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THE EFFECT OF COLLABORATIVE STRATEGIC READING ON STUDENTS' READING COMPREHENSION AT ISLAMIC SENIOR HIGH SCHOOL AL – KHAIRIYAH TANJUNG JABUNG BARAT

THESIS

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THESIS

Submitted as partial Fulfillment of Requirement to get undergraduate Degree (S.I) in English Education

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Date	: March 2nd 2023
Time	: 09.30 – 11.00
Name	: Rima Adila
Place	: Ruang FTK
Students' Number	: TE 20517855
Title	: The Effect Of Colaborative Strategic Reading On Students' Reading Comprehension At Islamic Senior High School Al-Khairiyah Tanjung Jabung Barat

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DEDICATION

In the name of Allah SWT, the most gracious and the most marciful who has given the reseracher mercy, blessing and helth to finish this thesis. Sholawat to the prophet Muhammad SAW his presence really change the world.

Alhamdullillah, i could finally finish this thesis with helpful of Allah SWT and also the people who always give me their supports, attentions,their love and their prayer. This thesis is heartedly dedicate to :

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"Whoever goes out to seek knowledge is on the line of Allah until he returns home".(HR.Tirmidzi)

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The writer realizes that this thesis is far from perfect. Therefore, constructive suggestion and criticisms will be accepted by the writer. The writer hopes that this thesis can be useful for all those who nedd it.

Jambi, 30 january 2023
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ABSTRACT

Name : Rima Adila
Major : Tadris Bahasa Inggris
Tittle : The Effect of Collaborative Strategic Reading on Students' Reading Comprehension at Islamic Senior High School Al-Khairiyah Tanjung Jabung Barat

The purpose of this study was to determine the effect of Collaborative Strategic Reading (CSR) on students' reading comprehension in class X MA Al-Khairiyah Tanjung Jabung Barat and to find out the significant difference between students who were taught with CSR and those who were not. This research is quantitative research with quasi experimental designusing total sampling. The population and research sample were class X IPK and X IPS MA Al-Khairiyah Tanjung Jabung Barat. Total population was 44 students. In sampling 22 students in the experimental class and 22 students in the control class. Quasi experiment has been applied in this study with the design of 2 groups pre-test and 2 group post-test.

The result of this study show that there is a significant effect on students' reading comprehension after being taught using CSR. This result can be seen from the T-test which show average value of the experimental class pre-test is 54.73 and the average of the control class pre-test is 51.82 while the average value of the control class post test is 63.82 and the average of the experimental class post test is 74.18 higher than the pre-test is 54.73. In the paired sample T-test result sig (2-tailed)0,000 is smaller than 0.05 this proves H_a is accepted while the independent sample test result sig (2-tailed) is 0,002 < 0.05 it means that there is a significant difference. The researcher concluded that using Collaborative Strategic Reading can improve students' reading comprehension and there is a significant difference betwen student who are taught with CSR and student who are not taught with CSR.

Keyword : Collaborative Strategic Reading, MA Al-Khairiyah, Narrative Text, Reading Comprehension

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ABSTRAK

Nama : Rima Adila
Jurusan : Tadris Bahasa Inggris
Judul : The Effect of Collaborative Strategic Reading on Students' Reading Comprehension at Islamic Senior High School Al-Khairiyah Tanjung Jabung Barat

Tujuan penelitian ini untuk mengetahuipengaruh Collaborative Strategic Reading (CSR) terhadap pemahaman membaca siswa dikelas X MA Al-Khairiyah Tanjung Jabung Barat dan untuk mengetahui perbedaan yang sigifikan antara siswa yang diajarkan dengan CSR dan yang tidak. Penelitian ini adalah penelitian kuantitatif dengan desain eksperimen menggunakan total sampling. Populasi dan sample penelitian ini adalah siswa kelas X IPK dan X IPS MA Al-Khairiyah Tanjung Jabung Barat. Jumlah populasi sebanyak 44 siswa. Dalam pengambikan sample 22 siswa dikelas eksperimen dan 22 siswa dikelas kontrol. Desain quasi eksperimen telah diterapkan dalam penelitian ini dengan desian 2 grup pre-test dan 2 grup post-test.

Hasil penelitian ini menunjukkan bahwa ada pengaruh yang signifikan terhadap pemahaman membaca siswa setelah diajar dengan menggunakan CSR. Hasil ini terlihat dari T-test yang menunjukkan nilai rata-rata pre test dikelas eksperimen adalah 54.73 dan rata-rata pre tess dikelas kontrol adalah 51.82 sedangkan nilai rata-rata post test dikelas kontrol adalah 63.82 dan rata-rata post test dikeas eksperimen adalah 74.18 lebih tinggi dari rata-rata pre-test adalah 54.73. pada hasil paired sample T-test sig (2-tailed) 0,000 lebih rendah dari 0,05 hal ini membuktikan H_a diterima. Sedangkan hasil independen sample test sig (2-tailed) adalah 0,002 < 0,05 itu berarti bahwa adanya perbedaan yang signifikan. Peneliti menyimpulkan menggunakan Collaborative Strategic Reading (CSR) dapat meningkatkan pemahaman membaca siswa dan ada perbedaan yang signifikan antara siswa yang diajar dengan CSR dan siswa yang tidak diajar dengan CSR.

Keyword : Collaborative Strategic Reading, MA Al-Khairiyah, Narrative Text, Reading Comprehension

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CHAPTER I

INTRODUCTION

A. Background of study

There are four linguiatic abilities that students need to be able to pick up in order to succed in learning English. They are speaking, writing, listening, and reading. Reading as one of four simple language skills. Students' English proficiency greatly benefits from reading,one of the four basic language skills Pratiwi (2019). Students need to practice and improve their reading abilities in order to become proficient readers, making it one of the most important of the four skills taught in schools. A student's experiences in both the classroom and the real world highlight the significance of reading. Therefore, teaching reading skills to students is crucial. is a vital role that reading instructors must play nowadays. Students arrive at school with varied reading levels due to natural developmental progressions; as a consequence, resource instructors are tasked with helping weaker readers. By offering the greatest possible reading education,you may help them develop their reading skills. Reading is a great way to pass thetime Dhillon, Herman & Syafryadin(2020).

Reading is one among the foremost important skills a students must process. It is considered the idea of all English language skills. It depends on several processes the foremost important of which is reading comprehensions Mohaidat, MohammadMahmoud Talal(2018). Reading is an essential mission with inside the gaining knowledge of system and has been studied with the aid of using many researchers the usage of specific studying talents and strategies. Many establishedstudies of understanding have shown this to be a formidable obstacle. The development of students' reading abilities is a focal point of many English curricula noedays. The problem of low reading skills has gotten a lot of scrutiny. Several actions, collectively known as reading abilities, are required for comprehending any given text. Harmer (2007) cited in Sajid, Muhammad Khalid Mehmood & Hafizoah Kassim (2019). According to Ortileb (2013) cited in

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et.al (2020) As a result, reading comprehension is the most fundamental of language abilities and the most crucial goal of the reading process in a second language.

According to OECD (2019) Reading proficiency in Indonesia was found to be 371 out of a possible 487 on the 2018 Program for International Student Assessment (PISA). Indonesia is ranked 74 out of 79 countries in the reading ability category.

Based on the interview with Mr. Purnama as a English teacher, in teaching one of problem is interest students in study English is low with an average value of 72,which does not meet the minimum of english at the school, minimum value is 75. Because it is challenging for students to focus and learn under such conditios. Because the instructor only assigns reading, the class is dull and uniteresting. The instructors instructs the class on how to read and comprehend new word, especially question words using auxiliary to matches the nominal or verbal sentence to distinguish the answer sentence.

The research also interview some student about their problem learning reading comprehension. In addition to a lack of vocabulary and stale teaching practice, students struggle with reading comprehension since they dislike reading in Eglish and find it uniteresting. When this happens, its hard for students to extract relevant data from the text.

There are many strategies or methods to push students' motivationso that they can enjoy reading books articles or anything related to academic. One of strategy is Collaborative Strategic Reading (CSR). The researcher chose CSR to conduct this study because CSR is a strategy that is carried out in groups, when students read in groups they can share reading content or reading ideas together and students can enjoy when reading and reduce the bored when reading.

Originally developed in 1996 by Klingner and Vaughn, Collaborative Strategic Reading blends modified reciprocal instruction with collaborative study. Alqarni,Fawah (2015). The researchers conducted a quantitative investigation with ten educators from five schools: five in the intervention group and five in the control group (Klinger, Vaughn, et al., 2004; Alqarni, Fawah, 2015). The findings

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revealed that students' reading comprehension dramatically increased in the CSR program.

According (Janette, et.al 1996 and 1998) cited in Rahman, Indah Fadhilah(2015) His research shows that utilizing CSR to teach reading comprehension involves four steps: a preview (using previous knowledge), a click and clunk (using difficulty to identify and grasp the information), a get the gist (using primary concept to locate or indentify), and a wrap up (reviewing the material). (ask and answer). The goal of cooperative reading (CSR) is to help students better grasp what they read via collaborative group effort. Narandiya Lisandy and Nuryansyah Adijaya(2019). Collaborative Strategic Reading (CSR) is suitable for the problems in learning to read narratibe text because it can increase students' motivation to learn, comprehension, critical thinking, group work and social skills. Reading comprehension and pupils' ability to grasp abstract ideas are both boosted by CSR's emphasis on active learning (Anggerani et.al., 2018) cited in Oktorianisarry, M. (2023).

According to research by Klingner (2002), referenced by Sudibyo,Doni, Et.al.:" CSR os an effective method of teaching students to read, expand their vocabularies, and cooperate with one another." (2021). Using key reading, this strategy may aid students of foreign languages in better understanding challenging materials. As referenced in Suddibyo, Doni, et.al.(2021), Grabe(2008:23). Muliple studies have shown that CSR can help students of all skill levels, including those with learing difficulties, those with ordinary or below-average grades, and those learning English as a second language (Bryant, Vaughn, inan – Thomson, ugel, Hamff and Hougen, 2000 : Klinger and Vaughn, 2012: Klingner,Vaughn and Schumm, 2002 cited in Sudibyo, Doni, et.al (2021).

Some previous studies have shown that CSR is effective in improve students' reading comprehension. One of results of previous research by Tut Wuri Handayani(2018) CSR is a suitable strategy to be applied in the classroom and outside the classroom in teaching reading. The results of the study showed that this strategy had an influence in improving students'reading comprehension

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Based on the problem above, the research finds that students have reading comprehension problems. The lack of interest of students in understanding reading and reading is a boring activity which makes students difficult to understand the ideas of reading. Actually reading can be boring or not depending on how to tech. One of strategic can be used to teach reading comprehension is Collaborative Strategic Reading (CSR). By using collaborative strategic reading students can work together in group making it easier for them to understand reading comprehension.

Based on this case the research also interested to do my research by the title **"The Effect of Collaborative Strategic Reading (CSR) on Students' Reading Comprehension at Islamic Senior High School Al-Khairiyah Tanjung Jabung Barat".**

B. Limitation of the Problem

The limitation of the problem in this research, the research limits the study deal with the title, "The Effect of Collaborative Reading Strategic on Students' Reading Comprehension at Islamic Senior High School Al-Khairiyah.

The focus of this study was on the impact of CSR on narrative text comprehension for 10th graders in MA Al-Khairiyah. To prepare the writing, the researcher chaange the islamic senior high school Al-Khairiyah to MA Al-Khairiyah.

C. Research Question

Based on the limitation above, the research formulates the question as follow:

1. Is there any significant effect using Collaborative Strategic Reading (CSR) on reading comprehension at tenth grade MA Al-Khairiyah?
2. Is there any significant difference on students' reading comprehension whoare taught by using Collaborative Strategic reading and those who are not?

D. Objective of the Study

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The purpose of this research are:

1. To know if there is significant effect using Collaborative Strategic Reading onreading comprehension at tenth grade MA AL-Khairiyah.
2. To know if there is significant difference on students' reading comprehension byusing Collaborative Strategic Reading.

E. The Significance of the Study

By doing this research, the researcher hope this research can help English teacher and English instructors by providing information on instructional tactics for teaching reading. As one of teaching strategies, teachers can use Collaborative Strategic reading to teach reading.

The researcher hopes that all of students can enjoy reading all kinds of reading text easily. And also can be reference for future researcher who are interested in conducting research on the same topics.

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CHAPTHER II

REVIEW OF RELATED LITERATURE

A. Nature of Reading

1. Definition of Reading

Reading is a method of reducing uncertainty about the meaning of a text. It is the result of a process of meaning negotiation between the text and the reader. Thenwe will able to reading is associated with knowledge, expectancy, and anticipation. And the reader's ways for expressing themselves all of the textual meaning play crucial roles in the way. the meaning of the text is negotiated by the reader, Tang, Syamsu et.al (2019).

According Patel and Jain (2008) cited in Tang, Syamsu et.al (2019) Understanding the meaning of written words or symbols is what reading entails. Reading is an energetic activity, consisting of the ability to recognize and comprehend. Reading is one of life's most vital activities, such as some can upgrade or gain knowledge, and this is a good thing. Academic success requires the use of crucial instruments.

In addition Tang, Syamsu et.al (2019) Based on the above definition, reading is very important in daily life. Reading is not only a process of obtaining written symbols from one's own spoken language, but also a process of obtaining the information that the author wants to convey. Trimadona, Eliza(2013) Reading is an important in life. It has become part of the daily routine of people. By reading, they gain information, knowledge, ideas and inspiration

2. Types of Reading

The types of reading are intensive reading, extensive reading, aloud reading, and silent reading according to Patel and Jain (2008: 117-123).

a. Intensive Reading

Intensive reading is associated with further progress in language

learning under teacher guidance. Intensive reading will provide the basis for explaining structural difficulties and deepening knowledge of vocabulary and idioms. It will also provide materials for the development of oral and written language proficiency levels. Selected material should correspond to the type of material that advanced students appreciate in their native language: short stories, novels, plays, and poems, article on scientific discovery, artistic achievement, development political development and aspects of contemporary public life in a country. Where languageis used. As this reading will be studied in detail, it was not be considered an ideal vehicle for future direct teaching practice. This purpose will be served by the material selected for intensive reading. The base for classroom activity will be intensive reading material. It will not only be read, but also discussed in depth in the target language, examined at time, and utilized as a starting point for writing assignments.

b. Extensive Reading

Extensive reading is reading for fun. Reader wants know something, readers do not care about specific or important information after reading. Usually people read to keep them updated.

Extensive reading material will be chosen at a more difficult level than intensive reading. The purpose of intensive reading is to train students to read directly and fluently in the target language for fun without the help of a teachers. The in depth reading can be used as the basis for an oral report, the rest of the class,or a whole class discussion. Reading intensive reading exercise can guide students to specialized articles in foreign language magazine or newspapers.

c. Aloud Reading

Reading aloud is also an important part of English instruction. Teachers should be aware that reading aloud instruction should begin at the primary level because it is the foundation of word pronunciation. If it is not taken care of, secondary school will be quite challenging.

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d. Silent Reading

Silent reading is a crucial skill in English instruction. This reading should be used to help students improve their reading skills. Silent reading is used to get a large amount of information. When they are able to read without difficulty, the teacher should have them read silently. It is a habit in which students are allowed to read without making an audible whisper.

3. Technique of Reading Skills

Brown (2001: 308) cited in Tang, Syamsu et.al (2019) According to the author,there are three types of reading techniques in English language, which are as follows:

a. Survey Reading

In survey reading, a reader requests information from a survey. Thus, prior to beginning the reading process, the reader must determine what type of information the reader need.

b. Scanning

Scanning reading allow the reader to quickly answer a specific question. When scanning, the reader is merely looking for specific information and is not paying attention to the passages's linearity.

c. Skimming

Skimming is a type of reading in which our eyes move quickly. It is used to quickly identify a text's essential concepts, as well as section headings, summaries and opening paragraphs.

4. Reading Ability

Reading is a complicated activity that requires a variety of cognitif abilities to extract textual meaning, which learners develop through positive dialogue between instructor and students Huang & Yang (2105) cited in Munawati (2019).

According Munawati, Afida (2019 :16) Ability is described as an individual's ability to perform multiple tasks for a specific activity. Ability to imply that you have the ability perform or create anything. Ability, or talent, is

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the ability or power to make or do something. Reading ability is the ability to communicate with a writerin order to get knowledge and information.

1. Level of Reading Ability

   a. Elementary Reading

      It is also known as basic reading. Readers progress from non literacy to at least beginning literacy after mastering this level. Learning the fundamentals of the art of reading, receiving basic reading training, and developing intial reading abilities are all part of achieving this level.

   b. Inspectional Reading

      Pre-reading, or skimming, is another term for this. The importance of time is highlighted at this level. The goal is to get themost out of a book in the shortest amount of time possible. This is normally done by looking over the book's surface for things like the tittle, preface, table of contents, index, publisher's blurb if one is present, and so on.

   c. Analytical Reading

      For readers, this is a more difficult level. It is more difficult than the previous levels and represents a deep and comprehensive reading experience. If all you want to get out reading is knowledge or amusement, analytical reading is rarely necessary.

   d. Syntopical Reading

      Also known as comparative reading. This is the most complicated and systematic degree of reading. A syntopical reader reads one of a kind texts at the equal challenge and compares them to every different to reach at a holistic and extra nuanced informationof the challenge.

B. Definition of Reading Comprehension

Reading comprehension is the ability to process literature, comprehend its meaning, and integrate it with prior knowledge. Individuals' ability to

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comprehend language is determined by their talents and ability to process information Tang, Syamsu et.al (2019). According to Klingner (2007: 8) cited in Tang, Syamsu et.al (2019) The ability to analyze text, understand meaning, and integrate it with what the reader already knows is known as reading comprehension. The ability to comprehend and affect their information processing abilities. Reading comprehension is a multifaceted, complex process that involves various interactions between the reader and what they bring to the text (applicable knowledge, strategy application) as well as variables linked to the text it self (text interest, text type understanding).

In addition Susanti, Eliya (2020) Reading comprehension is a complicated and nuanced skill. Readers do not develop the ability to absorb text quickly, effortlessly, or independently as a result of this. Reading comprehension strategies must be taught over a long period of time by teachers who are familiar with and have used them. Throughout life, reading comprehension methods must be refined, practiced, and reinforced. Even in high school, teachers must continue to assist students in the development of reading comprehension methods. Students must learn new techniques for comprehending text as their reading materials become more diverse and complex. Diverse reading comprehension strategies are required for different contents areas such as textbooks and newspapers, periodicals, and journal articles,as well as using the internet.

Reading comprehension is a lifetime process that varies depending on the depthand bread of the texts a person reads. Reading comprehension in the target language, particularly English is more difficult than reading comprehension in Indonesia (Sunggingwati and Nguyen, 2013: 81) cited in Susanti, Eliya (2020).

1. Aspects of Reading Comprehension

In reading comprehension, we have several points to understand. These points are called “aspects of reading”. Those aspects are as follows (Syam, Ita Adryani,2017) :

a. Identifying Main Idea

The main idea is the core of the discourse. The main idea is

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determined by reading the title, looking at the descrption of the discourse, reading the first and last sentences, or reading the whole discourse that presents all the idea.

b. Understanding Vocabulary

Understanding vocabulary in the text help us better understand the meaning of the discourse as a whole.

c. Identifying Supporting Details

Understanding the details of important information, such as the people involved in the conversation, the location of the incident, and the sequence of events itself.

d. Identifying Reference

Identifying reference is reference in which the reader needs to know who the pronoun or pronoun belongs to the discourse.

e. Making Inference

Making inference is the way we make assumptions about various things related to discourse. For example, about an event that occurs in a conversation, what is the author's purpose for making the event, and what if the events is changed? Any assumptions that are included essentially advance the understanding of discourse.

2. Strategies for Reading Comprehension

The teacher will require certain ways to help the students comprehend the readingmaterials when teaching reading comprehension. According Brown (2004: 306- 311) cited in Nada, Mastura (2019) The following are ten strategies that can be usedin the classroom to teach reading comprehension:

a. Identifying the reading goal by understanding the purpose of what the reader reads, the reader can avoid unnecessary distractions or information. Students will know what information they want to know when reading the texts if they do it this way.

b. Use graphic rules and patterns to aid in bottom up decoding (especially for the beginning level learners) one of the difficulties students face in learning to read in the earliest levels of english is

making the connections between spoken and written English. Here, teacher must also teach how to interpret sound words with a kind vowel sound (bat, leg, wish, etc.) as well as sound word with a final silent "e" (bat, leg,wish, etc.). (late, time, bite, etc).

c. Teachers can utilize reading fast to save time spent reading by using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels) in advanced learners. Readers do not need to know how to pronounce every word or what each word means, but comprehension of the text is more vital.

d. Getting a quick overview of the text to find the essential points one of the most effective reading skills for students is skimming. Skimming entails swiftly scanning a large text (such as an essay, article, or chapter) to determine what the content is about or to determine the text's core point. Skimming gives readers the advantage of predecting the passage's purpose, primary topic, or thesis, and potentially some of the developing or supporting ideas.

e. Looking for specific information in the text scanning is the process of quickly looking for a specific piece or pieces of information that the reader requires when reading a book. Students may be asked to look forname, or dates, identify a definition of a crucial idea, or list a specified number of supporting details in scanning tasks.

f. Using clustering or semantic mapping by grouping the significant key of the word they obtain from the reading, readers can continue the long string of ideas or occurences. The semantic mapping approach, which involves ranging concepts into meaningful clusters, aids the reader's recall of the text's contents.

g. When you guess when you do not know, you are putting yourself in a very broad group. Guessing can be used to: (1) guess a word's meaning, (2) guess a grammatical relationship (e.g., a pronoun reference), (3) guess a discourse relationship (4) infer inferred meaning (between the lines), (5) guess about a cultural reference,

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and (6) guess content massages. These micro skills can be employed by the teacher as ways to help students overcome reading comprehension challenges. Furthermore, students should motivate themself to become better readers. Students with strong reading comprehension skills benefit in all other disciplines as well as in their personal and professional life in the future.

3. Level of Reading Comprehension

According to Muis (2013:279) cited in Kholid, Abdul & Lutfiyanti, Dian (2019) there are four levels of reading comprehension :

a. Literal Comprehension

The ability to read to understand explicit text. Literal comprehension is the lowest level of comprehension in the reading comprehension level. In this level the reader only understands the content of reading information textually. Readers will be able to understand the reading with answers that are aleardy written in the reading text. Literal comprehension can be obtained by reading what is stated directly in the text.

b. Inferential comprehension

Read each word by word, sentence by sentence to find the idea that wants to be conveyed. Inferential comprehension requires the reader to think at a high level because inferential comprhension the reader must be able to capture what the author really wants and inferentia comprhension is related to understanding that is not directly in the text.

c. Critical Comprehension

The level of comprehension that involves evaluattion, personal judgment, and the truth of what is read.readers are required to analyze the reading by observing key words and sentences to be able to evaluate the reading. Critical comprehension is concerned with assessing the clarity of paragraph. The use of

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words and sentence that are inappropriate and determing the cause and effect relationship of one idea to another.

d. Creative Comprehension

Comprehension involves logic, aesthetics and art. In this level, the reader's ability is required in terms of logic to understand the reading , then guess or make ideas that are relevant to the reading that has been understood. Creative comprehension is the highest level of comprehensionn. This comprehension is usually mastered by writers and readers who are experts.

C. Collaborative Strategic Reading

Collaborative Strategic Reading (CSR) is a set of practices aimed at increasing reading comprehension, improving content area learning, facilitating access to higher level readings, and increasing student engagement (Boardman et.al 2015, p.2) cited in AlSafadi H.A (2017). According to Klinger & Vaughn (1998, p.33) cited in AlSafadi H.A (2017) CSR aims to promote reading comprehension and conceptual learning in ways that optimize student involvement and assist them in taking more responsibility for their learning. Abbasnedzhad and Zoghi (2016) citedin Munawati, Afida (2019) CSR is defined as a learning sequence that blends cooperative learning with reading comprehension skills. It establishes a setting in which students can practice a variety of research based reading comprehension skills cooperatively.

CSR is concerned with teaching students to employ comprehension skills while working cooperatively in groups. CSR employs four distinct reading strategies, as well as instructor modeling and scaffolding and cooperative learning. The four tactics include brainstorming and predicting (preview), checking comprehension(click and clunk), locating the primary idea (get the gist), and generating questions and revisiting key ideas (wrap up) Munawati, Afida (2019). It is supported by statement from Klinger & Vaughn, (1998) cited in Susanti, Eliya (2020) CSR begins with explicit education about four reading strategic and demonstrating the use of each strategy by teachers instructors the assign students to work in groups to practice is scaffolded by teachers. After the

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students have developed proficiency applying the strategy through teachers - facilitated activities, the teacher ask them to form heterogeneous groups, where each students performs a defined role as students collaboratively implement the strategy (preview, click and clunk, get thegist, and wrap up).

According Roland, Dickson (2020) CSR is a reading strategy that consists of various components and was created to assist students in improving their reading comprehension. CSR can be used by students of various reading levels in small and cooperative learning groups to employ comprehension skills when reading factual texts.

Collaborative Strategic Reading (CSR) is a cooperative strategic that teaches students how to employ comprehension strategies while collaborating. Previewing is one of the students' tactics providing continuous feedback on the text; choosing between "click" (which i understand) and "clunk" (which I don't) at the end of eachparagraph (if you don't understand it); "getting a gist" of the most crucial information key to "tying up" bits of the text ideas Klingner, Vaughn & Bordman (2015) cited in Lisandy, Narindia & Adijaya, Nuryansyah (2019). According Agustina, Eka (2016) it is safe to suppose that collaborative strategic reading (CSR)is a popular instructional strategy in multilevel classroom, with many teachers using it for a year or longer. It might be an excellent design in phases to improve the effectiveness and efficiency of reading instruction. Cooperative study to boost students' interest in a pleasant and beneficial way knowledge exists between co- learners. It has the potential to assist students in making the most of their English.

The collaborative reading approach is a strategy that encourages students to work in small groups (3-5). Reading collaboratively students studying strategy are taught four techniques Klinger & Vaughn, (1998) cited in Handayani (2018):

1. Preview

   Preview is a strategy used to activate students' prior knowledge in order to enable them to anticipate what they will read and to arouse their interest. A teacher introduces priviews to students by asking them to think about previews they have seen on film or when reading a

text. The teacher invites students to share what they learned from the preview by asking questions like "for you know who will appear in the movie?" or "can you find out the historical time of the movie?". The teacher then scans information such as headings, photos, and words in bold or underline to ask (a) what they know about the topic and (b) what they think they will learn by reading the text.

2. Click and Clunk

   Click and clunk is a tactic that teaches students to evaluate their comprehension while reading and to employ fix-up strategies when they realize they do not comprehend something. Their inability to comprehend text a click, according to the teacher, is something that you really get. After the kids have grasped the concep, the teacher explains, "A clunk is like running into a brick wall". You simply do not understand a single word the author says. That is a clunk, the teacher says, before reading a short piece aloud and asking the students to listen for clunks. The teacher has the students write down their clunks, and then teaches them how to remedy the clunks. As a reminder of fix-up strategies, the teacher can use "clunk cards".

3. Get the gist

   Get the gist is a method to help students identify principal thoughts during reading. One way to perceive the fundamental idea is to reply the following questions: (a) "who or what is about?" and (b) "what is most necessary about the "who or what?" In addition, college students are taught to restrict their response to ten phrases or less, so their gist conveys the most important idea, but now not unnecessary detail. Get the gist can be taught by using focusing on one paragraph at a time. While students examine the paragraph, the trainer asks them to discover the most essential person, place, or thing. Then, the instructor asks college students to tell what is the most vital about the person, place, or thing. Finally, the trainer teaches students to put it all together in a sentence containing ten phrases or much less.

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4. Wrap up

Wrap up is an approach that teaches read to ask questions and evaluate keypoints from the literature they have just read. The teacher teaches read to wrap up by having them pretend to be teachers and come up with questions they would as on an exam. The following question is suggested by the teacher.

D. Narrative Text

There are some text we study in high school students. They are narrative text, recount text, descriptive text, report text and procedure text.

A narrative text is a process of feeling a story or a depiction of an event, typically in novel, fable, or legend. This, narrative describes an incident that accurate in the past time Dhillon, Herman & Syafryadin (2020).

According Anderson & Anderson (2003:3) cited in Ditya (2017) A narrative is a text that tells a tale and informs or entertains the reader or listener as a result. When presenting or telling a narrative, you can use the first person if the narrator is one of the story's characters or the third person if the narrator is an outsider. When you narrate a story and explain real or imagined events that are ordered chronologically or in sequence, you are using narrative. Given that narration is concerned with time, it is possible to say that event sequencing is one of the keycomponents Woosdson(1982:145) cited in Ditya.

Pardiyono (2007) cited in Anggraini, Riska (2020) The purpose of a narrative text is to amuse, entertain, and interact in various ways with real or imagined experience. It signifies that a narrative text is an engaging story that will enthrall the audience with a variety of characters, events, and lessons.

There are many genres of narrative text, which are as follows:

a. Folktale is a very old traditional story from a specific location that was originally passed down orally. The plot is made up of numerous elements, including places, characters, and problem.
b. Fairytale is an old story about magical creatures that is meant to entertain while also teaching lessons, meanings, and moral values fairy stories typically feature good and evil figures that eventually lash, resulting in the

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resolution of both characters.

c. Fable is a traditional short story that offers moral lessons, particularly one with animals as characters: these stories are classified as one type of animal story.

d. Myth is an ancients story, particularly one made to explain natural happenings or to chronicle the early history of locations or people.

According Wardiman (2002:98) cited inn Ditya (2017) Narrative text has some generic structure, the generic structure of narrative text are :

1. Orientation

   It is about the first paragraph, which introduces the setting, scenario, and characterof the story. It usually provides an answer to the question Who/When/Where.

2. Complication

   It is a succession of complications or where the story's troubles developed.

3. Resolution

   Where the story's troubles are resolved. For better or worse, the problem may beresolved happy or unhappy.

E. Previous Related Study

Some studies related to the Effect of Collaborative Strategic Reading on students reading comprehension. There are three researcher that related to this research.

First, the research conducted by Dewi Agustina (2017). The tittle is *"The Effect of Collaborative Strategic Reading on Students' Reading Comprehension at MTS Nurrodhiyah Jambi* The method of this research is quasi experimental method without non equivalen control group design.The object of sample are two classes at eighth grade students of MTS Nurrodhiyah Jambi, with group experimental class and control class. Sample of the research is convenience sampling. She given of both pre-test and post- test.

Second, the previous study is from Nita Utami (2017) by the tittle is *" The Influence of Using Collaborative Strategic Reading(CSR) Towards Students*

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Reading Comprehension at the Bandar Lampung in 2016/2017 Academic Year". This research used theaory by Caroline T. Linse (2005), Judy Willis, M. D (2008), H. Douglas Brown (2003), Jeremy Harmer (2001) and Christine D. Bremer et.al (2002). This research use quasi experimental design. The object of sample are two classes of the elevent grade of SMA Negeri 16 Bandar Lampung in 2016/2017 Academic Year were divided one class as the experimental class and one class as the control class, with groups doing post test and pre test. Sampling of the research is applied clustor random sampling.

The last, the research conducted by Tut Wuri Handayani (2018). The tittle is *"The Use of Collaborative Reading Strategy in Teaching Reading Comprehension at The Eleven Grade Students of SMKS Mutiara Ilmu Makkasar".* This research use theory by Arikunto, Suaharsimi (2006), Brown, H. Douglas (2003), Dwyer, Margaret. A (1983), Harmer, Jeremy (2001) and Nars (1984). The method of this research is quasi experimental method without non equivalen control group design. The object of sample are two classes at eleventh grade students of SMKS Mutiara Ilmu Makkasar, with group experimental class and control class. Sample of the research ispurposive sampling. She given of both pre-test and post- test.

In this research has similarities, that is: using Collaborative Reading Strategic (CSR) for reading comprehension, the type of research used is quantitative, experiment method and using purposive sampling.

This research has differences is: the difference in the place where the research was carried out, time differences, and difference object selected for research and differences in the number of objects and difference sampling the research use is total sampling.

This research is an experimental research. The population in this study were all 10 grade students of Islamic Senior High School M.A Al - Khairiyah. Samples were taken using total sampling. The sample consisted of 44 students of class X IPK and X IPS. The experimental group was taught by applying Collaborative Strategy Reading (CSR). The data collection instrument was multiple choice

consisting of 25 items. The experimental group and control group was given pre-test and post-test.

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CHAPTER III

RESEARCH METHOD

This chapther discus place and time of study, research design, population, and sample, description of treatment, research variable, research instrument, data collection method, and data analysis technique.

A. Place and Time of The Study

The research was conducted at MA Al – Khairiyah Teluk Nilau which is located on KH. M Yusuf street, Kelurahan Teluk Nilau, Kecamatan Pengabuan, Kabupaten Tanjung Jabung Barat. It was started on second semesters of which is it is September 2022.

B. Research Design

In this research uses quantitative approach with quasi experimental design. The experimental research design with two groups. This design intent on reveal the casual relationship by using control group and experimental group. The experimental research design is a research design intended to test the effectiveness of something.

To conduct this research, the writer will take two classes of the first grade students of MA Al-Khairiyah as experimental and control classes to see the effectivenes of Collaborative Stratrgic Reading (CSR). The researcher decides to divide the intacs into two groups. The first group, know as the experimental group, received treatment using Collaborative Strategic Reading (CSR), where as the second group, known as the control group received no treatment. The information was gathered from pre-test and post-test in order to determine the students significant variations in reading scores when using Collaborative Strategic Reading (CSR) versus traditional method.

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Table 3.1
Quasi Experimental Design

Sugiyono (2013)

E	O1	X1	O2
C	O3	X2	O4

Note:

E: Experimental Class

C: Control Class

O1: Pre-test (before treatment) in the experiment class

O2: Post-test (after treatment) in the experimental class

O3: Pre-test (before treatment) in the control class

O4: Post-test (after treatment) in control class

X1: treatment using CSR

X2: Treatment using Conventional Class

C. Population and Sample

1. Population

Population is defined as all members of specific group of people, events, or objects (Ary, 2010: 148) cited in Munawati, 2019. The population of this research was the eleventh grades students of MA Al- Khairiyah Teluk Nilau, Pengabuan sub district, Tanjung Jabung Barat regency, Jambi province.

In academic years 2021/2022, the tenth grades students at MA Al- Khairiyah has 2 class, which are X IPK and X IPS.

Table 3.2

Number of Students

The Data of Students From Tenth Grades

CLASS	NUMBER OF STUDENTS

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X IPK	22
X IPS	22
TOTAL	44

2. Sample

Sample is part of population. According latief (2016: 195) cited in Munawati (2019) the sample is a smaller portion of the population that is available. It means that good sample should be as representative of the full populations as feasible, so that the sample's generalization is as accurate as possible. The research used total sampling to conduct this research. Class X IPK and X IPS were selected as samples.

Sampling is the process of selecting and deciding which sample will be the subject of the study (Sukmadinata,2012:252) cited in munawati (2019).The research determines the sample from this study using non-probability sampling with total sampling. According Ary(2010: 149) cited in Munawati(2019) Non-proability sampling refers to methods of selectionin which elements are chosen by chance. Total sampling is one of non probability sampling. Total sampling is a sample that uses all members of the population as sample. This is usually done when the population is relatively small (sugiyono 2013). The research using total sampling because the population of the two classes amounted to 44 members.

D. Instrument Data

This research one instrument namely Test. Which test there are kind of test namely Pre-test and Post-test. Research instrument is a tool used to measure observed natural and social phenomenon Sugiyono (2008). These three instrument describe as follow:

1. Pre- Test

Pre-test is a test given before giving treatment to both groups who have equal reading competence. Test will give to groups control and experimental. The test given is multiple choice 25 items.

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Table 3.3

Test of Specification

No	Component of reading	Number of item	Total item
1.	Identify main idea	1, 11,22	3
2.	Identify supporting Details	2, 6, 23,	3
3.	Identify references	5, 7, 15, 19	4
4.	Vocabulary	4, 8, 10, 17,24	5
5	Making inference	3, 13, 16	3
6.	Conflict	9, 12	2
7.	Generic structure of the text	18	1
8.	Moral message	14, 24	2
9.	Communicative Purpose	20,21	2
	Total test		25

2. Post-Test

Post-test will used at the end of the study after giving treatment to groups. Post-test results are used to compre pre-test data and analyze the effects of using collaborative reading strategic in improving readingcomprehension. The test given is multiple choice 25 items.

Table 3.4

Test of

No	Component of reading	Number of item	Total item
1.	Identify main idea	1, 7, 14, 21	4

Specif]ication

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2.	Identify supporting Details	2, 6, 12, 17, 18, 19, 23	7
3.	Identify references	3, 8, 22	3
4.	Understand vocabulary	9, 15, 20, 25	4
5	Making inference	11,16	2
6.	Type of text	5	1
7.	Moral message	13	1
8.	Communicative Purpose	10	1
9.	Character of	4, 24	2
	Total test		25

3.Validity Testing

A valid instrument is a measuring instrument that is used to provide valid data. The term valid refers to the instrument's ability to measure what it is designed to measure Sugiyono (2012). In this study, the research used a written test to measure the ability of reading comprehension in narrative text by using CRS. Before using the treatment, the researcher validity it with a lecturer to test the level of instrument validity. If *r* count is greater than *r* table and the value is positive then the questionor indicator is declared valid.

To calculate the validity test, the researcher use SPSS for window:

a. Select Analyze, scale, reallibity
b. Next input all items of variable to into variable
c. Click statistics, on descriptive for check scale if item deleted
d. Click continue
e. And then OK.

E. Data Collection Technique

In collecting data, research used reading test. The test (Pretest and post test) to identify students' reading comprehension before and after treatment. According

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Arikunto, Suharsimi (2006) cited in Handayani,Tut Wuri (2018) A test a set of questions, exercises or other devices used to assess a person's or groups skills, knowledge, intelligence, aptitude, or talent. The research give a test before and after learning. There are two tests that will be given to students in the controlclass and experimental class namely pre-test and post-test.

a. Pre- Test

Before doing the treatment, the researcher give a pre- test which aimed to determine the students' reading comprehension ability. There are 25 multiple choice items.

b. Treatment

The experimental group was taught by collaborative reading strategy. Each group will get reading material.

c. Post – Test

After teaching, a post- test was given to the experimental group to find out whether the collaborative reading strategy has an effect or not. The test of pre- test and post- test are same.

E. Technique of Analyzing Data

After collecting the data from the test, the data will be analyzed by using the test. The research will using test normality and T-test.

Table 3.5
Scoring Grade

Score	Category
86-100	Very Good
76-85	Good
56-75	Fair
36-55	Poor

0-35	Very Poor

Source:(Arikunto, 2010)

a. Pre-requisite Analysis

1. Normality test

Normality is method use to see whether the data in study are normally distributed. The results of this test will affect the next analysis step. If the data has significance value of 0.05, it can be said that the data is normal.

To calculate the normality test, the researcher use SPSS for window :

a. Click menu Analyze, then go to Descriptive Statistic, then Explore
b. The add the variable on explore
c. Select both on display then fill in the confidence interval for meanwith a certain number as needed. Then click continue.
d. Click plots, then check the normality plots with tests.
e. Click continue
f. Then OK

2. Homogeneity test

Homogeneity test is a test to conducted to determine whether the variances of two or more distribution are the same. To relized whether or not experiment and control class, which are taken from population havee same.

To calculate homogeneity test, the researcher use SPSS :

a. Click Analyze
b. Descriptive statistic, then Explore
c. Enter the variable into the dependent list
d. Click Plots, check Steam-and-leaf, histrogram, normality plot with test.
e. Click continue and then click OK

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b. T-test

1. T-test independent

T-test independent is one of the parametric test to perform indenpendent comparisons. An independent sample is a sample that produces data from different subjects.

To calculate the T-test Independent the researcher use SPSS for window:

a. Click Analyze, compare means, then indenpendent samples t-test
b. next Independent Sample t-test enter the Post Test value inthe Dependent column and class on factor
c. to end the command by clicking OK.

2. Paired sample T-test

Paired sample T-test that researcher use to find the effect teaching using collaborative strategic reading and those are not.

To conculate paired sample T-test, the researcher use SPSS :

a. Click Analyze,next compare mean and then click Paired-samples T-test
b. Then add the variable from sample
c. Click Ok

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G. Teaching Procedure

Table 3.6

Teaching Procedure

Experiment Class	Control Class
Pre- Teaching • Greeting and invite students to start activity with a prayer • Check students attendance list **While Teaching** • The teacher divides the students in the class into several small groups consisting of 4-5 students • The teacher explain steps by steps CSR Klinger & Vaughn(19980: Step 1 : Previewing Students discuss to determine the topic and subject of discussion by reading the the title, first paragraph, identifying sentences and keywords and looking at the images listed in the text. Then students conclude or predict what the text will explain. Step 2 : Click and Clunk Students together with their groups continue reading the text paragraph. After that they each look for clunk or difficult words. After finding a few words, they look for the meaning of the word. Not using a dictionary but using fix up	**Pre-Teaching** • Greeting and invite students to start activity with a prayer • Check students attendance list • The teacher convey the purpose of learning **While Teaching** • The teacher gives explanation of the text • The teacher gives thequestion from the text • Students read and understand the material • The teacher gives the opportunity to indentify as much as possible about the content of the text • Discuss the values contained in the text • The teacher provides feedback in the form of oral or written • The teacher provides feedback in the form of oral or written **Post Teaching**

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strategies. i.e. a) re-read the sentence that contains clunk then try to analyze the meaning of clunk. b) Read the sentence before and after the clunk to find clues that can bring meaning. c) See prefix and suffix if any. Separate clunk from suffix and prefix to get the meaning of clunk. Step 3 : getting the gist Same as finding the main idea of the text by discussing it to determine the important ideas of each paragraph. Then analyze the best combination of ideas in the text. The main idea resulting from getting the gist is an idea written in only ten words or less. Step 4 : Wrapping up Students discuss to determine question related to the texts they have studied and they must know the answer so they don't just make questions. The purpose of wrapping up is to find out if they understand the ideas or text information. • The teacher asked students to point the general structure found in the text • The teacher ask the group reprentives to give conclusions and	• Together with students create a lesson summary or conclusion • Gives feedback to the process and results of learning

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other groups give their opinions • The teacher asked a question that was generated from the text **Post Teaching** • Together with students create a lesson summary or conclusion • Gives feedback to the process and results of Learning	

H. Statistical Hypothesis

In this study, statistical hypothesis was used to determine whether this hypothesis was accepted or rejected. The statistical hypothesis formula is a follows:

a. H_1 P < 0.05 : there is significant effect using Collaborative strategic reading
b. H_0 P > 0.05 : there is no significant effect using collaborative strategic reading
c. H_2 P <) 0.05 : there is significant difference using collaborative strategic reading
d. C P > 0.05 : there is significant difference using collaborative strategic reading

Ho_1: There is no significant effect of applying collaborative strategy reading to students in reading comprehension (hypothesis rejected)

Ha_1: There is a significant effect of applying collaborative strategy reading to students in their reading comprehension (hypothesis accepted)

Ho_2: There is no significant difference of applying collaborative strategy reading to students in reading comprehension

Ha_2: There is significant difference of applying collaborative strategy reading tostudents in reading comprehension.

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CHAPTHER IV
FINDING AND DISSCUSION

A. Finding of Study

The study gathered pre-test and post-test reading data from students in both the expermental and control groups.researchers utilize SPSS version 25 to analyze collected data. In this case, the data was analyzed byusing t-test.

Students who are taught with CSR Show a statictically significant improvement in reading comprehension compared to students who are not.

1) There is a significant effect of using CSR on students' reading comprehension in class X M.A Al-khairiyah. The result of the post test in the experimental class showed an increase in the score in class X. The average post test score is higher than the average pre test score.
2) There is a significant difference in the reading comprehension of students who are taught using CSR and those who are not. The difference between students who are taught by using CSR is that students are more active, enthusiastic and not bored when learning in class because they can discuss the text they read.

1. Descriptiv Analysis

The researcher provides an explanation of the percentages used in the test here. Test result before and after treatment were compared between the experimental and control groupps to determine treatment effectiveness.

Here are the pretest and post test data in the control and eksperimental classes :

a. The result of Pre-test and Post-test in the control class

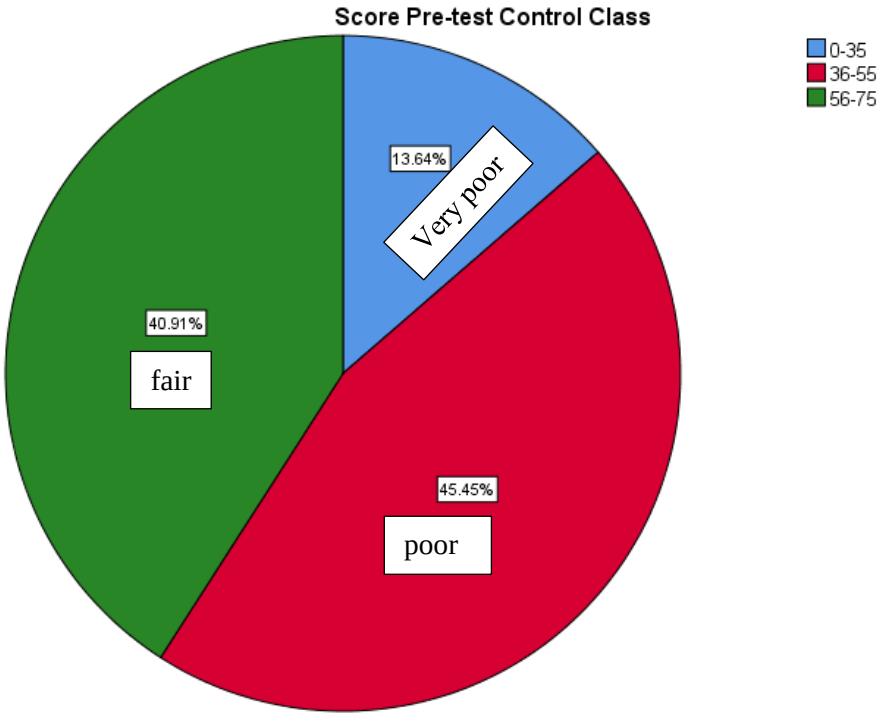
1. Pre-test control class

The researcher chose class X IPS M.A A-Khairiyah as the control class. The control class consisted of 22 students. The pre-test results

before treatment showed the lowest score was 20 and the highest score was 72. Based on the calculations result, it can be concluded that the average score of the pre-test in the control class is 51.82.

The lowest score is categorized as very low bad which is between 0-36 and the highest score is categorized as moderate between 60-76.

Table 4.1
Score Pre-test Control Class



Based on the results of the analysis of pre-test scores in the control class, 3 students (13.6%) were categorized as very poor betwen (0-35), 10 students (45.45%) were categorized as poor between (36-55) and 9 students (40.91%) were categorized as fair between(56-75) no student categorized as good and very good very in control class.

2. Post-test control class

After giving the treatment, the research gave a post-test to the class to see the effect of students' reading comprehension. Test result were more varied the highest score was 76 and the lowest 40 out of 22

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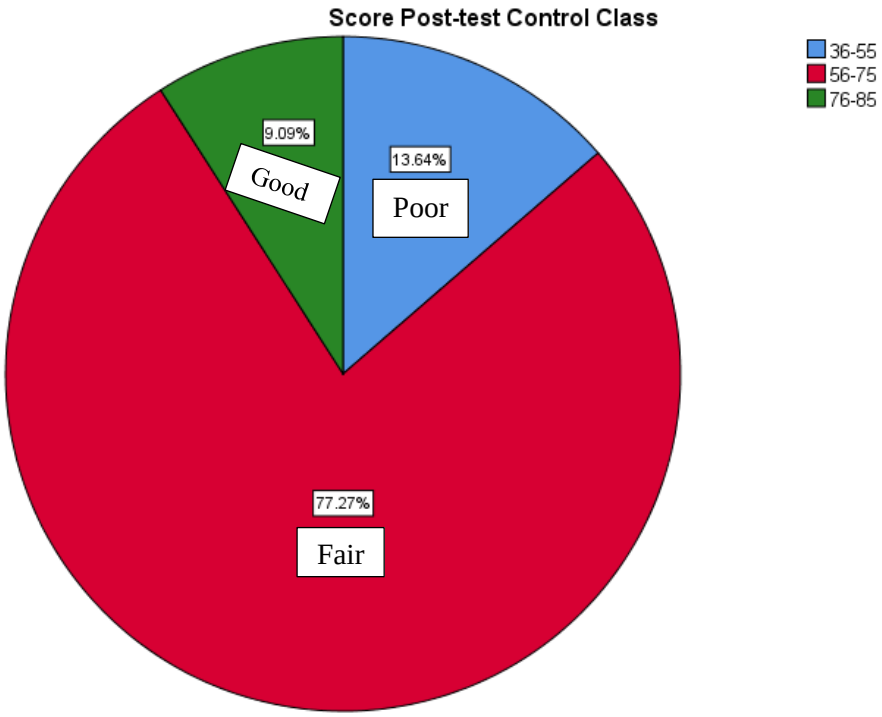
students.

Tabel 4.2

Scorei Post-test Control Class



In the post-test there were no students categorized as very poor in the interval beetwen (0-35). 3 students (13.64%) were categorized as poor between (36-55), 17 students (77.27%) were categorized as fair between (56-75), 2 students(9.09) categorized as good (76-85), and no students were categorized as very good between (86-100).

b. The results of Pre-test and Post-test in eksperiment class

1. Pre-test experimental class

After calculating pre-test and post-test in the control class, researcher calculated the pre-test and post-test in the experimental class. Before being treatment, it show that the lowest score is 20 and the highest score is 76. The average pre-test score in the experimental class was 54.73 out of 22 students.

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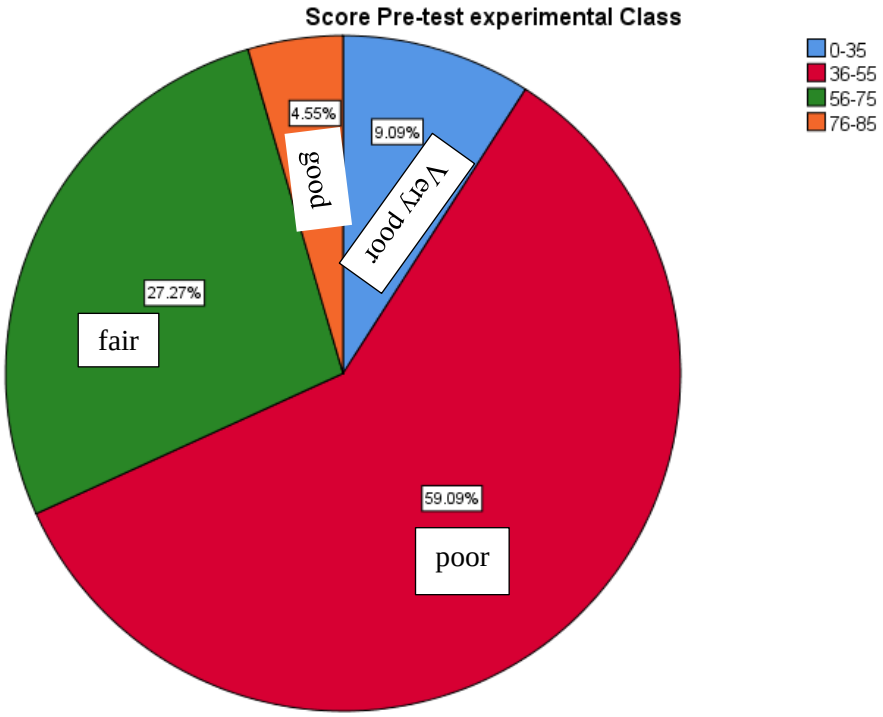
Tabel 4.3
Score Pre-test Eksperimen Class



Based on the results of the analysis of students pre-test scores in the experimental class, 2 students (9.09%) were categorized as very poor between (0-35), 13 students (59.09%) categorized as poor between(36-55), 6 students (27.27%) were categorized as fair beetwen (57-76) and 1 student (4.55%) were categorized good between (76-85).

2. Post-test in experimental class

After the treatment, students' reading result were more varied. The highest score was 92 and the lowest score was 40. The average post test score in the experimental class was 74.18 out of 22 students.

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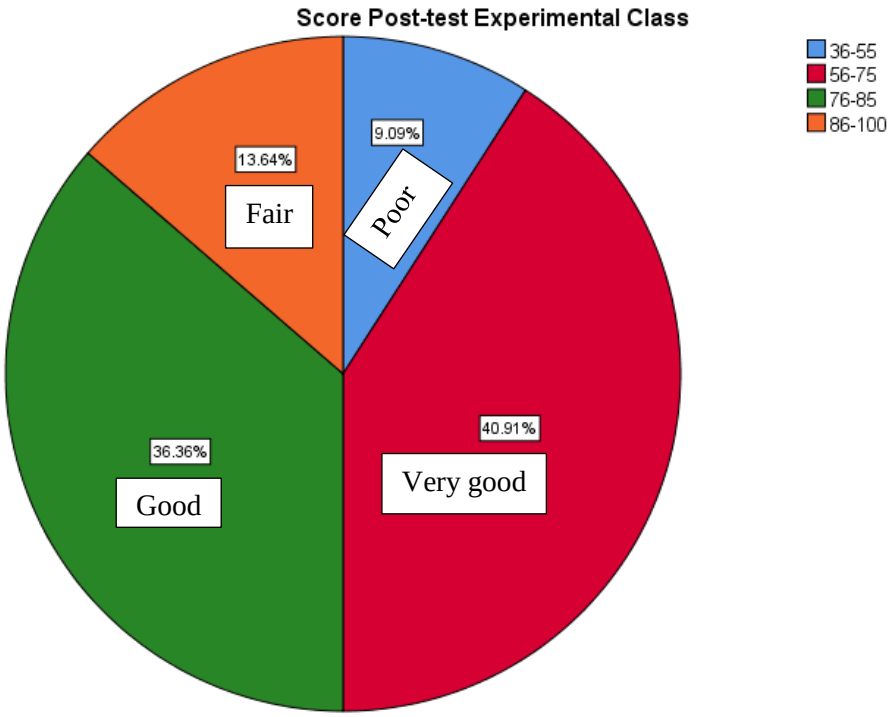
Table 4.4

Nilai Post-test Eskperimen Class



In this class there were no students categorized as very poor between (0-35), 2 students (9.09%) categorized as poor between (36-55), 8 atudents (40.91%%) categorized as fair between (56-75), 9 students (36.36%%) categorized as good between (76-85), and 3 students (13.64%) categorized as very good between (86-100).

Based on the post test results, it shows the effect of students' reading comprehension. There were some changes in students' reading comprehension after the experimental class was taught using Collaborative strategic Reading (CSR) technique. Even the average score is different between the pre-test and post test. the pre-test average score was 54.73 and the post-test average was 74.18.

After the percentage values of the pre-test and post-test. the mean, standard deviation, minimum and maximum pre-test and post-test samples were calculated respectively usingIBM SPSS version 25.

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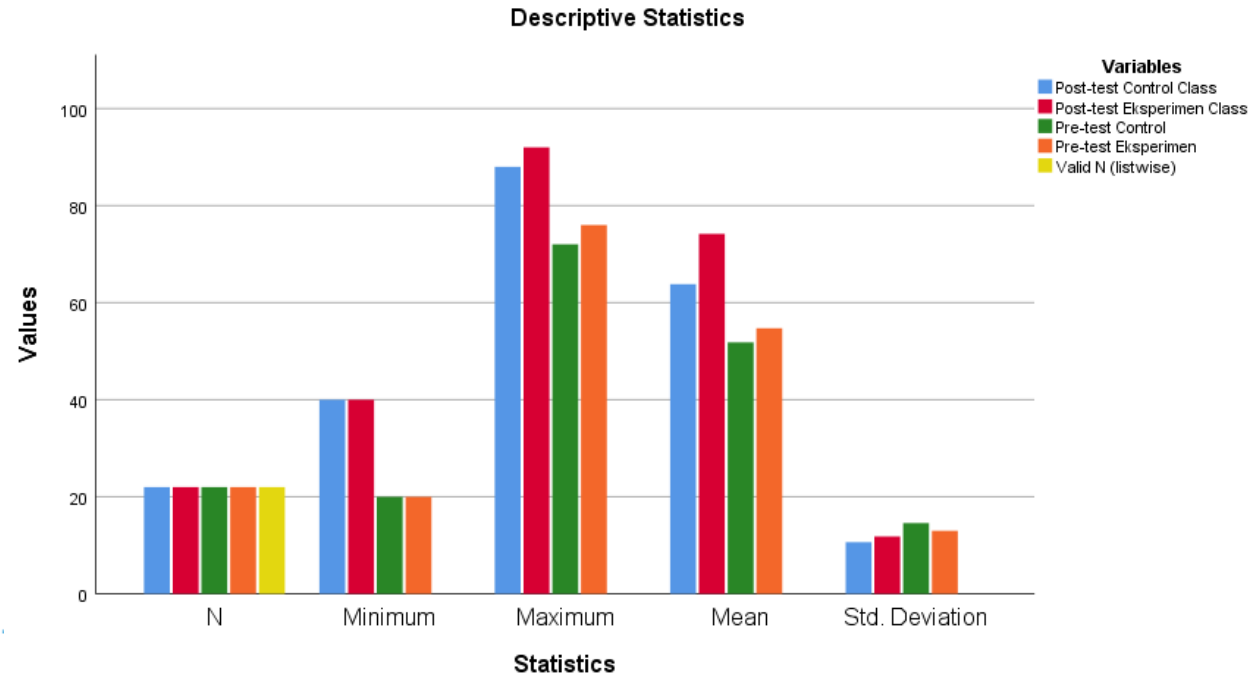
Tabel 4.5

Descriptive Statistic

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Eksperimen	22	20	76	54.73	12.969
Pre-test Control	22	20	72	51.82	14.579
Post-test Eksperimen Class	22	40	92	74.18	11.823
Post-test Control Class	22	40	88	63.82	10.653
Valid N (listwise)	22				

Table 4.6

Diagram Descriptive Statistic



Based on the results of table 4.5. the average post test score of the experimental class is 74.18 and the average post test score of control class is 63.82. it can be seen that there is a difference between the eksperimen class and control class.

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2. Static analysis

a. Normality Test

The normality test is applied to determine whether or not the sample is normally distributed or not. The normality test is checked through the use of kolmogorov – smirnov from SPPSS version 2. If the significant result haschangeed to be better than 0.05 then the data is normally distributed, but if the final result is smaller than 0.05, it means that the data is not normally distributed.

Tabel 4.7
Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		88
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	14.91892804
Most Extreme Differences	Absolute	.091
	Positive	.058
	Negative	-.091
Test Statistic		.091
Asymp. Sig. (2-tailed)		.071[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the table above,it can be seen that the significant Asymp. Sig (2-tailed) is 0.071 > 0.05 so the realization is that the Kolmogorov – Smirnov normality test states that distribution is normal

b. Homogeneity

The homogeneity test is carried out if you want to know whether the statistic are homogeneous or not. In calculating the homogeneity of data researchers use SPSS version 25

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Tabel 4.8

Test Homogeneity

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Reading Skill	Based on Mean	.396	1	42	.533
	Based on Median	.412	1	42	.524
	Based on Median and with adjusted df	.412	1	39.726	.525
	Based on trimmed mean	.449	1	42	.506

If the significance value > 0.05 means the data is homogeneous but if the significance value < 0.05 means the data is not homogeneous

Based on the results of the table above, it id knoe that the sig value based on mean is 0.533. because sig value 0.533 > 0.05.so, it can be concluded that the data value is homogeneous. And the sig value of each information is higher than 0,05 indicating that the information is homogeneous. Because the data is displayed normally, researchers can connduct paired sample T test and indenpendet sample T test.

c. Idenpendent Sample T-test

Independent sample T-test is used to compare two unrelated group methods as a way of finding out wether there is statiscal evidence that the methods of related populations have differed. To find out the independent sample T-test researchers used SPSS 25

Tabel 4.9

Independent Sample Test

Independent Samples Test		
	Levene's Test for Equality of Variances	t-test for Equality of Means

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		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	.396	.533	3.358	42	.002	10.909	3.249	4.353	17.465
	Equal variances not assumed			3.358	40.321	.002	10.909	3.249	4.345	17.473

Independent sample test to compare two unpaired samples, post-test in control class and post test in experimental class. If the sig (2-tailed) < 0.05 then Ho is rejected and Ha accepted. If the sig (2-tailed) > 0.05 then Ho is accepted and Ha is rejected.

Based on the table above that the outout of independent saple T-test is sig(2-tailed) is 0.002 and its is smaler tan 0.05 from the output it is concluded that there is a significant differentce between students who are taught using the Collaborative Strategic Reading method and those who are not.

d. Paired Sample T-test

Paired sample tests can be successfully carried out to evaluate the two groups in pairs. In this case the samples used are the same but each sample is given a different treatment. To calculate the facts in this study, researchers used SPSS 25.

Table 4.10
Paired Sample Statistic

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	54.73	22	12.969	2.765
	Post Test	74.18	22	11.823	2.521

The data above are the performance scores of the student groups taken as sample before and after being taught with Collaborative Strategic Reading.the mean score of the pre test is 54.73 and the post test is 74.18, the number of students (N) is 22 students, the standard devation of the pre test is

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12.969 and the standard error mean is 2.765 in pre-test. the standard devation is 11.823, the standard error mean is 2.521 in the post tes. Based on the average scores of the pre test and post test are different. Thus it can be concluded that there has been an increase since the average score of the post test is higher than the pre test.

Table 4.11
Paired Sample Test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pre Test - Post Test	-19.455	4.983	1.062	-21.664	-17.245	-18.312	21	.000

It can be seen from the results of table aabove that the Sig (2-tailed) value of pair 1 and pair 2 changed to 0.000 which is smaller than0.05 **so these results conclude that the use of the Collaborative Strategic Reading can improve students' reading Comprehension.**

B. Discussion

The purpose of this study is to determine whether or not there is significant effect and different values on the achievement of class X students of MA Al-Khairiyah in reading comprehension. The results showed that there was an effect of the groups taught using Collaborative Strategic Reading and those who did not. This can be seen from the results of the pre-test and post test in both of groups.

1. The significan effect

   The average pretest score in the experimental class is 54.73 dan the average pos test scrose is 74.18, while in the control class the average pre

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test score is 51.82 and the average post test score is 63.82.

The experimental class studied English one a week with a teaching duration of 45 minutes x3 each meeting. Meanwhile, the control class had two meetings a week because the teaching time wasdivided into two, with 1one meeting of 45 minutes x2 and one meeting of 45 minutes. The students are required to perform narrative teks comprehension in each meeting. The results of the study stated that using Collaborative Strategic Reading in learning is effective as evidenced by the significant difference in students' reading comprehension scores between before and after being taught using Collaborative Strategic Reading. So based on the results of study in according Septiani, Riri (2016) it can be concluded that Collaborative Strategic is an Effective method to improve students' reading comprehension. Collaorative Strategic Reading can be used as an alternative in teaching critical reading . Collaborative Strategic Reding gives a real lesson about the reading difficulties that most students face. This show that CSR has a significant effect on students' reading crisis Rahayu, Nanik Sri (2019). Relevant to the result of previous research by Handayani, Tut wuri (2018) it is concluded that Collaborative strategic reading is a suitable strategi to be applied in teaching reading. The results showed an influence in improving students' reading comprehension and showed Collaborative strategic reading was effective in improving students' reading comprehension.

The data on the independent sample T test is the average of the experimentak class after being taught using the Collaborative Strategic Reading is 74.18 and the average of the control class is 63.82. Researchers used the independent sample test because to find out the difference in average score of students between the experimental class and the control class. The meaning of the previous statement is that average after being taught with Colloborative Strategic Reading than without CSR. From table 4.9 the mean difference between the two groups is 10.909 between the lower (21.664) and upper(17,245). **So it can be concluded that there is a significant effect of teaching using Collaborative Strategic Reading.**

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2. The significant difference

Based on the reserachers observation, the difference between students who are taught by using Collaborative StrategicReading is that students are more active, enthusiastic, enjoy and not bored because the can discuss text they read. According Rahayu, Nanik Sri(2020) students become enthusiastic during learning and when students work together students discuss in groups and this makes them close to each other. Quiet and passive students in the class becomen brave enough to ask question or saher information. According to (Klingner et.al 1998 cited in abidin, Mohamad Jafre Zainol : 2012) Collaborative Strategic Reading aims improve students' reading comprehension and increase conceptual learning in a way that maximizes students order, to improve students' reading skills. And based on Anwar, Ahmad Khoirul (2020) after applying CSR to students the entusism for learning English is very different, they respond well when the teacher explains the lesson and they are more fluent in reading text. This is because CSR requires students to learn cooperatively so that they can be more willing to read and respecttheir opinions.

From the research of this chapter the data out paired sample statistic show that the average pre-test and post test increased from 54.73 to 74.18. standard devitation is to measure how much varience from the sample the standard devitation of the pre test is 12.969 < 54.73 and the post test is 11.832 < 74.18 where the devitation score is higher than average means the average is not homogeneous, whereif the standard devittion is smaller tha the average means the average is homogeneous. Soitcan be concluded that the standard devitations of pre test and post test are homogeneous. That means this research sample almost has the same average. Based on the paired sample T test output data, it is that t_{count}= 18.312 t_{table} = 1.721 from the comparison, t_{count} is greater than t_{table}, which means that null hypothesis (H_o is rejected) while (H_a is accepted).**it can be concluded that there is a**

significant difference in reading comprehension achievment on narrative text from students of class X M.A Al-khairiyah before and after using CollaborativeStrategic Reading

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CHAPTHER V

CONCLUSION AND SUGGESTION

This chapther presents conclusions and suggestion from this research. Suggestions are based on the findings and conclusions obtained in this research.

A. Conclusion

1. From the discussion of the previous chapther it can be concluded after conducting researchers there is significant effect on students' reading comprehension after being taught using Collaborative Strategic Reading (CSR). This is evident from the result of the T test which shows the average students score. The pre test value in the control class was 51.82 and the average pre test value in the experimental class was 54.73, while the results of the average post test in the control class were 63.82 and the experimental class post test results were 74.18 this value was higher than the average pre test. Based on paired sample test show that sig (2-tailed)) 0.000 which is smaller than 0.05 So the result conclude that there is significant effect between students who are using Collaborative Strategic Reading method and who are not.
2. Based on the independent sample show that the mean difference is 10.909, sig (2-tailed) 0.002 < 0.05 therefore, concluding there is a significant difference in the impact of students' reading comprehension between the control class and the experimental class. although there is an increase in the control class but not more than the experimental class. In summary, the researcher found that there is a significant effect and high difference on the students' reading comprehension between those who using Collaborative StrategicReading and those who were not at MA Al-khairiyah.

B. Suggestion

1. For the teacher

In teaching reading comprehension activities, teachers are advised to teach or provide material using the Collaborative Strategic Reading method.

So that teaching become efficient and effective by using this method students

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can enjoy the learning process.

2. For the students

It is suggestion for MA Al-khairiyah students to be actively in teaching and learning process by using Collaborative Strategic Reading(CSR) and learning the four steps in CSR well because the use of CSR reading comprehension has a significant effect on students' readig comprehension

3. For other research

For the other researchers who wan to conduct research, the results of this study can be used as an additional reference for subsequent researchers with sample difference and researchers recomemend to try this strategy at different level.

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APPENDIX 1 : The result of Pre-test and Post test in Experimental class and control class

No	Name	Experimental		Gained score
		Pre-test	Post-test	
1	Students 1	56	80	24
2	Students 2	20	40	20
3	Students 3	52	68	16
4	Students 4	72	88	16
5	Students 5	60	80	20
6	Students 6	64	84	20
7	Students 7	48	68	20
8	Students 8	52	72	20
9	Students 9	56	76	20
10	Students 10	52	72	20
11	Students 11	48	64	16
12	Students 12	52	80	28
13	Students 13	28	52	24
14	Students 14	68	80	12
15	Students 15	72	92	20
16	Students 16	56	72	16
17	Students 17	52	68	16

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18	Students 18	76	88	12
19	Students 19	56	76	20
20	Students 20	48	72	24
21	Students 21	64	76	12
22	Students 22	52	84	32
	∑	**1.204**	**1.632**	**428**
	Mean	**54.73**	**74.18**	**19.45**

No	**Name**	**Control**		**Gained score**
		Pre-test	**Post-test**	
1	Students 1	24	40	16
2	Students 2	60	64	4
3	Students 3	48	56	8
4	Students 4	72	76	4
5	Students 5	68	72	4
6	Students 6	60	68	8
7	Students 7	64	68	4
8	Students 8	56	64	8
9	Students 9	52	68	16
10	Students 10	48	56	8
11	Students 11	60	68	8

12	Students 12	48	64	16
13	Students 13	52	72	20
14	Students 14	52	64	12
15	Students 15	64	64	0
16	Students 16	72	76	4
17	Students 17	20	48	28
18	Students 18	52	72	20
19	Students 19	52	68	8
20	Students 20	48	60	12
21	Students 21	48	60	12
22	Students 22	20	44	24
	∑	**1.140**	**1.392**	**241**
	Mean	**51.82**	**63.82**	**11.09**

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APPENDIX 2

Validity Test

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Jambi, 28 November 2022

Nomor : B-1007/D.I.II/TBI/11/2022
Lampiran : -
Perihal : Penunjukkan Validator Instrumen/Rater

Kepada Yth.
Bapak/Ibu **Eliza Trimadona, S.S., M.Pd**
Di
tempat

Assalamu'alaikum Wr. Wb.

Teriring salam dan do'a kami sampaikan semoga Bapak/Ibu selalu dalam keadaan sehat wal'afiat dan sukses selalu dalam menjalankan aktivitas sehari-hari. Aamiin.
Sehubungan dengan akan dilaksanakannya penelitian mahasiswa Prodi Tadris Bahasa Inggris di bawah ini:

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Semester	:	XI
Tahun Akademik	:	2022/2023
Judul Skripsi	:	The Effect of Collaborative Strategic Reading (CSR) on Students' Reading Comprehension at Islamic Senior High School AL-Khairiyah Tanjung Jabung Barat

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Wassalamu'alaikum Wr. Wb.

Mengetahui,
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KISI-KISI PRE-TEST

No	Component of reading	Number of item	Total item
1.	Identify main idea	1, 11,22	3
2.	Identify supporting Details	2, 6, 23,	3
3.	Identify references	5, 7, 15, 19	4
4.	Vocabulary	4, 8, 10, 17,24	5
5	Making inference	3, 13, 16	3
6.	Conflict	9, 12	2
7.	Generic structure of the text	18	1
8.	Moral message	14, 24	2
9.	Communicative Purpose	20,21	2
	Total test		25

PRE-TEST

Name :
Class : X

Choose the correct answer by crossing a, b, c, d, or e!
The following text is for number 1-5

The Golden Eggs

Long time ago a remote village, in central china, was inhabited mainly with farmers and hunters. One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help his family would die of starvation. Few days later an hold man, with long grey beard, passed by his house took pity on him. He gave him a goose and said. " I don't have any expensive thing to give you and hope this goode will help you to ease your hardship".

A week later to his most surprise the farmer found an egg in his yard. This was not an ordinary egg. It was a golden egg. He was seuddenly overcome with

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joy. There after, the livehood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift.

Stragely, the goose only laid one golden egg every six months. The greedy farmer lost hid patient and slaughtere his goose thinking there were plenty of golden eggs inside its stomatch. Though the very much regretted for his foolishness, it's already too late.

1. What the main idea in last paragraph. . . .
   a. This was not an ordinary egg. It was a golden egg
   b. The greedy farmer lost hid patient and slaughtere hisgoose thinking there were plenty of golden eggs inside its stomatch
   c. He became lazy,arrogant, and spendthrift
   d. He prayed hard to god for help his family
   e. Few days later an hold man, with long grey beard, passed by his house took pity on him
2. What happen to the farmer's livestock?
   a. They were all stolen
   b. They were all given away
   c. They were all slaughtered
   d. They were klled by flood
   e. They were eaten by the wild animal
3. Which of the following statement is true ?
   a. God gave the goose to the farmer
   b. The farmer did not not believe the old man
   c. An old man with long grey beard gave a farmer a goose
   d. The farmer died of starvation because he became lazy and spendthrift
   e. The farmer slaughtered his goose becuse there were golden eggs inside its stomatch
4. He became lazy, <u>arrogant,</u>and spendthrift. The underline word has simiar meaning . . . .
   a. High
   b. Proud
   c. Profligat
   d. Spender
   e. Slow
5. " I don't have any expensive thing to give you .....(paragraph 3)
   The word "I" refers to .....
   a. A poor farmer reader
   b. The writer
   c. The reader
   d. An old man
   e. The hunter

The following text is for number 6-10

Once upon a time a hawk fell in love with hen. The hawk flew down

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from the sky and asked the hen, "Won't you marry me?"
The hen loved the brave, strong hawk and wishes to marry him. But she said, "I cannot fly as high as you can. If you give me time I may learn to fly as high as you. Then, we can fly together."

The hawk agreed. Before he went away, he gave the hen a ring. " this is to show taht you have promised to marry me," said the hawk.So happened that the hen had already promised to marry a rooster.

So, when the rooster saw the ring, he became very angry. "Throw that ring away at once! Didn't you tell the hawk that you'd already promised to marry me?" shouted the rooster. Then hen was so frightened at the roosters's anger that she threw awya the ring immediately.

When the hawk became the next day the hen hld him truth. The hawk so furious that he cursed then hen. "Why didn't you tell me earlier? Now you"ll always be scratching to the earth, and I'll always be flying above you to catch youur cildren," said the hawk.

6. Why couldn't the hen say "yes" right away?
   a. Because she did not love the hawk
   b. Because she had no ring to exchange
   c. Because it would make the roaster angry
   d. Because the hawk was too brave and strong
   e. Because she had to learn hoe to fly as high as the hawk
7. "Wishes to marry him". The word "him" refers to ....
   a. Hawk
   b. Hen
   c. Rooster
   d. Children
   e. Chiken
8. "The hawk flew down from the sky and asked the hen <u>"Won't you marry me?"</u>(paragraph 1) What does the underlined utterance mean?
   a. The hen wanted to marry the hawk
   b. The hen agreed to be the hawk's wife
   c. The hawk wanted to marry the hen at the sky
   d. The hen refused to marry hawk
   e. The hawk proposed the hen to be his wife
9. Why was the rooster angry when he saw the ring?
   a. The hen had betrayed him
   b. The hend didn't wear own
   c. The ring was too small for the hen
   d. The hen had stolen his ring
   e. The ring was not good
10. He bacame very <u>angry</u>. The underline word has similar meaning ....
    a. Mad

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b. Unhappy
c. Happy
d. Sad
e. Jealous

The following text is for number 11-15

The Magic Box

Once upon time, there was a poor farmer who dug up a big box in his field. He took at home with him and showed it to his wife. His wife cleaned it and kept it in their house.

One day, she dropped an apple into it Immediately the box began to will up with apples. No matter how many were taken out Others took their place. So the farmer dropped a coin into the box. At once, apples disappeared and the box began, to fill itself with coin. Everyday the farmer and his wife collected hundreds and hundreds of dollars . from the box. Soon they became very rich.

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

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

11. What the main idea from the text?
    a. She dropped an apple into it immediately the box began to will up with apples
    b. Now, the farmers grandfather live with the couple
    c. A poor farmer who dug up a big box in his field
    d. At once the money disappeared and the box began to fill up with dead father
    e. The box broke and the farmer was just as poor as he was before
12. The complication start in the part of the story when ....
    a. The farmer dug up a big box in his field, took at home and showed it to his wife
    b. His wife dropped an apple into it and immediately the box filled up with apples
    c. The farmer and his wife sold the aplles and were able to live comfortable
    d. The farmers dropped the coins into the box

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e. The apples disappeared and bean to fill itself with coin

13. Which statement is true according to the story ....
    a. His wif cleaned and kept the box to the story
    b. The box was full of valuable things when it was found
    c. The farmer had to pull dead granfather out and bury them
    d. The poor farmer finally was killed by the grandfather
    e. The farmer's wife became happy after the grandfather
14. What did we learn from the story
    a. Being honest is not always wise
    b. Being a miser is sometimes important
    c. All the glitters is not gold
    d. It is good to be honest in life
    e. Being greedy is not good
15. So the farmer asked the old man. The word "old man" referd to ...
    a. Farmer
    b. Farmer's father
    c. Grandfather
    d. Couple
    e. Man

The following text is for number 16-20

The Tyrant Who Became a Just Ruler

In the olden times there was a king who was so cruel and unjust toward his subjects that he was always called The Tyrant. So heartless was he that his people used to pray night and day that they might have a new king.

One day, much to their surprise, he called his people together and said to them, "My dear subjects, the days of my tyranny are over. Henceforth, you shall live in peaces and happiness, for I have decided to try my rule henceforth justly and well."

The King kept his words so well that soon he was known throughout the land as The Just King. By and by one of his favorites came to him said, "Your Majesty, I beg you to tell me how it was that you had this change of heart towards your people."

And the King replied, "As I was galloping through my forests one afternoon, I caught a sight of a hound chasing a fox. The fox escaped

into his hole, but not until he had bitten by the dog so badly that he would be lame for life. The hound, returning home, met a man who threw a stone at him , which broke his leg. And the horse, starting to run, fell into a hole and broke his leg . Here I came to my senses, and resolved to change my rule. “For surely,” I said to myself, he who does evil will sooner or later be overtaken by evil.

16. Which of the statement is TRUE?
    a. The king was chased by a fox.
    b. The king ‘s behavior never changed
    c. The man was thorwn with a stone by a hound
    d. The king’s subjects hated him when he was a tryant
    e. In the olden times the king was loved by his subjects
17. A <u>hound</u> chasing a fox. The underline word has similar meaning ...
    a. Dog
    b. Doggy
    c. Tiger
    d. Lion
    e. Fox
18. The organization of the text above is ....
    a. Goal, material, steps
    b. Identification, description
    c. Newsworthy even, bacground even, sources
    d. Orientation, cricis, reaction, coda, reflection
    e. Orientation, complication, resolution, reorientation
19. The fox escaped into his hole. The word “his” refers to ...
    a. Fox
    b. Dog
    c. Horse
    d. The king
    e. People
20. The comunicative purpose of this text is....
    a. To critize a work of art
    b. To describe particular person
    c. To describe how something is accormplished
    d. To entertain and deal with actual or vicarious experience
    e. To share an account of unusualor amusing incidents with others

Source : http://www.aminlimpo.com/2021/01/narrative-text-dan-soal-pilihan_27.html

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The following text is for number 20-25

The Fox and The Grapes

One afternoon a fox was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. “Just the thing to quench my thirst”, he thought.

Taking a few steps back, the fox jumped and just missed the hangging grapes. Again the fox took a few paces back and he tried to reach them but still failed.

Finally, giving up, the fox turned up his nose and said,”they’re probably sour anyway” and proceeded to walk away

Source : https://www.dimensibahasainggris.com/2018/12/latihan-ulangan-narrative-text.html?m=1

21. What is the purpose of the text?
    a. To tell about the fox effort
    b. To show the way to reach the grapes
    c. To explain the fox in general
    d. To amuse the readers by a fable
    e. To explain about grapes
22. From the text we know that ....
    a. The fox was walking through the river when he spotted the grapes
    b. The fox worked very hard and successful
    c. The fox gave up after several trials
    d. The fox was starving so he wanted to eat the grapes so much
    e. The fox was eat the grapes
23. What did the fox think about the grapes in the end?
    a. Fresh
    b. Sweet
    c. Sour
    d. Tasty
    e. Bitter
24. “..... and he tried to <u>reach</u> them but still failed”.
    What is the synonym of the underlined word?
    a. Get
    b. Drop
    c. Pass
    d. Handle
    e. Touch
25. What is the moral message of the story above?
    a. It’s normal to give up if you fail
    b. Nothing comes easy without a hard work
    c. You must belive in your ability
    d. Confident is the key of your success

@ Hak cip

Key Answer

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

The Validator

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Kisi-kisi post- Tets

No	Component of reading	Number of item	Total item
1.	Identify main idea	1, 7, 14, 21	4
2.	Identfy Supporting Details	2, 6, 12, 17, 18, 19, 23	7
3.	Identify references	3, 8, 22	3
4.	Understand vocabulary	9, 15, 20, 25	4
5.	Making Inference	11, 16	2
6.	Type of text	5	1
7.	Moral Massage	13	1
8	Communicative purpose	10	1
9.	Character	4, 24	2
	Total test		25

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Post – Test

Name :
Class : X

Choose the correct answer by crossing a, b, c, d, or e!

The following text is for number 1-5

Kebo iwa

Once upon a time in Bali, lived a wealthy man and his wife. They have been married for a long time but did not have any children. They prayed to God to give them a child. They prayed and prayed God finally answered their pray. The wife got pregnant and they had a baby boy. They were very happy. The baby was extraordinary. He was very much different from other babies. He ate and drank a lot. Day after day he ate more and more. His body was getting bigger and bigger. And by the time he was teenager, his body was a big as a buffalo. That's why people call him Kebo Iwa, it means Uncle buffalo. Because of his eating habit, Kebo Iwa's parents spent a lot of money to buy his food. They finally went bankrupt. They had no other choice but to ask the villagers to help them provide the food.

The villagers then worked together to cook and build a big house for Kebo Iwa. He was like a giant. He could not stay in his parents' house anymore because of his big body. After a few months, the villagers also couldn't afford to cook him the food anymore. They then asked Kebo lwa to cook his own food. The villagers just prepared the raw materials. Kebo Iwa agreed and as an expression of his gratitude to the villagers, he help built a dum, dug wells, and he also protected the villagers from animals and people who wanted to attack their village. It was easy task for him since he also had incredible strength.

Meanwhile, the kingdom of Majapahit was planning to attack Bali. They knew about Kebo Iwa. And they also knew that they could not conquer Bali with Kebo Iwa there. Kebo Iwa was more powerful than they were. The Maha Patih of Majapahit then planned something. They were pretending to invite Kebo lwa to Majapahit to help them dig some wells. They said that Majapahit was suffering from a long dry season and needed water. Kebo lwa did not know the plan, so he went to Majapahit to help them. When Kebo lwa was busy digging a well, the Majapahit troops covered the well. Kebo lwa had difficulty in breathing and buried alive. He died inside the well. After the death of Kebo Iwa, Bali was conquered by Majapahit. Until now, people still remember Kebo Iwa because he had done a lot for Bali.

1. What the main idea of first paragraph ....
   a. The villager also couldn't afford to cook him the food anymore
   b. It was easy task for him since he also had incredible stregth

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c. Kebo iwa's parents spent a lot of money to buy his food they finally went bankrupt
d. People still remember kebo iwa
e. The villagers then worked together to cook and build a big house for kebo iwa

2. What kind of animal that has made the baby changed?
   a. Cow
   b. Buffalo
   c. Eagle
   d. Crow
   e. Tiger
3. He was like a giant. The word "he" refers to ....
   a. Maha patih
   b. Kebo iwa
   c. Maja pahit
   d. The villagers
   e. Man
4. What is Kebo Iwa's characteristi?
   a. Kind
   b. Weak
   c. Coward
   d. Grumpy
   e. Furious
5. What is the name of the text above?
   a. Narrative text
   b. Recount text
   c. Analytical text
   d. Hortatory exposition
   e. Discussion

The following text is for number 6-10

The Origin of Landak River

Long time ago, lived farmer and his wife in a village by the side of a forest. They lived simply and they like to help other people, especially one who in afflictions. One night, the farmer and his wife were resting in their house. The farmer was sitting beside his sleeping wife. Suddenly, a white centipede came out from the wife's head. The farmer was amazed. He then followed the centipede until they reach a small pond not far from their house. Then the centipede suddenly disappeared. The farmer went home and found his wife still soundly asleep.

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In the morning, the wife told his husband about the dream she had last night. "I was walking through a vast field, and I came to a lake. I saw a giant hedgehog in the lake. It was glaring at me, so I ran away. "After he heard his wife's dream, the farmer went back to the small pond. In the pond, he saw something very shiny. He came to the shiny object and took it. It was a golden hedgehog statue. It was very beautiful. Its eye were made of diamond. The farmer then brought the statue home.

At night, the farmer had a dream. A giant hedgehog came to him, "Please let me stay in your home. As return, I will give you everything you want. Just caress the statue's head and say the prayer. There are two kinds of prayers, one is to start your wish and the second is to stop your wish. Now memorize the prayers."

In the next day, the farmer told his wife about his dream. They really wanted to prove it. The farmer slowly caressed the statue's head. He said the prayer and asked for rice. Suddenly, rice came out of the mouth of the statue. The rice kept on coming out from the statue's mouth. The farmer immediately said the prayer to stop it. The rice then stopped coming out from the statue.

The farmer and his wife then asked for other things, jewelry and other stuff they needed. They became very rich. But they still like to help other people. A lot of poor came to them for help. Unfortunately, a thief found out about the secret of the golden hedgehog statue. Pretending to be a poor asking for help, he stole the statue from the farmer's house.

The thief blurred to the district area of Ngabang. There was a drought in the area. The thief wanted sympathy from the people, so he said to them that he would provide them with water. The thief then caressed the hedgehog statue and said the prayer. Water came out of the statue's mouth. All the people were so happy. But the water kept on coming out. The thief didn't know the prayer to stop the wish. People who saw the incident were really scared. They ran away to avoid the water as it was started to flood the area. The thief also wanted to run away, but he cannot move his legs. In his vision, there was a giant hedgehog holding both his legs. Water kept coming from the statue and slowly it became a river. The thief was drowned in the river. People then named the river as hedgehog River or Sungai Landak.

6. Who lived at the side of forest?
   a. Farmed

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b. Hunter
c. Child
d. Beggar
e. Shoemaker

7. What the mai idea of second paragraph ....
   a. He came to the shiny object and took it. It was golden hedgehong statue
   b. The wife told his husband about the dream she had last night
   c. Lived farmer and his wife in a village by the side of a forest
   d. A night the farmer had a dream
   e. A white centiped ome out from the wife's head
8. They like to help other people. The word "they" refers to ....
   a. Farmer
   b. Hiw wife
   c. Farmer and his wife
   d. People
   e. wife
9. The thief blurred to the district area of Ngabang the Indonesia translation of the text above is ....
   a. Membaur
   b. Memisah
   c. Melotot
   d. Memejamkan mata
   e. Berlari
10. What is the purpose of the text above
    a. Amuse of the reader
    b. Rettel the writer's past experience
    c. Enourage people to pet the hedgehong
    d. Discuss the controversy of hedgehong
    e. Tell the argument of the writer

The following text is for number 11-15

A farmer came across a bird with a broken wing. He picked it up, took it home and locked after it lovingly, event tough his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and , because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and

told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and see went to see the birds. The birds gave her a little casket, but this one was full of devils. The devils jumped on her as soon as she opened the casket and the chased her away.

Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood, and the birds decorated it with flowers of every kind.

11. Which of the following statement do you agree with?
    a. The farmer chased his wife away
    b. The farmer lived happily with his wife
    c. The farmer's wife took care of the bird
    d. The bird was veri thanful to the farmer
    e. The farmer's wife was a very kind woman
12. The farmer's new hut was ....
    a. Well furnished
    b. Built by the birds
    c. A gift from the birds
    d. Decorate luxuriously
    e. Built of perfumed wood
13. What do we learn from the text?
    a. A gift shows kindness
    b. Suffering bring happines
    c. Arguing makes you distressed
    d. A good deed deserve a reward
    e. Having no heart makes you isolate
14. What the main idea of third paragraph?
    a. The bird left the farmer
    b. The bird welcomed the farmer
    c. The farmer got a little casket from the bird
    d. The farmer was so anggry and went out to find the bird
    e. The farmer was happy having got a box
15. The word "discovered" (paragraph 3) means ....
    a. Proved
    b. Found out
    c. Saw
    d. Inveted
    e. Beleved

The following text is for number 16-20

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

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

One day, elephant hunters came to the jungle and tripped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of rats. He summoned one of the elephants of his herd which had hot been trapped, to go seek help from the king and told him about the trapped elephant's

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

16. Which of the following can be inferred from the text ....
    a. The elepants hard was totlly free
    b. Theking rats and king elephants are best friend
    c. The mouse king elephantking help each other
    d. They dance with joy and thanked the rats
    e. Lived a group of mouse under a tree in peace
17. What helped the elepant’s herd free?
    a. The elephant’s herd did
    b. The hunter did
    c. A trapped elephant did
    d. A group of kings did
    e. Entire group of rats did
18. When did the story occur?
    a. In the sea
    b. In the jungle
    c. In the space
    d. In the home of mice group
    e. In the nets which had trapped the elephant’s herd
19. At the end of the story, how was the elepants’s herd?
    a. Angry
    b. Sad
    c. Happy
    d. Dead
    e. Disappointed

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20. The word “summoned” means ....
    a. Orderd to come
    b. Asked to do
    c. Offered to **come**
    d. Go to make
    e. Forced to do

The following text is number 21-25

The Legend of Redfish

Once upon a time there were many swordfish in the sea near Singapore. These swordfish caused a great deal of trouble. They flew into boats and sometimes killed fishermen. There were so many of these swordfish that the Raja decided to kill them.

So the Raja brought his army down to sea to fight the swordfish. Many people came to watch the battle, and among them was a very clever little boy. The little boy watched the soldier in their uniform, their long swords shining in the sun. He thought to himself that he would like to be a soldier when he grew up.

When the captain gave the signal, the soldier stood in long line on the beach and waited for the swordfish to attack. Soon the swordfish came leaping and flying across the water. Wave after wave of then came. They noses, and many soldiers died. Suddenly, the little boy saw the raja sitting sadly beneath a tree. He ran to raja and said. "Please, sir I think I know how to stop the swordfish."

"Do you. Indeed, little boy?" said the Raja looking to a cut at the boy's bare feet and ragged clothes. "Yes, Sir," the boy said. "Tell the soldiers to take those the banana trees over there. Then tie the trees together to make a wall to stop the fish." "That's wonderful idea," said the Raja. He turned to his captain. "Why didn't you think of that, Captain? Tell your men to start at once."

The captain looked angrily at the little boy before he told his men what to so. The soldiers cut the banana trees and tied them together with strong ropes. They used more ropes to pull the wall to the edge of the water. This time, when the sword came, they flew out of the water and their swords stuck in the wall of banana trees. They couldn't move , and so it was easy for the soldier to kill them. "Well done, men." said the Raja to the soldiers. "And thank you, little boy" he said to the boy.

The little boy bowed to the Raja and ran back to his home on the hill by the sea. The Raja thoughtfully watched him go. That's very clever child, "he said to the captain.

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The captain was still angry because the boy had made him took stupid. "Perhaps, sir, he is too clever. Clever little boy can grow into dangerous man."

The Raja thought about this, and the more he thought the more he worried. A few days later the captain came to see him again. "Sir" he said. "I am worried about that little boy. He is too clever. Someday, he will make a lot of he will make a lot of trouble for us." "You are right, Captain, "said the Raja. "I think we should stop him now, before it's too late." "Good," said the captain. "I'll take care of it tonight. "That night the captain and some of his soldiers climbed the hill where the little boy lived. They quietly went into his house and killed him with their swords. The little boy's blood ran freely down the hill. Soon the whole hill had turned red, and it is red to this every day. When the people heard the Raja's captain had done, they named his place Redhill. And even now, they remember the story of the clever little boy who stopped the swordfish.

21. What the main idea of paragraph 1?
    a. Many sworfish in the sea near singapore
    b. There so many of these swordfish that the Raja decided to kill them
    c. The captain looked angrily at the little boy
    d. Raja brought his army down to sea to fight the swordfish
    e. They flew into boats and sometimes killed fisherman
22. He ran to raja . the word “He” refers to ....
    a. Raja
    b. Army
    c. Soldier
    d. Little boy
    e. Boy
23. What happened to the boy at the night?
    a. He was killed
    b. He was appointed as the soldier
    c. He got a reward from the king
    d. He married to one of the king’s daughter
    e. He was accepted as the king’s son
24. What is the little boy’s characteristic?
    a. Smart
    b. Stupid
    c. Naive
    d. Brave
    e. Coward
25. Soldier underline word has similar meaning ....

a. Commando
b. Army
c. Captain
d. Raja
e. police

Source : https://umar-danny.blogspot.com/2019/05/100-soal-uaspat-bahasa-inggris-kelas-x_12.html?m=1

Answer Key

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

The Validator

Eliza Trimadona, M.Pd
NIP.198206192006042002

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APPENDIX 3
The frequency distributions of pre-test Experimental Class

Pre-test Eksperimen					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	1	4.5	4.5	4.5
	28	1	4.5	4.5	9.1
	48	3	13.6	13.6	22.7
	52	6	27.3	27.3	50.0
	56	4	18.2	18.2	68.2
	60	1	4.5	4.5	72.7
	64	2	9.1	9.1	81.8
	68	1	4.5	4.5	86.4
	72	2	9.1	9.1	95.5
	76	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

The frequency distribution of post-test Experimental Class

Post-test Eksperimen Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	4.5	4.5	4.5
	52	1	4.5	4.5	9.1
	64	1	4.5	4.5	13.6
	68	3	13.6	13.6	27.3
	72	4	18.2	18.2	45.5
	76	3	13.6	13.6	59.1
	80	4	18.2	18.2	77.3
	84	2	9.1	9.1	86.4
	88	2	9.1	9.1	95.5
	92	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

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The frequency distribution of pre-test control class

Pre-test Control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	2	9.1	9.1	9.1
	24	1	4.5	4.5	13.6
	48	5	22.7	22.7	36.4
	52	5	22.7	22.7	59.1
	56	1	4.5	4.5	63.6
	60	3	13.6	13.6	77.3
	64	2	9.1	9.1	86.4
	68	1	4.5	4.5	90.9
	72	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

The frequency distribution of post-test control class

Post-test Control Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	4.5	4.5	4.5
	44	1	4.5	4.5	9.1
	48	1	4.5	4.5	13.6
	56	2	9.1	9.1	22.7
	60	2	9.1	9.1	31.8
	64	5	22.7	22.7	54.5
	68	5	22.7	22.7	77.3
	72	3	13.6	13.6	90.9
	76	1	4.5	4.5	95.5
	88	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

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APPENDIX 4

Silabus pembelajaran

Satuan Pendidikan : SMA/MA

Mata Pelajaran : Bahasa Inggris

Kelas : X

KOMPETENSI INTI	KOMPETENSI DASAR
1. menghayati dan mengamalkan ajaran agama yang dianutnya	Mensyukuri kesempatan dapt mempeljari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2. menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong,kerja sama, toleran, damai), santun, responsif, dan pro-aktif dn menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.	2.1 Menunjukan perilaku santun dan peduli dalam melaksankan komunikasi antar pribadi dengan guru dan teman 2.2 Menunjukkan perilaku jujur, disiplin , percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi traksional denganguru dan teman. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa infin tahunya tentang ilmu pengetahuan,	3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks pemaparan jati diri, sesuai dengan konteks penggunaanya. 3.2 Menganalisis fungsi sosial,

teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.	struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap *(extended)*, serta responya, sesuai dengan konteks penggunaanya. 3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perhatian, *(care)*, serta responnya, sesuai dengan konteks penggunaanya. 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaanya. 3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap *(extended)*,serta responya, sesuai dengan konteks penggunaanya. 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjadi diwaktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaanya 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif serderhana tentang

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		orang, tempat wista, dan bangunan bersejarah terkenal sesuai dengan konteks penggunaanya. 3.8 menganalisis fungsi, struktur teks, dan unsur kebahasaan dari teks pemberitahuan *(announcement),* sesuai dengan konteks penggunaanya. 3.9 menganalisis fungsi sosial, struktur teks dan unsur kebahasaan pada teks *recount* tentang pengalaman, kejadian, dan peristiwa, sederhanam sesuai dengan konteks penggunaanya. 3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaanya. 3.11 Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu sederhana.
	4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan	4.1 Menangkap makna pemaparan jati diri lisan dan tulis 4.2 menyusun teks lisan dan tulis untuk memaparkan, menyakan, dan merespon pemaparran jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaa yang benar dan sesuai konteks. 4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespons pujian bersayap *(extended)*, dengan memperhatikan fungsi sosial, struktur

	teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4..4 Menyususn teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian *(care)*,dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.5 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan suatu tinakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahassan yang benar dan sesuai konteks. 4.6 menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan selamat bersayap (extended), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.7 Menyususn teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjad di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.8 Menangkap makna dalam teks deskriptif,lisan dan tulis, sederhana,

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	tetang orang, tempat wisata, dan bangunan bersejarah terkenal. 4.9 Menyunting teks deskriptif lisan dan tulis, sederhana,tentang orang, tempat wisata, dan bagunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.10 Menyusun teks deskriptif lisan dan tulisan, sederhana, tentang orang,tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikanfungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks. 4.11 menangkap makna pemberitahuan *(announcement)* 4.12 Menyusun teks tulis pemberitahuan*(announcement)*, sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.13 Menangkap makna teks recount lisan dan tulis, sederhana,tentang pengalaman,kegiata, kejadian, dan peristiwa. 4.14 Menyususn teks recount lisan dan tulis, sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur

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	teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.15 menangkap makna teksnaratif lisan dan tulis berentuk certa pendek sederhana 4.16 menangkap makna lagu sederhana.

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APPENDIX 5 Lesson Planning of experimental class

Rencana Pelaksanaan Pembelajaran (RPP)
(Experimental Class)

Sekolah : MA Al-Khairiyah
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X/Ganjil
Materi Pokok : Nrrative Text
Alokasi Waktu : 3x45 menit
Pertemuan Ke : 1

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
KI 2 : Menghayati dan mengamalkan perilaku jujur. Disiplin tanggung jawab, peduli (gotong royong, kerja sama. Toleran, damai), santun. Responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebgai csermminan bangsa dalam pergaulan dunia.
KI 3 : Memahami, menrapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusian kebangsaan, kenegaraan, danperadaban terkait terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah
KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, dan mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

B. Kompetensi Dasar

3.9 :Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana brbentuk legenda rakyat, sesuai dengan konteks penggunaanya
4.15 :Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana

C. Indikator Pencapaian Kompetensi

1. Mengindentifikasi struktur teks dan unsur kebahasaan pada teks Narrative lisan dan tulis
2. Menjelaskan fungsi sosial pada teks narrative lisan dan tulisan

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3. Menceritakan teks narrative
4. Mengindentifikasi ide utama narrative teks

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi struktur teks dan unsur kebhasaan pada teks narrative lisan dan tulisan dengan tepat
2. Menjelaskan fungsi sosial pada teks narrative lisan dan tulisan dengan tepat
3. Menceritakan teks narrative
4. Mengindentifikasi ide utama narrative teks

E. Pendekatan dan Metode

1. Pendekatan : Ilmiah (scientific)
   Penerapan metode ilmiah :
   a. Mengamati
   b. Mempertanyakan
   c. Mengsplorasi
   d. Mengasisiasi
   e. Mengkomunikasikan
2. Metode : Collaborative Strategic Reading (CSR)

F. Materi Pembelajaran

The Legend of Malin Kundang

A long time ago, in a small village near the beach in west sumatra lived a woman and her son, Malin kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy he usually went to sea to catch fish in the town.

One day, when Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small vilage. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; “Malin Kundang has become rich and now he is here”.

An old woman, who was Malin Kundang’s mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and

yelling at her. At last Malin Kundang said to her “enough, old woman! I have never had mother like you,a dirty and ugly woman!”. Afther that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she crused Malin Kundang that he would turn into a stone if he didn’t apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstrom came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse, he had turned into a stone.

Taken with adptation from :
http://understandgtext.blogspot.com/2009/05/narrative-analysis-on-malin-kundang.html!

G. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan

1. Apresiasi
   - Menyapa siswa dengan mengucapkan Good morning
   - Menanyakan kabar siswa
   - Mengajak siswa berdoa sebelum memulai pembelajaran
2. Motivasi
   - Bertanya jawab tentang pengetahuan/keterampilan yang berkaitan dengan KD
   - Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa

b. Kegiatan inti

1. Eskplorasi
   - Guru memberi penjelasan tentang Collaborative reading strategic (CSR)
   - Guru membagi murid kedalam beberapa kelompok kecil (5-6 siswa)
   - Guru menjelaskan langkah CSR (preview, click and clunk, get the gist, dan wrap up
2. Elaborasi
   - Guru meminta siswa untuk mengidentifikasi general structure yang terdapat dalam teks narrative secara berkelompok
   - Guru meminta siswa menyimpulkan isi teks narrative
   - Guru memberikan pertanyaan yang bersumber dari teks tersebut
   - Guru memberikan kesempatan berpikir,menganalisis, dan bertindak tanpa rasa takut

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3. Konfirmasi
   - Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan,isyarat, maupun hadiah terhadap keberhasilan siswa
   - Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar
   - Guru menjadi fasilator dalam menghadapi kesulitan yang dihadapi siswa

c. Penutup
   - Bersama-sama dengan peserta didik atau sendiri membuat rangkuman/kesimpulan pelajaran
   - Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
   - Memberikan umpan balik terhadap proses dan hasil pembelajaran

H. Alat dan sumber belajar : buku pelajaran Bahasa Inggris kelas Xkertas Hvs, papan tulis, spidol, dan penghapus

I. Penilaian

Teknik : Tes Tulis
Bentuk : Pertanyaan tertulis
Instrument : terlampir

J. Pedoman Penilaian

a. Untuk setiap jawaban benar diberi skor 20
b. Skor maksimal = 5x20 = 100
c. Nilai maksimal = 100
d. Nilai siswa

$$\frac{skorperolehan}{skormaksial} X\ 100 = nilai\ siswa$$

Mengetahui,	Teluk Nilau 02 Desember 2022
Guru Mata Pelajaran	Mahasiswa
Sri Astuti, Spd	Rima Adila

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Rencana Pelaksanaan Pembelajaran (RPP)

(Experimental Class)

Sekolah : MA Al-Khairiyah
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X/Genap
Materi Pokok : Nrrative Text
Alokasi Waktu : 3x45 menit
Pertemuan Ke : 2

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur. Disiplin tanggung jawab, peduli (gotong royong, kerja sama. Toleran, damai), santun. Responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebgai csermminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menrapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusian kebangsaan, kenegaraan, danperadaban terkait terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, dan mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

B. Kompetensi Dasar

3.9 :Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana brbentuk legenda rakyat, sesuai dengan konteks penggunaanya

4.15 :Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana

C. Indikator Pencapaian Kompetensi

1. Mengindentifikasi struktur teks dan unsur kebahasaan pada teks Narrative lisan dan tulis
2. Menjelaskan fungsi sosial pada teks narrative lisan dan tulisan
3. Menceritakan teks narrative
4. Mengindentifikasi ide utama narrative teks

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D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi struktur teks dan unsur kebhasaan pada teks narrative lisan dan tulisan dengan tepat
2. Menjelaskan fungsi sosial pada teks narrative lisan dan tulisan dengan tepat
3. Menceritakan teks narrative
4. Mengindentifikasi ide utama narrative teks

E. Pendekatan dan Metode

1. Pendekatan : Ilmiah (scientific)

Penerapan metode ilmiah :

a. Mengamati
b. Mempertanyakan
c. Mengsplorasi
d. Mengasisiasi
e. Mengkomunikasikan

2. Metode : Collaborative Strategic Reading (CSR)

F. Materi Pembelajaran

CINDERELLA

In a village there lived a happy family consisting of father, mother and a child named Cinderella. But one day something sad happened to the family, where Cinderella's mother died, and finally her father remarried to a widow who already had two daughters.Cinderella's father works outside the village and always leaves Cinderella with her stepmother and stepbrother.by stepmother and Cinderella's stepbrother being treated like a slave, so she lives very sadly.

One day the court officials reported that the palace prince was doing a contest looking for the empress, so all the girls in the village were invited to come to the palace.Hearing that, Cinderella's stepbrother was busy decorating herself with fancy dresses and jewelry to go to the event.Cinderella is sad because she can't come along, and also she doesn't have proper clothes. But it turns out Cinderella's sadness is known to the fairy mother, finally the fairy mother bewitching Cinderella's tattered clothes into a beautiful dress.And also the mice became bodyguards while the pumpkin in Cinderella's kitchen turned into a chariot. But the fairy advised that the magic power would disappear at exactly 12 o'clock at night.Arriving at the palace all the girls looked at Cinderella's envy because they were beautiful and graceful, the prince invited Cinderella to dance. Until Cinderella forgot that it was almost 12.00, finally the palace clock chimed and Cinderella was shocked and ran from before the prince, but the glass shoes were released one. And right, all returned to the beginning, except for the glass shoes that the prince and cinderella still held.

Finally the prince is looking for the girl who dances with him, and

searches for every house that has a daughter, until he comes to Cinderella's house, even though her stepmother tells Cinderella to hide but the prince finds out.
Finally Cinderella marries the prince and lives in the palace.
Taken with adptation from : https://teknorus.com/contoh-narrative-text/

G. Langkah-langkah Kegiatan

1. Kegiatan Pendahuluan
   a. Apresiasi
   - Menyapa siswa dengan mengucapkan Good morning
   - Menanyakan kabar siswa
   - Mengajak siswa berdoa sebelum memulai pembelajaran

   b. Motivasi
   - Bertanya jawab tentang pengetahuan/keterampilan yang berkaitan dengan KD
   - Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa

2. Kegiatan inti
   a. Eskplorasi
   - Guru membagi murid kedalam beberapa kelompok kecil (5-6 siswa)
   - Guru meminta siswa melakukan langkah CSR (preview, click and clunk, get the gist, dan wrap up

   b. Elaborasi
   - Guru meminta siswa untuk mengidentifikasi general structure yang terdapat dalam teks narrative secara berkelompok
   - Guru meminta siswa menyimpulkan isi teks narrative
   - Guru memberikan pertanyaan yang bersumber dari teks tersebut
   - Guru memberikan kesempatan berpikir,menganalisis, dan bertindak tanpa rasa takut

   c. Konfirmasi
   - Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan,isyarat, maupun hadiah terhadap keberhasilan siswa
   - Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar
   - Guru menjadi fasilator dalam menghadapi kesulitan yang dihadapi siswa

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3. Penutup
   - Bersama-sama dengan peserta didik atau sendiri membuat rangkuman/kesimpulan pelajaran
   - Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
   - Memberikan umpan balik terhadap proses dan hasil pembelajaran

H. Alat dan sumber belajar : Buku pelajaran Bahasa Inggris Kelas X, kertas Hvs, papan tulis, spidol, dan penghapus

I. Penilaian

Teknik : Tes Tulis
Bentuk : Pertanyaan tertulis
Instrument : terlampir

J. Pedoman Penilaian

e. Untuk setiap jawaban benar diberi skor 20
f. Skor maksimal = 5x20 = 100
g. Nilai maksimal = 100
h. Nilai siswa

$$\frac{skorperolehan}{skormaksial} X\ 100 = nilai\ siswa$$

Mengetahui,
Guru Mata Pelajaran

Sri Astuti, Spd

Teluk Nilau 06 januari 2023
Mahasiswa

Rima Adila
Nim. 205172855

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Rencana Pelaksanaan Pembelajaran (RPP)
(Experimental Class)

Sekolah : MA Al-Khairiyah
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X/Genap
Materi Pokok : Nrrative Text
Alokasi Waktu : 3x45 menit
Pertemuan Ke : 3

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur. Disiplin tanggung jawab, peduli (gotong royong, kerja sama. Toleran, damai), santun. Responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebgai csermminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menrapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusian kebangsaan, kenegaraan, danperadaban terkait terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, dan mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

B. Kompetensi Dasar

3.9 :Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana brbentuk legenda rakyat, sesuai dengan konteks penggunaanya

4.15 :Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana

C. Indikator Pencapaian Kompetensi

a. Mengindentifikasi struktur teks dan unsur kebahasaan pada teks Narrative lisan dan tulis
b. Menjelaskan fungsi sosial pada teks narrative lisan dan tulisan
c. Menceritakan teks narrative
d. Mengindentifikasi ide utama narrative teks

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagaian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

D. Tujuan Pembelajaran

a. Siswa dapat mengidentifikasi struktur teks dan unsur kebhasaan pada teks narrative lisan dan tulisan dengan tepat
b. Menjelaskan fungsi sosial pada teks narrative lisan dan tulisan dengan tepat
c. Menceritakan teks narrative
d. Mengindentifikasi ide utama narrative teks

E. Pendekatan dan Metode

Pendekatan : Ilmiah (scientific)

Penerapan metode ilmiah :

f. Mengamati
g. Mempertanyakan
h. Mengsplorasi
i. Mengasisiasi
j. Mengkomunikasikan

Metode : Collaborative Strategic Reading (CSR)

F. Materi Pembelajaran

Snow White

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

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

Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood.

In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?". Snow White said; "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white ad the seven dwarfs lived happily ever after.

Taken with adptation from : http://britishcourse.com/snow-white-contoh-fairytales-narrative-text.php

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G. Langkah-langkah Kegiatan

1. Kegiatan Pendahuluan
   a. Apresiasi
      - Menyapa siswa dengan mengucapkan Good morning
      - Menanyakan kabar siswa
      - Mengajak siswa berdoa sebelum memulai pembelajaran
   b. Motivasi
      - Bertanya jawab tentang pengetahuan/keterampilan yang berkaitan dengan KD
      - Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa
2. Kegiatan inti
   a. Eskplorasi
      - Guru membagi murid kedalam beberapa kelompok kecil (5-6 siswa)
      - Guru meminta siswa melakukan langkah CSR (preview, click and clunk, get the gist, dan wrap up
   b. Elaborasi
      - Guru meminta siswa untuk mengidentifikasi general structure yang terdapat dalam teks narrative secara berkelompok
      - Guru meminta siswa menyimpulkan isi teks narrative
      - Guru memberikan pertanyaan yang bersumber dari teks tersebut
      - Guru memberikan kesempatan berpikir,menganalisis, dan bertindak tanpa rasa takut
   c. Konfirmasi
      - Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan,isyarat, maupun hadiah terhadap keberhasilan siswa
      - Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar
      - Guru menjadi fasilator dalam menghadapi kesulitan yang dihadapi siswa
3. Penutup
      - Bersama-sama dengan peserta didik atau sendiri membuat rangkuman/kesimpulan pelajaran
      - Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram

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State Islamic University of Sulthan Thaha Saifuddin Jambi

- Memberikan umpan balik terhadap proses dan hasil pembelajaran

H. **Alat dan sumber belajar** : buku pelajaran Bahasa Inggris kelas X, kertas Hvs, papan tulis, spidol, dan penghapus

I. Penilaian

Teknik : Tes Tulis
Bentuk : Pertanyaan tertulis
Instrument : terlampir

J. Pedoman Penilaian

a. Untuk setiap jawaban benar diberi skor 20
b. Skor maksimal = 5x20 = 100
c. Nilai maksimal = 100
d. Nilai siswa

$$\frac{skorperolehan}{skormaksial} X\ 100 = nilai\ siswa$$

Mengetahui,
Guru Mata Pelajaran

Sri Astuti, Spd

Teluk Nilau 13 januari 2023
Mahasiswa

Rima Adila
Nim. 205172855

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Rencana Pelaksanaan Pembelajaran (RPP)
(Experimental Class)

Sekolah : MA Al-Khairiyah
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X/Genap
Materi Pokok : Nrrative Text
Alokasi Waktu : 3x45 menit
Pertemuan Ke : 4

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur. Disiplin tanggung jawab, peduli (gotong royong, kerja sama. Toleran, damai), santun. Responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebgai csermminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menrapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusian kebangsaan, kenegaraan, danperadaban terkait terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, dan mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

B. Kompetensi Dasar

3.9 :Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana brbentuk legenda rakyat, sesuai dengan konteks penggunaanya

4.15 :Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana

C. Indikator Pencapaian Kompetensi

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c. Menceritakan teks narrative
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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
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D. Tujuan Pembelajaran

a. Siswa dapat mengidentifikasi struktur teks dan unsur kebhasaan pada teks narrative lisan dan tulisan dengan tepat
b. Menjelaskan fungsi sosial pada teks narrative lisan dan tulisan dengan tepat
c. Menceritakan teks narrative
d. Mengindentifikasi ide utama narrative teks

E. Pendekatan dan Metode

Pendekatan : Ilmiah (scientific)

Penerapan metode ilmiah :

a. Mengamati
b. Mempertanyakan
c. Mengsplorasi
d. Mengasisiasi
e. Mengkomunikasikan

Metode : Collaborative Strategic Reading (CSR)

F. Materi Pembelajaran

The Legend of Lake Toba

Once upon time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru aggreed and promised that he would never tell anybody about it.
They were married happily. They had two daughters.

One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and talked her about it.
The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba lake.

Taken with adptation from : https://kampunginggris.online/narrative-text-danau-toba/

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G. Langkah-langkah Kegiatan

1. Kegiatan Pendahuluan
   a. Apresiasi
   - Menyapa siswa dengan mengucapkan Good morning
   - Menanyakan kabar siswa
   - Mengajak siswa berdoa sebelum memulai pembelajaran

   b. Motivasi
   - Bertanya jawab tentang pengetahuan/keterampilan yang berkaitan dengan KD
   - Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa

2. Kegiatan inti
   a. Eskplorasi
   - Guru membagi murid kedalam beberapa kelompok kecil (5-6 siswa)
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   b. Elaborasi
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   - Guru meminta siswa menyimpulkan isi teks narrative
   - Guru memberikan pertanyaan yang bersumber dari teks tersebut
   - Guru memberikan kesempatan berpikir,menganalisis, dan bertindak tanpa rasa takut

   c. Konfirmasi
   - Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan,isyarat, maupun hadiah terhadap keberhasilan siswa
   - Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar
   - Guru menjadi fasilator dalam menghadapi kesulitan yang dihadapi siswa

3. Penutup
   - Bersama-sama dengan peserta didik atau sendiri membuat rangkuman/kesimpulan pelajaran
   - Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram

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State Islamic University of Sulthan Thaha Saifuddin Jambi

- Memberikan umpan balik terhadap proses dan hasil pembelajaran

H. **Alat dan sumber belajar** : Buku Pelajaran Bahasa Inggris Kelas X, kertas Hvs, papan tulis, spidol, dan penghapus

I. Penilaian

Teknik : Tes Tulis
Bentuk : Pertanyaan tertulis
Instrument : terlampir

J. Pedoman Penilaian

a. Untuk setiap jawaban benar diberi skor 20
b. Skor maksimal = 5x20 = 100
c. Nilai maksimal = 100
d. Nilai siswa

$$\frac{skorperolehan}{skormaksial} X\ 100 = nilai\ siswa$$

Mengetahui, Guru Mata Pelajaran	Teluk Nilau 20 januari 2023 Mahasiswa
Sri Astuti, Spd	Rima Adila Nim. 205172855

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Rencana Pelaksanaan Pembelajaran (RPP)
(Experimental Class)

Sekolah : MA Al-Khairiyah
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X/Genap
Materi Pokok : Nrrative Text
Alokasi Waktu : 3x45 menit
Pertemuan Ke : 5

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur. Disiplin tanggung jawab, peduli (gotong royong, kerja sama. Toleran, damai), santun. Responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebgai csermminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menrapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusian kebangsaan, kenegaraan, danperadaban terkait terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, dan mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

B. Kompetensi Dasar

3.9 :Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana brbentuk legenda rakyat, sesuai dengan konteks penggunaanya

4.15 :Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana

C. Indikator Pencapaian Kompetensi

a. Mengindentifikasi struktur teks dan unsur kebahasaan pada teks Narrative lisan dan tulis
b. Menjelaskan fungsi sosial pada teks narrative lisan dan tulisan
c. Menceritakan teks narrative
d. Mengindentifikasi ide utama narrative teks

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State Islamic University of Sultan Thaha Saifuddin Jambi

D. Tujuan Pembelajaran

a. Siswa dapat mengidentifikasi struktur teks dan unsur kebhasaan pada teks narrative lisan dan tulisan dengan tepat
b. Menjelaskan fungsi sosial pada teks narrative lisan dan tulisan dengan tepat
c. Menceritakan teks narrative
d. Mengindentifikasi ide utama narrative teks

E. Pendekatan dan Metode

Pendekatan : Ilmiah (scientific)

Penerapan metode ilmiah :

a. Mengamati
b. Mempertanyakan
c. Mengsplorasi
d. Mengasisiasi
e. Mengkomunikasikan

Metode : Collaborative Strategic Reading (CSR)

F. Materi Pembelajaran

Kebo iwa

Once upon a time in Bali, lived a wealthy man and his wife. They have been married for a long time but did not have any children. They prayed to God to give them a child. They prayed and prayed God finally answered their pray. The wife got pregnant and they had a baby boy. They were very happy. The baby was extraordinary. He was very much different from other babies . He ate and drank a lot. Day after day he ate more and more. His body was getting bigger and bigger. And by the time he was teenager, his body was a big as a buffalo. That's why people call him Kebo Iwa, it means Uncle buffalo. Because of his eating habit, Kebo Iwa's parents spent a lot of money to buy his food. They finally went bankrupt. They had no other choice but to ask the villagers to help them provide the food.

The villagers then worked together to cook and build a big house for Kebo Iwa. He was like a giant. He could not stay in his parents ' house anymore because of his big body. After a few months, the villagers also couldn't afford to cook him the food anymore. They then asked Kebo lwa to cook his own food. The villagers just prepared the raw materials. Kebo Iwa agreed and as an expression of his gratitude to the villagers, he help built a dum, dug wells, and he also protected the villagers from animals and people who wanted to attack their village. It was easy task for him since he also had incredible strength.

Meanwhile, the kingdom of Majapahit was planning to attack Bali. They

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knew about Kebo Iwa. And they also knew that they could not conquer Bali with Kebo Iwa there. Kebo Iwa was more powerful than they were. The Maha Patih of Majapahit then planned something. They were pretending to invite Kebo lwa to Majapahit to help them dig some wells. They said that Majapahit was suffering from a long dry season and needed water. Kebo lwa did not know the plan, so he went to Majapahit to help them. When Kebo lwa was busy digging a well, the Majapahit troops covered the well. Kebo lwa had difficulty in breathing and buried alive. He died inside the well. After the death of Kebo Iwa, Bali was conquered by Majapahit. Until now, people still remember Kebo Iwa because he had done a lot for Bali.

G. Langkah-langkah Kegiatan

1. Kegiatan Pendahuluan
   a. Apresiasi
      - Menyapa siswa dengan mengucapkan Good morning
      - Menanyakan kabar siswa
      - Mengajak siswa berdoa sebelum memulai pembelajaran
   b. Motivasi
      - Bertanya jawab tentang pengetahuan/keterampilan yang berkaitan dengan KD
      - Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa
2. Kegiatan inti
   a. Eskplorasi
      - Guru membagi murid kedalam beberapa kelompok kecil (5-6 siswa)
      - Guru meminta siswa melakukan langkah CSR (preview, click and clunk, get the gist, dan wrap up
   b. Elaborasi
      - Guru meminta siswa untuk mengidentifikasi general structure yang terdapat dalam teks narrative secara berkelompok
      - Guru meminta siswa menyimpulkan isi teks narrative
      - Guru memberikan pertanyaan yang bersumber dari teks tersebut
      - Guru memberikan kesempatan berpikir,menganalisis, dan bertindak tanpa rasa takut
   c. Konfirmasi
      - Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan,isyarat, maupun hadiah terhadap keberhasilan siswa

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- Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar
- Guru menjadi fasilator dalam menghadapi kesulitan yang dihadapi siswa

3. Penutup
   - Bersama-sama dengan peserta didik atau sendiri membuat rangkuman/kesimpulan pelajaran
   - Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
   - Memberikan umpan balik terhadap proses dan hasil pembelajaran

H. Alat dan sumber belajar :Buku Pelajaran Bahasa Inggris KelasX, kertas Hvs, papan tulis, spidol, dan penghapus

I. Penilaian

Teknik : Tes Tulis
Bentuk : Pertanyaan tertulis
Instrument : terlampir

J. Pedoman Penilaian

a. Untuk setiap jawaban benar diberi skor 20
b. Skor maksimal = 5x20 = 100
c. Nilai maksimal = 100
d. Nilai siswa

$$\frac{skorperolehan}{skormaksial} X\ 100 = nilai\ siswa$$

Mengetahui,	Teluk Nilau 27 januari 2023
Guru Mata Pelajaran	Mahasiswa
Sri Astuti, Spd	Rima Adila
	Nim. 205172855

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   b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
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Rencana Pelaksanaan Pembelajaran (RPP)
(Control Class)

Sekolah : MA Al-Khairiyah
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X/Ganjil
Materi Pokok : Nrrative Text
Alokasi Waktu : 3x45 menit
Pertemuan Ke : 1

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur. Disiplin tanggung jawab, peduli (gotong royong, kerja sama. Toleran, damai), santun. Responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebgai csermminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menrapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusian kebangsaan, kenegaraan, danperadaban terkait terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, dan mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

B. Kompetensi Dasar

3.9 :Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana brbentuk legenda rakyat, sesuai dengan konteks penggunaanya

4.15 :Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana

C. Indikator Pencapaian Kompetensi

a. Mengindentifikasi struktur teks dan unsur kebahasaan pada teks Narrative lisan dan tulis
b. Menjelaskan fungsi sosial pada teks narrative lisan dan tulisan
c. Menceritakan teks narrative
d. Mengindentifikasi ide utama narrative teks

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagaian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

D. Tujuan Pembelajaran

a. Siswa dapat mengidentifikasi struktur teks dan unsur kebhasaan pada teks narrative lisan dan tulisan dengan tepat
b. Menjelaskan fungsi sosial pada teks narrative lisan dan tulisan dengan tepat
c. Menceritakan teks narrative
d. Mengindentifikasi ide utama narrative teks

E. Pendekatan dan Metode

Pendekatan : Ilmiah (scientific)

Penerapan metode ilmiah :

a. Mengamati
b. Mempertanyakan
c. Mengsplorasi
d. Mengasisiasi
e. Mengkomunikasikan

Metode : Grammar Translation method

F. Materi Pembelajaran

The Legend of Malin Kundang

A long time ago, in a small village near the beach in west sumatra lived a woman and her son, Malin kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy he usually went to sea to catch fish in the town.

One day, when Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small vilage. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; “Malin Kundang has become rich and now he is here”.

An old woman, who was Malin Kundang’s mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her “enough, old woman! I have never had mother like you,a dirty and ugly woman!”. Afther that he ordered his crews to set sail to leave the old woman who was then full of

sadness and anger. Finally, feeling enraged, she crused Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstrom came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse, he had turned into a stone.

Taken with adptation from :
http://understandgtext.blogspot.com/2009/05/narrative-analysis-on-malin-kundang.html!

G. Langkah-langkah Kegiatan

1. Kegiatan Pendahuluan
   a. Apresiasi
   - Menyapa siswa dengan mengucapkan good morning
   - Menyakan kabar siswa
   - Mengajak siswa berdoa sebelum memulai pembelajaran

   b. Motivasi
   - Bertanya jawab tentang pengetahuan/keterampilan yang terkait KD
   - Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai

2. Kegiatan Inti
   a. Eksplorasi
   - Guru memberikan penjelasan secara rinci mengenai teks berbentuk narrative

   b. Elaborasi
   - Guru memberikan pertanyaan yang bersumber dari teks tersebut
   - Guru memberikan kesempatan berpikir, menganalisis,dan bertindak tanpa rasa takut

   c. Konfirmasi
   - Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik
   - Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar. Guru menjadi fasilator dalam menghadapi kesulitan yang dihadapi siswa

3. Penutup
   - Bersama-sama dengan peserta didik atau sendiri membuat rangkuman/kesimpulan pelajaran
   - Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram

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- Memberikan umpan balik terhadap proses dan hasil pembelajaran

H. **Alat dan sumber Belajar** : Buku Pelajaran Bahasa Inggris Kelas X, papan tulis, spidol, kertas hvs dan penghapus

I. Penilaian

Teknik : tes tulis
Bentuk : pertanyaan tertulis
Instrument : terlampir

J. Pedoman Penilaian

a. Untuk setiap jawaban benar diberi skor = 20
b. Skor maksimal = 5x20 = 100
c. Nilai maksimal = 100
d. Nilai siswa
e.

$$\frac{skorperolehan}{skormaksial} X\ 100 = nilai\ siswa$$

Mengetahui,
Guru Mata Pelajaran

Sri Astuti, S.Pd

Teluk Nilau 01 januari2023
Mahasiswa

Rima Adila
Nim. 205172855

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Rencana Pelaksanaan Pembelajaran (RPP)
(Control Class)

Sekolah : MA Al-Khairiyah
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X/Ganjil
Materi Pokok : Nrrative Text
Alokasi Waktu : 3x45 menit
Pertemuan Ke : 2

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
KI 2 : Menghayati dan mengamalkan perilaku jujur. Disiplin tanggung jawab, peduli (gotong royong, kerja sama. Toleran, damai), santun. Responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebgai csermminan bangsa dalam pergaulan dunia.
KI 3 : Memahami, menrapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusian kebangsaan, kenegaraan, danperadaban terkait terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah
KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, dan mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

B. Kompetensi Dasar

3.9 :Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana brbentuk legenda rakyat, sesuai dengan konteks penggunaanya
4.15 :Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana

C. Indikator Pencapaian Kompetensi

a. Mengindentifikasi struktur teks dan unsur kebahasaan pada teks Narrative lisan dan tulis
b. Menjelaskan fungsi sosial pada teks narrative lisan dan tulisan
c. Menceritakan teks narrative
d. Mengindentifikasi ide utama narrative teks

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D. Tujuan Pembelajaran

a. Siswa dapat mengidentifikasi struktur teks dan unsur kebhasaan pada teks narrative lisan dan tulisan dengan tepat
b. Menjelaskan fungsi sosial pada teks narrative lisan dan tulisan dengan tepat
c. Menceritakan teks narrative
d. Mengindentifikasi ide utama narrative teks

E. Pendekatan dan Metode

Pendekatan : Ilmiah (scientific) Penerapan metode ilmiah :

a. Mengamati
b. Mempertanyakan
c. Mengsplorasi
d. Mengasisiasi
e. Mengkomunikasikan

Metode : Grammar Translation method

F. Materi Pembelajaran

Cinderella

In a village there lived a happy family consisting of father, mother and a child named Cinderella. But one day something sad happened to the family, where Cinderella's mother died, and finally her father remarried to a widow who already had two daughters.Cinderella's father works outside the village and always leaves Cinderella with her stepmother and stepbrother.by stepmother and Cinderella's stepbrother being treated like a slave, so she lives very sadly.

One day the court officials reported that the palace prince was doing a contest looking for the empress, so all the girls in the village were invited to come to the palace.Hearing that, Cinderella's stepbrother was busy decorating herself with fancy dresses and jewelry to go to the event.Cinderella is sad because she can't come along, and also she doesn't have proper clothes. But it turns out Cinderella's sadness is known to the fairy mother, finally the fairy mother bewitching Cinderella's tattered clothes into a beautiful dress.And also the mice became bodyguards while the pumpkin in Cinderella's kitchen turned into a chariot. But the fairy advised that the magic power would disappear at exactly 12 o'clock at night.Arriving at the palace all the girls looked at Cinderella's envy because they were beautiful and graceful, the prince invited Cinderella to dance. Until Cinderella forgot that it was almost 12.00, finally the palace clock chimed and Cinderella was shocked and ran from before the prince, but the glass shoes were released one. And right, all returned to the beginning, except for the glass shoes that the prince and cinderella still held.

Finally the prince is looking for the girl who dances with him, and searches for every house that has a daughter, until he comes to Cinderella's house, even though her stepmother tells Cinderella to hide but the prince finds out. Finally Cinderella marries the prince and lives in the palace.

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Taken with adptation from : https://teknorus.com/contoh-narrative-text/

G. Langkah-langkah Kegiatan

1. Kegiatan Pendahuluan
   a. Apresiasi
- Menyapa siswa dengan mengucapkan good morning
- Menyakan kabar siswa
- Mengajak siswa berdoa sebelum memulai pembelajaran
   b. Motivasi
- Bertanya jawab tentang pengetahuan/keterampilan yang terkait KD
- Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai

2. Kegiatan Inti
   a. Eksplorasi
- Guru memberikan penjelasan secara rinci mengenai teks berbentuk narrative
   b. Elaborasi
- Guru memberikan pertanyaan yang bersumber dari teks tersebut
- Guru memberikan kesempatan berpikir, menganalisis,dan bertindak tanpa rasa takut
   c. Konfirmasi
   - Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik
   - Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar. Guru menjadi fasilator dalam menghadapi kesulitan yang dihadapi siswa

3. Penutup
   - Bersama-sama dengan peserta didik atau sendiri membuat rangkuman/kesimpulan pelajaran
   - Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
   - Memberikan umpan balik terhadap proses dan hasil pembelajaran

H. **Alat dan sumber Belajar** : Buku Pelajaran Kelas X, papan tulis, spidol, kertas hvs dan penghapus

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2. Dilarang memperbanyak sebagaian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

I. Penilaian

Teknik : tes tulis
Bentuk : pertanyaan tertulis
Instrument : terlampir

J. Pedoman Penilaian

a. Untuk setiap jawaban benar diberi skor = 20
b. Skor maksimal = 5x20 = 100
c. Nilai maksimal = 100
d. Nilai siswa

$$\frac{skorperolehan}{skormaksial} X\ 100 = nilai\ siswa$$

Mengetahui,
Guru Mata Pelajaran

Sri Astuti, S.Pd

Teluk Nilau 05 januari2023
Mahasiswa

Rima Adila
Nim. 205172855

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Rencana Pelaksanaan Pembelajaran (RPP)
(Control Class)

Sekolah : MA Al-Khairiyah
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X/Ganjil
Materi Pokok : Nrrative Text
Alokasi Waktu : 3x45 menit
Pertemuan Ke : 3

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur. Disiplin tanggung jawab, peduli (gotong royong, kerja sama. Toleran, damai), santun. Responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebgai csermminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menrapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusian kebangsaan, kenegaraan, danperadaban terkait terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, dan mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

B. Kompetensi Dasar

3.9 :Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana brbentuk legenda rakyat, sesuai dengan konteks penggunaanya

4.15 :Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana

C. Indikator Pencapaian Kompetensi

a. Mengindentifikasi struktur teks dan unsur kebahasaan pada teks Narrative lisan dan tulis
b. Menjelaskan fungsi sosial pada teks narrative lisan dan tulisan
c. Menceritakan teks narrative
d. Mengindentifikasi ide utama narrative teks

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagaian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi
State Islamic University of Sulthan Thaha Saifuddin Jambi

D. Tujuan Pembelajaran

a. Siswa dapat mengidentifikasi struktur teks dan unsur kebhasaan pada teks narrative lisan dan tulisan dengan tepat
b. Menjelaskan fungsi sosial pada teks narrative lisan dan tulisan dengan tepat
c. Menceritakan teks narrative
d. Mengindentifikasi ide utama narrative teks

E. Pendekatan dan Metode

Pendekatan : Ilmiah (scientific)

Penerapan metode ilmiah :

a. Mengamati
b. Mempertanyakan
c. Mengsplorasi
d. Mengasisiasi
e. Mengkomunikasikan

Metode : Grammar Translation method

F. Materi Pembelajaran

Snow White

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

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

Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood.

In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?". Snow White said; "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white ad the seven dwarfs lived happily ever after.

Taken with adptation from : http://britishcourse.com/snow-white-contoh-fairytales-narrative-text.php

G. Langkah-langkah Kegiatan

1. Kegiatan Pendahuluan

a. Apresiasi

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sutha Jambi
2. Dilarang memperbanyak sebagaian dan atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Sutha Jambi

- Menyapa siswa dengan mengucapkan good morning
- Menyakan kabar siswa
- Mengajak siswa berdoa sebelum memulai pembelajaran

b. Motivasi

- Bertanya jawab tentang pengetahuan/keterampilan yang terkait KD
- Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai

2. Kegiatan Inti

a. Eksplorasi

- Guru memberikan penjelasan secara rinci mengenai teks berbentuk narrative

b. Elaborasi

- Guru memberikan pertanyaan yang bersumber dari teks tersebut
- Guru memberikan kesempatan berpikir, menganalisis,dan bertindak tanpa rasa takut

c. Konfirmasi

- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik
- Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar. Guru menjadi fasilator dalam menghadapi kesulitan yang dihadapi siswa

3. Penutup

- Bersama-sama dengan peserta didik atau sendiri membuat rangkuman/kesimpulan pelajaran
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
- Memberikan umpan balik terhadap proses dan hasil pembelajaran

H. **Alat dan sumber Belajar :** Buku Pelajaran Bahasa Inggris kelas X, papan tulis, spidol, kertas hvs dan penghapus

I. Penilaian

Teknik : tes tulis
Bentuk : pertanyaan tertulis
Instrument : terlampir

J. Pedoman Penilaian

a. Untuk setiap jawaban benar diberi skor = 20

b. Skor maksimal = 5x20 = 100
c. Nilai maksimal = 100
d. Nilai siswa

$$\frac{skorperolehan}{skormaksial} X\ 100 = nilai\ siswa$$

Mengetahui,
Guru Mata Pelajaran

Sri Astuti, S.Pd

Teluk Nilau 12 januari2023
Mahasiswa

Rima Adila
Nim. 205172855

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Rencana Pelaksanaan Pembelajaran (RPP)
(Control Class)

Sekolah : MA Al-Khairiyah
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X/Ganjil
Materi Pokok : Nrrative Text
Alokasi Waktu : 3x45 menit
Pertemuan Ke : 4

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur. Disiplin tanggung jawab, peduli (gotong royong, kerja sama. Toleran, damai), santun. Responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebgai csermminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menrapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusian kebangsaan, kenegaraan, danperadaban terkait terkait fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, dan mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

B. Kompetensi Dasar

3.9 :Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana brbentuk legenda rakyat, sesuai dengan konteks penggunaanya

4.15 :Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana

C. Indikator Pencapaian Kompetensi

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b. Menjelaskan fungsi sosial pada teks narrative lisan dan tulisan
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D. Tujuan Pembelajaran

a. Siswa dapat mengidentifikasi struktur teks dan unsur kebhasaan pada teks narrative lisan dan tulisan dengan tepat
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c. Menceritakan teks narrative
d. Mengindentifikasi ide utama narrative teks

E. Pendekatan dan Metode

Pendekatan : Ilmiah (scientific)

Penerapan metode ilmiah :

a. Mengamati
b. Mempertanyakan
c. Mengsplorasi
d. Mengasisiasi
e. Mengkomunikasikan

Metode : Grammar Translation method

F. Materi Pembelajaran

The Legend of Lake Toba

Once upon time, there was a handsome man. His name was Batara Guru Sahala. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. She attracted Batara Guru so much. He felt in love with that fish-woman. The woman wanted to marry with him and said that Batara Guru had to keep the secret which she had been a fish. Batara Guru aggreed and promised that he would never tell anybody about it.
They were married happily. They had two daughters.

One day Batara Guru got very angry with his daughter. He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and talked her about it.
The mother was very annoyed. Batara Guru broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Then this lake is known as Toba lake.

Taken with adptation from : https://kampunginggris.online/narrative-text-danau-toba/

G. Langkah-langkah Kegiatan

1. Kegiatan Pendahuluan

a. Apresiasi

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- Menyapa siswa dengan mengucapkan good morning
- Menyakan kabar siswa
- Mengajak siswa berdoa sebelum memulai pembelajaran

b. Motivasi

- Bertanya jawab tentang pengetahuan/keterampilan yang terkait KD
- Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai

2. Kegiatan Inti

a. Eksplorasi

- Guru memberikan penjelasan secara rinci mengenai teks berbentuk narrative

b. Elaborasi

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c. Konfirmasi

- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik
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3. Penutup

- Bersama-sama dengan peserta didik atau sendiri membuat rangkuman/kesimpulan pelajaran
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
- Memberikan umpan balik terhadap proses dan hasil pembelajaran

H. Alat dan sumber Belajar : Buku Pelajaran Bahasa Inggris Kelas X, papan tulis, spidol, kertas hvs dan penghapus

I. Penilaian

Teknik : tes tulis
Bentuk : pertanyaan tertulis
Instrument : terlampir

J. Pedoman Penilaian

a. Untuk setiap jawaban benar diberi skor = 20

b. Skor maksimal = 5x20 = 100
c. Nilai maksimal = 100
d. Nilai siswa

$$\frac{skorperolehan}{skormaksial} X\ 100 = nilai\ siswa$$

Mengetahui,
Guru Mata Pelajaran

Sri Astuti, S.Pd

Teluk Nilau 19 januari2023
Mahasiswa

Rima Adila
Nim. 205172855

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Rencana Pelaksanaan Pembelajaran (RPP)
(Control Class)

Sekolah : MA Al-Khairiyah
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : X/Ganjil
Materi Pokok : Nrrative Text
Alokasi Waktu : 3x45 menit
Pertemuan Ke : 5

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur. Disiplin tanggung jawab, peduli (gotong royong, kerja sama. Toleran, damai), santun. Responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebgai csermminan bangsa dalam pergaulan dunia.

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KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, dan mampu melaksanakan tugas spesifik dibawah pengawasan langsung.

B. Kompetensi Dasar

3.9 :Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana brbentuk legenda rakyat, sesuai dengan konteks penggunaanya

4.15 :Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana

C. Indikator Pencapaian Kompetensi

a. Mengindentifikasi struktur teks dan unsur kebahasaan pada teks Narrative lisan dan tulis
b. Menjelaskan fungsi sosial pada teks narrative lisan dan tulisan
c. Menceritakan teks narrative
d. Mengindentifikasi ide utama narrative teks

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D. Tujuan Pembelajaran

a. Siswa dapat mengidentifikasi struktur teks dan unsur kebhasaan pada teks narrative lisan dan tulisan dengan tepat
b. Menjelaskan fungsi sosial pada teks narrative lisan dan tulisan dengan tepat
c. Menceritakan teks narrative
d. Mengindentifikasi ide utama narrative teks

E. Pendekatan dan Metode

Pendekatan : Ilmiah (scientific)

Penerapan metode ilmiah :

a. Mengamati
b. Mempertanyakan
c. Mengsplorasi
d. Mengasisiasi
e. Mengkomunikasikan

Metode : Grammar Translation method

F. Materi Pembelajaran

Kebo iwa

Once upon a time in Bali, lived a wealthy man and his wife. They have been married for a long time but did not have any children. They prayed to God to give them a child. They prayed and prayed God finally answered their pray. The wife got pregnant and they had a baby boy. They were very happy. The baby was extraordinary. He was very much different from other babies . He ate and drank a lot. Day after day he ate more and more. His body was getting bigger and bigger. And by the time he was teenager, his body was a big as a buffalo. That's why people call him Kebo Iwa, it means Uncle buffalo. Because of his eating habit, Kebo Iwa's parents spent a lot of money to buy his food. They finally went bankrupt. They had no other choice but to ask the villagers to help them provide the food.

The villagers then worked together to cook and build a big house for Kebo Iwa. He was like a giant. He could not stay in his parents ' house anymore because of his big body. After a few months, the villagers also couldn't afford to cook him the food anymore. They then asked Kebo lwa to cook his own food. The villagers just prepared the raw materials. Kebo Iwa agreed and as an expression of his gratitude to the villagers, he help built a dum, dug wells, and he also protected the villagers from animals and people who wanted to attack their village. It was easy task for him since he also had incredible strength.

Meanwhile, the kingdom of Majapahit was planning to attack Bali. They

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knew about Kebo Iwa. And they also knew that they could not conquer Bali with Kebo Iwa there. Kebo Iwa was more powerful than they were. The Maha Patih of Majapahit then planned something. They were pretending to invite Kebo lwa to Majapahit to help them dig some wells. They said that Majapahit was suffering from a long dry season and needed water. Kebo lwa did not know the plan, so he went to Majapahit to help them. When Kebo lwa was busy digging a well, the Majapahit troops covered the well. Kebo lwa had difficulty in breathing and buried alive. He died inside the well. After the death of Kebo Iwa, Bali was conquered by Majapahit. Until now, people still remember Kebo Iwa because he had done a lot for Bali.

G. Langkah-langkah Kegiatan

1. Kegiatan Pendahuluan
   a. Apresiasi
   - Menyapa siswa dengan mengucapkan good morning
   - Menyakan kabar siswa
   - Mengajak siswa berdoa sebelum memulai pembelajaran

   b. Motivasi
   - Bertanya jawab tentang pengetahuan/keterampilan yang terkait KD
   - Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai

2. Kegiatan Inti
   a. Eksplorasi
   - Guru memberikan penjelasan secara rinci mengenai teks berbentuk narrative

   b. Elaborasi
   - Guru memberikan pertanyaan yang bersumber dari teks tersebut
   - Guru memberikan kesempatan berpikir, menganalisis,dan bertindak tanpa rasa takut

   c. Konfirmasi
   - Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik
   - Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar. Guru menjadi fasilator dalam menghadapi kesulitan yang dihadapi siswa

3. Penutup
   - Bersama-sama dengan peserta didik atau sendiri membuat rangkuman/kesimpulan pelajaran
   - Melakukan penilaian dan/atau refleksi terhadap kegiatan yang

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sudah dilaksanakan secara konsisten dan terprogram

- Memberikan umpan balik terhadap proses dan hasil pembelajaran

H. Alat dan sumber Belajar : Buku Pelajaran Bahasa Inggris Kelas X, papan tulis, spidol, kertas hvs dan penghapus

I. Penilaian

Teknik : tes tulis
Bentuk : pertanyaan tertulis
Instrument : terlampir

J. Pedoman Penilaian

a. Untuk setiap jawaban benar diberi skor = 20
b. Skor maksimal = 5x20 = 100
c. Nilai maksimal = 100
d. Nilai siswa

$$\frac{skorperolehan}{skormaksial} X\ 100 = nilai\ siswa$$

Mengetahui,
Guru Mata Pelajaran

Sri Astuti, S.Pd

Teluk Nilau 26 januari2023
Mahasiswa

Rima Adila
Nim. 205172855

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APPENDIX 6

Tabel Nilai t

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f
1	3,078	6,314	12,706	31,821	63, 657	**1**
2	1,886	2,920	4,303	6,965	9,925	**2**
3	1,638	2,353	3,182	4,541	5,841	**3**
4	1,533	2,132	2,776	3,747	4,604	**4**
5	1,476	2,015	2,571	3,365	4,032	**5**
6	1,440	1,943	2,447	3,143	3,707	**6**
7	1,415	1,895	2,365	2,998	3,499	**7**
8	1,397	1,860	2,306	2,896	3,355	**8**
9	1,383	1,833	2,262	2,821	3,250	**9**
10	1,372	1,812	2,228	2,764	3,169	**10**
11	1,363	1,796	2,201	2,718	3,106	**11**
12	1,356	1,782	2,179	2,681	3,055	**12**
13	1,350	1,771	2,160	2,650	3,012	**13**
14	1,345	1,761	2,145	2,624	2,977	**14**
15	1,341	1,753	2,131	2,602	2,947	**15**
16	1,337	1,746	2,120	2,583	2,921	**16**
17	1,333	1,740	2,110	2,567	2,898	**17**
18	1,330	1,734	2,101	2,552	2,878	**18**
19	1,328	1,729	2,093	2,539	2,861	**19**
20	1,325	1,725	2,086	2,528	2,845	**20**
21	1,323	**1,721**	2,080	2,518	2,831	**21**
22	1,321	1,717	2,074	2,508	2,819	**22**
23	1,319	1,714	2,069	2,500	2,807	**23**
24	1,318	1,711	2,064	2,492	2,797	**24**
25	1,316	1,708	2,060	2,485	2,787	**25**
26	1,315	1,706	2,056	2,479	2,779	**26**
27	1,314	1,703	2,052	2,473	2,771	**27**
28	1,313	1,701	2,048	2,467	2,763	**28**
29	1,311	1,699	2,045	2,462	2,756	**29**
30	1,310	1,697	2,042	2,457	2,750	**30**
31	1,309	1,696	2,040	2,453	2,744	**31**
32	1,309	1,694	2,037	2,449	2,738	**32**
33	1,308	1,692	2,035	2,445	2,733	**33**
34	1,307	1,691	2,032	2,441	2,728	**34**
35	1,306	1,690	2,030	2,438	2,724	**35**
36	1,306	1,688	2,028	2,434	2,719	**36**
37	1,305	1,687	2,026	2,431	2,715	**37**
38	1,304	1,686	2,024	2,429	2,712	**38**
39	1,303	1,685	2,023	2,426	2,708	**39**

Sumber: *Aplikasi Analisis Multivariate Dengan Program SPSS* (Dr. Imam Ghozali)

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40	1,303	1,684	2,021	2,423	2,704	**40**
41	1,303	1,683	2,020	2,421	2,701	**41**
42	1,302	1,682	2,018	2,418	2,698	**42**
43	1,302	1,681	2,017	2,416	2,695	**43**
44	1,301	1,680	2,015	2,414	2,692	**44**
45	1,301	1,679	2,014	2,412	2,690	**45**
46	1,300	1,679	2,013	2,410	2,687	**46**
47	1,300	1,678	2,012	2,408	2,685	**47**
48	1,299	1,677	2,011	2,407	2,682	**48**
49	1,299	1,677	2,010	2,405	2,680	**49**
50	1,299	1,676	2,009	2,403	2,678	**50**
51	1,298	1,675	2,008	2,402	2,676	**51**
52	1,298	1,675	2,007	2,400	2,674	**52**
53	1,298	1,674	2,006	2,399	2,672	**53**
54	1,297	1,674	2,005	2,397	2,670	**54**
55	1,297	1,673	2,004	2,396	2,668	**55**
56	1,297	1,673	2,003	2,395	2,667	**56**
57	1,297	1,672	2,002	2,394	2,665	**57**
58	1,296	1,672	2,002	2,392	2,663	**58**
59	1,296	1,671	2,001	2,391	2,662	**59**
60	1,296	1,671	2,000	2,390	2,660	**60**
61	1,296	1,670	2,000	2,389	2,659	**61**
62	1,295	1,670	1,999	2,388	2,657	**62**
63	1,295	1,669	1,998	2,387	2,656	**63**
64	1,295	1,669	1,998	2,386	2,655	**64**
65	1,295	1,669	1,997	2,385	2,654	**65**
66	1,295	1,668	1,997	2,384	2,652	**66**
67	1,294	1,668	1,996	2,383	2,651	**67**
68	1,294	1,668	1,995	2,382	2,650	**68**
69	1,294	1,667	1,995	2,382	2,649	**69**
70	1,294	1,667	1,994	2,381	2,648	**70**
71	1,294	1,667	1,994	2,380	2,647	**71**
72	1,293	1,666	1,993	2,379	2,646	**72**
73	1,293	1,666	1,993	2,379	2,645	**73**
74	1,293	1,666	1,993	2,378	2,644	**74**
75	1,293	1,665	1,992	2,377	2,643	**75**
76	1,293	1,665	1,992	2,376	2,642	**76**
77	1,293	1,665	1,991	2,376	2,641	**77**
78	1,292	1,665	1,991	2,375	2,640	**78**

Sumber: *Aplikasi Analisis Multivariate Dengan Program SPSS* (Dr. Imam Ghozali)

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Tabel Nilai t

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f
79	1,292	1,664	1,990	2,374	2,640	**79**
80	1,292	1,664	1,990	2,374	2,639	**80**
81	1,292	1,664	1,990	2,373	2,638	**81**
82	1,292	1,664	1,989	2,373	2,637	**82**
83	1,292	1,663	1,989	2,372	2,636	**83**
84	1,292	1,663	1,989	2,372	2,636	**84**
85	1,292	1,663	1,988	2,371	2,635	**85**
86	1,291	1,663	1,988	2,370	2,634	**86**
87	1,291	1,663	1,988	2,370	2,634	**87**
88	1,291	1,662	1,987	2,369	2,633	**88**
89	1,291	1,662	1,987	2,369	2,632	**89**
90	1,291	1,662	1,987	2,368	2,632	**90**
91	1,291	1,662	1,986	2,368	2,631	**91**
92	1,291	1,662	1,986	2,368	2,630	**92**
93	1,291	1,661	1,986	2,367	2,630	**93**
94	1,291	1,661	1,986	2,367	2,629	**94**
95	1,291	1,661	1,985	2,366	2,629	**95**
96	1,290	1,661	1,985	2,366	2,628	**96**
97	1,290	1,661	1,985	2,365	2,627	**97**
98	1,290	1,661	1,984	2,365	2,627	**98**
99	1,290	1,660	1,984	2,365	2,626	**99**
Inf.	1,290	1,660	1,984	2,364	2,626	**Inf.**

Sumber: *Aplikasi Analisis Multivariate Dengan Program SPSS* (Dr. Imam Ghozali)

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APPENDIX 7

INSTRUMENT

PRE-TEST

Name :
Class : X

Choose the correct answer by crossing a, b, c, d, or e!
The following text is for number 1-5

The Golden Eggs

Long time ago a remote village, in central china, was inhabited mainly with farmers and hunters. One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help his family would die of starvation.

Few days later an hold man, with long grey beard, passed by his house took pity on him. He gave him a goose and said. " I don't have any expensive thing to give you and hope this goode will help you to ease your hardship".

A week later to his most surprise the farmer found an egg in his yard. This was not an ordinary egg. It was a golden egg. He was seuddenly overcome with joy. There after, the livehood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift.

Stragely, the goose only laid one golden egg every six months. The greedy farmer lost hid patient and slaughtere his goose thinking there were plenty of golden eggs inside its stomatch. Though the very much regretted for his foolishness, it's already too late

1. What the main idea in last paragraph. . . .
   a. This was not an ordinary egg. It was a golden egg
   b. The greedy farmer lost hid patient and slaughtere hisgoose thinking there were plenty of golden eggs inside its stomatch
   c. He became lazy,arrogant, and spendthrift
   d. He prayed hard to god for help his family
   e. Few days later an hold man, with long grey beard, passed by his house took pity on him
2. What happen to the farmer's livestock?
   a. They were all stolen
   b. They were all given away
   c. They were all slaughtered
   d. They were killed by flood
   e. They were eaten by the wild animal
3. Which of the following statement is true ?
   a. God gave the goose to the farmer

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b. The farmer did not not believe the old man
c. An old man with long grey beard gave a farmer a goose
d. The farmer died of starvation because he became lazy and spendthrift
e. The farmer slaughtered his goose becuse there were golden eggs inside its stomatch

4. He became lazy, arrogant,and spendthrift. The underline word has simiar meaning . . . .
   a. High
   b. Proud
   c. Profligat
   d. Spender
   e. Slow
5. " I don't have any expensive thing to give you .....(paragraph 3)
   The word "I" refers to .....
   a. A poor farmer reader
   b. The writer
   c. The reader
   d. An old man
   e. The hunter

The following text is for number 6-10

Once upon a time a hawk fell in love with hen. The hawk flew down from the sky and asked the hen, "Won't you marry me?"
The hen loved the brave, strong hawk and wishes to marry him. But she said, "I cannot fly as high as you can. If you give me time I may learn to fly as high as you. Then, we can fly together."
The hawk agreed. Before he went away, he gave the hen a ring. " this is to show taht you have promised to marry me," said the hawk.

So happened that the hen had already promised to marry a rooster. So, when the rooster saw the ring, he became very angry. "Throw that ring away at once! Didn't you tell the hawk that you'd already promised to marry me?" shouted the rooster. Then hen was so frightened at the roosters's anger that she threw awya the ring immediately.
When the hawk became the next day the hen hld him truth. The hawk so furious that he cursed then hen. "Why didn't you tell me earlier? Now you"ll always be scratching to the earth, and I'll always be flying above you to catch youur cildren," said the hawk.

6. Why couldn't the hen say "yes" right away?
   a. Because she did not love the hawk
   b. Because she had no ring to exchange

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c. Because it would make the roaster angry
d. Because the hawk was too brave and strong
e. Because she had to learn hoe to fly as high as the hawk

7. "wishes to marry him". The word "him" refers to ....
   a. Hawk
   b. Hen
   c. Rooster
   d. Children
   e. Chiken
8. "The hawk flew down from the sky and asked the hen "Won't you marry me?"(paragraph 1) What does the underlined utterance mean?
   a. The hen wanted to marry the hawk
   b. The hen agreed to be the hawk's wife
   c. The hawk wanted to marry the hen at the sky
   d. The hen refused to marry hawk
   e. The hawk proposed the hen to be his wife
9. Why was the rooster angry when he saw the ring?
   a. The hen had betrayed him
   b. The hend didn't wear own
   c. The ring was too small for the hen
   d. The hen had stolen his ring
   e. The ring was not good
10. He bacame very angry. The underline word has similar meaning ....
    a. Mad
    b. Unhappy
    c. Happy
    d. Sad
    e. Jealous

The following text is for number 11-15

The Magic Box

Once upon time, there was a poor farmer who dug up a big box in his field. He took at home with him and showed it to his wife. His wife cleaned it and kept it in their house.

One day, she dropped an apple into it Immediately the box began to will up with apples. No matter how many were taken out Others took their place. So the farmer dropped a coin into the box. At once, apples disappeared and the box began, to fill itself with coin. Everyday the farmer and his wife collected hundreds and hundreds of dollars. from the box. Soon they became very rich.

Now the farmer's grandfather lived with the couple. He was not very strong and he could not go out to work. So the farmer asked the old

man to help him take the money out of the box . When his grandfather became tired and wanted to rest, the farmer shouted at him, "Why are you so lazy? Why can't you work harder?" the old man did not say anything but he continued working until he fell inside the box and died. At once the money disappeared and the box began to fill up with dead grandfathers.

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

11. What the main idea from the text?
    a. She dropped an apple into it immediately the box began to will up with apples
    b. Now, the farmers grandfather live with the couple
    c. A poor farmer who dug up a big box in his field
    d. At once the money disappeared and the box began to fill up with dead father
    e. The box broke and the farmer was just as poor as he was before
12. The complication start in the part of the story when ....
    a. The farmer dug up a big box in his field, took at home and showed it to his wife
    b. His wife dropped an apple into it and immediately the box filled up with apples
    c. The farmer and his wife sold the aplles and were able to live comfortable
    d. The farmers dropped the coins into the box
    e. The apples disappeared and bean to fill itself with coin
13. Which statement is true according to the story ....
    a. His wif cleaned and kept the box to the story
    b. The box was full of valuable things when it was found
    c. The farmer had to pull dead granfather out and bury them
    d. The poor farmer finally was killed by the grandfather
    e. The farmer's wife became happy after the grandfather
14. What did we learn from the story....
    a. Being honest is not always wise
    b. Being a miser is sometimes important
    c. All the glitters is not gold
    d. It is good to be honest in life
    e. Being greedy is not good
15. "He was not very strong" (paragraph 2) the word "He" refers to ....
    a. Farmer
    b. Farmer's father
    c. Farmer's grandfather
    d. Old man

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e. Man

The following text is for number 16-20

The Tyrant Who Became a Just Ruler

In the olden times there was a king who was so cruel and unjust toward his subjects that he was always called The Tyrant. So heartless was he that his people used to pray night and day that they might have a new king.

One day, much to their surprise , he called his people together and said to them "My dear subjects, the days of my tyranny are over. Henceforth, you shall live in peaces and happiness, for I have decided to try my rule henceforth justly and well.

The King kept his words so well that soon he was known throughout the land as The Just King. By and by one of his favorites came to him said, "Your Majesty, I beg you to tell me how it was that you had this change of heart towards your people." And the King replied, As I was galloping through my forests one afternoon, I caught a sight of a hound chasing a fox. The fox escaped into his hole, but not until he had bitten by the dog so badly that he would be lame for life. The hound, returning home, met a man who threw a stone at him, which broke his leg. And the horse, starting to run, fell into a hole and broke his leg. Here I came to my senses , and resolved to change my rule. For surely, I said to myself, he who does evil will sooner or later be overtaken by evil.

16. Which of the statement is TRUE?
    a. The king was chased by a fox.
    b. The king ‘s behavior never changed
    c. The man was thorwn with a stone by a hound
    d. The king’s subjects hated him when he was a tryant
    e. In the olden times the king was loved by his subjects
17. A <u>hound</u> chasing a fox. The underline word has similar meaning ...
    a. Dog
    b. Doggy
    c. Tiger
    d. Lion
    e. Fox
18. The organization of the text above is ....
    a. Goal, material, steps
    b. Identification, description
    c. Newsworthy even, bacground even, sources

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d. Orientation, cricis, reaction, coda, reflection
e. Orientation, complication, resolution, reorientation

19. The fox escaped into his hole. The word “his” refers to ...
    a. Fox
    b. Dog
    c. Horse
    d. The king
    e. People
20. The comunicative purpose of this text is....
    a. To critize a work of art
    b. To describe particular person
    c. To describe how something is accormplished
    d. To entertain and deal with actual or vicarious experience
    e. To share an account of unusualor amusing incidents with others

The following text is for number 20-25

The Fox and The Grapes

One afternoon a fox was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. “Just the thing to quench my thirst.” he thought.

Taking a few steps back, the fox jumped and just missed the hangging grapes. Again the fox took a few paces back and he tried to reach them but still failed.

Finally, giving up, the fox turned up his nose and said,”they’re probably sour anyway” and proceeded to walk away.

21. What is the purpose of the text?
    a. To tell about the fox effort
    b. To show the way to reach the grapes
    c. To explain the fox in general
    d. To amuse the readers by a fable
    e. To explain about grapes
22. From the text we know that ....
    a. The fox was walking through the river when he spotted the grapes
    b. The fox worked very hard and successful
    c. The fox gave up after several trials
    d. The fox was starving so he wanted to eat the grapes so much
    e. The fox was eat the grapes
23. What did the fox think about the grapes in the end?
    a. Fresh
    b. Sweet
    c. Sour
    d. Tasty
    e. Bitter

24. ".... and he tried to reach them but still failed".
    What is the synonym of the underlined word?
    a. Get
    b. Drop
    c. Pass
    d. Handle
    e. Touch
25. What is the moral message of the story above?
    a. It's normal to give up if you fail
    b. Nothing comes easy without a hard work
    c. You must belive in your ability
    d. Confident is the key of your success
    e. To show the way to reach the grap

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Post – Test

Name :
Class : X

Choose the correct answer by crossing a, b, c, d, or e!

The following text is for number 1-5

Kebo iwa

Once upon a time in Bali, lived a wealthy man and his wife. They have been married for a long time but did not have any children. They prayed to God to give them a child. They prayed and prayed God finally answered their pray. The wife got pregnant and they had a baby boy. They were very happy. The baby was extraordinary. He was very much different from other babies . He ate and drank a lot. Day after day he ate more and more. His body was getting bigger and bigger. And by the time he was teenager, his body was a big as a buffalo. That's why people call him Kebo Iwa, it means Uncle buffalo. Because of his eating habit, Kebo Iwa's parents spent a lot of money to buy his food. They finally went bankrupt. They had no other choice but to ask the villagers to help them provide the food.

The villagers then worked together to cook and build a big house for Kebo Iwa. He was like a giant. He could not stay in his parents ' house anymore because of his big body. After a few months, the villagers also couldn't afford to cook him the food anymore. They then asked Kebo lwa to cook his own food. The villagers just prepared the raw materials. Kebo Iwa agreed and as an expression of his gratitude to the villagers, he help built a dum, dug wells, and he also protected the villagers from animals and people who wanted to attack their village. It was easy task for him since he also had incredible strength.

Meanwhile, the kingdom of Majapahit was planning to attack Bali. They knew about Kebo Iwa. And they also knew that they could not conquer Bali with Kebo Iwa there. Kebo Iwa was more powerful than they were. The Maha Patih of Majapahit then planned something. They were pretending to invite Kebo lwa to Majapahit to help them dig some wells. They said that Majapahit was suffering from a long dry season and needed water. Kebo lwa did not know the plan, so he went to Majapahit to help them. When Kebo lwa was busy digging a well, the Majapahit troops covered the well. Kebo lwa had difficulty in breathing and buried alive. He died inside the well. After the death of Kebo Iwa, Bali was conquered by Majapahit. Until now, people still remember Kebo Iwa because he had done a lot for Bali.

1. What the main idea of first paragraph ....
   a. The villager also couldn’t afford to cook him the food anymore
   b. It was easy task for him since he also had incredible stregth

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c. Kebo iwa's parents spent a lot of money to buy his food they finally went bankrupt
d. People still remember kebo iwa
e. The villagers then worked together to cook and build a big house for kebo iwa

2. What kind of animal that has made the baby changed?
   a. Cow
   b. Buffalo
   c. Eagle
   d. Crow
   e. Tiger
3. He was like a giant. The word "he" refers to ....
   a. Maha patih
   b. Kebo iwa
   c. Maja pahit
   d. The villagers
   e. Man
4. What is Kebo Iwa's characteristi?
   a. Kind
   b. Weak
   c. Coward
   d. Grumpy
   e. Furious
5. What is the name of the text above?
   a. Narrative text
   b. Recount text
   c. Analytical text
   d. Hortatory exposition
   e. Discussion

The following text is for number 6-10

The Origin of Landak River

Long time ago, lived farmer and his wife in a village by the side of a forest. They lived simply and they like to help other people, especially one who in afflictions. One night, the farmer and his wife were resting in their house. The farmer was sitting beside his sleeping wife. Suddenly, a white centipede came out from the wife's head. The farmer was amazed. He then followed the centipede until they reach a small pond not far from their house. Then the centipede suddenly disappeared. The farmer went home and found his wife still soundly asleep.

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In the morning, the wife told his husband about the dream she had last night. "I was walking through a vast field, and I came to a lake. I saw a giant hedgehog in the lake. It was glaring at me, so I ran away. "After he heard his wife's dream, the farmer went back to the small pond. In the pond, he saw something very shiny. He came to the shiny object and took it. It was a golden hedgehog statue. It was very beautiful. Its eye were made of diamond. The farmer then brought the statue home.

At night , the farmer had a dream . A giant hedgehog came to him, " Please let me stay in your home. As return, I will give you everything you want. Just caress the statue's head and say the prayer. There are two kinds of prayers, one is to start your wish and the second is to stop your wish. Now memorize the prayers."

In the next day, the farmer told his wife about his dream. They really wanted to prove it. The farmer slowly caressed the statue's head. He said the prayer and asked for rice. Suddenly, rice came out of the mouth of the statue. The rice kept on coming out from the statue's mouth. The farmer immediately said the prayer to stop it. The rice then stopped coming out from the statue.

The farmer and his wife then asked for other things, jewelry and other stuff they needed. They became very rich. But they still like to help other people. A lot of poor came to them for help. Unfortunately, a thief found out about the secret of the golden hedgehog statue. Pretending to be a poor asking for help, he stole the statue from the farmer's house.

The thief blurred to the district area of Ngabang. There was a drought in the area. The thief wanted sympathy from the people, so he said to them that he would provide them with water. The thief then caressed the hedgehog statue and said the prayer. Water came out of the statue's mouth. All the people were so happy . But the water kept on coming out. The thief didn't know the prayer to stop the wish. People who saw the incident were really scared. They ran away to avoid the water as it was started to flood the area. The thief also wanted to run away, but he cannot move his legs . In his vision , there was a giant hedgehog holding both his legs. Water kept coming from the statue and slowly it became a river. The thief was drowned in the river. People then named the river as hedgehog River or Sungai Landak.

6. Who lived at the side of forest?

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a. Farmed
b. Hunter
c. Child
d. Beggar
e. Shoemaker

7. What the mai idea of second paragraph ....
   a. He came to the shiny object and took it. It was golden hedgehong statue
   b. The wife told his husband about the dream she had last night
   c. Lived farmer and his wife in a village by the side of a forest
   d. A night the farmer had a dream
   e. A white centiped ome out from the wife's head
8. They like to help other people. The word "they" refers to ....
   a. Farmer
   b. Hiw wife
   c. Farmer and his wife
   d. People
   e. wife
9. The thief blurred to the district area of Ngabang the Indonesia translation of the text above is ....
   a. Membaur
   b. Memisah
   c. Melotot
   d. Memejamkan mata
   e. Berlari
10. What is the purpose of the text above
    f. Amuse of the reader
    g. Rettel the writer's past experience
    h. Enourage people to pet the hedgehong
    i. Discuss the controversy of hedgehong
    j. Tell the argument of the writer

The following text is for number 11-15

A farmer came across a bird with a broken wing. He picked it up, took it home and locked after it lovingly, event tough his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone , he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their

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thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and see went to see the birds. The birds gave her a little casket, but this one was full of devils. The devils jumped on her as soon as she opened the casket and the chased her away.

Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood, and the birds decorated it with flowers of every kind.

11. Which of the following statement do you agree with?
    a. The farmer chased his wife away
    b. The farmer lived happily with his wife
    c. The farmer's wife took care of the bird
    d. The bird was veri thanful to the farmer
    e. The farmer's wife was a very kind woman
12. The farmer's new hut was ....
    a. Well furnished
    b. Built by the birds
    c. A gift from the birds
    d. Decorate luxuriously
    e. Built of perfumed wood
13. What do we learn from the text?
    a. A gift shows kindness
    b. Suffering bring happines
    c. Arguing makes you distressed
    d. A good deed deserve a reward
    e. Having no heart makes you isolate
14. What the main idea of third paragraph?
    a. The bird left the farmer
    b. The bird welcomed the farmer
    c. The farmer got a little casket from the bird
    d. The farmer was so anggry and went out to find the bird
    e. The farmer was happy having got a box
15. The word "discovered" (paragraph 3) means ....
    a. Proved
    b. Found out
    c. Saw
    d. Inveted
    e. Beleved

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The following text is for number 16-20

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

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

One day, elephant hunters came to the jungle and tripped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of rats. He summoned one of the elephants of his herd which had hot been trapped, to go seek help from the king and told him about the trapped elephant's

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

16. Which of the following can be inferred from the text ....
    a. The elepants hard was totlly free
    b. Theking rats and king elephants are best friend
    c. The mouse king elephantking help each other
    d. They dance with joy and thanked the rats
    e. Lived a group of mouse under a tree in peace
17. What helped the elepant’s herd free?
    a. The elephant’s herd did
    b. The hunter did
    c. A trapped elephant did
    d. A group of kings did
    e. Entire group of rats did
18. When did the story occur?
    a. In the sea
    b. In the jungle
    c. In the space
    d. In the home of mice group
    e. In the nets which had trapped the elephant’s herd
19. At the end of the story, how was the elepants’s herd?
    a. Angry
    b. Sad
    c. Happy
    d. Dead

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e. Disappointed

20. The word “summoned” means ....
    a. Orderd to come
    b. Asked to do
    c. Offered to **come**
    d. Go to make
    e. Forced to do

The following text is number 21-25

The Legend of Redfish

Once upon a time there were many swordfish in the sea near Singapore. These swordfish caused a great deal of trouble. They flew into boats and sometimes killed fishermen. There were so many of these swordfish that the Raja decided to kill them.

So the Raja brought his army down to sea to fight the swordfish . Many people came to watch the battle, and among them was a very clever little boy. The little boy watched the soldier in their uniform, their long swords shining in the sun. He thought to himself that he would like to be a soldier when he grew up.

When the captain gave the signal, the soldier stood in long line on the beach and waited for the swordfish to attack. Soon the swordfish came leaping and flying across the water. Wave after wave of then came. They noses, and many soldiers died. Suddenly, the little boy saw the raja sitting sadly beneath a tree. He ran to raja and said. "Please, sir I think I know how to stop the swordfish."

"Do you. Indeed, little boy?" said the Raja looking to a cut at the boy's bare feet and ragged clothes. "Yes, Sir," the boy said. "Tell the soldiers to take those the banana trees over there. Then tie the trees together to make a wall to stop the fish." "That's wonderful idea, "said the Raja. He turned to his captain. "Why didn't you think of that, Captain? Tell your men to start at once."

The captain looked angrily at the little boy before he told his men what to so. The soldiers cut the banana trees and tied them together with strong ropes. They used more ropes to pull the wall to the edge of the water. This time, when the sword came, they flew out of the water and their swords stuck in the wall of banana trees. They couldn't move, and so it was easy for the soldier to kill them. "Well done, men." Said the Raja to the soldiers. "And thank you, little boy" he said to the boy.

The little boy bowed to the Raja and ran back to his home on the hill by the sea. The Raja thoughtfully watched him go. That's very

clever child, "he said to the captain.

The captain was still angry because the boy had made him took stupid. "Perhaps, sir, he is too clever. Clever little boy can grow into dangerous man."

The Raja thought about this , and the more he thought the more he worried. A few days later the captain came to see him again. "Sir" he said. "I am worried about that little boy. He is too clever. Someday, he will make a lot of he will make a lot of trouble for us." "You are right, Captain, "said the Raja. "I think we should stop him now, before it's too late." "Good, "said the captain. "I'll take care of it tonight. "That night the captain and some of his soldiers climbed the hill where the little boy lived. They quietly went into his house and killed him with their swords. The little boy's blood ran freely down the hill. Soon the whole hill had turned red, and it is red to this every day. When the people heard the Raja's captain had done, they named his place Redhill. And even now, they remember the story of the clever little boy who stopped the swordfish.

21. What the main idea of paragraph 1?
    a. Many sworfish in the sea near singapore
    b. There so many of these swordfish that the Raja decided to kill them
    c. The captain looked angrily at the little boy
    d. Raja brought his army down to sea to fight the swordfish
    e. They flew into boats and sometimes killed fisherman
22. He ran to raja . the word “He” refers to ....
    a. Raja
    b. Army
    c. Soldier
    d. Little boy
    e. Boy
23. What happened to the boy at the night?
    a. He was killed
    b. He was appointed as the soldier
    c. He got a reward from the king
    d. He married to one of the king’s daughter
    e. He was accepted as the king’s son
24. What is the little boy’s characteristic?
    a. Smart
    b. Stupid
    c. Naive
    d. Brave
    e. Coward
25. Soldier underline word has similar meaning ....

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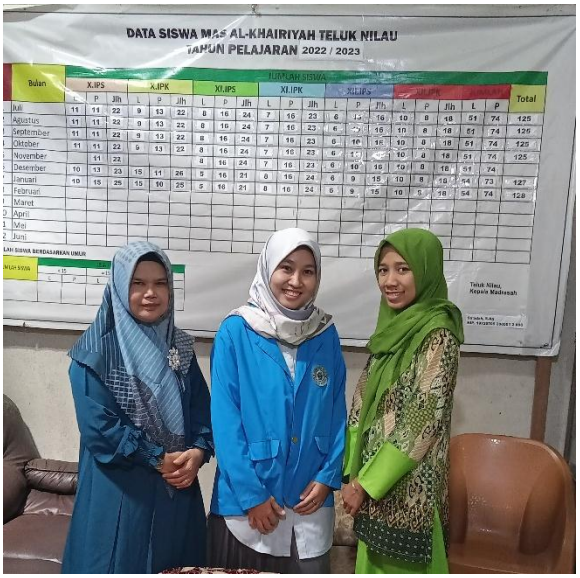
a. Commando
b. Army
c. Captain
d. Raja
e. police

Source : https://umar-danny.blogspot.com/2019/05/100-soal-uaspat-bahasa-inggris-kelas-x_12.html?m=1

APPINDEX 8

DOCUMENTATION



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No.
Date:

kebo iwa

Previewing

- kesimpulan dari kebo iwa adalah 2.

1. mereka belum juga di karunia anak dan akhirnya mereka juga di karunia anak juga

- Click and Clunk

1. Incredible, Strength, Pretending, suffering, Villagers, ~~teng~~ teenager, different.

- getting the gist

1. ~~up~~ ~~the~~ ~~act~~ ~~and~~ di bali pada zaman dahulu hiduplal sepasang suami istri mereka kaya hanya saja mereka belum mempunyai anak

-

1. apa yang di lakukan oleh kebo iwa dalam membantu penduduk ?
(Penduduk desa di buat ketakutan dengan sifat kebo iwa ketika marah meski begitu kebo iwa tak segan jika di minta untuk membantu pekerjaan warga desa)
2. siapakah tokoh utama dalam ~~cerita~~ di ceritakan dalam legenda tersebut ?
(kebo iwa)
3. bagaimana watak tokoh tersebut ?
(Rakus dan emosional)

People become fools when they stop asking questions

1. kenapa di gelar dengan kebo iwa. why is it titled with
2. Apa arti kebo iwa ? Paman kerbau
3.

1 why him give titled kebo iwa ? his body was getting bigger and the bigger. and by the time he was teenager.

2 what the meaning of kebo iwa ? uncle buffalo.

kata
- teenager.
- dum.
- meanwhile
- difficulty
- villagers → keluarga desa

Jangan makan terlalu banyak, karna sesuatu yang berlebihan tidak baik

Nama kelompok
- muhammad risky al-farisi
- abdurrahman
- aulia safna
- abdurrahim
- nathila syahmina
- sholehatul jannah.

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@ Hak c

1. Previewing : ada seorang peria yang tidak memiliki anak dan mereka berdoa kepada tuhan dan akhir nya ~~mere~~ doa mereka di kabul kan oleh tuhan dan pada akhir nya mereka memiliki anak.

2. Click and clunk : Dia tidak bisa lagi tinggal di rumah orang tua nya karena badannya terlalu besar A, penduduk desa juga tidak mampu lagi untuk memasak untuk nya. mereka lalu menanya kan makanan nya sendiri.

3. Getting the gist : ~~kebo iwa tidak berhasil menaklukan bali~~ kerajaan maja pahit tidak bisa menaklukkan bali dengan kebo iwa.

4. wrapping up : kerajaan apa yang ingin menyerang bali? kerajaan maja pahit

apakah kerajaan majapahit bisa menaklukkan kebo iwa? tida bisa

kelompok : Fatimah
Zainal
Iqbal
Iwan
misna
Syahru

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CONSULTATION CARD OF THESIS

Kode Dokumen	Kode Formulir	Berlaku tgl	No. Resi	Tgl.Revisi	Halaman
In.08-PP-05-01	In.08-FM-PP-05-02		R-0	-	

Name : Rima Adila

Student ID : 205172855

Advisor I : Eliza Trimadona, M. Pd.

Title : The Effect of Collaborative Strategic Reading (CSR) on Students' Reading Comprehension at Islamic Senior High School Al-Khairiyah Tanjung Jabung Barat

Major : English Education Study Program

No	Date	Material Concultation	Signature
1	September 21, 2022	Submission Proposal	
2	October 05, 2022	Revise Chapter I, II and III	
3	October 07, 2022	Revise Chapter II and III	
4	October 11, 2022	Revise Chapter II dan III	
6	October 14, 2022	ACC to Seminar Proposal	
7	October 27, 2022	Conducted Proposal Seminaar	
8	November 11, 2022	ACC to Riset	
9	January 27, 2023	Revise Chapter, IV and V	
10	February 13, 2023	ACC	

Jambi, 13 February 2023
Advisor I

Eliza Trimadona, M. Pd.
NIP.198206192006042002

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CONSULTATION CARD OF THESIS

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In.08-PP-05-01	In.08-FM-PP-05-02		R-0	-	

Name : Rima Adila

Student ID : 205172855

Advisor II : Uyun Nafiah, M.Pd

Title : The Effect of Collaborative Strategic Reading (CSR) on Students' Reading Comprehension at Islamic Senior High School Al-Khairiyah Tanjung Jabung Barat

Major : English Education Study Program

No	Date	Material Concultation	Signature
1	February 17, 2022	Submission Proposal	
2	March 04, 2022	Revise Chapter I, II and III	
3	March 28, 2022	Revise Chapter I and II	
4	June 09, 2022	Revise Chapter III	
6	July 08, 2022	Revise Chapther III	
7	August, 2022	Acc to Seminar Proposal	
8	October 27, 2022	Conducted Proposal Seminaar	
9	November 11 , 2022	ACC for Riset	
10	January 31, 2023	Revise Chapther IV and V	
11	February 07, 2023	ACC	

Jambi,09 February 2023
Advisor II

Uyun Nafiah, M.Pd
NIP.198806272015032006

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State Islamic University of Sulthan Thaha Saifuddin Jambi

CURRICULUM VITAE

Name : Rima Adila
Gender : Female
Date of Birth : Teluk Nilau
Adress : Jl. Sultan Thaha RT. 20, Kel.Teluk Nilau, Kec. Pengabuan, Kab Tanjung Jabung Barat
Email : rimaadila23@gmail.com
Contact Person : 085758853591
Education Background :

No	Education	Place	Graduated Year
1.	TK Yayasan Pengabuan	Teluk Nilau	2005
2.	SD N 19/v Teluk Nilau	Teluk Nilau	2011
3.	SMPN 1 Pengabuan	Teluk Nilau	2014
4.	SMAN 5 Tanjung Jabung Barat	Teluk Nilau	2017
5.	The Islamic university Sultan Thaha Saifudin Jambi	Jambi	2023

Jambi, 16 February 2023
Writer

Rima Adila
Nim. 205172855