Mis terapkan didalam kelas ?	Kesulitan yang saya alami ketika memberikan tugas kepada Siswa/I saya tentunya banyak sekali ya kesulitan-kesulitan terutama kepada siswa/I yang tidak mengerti sama sekali bahasa inggris saya harus berulang kali menjelaskan kepada mereka yang memang tidak memahami isi teks yang saya berikan, bukan hanya itu saja ada banyak hal lain, seperti banyak diantara mereka tidak mengerti arti teksnya sehingga mereka tidak memahami isi teksnya dengan baik karena mereka tidak memiliki banyak kosa kata	Faktor utama dari kesulitan guru mengajar adalah Banyak siswa yang malas dan tidak mau berusaha lebih giat lagi.

4	Menurut Mis Apakah strategy yang Mis terapkan Siswa/I yang Mis ajarkan pemahaman membaca mereka meningkat lebih baik ?	Menurut saya Siswa/I yang memang pintar sudah pasti mereka dengan mudah memahami teks yang saya berikan tetapi bagi siswa/I yang memang malas untuk membaca pemahaman mereka masih sangat kurang.	Lebih Banyak siswa yang kurang pemahaman membacanya di bandingkan dengan yang sudah baik pemahaman membacanya.
5	Sejauh ini bagaimana Penilaian Mis tentang kemampuan pemahaman membaca siswa/I didalam kelas ?	Saya menilai Siswa/I yang memang aktif dikelas, sudah sedikit lumayan pemahaman mereka tetapi lebih banyak yang tidak mampu memahami teks bacaan yang saya berikan selama ini, itu saya buktikan ketika saya mengoreksi tugas-tugas mereka karena setiap saya memberikan tugas lebih banyak yang mendapatkan nilainya kecil dibandingkan nilai yang tinggi.	Nilai Pemahaman membaca siswa Masih rendah.



## Appendix 2

**THE RESULT OF INTERVIEW WITH THE STUDENT  
IN THE PRELIMINARY RESEARCH**

NO	Question	Answer	Conclusion
1	Apa Panggilan kalian kepada Ibu Agustina guru Bahasa Inggris yang mengajar kalian ?	Biasa Memanggil nya dengan panggilan Mis sesuai yang Mis Tina minta waktu awal pertemuan dulu.	Mereka biasa menyapanya dengan sebutan Mis Tina.
2	Apakah Mis Tina mengajar bahasa Inggris Menyenangkan ?	Lumayan menyenangkan tetapi kadang juga tidak, karena bahasa inggris pelajaran yang sulit bagi kami, dan kami tidak menyukai pelajaran bahasa inggris.	Permasalahan siswa : 1. Siswa banyak yang menganggap Pelajaran Bahasa Inggris sebagai pelajaran yang sulit sehingga mereka sulit juga untuk memahami konteks kalimat yang siswa baca. 2. Siswa juga masih banyak yang kurang menyukai pelajaran Bahasa inggris dan itu berdampak juga dengan pemahaman membaca siswa.
3	Bagaimana perasaan kamu didalam kelas Ketika belajar Bahasa Inggris dengan Mis Tina ?	Kami Kadang-kadang tidak nyaman ingin cepat selesai, Ingin cepat istirahat ketika jam pelajaran sedang berlangsung, karena tugas yang kami dapat sangat banyak dan ada Perasaan takut ketika di suruh membaca dan menjawab pertanyaan yang di berikan.	Kurang menariknya Strategy yang guru terapkan membuat siswa bosan saat proses belajar bahasa inggris berlangsung
4	Menurut kamu apakah kamu sudah mampu memahami teks yang diberi kan Mis Tina ketika memberikan tugas ?	Kadang-kadang kami tidak memahami karena kami tidak tau banyak arti dari kosa kata bahasa inggris jadi sering tidak maksud apa yang di suruh Mis Tina. Kami juga malas Membaca teks yang begitu	Banyak siswa yang masih sulit memahami sesuatu yang siswa baca karena selain mereka malas , siswa juga tidak memiliki banyak pembendaharaan kosa kata bahasa inggris yang siswa

		panjang karena tidak mengerti arti dari teks dan kami juga malas jika terlalu sering membuka kamus.	kuasai.
5	Selama ini Apa yang membuat kamu sulit untuk memahami teks yang kamu baca ?	Kami Tidak memiliki banyak kosa kata bahasa inggris karena susah untuk di pelajari jadi kami malas belajar bahasa inggris, dan kami malas membaca text bahasa inggris karena sulit untuk di pahami.	Siswa tidak banyak memiliki pembendaharaan kosa kata bahasa inggris, dan membuat siswa malas untuk membaca teks yang di berikan guru secara sungguhan, sehingga membuat siswa kurang pemahaman dalam membaca.
6	Metode/ strategi apa yang Mis Tina gunakan dalam mengajar teks prosedur misalnya ada strategy kah ?	Tidak ada metode/ strategi belajar khusus, hanya saja dia berpacu dalam buku pelajaran saja.	Guru tidak menggunakan strategi atau metode mengajar yang menarik.



## Appendix 3

**STUDENTS' READING SCORE CLASS XI IPA – XI IPS  
SMA PERINTIS 1 BANDAR LAMPUNG  
IN 2017 ACADEMIC YEAR**

**XI IPA 1**

NO	NAMES	SCORE
1.	Aulia Hasri Utami	78
2.	Anastiya. Y. R	79
3.	Cintia Widuri Tami	70
4.	Danil Adventius	75
5.	David Rizki. P	66
6.	Dianila Xandri	77
7.	Early Apnisa	72
8.	Fairuz Kansa. Y	65
9.	Febri Agung P	79
10.	Heni Juliasti	76
11.	Ivolius	65
12.	Melinda Tiara. P	60
13.	Marlina	65
14.	Maulana Firdaus	80
15.	Mega Susanti	55
16.	Milna Mahirda	80
17.	Nuflihin Surya Adam	78
18.	Nurza Rena	69
19.	Oktavia Tri N	70
20.	Putri Nacintha Yahya	79
21.	Ranty	76
22.	Syaiful Hilal. S	72
23.	Sekar Ayu N	66
24.	Texy Sagara	69
25.	Yudistira Bima I	80

**XI IPA 2**

NO	NAMES	SCORE
1.	Agung Setiawan	72
2.	Alfito Dean. S	65
3.	Apri Kurniawansyah	69
4.	Asnani Dewi	78
5.	David Can	74
6.	Dimas Satria	72
7.	Dita Octalia	70
8.	Dwi Yulia	70
9.	Fadliyah	66
10.	Fajar Romadhon	75
11.	Inggrit Novianti	77
12.	Khasrian	55
13.	Kharisma Tuldoq	69
14.	Kodriyah Ermala. D	75
15.	Lola Anovika	75
16.	Marissa Adelia	55
17.	M. Bintang	65
18.	Noverllia Hendriawati	70
19.	Oktavianna Karuniap	72
20.	Putri Hilal Maulani	72
21.	Riski Putra .P	75
22.	Siti Khodujah	80
23.	Sri Reza Haria	79
24.	Syarifah Nur Ulfa	70
25.	Vandewi Lefa	76

**XI IPA 3**

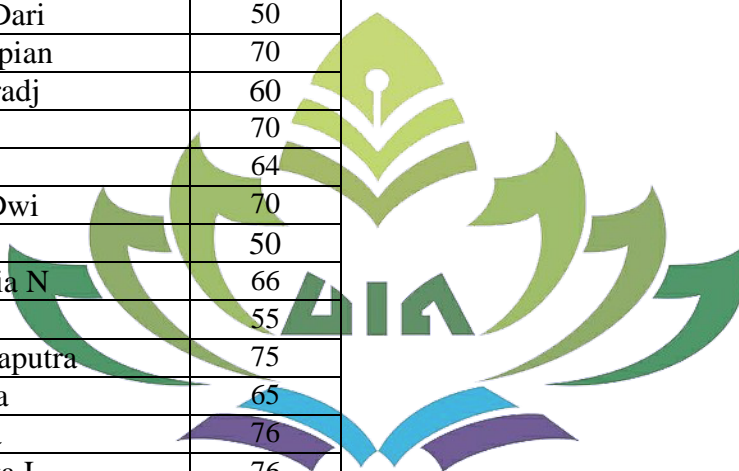
NO	NAMES	SCORE
1.	AdeliaEfendi	70
2.	Agustin Tri Setiawati	75
3.	AjiFazrian	65
4.	Alan Suwandi	80
5.	AndietaZahrani	70
6.	AndikaRizkaPratama	70
7.	AprihanFirnando	70
8.	AtikaKurnia	72
9.	AvaranixFarera	65
10.	AyuWandira	70
11.	BelaLarassati	75
12.	DebyYunita Sari	60
13.	Dimas NovianSardi	80
14.	Geru Anugrah	55
15.	Ida Ayuningsih	72
16.	IncikRidhoMahardika	78
17.	Lucky Zulizahra	80
18.	Monica DeniAprilia	70
19.	Mutiara Chandra Kasih	72
20.	Rafif Randy Pratama	75
21.	Reza Oktavia	65
22.	Rofi Al-Majid	75
23.	Shelly Malinda Sari	70
24.	TegarDjayandani	65
25.	Tri FadzilaUlya	70
26.	Tri Okta Sari	60
27.	Tri Putra Ganesa	75
28.	TubagusMa'ruf Al-Ansor	55
29.	YuliAtia Via	76
30.	Yuriko Satria Jaya	78

**XI IPS 1**

NO	NAMES	SCORE
1.	Adisty Novita S	70
2.	Aji Tri Wahyudi	75
3.	Al-Zikha Ramadhan	65
4.	Astrea Ulfa	65
5.	Ayu Fatmawati	70
6.	Bernico Bisma	70
7.	Dandi Ayubi	78
8.	Deska Nirmala	80
9.	Dion Hardiansyah	70
10.	Dwi Pamungkas	72
11.	Erlangga S	50
12.	Fajar Siradj	75
13.	Friska Juliyanti	60
14.	Gilang Aditiya	55
15.	Irfan Musyafa	72
16.	Kurniawan	70
17.	Lilis Amalia	80
18.	Mayang Agustini	75
19.	M. Ramadhoni	78
20.	M. Iduansyah	75
21.	M. Nizar Al-Faridz	65
22.	M. Pandu Pratama	70
23.	Marsha Cantika	70
24.	Nathania Annisa	75
25.	Nurian	70
26.	Nyi Ayu Melati	60
27.	Rifal Akbar	75
28.	Rr Harimatul	79
29.	Shavira P.	60
30.	Shela Mita	65
31.	Ulfa Rosalinda	78
32.	Wafiki Wuri A	80

**XI IPS 2**

<b>NO</b>	<b>NAMES</b>	<b>SCORE</b>
1.	Aden Ramadana	50
2.	Andiny Fahdia Sari	75
3.	Bardan Sumawijaya	77
4.	Briyant Natha	65
5.	Clara	80
6.	Cyndi Ayu Jayanti	80
7.	Deffi Irfan Pratama	76
8.	Erliza Selviana	55
9.	Febrinamitha K	70
10.	Guruh Anom	70
11.	Hardas Agung	50
12.	Indi Ibrahim	76
13.	Koko Kintoko	50
14.	Lesti Ulan Dari	50
15.	M. Anas Sopian	70
16.	M. Fajar Siradj	60
17.	M. Kevin	70
18.	M. Rafly R	64
19.	M. Taufik Dwi	70
20.	Nadiya	50
21.	Nanda Septia N	66
22.	Nurdana	55
23.	Okta Dwi Saputra	75
24.	Risky Kafila	65
25.	Sasti Adelia	76
26.	Selly Amarta L	76
27.	Tiara Andini	60
28.	Ulfa Janiyati	76
29.	Very Setiawan	75
30.	Vira Anggraini	72
31.	Wafiki Wuri Aldino	60
32.	Widya Fatimah R	55
33.	Yunita Tiara Putri	75





**Appendix 4****VALIDATION FORM FOR READING TEST  
FOR PRE TEST AND POST TEST**

Direction:

For each questions, please give your response by ticking (✓) a box representing your choice.

NO	Question	Yes	No	Comments
1.	Apakah petunjuk pengerjaan sudah jelas?			
2.	Apakah Alokasi waktu sudah cukup?			
3.	Apakah butir soal nomor 1, 7, 15, 22, 26, 34, 41 di table specification try out pre-test and post-test sudah sesuai dengan aspek <i>main idea</i> ?			
4.	Apakah butir soal nomor 4, 9, 21, 38, 43 di table specification try out pre-test and post-test sudah sesuai dengan aspek <i>expression/idiom/phrase in context</i> ?			
5.	Apakah butir soal nomor 5, 17, 25, 32, 39 di table specification try out pre-test and post-test sudah sesuai dengan aspek <i>inference (implied detail)</i> ?			
6.	Apakah butir soal nomor 6, 8, 12, 20, 29, 33, 37, 40, 49 di table specification try out pre-test and post-test sudah sesuai dengan aspek <i>grammatical features</i> ?			
7.	Apakah butir soal nomor 10, 27, 44, 46 di table specification try out pre-test and post-test sudah sesuai dengan aspek <i>stated detail</i> ?			

8.	Apakah butir soal nomor 2, 11, 16, 23, 28, 42 di table specification try out pre-test and post-test sesuai dengan aspek <i>unstated detail</i> ?			
9.	Apakah butir soal nomor 18, 30, 35, 48 di table specification try out pre-test and post-test sesuai dengan aspek <i>supporting idea</i> ?			
10.	Apakah butir soal nomor 3, 13, 14, 19, 24, 31, 36, 45, 47, 50 di table specification try out pre-test and post-test sesuai dengan aspek <i>vocabulary in context</i> ?			



Bandar Lampung, 14 September 2017

Validator

Agustina Nawawi, S.Pd

NIP. 196802161990112002

**Appendix 5**  
**Reading Comprehension Test.**

**Test Item for Pretest Before Validity**

**Mata Pelajaran : Bahasa Inggris**  
**Kelas : XI IPA/IPS**  
**Waktu : 90 menit**

---

**Read the text carefully then answer the questions by giving a cross mark (X) on the correct option (A, B, C, or D)!**

**(Question 1-6)**

1            Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

              One day, while the man was do fishing, he caught a big golden fish in his trap.

4            It was the biggest catch which he ever had in his life. Surprisingly, this first turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

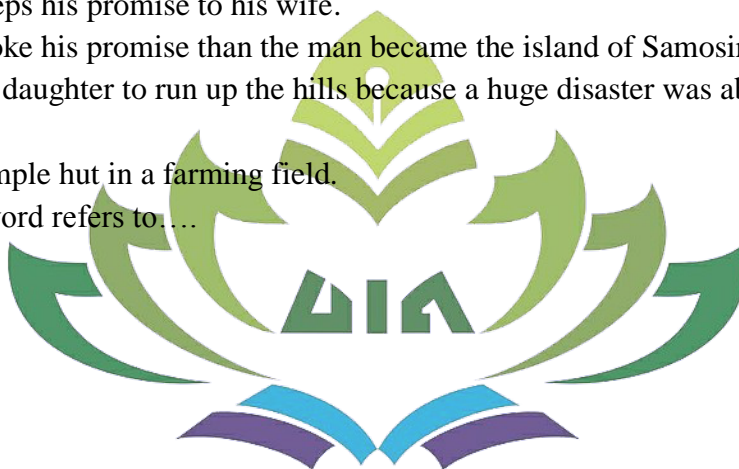
8            Few years later, his daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You dammed daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

11           Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

Adapted From: (<http://feenglishcourse.info/story-of-narrative-text/>)

1. What is the main idea of the first paragraph?
  - A. The man was do fishing.
  - B. There was a man who was living in north Sumatra.
  - C. A man caught a big golden fish in his trap.
  - D. A man turned into an island.
  
2. Which of the following is NOT true about the man?
  - A. The man was do fishing and he caught a big golden fish in his trap.
  - B. The man made the deal and they got married, lived happily and had a daughter.
  - C. The man did not angry to his daughter.
  - D. The man became the island of Samosir.

3. The word “Huge” in line 14 is closest in meaning....
- Big
  - Old
  - Tall
  - Small
4. What is the expression of “you damned daughter of a fish” (paragraph 3)?
- Happy
  - Afraid
  - Angry
  - Proud
5. Which of the following is implied in the passage?
- Daughter would help bringing lunch to her father out in the fields.
  - The man keeps his promise to his wife.
  - The man broke his promise than the man became the island of Samosir.
  - She told her daughter to run up the hills because a huge disaster was about to come.
6. He lived in a simple hut in a farming field.  
The underline word refers to....
- Daughter
  - Fish
  - Beautiful
  - A man



**(Question 7-15)**

1           A Man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

5           The man tried to teach the parrot to say Catano. But the bird would notsay the word. At first the man was very nice, but then he got angry. “you are a stupid bird! Why can’t you say the word? Say Catano, or I will kill you!” but the parrot not say it. Then the man got to so angry that the shouted over and over, “Say Catano, or I’ll kill you!” but bird wouldn’t talk.

9           One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will it you, too.” In the chicken house there are four old chickens. They were for Sunday’s dinner. The man put parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and

16 stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!".

Adapted From: (sumber: detik-detik UN bahasainggris; 2005/2006; IntanPariwara)

7. The best title for passage is....
- A wonderful parrot
  - The smartest parrot
  - The naughty parrot
  - The stupid parrot
8. In the text above, what tense is used by the writer?
- Simple past tense
  - Simple present continuous
  - Simple perfect tense
  - Simple future tense
9. The sentence "You are a stupid bird!" in line 5 expresses....
- Shock
  - Happy
  - Sad
  - Angry
10. Which statement is TRUE according to the text?
- The parrot would say Catano.
  - The man tried to teach the parrot to say Catano.
  - Catano was the name at the parrot.
  - The man never got angry at the parrot.
11. Which of the following is NOT TRUE about the man?
- The man very angry to the bird.
  - The man never got angry to his bird.
  - The man threw the bird into the chicken house.
  - The man taught the bird to say Catano.
12. "It was very, very smart". The underline word refers to....
- The man
  - The bird
  - The chicken
  - Puerto Rico

13. "The parrot was very, very smart". The word 'Smart' means....
- Stupid
  - Stubborn
  - Clever
  - Beautiful
14. "The parrot was screaming at the fourth chickens". What does the underline word mean?
- Shouting
  - Crying
  - Annoying
  - Laugh

**(Question 15-20)**

- 1 A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well, it asked if the water was good. "Good," said the fox, "It is the best water I have tested in all my life. Come down and try it yourself."
- 5 The goat was thirsty, so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea". You stand on your hind legs and put your forelegs against the side of the well. Then, I will climb on your back, from here. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well."
- 9 The goat did as he was asked and the fox got on his back and climbed out of the well. Then, he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turned to him and said, "If you only had thought carefully about getting out, you wouldn't have jumped into the well."
- 13 The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat got out and thanked the old man.

Adapted From: <http://pak-anang.blogspot.com/Soal-Pengayaan-Bahasa-Inggris-SMA-UN 2013>

15. The best title of this passage is....
- A fox
  - A goat
  - An old man and the fox
  - A fox and a goat
16. Which is of the following is NOT true about fox?
- The fox into a well and couldn't get out.
  - The fox keep well his promise
  - The fox said, "I have a good idea".
  - The fox broke his promise
17. It can be inferred from the passage that the fox....
- The fox pretend to goat for he can go out from the well.

- B. The fox help the goat.
- C. The fox said if the water is good.
- D. The goat can go out from well because fox.

18. What happen when the goat had drunk enough?
- A. He saw surrounding but there was not the way to get out
  - B. He found the way to get out
  - C. He still drank the water
  - D. He go up from the well
19. The word “Jump” in line 12 is closest meaning to....
- A. Run
  - B. Leap
  - C. Walk
  - D. Jogging

20. In the text above, what tense is used by the writer?
- A. Simple perfect
  - B. Simple future
  - C. Simple perfect continuous
  - D. Simple past tense

**(Question 21-25)**

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

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

8            One day the lion was caught in a trap. Some hunters who wanted to carry him alive the king, tied him to a tree while they went in search of a wagon to carry him in. just than the little mouse happened to pass. By and see the sad plight in which the lion was. The little mouse went up o him and soon gnawed away the ropes that bound the

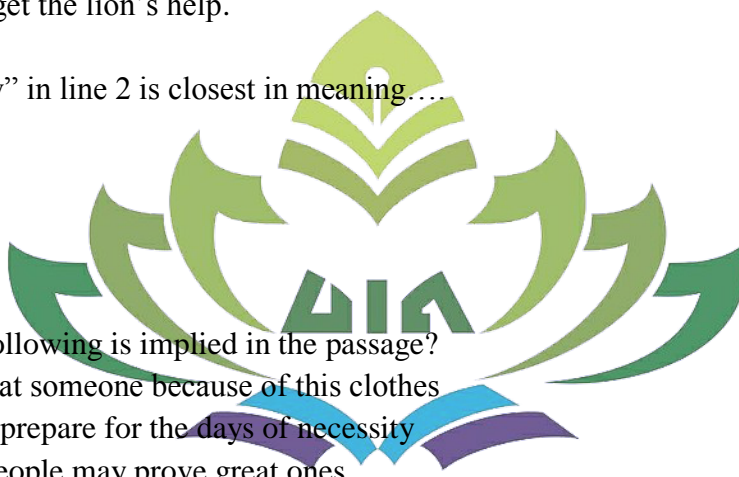
11          king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

*Adapted from: Buku Kerja Bahasa Inggris Semester II Kelas XI SMA Tahun 2012*

21. The sentence “Pardon, O King “cried the little mouse “forgive me for this time” in line 4 expresses....
- A. Interested
  - B. Happy

- C. Afraid
- D. Angry

22. The best title for the passage is....
- A. The Lion and The Little Mouse
  - B. The Hunters Carried The Lion Alive To The King
  - C. The Lion Was Tied To A Tree By The Hunters
  - D. The Little Mouse Could Prove That He Could Help The Lion
23. Which of the following is NOT true about the little mouse?
- A. The little mouse went up the him and soon gnawed away the ropes that bound the king of the beats.
  - B. He tried hard to help the lion tree.
  - C. The little mouse happened to pass by and see the sad plight in which the lion was.
  - D. He will forget the lion's help.
24. The word "Paw" in line 2 is closest in meaning....
- A. Bite
  - B. Claw
  - C. Push
  - D. Pull
25. Which of the following is implied in the passage?
- A. Don't look at someone because of this clothes
  - B. It is best to prepare for the days of necessity
  - C. Common people may prove great ones
  - D. United we stand, divided we fall



**(Question 26-33)**

- 1            One day, there was a beautiful girl named Cinderella. She lived with a wicked stepmother and her two stepsisters. They treated Cinderella very bad and did not appreciate her. Near from her home, there was a king's palace which was so beautiful and there would be held a big party. Her stepmother and her sisters were invited to
- 5 attend the party. However, they did not allow her to go to the party. She was ordered to sew the party dresses that would be worn by her mother and sisters. While, she did not have time to sew her dress. Her mother and her sisters went to a party and left Cinderella alone at home.
- 9            She felt very sad and cried. Between her tears, suddenly a fairy godmother appeared and said "do not cry, I can send you to the ball now!", But she kept crying and looked so sad. She said, "I do not have a dress to wear in the ball". The fairy godmother of course would not be worry and waved the wand to transform the Cinderella's old
- 13 clothes into the new dress which was very beautiful. Furthermore, that fairy godmother touched Cinderella's foot with the wand and suddenly Cinderella had beautiful glass



slippers. Cinderella was shocked and said, “wow, thank you, but how I could go to the ball?”. Fairy godmother then went into the kitchen and saw four rats. She turned it into golden four horses and into a beautiful buggy. Before leaving home, the Fairy Godmother said “Cinderella, you have to go home at middle of the night, because this magic will works only until midnight!”

When Cinderella entered the palace, everyone was stunned by her beautiful face. In fact, no one recognized her because she was so different. Cinderella was so pretty with the dress and the glass slippers. A handsome prince also saw Cinderella and he fell in love. He met Cinderella and asked, “Do you want to dance?” And she said, “yes, I want to dance with you”. Prince and Cinderella danced during the night and she was so happy at that night. She forgot the fairy godmother warning that she should go home in the middle of the night. At the last moment, Cinderella remembered her promise to the fairy godmother and went home. “I must go!”, said her. She ran quickly and one of her glass slippers left but she did not come back to pick it up.

Cinderella arrived home a few minutes later. When she arrived, the clock struck in twelve. The horses and the buggy back into the previous shape and she did not wear the glass slippers and the beautiful dress anymore. After that, her stepmother and sisters came home and talked about the beautiful women who danced with the prince. They were very curious about the identity of the woman who suddenly appeared.

In the palace, Prince kept thinking about Cinderella and he fell in love. Prince wanted to find out the identity of the girl, but he even did not know her name. Prince has only found the glass slipper, and he said, “I will find her, and I will marry the woman whose foot fits into this glass slipper!”. In the next day, the prince and his bodyguards went to all the existing home. They wanted to find a woman whose foot matched with the size of the shoe. Cinderella stepsisters also tried the glass slipper but their feet do not match. When Cinderella wanted to try, her stepmother prevented and forbidden her. However, the prince said, “let her trying!”. When Cinderella wore a glass slipper, she had a perfect leg for the shoe. The prince then recognized her and he was convinced that she was a woman who danced with him at the dance. He married Cinderella and they lived happily.

Adapted from: (<http://freeenglishcourse.info/conderella-story-the-clearest-example-of-narrative-text/>)

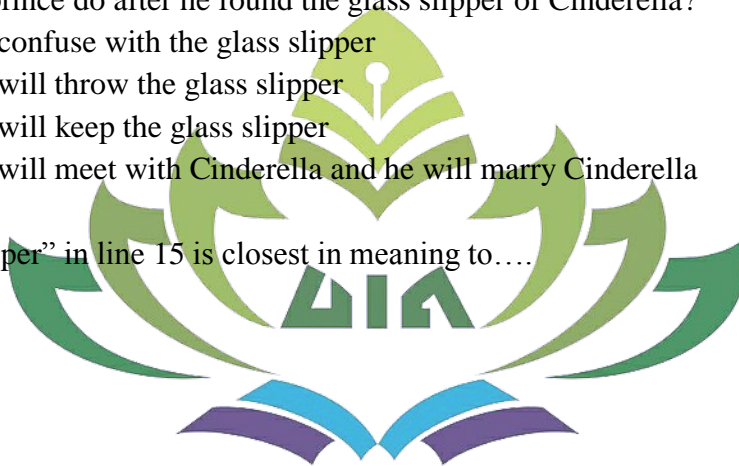
26. What is the main idea of this passage?

- A. The was a beautiful girl
- B. Cinderella was so pretty with the dress and the glass slippers.
- C. There was a beautiful girl named Cinderella. She lived a wicked stepmother and her two stepsisters.
- D. Cinderella is very bad girl

27. Which of the following is true about Cinderella?

- A. Cinderella was ugly with the dress and the glass slippers.
- B. Cinderella hasn't step mother.
- C. Cinderella's stepsisters are kind.
- D. Cinderella ran quickly and one of her glass slippers left but she did not come back to pick it up.

28. Which of the following is NOT true about prince?
- A. Prince has only found the glass slipper, and he said, “I will find her, and I will marry the women whose foot fits into this glass slippers!”
  - B. Prince kept thinking about Cinderella and he fell in love.
  - C. The prince didn’t recognize her and he was not convinced that she was a women who danced with him at the dance.
  - D. Prince married Cinderella and they lived happily.
29. In the text above, what tense is used by the writer?
- A. Simple future
  - B. Simple past continuous
  - C. Simple past
  - D. Simple present
30. What will the prince do after he found the glass slipper of Cinderella?
- A. The prince confuse with the glass slipper
  - B. The prince will throw the glass slipper
  - C. The prince will keep the glass slipper
  - D. The prince will meet with Cinderella and he will marry Cinderella
31. The word “Slipper” in line 15 is closest in meaning to....
- A. Sandal
  - B. Footwear
  - C. Shoe
  - D. Glasses
32. Which of the following is implied in the passage?
- A. The good obey to parent.
  - B. Don’t mock the other person.
  - C. Don’t be arrogant and stingy.
  - D. Every person who doing goodness will get the best reward from it.
33. The prince said, “let her trying!”. The underlined word refers to....
- A. Two stepsisters
  - B. Cinderella
  - C. The stepmother
  - D. Prince



**(Question 34-40)**

1           Once upon a time, there were mother and her young son, namely Malin Kundang, lived in difficult life. They hanged life with something given by the nature. They took woods from the forest and sold them to buy their food. It was not enough to fulfill their daily need normaly. They ate food whatever there was, they wore clothes whatever there was. They were very poor.

6           One day, Malin Kundang asked for permission to her mother to work. He want to change their life. "Mother, let me go to get work, so we can live in better life. I will come back soon" said Malin Kundang. "Of course, my Dear. May God bless you!" answered his mother.

10          Malin Kundang went away to try his luck in a big ship. His poor life motivated him to be a good employee. He was very diligent and made his career increased as fast as possible, until he became a rich man. The merchant of a big ship interested in him and wanted him to marry his daughter. MalinKundang agreed because she was very beautiful.

14          After Malin Kundang married, one day, his wife invited him to see his mother land. Malin agreed with her. Their ship anchored near the harbor of West Sumatra. Everybody heard their coming. The dweller told about it. " Malin come back! Malin come back! He is a rich man now!" they shouted.

18          Malin Kundang's mother came to the harbor and found Malin Kundang with his wife. " Malin! Welcome to your village!" said his mother. Malin Kundang ashamed to his wife when he saw his mother in a bad clothes. He always said to his wife that he was a son of a rich man.

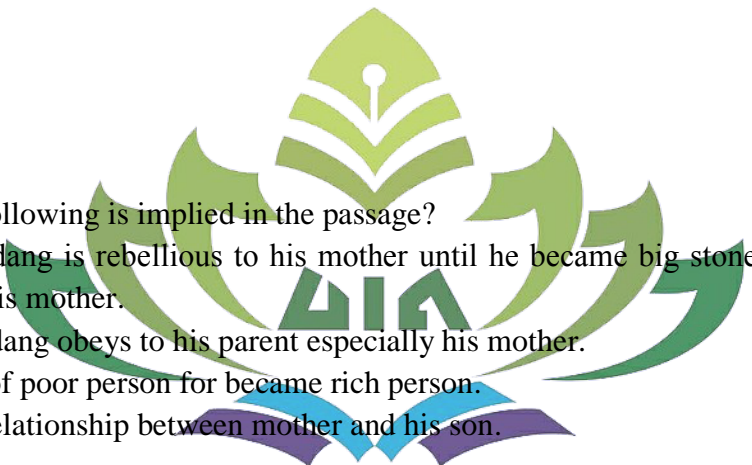
22          "I am your mother, Malin. You don't remember me, do you?" said his mother more.

26          "Go away! I have no mother like you!" shouted Malin Kundang. Malin Kundang's mother was very sad. She was in believe and un-believe that the man on the ship is his son. She said to God to make sure about it. "God if he is not my son, forgive me that I have felt he is my son, but if he is my son, you are the Justest King".

30          In a short time, the sky became dark, the thunder rumbled. No light then after the last thundering sound. After everything in normal condition, there was a big stone of MalinKundang and his ship.

*Adapted From: <http://amelsalsabil.blogspot.com/English-Story 2013>*

34. What is the main idea of the first paragraph?
- There were mother and her young son, namely Malin Kundang. Lived in difficult life.
  - Malin Kundang is good children.
  - Malin Kundang is man who rebellious to his mother.
  - Malin Kundang went away to try his luck in a big ship.
35. What was the Malin's feeling when he met his mother in a bad clothes?
- Malin Kundang was shy meet with his mother.
  - Malin Kundang was proud meet with his mother.
  - Malin Kundang was sad meet with his mother.
  - Malin Kundang was happy meet with his mother.

36. The word “Ashamed” in line 20 is closest in meaning to....
- A. Happy
  - B. Excited
  - C. Sad
  - D. Embarrassed
37. After Malin Kundang married, one day, his wife invited him to see his mother land. The underline word refers to....
- A. Mother
  - B. Father
  - C. Malin Kundang
  - D. Wife
38. The sentence “Go away! I have no mother like you!” in line 25 expresses....
- A. Angry
  - B. Happy
  - C. Sad
  - D. Afraid
39. Which of the following is implied in the passage?
- A. Malin Kundang is rebellious to his mother until he became big stone because he didn't recognize his mother.
  - B. Malin Kundang obeys to his parent especially his mother.
  - C. The effort of poor person for became rich person.
  - D. The good relationship between mother and his son.
40. In the text above, what tense is used by the writer?
- A. Simple past
  - B. Simple future
  - C. Simple present
  - D. Simple past future
- 

**(Question 41-45)**

1 A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.


5 One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

10 So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

15 They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

Adapted From: <http://mahir-msoffice.blogspot.co.id/2016/03/contoh-soal-narrative-text-pilihan.html>

- 
41. The best title of this passage is....
- A wolves and Women
  - A Wolves and Farmer
  - Ah Tim a Farmer
  - A Women and A Wolves
42. Which is of the following is NOT true about fox?
- Ah Tim go with you though the forest.
  - She saw a group wolves in the home.
  - Ah Tim kicked against a stone and fell down.
  - She had offered her own son's life to save her nephew.
43. What is the expression of "Please eat my own son instead" (line 10)
- Happy
  - Angry
  - Sad
  - Proud
44. Which is of the following is TRUE about fox?
- Ah Tim saw a group wolves in the park.
  - Ah Tim go with you though the home.
  - Ah Tim kicked against a stone and fell down.
  - Ah Tim had offered her own son's life to save her nephew.

45. The word “fetched” in line 15 is closest in meaning to....

- A. Take
- B. Brought
- C. Huge
- D. Kill

**(Question 46-50)**

1           A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

5           Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

10          So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

15          One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

Adapted From: <http://kumpulan-soal-blogspot.co.id/2013/08/kumpulan-contoh-soal-cerita-narrative.html>.

46. Which the following fact is TRUE about Kbo Iwo?

- A. Kebo Iwo ate a little amount of meat.
- B. Kebo Iwo was angry because his food was stolen by Balinese people.
- C. Kebo eat food was equal for food of thousand people.
- D. Kebo Iwo destroyed all the house but not the temple.

47. So, they came together to plan steps to oppose this powerful gian. The word “oppose” in line 9 is closest in meaning to....

- A. Support
- B. Defied
- C. Turn Against
- D. Beat

48. What is mount batur?

- A. A lake build by Kbo Iwa.
- B. A well dug by Kbo iwa.
- C. The mountain build by Kbo Iwa.
- D. A mound of earth dug from the well by Kbo iwa.

49. Which the following is NOT true in the text above?
- A. Kebo Iwo ate a little amount of meat.
  - B. Kbo Iwo wild with great anger.
  - C. Kbo Iwo is known as Mount Batur.
  - D. Kebo eat food was equal for food of thousand people.
50. "It made the Balinese turn to rage". What does the underline word mean?
- A. Angry
  - B. Crying
  - C. Running
  - D. Eating



**Appendix 6****Reading Comprehension Test.****Test Item for Posttest Before Validity**

**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : XI IPA/IPS  
**Waktu** : 90 menit

*Read a text carefully then answer the question by giving a cross mark (X) on the correct option (A, B, C or D)!*

**(Question 1-6)**

1 In ancient times, in vast sea there was a frequent fight between a Shark (sura) and a Crocodile (baya). They fought each other to fight for prey in the ocean. They almost had same strength and already fought so many times but no one ever wins or loses. Eventually they both made an agreement that must be followed. The agreement was a  
 5 division of hunting area. They divided their hunting territory into two where Sura ruled in water and hunted aquatic animals while crocodile ruled on the land and hunted land animals. Their territory bounded by the shoreline in beach. This agreement should not be violated by anyone.

10 With this agreement, there was no longer fight between Sura and Baya. They both had reconciled and agreed to respect each territory. However, this peace did not last long. Until one day, Sura ran out of prey in the ocean. He began to prowl in rivers and lakes in land. Sura also caught land animals which were drinking at the river. He did this hunt secretly without being known by Baya.

15 One day Baya wondered why his prey turned less. Then he looked for the cause and he found Sura was hunting in his area. It made Baya became very angry. “Why are you hunting in my territory?” Baya asked in anger. Sura was shocked to hear Baya was angry with him, “I do not hunt in your area, I hunt in waters which are my territory” said Sura. “But you were hunting in river. The river is located on the mainland and you’re also eating land animals that are my prey. You have violated our agreement “said Baya. “It cannot be. all water is my territory, including rivers and lakes that exist in the land!”  
 21 Sura added. They both argued each other. Because there is no one budged a great battle happened between them.

This fight is very powerful and terrible. Sura and Baya were crashing, pouncing and biting each other. None animals dared to approach or even stop their fight. This fight made all the water around them turned red because blood which was coming out of their injured. This fight lasted very long. They continued to fight to defend territory  
 27 without taking a rest at all.

In this battle Sura bite Baya’s tail. Getting a bite from Sura, Baya replied to bite



Sura's tail. Two of them were biting the tail one another without taking it off. This incident lasted very long until Sura was not stand anymore because his tail nearly severed. Then Sura ran to the ocean. Baya satisfied that he had managed to maintain his area. Until this day they both continued hostile and Sura never returned to rivers and lakes anymore.

The fight between shark and crocodile named Sura and Baya was very remarkable and memorable for the local society. Therefore, the area was given the name of Surabaya. And this fight is made as a symbol of Surabaya which is the image of sharks and crocodiles bite their tail each other.

Adapted From: <http://yunitapuspitasari.blogspot.co.id/2016/berlatih-soal-narrative-text.html>

1. What is the main idea of the passage?
  - A. There was a frequent fight between a Shark (sura) and a Crocodile (baya). They fought each other to fight for prey in the ocean.
  - B. There are two animals have good relationship.
  - C. There was no longer fight between Sura and Baya.
  - D. Baya wondered why his prey turned less.
2. Which of the following is NOT true about Baya?
  - A. Baya didn't angry to Sura although has broke this promise to Baya.
  - B. Baya as crocodile in this story.
  - C. Baya replied to bite Sura's tail.
  - D. Baya satisfied that he had managed to maintain his area.
3. The word "Fight" in line 2 is closest in meaning....
  - A. Games
  - B. Play
  - C. Quarrel
  - D. Noisy
4. The sentence "you have violated our agreement" in paragraph 3 line 19 expresses....
  - A. Sad
  - B. Happy
  - C. Angry
  - D. Afraid
5. Which of the following is implied in the passage?
  - A. In vast sea there was a frequent fight between a Shark (sura) and a Crocodile (Baya).
  - B. This day they both continued hostile and Sura never returned to rivers and lakes anymore.
  - C. The fight between shark and crocodile named Sura and Baya was very remarkable and

memorable for the local society. Therefore, the area was given the name of Surabaya.

D. He did this hunt secretly without being known by Baya.

6. He began to prowl in rivers and lakes in land. The underlined word refers to....

A. Sura

B. Baya

C. Fish

D. Crocodile



**(Question 7-4)**

1            In ancient times, there is a princess in West Java named Dayang Sumbi. She had a son named Sangkuriang.

Sangkuriang was a boy who liked to hunt and when hunting, he was always accompanied by his dog named Tumang. Despite a Dog, Tumang actually an incarnation of the god and the father of Sangkuriang.

6            One day, he got mad at Tumang for not pursuing the animals. Because of so angry, he then expelled Tumang so the dog went into the woods. He then returned to the palace and told the incident to her mother. “You are so naughty sangkuriang, why you do it!” Dayang Sumbi was so angry and hit his head. Sangkuriang then disappointed and he decided to wander.

11           After hitting Sangkuriang, DayangSumbi felt so sorry and she always prayed and meditated to get forgiveness from God. One day, God gave a gift because she was so diligent in praying. The prize is a timeless beauty that would make Dayang Sumbi becoming young forever. After wandering for a dozen years, Sangkuriang returned home. When he reached the kingdom, all had changed. He did not know what was  
16           happening. One day, he met a girl who was so beautiful. The girl was actually a Dayang Sumbi, his own mother.

Sangkuriang fell in love with the girl and then proposed her. Because of the handsomeness that was owned by Sangkuriang, then Dayang Sumbi also fell in love. One day, Sangkuriang want to hunt and he asked Dayang Sumbi to fix the headband. However, Dayang Sumbi surprised that her future husband had a head injury. Dayang  
22           Sumbi then realized that was the same injury as her son who wandered away. She then noticed Sangkuriang face, and she was more surprised to realize that her husband was Sangkuriang, her own son.

After those happenings, she immediately looked for ways to thwart the plan of making a proposal. She then proposed two requirements to Sangkuriang. First, Sangkuriang should stem the Citarum River. Secondly, she asked Sangkuriang to make a  
28           big canoe to cross the river. Both of those conditions should be finished before sunrise.

At night, Sangkuriang asked for help to spirit creatures to complete all the work. Dayang Sumbi secretly peeked at the job. Once the work was almost complete, Dayang Sumbi ordered his forces to hold a very long red carpet to the east of the city.

The carpet made the light became red and Sangkuriang thought that the sun had risen. He stopped his work and was very upset because all could not meet the  
34           requirements posed by Dayang Sumbi. Using his strength, Sangkuriang broke the dam and the city became flooding. His big canoe then crashed upside down and changed into a mountain named, Tangkuban Perahu.

*Adapted From: Buku Kerja Bahasa Inggris Semester II Kelas XI SMA Tahun 2012*

7. The best title for the passage is....
- Disaster of Love
  - DayangSumbi
  - Sangkuriang
  - The Beautiful Mother and Her Son
8. In the text above, what tense is used by the writer?
- Simple past
  - Simple future
  - Simple present
  - Simple past future
9. The sentence “you are so naughty Sangkuriang, why you do it!” in line 8 expresses....
- Happy
  - Sad
  - Angry
  - Afraid
10. Which statement is TRUE according to the text?
- Sangkuriang was a boy who disliked hunting.
  - Dayang Sumbi surprised that her future husband had a head injury.
  - Dayang Sumbi proposed one requirement to Sangkuriang.
  - Sangkuriang did not ask help to another complete all the work.
11. Which of the following is NOT true about Dayang Sumbi?
- Dayang Sumbi was so angry and hit his head.
  - Then Dayang Sumbi fell in love with Sangkuriang.
  - Dayang Sumbi didn't order his forces to hold a very long red carpet to the east of the city.
  - Dayang Sumbi surprised that her future husband had a head injury.
12. Dayang Sumbi was so angry and hit his head.  
The underlined word refers to....
- Dayang Sumbi
  - Tumang
  - Sangkuriang
  - Father
13. The word “Canoe” in line 28 is closest in meaning to....
- Ship
  - Small boat
  - Cycle
  - Plane

14. One day, God gave a gift because she was so diligent in praying.

What does the underlined word mean?

- A. Gold
- B. Punishment
- C. Prize
- D. Surprise

**(Question 15-20)**

1            One day, Mouse Deer went down to the river to take a drink. But he knew that the crocodile might be waiting underwater to eat him, so he said out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer didn't put in his leg. He picked up a stick instead and put one end into the water. Chomp...! Crocodile grabbed the stick and pulled it underwater. Mouse Deer  
6            laughed. "Ha... ha...ha... Stupid crocodile! Can't you tell the difference between a stick and a leg?" Then Mouse Deer ran off to drink somewhere else.

              In the next day, Mouse Deer wanted to cross the river. He wanted to eat the fruits on the other side of the river. He saw a floating log in the river. He knew that Crocodile looked like a log when he floated. Mouse Deer didn't want to be eaten by Crocodile when he crosses the river. He had an idea. He called out loud,  
12            "Crocodile!" Crocodile rose from the water, "Hello, Mouse Deer. Have you come to be my lunch?" Mouse Deer smiled. "Sorry, not today, Crocodile. I have orders from the King. He wants to invite all the crocodiles in this river to a party. He wants me to count all the crocodiles so he could prepare enough meal for you."

              Really...? Tell us what to do," said Crocodile. "You must line up from this  
17            side of the river to the other side," said Mouse Deer. Crocodile then got all his friends and family. They lined up across the river. Mouse Deer then jumped onto Crocodile's back. "One," he counted. He jumped onto the next crocodile, "Two." And the next crocodile, "Three." Mouse Deer kept jumping until he arrived on the  
21            other side of the river. "How many are there?" asked Crocodile. "Just enough," said Mouse Deer. He laughed as he ran to the forest.

Adapted from : *Detik-detik UN bahasa inggris; 2009/2010; intan pariwisata*

15. The best title of this passage is....

- A. Mouse Deer Afraid to Crocodile
- B. Mouse Deer
- C. Crocodile Want Eat Mouse Deer
- D. Crocodile and Mouse Deer

16. Which is of the following is NOT true about Mouse Deer?
- Mouse deer walked onto crocodile's back.
  - Mouse deer went down to the river to take a drink.
  - Mouse deer didn't want to be eaten by crocodile when he crosses the river.
  - Mouse deer jumped onto crocodile's.
17. It can be inferred from the passage that....
- One day, mouse deer went down to the river to take a drink.
  - He jumped onto the next crocodile.
  - Mouse deer ran away from crocodile by kept jumping until he arrived on the other side of the river.
  - In the next, mouse deer wanted to cross the river.
18. What did the mouse Deer do after the crocodile line up across the river?
- Mouse Deer walked onto crocodile's back.
  - Mouse Deer back to the coast river.
  - Mouse Deer leaped onto crocodile's back.
  - Mouse Deer hit the crocodile's back.
19. The word "Stupid" in line 6 is closest in meaning to....
- Great
  - Bad
  - Honest
  - Silly
20. In the text above, what tense is used by the writer?
- Simple past future
  - Simple future
  - Simple present
  - Simple past

**(Question 21-25)**

1 Long time ago there lived a married couple. They were very lonely because they did not have children who accompanied them. Every day the couple prayed to god to be given a child. Until one day his wife was pregnant. Her husband was very happy and the days they turned into happiness. One day his wife fell ill. She suffered a strange illness. So many times, her husband treated her but she was still sick. The husband also confused his wife was getting worse. Even she did not want to eat and drink. "You have to eat a lot so that our children healthy!" said her husband. "I cannot eat any food" replied his wife.

7

The husband thought that deep in the forest there was a magical flower that

can cure all diseases guarded by a witch. Because of his love for his wife, he went to the forest. After arriving in the woods, he crept to take the flowers. When she was picking the flowers that were in the midst of garden, the witch knew. She was furious and wanted to kill him. “Please do not kill me. My pregnant wife was sick. If I did not give this magical flower she and my baby will die “the husband said. Finally the witch let him go, but with one condition when the baby was born, he had to give the baby. Without thinking, her husband agreed.

When he got home, he gave the magic flower to his wife. Then his wife’s illness miraculously disappeared and she born a beautiful baby. When the baby was born, the witch came. She robbed the baby and took him away. They could not do anything about it. The witch was holding their baby at a very high tower with no doors. The tower only has a window in it. Witch was raising the child in the tower and named her Rapunzel. Rapunzel grew into a beautiful girl. Her hair which was never cut became very long. The witch was always coming to the tower to bring food. She always called him from below, “Rapunzel let your hair down”. She used her hair as a rope to climb the tall tower.

Rapunzel stayed on top of the tower alone even she never saw human except that witch. She had a very beautiful voice so that her days were spent to sing. One day, a handsome prince passed the tower. He heard Rapunzel singing so beautifully. He fell in love with her voice. The prince came to the tower every day to hear Rapunzel sing. One day, the prince saw a witch climbed the tower using Rapunzel hair.

The next day, the prince tried to climb the tower. She called Rapunzel. “Rapunzel let down your hair” he said. The prince climbed to the top of the tower. Having reached the top, Rapunzel surprised that the one who came is not witch but others. They both met each other until they become lovers. The prince told everything to Rapunzel and Invited Rapunzel to escape. However, when they wanted to escape, the wicked witch came and pushed the prince of the top tower so that he was blind.

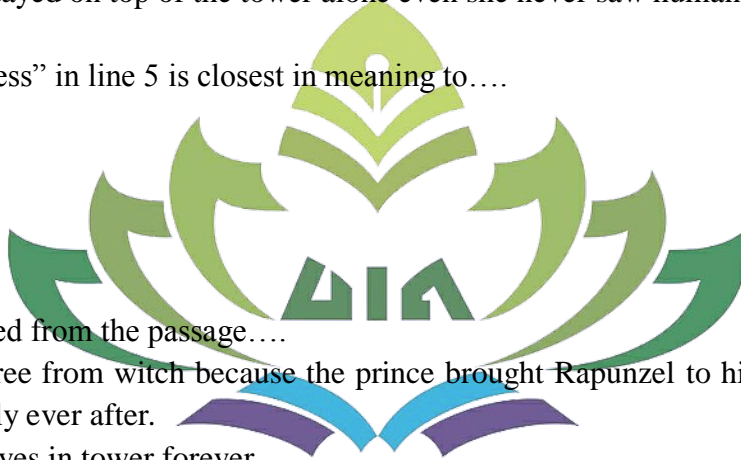
The witch was very angry. She cut Rapunzel’s hair and discarded her into the faraway desert. The prince who was blind looked for Rapunzel for years. He walked alone and finally reached the desert. One day, he heard a voice he knew singing. The prince realized that it was the voice of Rapunzel. Eventually they both met again. They hugged and cried with joy until Rapunzel’s tears fell to the eye of prince. Then the prince got his sight back. Afterwards the prince brought Rapunzel to his kingdom and they lived happily ever after.

Adapted from: [http://english.blogspot.co.id/2013/05/narrative-text\\_21.html](http://english.blogspot.co.id/2013/05/narrative-text_21.html)

21. The sentence “Please do not kill me” in line 13 is expresses....

- A. Sad
- B. Angry

- C. Afraid  
D. Happy
22. The best title for the passage is....  
A. The tower and the queen  
B. The happiness family  
C. princess  
D. Rapunzel
23. Which of the following is NOT true about Rapunzel?  
A. Having reached the top, Rapunzel surprised that the one who came is not witch but others.  
B. Rapunzel always cut her hair then become short.  
C. Rapunzel grew into a beautiful girl.  
D. Rapunzel stayed on top of the tower alone even she never saw human expect that witch.
24. The word "Illness" in line 5 is closest in meaning to....  
A. Great  
B. Bad  
C. Sick  
D. Health
25. It can be inferred from the passage....  
A. Rapunzel free from witch because the prince brought Rapunzel to his kingdom and they lived happily ever after.  
B. Rapunzel lives in tower forever.  
C. Rapunzel falls in love with the prince.  
D. The prince who was blind looked for Rapunzel for years.





**(Question 26-33)**

1           Once upon a time in the edge of east Java Island, there was a kingdom named  
Blambangan. The kingdom was led by a king named King Sulahkromo. He was  
assisted by a brave Patih named Patih Sidopekso in ruling his kingdom. Patih  
Sidopekso had a very beautiful wife named Sri Tanjung. Because of her beauty, the  
king was crazy about her. Even, the king had made a plan to take away Sri Tanjung  
6           from Patih Sidopekso. He ordered Patih Sidopekso to do a mission that was very hard  
and dangerous so that Patih Sidopekso would die there. Without suspicion,  
PatihSidopekso went to do The King's command. When Patih Sidopekso was going on  
his duty, King Sulahkromo seduced Sri Tanjung in order to be his wife. However Sri  
Tanjung stayed faithful to PatihSidopekso. The king was angry because he was  
rejected by Sri Tanjung.

          After getting back from his duty, Patih Sidopekso went to see the King in the  
hall. The king who was hurt because his love was rejected then accused Sri Tanjung  
14          that she had seduced him. Patih Sidopekso was upset to hear what was told by the  
king. He felt he had been betrayed by his wife. Then he went to see his wife and asked  
for the truth immediately. Sri Tanjung refuted and denied what was said by the king.  
Nevertheless, Patih Sidopekso more believed to the king than her wife. And then he  
got mad and dragged her to the edge of a muddy river. He was so angry there and  
wanted to kill his wife. Because her husband did not trust her anymore, Sri Tanjung  
asked for a last request to him. She said that if he did not trust her any more, he may  
21          kill her and threw her body into the river. Sri Tanjung also said that when the water  
turned to be clean it meant she was right. Nevertheless, if it did not change, the king  
was right.

          Patih Sidopekso couldn't stand his anger any longer and then he stabbed his  
wife with a knife. Then he threw his wife's body into the river. Immediately the turbid  
river turned into clean and diffused the fragrance. Seeing the incident, Patih Sidopekso  
regretted what he had done. He realized that his wife was innocent. Then he screamed  
28          loudly "Banyu .....Wangi. Banyu Wangi ..... "Since the incident  
happened the river was called Banyuwangi.

Adapted From: <http://indonesianfolklore.blogspot.com/2008/07/narrative-text>

26. What the main idea of the passage?

- A. Sri Tanjung was very beautiful wife.
- B. Sri Tanjung is bad wife.
- C. Sri Tanjung was lie to her husband.
- D. Sri Tanjung is wife who is keeps her loyalty love to he husband.

27. Which statement is TRUE according about Patih Sidopekso?
- A. Patih Sidopekso didn't believe with the king although he has met with the king.
  - B. Patih Sidopekso didn't stab his wife with a knife.
  - C. Seeing the incident, Patih Sidopekso regretted what he had done.
  - D. Nevertheless, Patih Sidopekso more believed to his wife.
28. Which of the following is NOT true about Sri Tanjung?
- A. Sri Tanjung did not faithful to Patih Sidopekso.
  - B. Sri Tanjung is Patih Sidopekso's wife.
  - C. Sri Tanjung also said that when the water turned to be clean it meant she was right.
  - D. Sri Tanjung rejected the king love.
29. In the text above, what tense is used by the writer?
- A. Simple future
  - B. Simple past continuous
  - C. Simple past
  - D. Simple present
30. What did Patih Sidopekso do after he stabbed his wife with a knife?
- A. He put his wife's body into the river.
  - B. He put his wife's body into home.
  - C. He put his wife's body into well.
  - D. He put his wife's body into field.
31. The word "Faithful" in line 10 is closest in meaning to....
- A. Honest
  - B. Wise
  - C. Loyalty
  - D. Kindness
32. In can be inferred from the passage that....
- A. Patih Sidopekso more believed to the king than her wife.
  - B. Patih Sidopekso regretted what he had done. He realized that his wife was incorrect. His wife has passed away into river and then the river name became Banyuwangi.
  - C. Patih Sidopekso felt he been betrayed by his wife.
  - D. Patih Sidopekso was so angry and he wanted to kill his wife.
33. Patih Sidopekso couldn't stand his anger any longer and then he stabbed his wife with a knife. The underlined word refers to....
- A. Husband

- B. Sri Tanjung
- C. Wife
- D. Patih Sidopekso

**(Question 34-40)**

1 A long time ago, in a dense forest lies the are very much. Among the animals, which live there is a cat arrogant very clean, hairy and smooth white. So many animals who liked it, but she was to proud and arrogant to excess.

6 One day, the cat wants to live alone without family cat, because she felt it was great to rend for themselves without the help of her family. On her way she's resting adjacent to the family chickens. Sunny morning, when the cat is angry because her voice has awakened chickens, "hi chicken presumtuous of you to wake coupled with your son, your son is ugly" said the cat. Chicken family very angry, they repel cats, with feeling annoyed cat it.

12 With feeling so tired cat sleeping in the shoulders of an elephant, When elephant was about to wake up the elephant accidentally dropped the cat " hi you fool elephant, why you dropped me,, you want to kill me?" elephant closer and said "oh you're so beautiful". Cat scratches elephant, rampage elephants make that cat darted him.

19 Cats are very upset and hungry, she tried to look for food on the ground. She met worm "you are a beautiful cat but why did you take my food." The cat said "all animals are well aware of my beauty because I was entitled to do as I please". And worm said "bask cat snob, what you can survive in the soil". "hahaha it's the little things" said the cat. They also made a deal.

Eventually, after a day on the ground cat worm group tried to see, but the cat was already dead. Some worm told this to the cat family, but when her family until the cat arrogant who had died, had been in the eating lions.

Adapted From: <http://andriantanjungenglish.blogspot.co.id/2013/05/contoh-soal-narrative.html>

34. What the main idea of the passage?
- A. There was kindness cat.
  - B. There was beautiful cat with smooth fur.
  - C. There was beautiful cat but she was arrogant.
  - D. The cat and her family live in the forest.
35. What is the cat wants?
- A. The cat was very clean, hairy and smooth white.
  - B. The cat wants to live alone without family.
  - C. The cat was sleeping in the shoulders of an elephant.
  - D. The cat was not already dead.

36. The word “Arrogant” in line 2 is closest in meaning to....
- Honest
  - Stingy
  - Cocky
  - Loyalty
37. “Hi you fool elephant, why you dropped me, you want to kill me?”  
The underlined word refers to....
- Elephant
  - Cat
  - Chicken
  - Worm
38. The sentence “Hahaha it’s the little things” in line 18 expresses....
- Laugh
  - Afraid
  - Sad
  - Happy
39. It can be inferred from the passage that....
- The cat asked sorry to her friends.
  - The cat was died because she was arrogant to another.
  - The cat was beautiful and goat cat.
  - The cat lived together with her family.
40. In the text above, what tense is used by the writer?
- Simple past
  - Simple future
  - Simple present
  - Simple past future

**(Question 41-45)**

1                   Once upon a time, there was a poor farmer who dug up a big box in his field. He took it home and showed it to his wife. His wife cleaned it and kept it in their house. One day, she dropped an apple into it. Immediately the box began to fill up with apples. No matter how many were taken out, others took their place. So the farmer and his wife sold the apples and were able to live quite comfortably.

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

Now the farmer’s grandfather lived with the couple. He has not very strong and he could not go out to work. So the farmer asked the old man to help him take

11 the money out of the box. When his grandfather became tired and wanted to rest, the  
 farmer shouted at him, “Why are you lazy? Why can’t you work harder?” The old  
 man did not say anything but he continued working until he fell inside the box and  
 died. At once the money disappeared and the box began to fill up with dead grand  
 15 fathers.

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

Adapted From: <http://mahir-msoffice.blogspot.co.id/2016/03/contoh-soal-narrative-text-pilihan.html>

41. The main idea of paragraph 2 is that....
- The farmer and his wife had a magic box.
  - The farmer became rich because of the box.
  - The farmer dropped a coin into the box to have a lot of money.
  - The apples disappeared accidentally because of the farmer’s fool.
42. Which of the following NOT true in the text above?
- He could not go out to work.
  - He had used up all the money.
  - He has not very strong.
  - He has couples and harder.
43. The sentence “Why are you lazy? Why can’t you work harder?” in line 12 express....
- Angry
  - Pity
  - Distressed
  - Contended
44. Which statement is TRUE according to the text?
- His wife cleaned and kept it for her.
  - The grandfather died because he was killed.
  - The farmer became richer after his grandfather died.
  - The poor farmer found a big box when he dug his field.
45. The word “Disappeared” in line 6 is closest meaning to....
- Going
  - Destroyed
  - Dead
  - Fall

**(Question 46-50)**

1           Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died.

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

          Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and  
10          fell asleep.

          Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs Doc, one of the dwarfs asked, "What is your name?" Snow  
14       White answered "My name is Snow White."

          The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

Adapted From: <http://kumpulan-soal-blogspot.co.id/2015/12/kumpulan-contoh-soal-cerita-narrative.html>

46. The third paragraph is TRUE according to the text?

- A. Where Snow White's aunt and uncle had breakfast.
- B. What Snow White did after hearing her uncle's plan.
- C. How Snow White went into the cottage.
- D. With whom Snow White ran away into the woods.

47. The word "woods" in line 8 is closest in meaning to ....

- A. Forest
- B. Garden
- C. Cottage
- D. Edifice

48. What did Snow White when she is tired and hungry....

- A. Snow White going to in the forest.
- B. Snow White sleeping in the garden.
- C. Snow White going to a little cottage.
- D. Snow White tired and sleeping.

49. Which the following is NOT true according to the text?

- A. Snow White aunt and uncle had breakfast.
- B. Snow White went into a little cottage.
- C. She ran away into the woods.
- D. She was very tired and hungry.

50. The dwarf said, “If you wish, you may live here with us.” What did the dwarf mean with the words underlined?
- A. He asked Snow White for a permission to stay with her.
  - B. He offered Snow White to stay with them.
  - C. He showed his interest in Snow White.
  - D. He agreed to stay with Snow White.

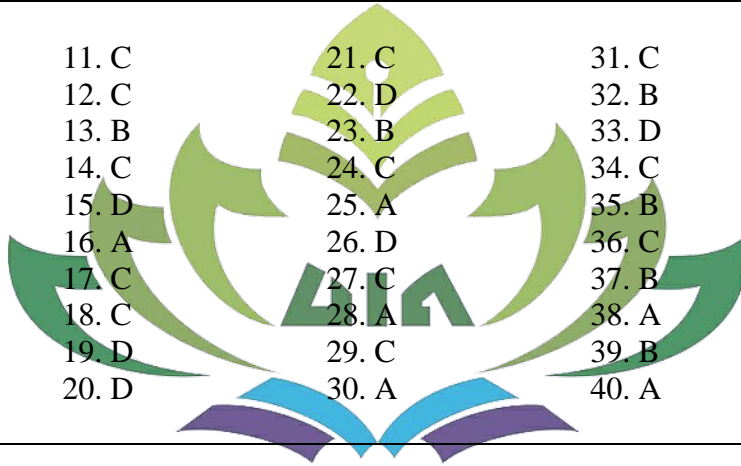


**Answer Key Pretest**

1. B	11. B	21. C	31. A	41. D
2. C	12. B	22. A	32. D	42. B
3. A	13. C	23. D	33. B	43. C
4. C	14. A	24. B	34. A	44. C
5. C	15. D	25. A	35. A	45. A
6. D	16. B	26. C	36. D	46. C
7. B	17. A	27. D	37. C	47. B
8. A	18. A	28. C	38. A	48. D
9. D	19. B	29. C	39. A	49. A
10. B	20. D	30. D	40. A	50. A

**Answer Key Posttest**

1. A	11. C	21. C	31. C	41. C
2. A	12. C	22. D	32. B	42. D
3. C	13. B	23. B	33. D	43. A
4. C	14. C	24. C	34. C	44. D
5. C	15. D	25. A	35. B	45. B
6. A	16. A	26. D	36. C	46. C
7. C	17. C	27. C	37. B	47. A
8. A	18. C	28. A	38. A	48. B
9. C	19. D	29. C	39. B	49. A
10. B	20. D	30. A	40. A	50. B





**Appendix 7**  
**Reading Comprehension Test.**

**Test Item for Pretest After Validity**

**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : XI IPA/IPS  
**Waktu** : 90 menit

*Read the text carefully then answer the questions by giving a cross mark (X) on the correct option (A, B, C, or D)!*

**(Question 1-4)**

1           Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

4           One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this first turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

8           Few years later, his daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. 11 Unfortunately, he found out and got furious, and shouted; “You dammed daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

16          Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

Adapted From: (<http://feenglishcourse.info/story-of-narrative-text/>)

1. Which of the following is NOT true about the man?
  - A. The man was do fishing and he caught a big golden fish in his trap.
  - B. The man made the deal and they got married, lived happily and had a daughter.
  - C. The man did not angry to his daughter.
  - D. The man became the island of Samosir.
  
2. The word “Huge” in line 17 is closest in meaning....
  - A. Big
  - B. Old
  - C. Tall
  - D. Small

3. What is the expression of “you damned daughter of a fish” (paragraph 3)?

- A. Happy
- B. Afraid
- C. Angry
- D. Proud

4. He lived in a simple hut in a farming field.

The underline word refers to....

- A. Daughter
- B. Fish
- C. Beautiful
- D. A man

**(Question 5-6)**

1            A Man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

5            The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. “you are a stupid bird! Why can’t you say the word? Say Catano, or I will kill you!” but the parrot not say it. Then the man got to so angry that he shouted over and over, “Say Catano, or I’ll kill you!” but bird wouldn’t talk.

9            One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will it you, too.” In the chicken house there are four old chickens. They were for Sunday’s dinner. The man put parrot in the chicken house and left.

16           The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you!”.

Adapted From: (sumber: detik-detik UN bahasainggris; 2005/2006; IntanPariwara)

5. Which of the following is NOT TRUE about the man?

- A. The man very angry to the bird.
- B. The man never got angry to his bird.
- C. The man threw the bird into the chicken house.
- D. The man taught the bird to say Catano.

6. “The parrot was screaming at the fourth chickens”. What does the underline word mean?

- A. Shouting
- B. Crying

- C. Annoying
- D. Laugh

**(Question 7-9)**

1 A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well, it asked if the water was good. "Good," said the fox, "It is the best water I have tested in all my life. Come down and try it yourself."

5 The goat was thirsty, so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea". You stand on your hind legs and put your forelegs against the side of the well. Then, I will climb on your back, from here. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well."

9 The goat did as he was asked and the fox got on his back and climbed out of the well. Then, he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turned to him and said, "If you only had thought carefully about getting out, you wouldn't have jumped into the well."

13 The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat got out and thanked the old man.

Adapted From: <http://pak-anang.blogspot.com/Soal-Pengayaan-Bahasa-Inggris-SMA-UN 2013>

7. It can be inferred from the passage that the fox....
- A. The fox pretend to goat for he can go out from the well.
  - B. The fox help the goat.
  - C. The fox said if the water is good.
  - D. The goat can go out from well because fox.
8. What happen when the goat had drunk enough?
- A. He saw surrounding but there was not the way to get out
  - B. He found the way to get out
  - C. He still drank the water
  - D. He go up from the well
9. In the text above, what tense is used by the writer?
- A. Simple perfect
  - B. Simple future
  - C. Simple perfect continuous
  - D. Simple past tense

**(Question 10-12)**

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

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

8            One day the lion was caught in a trap. Some hunters who wanted to carry him alive the king, tied him to a tree while they went in search of a wagon to carry him in. just than the little mouse happened to pass. By and see the sad plight in which the lion was. The little mouse went up o him and soon gnawed away the ropes that bound the  
11          king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

*Adapted from: Buku Kerja Bahasa Inggris Semester II Kelas XI SMA Tahun 2012*

10. The best title for the passage is....

- A. The Lion and The Little Mouse
- B. The Hunters Carried The Lion Alive To The King
- C. The Lion Was Tied To A Tree By The Hunters
- D. The Little Mouse Could Prove That He Could Help The Lion

11. The word “Paw” in line 2 is closest in meaning....

- A. Bite
- B. Claw
- C. Push
- D. Pull

12. Which of the following is implied in the passage?

- A. Don’t look at someone because of this clothes
- B. It is best to prepare for the days of necessity
- C. Common people may prove great ones
- D. United we stand, divided we fall

**(Question 13-16)**

1            One day, there was a beautiful girl named Cinderella. She lived with a wicked stepmother and her two stepsisters. They treated Cinderella very bad and did not appreciate her. Near from her home, there was a king’s palace which was so beautiful and there would be held a big party. Her stepmother and her sisters were invited to  
5          attend the party. However, they did not allow her to go to the party. She was ordered to sew the party dresses that would be worn by her mother and sisters. While, she did not have time to sew her dress. Her mother and her sisters went to a party and left Cinderella alone at home.

9            She felt very sad and cried. Between her tears, suddenly a fairy godmother

appeared and said “do not cry, I can send you to the ball now!”, But she kept crying and looked so sad. She said, “I do not have a dress to wear in the ball”. The fairy godmother of course would not be worry and waved the wand to transform the Cinderella’s old  
 13 clothes into the new dress which was very beautiful. Furthermore, that fairy godmother touched Cinderella’s foot with the wand and suddenly Cinderella had beautiful glass  
 slippers. Cinderella was shocked and said, “wow, thank you, but how I could go to the  
 17 ball?”. Fairy godmother then went into the kitchen and saw four rats. She turned it into golden four horses and into a beautiful buggy. Before leaving home, the Fairy  
 Godmother said “Cinderella, you have to go home at middle of the night, because this  
 magic will works only until midnight!”

When Cinderella entered the palace, everyone was stunned by her beautiful face. In fact, no one recognized her because she was so different. Cinderella was so pretty  
 22 with the dress and the glass slippers. A handsome prince also saw Cinderella and he fell in love. He met Cinderella and asked, “Do you want to dance?” And she said, “yes, I want to dance with you”. Prince and Cinderella danced during the night and she was so happy at that night. She forgot the fairy godmother warning that she should go home in the middle of the night. At the last moment, Cinderella remembered her promise to the fairy godmother and went home. “I must go!”, said her. She ran quickly and one of her  
 glass slippers left but she did not come back to pick it up.

29 Cinderella arrived home a few minutes later. When she arrived, the clock struck in twelve. The horses and the buggy back into the previous shape and she did not wear the glass slippers and the beautiful dress anymore. After that, her stepmother and sisters came home and talked about the beautiful women who danced with the prince. They were very curious about the identity of the woman who suddenly appeared.

In the palace, Prince kept thinking about Cinderella and he fell in love. Prince wanted to find out the identity of the girl, but he even did not know her name. Prince has only found the glass slipper, and he said, “I will find her, and I will marry the woman  
 37 whose foot fits into this glass slipper!”. In the next day, the prince and his bodyguards went to all the existing home. They wanted to find a woman whose foot matched with the size of the shoe. Cinderella stepsisters also tried the glass slipper but their feet do not match. When Cinderella wanted to try, her stepmother prevented and forbidden her. However, the prince said, “let her trying!”. When Cinderella wore a glass slipper, she had a perfect leg for the shoe. The prince then recognized her and he was convinced that she was a woman who danced with him at the dance. He married Cinderella and they  
 44 lived happily.

Adapted from: (<http://freeenglishcourse.info/condereella-story-the-clearer-example-of-narrative-text/>)

13. Which of the following is true about Cinderella?

- A. Cinderella was ugly with the dress and the glass slippers.
- B. Cinderella hasn’t step mother.
- C. Cinderella’s stepsisters are kind.
- D. Cinderella ran quickly and one of her glass slippers left but she did not come back to pick it up.

14. What will the prince do after he found the glass slipper of Cinderella?
- A. The prince confuse with the glass slipper
  - B. The prince will throw the glass slipper
  - C. The prince will keep the glass slipper
  - D. The prince will meet with Cinderella and he will marry Cinderella
15. The word “Slipper” in line 15 is closest in meaning to....
- A. Sandal
  - B. Footwear
  - C. Shoe
  - D. Glasses
16. The prince said, “let her trying!”. The underlined word refers to....
- A. Two stepsisters
  - B. Cinderella
  - C. The stepmother
  - D. Prince



**(Question 17-20)**

1           Once upon a time, there were mother and her young son, namely Malin Kundang, lived in difficult life. They hanged life with something given by the nature. They took woods from the forest and sold them to buy their food. It was not enough to fulfill their daily need normaly. They ate food whatever there was, they wore clothes whatever there was. They were very poor.

6           One day, Malin Kundang asked for permission to her mother to work. He want to change their life. "Mother, let me go to get work, so we can live in better life. I will come back soon" said Malin Kundang. "Of course, my Dear. May God bless you!" answered his mother.

10          Malin Kundang went away to try his luck in a big ship. His poor life motivated him to be a good employee. He was very diligent and made his career increased as fast as possible, until he became a rich man. The merchant of a big ship interested in him and wanted him to marry his daughter. MalinKundang agreed because she was very beautiful.

14          After Malin Kundang married, one day, his wife invited him to see his mother land. Malin agreed with her. Their ship anchored near the harbor of West Sumatra. Everybody heard their coming. The dweller told about it. " Malin come back! Malin come back! He is a rich man now!" they shouted.

18          Malin Kundang's mother came to the harbor and found Malin Kundang with his wife. " Malin! Welcome to your village!" said his mother. Malin Kundang ashamed to his wife when he saw his mother in a bad clothes. He always said to his wife that he was a son of a rich man.

22          "I am your mother, Malin. You don't remember me, do you?" said his mother more.

26          "Go away! I have no mother like you!" shouted Malin Kundang. Malin Kundang's mother was very sad. She was in believe and un-believe that the man on the ship is his son. She said to God to make sure about it. "God if he is not my son, forgive me that I have felt he is my son, but if he is my son, you are the Justest King".

30          In a short time, the sky became dark, the thunder rumbled. No light then after the last thundering sound. After everything in normal condition, there was a big stone of MalinKundang and his ship.

*Adapted From: <http://amelsalsabil.blogspot.com/English-Story 2013>*

17. What is the main idea of the first paragraph?
- There were mother and her young son, namely Malin Kundang. Lived in difficult life.
  - Malin Kundang is good children.
  - Malin Kundang is man who rebellious to his mother.
  - Malin Kundang went away to try his luck in a big ship.
18. The word "Ashamed" in line 22 is closest in meaning to....
- Happy
  - Excited
  - Sad
  - Embarrassed

19. The sentence “Go away! I have no mother like you!” in line 25 expresses....

- A. Angry
- B. Happy
- C. Sad
- D. Afraid

20. In the text above, what tense is used by the writer?

- A. Simple past
- B. Simple future
- C. Simple present
- D. Simple past future

**(Question 21-23)**

1           A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

5           One day, a farmer’s young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said “it is getting dark. Let my son, Ah Tim go with you though the forest.”

10          So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, “please eat my own son instead.” Then, she put her baby son on the ground in front of the wolves and took her nephew away.

15          Everyone understood that this was because the woman was very good and kind. She had offered her own son’s life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman’s baby the wolves were playing with him.

Adapted From: <http://mahir-msoffice.blogspot.co.id/2016/03/contoh-soal-narrative-text-pilihan.html>

21. The best title of this passage is....

- A. A wolves and Women
- B. A Wolves and Farmer
- C. Ah Tim a Farmer
- D. A Women and A Wolves

22. Which is of the following is NOT true about fox?

- A. Ah Tim go with you though the forest.
- B. She saw a group wolves in the home.
- C. Ah Tim kicked against a stone and fell down.
- D. She had offered her own son’s life to save her nephew.



23. What is the expression of “Please eat my own son instead” (line 10)
- Happy
  - Angry
  - Sad
  - Proud

**(Question 24-25)**

1           A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

5           Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

10          So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

15          One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

Adapted From: <http://kumpulan-soal-blogspot.co.id/2013/08/kumpulan-contoh-soal-cerita-narrative.html>.

24. So, they came together to plan steps to oppose this powerful giant. The word “oppose” in line 9 is closest in meaning to....
- Support
  - Defied
  - Turn Against
  - Beat
25. Which the following is NOT true in the text above?
- Kebo Iwo ate a little amount of meat.
  - Kbo Iwo wild with great anger.
  - Kbo Iwo is known as Mount Batur.
  - Kebo eat food was equal for food of thousand people.

**Appendix 8**  
**Reading Comprehension Test.**

**Test Item for Posttest After Validity**

**Mata Pelajaran : Bahasa Inggris**  
**Kelas : XI IPA/IPS**  
**Waktu : 90 menit**

*Read a text carefully then answer the question by giving a cross mark (X) on the correct option (A, B, C or D)!*

**(Question 1-5)**

1 In ancient times, in vast sea there was a frequent fight between a Shark (sura) and a Crocodile (baya). They fought each other to fight for prey in the ocean. They almost had same strength and already fought so many times but no one ever wins or loses. Eventually they both made an agreement that must be followed. The agreement was a  
 5 division of hunting area. They divided their hunting territory into two where Sura ruled in water and hunted aquatic animals while crocodile ruled on the land and hunted land animals. Their territory bounded by the shoreline in beach. This agreement should not be violated by anyone.

10 With this agreement, there was no longer fight between Sura and Baya. They both had reconciled and agreed to respect each territory. However, this peace did not last long. Until one day, Sura ran out of prey in the ocean. He began to prowl in rivers and lakes in land. Sura also caught land animals which were drinking at the river. He did this hunt secretly without being known by Baya.

15 One day Baya wondered why his prey turned less. Then he looked for the cause and he found Sura was hunting in his area. It made Baya became very angry. “Why are you hunting in my territory?” Baya asked in anger. Sura was shocked to hear Baya was angry with him, “I do not hunt in your area, I hunt in waters which are my territory” said Sura. “But you were hunting in river. The river is located on the mainland and you’re also eating land animals that are my prey. You have violated our agreement “said Baya. “It cannot be. all water is my territory, including rivers and lakes that exist in the land!”  
 21 Sura added. They both argued each other. Because there is no one budged a great battle happened between them.

This fight is very powerful and terrible. Sura and Baya were crashing, pouncing and biting each other. None animals dared to approach or even stop their fight. This fight made all the water around them turned red because blood which was coming out of their injured. This fight lasted very long. They continued to fight to defend territory  
 27 without taking a rest at all.

In this battle Sura bite Baya’s tail. Getting a bite from Sura, Baya replied to bite

Sura's tail. Two of them were biting the tail one another without taking it off. This incident lasted very long until Sura was not stand anymore because his tail nearly severed. Then Sura ran to the ocean. Baya satisfied that he had managed to maintain his area. Until this day they both continued hostile and Sura never returned to rivers and lakes anymore.

The fight between shark and crocodile named Sura and Baya was very remarkable and memorable for the local society. Therefore, the area was given the name of Surabaya. And this fight is made as a symbol of Surabaya which is the image of sharks and crocodiles bite their tail each other.

Adapted From: <http://yunitapuspitasari.blogspot.co.id/2016/berlatih-soal-narrative-text.html>

1. What is the main idea of the passage?
  - A. There was a frequent fight between a Shark (sura) and a Crocodile (baya). They fought each other to fight for prey in the ocean.
  - B. There are two animals have good relationship.
  - C. There was no longer fight between Sura and Baya.
  - D. Baya wondered why his prey turned less.
2. Which of the following is NOT true about Baya?
  - A. Baya didn't angry to Sura although has broke this promise to Baya.
  - B. Baya as crocodile in this story.
  - C. Baya replied to bite Sura's tail.
  - D. Baya satisfied that he had managed to maintain his area.
3. The word "Fight" in line 2 is closest in meaning...
  - A. Games
  - B. Play
  - C. Quarrel
  - D. Noisy
4. Which of the following is implied in the passage?
  - A. In vast sea there was a frequent fight between a Shark (sura) and a Crocodile (Baya).
  - B. This day they both continued hostile and Sura never returned to rivers and lakes anymore.
  - C. The fight between shark and crocodile named Sura and Baya was very remarkable and memorable for the local society. Therefore, the area was given the name of Surabaya.
  - D. He did this hunt secretly without being known by Baya.
5. He began to prowl in rivers and lakes in land. The underlined word refers to...
  - A. Sura
  - B. Baya
  - C. Fish

## D. Crocodile

**(Question 6-10)**

1 In ancient times, there is a princess in West Java named Dayang Sumbi. She had a son named Sangkuriang.

Sangkuriang was a boy who liked to hunt and when hunting, he was always accompanied by his dog named Tumang. Despite a Dog, Tumang actually an incarnation of the god and the father of Sangkuriang.

6 One day, he got mad at Tumang for not pursuing the animals. Because of so angry, he then expelled Tumang so the dog went into the woods. He then returned to the palace and told the incident to her mother. “You are so naughty sangkuriang, why you do it!!” Dayang Sumbi was so angry and hit his head. Sangkuriang then disappointed and he decided to wander.

11 After hitting Sangkuriang, DayangSumbi felt so sorry and she always prayed and meditated to get forgiveness from God. One day, God gave a gift because she was so diligent in praying. The prize is a timeless beauty that would make Dayang Sumbi becoming young forever. After wandering for a dozen years, Sangkuriang returned home. When he reached the kingdom, all had changed. He did not know what was  
16 happening. One day, he met a girl who was so beautiful. The girl was actually a Dayang Sumbi, his own mother.

Sangkuriang fell in love with the girl and then proposed her. Because of the handsomeness that was owned by Sangkuriang, then Dayang Sumbi also fell in love. One day, Sangkuriang want to hunt and he asked Dayang Sumbi to fix the headband. However, Dayang Sumbi surprised that her future husband had a head injury. Dayang  
22 Sumbi then realized that was the same injury as her son who wandered away. She then noticed Sangkuriang face, and she was more surprised to realize that her husband was Sangkuriang, her own son.

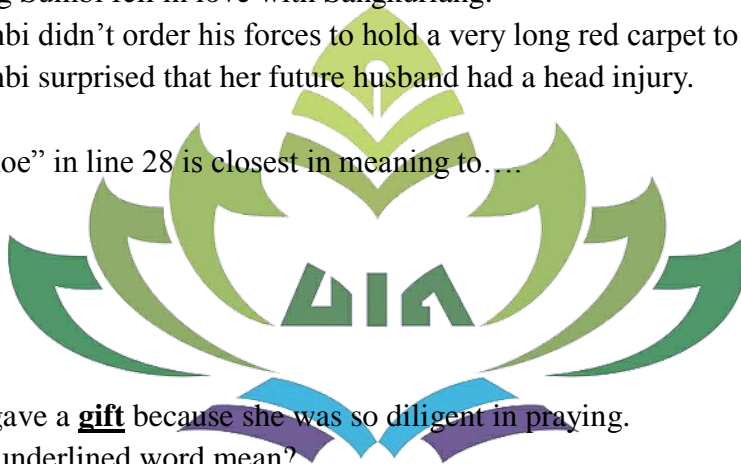
After those happenings, she immediately looked for ways to thwart the plan of making a proposal. She then proposed two requirements to Sangkuriang. First, Sangkuriang should stem the Citarum River. Secondly, she asked Sangkuriang to make a  
28 big canoe to cross the river. Both of those conditions should be finished before sunrise.

At night, Sangkuriang asked for help to spirit creatures to complete all the work. Dayang Sumbi secretly peeked at the job. Once the work was almost complete, Dayang Sumbi ordered his forces to hold a very long red carpet to the east of the city.

The carpet made the light became red and Sangkuriang thought that the sun had risen. He stopped his work and was very upset because all could not meet the  
34 requirements posed by Dayang Sumbi. Using his strength, Sangkuriang broke the dam and the city became flooding. His big canoe then crashed upside down and changed into a mountain named, Tangkuban Perahu.

Adapted From: *Buku Kerja Bahasa Inggris Semester II Kelas XI SMA Tahun 2012*

6. The best title for the passage is....
- Disaster of Love
  - Dayang Sumbi
  - Sangkuriang
  - The Beautiful Mother and Her Son
7. Which statement is TRUE according to the text?
- Sangkuriang was a boy who disliked hunting.
  - Dayang Sumbi surprised that her future husband had a head injury.
  - Dayang Sumbi proposed one requirement to Sangkuriang.
  - Sangkuriang did not ask help to another complete all the work.
8. Which of the following is NOT true about Dayang Sumbi?
- Dayang Sumbi was so angry and hit his head.
  - Then Dayang Sumbi fell in love with Sangkuriang.
  - Dayang Sumbi didn't order his forces to hold a very long red carpet to the east of the city.
  - Dayang Sumbi surprised that her future husband had a head injury.
9. The word "Canoe" in line 28 is closest in meaning to....
- Ship
  - Small boat
  - Cycle
  - Plane
10. One day, God gave a gift because she was so diligent in praying.  
What does the underlined word mean?
- Gold
  - Punishment
  - Prize
  - Surprise



**(Question 11-12)**

1 Long time ago there lived a married couple. They were very lonely because they did not have children who accompanied them. Every day the couple prayed to god to be given a child. Until one day his wife was pregnant. Her husband was very happy and the days they turned into happiness. One day his wife fell ill. She suffered a strange illness. So many times, her husband treated her but she was still sick. The husband also confused his wife was getting worse. Even she did not want to eat and  
7 drink. “You have to eat a lot so that our children healthy!” said her husband. “I cannot eat any food” replied his wife.

The husband thought that deep in the forest there was a magical flower that can cure all diseases guarded by a witch. Because of his love for his wife, he went to the forest. After arriving in the woods, he crept to take the flowers. When she was picking the flowers that were in the midst of garden, the witch knew. She was  
13 furious and wanted to kill him. “Please do not kill me. My pregnant wife was sick. If I did not give this magical flower she and my baby will die “the husband said. Finally the witch let him go, but with one condition when the baby was born, he had to give the baby. Without thinking, her husband agreed.

When he got home, he gave the magic flower to his wife. Then his wife’s illness miraculously disappeared and she born a beautiful baby. When the baby was  
19 born, the witch came. She robbed the baby and took him away. They could not do anything about it. The witch was holding their baby at a very high tower with no doors. The tower only has a window in it. Witch was raising the child in the tower and named her Rapunzel. Rapunzel grew into a beautiful girl. Her hair which was never cut became very long. The witch was always coming to the tower to bring food. She always called him from below, “Rapunzel let your hair down”. She used  
25 her hair as a rope to climb the tall tower.

Rapunzel stayed on top of the tower alone even she never saw human except that witch. She had a very beautiful voice so that her days were spent to sing. One day, a handsome prince passed the tower. He heard Rapunzel singing so beautifully. He fell in love with her voice. The prince came to the tower every day to hear Rapunzel sing. One day, the prince saw a witch climbed the tower using Rapunzel  
hair.

32 The next day, the prince tried to climb the tower. She called Rapunzel. “Rapunzel let down your hair” he said. The prince climbed to the top of the tower. Having reached the top, Rapunzel surprised that the one who came is not witch but others. They both met each other until they become lovers. The prince told everything to Rapunzel and Invited Rapunzel to escape. However, when they wanted to escape, the wicked witch came and pushed the prince of the top tower so that he  
38 was blind.

The witch was very angry. She cut Rapunzel’s hair and discarded her into the

44 faraway desert. The prince who was blind looked for Rapunzel for years. He walked alone and finally reached the desert. One day, he heard a voice he knew singing. The prince realized that it was the voice of Rapunzel. Eventually they both met again. They hugged and cried with joy until Rapunzel's tears fell to the eye of prince. Then the prince got his sight back. Afterwards the prince brought Rapunzel to his kingdom and they lived happily ever after.

Adapted from: [http://english.blogspot.co.id/2013/05/narrative-text\\_21.html](http://english.blogspot.co.id/2013/05/narrative-text_21.html)

11. The sentence "Please do not kill me" in line 13 is expresses....

- A. Sad
- B. Angry
- C. Afraid
- D. Happy

12. The word "Illness" in line 5 is closest in meaning to....

- A. Great
- B. Bad
- C. Sick
- D. Health



**(Question 13-16)**

Once upon a time in the edge of east Java Island, there was a kingdom named Blambangan. The kingdom was led by a king named King Sulahkromo. He was assisted by a brave Patih named Patih Sidopekso in ruling his kingdom. Patih Sidopekso had a very beautiful wife named Sri Tanjung. Because of her beauty, the king was crazy about her. Even, the king had made a plan to take away Sri Tanjung from Patih Sidopekso. He ordered Patih Sidopekso to do a mission that was very hard and dangerous so that Patih Sidopekso would die there. Without suspicion, Patih Sidopekso went to do The King's command. When Patih Sidopekso was going on his duty, King Sulahkromo seduced Sri Tanjung in order to be his wife. However Sri Tanjung stayed faithful to Patih Sidopekso. The king was angry because he was rejected by Sri Tanjung.

After getting back from his duty, Patih Sidopekso went to see the King in the hall. The king who was hurt because his love was rejected then accused Sri Tanjung that she had seduced him. Patih Sidopekso was upset to hear what was told by the king. He felt he had been betrayed by his wife. Then he went to see his wife and asked for the truth immediately. Sri Tanjung refuted and denied what was said by the king. Nevertheless, Patih Sidopekso more believed to the king than her wife. And then he got mad and dragged her to the edge of a muddy river. He was so angry there and wanted to kill his wife. Because her husband did not trust her anymore, Sri Tanjung asked for a last request to him. She said that if he did not trust her any more, he may kill her and threw her body into the river. Sri Tanjung also said that when the water turned to be clean it meant she was right. Nevertheless, if it did not change, the king was right.

Patih Sidopekso couldn't stand his anger any longer and then he stabbed his wife with a knife. Then he threw his wife's body into the river. Immediately the turbid river turned into clean and diffused the fragrance. Seeing the incident, Patih Sidopekso regretted what he had done. He realized that his wife was innocent. Then he screamed loudly "Banyu .....Wangi. Banyu Wangi ..... "Since the incident happened the river was called Banyuwangi.

Adapted From: <http://indonesianfolklore.blogspot.com/2008/07/narrative-text>

13. What the main idea of the passage?

- A. Sri Tanjung was very beautiful wife.
- B. Sri Tanjung is bad wife.
- C. Sri Tanjung was lie to her husband.
- D. Sri Tanjung is wife who is keeps her loyalty love to he husband.



14. The word “Faithful” in line 10 is closest in meaning to....
- A. Honest
  - B. Wise
  - C. Loyalty
  - D. Kindness
15. In can be inferred from the passage that....
- A. Patih Sidopekso more believed to the king than her wife.
  - B. Patih Sidopekso regretted what he had done. He realized that his wife was incorrect. His wife has passed away into river and then the river name became Banyuwangi.
  - C. Patih Sidopekso felt he been betrayed by his wife.
  - D. Patih Sidopekso was so angry and he wanted to kill his wife.
16. Patih Sidopekso couldn’t stand his anger any longer and then he stabbed his wife with a knife. The underlined word refers to....
- A. Husband
  - B. Sri Tanjung
  - C. Wife
  - D. Patih Sidopekso



**(Question 17-21)**

1           A long time ago, in a dense forest lies the are very much. Among the animals, which live there is a cat arrogant very clean, hairy and smooth white. So many animals who liked it, but she was to proud and arrogant to excess.

6           One day, the cat wants to live alone without family cat, because she felt it was great to rend for themselves without the help of her family. On her way she's resting adjacent to the family chickens. Sunny morning, when the cat is angry because her voice has awakened chickens, "hi chicken presumtuous of you to wake coupled with your son, your son is ugly" said the cat. Chicken family very angry, they repel cats, with feeling annoyed cat it.

12          With feeling so tired cat sleeping in the shoulders of an elephant, When elephant was about to wake up the elephant accidentally dropped the cat " hi you fool elephant, why you dropped me., you want to kill me?" elephant closer and said "oh you're so beautiful". Cat scratches elephant, rampage elephants make that cat darted him.

19          Cats are very upset and hungry, she tried to look for food on the ground. She met worm "you are a beautiful cat but why did you take my food." The cat said "all animals are well aware of my beauty because I was entitled to do as I please". And worm said "bask cat snob, what you can survive in the soil". "hahaha it's the little things" said the cat. They also made a deal.

Eventually, after a day on the ground cat worm group tried to see, but the cat was already dead. Some worm told this to the cat family, but when her family until the cat arrogant who had died, had been in the eating lions.

Adapted From: <http://andriantanjungenglish.blogspot.co.id/2013/05/contoh-soal-narrative.html>

17. What the main idea of the passage?

- A. There was kindness cat.
- B. There was beautiful cat with smooth fur.
- C. There was beautiful cat but she was arrogant.
- D. The cat and her family live in the forest.

18. What is the cat wants?

- A. The cat was very clean, hairy and smooth white.
- B. The cat wants to live alone without family.
- C. The cat was sleeping in the shoulders of an elephant.
- D. The cat was not already dead.

19. The word "Arrogant" in line 2 is closest in meaning to....

- A. Honest
- B. Stingy
- C. Cocky

D. Loyalty

20. It can be inferred from the passage that....
- A. The cat asked sorry to her friends.
  - B. The cat was died because she was arrogant to another.
  - C. The cat was beautiful and goat cat.
  - D. The cat lived together with her family.
21. In the text above, what tense is used by the writer?
- A. Simple past
  - B. Simple future
  - C. Simple present
  - D. Simple past future

**(Question 22-24)**

1                    Once upon a time, there was a poor farmer who dug up a big box in his field. He took it home and showed it to his wife. His wife cleaned it and kept it in their house. One day, she dropped an apple into it. Immediately the box began to fill up with apples. No matter how many were taken out, others took their place. So the farmer and his wife sold the apples and were able to live quite comfortably.

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

11                   Now the farmer's grandfather lived with the couple. He has not very strong and he could not go out to work. So the farmer asked the old man to help him take the money out of the box. When his grandfather became tired and wanted to rest, the farmer shouted at him, "Why are you lazy? Why can't you work harder?" The old man did not say anything but he continued working until he fell inside the box and died. At once the money disappeared and the box began to fill up with dead grand

15                   fathers.

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

Adapted From: <http://mahir-msoffice.blogspot.co.id/2016/03/contoh-soal-narrative-text-pilihan.html>

22. The main idea of paragraph 2 is that....
- A. The farmer and his wife had a magic box.
  - B. The farmer became rich because of the box.
  - C. The farmer dropped a coin into the box to have a lot of money.
  - D. The apples disappeared accidentally because of the farmer's fool.
23. The sentence "Why are you lazy? Why can't you work harder?" in line 12 express....
- A. Angry

- B. Pity
- C. Distressed
- D. Contended

24. Which statement is TRUE according to the text?
- A. His wife cleaned and kept it for her.
  - B. The grandfather died because he was killed.
  - C. The farmer became richer after his grandfather died.
  - D. The poor farmer found a big box when he dug his field.

**(Question 25)**

1                    Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died.

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

5                    Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

10                   Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs Doc, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White."

14                   The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

*Adapted From: <http://kumpulan-soal-blogspot.co.id/2015/12/kumpulan-contoh-soal-cerita-narrative.html>*

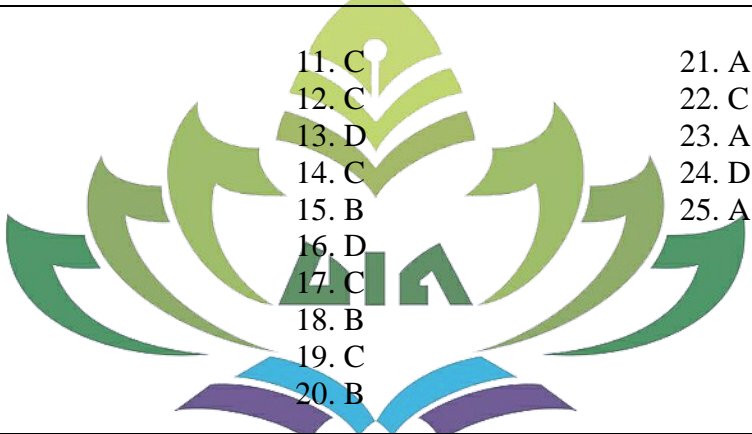
25. The word "woods" in line 8 is closest in meaning to....
- A. Forest
  - B. Garden
  - C. Cottage
  - D. Edifice

### Answer Key Pretest

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

### Answer Key Posttest

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



## Appendix 9

## SILABUS SMA/MA

**Mata Pelajaran** : BAHASA INGGRIS-WAJIB

**Kelas** : XI

**Kompetensi Inti** :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• <i>Fungsi sosial</i> Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur, meneladani nilai-nilai moral, dsb.</li> <li>• <i>Struktur text</i> (gagasan utama dan informasi rinci) <ul style="list-style-type: none"> <li>- Pendahuluan (orientasi) dengan memperkenalkan tokoh, tempat, waktu, terjadinya cerita.</li> <li>- Penilaian (evaluasi)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Menyimak guru membacakan beberapa teks naratif berbentuk cerita pendek.</li> <li>• Menirukan guru membaca teks tersebut secara bermakna, dengan intonasi, ucapan, dan tekanan kata yang benar.</li> <li>• Bertanya dan mempertanyakan tentang fungsi sosial, struktur teks dan unsur kebahasaan yang digunakan dalam teks tersebut.</li> <li>• Membaca dan mendiskusikan</li> </ul>
4.5 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan		

<p>tulis, terkait cerita pendek</p>	<p>tentang situasi dan kondisi terjadinya cerita.</p> <ul style="list-style-type: none"> <li>- Krisis yang terjadi terhadap tokoh utama (komplikasi)</li> <li>- Akhir cerita di mana krisis berakhir (resolusi) dengan bahagia atau sedih</li> <li>- Ulasan atau komentar umum (reorientasi), opsional.</li> </ul> <ul style="list-style-type: none"> <li>• <i>Unsur kebahasaan</i> <ul style="list-style-type: none"> <li>- Tata bahasa: <i>tense Simple, Continuous, Perfect</i>, dalam bentuk <i>Present</i> dan <i>Past</i>, dengan atau tanpa kata kerja bantu modal, secara terintegrasi</li> <li>- Kosakata: terkait karakter, watak, dan setting dalam cerita pendek</li> <li>- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</li> <li>- Semua jenis adverbial.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan dan tanda baca, dan tulisan tangan</li> </ul> </li> <li>• <i>Topik</i> Cerita-cerita pendek yang memberikan keteladanan dan yang dapat menumbuhkan perilaku yang termuat dalam KI.</li> </ul>	<p>contoh tabel analisis isi teks yang sedang dipelajari.</p> <ul style="list-style-type: none"> <li>• Membahas cara mempresentasikan hasil analisis tersebut.</li> <li>• Mempresentasikan hasil analisis secara lisan dalam kelompok masing-masing.</li> <li>• Membaca dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif berbentuk cerita pendek dari sumber lain.</li> <li>• Mempresentasikan hasil analisis secara lisan di depan kelompok lain.</li> <li>• Menceritakan kembali teks naratif berbentuk cerita pendek yang telah dipelajari dengan menggunakan bahasa sederhana.</li> <li>• Melakukan refleksi tentang proses dan hasil belajarnya.</li> </ul>
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*Appendix 10***RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Satuan Pendidikan : SMA Perintis 1 Bandar Lampung**

**Mata Pelajaran : Bahasa Inggris**

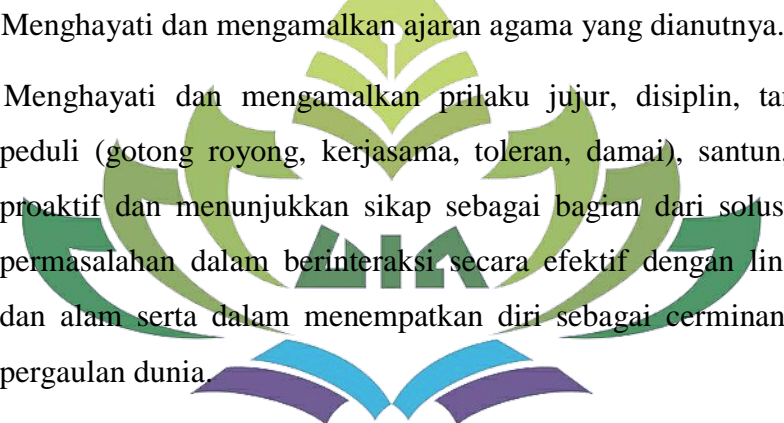
**Kelas/Semester : XI / 1**

**Alokasi Waktu : 2 X 45 Menit**

**Topik : *Narrative Text***

**Pertemuan ke : ke 1-5 (*Experimental class*)**

**A. Kompetensi Inti**

- 
- KI1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kemanusiaan, kebangsaan, kenegaran, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.



## **B. Kompetensi Dasar dan Indikator**

- 3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya.
- 4.5 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, terkait cerita pendek berbentuk naratif.
- 4.5.1 Mengidentifikasi aspek-aspek dalam reading comprehension (*main idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context*).
- 4.5.2 Mengidentifikasi makna dalam cerita pendek berbentuk naratif.

## **C. Tujuan Pembelajaran.**

1. Siswa dapat Mengidentifikasi aspek-aspek dalam reading comprehension (*Main idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context*).
2. Siswa dapat Mengidentifikasi makna dalam cerita pendek berbentuk naratif.
3. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
4. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

## **D. Materi Pembelajaran**

### **a. Narrative Text**

Narrative text is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.

### **b. The Generic Structures of Narrative Text**

1. Orientation : Introducing the participant and informing the time and place.
2. Complication : Describing the rising crises which the participants have to do with.
3. Resolution : Showing the way of participants to solve the crises, better or worse.
4. Coda : To be a moral or message to be learned from the story.

### **c. Language Features of Narrative Text**

The Language Features of Narrative Text are as follows:

- 1) Descriptive words to portray the character and setting ; Long hair/black, etc
- 2) Specific Characters ; Name people, the queen, the king, etc
- 3) Using chronological connection ; after, then, before, etc
- 4) Using action verb ; walked, climbed, go, change, etc
- 5) Using simple past tense ; (S + V2+O) , **saw, went, etc**

### **Materi Pertemuan 1**

#### **The Myth of Dewi Sri**

Once upon a time, Batara Guru commanded all the gods and goddesses to contribute their power in order to build a new palace. Anybody who disobeyed this commandment were considered lazy and would lose their arms and legs. Hearing the Batara Guru's commandment, Naga god was very anxious because he didn't have arms or legs. He might not be able do the job. So he asked advice from Batara Narada who was the younger brother of Batara Guru. Unfortunately Narada was also confused. The Naga god became very upset. While the Naga god was crying for his bad luck, three teardrops fell on the ground. Not long after that, those teardrops became three beautiful shining eggs which looked like jewels.

Then Batara Narada advised him to offer those shining eggs to Batara Guru. With the three eggs in his mouth, the Naga god went to the Batara Guru's palace. On the way, an eagle asked him a question. Surely Naga god could not answer the question because he was holding the eggs in his mouth. Seeing that, the bird thought that Naga god was arrogant and the bird attacked him. Being attacked, one egg fell to earth.

Then Naga god was hiding in the bushes but the bird was waiting for him. The bird attacked for the second time and one egg fell again. So Naga god only had one egg in his mouth. He kept moving to Batara Guru's palace. Finally Naga god arrived at the palace. He offered the egg to the Batara Guru. And miraculously the egg hatched became a very beautiful baby girl. Naga god gave the baby girl to the Batara Guru. The baby grew up into a beautiful girl and later known for

## **Materi Pertemuan 2**

### **The Smart Monkey and The Dull Crocodile**

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top. Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again." At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank." The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree. "Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart."

### **Materi Pertemuan 3**

#### **The Ugly Duckling and New Friend**

One upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out. Several days later, she got her wish. The eggs cracked and some cute little ducklings appeared. “Peep, peep” the little ducklings cried. “Quack, quack” their mother greeted in return. However the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very gray. He didn’t look like the others at all. He was like a turkey. When the mother duck brought the children to the pond for their first swimming lesson. The huge grey duckling splashed and paddled about just as nicely as the other ducklings did. “That is not a turkey chick. He is my very own son and quite handsome” the mother said proudly. However, the other animals didn’t agree. They hissed and made fun of him day by day. Even his own sisters and brothers were very unkind. “You are very ugly” they quacked. The little poor duckling was very unhappy. “I wish I looked like them” he thought to himself. One day, the ugly duckling run away and hid in the bushes. The sad duckling lived alone through the cold and snow winter. Finally the spring flowers began to bloom. While he was swimming in the pond, he saw three large white swans swimming toward him. “Oh, dear. these beautiful birds will laugh and peck me too” he said to himself. But the swans did not attack him. Instead, they swam around him and stroked him with their bills. As the ugly duckling bent his neck to speak to them, he saw his reflection in the water. He could not believe his eyes. “I am not an ugly duckling but a beautiful swam” he exclaimed. He was very happy. From that day on, he swam and played with his new friends and was happier than he had never been.

### **Materi Pertemuan 4**

#### **The Mouse Deer and The Tiger**

One day, there was a mouse deer. He was thirsty so he wanted to drink on the river. When the mouse deer came next to the rive, a tiger approached him and wanted to eat him. Of course the mouse deer tried to escape, but the tiger run faster and caught him. In that dangerous situation the mouse deer thought hard how to escape the tiger.

Then he got idea and said to the tiger, “Listen! Your mightiness and toughness are all great! But I have my own king. He has a greater strength than yours! I am sure that nobody can match his powers!” Because the tiger felt taunted, he declared that he

would challenge the mouse deer's king. Next the mouse lead the tiger to the river, and said, "Now Look at the water. You will see my king" Foolishly the tiger looked in the river and surely saw another tiger in the water.

Then he growled, but the tiger in the river imitated to growl too. Because of his too high self pride, the tiger jumped into the water, and wanted to fight. He was believing there was another tiger in the water. The mouse deer took that opportunity to escape. After fighting with himself in the river, the tiger realized that he was fooled by the mouse deer.

### **Materi Pertemuan 5**

#### **The Rabbit and The Bear**

Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit was a good shot. In contrary, the bear was always clumsy and could not use the arrow to good advantage.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit was preventing to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home. The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work. The bear was the father of five children. The youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

### E. Metode/Teknik Pembelajaran

*Listen-Read-Discuss Strategy*

### F. Kegiatan Pembelajaran

Kegiatan Pembelajaran	Alokasi Waktu
<p><b>Kegiatan Pendahuluan</b></p> <p>Apersepsi</p> <ol style="list-style-type: none"> <li>1. Guru memberi Salam</li> <li>2. Berdo'a Sebelum belajar</li> <li>3. Mengecek kehadiran siswa</li> <li>4. Menanyakan kabar siswa</li> </ol> <p>Motivasi</p> <ol style="list-style-type: none"> <li>1. Guru Menyampaikan tujuan belajar berdasarkan situasi kelas</li> <li>2. Guru menjelaskan tentang pentingnya pelajaran yang akan dipelajari</li> </ol>	<p><b>10 menit</b></p>
<p><b>Kegiatan Inti</b></p> <ol style="list-style-type: none"> <li>1. Listen</li> </ol> <p>Sebelum membaca, siswa mendengarkan penjelasan topik yang disampaikan/bacakan oleh guru. Panduan atau penyelenggara grafis yang dapat digunakan untuk membantu siswa mendapatkan informasi.</p> <ol style="list-style-type: none"> <li>2. Read</li> </ol>	<p><b>70 menit</b></p>

<p>Kemudian siswa membaca teks pilihan tentang topik serta harus mencakup informasi yang sama. Waktu membaca topik tidak sesuai dan guru harus membiarkan siswa tahu bahwa tujuan untuk membaca dan membandingkannya dengan informasi yang mereka baru saja mendengarnya.</p> <p>3. Discuss</p> <p>Setelah membaca, ada diskusi kelompok besar atau siswa terlibat dalam diskusi kelompok kecil tentang topik. Kemudian siswa mungkin akan diminta untuk melengkapi lembar informasi atau menulis kegiatan untuk mengembangkan pemahaman.</p>	
<p><b>Kegiatan Penutup</b></p> <ol style="list-style-type: none"> <li>1. Siswa ditanya terhadap kesulitan materi yang telah dibahas</li> <li>2. Siswa dipandu guru Membuat kesimpulan tentang materi yang sudah dipelajari hari itu</li> <li>3. Guru memberikan pekerjaan rumah untuk siswa</li> <li>4. Guru Menutup pelajaran dengan berdoa bersama-sama.</li> </ol>	<p><b>10 menit</b></p>

### G. Media dan Sumber

5. *White board, marker, dan dictionary.*
6. Teks/ccontoh yang berhubungan dengan teks narrative

### H. Penilaian

Jenis Tagihan	: Tes Tertulis
Bentuk Instrument	: Pilihan Ganda
Instrument	: Narrative Text

***Read the following passages and choose A, B, C or D for each of the questions following:***

A Man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "you are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot not say it. Then the man got to so angry that he shouted over and over, "Say Catano, or I'll kill you!" but bird wouldn't talk.

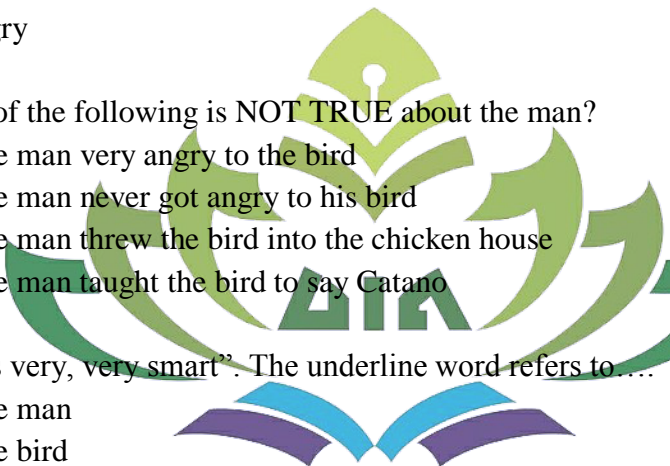
One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will it you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

*(sumber: detik-detik UN bahasainggri; 2005/2006; IntanPariwara)*

1. The best title for passage is....
  - A. A wonderful parrot
  - B. The smartest parrot
  - C. The naughty parrot



- D. The stupid parrot
2. In the text above, what tense is used by the writer?
- A. Simple past tense
  - B. Simple present continuous
  - C. Simple perfect tense
  - D. Simple future tense
3. The sentence “You are a stupid bird!” in line 6 expresses....
- A. Shock
  - B. Happy
  - C. Sad
  - D. Angry
4. Which of the following is NOT TRUE about the man?
- A. The man very angry to the bird
  - B. The man never got angry to his bird
  - C. The man threw the bird into the chicken house
  - D. The man taught the bird to say Catano
5. “It was very, very smart”. The underline word refers to....
- A. The man
  - B. The bird
  - C. The chicken
  - D. Puerto Rico
- 

**Key Answer**

- 1.B
- 2.A
- 3.D
- 4.B
- 5.B

### I. Scoring

Pedoman penskoran: masing-masing soal jika dijawab dengan benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir dalam skala 0 – 100 sebagai berikut :

$$\text{Nilai akhir : } \frac{\text{Jumlah jawaban}}{\text{Jumlah soal}} \times 100$$

Mengetahui,  
Guru Bahasa Inggris

Bandar Lampung, 16 September 2017  
Mahasiswa Peneliti

Desta Tririzki Liasari , S.Pd

Elfa Yusanti  
NPM.1311040171



Zainuri, S.Ag.,M.M.Pd  
NUPTK. 2143750652300033

*Appendix 11***RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

**Satuan Pendidikan : SMA Perintis 1 Bandar Lampung**

**Mata Pelajaran : Bahasa Inggris**

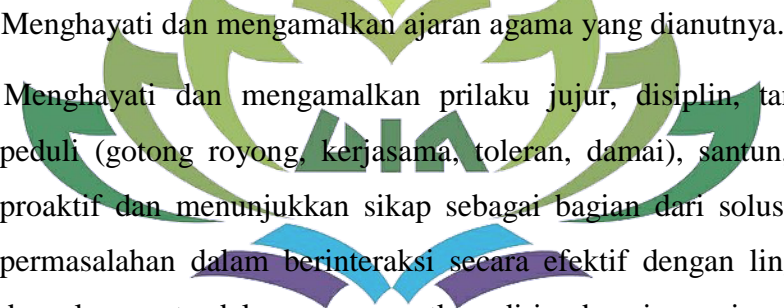
**Kelas/Semester : XI / 1**

**Alokasi Waktu : 2 X 45 Menit**

**Topik : *Narrative Text***

**Pertemuan ke : ke 1-5 (*Control Class*)**

**A. Kompetensi Inti**

- 
- KI1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kemanusiaan, kebangsaan, kenegaran, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan mintanya untuk memecahkan masalah.

KI4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## **B. Kompetensi Dasar dan Indikator**

3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek, sesuai dengan konteks penggunaannya.

4.5 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, terkait cerita pendek berbentuk naratif.

4.5.1 Mengidentifikasi aspek-aspek dalam reading comprehension (*main idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context*).

4.5.2 Mengidentifikasi makna dalam cerita pendek berbentuk naratif.

## **C. Tujuan Pembelajaran.**

1. Siswa dapat Mengidentifikasi aspek-aspek dalam reading comprehension (*Main idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context*).
2. Siswa dapat Mengidentifikasi makna dalam cerita pendek berbentuk naratif.
3. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
4. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

## **D. Materi Pembelajaran**

### **a. Narrative Text**

Narrative text is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.

### **b. The Generic Structures of Narrative Text**

1. Orientation : Introducing the participant and informing the time and place.
2. Complication : Describing the rising crises which the participants have to do with.
3. Resolution : Showing the way of participants to solve the crises, better or worse.
4. Coda : To be a moral or message to be learned from the story.

### **c. Language Features of Narrative Text**

The Language Features of Narrative Text are as follows:

- 1) Descriptive words to portray the character and setting ; Long hair/black, etc
- 2) Specific Characters ; Name people, the queen, the king, etc
- 3) Using chronological connection ; after, then, before, etc
- 4) Using action verb ; walked, climbed, go, change, etc
- 5) Using simple past tense ; (S + V2+O) , **saw, went, etc**

## **Materi Pertemuan 1**

### **The Mouse Deer and Crocodile**

Once upon time there were a smart mouse deer. He lived near a river. The mouse deer used to go to the river to drink.

One day, the mouse deer was thirsty. He wanted to drink in the river but he knew that crocodiles were staying and waiting underwater to eat him. He thought hard and got bright idea. He said out loudly. “I will put in my leg and find out whether the water is warm or not” Of course the mouse deer did not do what he said. He did not put his

leg but the mouse deer took a wood stick and put one end into the water. Blurr...! Surely a crocodile grabbed the wood stick and pulled it underwater. Seeing that, the mouse deer laughed and said "Stupid crocodile! Can't you see the difference between a wood stick and a leg?"

Then the mouse deer ran to another side of the river and drink some water. On the following day, the mouse deer was hungry. He wanted to eat some grass on the side of the river so he had to to cross the dangerous river which was full of crocodiles. Again he thought hard and found another smart idea and said loudly "Crocodiles come up!" then some crocodiles rose from the water. They looked happy and saw their sharp teeth and said "Hello, Mouse Deer. Do you come to be my lunch? We are hungry" The mouse deer just smiled and replied. "Sorry, Crocodiles, not today, I come to you to bring an invitation from the king. You are invited to the party. The king ordered me to count all crocodiles in this river so he knew how to prepare enough meal for you." All the crocodiles felt happy and said "Really...? Tell us what to do," said a crocodile. "You have to line up from this side of the river to the other side," said the mouse deer. Not long after that the crocodile got all his friends and family. He ordered to lined up across the river.

The mouse deer then jumped on the Crocodile's back. "One," the mouse deer counted. He jumped onto the next crocodile, "Two." And he jumped again on the next crocodile, "Three." he kept jumping until he arrived on the other side of the river. "Just enough," said the mouse deer. "I have counted all of you" He laughed and ran to the field of grass.

## **Materi pertemuan 2**

### **Three Fishes**

Once, three fishes lived in a pond. One evening, some fishermen passed by the pond and saw the fishes. '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!' Then the fishermen left.

When the eldest of the three fishes heard this, he was troubled. He called the other fishes together and said, 'Did you hear what the fishermen said? We must leave this pond at once. The fishermen will return tomorrow and kill us all!' The second of the three fishes agreed. 'You are right', he said. 'We must leave the pond.' 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 fishes 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 too 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 who relied only on luck and did nothing at all died. So also in life.

### **Materi Pertemuan 3**

#### **The Ducks and The Turtle**

Two ducks who lived in a big lake had a friend who was a turtle. One year there was a very little rain and the lake began to dry up. One of the ducks said to the other, "Soon, there'll be no water in this lake. Let's go and look for lake." "Yes," answered the second duck, "But first let's say good bye to our friend, the turtle."

When they told the turtle they were going to leave, he said, "I'll die here without any water and without any friends. Take me with you." "The ducks answered, "We can't. We are going to fly, and you have no wings." "The turtle thought for a minute and then said, "please wait here."

Then he went away and found a strong, straight stick. He brought it back to his friends, put the middle of it in his mouth and said, "Now if each of you takes me one end of the stick in his mouth, you can lift me up and carry me with you." "That is dangerous," said the ducks, "if you try to talk while we're carrying you through the air, you won't be able to hold the stick, so you'll fall down along way and break your shell." "all right," answered the turtle, "I promise not to talk while we're in the air. So the ducks took the stick and flew away, with the turtle between them.

### **Materi Pertemuan 4**

#### **Snow White**

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White." Doc, one of the dwarfs, said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and finally Snow White and the 7 dwarfs lived happily ever after.

### **Materi Pertemuan 5**

#### **Aji Saka and Dewata Cengkar**

Many, many years ago, the kingdom of Medangkamulan was ruled by a king named Dewata-chengkar. This king had a strange and frightening habit. He liked to eat human beings.

One day, a young traveler arrived in the kingdom. He was called Ajisaka. Ajisaka took shelter in the house of a widow who quickly came to look upon the young man as her own son. When he heard of the king's strange appetite, Ajisaka sympathized with the villagers' plight and immediately volunteered to become the king's next meal. Ajisaka went directly to the king's palace. "I am willing to be your next meal. Your Highnesses. However, I have a request," said Aji Saka to the king. "Whatever you please, young man, I will grant your request," the king replied. "Before you eat me, grant me some land. Just enough length of my own head cloth," continued Aji Saka. "Come, Young Man. Let's measure your head cloth so that I can have my meal and you can have your land" agreed the king. Ajisaka began to unwrap the cloth tied around his head. The king got down from his throne and hold one end of the head cloth. He stepped backward. What he didn't know was that this head cloth was much longer. The king kept going backward, step by step, as the cloth kept unraveling. He stepped backward through the palace square, backward across the village, holding the end of Ajisaka's headcloth. The king kept stepping backward until reached the sea cliffs of the sea. A great crowd of people had gathered. They held their breath as



their king took his final step backward over the cliff's edge and plunged into the waves crashing against the rocks at the foot of the sea wall.

### E. Metode/Teknik Pembelajaran

*Questioning Strategy*

### F. Kegiatan Pembelajaran

Kegiatan Pembelajaran	Alokasi Waktu
<p><b>Kegiatan Pendahuluan</b></p> <p>Apersepsi</p> <ol style="list-style-type: none"> <li>1. Guru memberi Salam</li> <li>2. Berdo'a Sebelum belajar</li> <li>3. Mengecek kehadiran siswa</li> <li>4. Menanyakan kabar siswa</li> </ol> <p>Motivasi</p> <ol style="list-style-type: none"> <li>1. Guru Menyampaikan tujuan belajar berdasarkan situasi kelas</li> <li>2. Guru menjelaskan tentang pentingnya pelajaran yang akan dipelajari</li> </ol>	<p><b>10 menit</b></p>
<p><b>Kegiatan Inti</b></p> <p><b>Eksplorasi (10 menit )</b></p> <ol style="list-style-type: none"> <li>1. Siswa ditanya apakah mereka pernah membaca cerita</li> <li>2. Siswa dijelaskan tentang materi <i>narrative text</i></li> <li>3. Siswa dijelaskan tentang <i>Questioning</i></li> </ol>	<p><b>70 menit</b></p>

*Strategy*, dan siswa diperlihatkan contoh dari text narrative

4. Siswa ditanya tentang topic dari *narrative text*

**Elaborasi (40 menit)**

1. Siswa diperkenalkan dengan prosedur Questioning Strategy untuk memastikan siswa memahami bagaimana menggunakan Questioning Strategy
2. Siswa diberikan text narrative
3. Siswa membaca text narrative secara individual
4. Siswa dijelaskan sebelum membaca, guru memilih salah satu teks singkat dan menyebarkan kepada siswa. Selanjutnya guru akan mengaktivasi pengetahuan dasar siswa yang terkait dengan teks sebelum memberikan teks.
5. Selama membaca, dalam guru bagian ini meminta siswa untuk membaca teks secara individual, sedangkan guru membimbing siswa dalam membaca teks.
6. Setelah membaca teks, guru akan memberikan beberapa pertanyaan

<p>yang berhubungan dengan teks.</p> <p><b>Konfirmasi (20 menit)</b></p> <ol style="list-style-type: none"> <li>1. Siswa disuruh menjawab pertanyaan – pertanyaan pilihan ganda sesuai intruksi soal</li> <li>2. Siswa dan guru bersama-sama membahas jawaban pertanyaan</li> <li>3. Siswa Menanyakan apakah siswa sudah memahami makna yang diajarkan</li> </ol>	
<p><b>Kegiatan Penutup</b></p> <ol style="list-style-type: none"> <li>1. Siswa ditanya terhadap kesulitan materi yang telah dibahas</li> <li>2. Siswa dipandu guru Membuat kesimpulan tentang materi yang sudah dipelajari hari itu</li> <li>3. Guru memberikan pekerjaan rumah untuk siswa</li> <li>4. Guru Menutup pelajaran dengan berdoa bersama-sama.</li> </ol>	<p><b>10 menit</b></p>

### G. Media dan Sumber

1. *White board, marker, dan dictionary.*
2. Teks/ccontoh yang berhubungan dengan teks narrative

### H. Penilaian

Jenis Tagihan	: Tes Tertulis
Bentuk Instrument	: Pilihan Ganda
Instrument	: Narrative text

***Read the following passages and choose A, B, C or D for each of the questions following:***

A Man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. “you are a stupid bird! Why can’t you say the word? Say Catano, or I will kill you!” but the parrot not say it. Then the man got to so angry that the shouted over and over, “Say Catano, or I’ll kill you!” but bird wouldn’t talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will it you, too.” In the chicken house there are four old chickens. They were for Sunday’s dinner. The man put parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you!”.

*(sumber: detik-detik UN bahasainggris; 2005/2006; IntanPariwara)*

1. The best title for passage is....
  - A. A wonderful parrot
  - B. The smartest parrot
  - C. The naughty parrot
  - D. The stupid parrot
  
2. In the text above, what tense is used by the writer?
  - A. Simple past tense
  - B. Simple present continuous
  - C. Simple perfect tense
  - D. Simple future tense
  
3. The sentence “You are a stupid bird!” in line 6 expresses....
  - A. Shock
  - B. Happy
  - C. Sad

- D. Angry
4. Which of the following is NOT TRUE about the man?
- A. The man very angry to the bird
  - B. The man never got angry to his bird
  - C. The man threw the bird into the chicken house
  - D. The man taught the bird to say Catano
5. “It was very, very smart”. The underline word refers to....
- A. The man
  - B. The bird
  - C. The chicken
  - D. Puerto Rico

**Key Answer**

- 1.B
- 2.A
- 3.D
- 4.B
- 5.B



### I. Scoring

Pedoman penskoran: masing-masing soal jika dijawab dengan benar dengan proses yang benar mendapat skor 2.

Perhitungan nilai akhir dalam skala 0 – 100 sebagai berikut :

$$\text{Nilai akhir : } \frac{\text{Jumlah jawaban}}{\text{Jumlah soal}} \times 100$$

Mengetahui,  
Guru Bahasa Inggris

Bandar Lampung, 16 September 2017  
Mahasiswa Peneliti

Desta Tririzki Liasari, S.Pd

Elfa Yusanti  
NPM.1311040171



Zainuri, S.Ag.,M.M.Pd  
NUPTK. 2143750652300033

## Appendix 16

## LIST SAMPLE OF THE RESEARCH

Experimental Class				Control Class			
NO	NAME	Gender	Code	NO	NAME	Gender	Code
1	Agung Setiawan	M	E-1	1	Aulia Hasri Utami	F	C-1
2	Alfito Dean. S	M	E-2	2	Anastiya. Y. R	F	C-2
3	Apri Kurniawansyah	M	E-3	3	Cintia Widuri Tami	F	C-3
4	Asnani Dewi	F	E-4	4	Danil Adventius	M	C-4
5	David Can	M	E-5	5	David Rizki. P	M	C-5
6	Dimas Satria	M	E-6	6	Dianila Xandri	M	C-6
7	Dita Octalia	F	E-7	7	Early Apnisa	F	C-7
8	Dwi Yulia	F	E-8	8	Fairuz Kansa. Y	F	C-8
9	Fadliyah	F	E-9	9	Febri Agung P	M	C-9
10	Fajar Romadhon	M	E-10	10	Heni Juliasti	F	C-10
11	Inggrit Novianti	F	E-11	11	Ivolius	M	C-11
12	Khasrian	M	E-12	12	Melinda Tiara. P	F	C-12
13	Kharisma Tuldoq	F	E-13	13	Marlina	F	C-13
14	Kodriyah Ermala. D	F	E-14	14	Maulana Firdaus	M	C-14
15	Lola Anovika	F	E-15	15	Mega Susanti	F	C-15
16	Marissa Adelia	F	E-16	16	Milna Mahirda	F	C-16
17	M. Bintang	M	E-17	17	Nuflihin Surya Adam	M	C-17
18	Noverllia Hendriawati	F	E-18	18	Nurza Rena	M	C-18
19	Oktavianna Karuniap	F	E-19	19	Oktavia Tri N	F	C-19
20	Putri Hilal Maulani	F	E-20	20	Putri Nacintha Yahya	F	C-20
21	Riski Putra .P	M	E-21	21	Ranty	F	C-21
22	Siti Khodujah	F	E-22	22	Syaiful Hilal. S	M	C-22
23	Sri Reza Haria	F	E-23	23	Sekar Ayu N	F	C-23
24	Syarifah Nur Ulfa	F	E-24	24	Texy Sagara	M	C-24
25	Vandewi Lefa	F	E-25				

## Appendix 19

**Students' Score of Pretest and Posttest in Experimental and Control Class XI IPA 2 and XI IPA 1 at the SMA Perintis 1 Bandar Lampung in the academic year of 2017/2018**

Experimental Class				Control Class			
NO	Code	Pre Test	Post Test	NO	Code	Pre Test	Post Test
1	E-1	40	84	1	C-1	40	80
2	E-2	40	76	2	C-2	68	76
3	E-3	56	80	3	C-3	60	80
4	E-4	52	80	4	C-4	64	72
5	E-5	40	84	5	C-5	68	84
6	E-6	40	76	6	C-6	64	76
7	E-7	48	80	7	C-7	56	76
8	E-8	48	76	8	C-8	<b>64</b>	<b>68</b>
9	E-9	40	76	9	C-9	64	72
10	E-10	40	80	10	C-10	72	80
11	E-11	<b>36</b>	<b>76</b>	11	C-11	72	92
12	E-12	52	80	12	C-12	72	88
13	E-13	52	80	13	C-13	68	76
14	E-14	48	76	14	C-14	68	72
15	E-15	40	80	15	C-15	60	84
16	E-16	40	76	16	C-16	68	76
17	E-17	76	88	17	C-17	52	84
18	E-18	40	76	18	C-18	64	68
19	E-19	40	76	19	C-19	72	80
20	E-20	52	84	20	C-20	68	76
21	E-21	56	76	21	C-21	60	80
22	E-22	48	84	22	C-22	<b>52</b>	<b>92</b>
23	E-23	48	80	23	C-23	56	76
24	E-24	<b>40</b>	<b>92</b>	24	C-24	68	80
25	E-25	40	80	25	C-25	60	76



## Appendix 20

## Result of the Pre-test in the Experimental Class

## Statistics

N	Valid	25
	Missing	13
Mean		46.08
Std. Error of Mean		1.730
Median		40.00
Mode		40
Std. Deviation		8.650
Variance		74.827
Skewness		1.811
Std. Error of Skewness		.464
Kurtosis		4.734
Std. Error of Kurtosis		.902
Range		40
Minimum		36
Maximum		76
Sum		1152



## Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	1	2.6	4.0	4.0
	40	12	31.6	48.0	52.0
	48	5	13.2	20.0	72.0
	52	4	10.5	16.0	88.0
	56	2	5.3	8.0	96.0
	76	1	2.6	4.0	100.0
	Total		25	65.8	100.0
Missing	System	13	34.2		
Total		38	100.0		

## Appendix 21

## Result of the Pre-test in the Control Class

## Statistics

N	Valid	25
	Missing	13
Mean		63.20
Std. Error of Mean		1.532
Median		64.00
Mode		68
Std. Deviation		7.659
Variance		58.667
Skewness		-1.277
Std. Error of Skewness		.464
Kurtosis		2.101
Std. Error of Kurtosis		.902
Range		32
Minimum		40
Maximum		72
Sum		1580

## Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	2.6	4.0	4.0
	52	2	5.3	8.0	12.0
	56	2	5.3	8.0	20.0
	60	4	10.5	16.0	36.0
	64	5	13.2	20.0	56.0
	68	7	18.4	28.0	84.0
	72	4	10.5	16.0	100.0
	Total		25	65.8	100.0
Missing	System	13	34.2		
Total		38	100.0		

## Appendix 22

## Result of the Post-test in the Experimental Class

## Statistics

N	Valid	25
	Missing	13
Mean		79.84
Std. Error of Mean		.848
Median		80.00
Mode		76
Std. Deviation		4.239
Variance		17.973
Skewness		1.226
Std. Error of Skewness		.464
Kurtosis		1.501
Std. Error of Kurtosis		.902
Range		16
Minimum		76
Maximum		92
Sum		1996



## Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	76	10	26.3	40.0	40.0
	80	9	23.7	36.0	76.0
	84	4	10.5	16.0	92.0
	88	1	2.6	4.0	96.0
	92	1	2.6	4.0	100.0
	Total		25	65.8	100.0
Missing	System	13	34.2		
Total		38	100.0		

## Appendix 23

## Result of the Post-test in the Control Class

## Statistics

N	Valid	25
	Missing	13
Mean		78.56
Std. Error of Mean		1.262
Median		76.00
Mode		76
Std. Deviation		6.312
Variance		39.840
Skewness		.515
Std. Error of Skewness		.464
Kurtosis		.180
Std. Error of Kurtosis		.902
Range		24
Minimum		68
Maximum		92
Sum		1964

## Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	68	2	5.3	8.0	8.0
	72	3	7.9	12.0	20.0
	76	8	21.1	32.0	52.0
	80	6	15.8	24.0	76.0
	84	3	7.9	12.0	88.0
	88	1	2.6	4.0	92.0
	92	2	5.3	8.0	100.0
	Total		25	65.8	100.0
Missing	System	13	34.2		
Total		38	100.0		

*Appendix 24*

**The Result Normality Test of the Experimental Class and Control Class**

Class		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	EXPERIMENT	.166	25	.074	.958	25	.379
	CONTROL	.204	25	.113	.855	25	.123

a. Lilliefors Significance Correction



*Appendix 25***The Result of Homogeneity Test****Test of Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
.324	1	48	.572



## Appendix 26

## The Result of Hypothetical Test

## 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
GAIN	Equal variances assumed	.324	.572	8.552	48	.000	22.08000	2.58199	16.88856	27.27144
	Equal variances not assumed			8.552	46.702	.000	22.08000	2.58199	16.88483	27.27517

