

**THE EFFECTIVENESS OF COOPERATIVE SCRIPT
METHOD ON STUDENTS' READING SKILL
AT SMPN 2 LABUHAN HAJI IN THE SCHOOL YEAR
2024/2025**

THESIS



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LANGUAGE AND ART EDUCATION DEPARTEMENT
HAMZANWADI UNIVERSITY**

2024

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A Thesis
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**ENGLISH LANGUAGE EDUCATION PROGRAM
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ABSTRACT

Zulkarnaen Huda. 2024. *The Effectiveness of Cooperative Script Method on Students' Reading Skill*. Undergraduate Thesis. English Language Education Program, Language and Art Education Departement. STKIP Hamzanwadi Selong. Advisor: (1) Muhammad Husnu, M.Pd and (2)Ahmad Yusri, M.Pd

Key Words: *Cooperative Script Method, Reading Skill.*

The purpose of this research was to know whether or not Cooperative Script Method effective on students' reading skill of narrative text for the ninth graders of *SMPN 2 Labuhan Haji* in Academic year 2024/2025.

The design used in this research was a quasi-experimental, with non-randomized control group pre-test-post test design. The population of this research was the entire of the ninth grade students of the *SMPN 2 Labuhan Haji* in academic year 2024/2025 which consisted of 102 students. Then, the sample consisted of 35 students for experimental class and 35 students for control class. Furthermore, the instrument used in this research was multiple choice tests to know the students' reading skill. In collecting the data the researcher administered pre-test and post-test to both experimental and control groups and to analyze the data the researcher used *t-test* by applying SPSS 20 for windows, to find whether the alternative hypothesis was accepted or not.

Based on the result of data analysis it was found that the mean score was 56.14 and the Standard Deviation was 8.143, for experimental group, while for control group, it was found that the mean score was 48.00 and the Standard Deviation was 8.243. Then, in post-test, it was gained that the mean score was 64.57 and the Standard Deviation was 9.577 for experimental group, while for control group, it was obtained that the mean score was 53.43 and the Standard Deviation was 5.658. Furthermore, after testing the hypothesis it was gotten that there was a significant difference in the t-test scores between groups (experimental and control groups) of the post-test, $t_{(df=34)} = 7.84$ and 6.63 at significant level $p = 0.00$. Meaning that the null hypothesis was rejected and alternative hypothesis was accepted.

Referring to these data it can be concluded that Cooperative Script Method was significantly effective on students' reading skill of narrative texts for the ninth graders of *SMPN 2 Labuhan Haji* in Academic year 2024/2025.

ABSTRAK

Zulkarnaen Huda. 2024. *Efektivitas Metode Cooperative Script terhadap Keterampilan Membaca Siswa*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Jurusan Pendidikan Bahasa dan Seni, STKIP Hamzanwadi Selong. Pembimbing: (1) Muhammad Husnu, M.Pd dan (2) Ahmad Yusri, M.Pd

Kata Kunci: *Metode Cooperative Script, Keterampilan Membaca.*

Tujuan penelitian ini adalah untuk mengetahui apakah Metode Cooperative Script efektif terhadap keterampilan membaca teks naratif siswa kelas IX *SMPN 2 Labuhan Haji* tahun ajaran 2024/2025.

Desain yang digunakan dalam penelitian ini adalah quasi-eksperimental, dengan desain non-randomized control group pre-test-post test. Populasi penelitian ini adalah seluruh siswa kelas IX *SMPN 2 Labuhan Haji* tahun ajaran 2024/2025 yang berjumlah 102 siswa. Kemudian, sampel terdiri dari 35 siswa untuk kelas eksperimen dan 35 siswa untuk kelas kontrol. Selanjutnya, instrumen yang digunakan dalam penelitian ini adalah tes pilihan ganda untuk mengetahui keterampilan membaca siswa. Dalam pengumpulan data, peneliti memberikan tes awal dan tes akhir untuk kelompok eksperimen dan kontrol dan untuk menganalisis data, peneliti menggunakan uji-t dengan menerapkan SPSS 20 for windows, untuk mengetahui apakah hipotesis alternatif diterima atau tidak. Berdasarkan hasil analisis data ditemukan bahwa skor rata-rata adalah 56,14 dan Standar Deviasi adalah 8,143, untuk kelompok eksperimen, sedangkan untuk kelompok kontrol, ditemukan bahwa skor rata-rata adalah 48,00 dan Standar Deviasi adalah 8,243. Kemudian, pada post-test, diperoleh bahwa skor rata-rata adalah 64,57 dan Standar Deviasi adalah 9,577 untuk kelompok eksperimen, sedangkan untuk kelompok kontrol, diperoleh bahwa skor rata-rata adalah 53,43 dan Standar Deviasi adalah 5,658. Selanjutnya, setelah dilakukan pengujian hipotesis diperoleh bahwa terdapat perbedaan yang signifikan pada skor t-test antar kelompok (kelompok eksperimen dan kelompok kontrol) post-test, $t(df=34) = 7,84$ dan $6,63$ pada taraf signifikan $p= 0,00$. Artinya hipotesis nol ditolak dan hipotesis alternatif diterima.

Berdasarkan data tersebut dapat disimpulkan bahwa Metode Cooperative Script efektif secara signifikan terhadap keterampilan membaca teks naratif siswa kelas IX *SMPN 2 Labuhan Haji* tahun ajaran 2024/2025.

DECLARATION

I declare that this thesis does not contain material which has been accepted for the award of any other degree or diploma in any university, nor does it contain material previously published or written by any other person, except where due reference is made in the text of the thesis.

Selong, 23 September 2024



Zulkarnaen Huda

APPROVAL

**THE EFFECTIVENESS OF COOPERATIVE SCRIPT
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2024/2025**

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This is to certify that this thesis has been approved
by the advisors for the thesis defense.

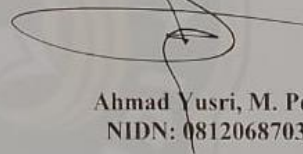
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RATIFICATION

**THE EFFECTIVENESS OF COOPERATIVE SCRIPT
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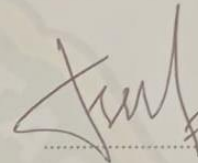
Accepted by the Board of Examiners as the requirement for the degree of
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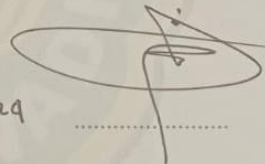
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DEDICATION

This thesis is dedicated to:

My beloved parents (my mother, father and also my Younger) and for special suport (My wife) thanks for your financial supporting and praying.

MOTTO

READING IS THE KEY OF OPENING THE WINDOW OF WORLD

ACKNOWLEDGMENT

Firstly, the researcher would like to express greatest gratitude to Allah SWT for blessing and giving strength, so that the researcher has the opportunities and full strength in complimenting this thesis. Secondly, my deepest gratitude goes to Prophet Muhammad SAW who had led human being from the dark world to bright one. Thirdly, Thankfulness to honorable:

My first consultant (Muhammad Husnu, M.Pd) and second consultant (Ahmad Yusri, M.Pd) thank for your guidance in correcting my thesis and help me during the process of writing this thesis. Thank you so much.

After through a great effort, the researcher finally completed this thesis. However, the researcher realized that the content of this thesis is still lack, therefore, for the next perfectness of this thesis the researcher welcome to the objective critic and suggestion for improvement of this thesis. Finally, the researcher hopes that this thesis will be useful not only for the researcher herself but also for the readers.

CONTENTS

TITLE PAGE.....	i
ABSTRACT.....	ii
ABSTRACT.....	iii
DECLARATION.....	iv
APPROVAL PAGE.....	v
RATIFICATION.....	vi
DEDICATION.....	vii
MOTO.....	viii
ACKNOWLEDGMENT.....	ix
TABLE OF CONTENTS.....	x
CHAPTER I INTRODUCTION.....	1
A. Background of the Study.....	1
B. Scope of the Study.....	2
C. Statement of the Problem.....	2
D. Purpose of the Study.....	2
E. Significances of the Study.....	3
1. Theoretically.....	3
2. Practically.....	3
CHAPTER II REVIEW OF RELATED LITERATURE.....	4
A. Cooperative Script.....	4

1. Definition of Cooperative Script.....	4
2. The Step of Cooperative Script.....	5
3. Advantages and Disadvantages of Cooperative Script....	6
B. Reading.....	6
1. Definition of Reading.....	6
2. Reading Process.....	7
3. Indicators of Reading.....	10
4. Assessments of Reading.....	12
C. Relevant Study.....	13
D. Theoretical Framework.....	15
E. Hypothesis.....	16
CHAPTER III RESEARCH METHODOLOGY.....	17
A. Research Design.....	17
B. Setting.....	18
C. Population and Sample.....	18
D. Research Instrument.....	19
E. Data Collection.....	20
F. Data Analysis.....	21
CHAPTER IV RESULTS AND DISCUSSION.....	24
A. Results.....	24
1. Mean and Standard Deviation.....	24
2. Normality Testing.....	25

3. Homogeneity Testing.....	25
4. Testing Hypothesis.....	26
B. Discussion.....	26
CHAPTER V CONCLUSION AND SUGGESTION.....	29
A. Conclusion.....	29
B. Suggestionn.....	29
REFERENCES.....	31
APPENDICES.....	32

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the four language skills that must be mastered by student. And by reading, students can comprehend about what they read. According to (Husnu & Mardiyah, 2022) reading is a part of the way we use language in daily life to gather information, communicate with others and also for enjoyment. It means with reading people will get information, can communicate with each other and also can make people enjoy.

From the preliminary results, the results show that the situation that occurs at school shows that the lecture methods used by teachers make students feel unenjoyed and bored so that students are unable to grasp the information contained in the material that has been provided. Apart from that, there is a lack of communication between teachers with the students also students with other students, due to teachers using old methods or lecture methods.

When the researcher asked an English teacher in this school, the researcher found the students' problem in learning English especially in reading. One of the problems is the students got difficulties in reading English text, because the students not only read the text but the students also need to understand the context of the text materials such as: found the topic, main idea and answer the question that related with the text. Problems that researcher found such as: students are weak in finding main idea and paraphrasing sentences. This problem can be happened because the method

that teacher used make students get bore and they have less attention to their teacher.

Based on the explanation above, the researcher is interested to conduct the research entitled “the effectiveness of cooperative script on students’ reading skill. This study will be conducted at the ninth grade students of *SMPN 2 Labuhan Haji* in school year 2024/2025.

B. Scope of the Study

This study is limited to the use of Cooperative Script on students’ reading skill to ninth grade students of *SMPN 2 Labuhan Haji* in school year 2024/2025.

C. Statement of the Problem

Based on the bacground of the study, the researcher formulates the statement of the problem such as: Is Cooperative Script Method effective on students’ reading skill?

D. Purpose of the Study

Based on the above statement of the problem, the purpose of the study is: To know whether or not Cooperative Script Method effective on students’ reading skill.

E. Significances of the Study

By analyzing the result of teaching English at *SMPN 2 Labuhan Haji*, the researcher hopes this study contributed:

1. Theoretically

The result of this study is expected to give theoretical information about the effectiveness of Cooperative Script on students' reading skill.

2. Practically

1. The Teacher

The research is expected to increase the knowledge on how to make students to be more critical in learning and to explore the students' reading skill. The researcher hopes that English teacher is more creative in teaching than before. So, the students will get better achievement in learning process.

2. The students

The students can improve their reading skill and get knowledge in understanding reading skill of the study.

3. The researcher

This research is expected can be useful for next researcher as the reference.

CHAPTER II

REVIEW OF LITERATURE AND HYPOTHESIS

A. Coopertive Script

1. Definition of Cooperative Script

Cooperative Script is one of cooperative learning. According to (Fikni et al., 2025), many students find coopertaive script is helpful to get together with classmates to discuss material they have read or heard in class. It means that cooperative script is helpful for students than they must study and read by their selves.

The definition of cooperative script method based on (Nazri et al., 2024) is cooperative learning scenario. It means that each student has a role in current discussions. In it, students work in pairs and take turns summarizing sections of the material for one another. While one student summarizing, the other listens and corrects any errors or omissions. Then the two students switch role, continuing in this manner until they have covered all the material to be learned.

Then, (Wati et al., 2024) stated that Cooperative Script (CS) is a learning method in which the students work in pairs and orally to summarize the parts of materials are being learned.

There is agreement on students about the rules of collaboration in cooperative script. The students and another agree to pursue each role. A student who has role as a speaker, read out the content of the text without bringing the text. Students who become listeners listen explanation from the speaker, help to correct the speaker if there is an incorrect. Solve the

problems together and then conclude together. While the agreement between teacher and student is the teacher's role as a facilitator who assists the students to achieve the learning objective.

2. The step of Cooperative Script

The following are step in use teaching cooperative script in reading.

- a. The teacher divides the students to pair up.
- b. Teacher shares the discourse/text to each student to be read and make summary.
- c. Tacher and students determine who act first as speaker and listeners.
- d. Based on the agreement, the student who becomes speaker read out the summaries as completely as possible, by entering the main ideas in the summary. While the listener, listens to correct/show the main ideas in that are less comprehensive and help to remember memorize the main ideas by connecting the previous material or with other material.
- e. Exchanging the roles, initially as a speaker exchanged into listeners and vice versa and do as above.
- f. Teacher and students make conclusion.

(Agustina et al., 2023). Mentions the procedure of cooperative script; students work in pairs and take turns summarizing sections of the material for one another. While one student summarizes, the other listens and corrects any errors or omissions. Then the two students switch roles, continuing in this manner until they have covered all the material to be learned.

3. The advantages and disadvantages of cooperative script

- a. The advantages of cooperative script
 - 1. To make students active
 - 2. To make students can interact and care with the other
 - 3. Help students to understand new material
 - 4. To make students friendly
- b. Disadvantages of cooperative script
 - 1. Assessment in cooperative learning strategy is based on group work
 - 2. Effort in developing a group consciousness requires a fairly period of time.

B. Reading

1. Definition of Reading

According to (Fikni et al., 2024) stated that reading is like wise a skill that teachers simply expect learners to acquire. Reading have many function in our life not just we can read something like book, novel, magazine or etc, but if someone could read in their life, they can get many information from read, can understand the meaning and can finding very much new knowledge. In addition, According to (Prasetyaningrum, n.d.) “Reading is a part of the way we use language in daily life to gather information, communicate with others and also for enjoyment.” It means reading is the way or how we could use the language perfectly and get some

information, but reading also could have someone in their daily life like how to communicate to each other.

2. Reading Process

a. Understanding of Reading

Reading is a process that is carried out and used by the reader to obtain a message, which the writer wishes to convey through the medium of words / written language. A process that requires that groups of words which are a unit will be seen in a glance, and so that the meaning of words individually will be known. If this is not fulfilled, then the written and implied message will not be captured or understood, and the reading process will not be carried out properly (Wati et al., 2024).

Reading is all activities carried out by the reader to obtain information contained in a reading material. Reading products are the result of the reading process, which is understanding the contents of the reading (Usuluddin et al., 2025).

b. The purpose of reading

The main purpose in reading is to find and obtain information, include content, and understand the meaning of reading (Tarigan, 2008:9). Conclude that if you want to know what the contents of a reading are, you must first read and understand what is in the writing.

According to (Dwimaulani et al., 2025) there are several reading goals that include:

1. pleasure,
2. Perfect reading aloud,

3. Using certain strategies,
4. Update his knowledge about a topic,
5. Linking new information to information that he already knows,
6. Obtain information for oral and written reports,
7. Confirming or rejecting predictions,
8. Showing an experiment or applying information obtained from a text in several other ways,
9. Learn about the structure of the text, and
10. Answer specific questions

c. The Nature of Reading

Syafi'ie (1994: 6-7) mentions the nature of reading:

1. Development of skills, starting from the skills of understanding words, sentences, paragraphs in the reading to understanding critically and evaluatively the entire contents of the reading.
2. Visual activity, in the form of a series of eye movements in following lines of writing, concentration of sight in words and groups of words, reviewing words and groups of words to gain an understanding of reading.
3. Activities observe and understand written words and give meaning to these words based on the knowledge and experience that has been possessed.
4. A thought process that occurs through the process of perceiving and understanding information and giving meaning to reading.

5. The process of processing information by the reader by using information in the reading and the knowledge and experience that has been previously possessed that is relevant to that information.
6. The process of connecting writing with the sound in accordance with the writing system used.
7. The ability to anticipate the meaning of the lines in writing. The activity of reading is not just a mechanical activity, but rather an activity to capture the intent of groups of words that carry meaning.

From several points of the nature of reading, it can be stated that reading is essentially a physical and psychological process

d. Benefit of reading

We know that books are a window to the world, to know the contents of a book we need to have the ability to read. There are so many benefits to be gained by reading. The benefits of reading for us are:

1. Reading eliminates anxiety and anxiety.
2. When busy reading, someone is blocked from entering ignorance.
3. By reading frequently, one can develop flexibility and fluency in speaking.
4. Reading helps develop thinking and clarifies thinking.
5. Reading increases a person's knowledge and improves memory and understanding.

6. By reading frequently, a person can take advantage of the experience of others, such as imitating the wisdom of the wise and the intelligence of scholars.
7. By reading frequently, a person can develop his abilities both to get and respond to knowledge and to study scientific disciplines and applications in life.
8. A person's beliefs will increase when he reads useful books, especially books written by devout Muslim writers. The book is the best lecturer and he has a strong influence to lead someone to goodness and keep away from evil.
9. Reading helps a person to refresh his mind from intricacies and save time so it is not in vain.
10. By reading frequently, a person can master many words and learn various models of sentences, furthermore he can increase his ability to absorb concepts and to understand what is written "between line by line" (understanding what is implied).

3. Indicators of Reading

According to (Usuluddin et al., 2025) there are nine indicators of reading those will be explained as follow:

a. Main Idea

Main idea gathered all of the ideas in paragraph. The reader is required to be able to find the main idea or identifying main idea in the written text.

b. Vocabulary

In reading test, test taker often ask to determine the meaning of a word and identify a synonym of a word.

c. Specific Fact or Detail

The readers are ability of finding the detail information and specific fact in the text.

d. Exceptions

The reader is able to identify which item is not specifically mentioned in the passage.

e. Location of Information

The reader can found the place in the passage where specific information is provided.

f. Inferences

The reader ne able to make their own perception of the text they read.

g. References

The reader is able to determine what a specific word or phrase in the passage refers to. (The word or phrase is often a pronoun, such as “its”)

h. Paraphrased Sentences

This kind of question asks the reader to identify the sentence that best paraphrases (restates) one or more sentences from the passage.

i. Sentence Insertion

These questions ask reader to identify the best (most logical) place within the passage to insert a new sentence. The reader will be asked to choose from several possible choices marked with a small square.

4. Assesment of Reading

According to (Suherman & Kertawijaya, 2023) the nature of the assessment of reading in classroom contexts is or should be directly and intimately related to nature of the instruction assessing of reading, these includes:

a. Reading Aloud

The test-taker sees separate letters, words and short sentences and reader aloud, one by one in the presence of an administration.

b. Written Response

The same stimuli are presented and the test taker's task is to reproduce the probe in writing.

c. Multiple Choice

Multiple choice responses are not only a matter of choosing one of four or five possible answers.

d. Picture – Cued Items or True/False Item

Test-takers are shown a picture, such as the one on the next page, along with a written text and one given of a number of possible tasks to perform.

C. Relevant Study

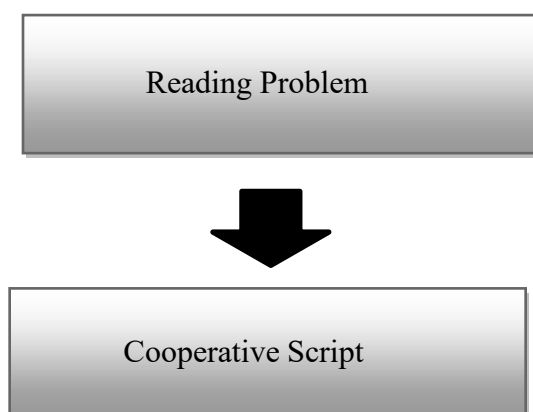
The first relevant study comes from Dewa Ayu Ade Riska (Univeritas Pendidikan Ganesha) her title is “the effect of cooperative script technique on the students’ reading comprehension” the research design of this study is Quasi Experimental of Posttest Only Control Group Design. The population of this study is 180 students of the eighth-grade students of SMPN 3 Banjar. Sixty students from two classes are taken as samples. They are assigned as an experimental group and a control group through lottery. The obtained data are analyzed descriptively and inferentially by using SPSS 19. The result showed that the mean score of the experimental group is 85.37 while the mean score of the control group is 76.63. The result of t-test showed that the t-observed exceeded the t-critical value ($4.376 > 2.048$). Thus, the null hypothesis is rejected, which means there is significant effect on the eighth grade students’ reading comprehension of SMPN 3 Banjar. It means using Cooperative script in teaching reading comprehension is successful in improving students on reading.

The second relevant study comes from Esti Polaisti her title is “ cooperative script techniques can improve the students’ reading skill of XI IPS – 1 Grade students in MAN 1 Surakarta. The method used in this research is a Classroom Action Research. The research is conducted in two cycles to XI IPS – 1 grade of MAN 1 Surakarta from February to May 2015. In collecting the data, the researcher used observation, interview, field note, and test (pre – test and post – test). In analyzing the data, t – test formula is employed to calculate the mean score of pre – test and post – test. In this study, the researcher applied

cooperative script techniques to improve the students' reading skill. Cooperative script technique is learning method to make students work in pairs. Then the researcher collected the results of the students score and participation in learning reading of XI IPS - I class of MAN 1 Surakarta. Based on the results, the reading skill of the students of XI IPS - 1 class of MAN 1 Surakarta through cooperative script techniques has improved. The results of mean scores are pre – test (64.32), post – test 1 (73.08) and post – test 2 (83.52). Then the t-test value of cycle 1 is 7,89 and t-test value of cycle 2 is 11,92. Based on the finding can be concluded that the application of the cooperative script techniques can improve the students' reading skill of XI IPS – 1 Grade students in MAN 1 Surakarta. The research showed improvement the results of study the students when teaching learning process used cooperative script technique of XI IPS – 1 class. The improvement students' reading skill where: (1) finding the main idea, (2) finding references, (3) finding detail information and (4) finding the meaning word in the text. The means scores of the research showed cooperative script can improve students' reading skill of XI IPS – 1 grade students of MAN 1 Surakarta in school years of 2014/2015. The means scores of the research are pre – test mean score is 64,32, post – test 1 is 73,08 and post – test 2 is 83,52. So the results of the research showed that cooperative script technique can improve students' reading skill of XI IPS – 1 grade students of MAN 1 Surakarta in school years of 2014/2015. Based on conclusion above, the researcher gave suggestion about teaching reading. There are: (1) the English teacher should more creative and enjoy when teaching learning process in class. (2) The students should be active

again in teaching learning process in class and (3) the researcher got more experience in teaching learning process.

D. Theoretical Framework



According to (Fikni & Wathoni, 2024) reading is a part of the way we use language in daily life to gather information, communicate with others and also for enjoyment. It means with reading people will get information, can communicate with each other and also can make people enjoy.

Cooperative Script is one of cooperative learning. According to Slavin (in Amir and Sri, 2006: 1073). many students find cooperative script is helpful to get together with classmates to discuss material they have read or heard in class. It means that cooperative script is helpful for students than they must study and read by their selves.

E. Hypothesis

Hypothesis is a tentative assumption for this research. Where in this hypothesis the researcher gave a positive assumption as follow:

Ha: Cooperative Script is effective on students' reading skill.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used a quantitative research. Quantitative research involves scientific or mathematical data. To understand a problem, the researcher used a quasi-experimental research, with non-randomized control group pre-test-post test design in order to examine the effectiveness of Cooperative Script on students' reading skill (Ary, 2010).

To be clearer the design of this research can be seen in the following table.

Table 3.1
The Scheme of Research Design

Group	Pre-test	Treatment	Post-test
E	O1	X	O2
C	O3	-	O4

Where:

- E : Experimental group
- C : Control group
- O1 : Pre-Test of Experimental group
- O3 : Pre-Test of Control group
- X : Treatment of Experimental Group
- : No Treatment of Control Group
- O2 : Post-Test of Experimental Group
- O4 : Post-Test of Control Group

B. Setting

This research was conducted at SMPN 2 Labuhan Haji. Labuhan Haji district east Lombok West Nusa Tenggara, on July up to September 2024.

C. Population and Sample

1. Population

According to Sugiono (2011: 80) population is generalization area that consist of subject/object that has certain quality and characteristic who is decided by researcher to learn and than make a conclusion from that. The population of this research was the entire of the ninth grade students of *SMPN 2 Labuhan Haji* in school year 2024/2025, which consisted of 3 classes with the total number were 102 students. In this case, class IX-A consisted of 32 students, class IX-B consisted of 35 students, and class IX-C consisted of 35 students. The number of population of this research is listed in the table below.

Table 3.2

The population of the ninth grade Students of *SMPN 2 Labuhan Haji*

Number	Classes	Number of students
1	IX-A	32
2	IX-B	35
3	IX-C	35
Total		102

2. Sample

According to Sugiono (2011: 81) sample is part of the number and characteristic possessed by the population. The sampling technique used in this research was cluster random sampling by lottery. Based on the design of the research, the researcher took two classes as the sample of this research. Here the researcher took class IX-B as an experimental class. It consisted of 35 students. And class IX-C as a control class. It consisted of 35 students.

D. Research Instrument

To know whether or not Cooperative Script effective on students' reading skill the researcher used objective test in the form of multiple choice with four options, those are a,b,c and d. The function of this test is to find out the students' reading skill. In reading test the researcher gave 20 items. To know the students final score, the following formula was used.

$$\text{Score} = \frac{B}{N} \times 100$$

Where :

B = total item with correct answer

N = total item

(Sumaryanta, 2015: 182)

E. Data Collection

In collecting data, the researcher took the data from pretest and posttest. Pretest was administered to the subject before applying Cooperative Script method in teaching reading of narrative text. Meanwhile, posttest was administered after applying Cooperative Script method in teaching reading of narrative text.

Pretest and posttest contained the same test items. They were just different in time of testing. Before conducting the pretest and posttest, the researcher did the try-out test which consisted of 30 multiple choice items. Therefore, this test was valid and reliable. Then, the researcher used these items as the pretest and posttest by joining three steps, those are pretest, treatment, and posttest.

1. Pretest

The pretest was administered before the researcher taught the students by using Cooperative Script method in teaching narrative text. It was aimed to know students' prior knowledge in the reading comprehension of narrative text.

2. Treatment

The researcher conducted the treatment after giving pretest, after knowing the result of the test, the researcher conducted treatment to the students. The researcher gave treatment to the students for 4 (four) times by applying Cooperative Script in teaching narrative text.

3. Posttest

Posttest was administered after applying treatment. The posttest items were same with pretest items. The researcher gave a test which consists of 20 multiple choice items to student. The students answered the test in 80 minutes. The purpose of this posttest was to know the students' reading comprehension on narrative text after using Cooperative Script method.

F. Data Analysis

1. Descriptive Statistics

In analysing the data, the researcher found out the mean score (M) and standard deviation (SD) of student's score. To get the main score of pre-test, post-test and standard deviation of sample, the researcher used SPSS 20 for windows.

2. Required Statistic for Testing Hypothesis

a. Normality Testing

Normality testing was used to know whether or not the data has normal distribution. Before testing the hypothesis, the normality test of the data had been conducted first. To find out the normal distribution, the researcher opened the entering data then went to Analyze. The next step was selecting Nonparametric Tests then 1-Sample K-S. In One-Sample Kolmogorov-Smirnov Z dialog box, the researcher selected the variable from the left to variable on the right. It was continued by putting a tick in the box of Normal of Test Distribution then OK. As

the result, the output of One-Sample Kolmogorov-Smirnov Z was displayed in SPSS Statistic Viewer. If the values of the significance level of the investigated variables are greater than 0.05, the distribution of the data is normal (Moedjito, 2015). To know weather the data was normal or not, the researcher used SPSS 20 for windows.

b. Homogeneity

After calculating the normal distribution of the data, the researcher checked the homogeneity of the variance of the variables. It was begun by going to Analyze, then Compares Means, and then One-Way ANOVA. In this case, the One-Way ANOVA was used because the researcher wanted to evaluate the difference means between two groups those are experimental group and contol group. This reason is also supported by Hidayat (in <https://www.statistikian.com/2012/11/one-way-anova-dalam-spss.html>). He stated that ANOVA (Analysis of Varian) is a kind of evaluation tool to know the difference means of two groups of research. In One-Way ANOVA dialog box, the researcher selected the variables then click on options. It was continued by putting a tick in homogeneity of variance test in option box. As the last step, the researcher clicked ready then OK. The result of homogeneity of variance test is displayed. If the values of the significance level of the investigated variables are greater than 0.05, the variance of each variable is homogeneous (Moedjito, 2015). To know weather the data is homogen or not, the researcher used SPSS 20 for windows.

3. Hypothesis Testing

The required statistics for testing the hypothesis is called paired sample *t*-test. Moedjito (2015) notes that paired sample *t*-test is used only when we have measurements for the same variable on two different occasions for the same subject, or when we have values for the same variable for matched pairs of cases. It was begun by opening the data that was calculated. It was continued by clicking, analyzing, and selecting compare means, and then clicking paired sample T-Test. In the paired sample *t*-test dialog box, the researcher selected the variable that was tested. As the output, the SPSS 20 for windows statistic showed the result of the procedure which indicates that hypothesis is accepted or rejected.

CHAPTER IV

RESULTS AND DISCUSSION

A. Results

1. Mean and Standard Deviation

In this part, the researcher presents the description about the students' reading skill for the ninth graders of *SMPN 2 Labuhan Haji* after following the pre-test, treatment, and post-test. In collecting the data, the researcher used multiple choice tests which consisted of 20 items. To know the students' prior ability in reading; the researcher gave the pre-test. After pre-test was done, Cooperative Script Method was conducted during teaching and learning process. At the end of the research, the researcher gave post-test to know the students' progress in reading skill after student were given the treatment.

In this case, the researcher describes the answer of statement of problem: Is Cooperative Script effective on student's reading skill?

Based on the data gained from the pre-test, the results for the students are as follows: For the experimental group, the mean score was 56.14, the standard deviation was 8.143, the lowest score was 40, and the highest score was 70. In the control group, the mean score was 48.00, the standard deviation was 8.243, the lowest score was 35, and the highest score was 65

Furthermore, in the post-test, it was found that the mean score for the experimental group was 64.57, with a standard deviation of 9.577, a lowest score of 35, and a highest score of 80. For the control group, the mean score was 53.43, with a standard deviation of 5.658, a lowest score of 45, and a

highest score of 65. Referring to the above data, it intended that Cooperative Script Method was significantly effective on students' reading skill.

2. Normality Testing

The calculation of normality testing was used to check whether the distribution of pre-test and post test was normal or not. Moreover, the data were said to be normal if the values of the significance level of pre test and post test were more than the values of the significance (p) = 0.05. Based on the findings of Chi-Square, all of the values between pre-test of Experimental group were 8.00 and pre-test of control group was 8.00 at level significance of pre-test between groups were 0.24. While, the values between pre-test of Experimental group were 15.06 and post-test of control group was 8.00 at level significance of post-test between groups were 0.35 (experimental) and 0.91 (control group) (See appendices 16 & 17). It implied that the data were normal. This finding was also supported by the ideas of Moedjito (2015), he states that Normality testing is used to know whether or not the data has normal distribution. If the values of the significance level of the investigated variables are greater than 0.05, the distribution of the data is normal.

3. Homogeneity Testing

After analyzing the normal distribution, the next was counting the homogeneity test. This test was conducted to determine whether the data were homogenous or not. If the values of the significance level of the investigated variables are greater than 0.05, the variance of each variable is homogenous. Moreover, the data were said to be homogenous if the values of the level significant were greater than $p = 0.05$. Based on the calculation

of One-Way ANOVA, The value of F (*pre test*) = 1.86 that more than at level significance 0.14 while F (*post test*) = 4.49 that more than at level significant 0.002 (See appendices 18 & 19). It means that the data were homogeneous. These data were also supported by the ideas of Moedjito (2015), he states that after calculating the normal distribution of the data, the researcher checked the homogeneity of the variance of the variables. If the values of the significance level of the investigated variables are greater than 0.05, the variance of each variable is homogeneous.

4. Testing Hypothesis

Hypothesis testing was conducted to determine whether the null hypothesis was accepted or rejected. After performing a paired-samples t-test, the researcher found that there was a significant difference in the t-test scores between Groups of the post-test, $t_{(df=34)} = 7.84$ and 6.63 at significant level $p = 0.00$ (See appendix 20). It shows that the null hypothesis was rejected and the alternative hypothesis was accepted. It means that Cooperative Script was significantly effective on students' reading skill of narrative texts for the ninth graders of *SMPN 2 Labuhan Haji* in Academic year 2024/2025.

B. Discussion

This research aimed at investigating the effectiveness of Cooperative Script Method on students' reading skill of narrative texts for the ninth graders of *SMPN 2 Labuhan Haji* in Academic year 2024/2025.

The result of this reseacher shows that Cooperative Script Method is significantly effective on students' reading skill of narrative texts. Using

Cooperative Script Method in teaching and learning process in classroom has good influence to students' reading skill.

Furthermore, by Cooperative Script Method, the students mostly participate actively in each activity. They also have more effort to ask everything related to the text, especially in narrative text in order to maintain their reading activities with their their group. They also do more reading practice even though they are not under monitored by the teacher. By doing so, the students seem very interested in the process of learning because they can share their ideas freely to each other, and this makes the class becoming more alive. In addition, the application of Cooperative Script Method is useful and interesting method because it gives every student an opportunity to present their answer in front of class room (Slavin, 2006:1074).

After computing the data using paired samples t test, the researcher found that there are a significant difference in the t-test scores between Groups of the post-test, $t_{(df=34)} = 7.84$ and 6.63 at significant level $p = 0.00$ (See appendix 20). Meaning that the null hypothesis are rejected and alternative hypothesis are accepted. It means that Cooperative Script is significantly effective on students' reading skill of narrative texts for the ninth graders of *SMPN 2 Labuhan Haji* in Academic year 2024/2025.

The above finding was also supported by the ideas of Slavin (Slavin, 2006: 1073), he states that many students find cooperative script is helpful method to get together with classmates to discuss material that they have read

or heard in class. It means that cooperative script is helpful for students than they must study and read by their selves.

Furthermore, Budiyanto (2016: 36), states that Cooperative Script (CS) is a learning method in which the students' works in pairs and orally to summarize the parts of materials are being learned. Based on this theory, Cooperative Script (CS) is believed able to help the students in understanding the materials given, because they do not work by him/herself but they work with their pairs.

Referring to the two experts' opinion above, it can be concluded that Coopertaive Script (CS) method is really useful for the students, because they tried to work together with their partner. In this case, working together is better than working alone.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the researcher concludes that Cooperative Script is significantly effective on students' reading skill of narrative texts for the ninth graders of *SMPN 2 Labuhan Haji* in Academic year 2024/2025. The result of the data shows that the current researcher mean score are 56.14 and the Standard Deviation are 8.143 for experimental group, while in control group, it is found that the mean score are 48.00, and the Standard Deviation are 8.243.

Then, in post-test, it was gained that the mean score are 64.57 and the Standard Deviation are 9.577 for experimental group, while in control group, it is obtained that the mean score are 53.43 and the Standard Deviation are 5.658. Then, After performing a paired-samples t-test, the researcher found that there are a significant difference in the t-test scores between Groups of the post-test, $t_{(df=34)} = 7.84$ and 6.63 at significant level $p = 0.00$. Finally, it can be stated that Cooperative Script is significantly effective on students' reading skill of narrative texts for the ninth graders of *SMPN 2 Labuhan Haji* in Academic year 2024/2025.

B. Suggestions

Concerning to the conclusions, the researcher would like to offer some suggestions as follows:

1. The headmaster should support the English teacher to choose appropriate method in teaching reading for the students.

2. The English teachers are expected to be able to choose a good method and make the students to be more actived in learning, especially on reading of narrative text..
3. Finally, for further researcher should select an appropriate method in conducting further investigation to find the main factors which can influence the students' ability, especially to master reading skill.

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Appendix 01. Lesson Plan

Sekolah	:	SMPN 2 Labuhan Haji
Mata pelajaran	:	Bahasa Inggris
Kelas/Semester	:	IX/ Ganjil
Materi Pokok	:	Teks Naratif
Alokasi Waktu	:	4 x Pertemuan (8 JP)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret(menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak(menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi	
3.7. Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait <i>fairytale</i> s, pendek dan sederhana, sesuai dengan konteks penggunaannya.	.1	ngsi Sosial - Menjelaskan tujuan komunikatif teks Naratif terkait <i>fairytale</i> s. - Menjelaskan tujuan komunikatif teks Naratif terkait <i>fairytale</i> .
	.2	struktur teks - Menjelaskan rujukan kata dalam teks Naratif terkait <i>fairytale</i> s. - Menjelaskan rujukan kata dalam teks Naratif terkait <i>fairytale</i> s.
	.3	sur kebahasaan - Menjelaskan makna kata (sinonim dan/atau) yang terdapat dalam teks Naratif terkait <i>fairytale</i> s. - Menjelaskan makna kata (sinonim dan/atau) yang terdapat dalam teks Naratif terkait <i>fairytale</i> s.

4.7. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis, sangat pendek dan sederhana, terkait <i>fairy tales</i> .	.1	menyajikan informasi umum teks Naratif terkait <i>fairytale</i> s.
	.2	menyajikan informasi umum teks Naratif terkait <i>fairytale</i> s.
	.3	menyajikan informasi tersurat teks Naratif terkait <i>fairytale</i> s.
	.4	menyajikan informasi tersurat teks Naratif terkait <i>fairytale</i> s.
	.5	menyajikan informasi tersirat teks Naratif terkait <i>fairytale</i> s.
	.6	menyajikan informasi tersirat teks Naratif terkait <i>fairytale</i> s.
	.7	menyajikan ide pokok teks Naratif terkait <i>fairytale</i> s.
	.8	menyajikan ide pokok teks Naratif terkait <i>fairytale</i> s.
	.9	menyimpulkan isi teks Naratif terkait <i>fairytale</i> s.
	.10	menyimpulkan isi teks Naratif terkait <i>fairytale</i> s.

C. Tujuan Pembelajaran

PERTEMUAN KE -1

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Menjelaskan tujuan komunikatif teks Naratif terkait *fairytale*s (*Eidelweiss*).
2. Menjelaskan rujukan kata dalam teks Naratif terkait *fairytale*s (*Eidelweiss*)
3. Menjelaskan makna kata (sinonim dan/atau) yang terdapat dalam teks Naratif terkait *fairytale*s (*Eidelweiss*).
4. Menyajikan informasi umum teks Naratif terkait *fairytale*s (*Eidelweiss*).
5. Menyajikan informasi tersurat teks Naratif terkait *fairytale*s (*Eidelweiss*).
6. Menyajikan informasi tersirat teks Naratif terkait *fairytale*s (*Eidelweiss*).
7. Menyajikan ide pokok teks Naratif terkait *fairytale*s (*Eidelweiss*).
8. Menyimpulkan isi teks Naratif terkait *fairytale*s (*Eidelweiss*).

PERTEMUAN KE -2

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Menjelaskan tujuan komunikatif teks Naratif terkait *fairytale*s (*Toba lake*).
2. Menjelaskan rujukan kata dalam teks Naratif terkait *fairytale*s (*Eidelweiss*)
3. Menjelaskan makna kata (sinonim dan/atau) yang terdapat dalam teks Naratif terkait *fairytale*s (*Toba lake*).
4. Menyajikan informasi umum teks Naratif terkait *fairytale*s (*Toba lake*).
5. Menyajikan informasi tersurat teks Naratif terkait *fairytale*s (*Toba lake*).
6. Menyajikan informasi tersirat teks Naratif terkait *fairytale*s (*Toba lake*).
7. Menyajikan ide pokok teks Naratif terkait *fairytale*s (*Toba lake*).

8. Menyimpulkan isi teks Naratif terkait *fairytale*s (*Toba lake*).

PERTEMUAN KE -3

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Menjelaskan tujuan komunikatif teks Naratif terkait *fairytale*s (*The Frog in the Well*).
2. Menjelaskan rujukan kata dalam teks Naratif terkait *fairytale*s (*The Frog in the Well*)
3. Menjelaskan makna kata (sinonim dan/atau) yang terdapat dalam teks Naratif terkait *fairytale*s (*The Frog in the Well*).
4. Menyajikan informasi umum teks Naratif terkait *fairytale*s (*The Frog in the Well*).
5. Menyajikan informasi tersurat teks Naratif terkait *fairytale*s (*The Frog in the Well*).
6. Menyajikan informasi tersirat teks Naratif terkait *fairytale*s (*The Frog in the Well*).
7. Menyajikan ide pokok teks Naratif terkait *fairytale*s (*The Frog in the Well*).
8. Menyimpulkan isi teks Naratif terkait *fairytale*s (*The Frog in the Well*).

PERTEMUAN KE -4

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Menjelaskan tujuan komunikatif teks Naratif terkait *fairytale*s (*The Fox and Hen*).
2. Menjelaskan rujukan kata dalam teks Naratif terkait *fairytale*s (*The Fox and Hen*)
3. Menjelaskan makna kata (sinonim dan/atau) yang terdapat dalam teks Naratif terkait *fairytale*s (*The Fox and Hen*).
4. Menyajikan informasi umum teks Naratif terkait *fairytale*s (*The Fox and Hen*).
5. Menyajikan informasi tersurat teks Naratif terkait *fairytale*s (*The Fox and Hen*).
6. Menyajikan informasi tersirat teks Naratif terkait *fairytale*s (*The Fox and Hen*).
7. Menyajikan ide pokok teks Naratif terkait *fairytale*s (*The Fox and Hen*).
8. Menyimpulkan isi teks Naratif terkait *fairytale*s (*The Fox and Hen*).

● Fokus Karakter:

“Kreatif, Rasa ingin tahu, Gemar membaca, Bertanggung jawab”.

● Literasi:

“Membaca, Menulis”

● Level Berfikir:

“HOTS (High Order Thinking Skill)”.

● Keterampilan (4C):

“Kritis dan Kolaboratif”.

D. Materi Pembelajaran

Teks khusus tentang Narrative (*Fairytales*):

1. *Eidelweiss*
2. *Toba Lake*
3. *The Frog in the Well*
4. *The Fox and Hen*

E. Metode Pembelajaran

“*Cooperative Script*”

F. Media/alat dan Bahan

“Lembar Kerja Siswa (LKS)”

G. Sumber Belajar

- Kementerian Pendidikan dan Kebudayaan, Bahasa Inggris, *When English Rings The Bell*, SMP/MTs. Kelas IX. (Buku Guru)
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H. Langkah-langkah Kegiatan Pembelajaran

PERTEMUAN KE – 1

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam dan peserta didik menjawab salam. 2. Peserta didik merapikan kelas. 3. Peserta didik berdoa dalam hati 4. Guru mengecek kehadiran. 5. Guru melakukan <i>brainstorming</i>. 6. Guru menyampaikan tujuan pembelajaran 7. Guru menyampaikan cakupan materi dan teknik penilaian 	10'
Kegiatan Inti	<p>Langkah-Langkah: (<i>Cooperative Script</i>)</p> <ol style="list-style-type: none"> g. Guru membagi siswa menjadi beberapa pasang (Kelompok). 	60'

	<p>h. Guru membagikan teks kepada masing-masing siswa untuk di baca dan membuat ringkasan.</p> <p>i. Guru dan siswa menentukan siapa yang akan bertindak pertama sebagai pembicara dan pendengar.</p> <p>j. Berdasarkan persetujuan, siswa yang menjadi pembicara membaca ringkasan selengkap mungkin, dengan memasukkan ide pokok di dalam ringkasan. Sementara pendengar, mendengarkan ide pokok yang kurang komprehensif dan membantu untuk mengingat dan menghafal ide pokok dengan menghubungkan materi sebelumnya atau dengan materi lainnya.</p> <p>k. Menukar peran, pembicara ditukar menjadi pendengar dan sebaliknya. Kemudian lakukan seperti di atas.</p> <p>l. Guru dan siswa membuat kesimpulan.</p>	
Kegiatan Penutup	<p>1. Peserta didik menyampaikan hal-hal yang belum dipahami</p> <p>2. Guru memberikan refleksi</p> <p>3. Guru menyampaikan kegiatan yang akan datang</p> <p>4. Guru menutup pembelajaran</p>	10'

PERTEMUAN KE – 2

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>1. Guru memberi salam dan peserta didik menjawab salam.</p> <p>2. Peserta didik merapikan kelas.</p> <p>3. Peserta didik berdoa dalam hati</p> <p>4. Guru mengecek kehadiran.</p> <p>5. Guru melakukan <i>apperception</i>.</p> <p>6. Guru menyampaikan tujuan pembelajaran</p> <p>7. Guru menyampaikan cakupan materi dan teknik penilaian</p>	10'
Kegiatan Inti	<p>Langkah-Langkah: (Cooperative Script)</p> <p>1. Guru membagi siswa menjadi beberapa pasang (Kelompok).</p> <p>2. Guru membagikan teks kepada masing-masing siswa untuk di baca dan membuat ringkasan.</p>	60'

	<ol style="list-style-type: none"> 3. Guru dan siswa menentukan siapa yang akan bertindak pertama sebagai pembicara dan pendengar. 4. Berdasarkan persetujuan, siswa yang menjadi pembicara membaca ringkasan selengkap mungkin, dengan memasukkan ide pokok di dalam ringkasan. Sementara pendengar, mendengarkan ide pokok yang kurang komprehensif dan membantu untuk mengingat dan menghafal ide pokok dengan menghubungkan materi sebelumnya atau dengan materi lainnya. 5. Menukar peran, pembicara ditukar menjadi pendengar dan sebaliknya. Kemudian lakukan seperti di atas. 6. Guru dan siswa membuat kesimpulan. 	
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Peserta didik menyampaikan hal-hal yang belum dipahami 2. Guru memberikan refleksi 3. Guru menyampaikan kegiatan yang akan datang 4. Guru menutup pembelajaran 	10'

PERTEMUAN KE – 3

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none"> 1. Guru memberi salam dan peserta didik menjawab salam. 2. Peserta didik merapikan kelas. 3. Peserta didik berdoa dalam hati 4. Guru mengecek kehadiran. 5. Guru melakukan <i>apperception</i>. 6. Guru menyampaikan tujuan pembelajaran 7. Guru menyampaikan cakupan materi dan teknik penilaian 	10'
Kegiatan Inti	<p>Langkah-Langkah: (Cooperative Script)</p> <ol style="list-style-type: none"> 1. Guru membagi siswa menjadi beberapa pasang (Kelompok). 2. Guru membagikan teks kepada masing-masing siswa untuk di baca dan membuat ringkasan. 3. Guru dan siswa menentukan siapa yang akan bertindak pertama sebagai pembicara dan 	60'

	<p>pendengar.</p> <p>4. Berdasarkan persetujuan, siswa yang menjadi pembicara membaca ringkasan selengkap mungkin, dengan memasukkan ide pokok di dalam ringkasan. Sementara pendengar, mendengarkan ide pokok yang kurang komprehensif dan membantu untuk mengingat dan menghafal ide pokok dengan menghubungkan materi sebelumnya atau dengan materi lainnya.</p> <p>5. Menukar peran, pembicara ditukar menjadi pendengar dan sebaliknya. Kemudian lakukan seperti di atas.</p> <p>6. Guru dan siswa membuat kesimpulan.</p>	
Kegiatan Penutup	<p>1. Peserta didik menyampaikan hal-hal yang belum dipahami</p> <p>2. Guru memberikan refleksi</p> <p>3. Guru menyampaikan kegiatan yang akan datang</p> <p>4. Guru menutup pembelajaran</p>	10'

PERTEMUAN KE – 4

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<p>1. Guru memberi salam dan peserta didik menjawab salam.</p> <p>2. Peserta didik merapikan kelas.</p> <p>3. Peserta didik berdoa dalam hati</p> <p>4. Guru mengecek kehadiran.</p> <p>5. Guru melakukan apperception.</p> <p>6. Guru menyampaikan tujuan pembelajaran</p> <p>7. Guru menyampaikan cakupan materi dan teknik penilaian</p>	10'
Kegiatan Inti	<p>Langkah-Langkah: (Cooperative Script)</p> <p>1. Guru membagi siswa menjadi beberapa pasang (Kelompok).</p> <p>2. Guru membagikan teks kepada masing-masing siswa untuk di baca dan membuat ringkasan.</p> <p>3. Guru dan siswa menentukan siapa yang akan bertindak pertama sebagai pembicara dan pendengar.</p> <p>4. Berdasarkan persetujuan, siswa yang menjadi</p>	60'

	<p>pembicara membaca ringkasan selengkap mungkin, dengan memasukkan ide pokok di dalam ringkasan. Sementara pendengar, mendengarkan ide pokok yang kurang komprehensif dan membantu untuk mengingat dan menghafal ide pokok dengan menghubungkan materi sebelumnya atau dengan materi lainnya.</p> <p>5. Menukar peran, pembicara ditukar menjadi pendengar dan sebaliknya. Kemudian lakukan seperti di atas.</p> <p>6. Guru dan siswa membuat kesimpulan.</p>	
Kegiatan Penu- tup	<p>1. Peserta didik menyampaikan hal-hal yang belum dipahami</p> <p>2. Guru memberikan refleksi</p> <p>3. Guru menyampaikan kegiatan yang akan datang</p> <p>4. Guru menutup pembelajaran</p>	10'

I. Penilaian Hasil Pembelajaran

1. Teknik Penilaian : Tes Pemahaman (Multiple Choice)
2. Instrument Penilaian : Terlampir

Appendix 02. Research Instrument for Try Out Test

INSTRUCTIONS:

- Read The following text carefully.
- Choose one of the best answers.
- Avoid compromising with your peers.
- The result of this test will not influence you report values.

Text for number 1 – 5

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. “I must find them,” she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

“Children, I have come to save you, “ she said, hugging then tightly,”I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. “They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

1. What is the purpose of the text?
 - A. To tell us about someone’s experience
 - B. To entertain the readers
 - C. To critique art work
 - D. To inform the readers about events of the day
2. The story is about a stepmother who
 - A. cried every night
 - B. planned to eat her children
 - C. begged a witch for money
 - D. saved her children from a witch
3. “Each night the children cried and begged the witch to let them go”. (Paragraph-1) What does the word ‘them’ refer to?
 - A. Hansel and Gretel
 - B. Gretel and the witch
 - C. Hansel and the witch
 - D. Hansel, Gretel and the witch
4. Which statement is TRUE about the stepmother?

- A. She was the witch’s friend
 - B. She loved her stepchildren
 - C. She hit the witch with a broom
 - D. She locked her children in a cage
5. “The witch fell into the oven and the stepmother shut the door.” (Paragraph-4)
The underlined word can be replaced by the word
- A. Closed
 - B. Painted
 - C. Opened
 - D. Marked

Text for number 6 – 11

Once upon a time there was a prince who wanted to marry a princess, she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted.

One evening a terrible storm came on. Suddenly a knocking was heard at the city gate, and the old king went to open it. It was a princess standing out there in front of the gate. The water ran down from her hair and clothes. She looked poor. And yet she said that she was a real princess.

“Well, we’ll soon find that out,” thought the old queen, went into the bedroom, made the bed stuffs up by herself, laid a pea on the bottom; then she took twenty mattresses and laid them on the pea, and then twenty eiderdown beds on top of the mattresses. The princess had to lie all night.

In the morning she was asked how she had slept. Oh, very badly!” she said. “I have scarcely closed my eyes all night. Heaven only knows what was in the bed, but I was lying on something hard, so that I am black and blue all over my body. It’s horrible!”

Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses and the twenty eiderdown beds. Nobody but a real princess could be as sensitive as that. So the prince took her for his wife.

6. What kind of text is it?
- A. Narrative
 - B. Recount
 - C. Story
 - D. Fable
7. Who wanted to marry a princess?
- A. The prince
 - B. The old king
 - C. The old queen
 - D. Nobody
8. Who opened the city gate for the princess ?
- A. The prince
 - B. The old king
 - C. The old queen
 - D. Nobody
9. Where was the pea laid excatly?
- A. On the bed
 - B. Under the mattresses
 - C. Under the bed
 - D. On top of the mattresses

10. "... then twenty **eiderdown** beds on top of the mattresses" . What is the closely meaning of the bold word?
- A. Bed cover
B. Blanket
C. Pillow
D. Carpet
11. How was the story end?
- A. The prince took away the princess
B. The prince marry the princess
C. The princess was expelled from the kingdom
D. The princess was picked up home

Text for number 12 - 15

There was a poor little girl, named Wulan, who lived with her stepmother and two stepsisters. Her father was a merchant, who always left home very early in the morning and arrived home late at night. He never knew that Wulan was treated very badly by her stepmother and stepsisters. Wulan had to do the house chores herself. She had no time to rest, until her father came home.

One day, Wulan helped an old woman. In return, the woman gave her a magic broom and cloth, to help her with the house chores. She just needed to say, "Broom and cloth, please clean the house." and they would start cleaning the house. When she said, "it's done, thank you.", they would stop working. Since then, Wulan did not need to work hard.

Wulan's stepmother and stepsisters knew how Wulan did the house chores. Then, they tried to use the magic broom and cloth. They asked them to clean their bedrooms. However, they didn't know how to stop the broom and cloth, after everything was done. Finally, the broom and the cloth kicked them out of the house. Since then, Wulan lived happily.

12. From the text we know that
- A. an old woman gave Wulan a magic wand
B. Wulan and her stepsisters lived happily
C. Wulan was a good girl
D. Wulan was a lazy girl
13. How did Wulan's stepmother and stepsisters treat her?
- A. Well
B. Meanly
C. Politely
D. Kindly
14. What can we learn from the story?
- A. We must be friendly to others
B. Wealth doesn't always bring happiness
C. Laziness brings stupidity
D. We will be rewarded based on our deeds

15. “ ... they would stop working.” (paragraph 2 line 4). The word ‘they’ refers to
- A. Broom and cloth
 - B. The stepmother and stepsisters
 - C. Wulan and her father
 - D. Wulan and old woman

Text for number 16 – 20

Once upon a time, a hawk fell in love with a hen. The hawk flew down. The sky asked the hen, “Won’t you marry me?”

Then the hen loved the brave, strong hawk and wished to marry him. But she said, “I can not 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 that you have promised to marry me.” Said the hawk.

So it happened that the hen had already promised to marry the rooster. 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. The hen was so frightened at the rooster’s anger that she threw away the ring immediately.

When the hawk came the next day, the hen told him the truth, the hawk was so furious and said, “I’ll always be flying above you to catch your children.”

The curse seems to have come true.

16. Why did the rooster become angry?
- A. Because the hen told the truth
 - B. Because the rooster can’t fly
 - C. Because the hen wore the ring given by the hawk
 - D. Because the rooster hated the hen
17. “... the hawk was so furious earth...” (paragraph 5 line 2) The underlined words can be best replaced by
- A. very interested
 - B. very frightened
 - C. very pleased
 - D. very angry
18. Which statement is NOT TRUE based on the story?
- A. The hawk was in love with the hen
 - B. The hen promised to marry the hawk
 - C. The rooster gave the hen a ring
 - D. The hawk and the rooster wanted to marry the hen
19. What is the main idea of the second paragraph?
- A. The agreement between hawk and hen
 - B. The promised to marry to marry the hen

- C. The promised to marry to marry the h
 - D. The hawk and the rooster wanted to get married
20. What can we learn from the story?
- A. We need to trust each other
 - B. We need to respect to others
 - C. We have to help one another
 - D. We have to keep our promise

Text for number 21 – 25

Long time ago, there was a handsome young man who wanted to climb the Alp Mountain. The mountain was so cold and covered with thick snow. People said that a beautiful fairy lived in that mountain.

The young man wanted to marry the fairy. He also wanted to see the beautiful palace made of ice. Many people tried to climb the mountain but all of them failed. Some of them gave up before they met the fairy and some others could not stand the cold.

This young man was different. He could climb the mountain and did not give up. He climbed and climbed for the whole week. The weather was so cold but he kept climbing for the fairy's palace.

He finally met the beautiful fairy and they fell in love with each other. But the fairy was not happy.

"We can't live together. My father would not allow me to marry a man," said the lady.

"Why not?" asked the young man.

"Because we live in two different worlds. I can't stay in your world because it is too hot. And you can't live at my palace because it's too cold. I'm afraid you will die," explained the fairy.

Therefore, they had to separate. Since that day, the young man promised to himself that he would not marry anyone. The beautiful fairy was so sad that she cried every day. Every time her tears flowed down on the mountain, it became a beautiful white flower called Edelweiss.

21. Who were the main characters of the story?
- A. The villagers.
 - B. Edelweiss and the fairy.
 - C. A father and his daughter.
 - D. The young man and the fairy.
22. Where does Edelweiss come from?
- A. Man's tears.
 - B. Mountain flower.
 - C. Fairy's tears.
 - D. white flower.

23. "Therefore, they had to separate" The opposite meaning of the underlined word is
- A. leave.
 - B. gather.
 - C. unite.
 - D. go.
24. People wanted to climb the mountain in order to....
- A. get the Edelweiss
 - B. see the thick snow
 - C. meet the beautiful fairy
 - D. stay at the beautiful palace
25. From the text, we learn that the young man had....
- A. high motivation and fighting spirit
 - B. high motivation and low bravery
 - C. bravery but no effort
 - D. true love and power

Text for number 26 – 30

Once, there lived a hen called Red Feather because the color of her feather was red. One day, the fox caught the red feather and put it into a sack. He intended to bring the hen home and cooked it for dinner.

Suddenly, he saw a dove lying on the ground. The fox was delighted to find a dove, he thought of having a lot of food for dinner. He didn't know that the dove was a friend of the red feather. The dove knew that the fox had caught the Red Feather. He wanted to help the red feather by pretending to have a broken wing and lying on the ground for the fox to catch.

The fox left the hen in the sack trying to catch the dove. As the fox got closer, the dove instantly flew away leaving the fox. Meanwhile the fox was busy trying to catch the dove; the hen released herself from the sack and ran away as fast as possible. The fox wasn't able to catch the dove so he decided to stop chasing. But when the fox came back to his sack, how shocked he was to find the Red feather had already gone. Finally the fox realized that he had nothing for dinner. (*Taken from 366 and More Fairy Tales, 1990*)

26. What would the fox do with the Red Feather?
- A. He would eat it.
 - B. He would help it.
 - C. He would chase it.
 - D. He would release it.
27. What did the dove do to help the Red Feather?
- A. Took the hen and put it the sack.
 - B. Pretended to have a broken wing.
 - C. Brought the fox home and cooked it.
 - D. Released the hen free and flew away.

28. "... so he decided to stop chasing" (Paragraph-3, Line-4). What does the word "he" refer to?
- A. The hen.
 - B. The red feather.
 - C. The dove.
 - D. The fox.
29. "The fox was *delighted* to find a dove," (Paragraph-2, Line-1). The italic word can be best replaced by
- A. sad.
 - B. jealous.
 - C. happy.
 - D. angry.
30. What can we learn from the story above?
- A. Always believe in your friend.
 - B. A true friendship lasts forever.
 - C. No one can live without a friend.
 - D. A friend in need is a friend indeed.

"BE SERIOUS & DO YOUR BEST"

Appendix 03. Key Answer of Try Out Test

No	Key Ans wer	No	Key Ans wer	No	Key Ans wer
1	B	11	B	21	D
2	D	12	C	22	C
3	A	13	B	23	B
4	B	14	D	24	C
5	A	15	A	25	A
6	A	16	B	26	A
7	A	17	D	27	B
8	B	18	C	28	D
9	B	19	A	29	C
10	A	20	D	30	D

No	Students	Number of Items																														X_t	X_t	X_t^2	X_t^2			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							
1	ADYA ASTINASARI	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	3,13	9,77	576	
2	AHMAD SARIF MADANI	1	1	1	0	0	0	1	0	1	0	1	0	1	1	1	0	0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	19	-1,88	3,52	361
3	AHMAT SYABBIHAN	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	25	4,13	17,02	625		
4	ALMAROATUL AULIA	1	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	22	1,13	1,27	484		
5	ALMER AHMAD RAFIF	0	0	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	22	1,13	1,27	484		
6	ALYA ILMA FADHILA	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	25	4,13	17,02	625	
7	AMINATUZZAHRAH	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	0	1	23	2,13	4,52	529		
8	AMRINA MUZAYYANA	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	0	1	1	1	1	1	1	1	0	0	0	1	0	1	1	1	21	0,13	0,02	441		
9	AZRA AMALIA	1	1	0	1	1	1	1	0	1	0	1	0	0	1	1	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	1	19	-1,88	3,52	361		
10	BAIQ ERLINA WATI	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	1	1	0	1	1	1	0	1	0	22	1,13	1,27	484		
11	DIKY APRIADI	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	25	4,13	17,02	625		
12	DINDA RIZKY YULITA	1	1	1	1	1	1	0	1	0	1	0	0	1	1	1	0	1	0	0	1	0	0	0	0	0	1	0	1	1	1	0	17	-3,88	15,02	289		
13	FAZA NEBUCHADNEZAR	1	1	0	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	25	4,13	17,02	625		
14	HIKMATUL MAULINA	1	0	0	0	1	1	1	1	0	0	0	1	0	1	0	1	1	0	1	1	0	0	1	0	1	1	0	1	1	0	16	-4,88	23,77	256			
15	JUITA HARLINA DEWI	1	1	1	1	0	1	0	0	0	1	1	0	0	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	23	-2,88	8,27	324		
16	M. ASRI SAPUTRA	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	18	2,13	4,52	529	
17	M. HAERIL RAHMAN	0	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	0	0	1	1	0	0	21	0,13	0,02	441			
18	M.MAULIDIAN HAFIZI	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	0	1	1	0	1	0	1	0	1	1	1	1	0	1	1	1	23	2,13	4,52	529		
19	MELATI HUSAINI	0	0	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	0	1	0	0	1	1	1	1	20	-0,88	0,77	400			
20	MELISA MELANI	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	0	0	0	1	1	0	0	0	19	-1,88	3,52	361				
21	MUHAMAT INDRA SAPUTRA	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	25	4,13	17,02	625		
22	REVI MARISKA	1	0	1	1	1	0	0	1	0	0	1	1	1	0	1	0	1	0	0	1	1	1	1	1	0	1	1	0	0	1	1	18	-2,88	8,27	324		
23	SYARIF YUWAN DIKA ILHAM	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	0	0	1	0	1	22	1,13	1,27	484		
24	TAMARA MAULIDA	1	1	0	0	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	0	1	1	1	1	1	1	0	1	0	18	-2,88	8,27	324		
25	THOORIQ SUTA BALAWANTA	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	1	0	0	0	0	1	0	1	20	-0,88	0,77	400			
26	WIDYA YULIANTI	0	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	0	0	1	1	0	1	0	1	1	1	21	0,13	0,02	441			
27	YULIANI	1	0	1	1	1	1	0	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	0	1	1	0	0	0	1	1	20	-0,88	0,77	400			
28	ZAHRUL GIFARI	0	1	1	0	1	1	1	1	1	1	0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	21	0,13	0,02	441			
29	RICKY HIDAYAT	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	23	2,13	4,52	529			
30	NITO HENDRAWAN	0	1	0	1	1	1	0	1	1	1	1	0	0	0	1	0	1	1	1	1	1	1	0	1	0	0	1	1	0	0	17	-3,88	15,02	289			
31	SATRIADI	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	0	0	22	1,13	1,27	484			
32	ADITIA	1	0	1	0	0	0	1	0	1	0	0	1	0	1	0	0	1	1	0	1	0	0	0	0	0	1	0	0	1	1	0	12	-8,88	78,77	144		
	Σ	24	22	22	21	27	24	22	26	23	25	24	21	23	23	23	23	23	21	20	23	20	22	20	21	23	20	22	21	19	20	668		289,50	14234			
	p	0,75	0,69	0,69	0,66	0,84	0,75	0,69	0,81	0,72	0,78	0,75	0,66	0,72	0,72	0,72	0,72	0,66	0,63	0,72	0,63	0,69	0,63	0,66	0,72	0,63	0,69	0,66	0,59	0,63				289,50				
	q	0,25	0,31	0,31	0,34	0,16	0,25	0,31	0,19	0,28	0,22	0,25	0,34	0,28	0,28	0,28	0,28	0,34	0,38	0,28	0,38	0,31	0,38	0,34	0,28	0,38	0,31	0,34	0,41	0,38								
	Mean X_t																																20,88					
	S_t																																			3,01		
	Mean X_i	15,59	14,69	14,44	13,78	18,00	15,84	14,56	17,34	15,31	16,75	16,13	14,00	15,69	15,09	15,47	15,72	14,91	13,69	13,56	15,09	13,41	14,78	13,50	14,31	15,19	13,44	14,84	13,91	12,16	13,63		S_t^2	9,05				
	Pindahan Mean X_t	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38	13,38				
	r_0	1,27	0,64	0,52	0,18	3,57	1,42	0,58	2,74	1,03	2,12	1,58	0,28	1,23	0,91	1,11	1,24	0,81	0,14	0,08	0,91	0,01	0,69	0,05	0,43	0,96	0,02	0,72	0,24	-0,49	0,11							
	r_1	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35	0,35					
	Status	valid	valid	valid	invalid	valid	valid	valid	valid	valid	valid	valid	invalid	valid	valid	valid	valid	valid	invalid	invalid	valid	invalid	valid	valid	invalid	valid	valid	invalid	valid	invalid	invalid	invalid						
	p.q	0,19	0,21	0,21	0,23	0,13	0,19	0,21	0,15	0,20	0,17	0,19	0,23	0,20	0,20	0,20	0,20	0,20	0,23	0,23	0,20	0,23	0,21	0,23	0,23	0,20	0,23	0,21	0,23	0,24	0,23	6,25	0,48	reliable				

Appendix 05. Research Instrument of Pre-Test

INSTRUCTIONS:

- Read The following text carefully.
- Choose one of the best answers.
- Avoid compromising with your peers.
- The result of this test will not influence you report values.

Text for number 1 – 4

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. “I must find them,” she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

“Children, I have come to save you, “ she said, hugging them tightly,”I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. “They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

31. What is the purpose of the text?
E. To tell us about someone’s experience
F. To entertain the readers
G. To critique art work
H. To inform the readers about events of the day
32. The story is about a stepmother who
C. cried every night
D. planned to eat her children
C. begged a witch for money
D. saved her children from a witch
33. “Each night the children cried and begged the witch to let them go”. (Paragraph-1) What does the word ‘them’ refer to?
C. Hansel and Gretel
D. Gretel and the witch
C. Hansel and the witch
D. Hansel, Gretel and the witch
34. “The witch fell into the oven and the stepmother shut the door.” (Paragraph-4) The underlined word can be replaced by the word
C. Closed
D. Painted
C. Opened
D. Marked

Text for number 5 – 10

Once upon a time there was a prince who wanted to marry a princess, she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted.

One evening a terrible storm came on. Suddenly a knocking was heard at the city gate, and the old king went to open it. It was a princess standing out there in front of the gate. The water ran down from her hair and clothes. She looked poor. And yet she said that she was a real princess.

“Well, we’ll soon find that out,” thought the old queen, went into the bedroom, made the bed stuffs up by herself, laid a pea on the bottom; then she took twenty mattresses and laid them on the pea, and then twenty eiderdown beds on top of the mattresses. The princess had to lie all night.

In the morning she was asked how she had slept. Oh, very badly!” she said. “I have scarcely closed my eyes all night. Heaven only knows what was in the bed, but I was lying on something hard, so that I am black and blue all over my body. It’s horrible!”

Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses and the twenty eiderdown beds. Nobody but a real princess could be as sensitive as that. So the prince took her for his wife.

35. What kind of text is it?
C. Narrative
D. Recount
C. Story
D. Fable
36. Who wanted to marry a princess?
C. The prince
D. The old king
C. The old queen
D. Nobody
37. Who opened the city gate for the princess ?
C. The prince
D. The old king
C. The old queen
D. Nobody
38. Where was the pea laid exactly?
C. On the bed
D. Under the mattresses
C. Under the bed
D. On top of the mattresses
39. “... then twenty **eiderdown** beds on top of the mattresses” . What is the closely meaning of the bold word?
C. Bed cover
D. Blanket
C. Pillow
D. Carpet
40. How was the story end?
E. The prince took away the princess
F. The prince marry the princess
G. The princess was expelled from the kingdom

So it happened that the hen had already promised to marry the rooster. 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. The hen was so frightened at the rooster's anger that she threw away the ring immediately.

When the hawk came the next day, the hen told him the truth, the hawk was so furious with her and said, "I'll always be flying above you to catch your children."

The curse seems to have come true.

44. Why did the rooster become angry?
- E. Because the hen told the truth
 - F. Because the rooster can't fly
 - G. Because the hen wore the ring given by the hawk
 - H. Because the rooster hated the hen
45. "... the hawk was so furious with her..." (paragraph 5 line 2) The underlined words can be best replaced by
- C. very interested
 - D. very frightened
 - C. very pleased
 - D. very angry
46. What can we learn from the story?
- E. We need to trust each other
 - F. We need to respect to others
 - G. We have to help one another
 - H. We have to keep our promise

Text for number 17 – 19

Long time ago, there was a handsome young man who wanted to climb the Alp Mountain. The mountain was so cold and covered with thick snow. People said that a beautiful fairy lived in that mountain.

The young man wanted to marry the fairy. He also wanted to see the beautiful palace made of ice. Many people tried to climb the mountain but all of them failed. Some of them gave up before they met the fairy and some others could not stand the cold.

This young man was different. He could climb the mountain and did not give up. He climbed and climbed for the whole week. The weather was so cold but he kept climbing for the fairy's palace.

He finally met the beautiful fairy and they fell in love with each other. But the fairy was not happy.

"We can't live together. My father would not allow me to marry a man," said the lady.

"Why not?" asked the young man.

"Because we live in two different worlds. I can't stay in your world because it is too hot. And you can't live at my palace because it's too cold. I'm afraid you will die," explained the fairy.

Therefore, they had to separate. Since that day, the young man promised to himself that he would not marry anyone. The beautiful fairy

was so sad that she cried every day. Every time her tears flowed down on the mountain, it became a beautiful white flower called Edelweiss.

47. Where does Edelweiss come from?
- E. Man's tears.
 - F. Mountain flower.
 - G. Fairy's tears.
 - H. white flower.
48. People wanted to climb the mountain in order to....
- E. get the Edelweiss
 - F. see the thick snow
 - G. meet the beautiful fairy
 - H. stay at the beautiful palace
49. From the text, we learn that the young man had....
- E. high motivation and fighting spirit
 - F. high motivation and low bravery
 - G. bravery but no effort
 - H. true love and power

Text for number 20

Once, there lived a hen called Red Feather because the color of her feather was red. One day, the fox caught the red feather and put it into a sack. He intended to bring the hen home and cooked it for dinner.

Suddenly, he saw a dove lying on the ground. The fox was delighted to find a dove, he thought of having a lot of food for dinner. He didn't know that the dove was a friend of the red feather. The dove knew that the fox had caught the Red Feather. He wanted to help the red feather by pretending to have a broken wing and lying on the ground for the fox to catch.

The fox left the hen in the sack trying to catch the dove. As the fox got closer, the dove instantly flew away leaving the fox. Meanwhile the fox was busy trying to catch the dove; the hen released herself from the sack and ran away as fast as possible. The fox wasn't able to catch the dove so he decided to stop chasing. But when the fox came back to his sack, how shocked he was to find the Red feather had already gone. Finally the fox realized that he had nothing for dinner. (*Taken from 366 and More Fairy Tales, 1990*)

50. What did the dove do to help the Red Feather?
- E. Took the hen and put it the sack.
 - F. Pretended to have a broken wing.
 - G. Brought the fox home and cooked it.
 - H. Released the hen free and flew away.

“BE SERIOUS & DO YOUR BEST”

Appendix 06. Key Answer of Pre-Test

No	Key Ans wer	No	Key Ans wer
1	B	11	B
2	D	12	D
3	A	13	A
4	A	14	C
5	A	15	D
6	A	16	D
7	B	17	C
8	B	18	C
9	A	19	A
10	B	20	B

Appendix 07. Pre Test Result of Experimental Group

No	Students' Name	Scores/Items																				Total Score	Value
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	ABDUL AZIS	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	0	0	1	0	13	65	
2	AHMAD RIAN ANUGRAH	1	1	1	0	0	0	1	0	1	0	1	0	1	1	1	0	0	1	0	10	50	
3	ALIFNOVITASARI	1	1	0	0	1	1	1	0	1	0	0	1	0	1	0	1	0	0	1	10	50	
4	AMIRA DWI CAHYANI	1	1	1	0	1	0	0	1	0	1	1	0	0	0	0	1	0	1	0	9	45	
5	AZIS ZAINUL HIDAYAT	0	0	1	0	1	1	1	1	0	0	1	1	0	0	1	0	0	1	0	9	45	
6	BAIQ ADINDA LAUNA SAPUTRI	0	1	0	1	0	0	1	0	1	0	0	1	0	1	0	1	0	1	1	10	50	
7	BAIQSABHATUN SA'ADAH	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	0	1	0	0	13	65	
8	DIANA APRIANTI	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	0	0	0	1	12	60	
9	DIDIK SANTOSO	1	1	0	1	0	1	1	0	1	0	1	0	0	1	1	1	0	1	0	12	60	
10	GINA GUSTIYA	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	0	0	14	70	
11	HAUNI FITRIANI	1	0	1	1	0	1	0	1	1	1	0	1	0	1	0	1	1	0	0	12	60	
12	HUSNUL KHOTIMAH	1	1	1	1	1	1	0	0	1	1	0	0	1	0	1	0	1	0	0	11	55	
13	IHSAN NUR FATTA	1	1	0	0	1	0	1	0	1	1	1	0	1	0	1	1	0	1	0	12	60	
14	IRWAN	1	0	0	0	1	1	1	1	1	0	0	1	0	0	0	1	1	0	1	10	50	
15	JULPAN EPENDI	1	1	1	1	0	1	0	0	0	0	1	0	0	1	1	0	1	0	0	10	50	
16	KUSRIADI	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	0	1	0	1	14	70	
17	M. TARAUL RAHMAN	0	1	1	1	0	1	1	1	1	0	1	1	1	0	0	1	0	1	1	13	65	
18	MUHAMAD FEBRIANSYAH	1	1	1	0	1	1	0	0	1	1	0	0	1	1	1	1	0	1	1	14	70	
19	M.ZAINAL ALI FIKRI	0	0	1	1	0	0	1	0	1	0	1	0	0	1	0	1	0	1	0	9	45	
20	MASHURRIADI	1	0	0	1	0	1	1	0	0	1	0	0	1	1	1	1	1	1	0	12	60	
21	MEILIATUL RIZKA	1	0	1	0	1	0	0	0	1	0	1	0	1	0	1	1	1	0	1	11	55	
22	MILA SUSMITA	1	0	0	1	0	0	0	1	0	0	1	1	1	0	1	1	0	1	1	10	50	
23	MUHAMAD HAIRUL ISPANDI	1	0	0	1	1	1	1	1	0	1	0	0	1	0	0	1	1	0	1	11	55	
24	MUZITA AMBARA	1	1	0	0	0	0	1	0	1	0	0	1	0	1	0	1	0	1	0	9	45	
25	NABILA AFRIANA	1	1	1	1	0	1	0	1	1	1	1	0	0	1	1	0	1	0	1	13	65	
26	PADILA RAMADANI	0	1	0	1	0	1	0	1	1	1	0	1	1	1	1	0	0	0	1	12	60	
27	RINDA ARYANTIKA	1	0	1	1	1	1	0	0	1	0	1	1	1	0	0	0	1	1	1	12	60	
28	ROSDIANA AGUSTINA	0	0	1	0	0	1	1	1	1	1	0	0	1	0	0	1	0	1	1	11	55	
29	SULTAN FAHRULLOH	1	1	0	1	0	1	1	0	1	0	1	0	0	0	1	1	1	0	0	11	55	
30	SUTRIO BAYU JULALFIANDI	0	1	0	1	1	1	0	1	0	1	0	0	0	0	1	0	0	1	1	10	50	
31	M. TONI	0	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	0	0	0	12	60	
32	DINA LESTARI	1	0	1	0	0	0	0	0	1	0	0	1	0	1	0	0	1	1	0	8	40	
33	RAMPAKSAFITRI	0	0	1	0	1	1	1	1	0	1	0	1	0	0	1	1	0	1	1	12	60	
34	AHMAD JALIL	0	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	0	13	65	
35	SATRIAWAN	1	1	1	1	1	1	0	1	0	1	0	0	0	0	1	0	0	0	0	9	45	

Appendix 08. Pre Test Result of Control Group

No	Students' Name	Scores/Items																				Total Score	Value
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	ABDUL MALIK FEBRIAN	0	1	0	1	0	0	0	1	1	1	0	0	1	0	1	0	0	0	1	0	8	40
2	ALAN RAMDANI KUSUMA	1	0	0	0	0	1	0	1	0	1	0	1	0	1	0	0	0	1	0	0	7	35
3	ALWAN AFRIADI	1	0	0	1	1	1	0	1	0	0	1	0	1	0	1	0	0	0	0	1	9	45
4	BAREN KAPITAN MAKING	1	0	0	1	0	0	1	0	1	1	0	0	0	0	1	0	0	1	0	0	7	35
5	DIAN ISMU WARDANI	0	1	0	1	0	1	1	0	0	0	1	0	0	1	0	0	0	0	1	0	7	35
6	DINA JUNIARTI	0	0	1	0	0	1	0	1	0	0	1	0	1	0	1	0	0	1	1	1	9	45
7	DINDA ANGGI SAFITRI	1	1	0	1	1	0	1	0	1	1	1	1	1	0	0	0	1	0	0	0	11	55
8	FIRMAN MAULANA	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	1	0	10	50
9	FITRIANI AULIA	1	0	1	0	1	1	0	0	0	1	0	0	1	1	1	0	0	1	0	1	10	50
10	HARDIAN PUTRA	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	1	0	0	0	13	65
11	INDAH RAMADANI	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	1	10	50
12	IRA FEBRIANA	0	1	1	1	1	0	0	1	1	0	0	1	0	1	0	0	1	0	0	0	9	45
13	JUNIANA SAPIRA	1	0	0	1	0	1	0	1	1	1	0	1	0	1	1	0	0	0	0	1	10	50
14	KEFIN SYARIEF	0	0	0	1	1	1	1	1	0	0	1	0	0	0	1	0	1	0	1	0	9	45
15	LALU GALANG ARIP PRATAMA	1	1	1	0	1	0	0	0	0	1	0	0	1	1	0	0	1	0	0	1	9	45
16	LALU HADDAT FIRDAUS	1	0	0	1	1	0	1	0	1	1	1	1	0	0	0	0	1	0	1	1	11	55
17	MALIA RAMDHANI	1	1	1	0	0	1	1	1	0	1	1	1	0	0	1	0	0	1	1	0	12	60
18	MEY RAFA WIRA KUSUMA	1	1	0	1	1	0	0	1	0	0	0	1	0	1	0	0	0	1	1	0	9	45
19	MUHAMAD FEBRIANSAH	0	1	1	0	0	1	0	1	0	1	0	0	1	0	1	0	0	1	0	1	9	45
20	NIZAM ISWADI HAIKAL	0	0	1	0	1	1	0	0	1	0	0	1	1	1	1	0	1	1	1	0	11	55
21	NUR HUMAEROH FIKRI	0	1	0	1	0	0	0	1	0	1	0	1	0	1	1	0	1	0	1	1	10	50
22	RESTI HUTAHAEAN	0	0	1	0	0	0	1	0	0	1	1	0	0	1	1	0	0	1	1	0	8	40
23	SUFINA AULIA WARDAINI	0	0	1	1	1	1	1	0	1	0	0	0	0	0	1	0	1	0	0	0	8	40
24	SULTAN ROHIB PIRMANSAH	1	0	0	0	0	1	0	1	0	0	1	0	1	0	1	0	0	1	0	1	8	40
25	UMMI MARDIANA	1	1	1	0	1	0	1	0	0	1	0	0	1	1	0	0	0	0	1	0	9	45
26	WULAN SUCI RAHMAWATI	1	0	1	0	1	0	1	1	1	0	1	1	1	1	0	0	0	0	1	1	12	60
27	ZAMAYA ULAN MAULIDTA	0	1	1	1	1	0	0	1	0	1	1	1	0	0	0	0	1	1	1	0	11	55
28	ZIKRON YUDHA	0	1	0	0	1	1	1	1	1	0	0	1	0	0	1	0	0	1	1	1	11	55
29	SITANISA	1	0	1	0	1	1	0	1	0	1	0	0	0	1	0	0	1	0	0	1	9	45
30	SOFIANI	1	0	1	1	1	0	1	0	1	0	0	0	0	1	0	0	0	1	1	1	10	50
31	TEDUH KARUNYAWAN	1	1	1	1	1	0	0	0	0	1	1	1	1	1	0	0	0	0	0	1	11	55
32	TRINANDA ANGGRAINI	0	1	0	0	0	0	0	1	0	0	1	0	1	0	0	0	1	1	0	1	7	35
33	ULAN SARI	0	1	0	1	1	1	1	0	1	0	1	0	0	1	1	0	0	0	1	1	11	55
34	WINDA PURNAMA SARI	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	0	1	1	1	0	13	65
35	WULAN SARI	1	1	1	1	1	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	8	40

Appendix 09. Research Instrument of Post-Test

INSTRUCTIONS:

- Read The following text carefully.
- Choose one of the best answers.
- Avoid compromising with your peers.
- The result of this test will not influence you report values.

Text for number 1 - 3

There was a poor little girl, named Wulan, who lived with her stepmother and two stepsisters. Her father was a merchant, who always left home very early in the morning and arrived home late at night. He never knew that Wulan was treated very badly by her stepmother and stepsisters. Wulan had to do the house chores herself. She had no time to rest, until her father came home.

One day, Wulan helped an old woman. In return, the woman gave her a magic broom and cloth, to help her with the house chores. She just needed to say, "Broom and cloth, please clean the house." and they would start cleaning the house. When she said, "it's done, thank you.", they would stop working. Since then, Wulan did not need to work hard.

Wulan's stepmother and stepsisters knew how Wulan did the house chores. Then, they tried to use the magic broom and cloth. They asked them to clean their bedrooms. However, they didn't know how to stop the broom and cloth, after everything was done. Finally, the broom and the cloth kicked them out of the house. Since then, Wulan lived happily.

51. How did Wulan's stepmother and stepsisters treat her?
- | | |
|-----------|-------------|
| E. Well | C. Politely |
| F. Meanly | D. Kindly |
52. What can we learn from the story?
- I. We must be friendly to others
 - J. Wealth doesn't always bring happiness
 - K. Laziness brings stupidity
 - L. We will be rewarded based on our deeds
53. "... they would stop working." (paragraph 2 line 4). The word 'they' refers to
- I. Broom and cloth
 - J. The stepmother and stepsisters
 - K. Wulan and her father
 - L. Wulan and old woman

Text for number 4 – 7

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

"Children, I have come to save you," she said, hugging them tightly, "I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again." They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

54. What is the purpose of the text?
- I. To tell us about someone's experience
 - J. To entertain the readers
 - K. To critique art work
 - L. To inform the readers about events of the day
55. The story is about a stepmother who
- E. cried every night
 - F. planned to eat her children
 - C. begged a witch for money
 - D. saved her children from a witch
56. "Each night the children cried and begged the witch to let them go". (Paragraph-1) What does the word 'them' refer to?
- E. Hansel and Gretel
 - F. Gretel and the witch
 - C. Hansel and the witch
 - D. Hansel, Gretel and the witch
57. "The witch fell into the oven and the stepmother shut the door." (Paragraph-4) The underlined word can be replaced by the word
- E. Closed
 - F. Painted
 - C. Opened
 - D. Marked

Text for number 8 – 10

Once upon a time, a hawk fell in love with a hen. The hawk flew down. The sky asked the hen, "Won't you marry me?"

Then the hen loved the brave, strong hawk and wished to marry him. But she said, "I can not 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 that you have promised to marry me." Said the hawk.

So it happened that the hen had already promised to marry the rooster. 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. The hen was so frightened at the rooster's anger that she threw away the ring immediately.

When the hawk came the next day, the hen told him the truth, the hawk was so furious earth and said, "I'll always be flying above you to catch your children."

The curse seems to have come true.

58. Why did the rooster become angry?
- I. Because the hen told the truth
 - J. Because the rooster can't fly
 - K. Because the hen wore the ring given by the hawk
 - L. Because the rooster hated the hen
59. "... the hawk was so furious earth..." (paragraph 5 line 2) The underlined words can be best replaced by
- E. very interested
 - F. very frightened
 - C. very pleased
 - D. very angry
60. What can we learn from the story?
- I. We need to trust each other
 - J. We need to respect to others
 - K. We have to help one another
 - L. We have to keep our promise

Text for number 11 – 13

Long time ago, there was a handsome young man who wanted to climb the Alp Mountain. The mountain was so cold and covered with thick snow. People said that a beautiful fairy lived in that mountain.

The young man wanted to marry the fairy. He also wanted to see the beautiful palace made of ice. Many people tried to climb the mountain but all of them failed. Some of them gave up before they met the fairy and some others could not stand the cold.

This young man was different. He could climb the mountain and did not give up. He climbed and climbed for the whole week. The weather was so cold but he kept climbing for the fairy's palace.

He finally met the beautiful fairy and they fell in love with each other. But the fairy was not happy.

"We can't live together. My father would not allow me to marry a man," said the lady.

"Why not?" asked the young man.

"Because we live in two different worlds. I can't stay in your world because it is too hot. And you can't live at my palace because it's too cold. I'm afraid you will die," explained the fairy.

Therefore, they had to separate. Since that day, the young man promised to himself that he would not marry anyone. The beautiful fairy was so sad that she cried every day. Every time her tears flowed down on the mountain, it became a beautiful white flower called Edelweiss.

61. Where does Edelweiss come from?
- I. Man's tears.
 - J. Mountain flower.
 - K. Fairy's tears.
 - L. white flower.
62. People wanted to climb the mountain in order to....
- I. get the Edelweiss
 - J. see the thick snow
 - K. meet the beautiful fairy
 - L. stay at the beautiful palace
63. From the text, we learn that the young man had....
- I. high motivation and fighting spirit
 - J. high motivation and low bravery
 - K. bravery but no effort
 - L. true love and power

Text for number 14

Once, there lived a hen called Red Feather because the color of her feather was red. One day, the fox caught the red feather and put it into a sack. He intended to bring the hen home and cooked it for dinner.

Suddenly, he saw a dove lying on the ground. The fox was delighted to find a dove, he thought of having a lot of food for dinner. He didn't know that the dove was a friend of the red feather. The dove knew that the fox had caught the Red Feather. He wanted to help the red feather by pretending to have a broken wing and lying on the ground for the fox to catch.

The fox left the hen in the sack trying to catch the dove. As the fox got closer, the dove instantly flew away leaving the fox. Meanwhile the fox was busy trying to catch the dove; the hen released herself from the sack and ran away as fast as possible. The fox wasn't able to catch the dove so he decided to stop chasing. But when the fox came back to his sack, how shocked he was to find the Red feather had already gone. Finally the fox realized that he had nothing for dinner. *(Taken from 366 and More Fairy Tales, 1990)*

64. What did the dove do to help the Red Feather?
- I. Took the hen and put it the sack.
 - J. Pretended to have a broken wing.
 - K. Brought the fox home and cooked it.
 - L. Released the hen free and flew away.

Text for number 15 – 20

Once upon a time there was a prince who wanted to marry a princess, she would have to be a real princess. He travelled all over the world to find one, but nowhere could he get what he wanted.

One evening a terrible storm came on. Suddenly a knocking was heard at the city gate, and the old king went to open it. It was a princess standing out there in front of the gate. The water ran down from her hair and clothes. She looked poor. And yet she said that she was a real princess.

“Well, we’ll soon find that out,” thought the old queen, went into the bedroom, made the bed stuffs up by herself, laid a pea on the bottom; then she took twenty mattresses and laid them on the pea, and then twenty eiderdown beds on top of the mattresses. The princess had to lie all night.

In the morning she was asked how she had slept. Oh, very badly!” she said. “I have scarcely closed my eyes all night. Heaven only knows what was in the bed, but I was lying on something hard, so that I am black and blue all over my body. It’s horrible!”

Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses and the twenty eiderdown beds. Nobody but a real princess could be as sensitive as that. So the prince took her for his wife.

65. What kind of text is it?
E. Narrative
F. Recount
C. Story
D. Fable
66. Who wanted to marry a princess?
E. The prince
F. The old king
C. The old queen
D. Nobody
67. Who opened the city gate for the princess ?
E. The prince
F. The old king
C. The old queen
D. Nobody
68. Where was the pea laid exactly?
E. On the bed
F. Under the mattresses
C. Under the bed
D. On top of the mattresses
69. “... then twenty **eiderdown** beds on top of the mattresses” . What is the closely meaning of the bold word?
E. Bed cover
F. Blanket
C. Pillow
D. Carpet
70. How was the story end?
I. The prince took away the princess
J. The prince marry the princess
K. The princess was expelled from the kingdom
L. The princess was picked up home

“BE SERIOUS & DO YOUR BEST”

Appendix 10. Key Answer of Post Test

No	Key Ans wer	No	Key Ans wer
1	B	11	C
2	D	12	C
3	A	13	A
4	B	14	B
5	D	15	A
6	A	16	A
7	A	17	B
8	C	18	B
9	D	19	A
10	D	20	B

Appendix 11. Post Test Result of Experimental Group

No	Students' Name	Scores/Items																				Total Score	Value
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	ABDULAZIS	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	0	1	1	0	15	75
2	AHMAD RIAN ANUGRAH	1	0	1	0	1	0	0	1	1	1	0	1	0	1	1	1	0	1	1	1	13	65
3	ALIF NOVITASARI	0	1	1	1	1	0	1	1	0	1	1	1	0	1	0	1	1	0	1	1	14	70
4	AMIRA DWI CAHYANI	1	0	1	0	0	0	1	1	1	1	0	1	0	0	0	1	1	1	0	1	11	55
5	AZIS ZAINUL HIDAYAT	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	0	0	1	1	1	15	75
6	BAIQ ADINDA LAUNA SAPUTRI	0	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	1	1	1	1	15	75
7	BAIQ SABHATUN SA'ADAH	1	0	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	15	75
8	DIANA APRIANTI	1	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	0	0	1	0	13	65
9	DIDIK SANTOSO	0	1	0	1	1	0	0	1	0	1	0	1	0	1	1	1	0	1	1	1	12	60
10	GINA GUSTIYA	1	1	1	1	1	0	1	1	1	0	1	1	0	0	1	1	1	0	0	0	13	65
11	HAUNI FITRIANI	1	1	0	1	0	0	1	1	1	0	1	0	0	1	0	1	1	0	1	1	12	60
12	HUSNUL KHOTIMAH	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	0	1	1	0	0	12	60
13	IHSAN NUR FATTA	0	0	1	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	0	1	13	65
14	IRWAN	0	0	1	1	1	0	1	1	0	0	1	0	0	1	0	1	1	0	1	0	10	50
15	JULPAN EPENDI	1	1	0	1	1	0	0	1	1	1	1	0	0	1	1	0	1	1	1	1	14	70
16	KUSRIADI	0	1	1	1	1	0	1	0	1	1	1	1	0	0	0	0	1	1	1	1	13	65
17	M. TARAUL RAHMAN	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	0	15	75
18	MUHAMAD FEBRIANSYAH	1	0	1	1	0	0	0	1	1	0	1	1	0	1	1	1	0	1	1	1	13	65
19	MZAINAL ALI FIKRI	1	1	1	1	1	0	0	1	1	1	1	0	0	1	0	1	1	1	1	1	15	75
20	MASHURRIADI	0	1	1	1	1	0	0	0	1	0	0	1	0	1	1	1	1	1	1	1	13	65
21	MEILIATUL RIZKA	1	0	1	0	0	0	0	1	0	1	0	1	0	0	1	1	1	0	1	1	10	50
22	MILA SUSMITA	0	1	0	0	0	0	1	1	0	1	1	1	0	0	1	1	0	1	1	1	11	55
23	MUHAMAD HAIRUL ISPANDI	1	1	1	1	1	0	1	0	1	0	0	1	0	0	0	1	1	0	1	1	12	60
24	MUZITA AMBARA	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	1	0	1	0	1	7	35
25	NABILA AFRIANA	1	1	0	1	0	0	1	1	1	1	0	0	0	1	1	0	1	0	1	1	12	60
26	PADILA RAMADANI	0	1	0	1	0	0	1	1	1	0	1	1	0	1	1	0	0	0	1	1	11	55
27	RINDA ARYANTIKA	1	1	1	1	1	0	1	1	0	1	1	1	0	0	0	0	1	1	1	0	13	65
28	ROSDIANA AGUSTINA	1	0	0	1	1	0	1	1	1	0	0	1	0	0	0	1	0	1	1	1	11	55
29	SULTAN FAHRULLOH	0	1	0	1	1	0	0	1	0	1	1	0	0	1	1	1	1	0	1	1	12	60
30	SUTRIO BAYU JULALFIANDI	1	1	1	1	0	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	16	80
31	M. TONI	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	1	16	80
32	DINA LESTARI	1	0	0	1	1	0	0	1	0	1	1	0	0	1	1	1	1	1	1	1	13	65
33	RAMPAK SAFITRI	1	0	1	1	1	0	1	0	1	0	0	0	0	1	1	1	1	1	1	1	13	65
34	AHMAD JALIL	0	1	1	1	1	0	0	1	1	1	1	0	0	1	1	1	1	1	1	0	14	70
35	SATRIAWAN	1	1	1	1	1	0	1	1	1	1	0	1	0	0	1	1	1	0	1	1	15	75

Appendix 12. Post Test Result of Control Group

No	Students' Name	Scores/Items																				Total Score	Value
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	ABDUL MALIK FEBRIAN	0	1	0	1	0	1	1	1	1	1	0	1	0	1	0	1	0	0	1	1	12	60
2	ALAN RAMDANI KUSUMA	1	0	0	0	0	1	0	1	0	1	0	1	0	0	1	1	1	1	0	1	10	50
3	ALWAN AFRIADI	1	0	0	1	1	1	0	1	1	0	1	1	0	1	0	1	0	0	1	1	12	60
4	BAREN KAPITAN MAKING	1	0	0	1	1	1	1	0	1	1	0	0	0	0	0	1	0	1	1	0	10	50
5	DIAN ISMU WARDANI	0	1	0	1	1	1	1	0	0	0	1	0	0	0	1	0	1	1	1	0	10	50
6	DINA JUNIARTI	0	0	1	0	0	1	0	1	1	0	1	1	0	1	0	1	0	1	1	1	11	55
7	DINDA ANGGI SAFITRI	1	1	0	1	1	0	1	0	1	1	1	1	0	1	0	0	1	0	0	0	11	55
8	FIRMAN MAULANA	1	1	1	1	1	1	1	1	0	0	0	0	0	0	1	0	1	0	1	0	12	60
9	FITRIANI AULIA	1	0	1	0	1	1	0	0	0	1	0	0	0	1	1	1	0	1	0	1	10	50
10	HARDIAN PUTRA	1	1	1	0	1	1	1	1	1	0	1	1	0	0	1	1	1	0	0	0	13	65
11	INDAH RAMADANI	0	1	1	0	1	0	1	0	1	0	1	0	0	1	0	1	1	1	0	1	11	55
12	IRA FEBRIANA	0	1	1	1	1	0	0	1	1	0	0	1	0	0	1	0	1	0	1	0	10	50
13	JUNIANA SAPIRA	1	0	0	1	0	1	0	1	1	1	0	1	0	0	1	1	1	1	0	1	12	60
14	KEFIN SYARIEF	0	0	0	1	1	1	1	1	0	0	1	0	0	0	0	1	1	0	1	0	9	45
15	LALU GALANG ARIP PRATAMA	1	1	1	0	1	0	0	0	0	1	0	0	0	1	1	0	1	0	0	1	9	45
16	LALU HADDAT FIRDAUS	1	0	0	1	1	0	1	0	1	1	1	1	0	0	0	0	1	0	1	1	11	55
17	MALIA RAMDHANI	1	1	1	0	0	1	1	1	0	1	1	1	0	0	0	1	0	1	1	0	12	60
18	MEY RAFA WIRA KUSUMA	1	1	0	1	1	0	0	1	0	0	0	1	0	0	1	0	0	1	1	1	10	50
19	MUHAMAD FEBRIANSAH	0	1	1	0	0	1	0	1	0	1	0	0	0	1	1	1	0	1	0	1	10	50
20	NIZAM ISWADI HAIKAL	0	0	1	0	1	1	0	0	1	0	0	1	0	1	1	1	1	1	1	0	11	55
21	NUR HUMAEROH FIKRI	0	1	0	1	0	0	0	1	0	1	1	1	0	0	1	1	1	0	1	1	11	55
22	RESTI HUTAHAEAN	0	0	1	0	0	0	1	0	0	1	1	0	0	0	1	1	0	1	1	1	9	45
23	SUFINA AULIA WARDAINI	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	1	1	1	1	1	11	55
24	SULTAN ROHIB PIRMANSAH	1	0	0	0	0	1	0	1	0	0	1	0	0	1	0	1	0	1	1	1	9	45
25	UMMI MARDIANA	1	1	1	0	1	0	1	0	0	1	0	0	0	1	1	0	0	0	1	0	9	45
26	WULAN SUCI RAHMAWATI	1	0	1	0	1	0	1	1	1	0	1	1	0	1	1	0	0	0	1	1	12	60
27	ZAMAYA ULAN MAULIDTA	0	1	1	1	1	0	0	1	0	1	1	1	0	0	0	0	1	1	1	0	11	55
28	ZIKRON YUDHA	0	1	0	0	1	1	1	1	1	0	0	1	0	0	0	1	0	1	1	1	11	55
29	SITI ANISA	1	0	1	0	1	1	0	1	0	1	0	0	0	0	1	0	1	1	1	1	11	55
30	SOFIANI	1	0	1	1	1	0	1	0	1	0	0	0	0	0	1	0	0	1	1	1	10	50
31	TEDUH KARUNIYAWAN	1	1	1	1	1	0	0	0	0	1	1	1	0	1	1	0	0	0	0	1	11	55
32	TRINANDA ANGGRAINI	0	1	0	0	0	0	0	1	0	0	1	1	0	1	0	0	1	1	1	1	9	45
33	ULAN SARI	0	1	0	1	1	1	1	0	1	0	1	0	0	0	1	1	0	0	1	1	11	55
34	WINDA PURNAMA SARI	1	0	1	0	1	0	0	1	1	1	1	0	0	1	1	1	1	1	1	0	13	65
35	WULAN SARI	1	1	1	1	1	0	1	0	1	0	0	0	0	0	1	0	0	0	1	1	10	50

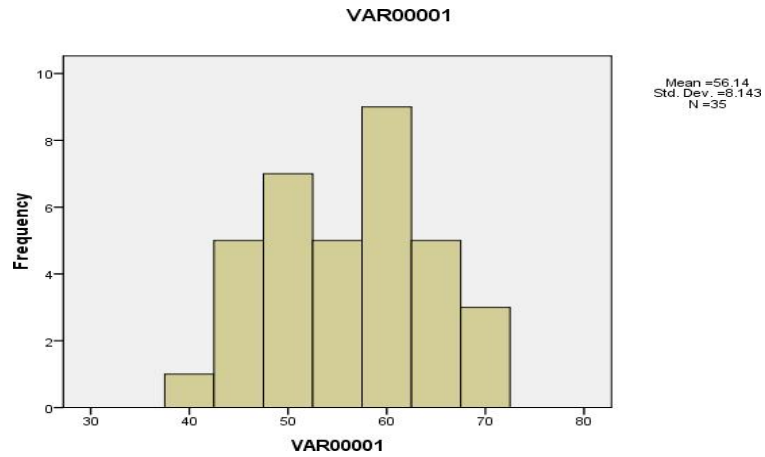
Appendix 13. Comparison Resul of Pre and Post Test for Experimental and Control Groups

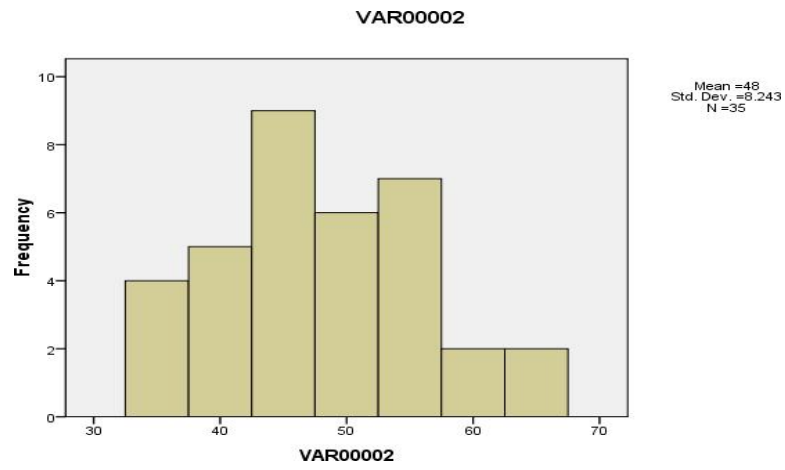
No	Students	Experimental		Students	Control	
		Pre	Post		Pre	Post
1	ABDUL AZIS	65	75	ABDUL MALIK FEBRIAN	40	60
2	AHMAD RIAN ANUGRAH	50	65	ALAN RAMDANI KUSUMA	35	50
3	ALIF NOVITASARI	50	70	ALWAN AFRIADI	45	60
4	AMIRA DWI CAHYANI	45	55	BAREN KAPITAN MAKING	35	50
5	AZIS ZAINUL HIDAYAT	45	75	DIAN ISMU WARDANI	35	50
6	BAIQ ADINDA LAUNA SAPUTRI	50	75	DINA JUNIARTI	45	55
7	BAIQ SABHATUN SA'ADAH	65	75	DINDA ANGGI SAFITRI	55	55
8	DIANA APRIANTI	60	65	FIRMAN MAULANA	50	60
9	DIDIK SANTOSO	60	60	FITRIANI AULIA	50	50
10	GINA GUSTIYA	70	65	HARDIAN PUTRA	65	65
11	HAUNI FITRIANI	60	60	INDAH RAMADANI	50	55
12	HUSNUL KHOTIMAH	55	60	IRA FEBRIANA	45	50
13	IHSAN NUR FATTA	60	65	JUNIANA SAPIRA	50	60
14	IRWAN	50	50	KEFIN SYARIEF	45	45
15	JULPAN EPENDI	50	70	LALU GALANG ARIP PRATAMA	45	45
16	KUSRIADI	70	65	LALU HADDAT FIRDAUS	55	55
17	M. TARAUL RAHMAN	65	75	MALIA RAMDHANI	60	60
18	MUHAMAD FEBRIANSYAH	70	65	MEY RAFA WIRA KUSUMA	45	50
19	M.ZAINAL ALI FIKRI	45	75	MUHAMAD FEBRIANSAH	45	50
20	MASHURRIADI	60	65	NIZAM ISWADI HAIKAL	55	55
21	MEILIATUL RIZKA	55	50	NUR HUMAEROH FIKRI	50	55
22	MILA SUSMITA	50	55	RESTI HUTAHAEAN	40	45
23	MUHAMAD HAIRUL ISPANDI	55	60	SUFINA AULIA WARDAINI	40	55
24	MUZITA AMBARA	45	35	SULTAN ROHIB PIRMANSAH	40	45
25	NABILA AFRIANA	65	60	UMMI MARDIANA	45	45
26	PADILA RAMADANI	60	55	WULAN SUCI RAHMAWATI	60	60
27	RINDA ARYANTIKA	60	65	ZAMAYA ULAN MAULIDTA	55	55
28	ROSDIANA AGUSTINA	55	55	ZIKRON YUDHA	55	55
29	SULTAN FAHRULLOH	55	60	SITI ANISA	45	55
30	SUTRIO BAYU JULALFIANDI	50	80	SOFIANI	50	50
31	M. TONI	60	80	TEDUH KARUNIYAWAN	55	55
32	DINA LESTARI	40	65	TRINANDA ANGGRAINI	35	45
33	RAMPAK SAFITRI	60	65	ULAN SARI	55	55
34	AHMAD JALIL	65	70	WINDA PURNAMA SARI	65	65
35	SATRIAWAN	45	75	WULAN SARI	40	50

Appendix 14. Descriptive Statistics for Pre-Test

Statistics

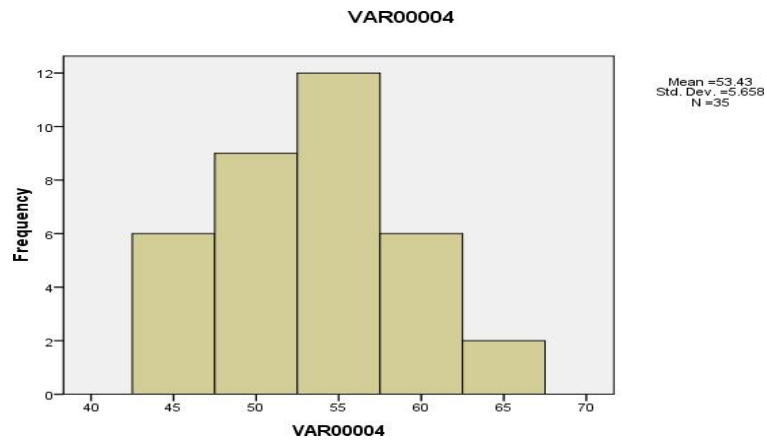
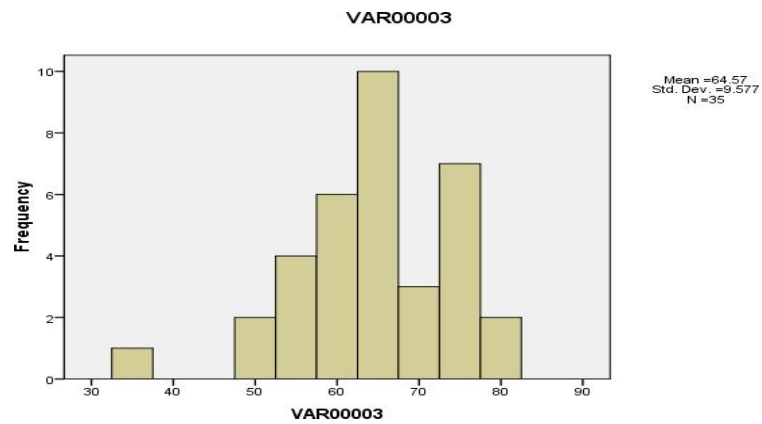
		Experi men t	Contr ol
N	Valid	35	35
	Missing	0	0
Mean		56.14	48.00
Median		55.00	45.00
Mode		60	45
Std. Deviation		8.143	8.243
Range		30	30
Minimum		40	35
Maximum		70	65
Percenti les	25	50.00	40.00
	50	55.00	45.00
	75	60.00	55.00





Appendix 15. Descriptive Statistics for Post-Test Statistics

		Experi men t	Contr ol
N	Valid	35	35
	Missing	0	0
Mean		64.57	53.43
Median		65.00	55.00
Mode		65	55
Std. Deviation		9.577	5.658
Range		45	20
Minimum		35	45
Maximum		80	65
Percenti les	25	60.00	50.00
	50	65.00	55.00
	75	75.00	55.00



Appendix 16. Normality Test (Pre-Test)

Test Statistics

				Experim ent	Contro l
Chi-Square				8.000 ^a	8.000 ^a
df				6	6
Asymp. Sig.				.238	.238
Monte Carlo Sig.	Sig.			.248 ^b	.248 ^b
	99% Confidence Interval	Lower Bound		.237	.237
		Upper Bound		.259	.259

Appendix 17. Normality Test (Post-Test)

Test Statistics

				Experi men t	Contr ol
Chi-Square				15.057 ^a	8.000 ^b
df				7	4
Asymp. Sig.				.035	.092
Monte Carlo Sig.				.035 ^a	.091 ^b
Carlo Sig.	99% Confidence Interval		Lower Bound	.030	.083
			Upper Bound	.040	.098

Appendix 18. Homogeneity Test for Pre Test between Groups

Test of Homogeneity of Variances

Control

Levene Statistic	df1	df2	Sig.
.796	4	30	.537

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	619.266	4	154.816	1.858	.144
Within Groups	2499.306	30	83.310		
Total	3118.571	34			

Appendix 19. Homogeneity Test for Post Test Between Groups

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.098	6	28	.388

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1153.849	6	192.308	4.893	.002
Within Groups	1100.437	28	39.301		
Total	2254.286	34			

Appendix 20. The Result of Anova Analysis

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	619.266	4	154.816	1.858	.144
Within Groups	2499.306	30	83.310		
Total	3118.571	34			

STUDENTS' ANSWER SHEET

Name	:	<input type="checkbox"/>	<input type="checkbox"/>
Class	:	<input type="checkbox"/>	<input type="checkbox"/>

NO	A	B	C	D
1				
2				
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10				

NO	A	B	C	D
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"GOOD LUCK"