

Appendix 1

Table Pearson Product Moment and T-Table

1. TABLE of Realibility Pearson Product Moment

Tabel nilai kritis untuk r Pearson Product Moment								
dk=n-2	Probabilitas 1 ekor							
	0,10	0,05	0,025	0,01	0,005	0,0025	0,001	0,0005
	Probabilitas 2 ekor							
	0,20	0,10	0,05	0,02	0,01	0,002	0,001	0,001
1	0,951	0,988	0,997	1,000	1,000	1,000	1,000	1,000
2	0,800	0,900	0,950	0,980	0,990	0,995	0,998	0,999
3	0,687	0,805	0,878	0,934	0,959	0,974	0,986	0,991
4	0,608	0,729	0,811	0,882	0,917	0,942	0,963	0,974
5	0,551	0,669	0,754	0,833	0,875	0,906	0,935	0,951
6	0,507	0,621	0,707	0,789	0,834	0,870	0,905	0,925
7	0,472	0,582	0,666	0,750	0,798	0,836	0,875	0,898
8	0,443	0,549	0,632	0,715	0,765	0,805	0,847	0,872
9	0,419	0,521	0,602	0,685	0,735	0,776	0,820	0,847
10	0,398	0,497	0,576	0,658	0,708	0,750	0,795	0,823
11	0,380	0,476	0,553	0,634	0,684	0,726	0,772	0,801
12	0,365	0,458	0,532	0,612	0,661	0,703	0,750	0,780
13	0,351	0,441	0,514	0,592	0,641	0,683	0,730	0,760
14	0,338	0,426	0,497	0,574	0,623	0,664	0,711	0,742
15	0,327	0,412	0,482	0,558	0,606	0,647	0,694	0,725
16	0,317	0,400	0,468	0,543	0,590	0,631	0,678	0,708
17	0,308	0,389	0,456	0,529	0,575	0,616	0,662	0,693
18	0,299	0,378	0,444	0,516	0,561	0,602	0,648	0,679
19	0,291	0,369	0,433	0,503	0,549	0,589	0,635	0,665
20	0,284	0,360	0,423	0,492	0,537	0,576	0,622	0,652
21	0,277	0,352	0,413	0,482	0,526	0,565	0,610	0,640
22	0,271	0,344	0,404	0,472	0,515	0,554	0,599	0,629
23	0,265	0,337	0,396	0,462	0,505	0,543	0,588	0,618
24	0,260	0,330	0,388	0,453	0,496	0,534	0,578	0,607
25	0,255	0,323	0,381	0,445	0,487	0,524	0,568	0,597
26	0,250	0,317	0,374	0,437	0,479	0,515	0,559	0,588
27	0,245	0,311	0,367	0,430	0,471	0,507	0,550	0,579
28	0,241	0,306	0,361	0,423	0,463	0,499	0,541	0,570
29	0,237	0,301	0,355	0,416	0,456	0,491	0,533	0,562
30	0,233	0,296	0,349	0,409	0,449	0,484	0,526	0,554
35	0,216	0,275	0,325	0,381	0,418	0,452	0,492	0,519
40	0,202	0,257	0,304	0,358	0,393	0,425	0,463	0,490
45	0,190	0,243	0,288	0,338	0,372	0,403	0,439	0,465
50	0,181	0,231	0,273	0,322	0,354	0,384	0,419	0,443
60	0,165	0,211	0,250	0,295	0,325	0,352	0,385	0,408
70	0,153	0,195	0,232	0,274	0,302	0,327	0,358	0,380
80	0,143	0,183	0,217	0,257	0,283	0,307	0,336	0,357
90	0,135	0,173	0,205	0,242	0,267	0,290	0,318	0,338
100	0,128	0,164	0,195	0,230	0,254	0,276	0,303	0,321
150	0,105	0,134	0,159	0,189	0,208	0,227	0,249	0,264
200	0,091	0,116	0,138	0,164	0,181	0,197	0,216	0,230
300	0,074	0,095	0,113	0,134	0,148	0,161	0,177	0,188
400	0,064	0,082	0,098	0,116	0,128	0,140	0,154	0,164
500	0,057	0,073	0,088	0,104	0,115	0,125	0,138	0,146
1000	0,041	0,052	0,062	0,073	0,081	0,089	0,098	0,104

2. T-Table

t Table											
cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.378	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.985	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.385	4.032	5.893	6.889
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.892	1.108	1.397	1.880	2.308	2.896	3.355	4.501	5.041
9	0.000	0.703	0.893	1.100	1.383	1.833	2.282	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

Appendix 2

The Result of Pretest Experimental and Control Groups

Students	Experimental (X ₁)	Control (X ₂)	(X ₁) ²	(X ₂) ²
1	78	56	6084	3136
2	76	84	5776	7056
3	72	68	5184	4624
4	72	80	5184	6400
5	76	62	5776	3844
6	72	72	5184	5184
7	76	80	5776	6400
8	80	70	6400	4900
9	76	80	5776	6400
10	80	76	6400	5776
11	80	40	6400	1600
12	80	80	6400	6400
13	80	64	6400	4096
14	72	80	5184	6400
15	72	80	5184	6400
16	80	64	6400	4096
17	76	52	5776	2704
18	60	44	3600	1936
19	72	76	5184	5776
20	80	56	6400	3136
21	80	76	6400	5776
22	70	80	4900	6400
23	80	72	6400	5184
24	80	66	6400	4356
25	72	76	5184	5776
26	72	76	5184	5776
27	80	80	6400	6400
28	64	80	4096	6400
29	72	60	5184	3600
30	64	80	4096	6400
SUM	2244	2110	168712	152332
MEAN	74.8	70.33		

The calculating of the Pretest Experimental and Control Group by using Pearson-Product Moment.

A. Computing means

$$\bar{x}_1(e) = \frac{\sum x_1}{N} = \frac{2244}{30} = 74,8$$

$$\bar{x}_2(c) = \frac{\sum x_2}{N} = \frac{2110}{30} = 70,33$$

B. Standard Deviation

$$\begin{aligned} S_{x_1} &= \sqrt{\frac{\sum x^2}{N} - \bar{x}^2} \\ &= \sqrt{\frac{168712}{30} - (74,8)^2} \\ &= \sqrt{5623.73 - 5595.04} \\ &= \sqrt{28.69} \\ &= 5.3 \end{aligned}$$

$$\begin{aligned} S_{x_2} &= \sqrt{\frac{\sum x^2}{N} - \bar{x}^2} \\ &= \sqrt{\frac{152332}{30} - (70,33)^2} \\ &= \sqrt{5077.7 - 4946.3} \\ &= \sqrt{131.4} \\ &= 11.5 \end{aligned}$$

Appendix 3

The Result of Post test Experimental and Control Groups

Students	Experimental (X ₁)	Control (X ₂)	(X ₁) ²	(X ₂) ²
1	96	80	9216	6400
2	92	88	8464	7744
3	76	88	5776	7744
4	92	80	8464	6400
5	84	80	7056	6400
6	80	76	6400	5776
7	80	80	6400	6400
8	88	80	7744	6400
9	80	84	6400	7056
10	88	84	7744	7056
11	84	60	7056	3600
12	88	80	7744	6400
13	80	76	6400	5776
14	84	84	7056	7056
15	80	88	6400	7744
16	88	80	7744	6400
17	80	80	6400	6400
18	76	80	5776	6400
19	80	88	6400	7744
20	84	80	7056	6400
21	92	84	8464	7056
22	88	88	7744	7744
23	84	72	7056	5184
24	92	88	8464	7744
25	96	84	9216	7056
26	84	84	7056	7056
27	84	88	7056	7744
28	80	80	6400	6400
29	84	76	7056	5776
30	84	84	7056	7056
SUM	2548	2444	217264	200112
MEAN	84.93	81.47		

The calculating of the Post test Experimental and Control Group by using Pearson-Product Moment.

A. Computing means

$$\bar{y}_1(e) = \frac{\sum y_1}{N} = \frac{2548}{30} = 84,93$$

$$\bar{y}_2(c) = \frac{\sum y_2}{N} = \frac{2444}{30} = 81,47$$

B. Standard Deviation

$$\begin{aligned} S_{y_1} &= \sqrt{\frac{\sum y^2}{N} - \bar{y}^2} \\ &= \sqrt{\frac{217264}{30} - (84,93)^2} \\ &= \sqrt{7242,13 - 7213,10} \\ &= \sqrt{29,03} \\ &= 5.4 \end{aligned}$$

$$\begin{aligned} S_{y_2} &= \sqrt{\frac{\sum y^2}{N} - \bar{y}^2} \\ &= \sqrt{\frac{200112}{30} - (81,47)^2} \\ &= \sqrt{6670,4 - 6637,3} \\ &= \sqrt{33,1} \\ &= 6 \end{aligned}$$

Appendix 4

THE LIST OF STUDENTS SCORE OF CONTROL GROUP

NO	NIS	NAME	M/F	PRE TEST	POST TEST
				VIII B	VIII B
1	6214	Student 1	M	56	80
2	6226	Student 2	M	84	88
3	6227	Student 3	F	68	88
4	6232	Student 4	M	80	80
5	6237	Student 5	F	62	80
6	6303	Student 6	F	72	76
7	6326	Student 7	M	80	80
8	6332	Student 8	M	70	80
9	6338	Student 9	M	80	84
10	6343	Student 10	F	76	84
11	6368	Student 11	F	40	60
12	6406	Student 12	M	80	80
13	6421	Student 13	M	64	76
14	6424	Student 14	F	80	84
15	6440	Student 15	M	80	88
16	6441	Student 16	F	64	80
17	6448	Student 17	F	52	80
18	6452	Student 18	F	44	80
19	6454	Student 19	M	76	88
20	6456	Student 20	F	56	80
21	6486	Student 21	M	76	84
22	6490	Student 22	M	80	88
23	6531	Student 23	F	72	72
24	6492	Student 24	M	66	88
25	6502	Student 25	F	76	84
26	6507	Student 26	F	76	84
27	6515	Student 27	F	80	88
28	6516	Student 28	F	80	80
29	6518	Student 29	F	60	76
30	6528	Student 30	F	80	84
TOTAL SCORES				2110	2444
Average Score				70.33	81.47

Appendix 5

THE LIST OF STUDENTS SCORE OF EXPERIMENTAL GROUP

NO	NIS	NAME	M/F	PRE TEST	POST TEST
				VIII A	VIII A
1	6210	Student 1	M	78	96
2	6220	Student 2	F	76	92
3	6234	Student 3	M	72	76
4	6262	Student 4	M	72	92
5	6296	Student 5	F	76	84
6	6299	Student 6	F	72	80
7	6311	Student 7	F	76	80
8	6313	Student 8	F	80	88
9	6314	Student 9	F	76	80
10	6318	Student 10	F	80	88
11	6329	Student 11	F	80	84
12	6330	Student 12	M	80	88
13	6336	Student 13	F	80	80
14	6360	Student 14	F	72	84
15	6382	Student 15	F	72	80
16	6383	Student 16	F	80	88
17	6404	Student 17	M	76	80
18	6408	Student 18	M	60	76
19	6442	Student 19	F	72	80
20	6443	Student 20	F	80	84
21	6459	Student 21	F	80	92
22	6457	Student 22	M	70	88
23	6479	Student 23	F	80	84
24	6487	Student 24	M	80	92
25	6491	Student 25	M	72	96
26	6497	Student 26	F	72	84
27	6501	Student 27	F	80	84
28	6513	Student 28	M	64	80
29	6524	Student 29	F	72	84
30	6526	Student 30	M	64	84
TOTAL SCORES				2244	2548
Average Score				74.8	84.93

Appendix 6

LESSON PLAN EXPERIMENTAL GROUP



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NIM : 20131111021

TEACHER TRAINING AND EDUCATION FACULTY

ENGLISH DEPARTMENT

MUHAMMADIYAH UNIVERSITY OF SURABAYA

School : SMPN 39 (Junior High School) of Surabaya
Subject : Narrative Text (“The Foolish Mouse”)
Meeting : 1st
Class/Semester : VIII A Experimental Group
Times : 2 x 40 Minute
Date : 14th February 2018
Skill : Reading and Writing

I. Main Competence

KI 1: Respect and comprehend the teachings of their religion.

KI 2: Respect and comprehend the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, and confidence in interacting effectively with the social environment and the nature in the range of social intercourse and existence.

KI 3: Understand and apply the knowledge (factual, conceptual, and procedural) based on curiosity about knowledge, technology, art, culture that related to phenomenon and events to be visible.

KI 4: Processing, providing, and reasoning in the real concrete (use, disentangle, combine, modify, and make) in the abstract domain (write, read, count, draw/illustrate, and arrange) that suitable of the learned in school and the same source in the theory.

II. Basic Competence

Basic Competence (KD)

3.14 Understanding social function, text structure, and language elements from narrative text in the fable form that suitable with the context use.

4.18 Comprehend the meaning of the narrative text in oral and written in the short fable form and simple use.

III. Competence Indicator

3.14.1 Identify social function, text structure, and language elements from narrative text in the fable form that suitable with the context use.

- 3.14.2 Mention social function, generic structure, and language elements from narrative text.
- 3.14.3 Explain social function, generic structure, and language elements from narrative text.
- 4.18.1 Identify the meaning of the narrative text in oral and written in the short fable form and simple use.
- 4.18.2 Describe the meaning of the narrative text in oral and written in the short fable form and simple use.
- 4.18.3 Describe explicit and implicit of the story including moral value from narrative text.

IV. Purpose of the Study

1. The students are able to identify the social function, text structure, and language elements from narrative text in the fable form that suitable with the context use.
2. The students are able to mention social function, generic structure, and language elements from narrative text.
3. The students are able to explain social function, generic structure, and language element from narrative text.
4. The students are able to identify the meaning of the narrative text in oral and written in the short fable form and simple use.
5. The students are able to describe the meaning of the narrative text in oral and written in the short fable and simple use.
6. The students are able to describe explicit and implicit of the story including moral value from narrative text.

V. Topics

Narrative text in written form

Social Function

Build personal relationship between teacher and friends

Material

Narrative text are used in this research to explain the story that has character, place, time, problem, and moral value in it. There are 3 supporting factors in this material, they are:

A. Purpose

To provide some character, events, place, time, and the important thing is moral value that the students can learn from the text.

B. Form

Written (Berupa Tulisan)

Speech (Berupa Perkataan)

C. Structure of the text

Orientation, Complication, Resolution, and Re-orientation

Direct and Indirect or Quoted and Reported

Conclusion include moral value from narrative text

READING NARRATIVE TEXT USING RECIPROCAL TEACHING STRATEGY

Reciprocal Teaching Strategies

Check off evidence of the use of

- all four strategies
- predicting questioning clarifying summarizing

Foundations of Reciprocal Teaching

Check off evidence of the use of

- all four foundations
- think-alouds
- cooperative learning (in pairs or in groups)
- scaffolding (i.e., providing support through modeling, offering guided practice, giving additional feedback, and encouraging independent work)
- metacognition (i.e., reviewing how to use the strategies, reflecting on strategy use, and discussing the strategies)
- tools used to promote metacognition (e.g., Reciprocal Teaching Chart, Be the Teacher Bookmark, etc.)

STAGES

Before Reading

The teacher should

- activates students' prior knowledge (i.e., asks what students know or what the text reminds them of).
- reviews all four strategies briefly.
- has students **PREDICT** what the reading will be about.
- sets a purpose during reading (i.e., looking for words to **CLARIFY** or **QUESTIONS** to ask).

During Reading

The teacher should

- ___ coaches individual students in any of the four strategies.
- ___ has students do any of the following as they read:
- ___ **CLARIFY** words or ideas
- ___ ask **QUESTIONS** about portions of the text
- ___ **PREDICT** what the next portion of the text is about
- ___ **SUMMARIZE** small portions or chunks of the text

After Reading

The teacher guides students as they

- ___ return to **PREDICTIONS** and discuss them.
- ___ discuss the strategies in any order.
- ___ **CLARIFY** words or ideas.
- ___ ask one another **QUESTIONS**.
- ___ **SUMMARIZE** what was read.
- ___ reflect on strategy use and ask, Which strategies helped students the most today?

Source: Reciprocal Teaching Strategies at Work : Improving Reading Comprehension Grades 2-6 : Videotape Viewing Guide and Lesson Materials, by Lori D. Oczkus. 2005 International Reading Association.

VI. Learning Method

- a. Approach : Scientific Approach
- b. Method : Reciprocal Teaching Strategy
- c. Activity : Cooperative learning (in pairs or in groups)

VII. Media, Instrument, and Source

- a. Media : Laptop, LCD, Projector
- b. Instrument : Text, and Reciprocal Teaching Strategy
- c. Source : Stories For You, Darussalam Press PMDG

VIII. Steps Learning Activity

Activity	Teacher	Students	Time
Introduction Activity			
Greeting	<ul style="list-style-type: none"> Greeting to the students “Assalamualai kum”. Check the attendance list of the student. Prepare the student to start the lesson. 	<ul style="list-style-type: none"> The students answer salam “Wa’alaikumsalam”. The students listen it and answer by word ‘present’. The students ready to start the lesson. 	5’
Main Activity			
Observing/ Mengamati	<ul style="list-style-type: none"> Teacher gives a stimulation about example story of narrative text. Teacher explains the purpose, generic structure and language element in narrative text. Teacher introduces Reciprocal 	<ul style="list-style-type: none"> The students identify the teacher’s explanation about the material. The students listen the teacher’s presentation about the use mechanism of RTS. The students collect information by 	15’

	<p>Teaching Strategy to the students.</p> <ul style="list-style-type: none"> • Teacher mentions the step of RTS, such as: <ul style="list-style-type: none"> A. Predicting, B. Questioning, C. Clarifying, and D. Summarizing. • Teacher divides the students into some groups to apply this method. • Teacher shows a title of text on LCD then command to students to predict what will come next or what is story about by identifying the title of the text, after that teacher shows the text and 	<p>taking a note based on teacher's explanation about RTS.</p> <ul style="list-style-type: none"> • Students listen well and pay attention to the teacher's explanation about the story. • The students follow the teacher's rules and instructions. 	
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	<p>command them to read the text.</p> <ul style="list-style-type: none"> • Teacher gives an explanation about the story of narrative text (The Foolish Mouse). 		
Questioning / Menanya	<ul style="list-style-type: none"> • Teacher asks to students to mention the purpose, generic structure, and language element of the story (The Foolish Mouse). • Teacher asks some questions (related to the story) to students. 	<ul style="list-style-type: none"> • The students try to find the purpose, generic structure, language element of the story (The Foolish Mouse) then they answer it. • Students answer the teacher's question based on the text. 	10'
Exploring/ Mengeksplorasi	<ul style="list-style-type: none"> • Teacher gives an instruction to students of each group to read again the 	<ul style="list-style-type: none"> • Students read the text. • Students ask some difficult or unfamiliar 	10'

	<p>text, then command them to ask some difficult or unfamiliar word, and ask anything about the story that students do not understand, then discuss it with the group.</p> <ul style="list-style-type: none"> • Teacher gives a clear clarification about anything based on the text that students have discussed it in group. • Teacher asks to students to make a summarize from text and moral value that students can take from story. 	<p>vocabulary and anything that they do not understand from the story, then they discuss it in group.</p> <ul style="list-style-type: none"> • Students listen and pay attention to teacher's clarification about the text. • Each group of students make a summarizing and moral value in group. 	
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Associating/ Mengasosiasi	<ul style="list-style-type: none"> • Teacher guides the process of making a summarize and moral value. • Teacher asks for each group to explain and present their answer and held presentation in front of class. 	<ul style="list-style-type: none"> • Students prepare for presentation. • The students of each group present their answers in front of class. 	10'
Communicating/ Mengkomunikasikan	<ul style="list-style-type: none"> • The teacher gives respond and comment from the students' presentation. • The teacher asks the students to give respond, comment, and opinion about the other group who was presenting their answer. • The teacher 	<ul style="list-style-type: none"> • The others students group give respond, comment, and opinion about the answer/presentation. • The students receive the teacher's respond and comment, and also from their friends too, from those activities 	20'

	gives the feedback from the students' activity.	(identifying, presentation, respond and comment) the students get to know and understand well about the story of narrative text. <ul style="list-style-type: none"> The students collect their answer after presentation. 	
Closing Activity			
Closing	<ul style="list-style-type: none"> The teacher concludes the meeting Giving information about the planning for the next meeting. Closing the meeting by reciting 'Hamdalah' and say 'Thanks for your attention' and Salam. 	<ul style="list-style-type: none"> Conclude the material/ take the lesson that they have been learned in that meeting. The students say 'Hamdalah' and answer Salam. 	10'

Scoring Instrument

1. Knowledge (Pre-Test and Post-Test) Reading skill
2. Instrument Form : Multiple Choice and Matching Vocabulary

Assessment of the test

- | | |
|------------------------|-----------------|
| A. Multiple Choice | : 20 x 4 = 80 |
| B. Matching vocabulary | : 10 x 2 = 20 |
| C. Score Total | : 80 + 20 = 100 |

Acknowledge by,
English Teacher

Surabaya,
Researcher

Khusnul Khotimah, S.Pd
NIP. 196407061987032014

Nurul Hikmah Islamiyah
NIM. 20131111021

Generic Structure

1. Orientation : it is about the character in the story, where and when the story happens
2. Complication : introduces the problems that to be solved
3. Resolution : shows how the problem to be solved
4. Re-orientation : it shows the changes of the characters' attitude and the moral value of the story

Language Feature

1. past tense (walked, killed, etc)
2. Adverb of time (once upon a time, one day, etc)
3. Time conjunction (when, then, suddenly, etc)
4. Direct speech

RECIPROCAL TEACHING WORKSHEET

Before Reading (Use text and illustrations to predict)	After Reading (Fill in what actually happened)
Setting:	Setting:
Characters:	Characters:
Problem:	Problem:
Main Events:	Main Events:
Resolution/Ending:	Resolution/Ending:
Theme or Lesson:	Theme or Lesson:

Appendix 7

LESSON PLAN CONTROL GROUP



Written by : Nurul Hikmah Islamiyah

NIM : 20131111021

TEACHER TRAINING AND EDUCATION FACULTY

ENGLISH DEPARTMENT

MUHAMMADIYAH UNIVERSITY OF SURABAYA

School : SMP Negeri 39 (Junior High School) of Surabaya
Subject : Narrative Text (“The Foolish Mouse”)
Meeting : 1st
Class/Semester : VIII B Control Group
Times : 2 x 40 Minute
Date : 15th February 2018
Skill : Reading and Writing

I. Main Competence

- KI 1: Respect and comprehend the teachings of their religion.
- KI 2: Respect and comprehend the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), polite, and confidence in interacting effectively with the social environment and the nature in the range of social intercourse and existence.
- KI 3: Understand and apply the knowledge (factual, conceptual, and procedural) based on curiosity about knowledge, technology, art, culture that related to phenomenon and events to be visible.
- KI 4: Processing, providing, and reasoning in the real concrete (use, disentangle, combine, modify, and make) in the abstract domain (write, read, count, draw/illustrate, and arrange) that suitable of the learned in school and the same source in the theory.

II. Basic Competence

Basic Competence (KD)

- 3.14 Understanding social function, text structure, and language elements from narrative text in the fable form that suitable with the context use.
- 4.18 Comprehend the meaning of the narrative text in oral and written in the short fable form and simple use.

III. Competence Indicator

- 3.14.1 Identify social function, text structure, and language elements from narrative text in the fable form that suitable with the context use.
- 3.14.2 Mention social function, generic structure, and language elements from narrative text.
- 3.14.3 Explain social function, generic structure, and language elements from narrative text.
- 4.18.1 Identify the meaning of the narrative text in oral and written in the short fable form and simple use.
- 4.18.2 Describe the meaning of the narrative text in oral and written in the short fable form and simple use.
- 4.18.3 Describe implicit and explicit story including moral value from narrative text.

IV. Learning / Purpose of the Study

1. The students are able to identify the social function, text structure, and language elements from narrative text in the fable form that suitable with the context use.
2. The students are able to mention social function, generic structure, and language elements from narrative text.
3. The students are able to explain social function, generic structure, and language element from narrative text.
4. The students are able to identify the meaning of the narrative text in oral and written in the short fable form and simple use.
5. The students are able to describe the meaning of the narrative text in oral and written in the short fable and simple use.
6. The students are able to describe implicit and explicit story including moral value from narrative text.

V. Topics

Narrative text in written form

Social Function

Build personal relationship between teacher and friends

Material

Narrative text are used in this research to explain the story that has character, place, time, problem, and moral value in it. There are 3 supporting factors in this material, they are:

A. Purpose

To provide some character, events, place, time, and the important thing is moral value that the students can learn from the text.

B. Form

Written (Berupa Tulisan)

C. Structure of the text

Orientation, Complication, Resolution, and Re-orientation

Direct and Indirect or Quoted and Reported

Conclusion include moral value from narrative text

VI. Learning Method

- d. Approach : Scientific Approach
- e. Method : Discussion
- f. Activity : Exercise

VII. Media, Instrument, and Source

- d. Media : Laptop, LCD, Projector
- e. Instrument : Worksheet
- f. Source : Stories For You, Darussalam Press PMDG

VIII. Steps Learning Activity

Activity	Teacher	Students	Times
Introduction Activity			
Greeting	<ul style="list-style-type: none"> Greeting to the students “Assalamualaikum”. Check the attendance list of the student. Prepare the student to start the lesson. 	<ul style="list-style-type: none"> The students answer salam “Wa’alaikumsalam”. The students listen it and answer by word ‘present’. The students ready to start the lesson. 	5’
Main Activity			
Observing/ Mengamati	<ul style="list-style-type: none"> Teacher gives a stimulation about example of narrative text. Teacher explains the purpose, generic structure, and language element of narrative text. 	<ul style="list-style-type: none"> The students listen the teacher’s stimulation about example of narrative text. The students listen to the teacher’s explanation The students read the text. 	15’

	<ul style="list-style-type: none"> • Teacher asks to students to make a group discussion to learn and discuss about the text. • Teacher asks the students to read the text. 		
Questioning/ Menanya	<ul style="list-style-type: none"> • Teacher asks the student to identify and find the purpose of narrative text, generic structure and language element after they read the text. • Teacher asks the students to mention the purpose, generic structure, and 	<ul style="list-style-type: none"> • The students identify and find the purpose of narrative text, generic structure and language element of the text and write it on note. • The students mention the purpose, generic structure, and language element of text they have read. 	10'

	language element of text that students have read.		
Exploring/ Mengeksplorasi	<ul style="list-style-type: none"> • Teacher gives an exercise based on the text to each group. • Teacher asks the students to answer the exercise in group. 	<ul style="list-style-type: none"> • The students answer the exercise that related to the text. 	10'
Associating / Mengasosiasi	<ul style="list-style-type: none"> • Teacher guides the students to answer and complete the question. 	<ul style="list-style-type: none"> • The students follow the teacher's guide. • The students follow the teacher's instruction 	10'
Communicating/ Mengkomunikasikan	<ul style="list-style-type: none"> • Teacher asks the student to present their answer in front of class. • Teacher gives respond and 	<ul style="list-style-type: none"> • The students do all those activities that suitable with the teacher's command and instruction. 	20'

	<p>comment from the students answering.</p> <ul style="list-style-type: none"> • Teacher asks the students to give their respond, comment, and opinion while their friend presenting their answer in front of class. • Teacher asks the students to collect their answer after presentation. 		
Closing Activity			
Closing	<ul style="list-style-type: none"> • Teacher gives a feedback from the students' activities in the class. • The teacher 	<ul style="list-style-type: none"> • Conclude the material/ take the lesson that they have been learned in that meeting. • The students say 'Hamdalah' 	10'

	<p>concludes the meeting</p> <ul style="list-style-type: none"> • Giving information about the planning for the next meeting. • Closing the meeting by reciting ‘Hamdalah’ and say ‘Thanks for your attention’ and Salam. 	<p>and answer Salam.</p>	
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Scoring Instrument

1. Knowledge (Pre-Test and Post-Test) Reading skill
2. Instrument Form : Multiple Choice and Matching Vocabulary

Assessment of the test

D. Multiple Choice : $20 \times 4 = 80$

E. Matching vocabulary : $10 \times 2 = 20$

F. Score Total : $80 + 20 = 100$

Acknowledge by,
English Teacher

Surabaya,
Researcher

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NIM. 20131111021

SILABUS SMP/MTs**Mata Pelajaran : Bahasa Inggris****Kelas : VIII****Kompetensi Inti :**

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

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari					

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar					
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman. 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.					

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.					
3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya 4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	<p>Teks naratif, berbentuk fabel pendek dan sederhana</p> <p>Fungsi sosial</p> <p>Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.</p> <p>Struktur text (gagasan utama dan informasi rinci)</p> <p>a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa fabel, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya. 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat pemahaman fungsi sosial teks teks naratif berbentuk fabel, pendek dan sederhana . Tingkat kelengkapan dan 	16 JP	<ul style="list-style-type: none"> Buku Teks wajib Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat Contoh teks dari sumber otentik Sumber dari internet, seperti: - www.dailyenglish.c

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(orientasi).</p> <p>b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.</p> <p>c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)</p> <p>d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih</p> <p>e. Memberikan alasan atau komentar umum (reorientasi), opsional.</p> <p>Unsur kebahasaan</p> <p>(1)Tata bahasa: Simple Past tense, Past Continuous Tense</p> <p>(2)Kalimat langsung dan tidak langsung</p> <p>(3)Kosa kata: tokoh</p>	<ul style="list-style-type: none"> Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap fabel tersebut. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap fabel tersebut..</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Secara kolaboratif, siswa mencari dan mengumpulkan 	<p>keruntutan pemahaman isi pesan fabel.</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. Sikap tanggung jawab, kerjasama 		<p>om</p> <p>- http://americanenglish.state.gov/files/ae/resource_files</p> <p>- http://learnenglish.britishcouncil.org/en/</p> <p>- https://www.google.com/</p>

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>binatang dalam fabel, tempat dan benda-benda terkait tokoh</p> <p>(4)Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i>, dsb.</p> <p>(5)Adverbia dan frasa preposisional penunjuk waktu: <i>a long time ago, one day, in the morning, the next day, immediately</i>, dsb.</p> <p>(6)Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7)Ucapan, tekanan kata, intonasi</p> <p>(8)Ejaan dan tanda baca</p>	<p>beberapa fabel pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</p> <ul style="list-style-type: none"> Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari fabel. Siswa membaca semua fabel yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> fungsi sosial 	<p>, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan fabel.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Menganalisis isi pesan fabel.</p> <p>Observasi: (penilaian yang bertujuan untuk</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(9) Tulisan tangan</p> <p>Topik</p> <p>Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>setiap teks</p> <ul style="list-style-type: none"> - tokoh, tempat, waktu, terjadinya cerita - krisis yang terjadi terhadap tokoh - akhir cerita di mana krisis berakhir - komentar atau penilaian umum tentang fabel (opsional, jika ada) - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan 	<p>memberikan balikan secara lebih cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan fabel pendek dan sederhana. • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa fabel yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyampaikan beberapa fabel pendek dan sederhana yang 	<p>dalam proses pembelajaran di setiap tahapan.</p> <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar menganalisis fabel, termasuk kemudahan dan kesulitannya.</p> <p>Tes tertulis</p>		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>telah dibacanya kepada teman-temannya, dengan cara antara lain membacakan, menyalin dan menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi fabel, dsb.</p> <ul style="list-style-type: none"> • Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Siswa membicarakan permasalahan yang 	<p>Membaca teks yang menuntut pemahaman tentang fabel.</p> <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan hasil analisis tentang beberapa fabel yang telah dibuat. • Lembar soal dan hasil tes 		

Kompetensi Dasar	Materi Pokok/Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dialami dalam memahami fabel dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.			

Appendix 9

Tryout/Pretest/Post-test



Subject : English Lesson
Class : VIII _____
Date : _____, _____
Number : _____

Instruction:

1. Pray before doing the test
2. Write your identity correctly
3. Praise to god after doing the test

I. Read the passage carefully then answer the question!



The Jackal and The Camel

Once a camel and a jackal were fast friends. They longed to eat melons one day. The camel seated his friend, the jackal on his back, and took him to the field across the river. They rushed into one, with great joy and began to eat melons. The jackal soon was filled to the full. But it thought of a strange joke to harass its friend. It began to howl loudly as it could. The camel tried to stop it, but it did not succeed. The jackal said that it was in the habit of singing at the end of a hearty meal. But the noise was heard by the farmer and his sons. They came running to the spot with thick sticks in their hands. The camel tried to run away. But he could not escape a sound beating. His body was aching. When he reached the bank. (5)

The jackal jumped on the camels' back with smile on his face. But the camel decided to teach it a lesson on their way back. He began to roll in water, when he reached the middle of the river. "What are you doing?" cried the jackal. "Don't you see that I shall be drowned?" But the camel said; "it is my habit to roll in water, when I finished my meal". The jackal was very sorry to hear that. The jackal fell down into the river and was drowned. (10)

(Source: Stories For You, Darussalam Press PMDG) (15)

II. Choose the correct answer! (80 points)

1. What is the type of the text?
 - a. Recount
 - b. Narrative
 - c. Descriptive
 - d. Procedure
2. What is the purpose of the text?
 - a. To amuse/entertain the reader
 - b. To describe how closeness the jackal and the camel
 - c. To solve the problem from the story
 - d. To tell how the camel and the jackal show their habit after heaving a meal
3. What is the main idea of the 1st paragraph?
 - a. Once a camel and a jackal were fast friends
 - b. The jackal jumped on the camels' back with smile on his face
 - c. They rushed into one, with great joy and began to eat melons
 - d. But the camel decided to teach it a lesson on their way back
4. What did the jackal and the camel want on that day?
 - a. They wanted to play all long day
 - b. They wanted to eat melons in the field
 - c. They wanted to eat some fruits in the field
 - d. They wanted to spend their time all the day in the jungle

5. Who are the main characters from the story?
 - a. The jackal and the farmer
 - b. The farmer and his son
 - c. The jackal and the camel
 - d. The son and the camel
6. Where did the story take place?
 - a. Near a lake
 - b. At a sea shore
 - c. Near the forest
 - d. Field across the river
7. The following statements are **TRUE** according to the text, **EXCEPT**?
 - a. They were fast friend
 - b. They have their own habit after eating till full, which one of them consider it as a joke and another for teach a lesson
 - c. They wanted to eat kinds of fruits at the field which located across the river
 - d. They were almost caught by the farmer and his son in the middle of eating
8. How did the jackal and the camel go to the field?
 - a. The camel was on jackals' back
 - b. The jackal was on camels' back
 - c. They swam together on the river
 - d. They walked without across the river
9. Who began a joke from the character of the story?
 - a. The camel
 - b. The farmer
 - c. The jackal
 - d. The farmers' son
10. "The Jackal said that it was in the habit of singing at the end of a hearty meal" (line 6 to 7). What does 'hearty meal' refer to?
 - a. Delicious
 - b. Hungry
 - c. Eat till full
 - d. Kinds of fruits

11. Who wanted to give a lesson from the character?
- The son
 - The jackal
 - The camel
 - The farmer
12. Which statement is **TRUE**?
- The jackal and the camel wanted to eat melons in the jungle
 - The camel seated on jackal's back and took him to the field
 - The farmer and his son brought an arrow to catch the jackal and the camel
 - The jackals' howl were heard by the farmer and his son
13. "They rushed into one, with great joy and began to eat melons". In what line can you find the information above?
- In line 2
 - In line 6
 - In line 3
 - In line 5
14. "The jackal soon was filled to the full". (line 4). The underlined word has opposite meaning to?
- Delicious
 - Hungry
 - Satisfied
 - Diligent
15. Who heard the jackals' howl and tried to catch them?
- The camel
 - The jackal
 - The farmer
 - The farmer and his son
16. What did the farmer and son hold in their hands while they were trying to catch the jackal and the camel?
- A knife
 - A gun
 - A thick stick
 - An arrow

17. Were they fast friend?
- a. Yes, they are
 - b. Yes, they were
 - c. No, they are not
 - d. No, they were not
18. How did the story end?
- a. The jackal fell down into the river and was drowned
 - b. The camel fell down into the river and was drowned
 - c. They jackal and the camel was drowned together in the river
 - d. They were being caught by the farmer and son then got the punishment
19. What is the proverb that suitable with the story?
- a. Easy come, easy go
 - b. As you sow, so shall you reap
 - c. Like father, like son
 - d. Time is money
20. What is moral value that you can learn from the story?
- a. Do not wait to do something
 - b. When you make money quickly, it is very easy to lose it quickly as well
 - c. Every deed has it own reprisal
 - d. Your home is the most comfortable place in the world

III. Fill in the bracket with the same meaning in the right table below! (20 points)

1. Fast friend ()
2. Hearty meal ()
3. Full ()
4. Habit ()
5. Aching ()
6. Jackal ()
7. Harass ()
8. Howl ()
9. Sorry ()
10. Roll ()

- | |
|---|
| <ol style="list-style-type: none">a. Satisfiedb. Barkc. Loyald. Deliciouse. Customf. Regretg. Sickh. Wolfi. Turn around ; up and downj. Disturbing |
|---|

ANSWER KEY

I. Choose the correct answer! (80 points)

1. What is the type of the text?
 - a. Recount
 - b. Narrative**
 - c. Descriptive
 - d. Procedure
2. What is the purpose of the text?
 - a. To amuse/entertain the reader**
 - b. To describe how closeness the jackal and the camel
 - c. To solve the problem from the story
 - d. To tell how the camel and the jackal show their habit after heaving a meal
3. What is the main idea of the 1st paragraph?
 - a. Once a camel and a jackal were fast friends**
 - b. The jackal jumped on the camels' back with smile on his face
 - c. They rushed into one, with great joy and began to eat melons
 - d. But the camel decided to teach it a lesson on their way back
4. What did the jackal and the camel want on that day?
 - a. They wanted to play all long day
 - b. They wanted to eat melons in the field**
 - c. They wanted to eat some fruits in the field
 - d. They wanted to spend their time all the day in the jungle
5. Who are the main characters from the story?
 - a. The jackal and the farmer
 - b. The farmer and his son
 - c. The jackal and the camel**
 - d. The son and the camel
6. Where did the story take place?
 - a. Near a lake
 - b. At a sea shore
 - c. Near the forest
 - d. Field across the river**

7. The following statements are **TRUE** according to the text, **EXCEPT**?
- They were fast friend
 - They have their own habit after eating till full, which one of them consider it as a joke and another for teach a lesson
 - They wanted to eat kinds of fruits at the field which located across the river**
 - They were almost caught by the farmer and his son in the middle of eating
8. How did the jackal and the camel go to the field?
- The camel was on jackals' back
 - The jackal was on camels' back**
 - They swam together on the river
 - They walked without across the river
9. Who began a joke from the character of the story?
- The camel
 - The farmer
 - The jackal**
 - The farmers' son
10. "The Jackal said that it was in the habit of singing at the end of a hearty meal" (line 6 to 7). What does 'hearty meal' refer to?
- Delicious**
 - Hungry
 - Eat till full
 - Kinds of fruits
11. Who wanted to give a lesson from the character?
- The son
 - The jackal
 - The camel**
 - The farmer
12. Which statement is **TRUE**?
- The jackal and the camel wanted to eat melons in the jungle
 - The camel seated on jackal's back and took him to the field
 - The farmer and his son brought an arrow to catch the jackal and the camel
 - The jackals' howl were heard by the farmer and his son**

13. "They rushed into one, with great joy and began to eat melons". In what line can you find the information above?
- In line 2
 - In line 6
 - In line 3**
 - In line 5
14. "The jackal soon was filled to the full". (line 4). The underlined word has opposite meaning to?
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18. How did the story end?
- The jackal fell down into the river and was drowned**
 - The camel fell down into the river and was drowned
 - They jackal and the camel was drowned together in the river
 - They were being caught by the farmer and son then got the punishment

19. What is the proverb that suitable with the story?
- a. Easy come, easy go
 - b. As you sow, so shall you reap**
 - c. Like father, like son
 - d. Time is money
20. What is moral value that you can learn from the story?
- a. Do not wait to do something
 - b. When you make money quickly, it is very easy to lose it quickly as well
 - c. Every deed has it own reprisal**
 - d. Your home is the most comfortable place in the world

II. Fill in the bracket with the same meaning in the right table below! (20

points)

1. Fast friend (**C**)
2. Hearty meal (**D**)
3. Full (**A**)
4. Habit (**E**)
5. Aching (**G**)
6. Jackal (**H**)
7. Harass (**J**)
8. Howl (**B**)
9. Sorry (**F**)
10. Roll (**I**)

- | |
|------------------------------|
| a. Satisfied |
| b. Bark |
| c. Loyal |
| d. Delicious |
| e. Custom |
| f. Regret |
| g. Sick |
| h. Wolf |
| i. Turn around ; up and down |
| j. Disturbing |

LEMBAR VALIDASI

**LEMBAR VALIDASI RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
DENGAN STRATEGI "RECIPROCAL TEACHING STRATEGY" MATA
PELAJARAN NARRATIVE TEXT**

Mata Pelajaran : Bahasa Inggris
 Materi Pokok : Narrative Text
 SKS : -
 Semester : II (dua)
 Nama Validator : Ari Setyorini, S.S., M.A.
 Jabatan Fungsional : Dosen

A. Petunjuk

- Berilah tanda cek (✓) pada kolom penilaian yang sesuai menurut pendapat anda
- Bila ada beberapa hal yang perlu direvisi, mohon menuliskan butir-butir revisi secara langsung pada tempat yang disediakan dalam naskah ini

B. Penilaian ditinjau dari beberapa aspek

No	Aspek Yang dinilai	Skala Penilaian			
		1	2	3	4
1.	Kesesuaian indikator pencapaian hasil belajar dengan kompetensi dasar				✓
2.	Kejelasan indikator pencapaian hasil belajar				✓
3.	Keterkaitan antar indikator pencapaian hasil belajar				✓
4.	Kesesuaian materi prasyarat dan materi yang akan diajarkan				✓
5.	Kesesuaian kegiatan pembelajaran dengan tujuan pembelajaran				✓
6.	Penggunaan bahasa ditinjau dari kaidah bahasa Inggris				✓
7.	Sifat komunikasi bahasa yang digunakan				✓
8.	Kesesuaian alokasi waktu dengan kegiatan yang dilakukan				✓
9.	Kesesuaian metode pembelajaran				✓
10.	Kesesuaian sarana dengan kegiatan yang dilakukan				✓
11.	Kesesuaian pemberian contoh masalah dengan indikator pembelajaran				✓
12.	Kesesuaian aktivitas pembelajaran dengan dengan Metode "RECIPROCAL TEACHING STRATEGY" Mata Pelajaran Narrative Text				✓
13.	Kejelasan penjabaran aktivitas guru dan murid				✓

Keterangan Skala Penilaian :

1: berarti "sangat tidak baik"

2: berarti "tidak baik"

3: berarti "baik"

4: berarti "sangat baik"

C. Penilaian Umum

Kesimpulan penilaian secara umum

(mohon dilingkari angka yang sesuai dengan penilaian anda)

a. Rencana Pelaksanaan Pembelajaran (RPP) ini:

1. Sangat Tidak Baik

2. Tidak Baik

3. Baik

4. Sangat Baik

b. Rencana Pelaksanaan Pembelajaran ini:

1. Belum dapat digunakan dan masih memerlukan konsultasi

2. Dapat digunakan dengan banyak revisi

3. Dapat digunakan dengan sedikit revisi

4. Dapat digunakan tanpa revisi

D. Komentar dan Saran Perbaikan

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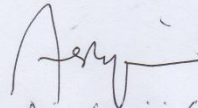
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Surabaya, 25 Januari 2018

Validator,



(Ari Setyorini, S.S, M.A.)

**LEMBAR VALIDASI TES HASIL BELAJAR (THB)
PEMBELAJARAN DENGAN STRATEGI "RECIPROCAL TEACHING STRATEGY"
MATA PELAJARAN NARRATIVE TEXT**

Mata Pelajaran : Bahasa Inggris
 Materi Pokok : Narrative Text
 Semester : II (Dua)
 Nama Validator : Ari Setyorini, S.S., M.A.
 Jabatan Fungsional : Dosen

A. Petunjuk

1. Berilah tanda cek (✓) pada kolom penilaian yang sesuai menurut pendapat anda
2. Bila ada beberapa hal yang perlu direvisi, mohon menuliskan butir-butir revisi secara langsung pada tempat yang disediakan dalam naskah ini
3. Sebagai pedoman anda untuk mengisi kolom-kolom validasi isi, bahasa soal, dan kesimpulan, perlu dipertimbangkan hal-hal berikut:
 - a. Validasi Isi
 - 1) Kesesuaian soal dengan indikator pencapaian hasil belajar
 - 2) Kejelasan petunjuk pengerjaan soal
 - 3) Kejelasan maksud soal
 - 4) Kemungkinan soal dapat terselesaikan
 - b. Bahasa dan penulisan soal
 - 1) Kesesuaian bahasa yang digunakan pada soal dengan kaidah bahasa Inggris
 - 2) Kalimat soal tidak mengandung arti ganda
 - 3) Rumusan kalimat soal komunikatif, menggunakan bahasa yang sederhana bagi siswa, mudah dipahami, dan menggunakan bahasa yang dikenal siswa

B. Penilaian terhadap validasi isi, bahasa, dan penulisan soal, serta kesimpulan

No. Soal	Validitas Isi				Bahasa dan Penulisan Soal				Kesimpulan			
	V	CV	KV	TV	SDP	DP	KDP	TDP	TR	SR	BR	PK
1	✓				✓				✓			
2	✓				✓				✓			
3	✓				✓				✓			
4	✓				✓				✓			
5	✓					✓			✓			
6	✓				✓				✓			
7	✓				✓				✓			
8	✓				✓				✓			
9	✓				✓				✓			

No. Soal	Validitas Isi				Bahasa dan Penulisan Soal				Kesimpulan			
	V	CV	KV	TV	SDP	DP	KDP	TDP	TR	SR	BR	PK
10.	✓				✓				✓			
11.	✓				✓				✓			
12.	✓				✓				✓			
13.	✓				✓				✓			
14.	✓				✓				✓			
15.	✓				✓				✓			
16.	✓				✓				✓			
17.	✓				✓				✓			
18.	✓				✓				✓			
19.	✓				✓				✓			
20.	✓				✓				✓			
21.	✓				✓				✓			
22.	✓				✓				✓			
23.	✓				✓				✓			
24.	✓				✓				✓			
25.	✓				✓				✓			
26.	✓				✓				✓			
27.	✓				✓				✓			
28.	✓				✓				✓			
29.	✓				✓				✓			
30.	✓				✓				✓			

Keterangan:

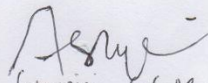
V : Valid SDP : Sangat Dapat dipahami TR : Dapat digunakan tanpa revisi
 CV : Cukup Valid DP : Dapat dipahami SR : Dapat digunakan dengan sedikit revisi
 KV : Kurang Valid KDP : Kurang dapat dipahami BR : Dapat digunakan dengan banyak revisi
 TV : Tidak Valid TDP : Tidak dapat dipahami PK : Belum dapat digunakan, masih perlu konsultasi

C. Komentar dan Saran Perbaikan

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Surabaya, 25 Januari 2018

Validator,


(Ari Setyorini, S.S., M.A.)

**LEMBAR VALIDASI RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
DENGAN STRATEGI "RECIPROCAL TEACHING STRATEGY" MATA
PELAJARAN NARRATIVE TEXT**

Mata Pelajaran : Bahasa Inggris
 Materi Pokok : Narrative Text
 SKS : -
 Semester : II (dua)
 Nama Validator : Khusnul Khotimah, S. Pd
 Jabatan Fungsional : Guru

A. Petunjuk

1. Berilah tanda cek (√) pada kolom penilaian yang sesuai menurut pendapat anda
2. Bila ada beberapa hal yang perlu direvisi, mohon menuliskan butir-butir revisi secara langsung pada tempat yang disediakan dalam naskah ini

B. Penilaian ditinjau dari beberapa aspek

No	Aspek Yang dinilai	Skala Penilaian			
		1	2	3	4
1.	Kesesuaian indikator pencapaian hasil belajar dengan kompetensi dasar				✓
2.	Kejelasan indikator pencapaian hasil belajar				✓
3.	Keterkaitan antar indikator pencapaian hasil belajar				✓
4.	Kesesuaian kegiatan pembelajaran dengan tujuan pembelajaran				✓
5.	Penggunaan bahasa ditinjau dari kaidah bahasa Inggris				✓
6.	Sifat komunikasi bahasa yang digunakan				✓
7.	Kesesuaian alokasi waktu dengan kegiatan yang dilakukan				✓
8.	Kesesuaian metode pembelajaran				✓
9.	Kesesuaian sarana dengan kegiatan yang dilakukan				✓
10.	Kesesuaian pemberian contoh masalah dengan indikator pembelajaran				✓
11.	Kesesuaian aktivitas pembelajaran dengan dengan Metode "RECIPROCAL TEACHING STRATEGY" Mata Pelajaran Narrative Text				✓
12.	Kejelasan penjabaran aktivitas guru dan murid				✓

Keterangan Skala Penilaian :

- 1: berarti "sangat tidak baik"
- 2: berarti "tidak baik"
- 3: berarti "baik"
- 4: berarti "sangat baik"

C. Penilaian Umum

Kesimpulan penilaian secara umum

(mohon dilingkari angka yang sesuai dengan penilaian anda)

a. Rencana Pelaksanaan Pembelajaran (RPP) ini:

- 1. Sangat Tidak Baik
- 2. Tidak Baik
- 3. Baik
- 4. Sangat Baik

b. Rencana Pelaksanaan Pembelajaran ini:

- 1. Belum dapat digunakan dan masih memerlukan konsultasi
- 2. Dapat digunakan dengan banyak revisi
- 3. Dapat digunakan dengan sedikit revisi
- 4. Dapat digunakan tanpa revisi

D. Komentar dan Saran Perbaikan

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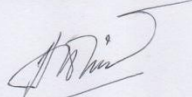
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Surabaya, 05 Februari 2018

Validator,



(Khusnul Khotimah, S.Pd...)

**LEMBAR VALIDASI TES HASIL BELAJAR (THB)
PEMBELAJARAN DENGAN STRATEGI "RECIPROCAL TEACHING STRATEGY"
MATA PELAJARAN NARRATIVE TEXT**

Mata Pelajaran : Bahasa Inggris
 Materi Pokok : Narrative Text
 Semester : II (Dua)
 Nama Validator : Khusnul Khotimah, S.Pd
 Jabatan Fungsional : Guru

A. Petunjuk

1. Berilah tanda cek (√) pada kolom penilaian yang sesuai menurut pendapat anda
2. Bila ada beberapa hal yang perlu direvisi, mohon menuliskan butir-butir revisi secara langsung pada tempat yang disediakan dalam naskah ini
3. Sebagai pedoman anda untuk mengisi kolom-kolom validasi isi, bahasa soal, dan kesimpulan, perlu dipertimbangkan hal-hal berikut:
 - a. Validasi Isi
 - 1) Kesesuaian soal dengan indikator pencapaian hasil belajar
 - 2) Kejelasan petunjuk pengerjaan soal
 - 3) Kejelasan maksud soal
 - 4) Kemungkinan soal dapat terselesaikan
 - b. Bahasa dan penulisan soal
 - 1) Kesesuaian bahasa yang digunakan pada soal dengan kaidah bahasa Inggris
 - 2) Kalimat soal tidak mengandung arti ganda
 - 3) Rumusan kalimat soal komunikatif, menggunakan bahasa yang sederhana bagi siswa, mudah dipahami, dan menggunakan bahasa yang dikenal siswa

B. Penilaian terhadap validasi isi, bahasa, dan penulisan soal, serta kesimpulan

No. Soal	Validitas Isi				Bahasa dan Penulisan Soal				Kesimpulan			
	V	CV	KV	TV	SDP	DP	KDP	TDP	TR	SR	BR	PK
1	✓				✓				✓			
2	✓				✓				✓			
3	✓				✓				✓			
4	✓				✓				✓			
5	✓					✓			✓			
6	✓				✓				✓			
7	✓				✓				✓			
8	✓				✓				✓			
9	✓				✓				✓			

No. Soal	Validitas Isi				Bahasa dan Penulisan Soal				Kesimpulan			
	V	CV	KV	TV	SDP	DP	KDP	TDP	TR	SR	BR	PK
10.	✓				✓				✓			
11.	✓				✓				✓			
12.	✓				✓				✓			
13.	✓				✓				✓			
14.	✓				✓				✓			
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20.	✓				✓				✓			
21.	✓				✓				✓			
22.	✓				✓				✓			
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25.	✓				✓				✓			
26.	✓				✓				✓			
27.	✓				✓				✓			
28.	✓				✓				✓			
29.	✓				✓				✓			
30.	✓				✓				✓			

Keterangan:

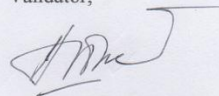
V : Valid SDP : Sangat Dapat dipahami TR : Dapat digunakan tanpa revisi
 CV : Cukup Valid DP : Dapat dipahami SR : Dapat digunakan dengan sedikit revisi
 KV : Kurang Valid KDP : Kurang dapat dipahami BR : Dapat digunakan dengan banyak revisi
 TV : Tidak Valid TDP : Tidak dapat dipahami PK : Belum dapat digunakan, masih perlu konsultasi

C. Komentar dan Saran Perbaikan

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Surabaya, 05 Februari 2018

Validator,



(Khusnul Khotimah, S.Pd)

LEMBAR PENILAIAN MENGAJAR



UNIVERSITAS MUHAMMADIYAH SURABAYA
 FAKULTAS KEGURUAN & ILMU PENDIDIKAN
 Laboratorium MT & PPL

RUBRIK PENILAIAN KEMAMPUAN MENYUSUN RPP

NAMA : Nurul Hikmah Islamiyah
 NIM : 20131111021
 PRODI : Pendidikan Bahasa Inggris

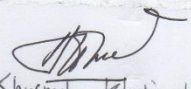
NO.	ASPEK PENILAIAN	DESKREPTOR	Penilaian RPP yang ke					
			1	2	3	4	5	6
1	Kesesuaian SK, KD, Indikator dan alokasi waktu	• Rumusan Standar Kompetensi (SK) dan KD sesuai dengan Stantar Isi	2					
		• Rumusan indicator berisi perilaku untuk mengukur tercapainya KD	2					
		• Rumusan indicator berupa kata kerja operasional	2					
		• Alokasi waktu sesuai dengan cakupan kompetensi dan alokasi yang tersedia di selabus	2					
2	Tujuan Pembelajaran	• Rumusan Pembelajaran selaras dengan KD	2					
		• Rumusan tujuan pembelajaran menggunakan kata kerja operasional	2					
3	Pengembangan Materi dan Bahan Ajar	• Materi Pembelajaran benar secara teoritis	2					
		• Materi Pembelajaran mendukung pencapaian KD	2					
		• Materi pembelajaran dijabarkan dalam bahan ajar secara memadai dan kontekstual	2					
4	Metode Pembelajaran	• Metode Pembelajaran bervariasi	2					
		• Tiap metode dicantumkan benar-benar tercermin dalam langkah-langkah pembelajaran	2					
5	Langkah-langkah Pembelajaran	• Pendahuluan berisi pengaitan kompetensi yang akan dibelajarkan dengan konteks kehidupan peserta didik atau kompetensi sebelumnya	2					
		• Kegiatan inti dituliskan secara rinci dan menjabarkan tahapan pencapaian KD disertai alokasi waktu.	2					
		• Inti pembelajaran yang dirancang berfokus kepada peserta didik	2					
		• Inti pembelajaran memberikan kesempatan peserta didik bekerja sama dengan teman atau interaksi dengan lingkungan/masyarakat sekitar.	2					
		• Penutup pembelajaran berisi kesimpulan/refleksi atau tindak lanjut (tugas/pengayaan/pemantapan)	2					

No.	ASPEK PENILAIAN	DESKREPTOR	Penilaian RPP yang ke					
			1	2	3	4	5	6
6	Sumber Belajar	• Sumber belajar sesuai dan mendukung tercapainya KD	2					
		• Sumber belajar bervariasi	2					
7	Penilaian	• Alat penilaian sesuai dan mencakup seluruh indikator	2					
		• Rubrik/pedoman penyekoran, kunci jawaban dicantumkan secara jelas dan tepat	2					
TOTAL SKOR								
NILAI								
RATA-RATA NILAI								

Catatan kelebihan/kekurangan RPP.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Surabaya, 14 Februari 2018


Khushul Khotimah, S.Pd.
 Tanda tangan & nama jelas.

Kriteria Penilaian:

Skor 2, jika deskreptor muncul secara sempurna

Skor 1, jika deskreptor muncul kurang sempurna

Skor 0, jika deskreptor tidak ada yang muncul.

Skor maksimal = $2 \times 20 = 40$

$$\text{NILAI} = \frac{\text{Skor}}{40} \times 100 = \frac{\dots}{40} \times 100 = \dots$$



UNIVERSITAS MUHAMMADIYAH SURABAYA
FAKULTAS KEGURUAN & ILMU PENDIDIKAN
 LABORATORIUM MT & PPL

RUBRIK PENILAIAN PRAKTIK MENGAJAR

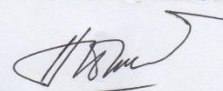
NAMA : Nurul Hikmah Islamiyah
 NIM : 20131111021
 PRODI : Pendidikan Bahasa Inggris

ASPEK YANG DIAMATI		PRAKTIK KE					
		1	2	3	4	5	6
TANGGAL PRAKTIK							
Kegiatan pendahuluan							
Melakukan apresepasi dan motivasi							
a.	Menyiapkan fisik dan psikis peserta didik untuk mengikuti proses pembelajaran	3					
b.	Mengajukan pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari	3					
c.	Mengantarkan peserta didik pada suatu permasalahan atau tugas yang akan dilakukan dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai	3					
d.	Menyampaikan garis besar cakupan materi dan penjelasan uraian kegiatan yang akan dilaksanakan dalam proses pembelajaran	3					
Kegiatan Inti							
A. Guru menguasai materi dalam tema yang disajikan							
a.	Kemampuan menyesuaikan materi dalam tema dengan tujuan pembelajaran	4					
b.	Kemampuan mengaitkan materi dengan pengetahuan lain yang diintegrasikan secara relevan dalam perkembangan IPTEK dan kehidupan nyata	4					
c.	Menyajikan pembahasan materi pembelajaran dalam tema yang dibelajarkan dengan tepat	4					
d.	Menyajikan materi dalam tema secara sistematis dan gradual (dari yang mudah ke yang sulit, dari yang kongkret ke abstrak)	4					
B. Guru menerapkan strategi pembelajaran yang mendidik							
a.	Melaksanakan pembelajaran sesuai dengan kompetensi yang akan dicapai	4					
b.	Melaksanakan pembelajaran secara runtut	4					
c.	Menguasai kelas dengan baik	4					
d.	Melaksanakan pembelajaran yang bersifat kontekstual	4					
e.	Melaksanakan pembelajaran yang memungkinkan tumbuhnya kebiasaan positif (<i>naturant effect</i>)	4					
f.	Melaksanakan pembelajaran sesuai dengan alokasi waktu yang direncanakan	3					

ASPEK YANG DIAMATI		PRAKTIK KE					
		1	2	3	4	5	6
TANGGAL PRAKTIK							
C. Guru menerapkan pendekatan <i>Scientific</i>							
a	Memberi kesempatan kepada peserta didik untuk melakukan pengamatan (bisa melalui kegiatan: melihat, menyimak, dan/atau mendengar)	4					
b	Memancing atau memberi kesempatan kepada peserta didik untuk bertanya	4					
c	Menyajikan kegiatan, agar peserta didik memiliki keterampilan menalar/mengeksplorasi	4					
d	Menyajikan kegiatan peserta didik memiliki keterampilan menganalisis/mengasosiasikan/mencoba	4					
f	Menyiapkan kegiatan peserta didik untuk terampil mengkomunikasikan	4					
D. Guru melaksanakan penilaian autentik							
a	Mengamati sikap dan perilaku peserta didik dalam mengikuti pelajaran	4					
b	Melakukan penilaian keterampilan peserta didik dalam melakukan aktivitas individu/kelompok	4					
c	Mendokumentasikan hasil pengamatan sikap, perilaku dan keterampilan peserta didik	4					
E. Guru memanfaatkan sumber belajar/media dalam pembelajaran							
a	Menunjukkan ketrampilan dalam penggunaan sumber belajar pembelajaran	4					
b	Menunjukkan keterampilan dalam penggunaan media pembelajaran	4					
c	Menghasilkan pesan yang menarik	4					
d	Melibatkan peserta didik dalam pemanfaatan sumber belajar pembelajaran	3					
e	Melibatkan peserta didik dalam pemanfaatan media pembelajaran	3					
F. Guru memicu dan/atau memelihara keterlibatan peserta didik dalam pembelajaran							
a	Menunjukkan partisipasi aktif peserta didik melalui interaksi guru, peserta didik dan sumber belajar	4					
b	Merespon positif partisipasi peserta didik	4					
c	Menunjukkan sikap terbuka terhadap respons peserta didik	4					
d	Menunjukkan hubungan antarpribadi yang kondusif	4					
e	Menumbuhkan keceriaan dan antusiasme peserta didik dalam belajar	4					
G. Guru menggunakan bahasa yang benar dan tepat dalam pembelajaran							
a	Menggunakan bahasa lisan secara jelas dan lances	4					
b	Menggunakan bahasa tulis yang baik dan benar	4					
c	Menyampaikan pesan dengan gaya yang sesuai	4					

ASPEK YANG DIAMATI	PRAKTIK KE					
	1	2	3	4	5	6
TANGGAL PRAKTIK						
Penutup Pembelajaran						
Guru mengakhiri pembelajaran dengan efektif						
a. Guru bersikap positif dan kreatif dalam menanggapi pertanyaan-pertanyaan						
b. Melakukan refleksi/penilaian terhadap kegiatan yang sudah dilakukan	4					
c. Memberikan umpan balik terhadap proses dan hasil pembelajaran	4					
d. Melaksanakan tindak lanjut dengan memberikan arahan, atau kegiatan atau tugas sebagai bagian remedi/pengayaan	3					
JUMLAH (F)						
NILAI (F:156) x 100						
RERATA NILAI (NA)						

Surabaya, 14 Februari 2018


Khusnul Khotimah, S.Pd
Tanda tangan & nama jelas.

Kriteria Penilaian:

- Skor 4, jika sangat baik
- Skor 3, jika baik
- Skor 2, jika cukup
- Skor 1, jika kurang.

Keterangan:

- Nilai tertinggi F= 156
- Nilai (N) = (F:156) x 100



UNIVERSITAS MUHAMMADIYAH SURABAYA
FAKULTAS KEGURUAN & ILMU PENDIDIKAN
 Biro Praktik Pengenalan Lapangan & Lab. MT

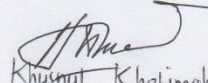
RUBRIK PENILAIAN AFEKTIF (Simulasi)

NAMA : Murul Hikmah Islamiyah
 NIM : 2013111021
 PRODI : Pendidikan Bahasa Inggris

NO.	ASPEK PENILAIAN	DESKREPTOR	Skor ke					
			1	2	3	4	5	€
Tanggal Observasi								
1	Kehadiran	<ul style="list-style-type: none"> • Hadir dalam kegiatan simulasi dengan jumlah dan jam efektif serta tepat waktu 	2					
2	Partisipasi dalam kelas	<ul style="list-style-type: none"> • Aktif bertanya dan mengemukakan pendapat 	2					
		<ul style="list-style-type: none"> • Kritis dan kreatif menemukan inovasi dalam pembelajaran 	2					
3	Penyelesaian Tugas	<ul style="list-style-type: none"> • Dapat menyelesaikan tugas sesuai dengan ketentuan yang telah ditetapkan/disepakati 	2					
		<ul style="list-style-type: none"> • Dapat melaksanakan tugas tepat waktu 	2					
SKOR								
NILAI = (Skor:10) x 100								
RATA-RATA								

Surabaya, 14 Februari 2018

Dua Peringkat Simulasi


Khumat Khatimah, S.Pd
 Tanda tangan & nama jelas.

Kriteria Penilaian:

Skor 2, jika deskreptor muncul secara sempurna

Skor 1, jika deskreptor muncul kurang sempurna

Skor 0, jika deskreptor tidak ada yang muncul

Skor maksimal = 2 x 5 = 10

*) NILAI = $\frac{\text{Skor}}{10} \times 100 = \frac{\dots}{10} \times 100 = \dots$

SURAT KETERANGAN PENELITIAN



PEMERINTAH KOTA SURABAYA
DINAS PENDIDIKAN
SEKOLAH MENENGAH PERTAMA NEGERI 39
Jalan Raya Prapen Panjang Jiwo Surabaya
Telp. (031) 8493005, 99843271

SURAT KETERANGAN

Nomor : 421.3 / 91 / 436.7.1 P 39 / 2018

Yang bertanda tangan di bawah ini :

N a m a : Drs. EDI PRASETIJO, M.Pd
N I P : 19610417 198303 1 014
Pangkat : Pembina Tk. I / IV b
Jabatan : Kepala SMP Negeri 39 Surabaya

Menerangkan dengan sebenarnya bahwa :

N a m a : Nurul Hikmah Islamiyah
N I M : 20131111021
Prodi : S1 Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Universitas : Muhammadiyah Surabaya

Telah melakukan penelitian dari tanggal 20 Januari s.d 22 Februari 2018 dengan judul :
“ The Effectiveness of Reciprocal Teaching Strategy to Increase Students reading comprehension in narrative text ” di SMP negeri 39 Surabaya.

Demikian surat keterangan ini dibuat dengan sebenarnya.

Surabaya, 12 April 2018

Kepala Sekolah



Drs. Edi Prasetyo, M.Pd

Pembina Tk I

NIP. 19610417 198303 1 014

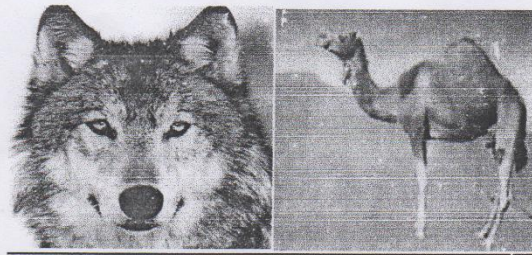
STUDENT ANSWER SHEET

**Post-test**

Subject : English Lesson
 Class : VIII A
 Date : Wednesday, 21.02 - 2018
 Number : 01

Instruction:

1. Pray before doing the test
2. Write your identity correctly
3. Praise to god after doing the test

I. Read the passage carefully then answer the question!**The Jackal and The Camel**

Once a camel and a jackal were fast friends. They longed to eat melons one day. The camel seated his friend, the jackal on his back, and took him to the field across the river. They rushed into one, with great joy and began to eat melons. The jackal soon was filled to the full. But it thought of a strange joke to harass its friend. It began to howl loudly as it could. The camel tried to stop it, but it did not succeed. The jackal said that it was in the habit of singing at the end of a hearty meal. But the noise was heard by the farmer and his sons. They came running to the spot with thick sticks in their hands. The camel tried to run away. But he could not escape a sound beating. His body was aching. When he reached the bank. (5)

The jackal jumped on the camels' back with smile on his face. But the camel (10)
decided to teach it a lesson on their way back. He began to roll in water, when he
reached the middle of the river. "What are you doing?" cried the jackal. "Don't
you see that I shall be drowned?" But the camel said; "it is my habit to roll in
water, when I finished my meal". The jackal was very sorry to hear that. The
jackal fell down into the river and was drowned. (15)

(Source: Stories For You, Darussalam Press PMDG)

II. Choose the correct answer! (80 points)

- ✓ 1. What is the type of the text?
 - a. Recount
 - ~~b.~~ Narrative
 - c. Descriptive
 - d. Procedure
- ✓ 2. What is the purpose of the text?
 - ~~a.~~ To amuse/entertain the reader
 - b. To describe how closeness the jackal and the camel
 - c. To solve the problem from the story
 - d. To tell how the camel and the jackal show their habit after heaving a meal
- ✓ 3. What is the main idea of the 1st paragraph?
 - ~~a.~~ Once a camel and a jackal were fast friends
 - b. The jackal jumped on the camels' back with smile on his face
 - c. They rushed into one, with great joy and began to eat melons
 - d. But the camel decided to teach it a lesson on their way back
- ✓ 4. What did the jackal and the camel want on that day?
 - a. They wanted to play all long day
 - ~~b.~~ They wanted to eat melons in the field
 - c. They wanted to eat some fruits in the field
 - d. They wanted to spend their time all the day in the jungle

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- ✓ 5. Who are the main characters from the story?
- a. The jackal and the farmer
 - b. The farmer and his son
 - ✓ The jackal and the camel
 - d. The son and the camel
- ✓ 6. Where did the story take place?
- a. Near a lake
 - b. At a sea shore
 - c. Near the forest
 - ✓ Field across the river
- ✓ 7. The following statements are **TRUE** according to the text, **EXCEPT**?
- a. They were fast friend
 - b. They have their own habit after eating till full, which one of them consider it as a joke and another for teach a lesson
 - ✗ They wanted to eat kinds of fruits at the field which located across the river
 - d. They were almost caught by the farmer and his son in the middle of eating
- ✓ 8. How did the jackal and the camel go to the field?
- a. The camel was on jackals' back
 - ✗ The jackal was on camels' back
 - c. They swam together on the river
 - d. They walked without across the river
- ✓ 9. Who began a joke from the character of the story?
- a. The camel
 - b. The farmer
 - ✗ The jackal
 - d. The farmers' son
- ✓ 10. "The Jackal said that it was in the habit of singing at the end of a hearty meal" (line 6 to 7). What does 'hearty meal' refer to?
- ✗ Delicious
 - b. Hungry
 - c. Eat till full
 - d. Kinds of fruits

- ✓ 11. Who wanted to give a lesson from the character?
- a. The son
 - b. The jackal
 - ~~✓~~ c. The camel
 - d. The farmer
- ✓ 12. Which statement is **TRUE**?
- a. The jackal and the camel wanted to eat melons in the jungle
 - b. The camel seated on jackal's back and took him to the field
 - c. The farmer and his son brought an arrow to catch the jackal and the camel
 - ~~✓~~ d. The jackals' howl were heard by the farmer and his son
- ✓ 13. "They rushed into one, with great joy and began to eat melons". In what line can you find the information above?
- a. In line 2
 - b. In line 6
 - ~~✓~~ c. In line 3
 - d. In line 5
- ~~✓~~ 14. "The jackal soon was filled to the full". (line 4). The underlined word has opposite meaning to?
- a. Delicious
 - b. Hungry
 - ~~✓~~ c. Satisfied
 - d. Diligent
- ✓ 15. Who heard the jackals' howl and tried to catch them?
- a. The camel
 - b. The jackal
 - c. The farmer
 - ~~✓~~ d. The farmer and his son
- ✓ 16. What did the farmer and son hold in their hands while they were trying to catch the jackal and the camel?
- a. A knife
 - b. A gun
 - ~~✓~~ c. A thick stick
 - d. An arrow

- ✓ 17. Were they fast friend?
- a. Yes, they are
 - b. Yes, they were
 - c. No, they are not
 - d. No, they were not
- ✓ 18. How did the story end?
- a. The jackal fell down into the river and was drowned
 - b. The camel fell down into the river and was drowned
 - c. They jackal and the camel was drowned together in the river
 - d. They were being caught by the farmer and son then got the punishment
- ✓ 19. What is the proverb that suitable with the story?
- a. Easy come, easy go
 - b. As you sow, so shall you reap
 - c. Like father, like son
 - d. Time is money
- ✓ 20. What is moral value that you can learn from the story?
- a. Do not wait to do something
 - b. When you make money quickly, it is very easy to lose it quickly as well
 - c. Every deed has it own reprisal
 - d. Your home is the most comfortable place in the world

III. Fill in the bracket with the same meaning in the right table below! (20 points)

- ✓ 1. Fast friend (C)
- ✓ 2. Hearty meal (d)
- ✓ 3. Full (a)
- ✓ 4. Habit (e)
- ✓ 5. Aching (g)
- ✓ 6. Jackal (h)
- ✓ 7. Harass (J)
- ✓ 8. Howl (b)
- ✓ 9. Sorry (F)
- ✓ 10. Roll (i)

- | |
|------------------------------|
| a. Satisfied |
| b. Bark |
| c. Loyal |
| d. Delicious |
| e. Custom |
| f. Regret |
| g. Sick |
| h. Wolf |
| i. Turn around ; up and down |
| j. Disturbing |



Post-test

Subject : English Lesson

Class : VIII A

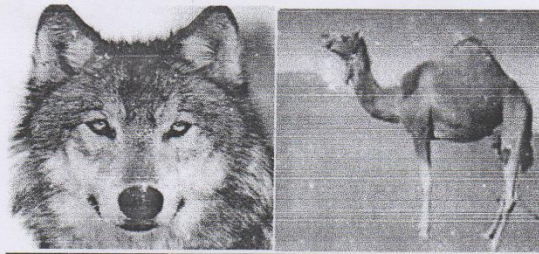
Date : Wednesday, 21/02/2018

Number : 02

Instruction:

1. Pray before doing the test
2. Write your identity correctly
3. Praise to god after doing the test

I. Read the passage carefully then answer the question!



The Jackal and The Camel

Once a camel and a jackal were fast friends. They longed to eat melons one day. The camel seated his friend, the jackal on his back, and took him to the field across the river. They rushed into one, with great joy and began to eat melons. The jackal soon was filled to the full. But it thought of a strange joke to harass its friend. It began to howl loudly as it could. The camel tried to stop it, but it did not (5) succeed. The jackal said that it was in the habit of singing at the end of a hearty meal. But the noise was heard by the farmer and his sons. They came running to the spot with thick sticks in their hands. The camel tried to run away. But he could not escape a sound beating. His body was aching. When he reached the bank.

The jackal jumped on the camels' back with smile on his face. But the camel (10)
decided to teach it a lesson on their way back. He began to roll in water, when he
reached the middle of the river. "What are you doing?" cried the jackal. "Don't
you see that I shall be drowned?" But the camel said; "it is my habit to roll in
water, when I finished my meal". The jackal was very sorry to hear that. The
jackal fell down into the river and was drowned. (15)

(Source: Stories For You, Darussalam Press PMDG)

II. Choose the correct answer! (80 points)

- ✓ 1. What is the type of the text?
- a. Recount
 - ~~b. Narrative~~
 - c. Descriptive
 - d. Procedure
- ~~2.~~ 2. What is the purpose of the text?
- a. To amuse/entertain the reader
 - b. To describe how closeness the jackal and the camel
 - c. To solve the problem from the story
 - ~~d. To tell how the camel and the jackal show their habit after heaving a meal~~
- ✓ 3. What is the main idea of the 1st paragraph?
- ~~a. Once a camel and a jackal were fast friends~~
 - b. The jackal jumped on the camels' back with smile on his face
 - c. They rushed into one, with great joy and began to eat melons
 - d. But the camel decided to teach it a lesson on their way back
- ✓ 4. What did the jackal and the camel want on that day?
- a. They wanted to play all long day
 - ~~b. They wanted to eat melons in the field~~
 - c. They wanted to eat some fruits in the field
 - d. They wanted to spend their time all the day in the jungle

92

- ✓ 5. Who are the main characters from the story?
- a. The jackal and the farmer
 - b. The farmer and his son
 - ~~c. The jackal and the camel~~
 - d. The son and the camel
- ✓ 6. Where did the story take place?
- a. Near a lake
 - b. At a sea shore
 - c. Near the forest
 - ~~d. Field across the river~~
- ✓ 7. The following statements are **TRUE** according to the text, **EXCEPT**?
- a. They were fast friend
 - b. They have their own habit after eating till full, which one of them consider it as a joke and another for teach a lesson
 - ~~c. They wanted to eat kinds of fruits at the field which located across the river~~
 - d. They were almost caught by the farmer and his son in the middle of eating
- ✓ 8. How did the jackal and the camel go to the field?
- a. The camel was on jackals' back
 - ~~b. The jackal was on camels' back~~
 - c. They swam together on the river
 - d. They walked without across the river
- ✓ 9. Who began a joke from the character of the story?
- a. The camel
 - b. The farmer
 - ~~c. The jackal~~
 - d. The farmers' son
- ✓ 10. "The Jackal said that it was in the habit of singing at the end of a hearty meal" (line 6 to 7). What does 'hearty meal' refer to?
- ~~a. Delicious~~
 - b. Hungry
 - c. Eat till full
 - d. Kinds of fruits

- ✓ 11. Who wanted to give a lesson from the character?
- a. The son
 - b. The jackal
 - ~~c. The camel~~
 - d. The farmer
- ✓ 12. Which statement is **TRUE**?
- a. The jackal and the camel wanted to eat melons in the jungle
 - b. The camel seated on jackal's back and took him to the field
 - c. The farmer and his son brought an arrow to catch the jackal and the camel
 - ~~d. The jackals' howl were heard by the farmer and his son~~
- ✓ 13. "They rushed into one, with great joy and began to eat melons". In what line can you find the information above?
- a. In line 2
 - b. In line 6
 - ~~c. In line 3~~
 - d. In line 5
- ~~X~~ 14. "The jackal soon was filled to the full". (line 4). The underlined word has opposite meaning to?
- a. Delicious
 - b. Hungry
 - ~~c. Satisfied~~
 - d. Diligent
- ✓ 15. Who heard the jackals' howl and tried to catch them?
- a. The camel
 - b. The jackal
 - c. The farmer
 - ~~d. The farmer and his son~~
- ✓ 16. What did the farmer and son hold in their hands while they were trying to catch the jackal and the camel?
- a. A knife
 - b. A gun
 - ~~c. A thick stick~~
 - d. An arrow

- ✓ 17. Were they fast friend?
- a. Yes, they are
 - ~~b. Yes, they were~~
 - c. No, they are not
 - d. No, they were not
- ✓ 18. How did the story end?
- ~~a. The jackal fell down into the river and was drowned~~
 - b. The camel fell down into the river and was drowned
 - c. They jackal and the camel was drowned together in the river
 - d. They were being caught by the farmer and son then got the punishment
- ✓ 19. What is the proverb that suitable with the story?
- a. Easy come, easy go
 - ~~b. As you sow, so shall you reap~~
 - c. Like father, like son
 - d. Time is money
- ✓ 20. What is moral value that you can learn from the story?
- a. Do not wait to do something
 - b. When you make money quickly, it is very easy to lose it quickly as well
 - ~~c. Every deed has it own reprisal~~
 - d. Your home is the most comfortable place in the world

III. Fill in the bracket with the same meaning in the right table below! (20 points)

- ✓ 1. Fast friend (C)
- ✓ 2. Hearty meal (D)
- ✓ 3. Full (A)
- ✓ 4. Habit (E)
- ✓ 5. Aching (G)
- ✓ 6. Jackal (H)
- ✓ 7. Harass (J)
- ✓ 8. Howl (B)
- ✓ 9. Sorry (F)
- ✓ 10. Roll (I)

- | |
|------------------------------|
| a. Satisfied |
| b. Bark |
| c. Loyal |
| d. Delicious |
| e. Custom |
| f. Regret |
| g. Sick |
| h. Wolf |
| i. Turn around ; up and down |
| j. Disturbing |

Appendix 15

VALIDITY TEST AND RELIABILITY

		Correlations																													
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30
Q1	Pearson Correlation	1	-0.101	0.051	0.051	-0.133	0.163	-0.559**	-0.155	0.074	0.109	-0.155	-0.282	-.350*	-0.034	-0.155	-0.236	-0.262	.375*	.636*	0.078	-0.248	0.251	-0.037	-0.037	0.051	0.031	-0.037	0.249	0.051	-0.133
	Sig. (2-tailed)		0.544	0.762	0.762	0.427	0.329	0	0.353	0.659	0.252	0.353	0.086	0.031	0.837	0.353	0.153	0.112	0.02	0	0.641	0.133	0.129	0.826	0.826	0.762	0.852	0.826	0.133	0.762	0.427
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Q2	Pearson Correlation	-0.01	1	0.292	-0.19	0.204	-0.037	0.101	.323*	0.074	-0.292	.323*	0.276	0.093	0.075	-0.155	-0.037	0.085	0.111	0.096	-0.278	-0.031	0.129	-0.037	-0.037	0.051	-0.077	0.163	0.074	0.051	0.204
	Sig. (2-tailed)	0.544		0.075	0.252	0.226	0.844	0.544	0.048	0.659	0.075	0.048	0.093	0.578	0.656	0.353	0.826	0.621	0.506	0.564	0.091	0.852	0.441	0.826	0.826	0.762	0.646	0.329	0.659	0.621	0.2
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38

Q3	Pearson Correlation	0.051	0.292	1	-0.056	-0.039	-0.069	-0.051	-0.092	-0.081	-.472**	-0.092	0.309	0.221	0.276	-0.092	-0.069	-0.093	-0.122	-0.224	-0.156	-0.262	-0.141	-0.069	-0.069	-0.056	-0.212	-0.069	-0.081	-0.056	-0.039		
	Sig. (2-tailed)	0.762	0.075		0.74	0.817	0.681	0.762	0.584	0.629	0.003	0.584	0.059	0.182	0.093	0.584	0.681	0.577	0.467	0.177	0.367	0.112	0.399	0.681	0.681	0.74	0.201	0.681	0.629	0.74	0.817		
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	
Q4	Pearson Correlation	0.051	-0.19	-0.056	1	-0.039	-0.069	0.19	0.257	.687*	0.056	-0.092	0.309	0.221	0.276	0.257	-0.069	0.19	-0.122	-0.224	.369*	-0.025	-0.141	.805**	.805**	-0.056	-0.212	-0.069	-0.081	-0.056	-0.039		
	Sig. (2-tailed)	0.762	0.252	0.74		0.817	0.681	0.252	0.19	0	0.74	0.584	0.059	0.182	0.093	0.19	0.681	0.337	0.467	0.177	0.023	0.882	0.399	0	0	0.74	0.201	0.681	0.629	0.74	0.817		
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Q5	Pearson Correlation	-0.133	0.204	-0.039	1	-0.048	0.133	-0.064	-0.056	0.039	-0.064	0.215	-0.071	0.193	-0.064	-0.048	0.133	0.318	0.173	0.105	-0.183	-0.098	-0.048	-0.048	-0.039	-0.148	-0.048	-0.056	-0.039	-0.027			
	Sig. (2-tailed)	0.427	0.22	0.817		0.774	0.427	0.703	0.737	0.817	0.703	0.194	0.671	0.246	0.703	0.774	0.504	0.051	0.298	0.531	0.272	0.557	0.774	0.774	0.817	0.375	0.774	0.774	0.774	0.817	0.817	0.817	
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Q6	Pearson Correlation	0.163	-0.037	-0.069	1	-0.048	0.037	0.175	0.218	0.069	-0.114	0.181	-0.127	.343*	.463*	0.276	-.431**	-0.151	0.113	0.243	0.263	0.047	-0.086	-0.086	.368*	-0.263	0.276	.536**	.368*	-0.048			
	Sig. (2-tailed)																																
	N																																

	Sig. (2-tailed)	0.329	0.826	0.681	0.681	0.774		0.826	0.294	0.189	0.681	0.496	0.277	0.448		0.035	0.003	0.093	0.007	0.365	0.499	0.141	0.111	0.781	0.609	0.609	0.023	0.111	0.093	0.001	0.023	0.774
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Q7	Pearson Correlation	-.559**	0.101	-0.051	0.109	0.133	0.037	1	0.155	0.277	0.051	-0.163	0.107	0.202	0.034	-0.163	0.236	0.262	-0.243	-0.312	0.041	0.104	-0.251	0.037	0.037	-0.051	-0.248	-0.163	-0.249	-0.292	-0.204	
	Sig. (2-tailed)	0	0.544	0.762	0.252	0.427	0.826		0.353	0.092	0.762	0.327	0.307	0.224	0.837	0.327	0.153	0.112	0.141	0.056	0.809	0.403	0.129	0.826	0.826	0.762	0.133	0.329	0.131	0.075	0.02	
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Q8	Pearson Correlation	-0.155	.323*	-0.092	0.2057	-0.064	0.175	1	.374*	-0.257	0.309	.348*	0.258	0.141	0.309	0.175	-0.238	-0.201	-0.057	0.267	0.037	0.121	.463**	.463**	-0.092	-0.194	0.175	.374*	0.257	0.257	.422**	
	Sig. (2-tailed)	0.353	0.048	0.584	0.119	0.703	0.294	0.353		0.021	0.119	0.059	0.117	0.398	0.059	0.294	0.105	0.226	0.732	0.106	0.825	0.469	0.003	0.003	0.584	0.244	0.294	0.021	0.119	0.019	0.008	
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Q9	Pearson Correlation	0.074	0.074	-0.081	.687*	-0.056	0.218	0.277	.374*	1	0.081	0.102	0.271	0.087	.402*	0.102	-0.149	0.077	-0.154	.348*	0.136	-0.205	.536**	.536**	0.303	-0.136	0.218	0.102	-0.081	-0.056		
	Sig. (2-tailed)	0.659	0.659	0.629	0	0.737	0.189	0.092	0.021		0.629	0.472	0.099	0.605	0.012	0.472	0.549	0.772	0.287	0.357	0.032	0.415	0.201	0.001	0.001	0.064	0.415	0.189	0.332	0.629	0.737	
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38

	on Corre lation Sig. (2-tai led) N	78 41 38	27 91 38	5 67 38	9* 0.0 38	10 0.5 38	43 0.1 38	41 0.8 38	67 0.1 38	8* 0.0 38	5 0.3 38	07 0.6 38	00 0.9 38	0.483	78 91 38	67 06 38	28 66 38	91 52 38	87 6 38	02 0.8 38	09 56 38	5 31 38	43 41 38	43 41 38	15 0.3 38	10 0.5 38	18 0.2 38	59 0.3 38	5 0.3 38	05 31 38	
Q21	Pears on Corre lation Sig. (2-tai led) N	-0.2 48	-0.03 91	-0.2 62	-0.02 5	-0.18 3	0.2 63	0.1 4	0.0 37	0.1 36	0.0 25	0.0 37	0.0 29	-0.046	-0.09 38	0.0 37	0.2 63	-0.1 56	-.44 4**	-0.20 6	-0.00 9	1	-.42 4**	0.0 67	0.0 67	0.2 12	0.1 71	0.2 63	0.3 09	0.2 12	0.1 48
		0.1 33	0.8 52	0.1 12	0.8 82	0.2 72	0.1 1	0.4 03	0.8 25	0.4 15	0.8 82	0.8 25	0.8 63	0.785	0.5 9	0.8 25	0.1 1	0.3 5	0.0 05	0.2 14	0.9 56	0.0 08	0.6 89	0.6 89	0.2 01	0.3 05	0.1 1	0.0 59	0.2 01	0.3 75	
Q22	Pears on Corre lation Sig. (2-tai led) N	0.2 51	0.1 29	-0.1 41	-0.14 1	-0.09 8	0.0 47	-0.2 51	0.1 21	-0.20 5	-0.1 27	0.1 21	-0.08 5	-0.095	-.38 9*	0.1 21	-0.1 75	0.0 2	0.2 78	0.2 71	-0.25 25	-.42 4**	1	0.0 47	0.0 47	0.1 27	-0.05 7	0.2 68	0.1 84	.39 4*	0.2 75
		0.1 29	0.4 41	0.3 99	0.3 99	0.5 57	0.7 81	0.1 29	0.4 69	0.2 17	0.4 48	0.4 69	0.6 13	0.571	0.0 16	0.4 69	0.2 93	0.9 04	0.0 91	0.1 01	0.1 31	0.0 08	0.7 81	0.7 81	0.4 48	0.7 34	0.1 03	0.2 68	0.0 14	0.0 95	
Q23	Pears on Corre lation	-0.0 37	-0.03 7	-0.0 69	.80 5*	-0.04 8	-0.0 86	0.0 37	.46 3*	.53 6*	-.36 8*	0.1 75	.38 3*	0.141	0.1 46	.46 3*	-0.0 86	-0.0 11	-0.1 51	-0.27 8	0.2 43	0.0 67	0.0 47	1	1.0 00*	-0.06 9	-0.06 7	0.2 76	0.2 18	.36 8*	.56 2**

	Sig. (2-tailed)	0.826	0.826	0.681	0	0.774	0.609	0.826	0.003	0.001	0.023	0.294	0.018	0.399	0.383	0.003	0.609	0.948	0.365	0.091	0.141	0.689	0.781	0	0.681	0.689	0.093	0.189	0.023	0	
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	
Q24	Pearson Correlation	-0.037	-0.037	-0.069	.805*	-0.048	-0.086	0.037	.463*	.536*	-.368*	0.175	.383*	0.141	0.146	.463*	-0.086	-0.011	-0.151	-0.278	0.243	0.067	0.047	1.000*	1	-0.069	-0.067	0.276	0.218	.368*	.562**
	Sig. (2-tailed)	0.826	0.826	0.681	0	0.774	0.609	0.826	0.003	0.001	0.023	0.294	0.018	0.399	0.383	0.003	0.609	0.948	0.365	0.091	0.141	0.689	0.781	0	0.681	0.689	0.093	0.189	0.023	0	
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Q25	Pearson Correlation	0.051	0.051	-0.056	-0.056	-0.039	.368*	-0.051	-0.092	0.303	0.056	0.257	0.309	-0.102	0.276	0.257	-0.069	-0.093	-0.122	0.012	-0.151	0.212	0.127	-0.069	-0.069	1	0.025	.805*	0.303	.472**	-0.039
	Sig. (2-tailed)	0.762	0.762	0.704	0.704	0.817	0.023	0.062	0.584	0.064	0.074	0.119	0.059	0.542	0.093	0.119	0.681	0.577	0.467	0.941	0.367	0.201	0.448	0.681	0.681	0.882	0	0.064	0.003	0.003	0.817
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
Q26	Pearson Correlation	0.031	-0.077	-0.212	-0.212	-0.148	-0.263	-0.248	-0.194	-0.136	-0.025	0.119	-0.248	-0.244	-0.231	-0.037	-0.263	0.042	0.055	0.107	-0.107	0.171	-0.057	-0.067	-0.067	0.025	1	0.129	0.036	0.025	0.183
	Sig. (2-tailed)	0.852	0.646	0.201	0.201	0.375	0.101	0.133	0.244	0.415	0.882	0.475	0.133	0.139	0.162	0.825	0.101	0.803	0.744	0.549	0.521	0.305	0.734	0.689	0.689	0.882	0.404	0.829	0.882	0.882	0.272
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38

	Correlation				9	7			*	6		*				6	5							9		*				
	Sig. (2-tailed)	0.427	0.22	0.817	0.817	0.872	0.774	0.22	0.008	0.737	0	0.008	0.194	0.671	0.401	0.008	0.774	0.143	0.612	0.35	0.531	0.375	0.095	0	0	0.817	0.272	0	0.002	0
	N	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38

**

Correlation is significant at the 0.01 level (2-tailed).

*

Correlation is significant at the 0.05 level (2-tailed).

Based on the table above, the researcher counted the correlation between questions of multiple choices and matching vocabulary. It is used SPSS verse 20,0. Every question which has been validated has a symbol like star. If every question has one star, it is called high validity. On the other side, if the question has two star, it is called higher validity. The criteria of multiple choices and matching vocabulary “validation” is considered high. It can be seen has mostly one star.

Case Processing Summary

		N	%
Cases	Valid	38	100.0
	Excluded ^a	0	.0
	Total	38	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.453	30

Based on the table above, it can be seen that the reliability’s result is 0,453. It is R table of significance standard that uses 0,05 has a value of 0,304. The researcher uses reliability’s formulation which is $R_{count} > R_{table}$. According to the formulation, it can seen that $0,453 > 0,304$. It means that all the questions have high reliability.

Appendix 16

Pretest, Treatment, and Post test Documentation







