# APPENDIX A

# Lesson Plan in Experimental Group

**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Nama Sekolah SMP NEGERI 1 PAGARAN

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII

Alokasi Waktu : 2x 45 Menit (1x pertemuan)

Topik Pembelajaran : Narrative Text

Ketrampilan : Reading

Pertemuan ke :1

1. **STANDAR KOMPETENSI**

**Membaca**

11 Memahami makna teks fungsional pendek dan esei berbentuk  *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

**Menulis**

12 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative, spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari

**B. KOMPETENSI DASAR**

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, spoof,* dan *hortatory exposition*

12.2 Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative, spoof,* dan *hortatory exposition*

**C.INDIKATOR**

|  |  |
| --- | --- |
| Indikatoor Pencapaian Kompetensi | Nilai Budaya Dan Karakter Bangsa |
| Merespon wacana monolog text : Narative  Mengidentifikasi makna yang ada dalam teks narative yang dibaca  Mengidentifikasi langkah-langkah retorika dari teks  Menggunakan kalimat past | Senang membaca, Komunikatif, Teliti, Kreative, Kerja keras, Mandiri |

**D. TUJUAN PEMBELARAN**

* + Siswa mampu mengidentifikasi berbagai aspek dari teks seperti isi, struktur teks.
  + Siswa dapat mengidentifikasi makna yang ada dalam teks yang dibaca
  + Siswa dapat mengidentifikasi langkah-langkah retorika dari teks

**E.Materi Pokok**

1.    Narrative Text

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story

**F.The generic structure of Narrative text:**

1. Orientation: It set the scene and introduce the participants (it answers the question: who, when, what, and where).

2. Complication: Tells the problems of the story and how the main characters

solve them.

3. Resolution: The crisis is revolved, for better or worse.

4. Re-orientation: The ending of the story.

Example :

**The Legend of the Kesodo Ceremony**

Once upon a time on Mount Bromo, East Java, there was a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn’t got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying.

“You are going to born a baby, and later you will birth too many children. But I have a requirement for you to obey, if you really want to have children”, said the voice.

“Whatever you ask, my Lord”, the couple answered, “We will do it”,

“You must sacrifice your first son for the gods”.

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn’t sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn’t let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. “I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods.” Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

**G.METODE PEMBELAJARAN /TEKNIK**:

Cooperative Teaching and Learning

|  |  |  |
| --- | --- | --- |
| Tatap muka | Terstruktur | Mandiri |
| * + -Siswa mampu mengidentifikasi makna yang ada dalam text narrative yang dibaca   + Membahas unsur dan langkah retorika dalam teks narrative   + Membahas ciri-ciri leksikogramatika dalam teks. | * + -Siswa mampu menganalisa berbagai aspek dari teks seperti isi, struktur teks dalam kelompok. | -Siswa mencari teks-teks narrative pendek (*how to make, how to use*, dan*how to do something*) berbahasa Inggris tertulis yang lain dari surat kabar, majalah dan dari internet, serta mempelajarinya dari segi tujuan komunikatif, *generic structure*, dan *language features*, serta *content*-nya |

**H.LANGKAH –LANGKAH KEGIATAN PEMBELAJARAN :**

**Kegiatan Pendahuluan (5 menit)**

1. Mengucapkan salam dengan ramah ketika masuk ruang kelas
2. Mengecek kehadiran siswa
3. Apersepsi
4. Memotivasi siswa
5. Menyampaikan tujuan pembelajaran

6.Menyampaikan cakupan materi dan uraian kegiatan

**Kegiatan Inti (80 menit)**

Eksplorasi (15 menit)

* Siswa membaca contoh teks narrative yang ditampilkan, dibagi, atau dari buku.
* Siswa dan guru mendiskusikan materi mengenai teks narative
* Guru menjelaskan unsur dan langkah retorika dan ciri lexico grammatica dalam teks narrative
* Guru menjelaskan langkah pembuatan teks narrative.

Elaborasi (50 menit)

* Guru membuat kelompok dan membagi teks narrative sejumlah kelompok
* Siswa bekerja dalam kelompok untuk membahas generic structure dan isi teks berupa topik teks, gagasan utama suatu paragraf dalam teks tersebut, informasi rinci, informasi tertentu, dan makna kata-kata tertentu.
* Menjawab soal-soal tentang text yang dibahas

Konfirmasi (15 menit)

* Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas
* Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks dan penggunaan struktur text narrative serta menggunakan Simple Past tense dalam text narrative.
* Guru meminta siswa untuk membuat teks narrative sebagai tugas diluar kelas.
* Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

**Kegiatan Penutup (5 menit)**

1.  Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.

2. Guru meminta siswa untuk membuat teks narrative sebagai tugas rumah

3. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.

4. Guru menyampaikan rencana pembelajaran yang akan datang.

**I. SUMBER/BAHAN/ALAT**

* Kamus
* Bahan Internet
* Buku Interlangguage

**J. PENILAIAN**

I. Indikator :- Merespon wacana text

- Mempraktikkan pembuatan teks narrative

Teknik : Tes tertulis

Bentuk : Pertanyaan pilihan ganda tentang narrative text

Medan, Juli 2022

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| Mengetahui,  Kepala SMP Negeri 1 Pagaran  **Sahat Barita Siburian S.Pd.**  **NIP.** | Guru Bahasa Inggris  **Nurcahaya Pasaribu S.Pd.**  **NIP.** |

# APPENDIX B

# Lesson Plan in Control Group

**RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

**Sekolah**: SMP Negeri 1 Pagaran

**Mata Pelajaran**          : Bahasa Inggris

**Kelas/semester**: VIII / 1(satu)

**Materi Pokok             :**Narrative text

**Alokasi Waktu           :**1 pertemuan

|  |  |  |
| --- | --- | --- |
| KI1 | : | Menghargai dan menghayati ajaran agama yang dianutnya. |
| KI2 | : | Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya. |
| KI3 | : | Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata. |
| KI4 | : | 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. |

**A.KOMPETENSI DASAR**

* 1. Mensyukuri  kesempatan  dapat mempelajari  bahasa  Inggris  sebagai bahasa  pengantar komunikasi internasional  yang  diwujudkan  dalam semangat belajar.
  2. Menunjukkan perilaku jujur, disiplin, **percaya diri**, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
  3. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk fabel indonesia dan legenda indonesia, sesuai dengan konteks penggunaannya.
  4. Menangkap makna teks narative lisan dan tulis, berbentuk fabel indonesia dan legenda indonesia pendek dan sederhana penggunaannya.

**B.INDIKATOR PENCAPAIAN KOMPETENSI**

* 1. Berpartisipasi aktif dalam  kegiatan pembelajaran
  2. Mengembangkan perilaku percaya diri dalam melaksanakan komunikasi transaksional dengan guru dan teman.
  3. Menentukan tujuan komunuikatif text dan mengidentifikasi structure texxt .
  4. Menangkap sifat dan ciri ciri teks narrative fabel/legend indonesia secara lisan dengan akurat lancar dan berterima;
  5. menangkap sifat dan ciri ciri teks narrative fabel  / legand indonesia secara tertulis denagn akurat lancar dan berterima;
  6. mengungkapkan sifat dan ciri teks narrative fabel/legend indonesia secara

tertulis dengan akurat lancar dan berterima.

**C.    TUJUAN PEMBELAJARAN**

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Berpartisipasi aktif dalam kegiatan pembelajaran bahasainggris
2. Memiliki saifat tanggung jawab terhadap tugas yang di berikan guru
3. Menjawab beberapa pertanyaan dari pengamatan sebuah video
4. Membaca sebuah teks pendek tentang fabel
5. Mencari informasi mengenai teks pendek tentang fabel
6. Membaca cetita fabl kemuadian memilih salah satu untuk di cveritakan kembali di depan kelas
7. Memahami guneric structure tentang text narrative fabel
8. Mengidentifikasi generic stucture sebuah teks secara berkelompok
9. Membuat sebuah teks fabel pendek sederhana sesuai generic structure berdasarkan cerita yang di pilih
10. Menceritakan kembali teks tersebut di depan kelas.

**D.MATERI PEMBELAJARAN**

Narrative text adalah salah satu jenis text yang menceritakan rangkaian peristiwa dengan sistem kronologis atau saling terhubung

**Fungsi Sosial**  : Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

Example narrative text

***The Rose and The Cactus***

*Once upon a time, there was a beautiful rose in a garden. One rose flower on the plant was proud of its beauty. But, it was disappointed that it was growing next to an ugly cactus.*

*Every day, the rose would insult the cactus about its looks, but the cactus stayed quiet. All the other plants in the garden tried to stop the rose from bullying the cactus, but the rose was too selfish by its own beauty and did not listen to anyone.*

*One summer, a well in the garden dried up and there was no water for the plants. The rose slowly began to wilt. The rose saw a sparrow dip its beak into the cactus for some water.*

*The rose then felt ashamed for having made fun of the cactus all this time. But because it was in need of water, it went to ask the cactus if it could have some water. The kind cactus agreed, and they both got through summer as friends.*

**E.Struktur Teks       :**

* + - * Orientasi: menyebutkan tempat dan waktu dan memperkenalkan tokoh-tokohnya
      * Evaluasi: terhadap masalah yang dihadapi tokoh
      * Komplikasi: muncul krisis
      * Resolusi: krisis berakhir secara baik atau tidak baik bagi tokoh

**F.Unsur Kebahasaan:**

* + - * Deskripsi orang, benda, dan uraian kejadian/peristiwa, dan ungkapan perasaan, dalam past tense atau present tense
      * Kalimat langsung dan tidak langsung
      * Adverbia penghubung waktu: *first, then, after that, before,*dsb.
      * Adverbia dan frasa preposisional penujuk waktu: *a long time ago, one day, in the morning, the next day*, *immediately*, dsb.
      * Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
      * Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

**G. METODE PEMBELAJARAN**

1. Scientific approach

**H.       Media, Alat, dan Sumber Pembelajaran**

1. **Media**

GambarFabel, LCD Proyektor

1. **Alat**

**S**pidol warna, papan tulis, kertas.

1. **Sumber Pembelajaran**

* Buku Teks wajib
  + - * Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
      * Contoh peragaan dalam bentuk  rekaman CD/VCD/ DVD/kaset
      * Contoh teks tertulis
      * Sumber dari internet:

**I. LANGKAH –LANGKAH KEGIATAN PEMBELAJARAN**

1. Kegiatan pembelajaran
2. Mengucapkan salam dan berdoa
3. Memberi motivasi belajar
4. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai
5. Mengecek kehadiran siswa
6. Kegiatan inti

* Mengamati

1. Siswa menyimak berbagai contoh teks narrative tentang pengalaman/kegiatan/peristiwa yang diberikan /diperdengarkan guru
2. Siswa mengamati fungsi sosial ,struktur dan unsur kebahasaanya
3. Siswa belajaran menentukan gagasan pokok ,informasi rinci,dan informasi tertentu dari text narrative..

* Menanya

1. Siswa mempertanyakan mengenai gagasan pokok informasi rinci dari Dan informasi tertentu dalam recount text.

* Explorasi

1. Siswa berlatih menemukan gagasan pokok ,informasi rinci dan informasi tertentu dari text.
2. Siswa berlatih menyusun kalimat –kalimat yang diberikan menjadi text narrative.

* Mengasosiasi

1. siswa mendiskusikan gagasan pokok ,informasi rinci ,dan informasi tertentu dari series pictures yang diberikan.

* Mengkomunikasikan

1. Siswa membuat text narrative sederhana dari series pictures yang telah diamati sebelumnya dengan memperhatikan fungsi sosial ,struktur dan unsur kebahasaannya.
2. Siswa mempresentasikannya di kelas
3. Penutup

Memberikan umpan balik terhadap proses dan hasil pembelajaran .

**H. PENILAIAN**

1. Teknik:Tes tertulis
2. Bentuk :Tertulis
3. **Penilaian**

I. Indikator :- Merespon wacana text

- Mempraktikkan pembuatan teks narrative

Teknik : Tes tertulis

Bentuk : Pertanyaan pilihan ganda tentang narrative text

Medan, Juli 2022

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# APPENDIX C

# Pre-test

Read the text and answer the question number 1 to 3.

Long, long ago, a terrible dragon came to the Kingdom of Tarrania. It carried away the Princess. “Oh, save my Princess,” the King of Tarrania shouted. “Who can save Princess Tara?” “I can save Princess Tara. I‟m the bravest knight in your kingdom,”Prince Gregor said proudly. “I can save her too, but I‟m the poorest boy in your Kingdom,”Thomas said humbly. “You? Ha …. ha …. “Prince Gregor laughed loudly. “How can you save the Princess? You have no soldiers and no swords. I‟ll save the Princess, beggar boy.”Ready! Get set! The terrible dragon roared. Prince Gregor and his soldier ran away. On the other hand, Thomas did not run away. He opened his basket and took a ladder, a flute, a rope, a piece of meat, a spear and a blanket. Thomas ran into the cave to catch and kill the dragon. At last, he saved Princess Tara. Thomas and Princess Tara finally married and lived happily after.

**1. Who was the real strongest in the story?**

A. Thomas.

B. The King.

C. The Poorest Boy

D. Prince Gregor

2. “Prince Greoger and his soldier ran away.”

**2. The underline word has the same meaning as ….**

A. Fight

B. Deny

C. Escape

D. Go away

**3. What is the purpose of the text?**

A. To report a past event

B. To describe a kingdom

C. To tell a series of event

D. To entertain someone else

Read the text and answer the question number 4 to 5

Long time ago there were two thin goats. Both of them were hungry. They were tied together with a brown rope. They wanted to eat the green leaves from two separeated bushes. One bush was on the left. The other bush was on the right. The goats thought they could do everything on their own. The first goat to go the bush on the left, but the second goat wanted to go to the bush in the right. However, the rope was short. They tried and tried but they could not reach the bushes. They were very sad. Then, the goats decided to work together. First, they are the leaves of the bush on the right. Then, they ate the leaves on the left. The leaves were delicious. They were happy.

**4. What is the main idea of paragraph 2?**

A. The goats thought they could do everything on their own

B. They tried and tried but they could not reach the bushes

C. The second goat to go to the bush on the left

D. The first ahd the second goat were very sad

**5. “The leaves were delicious.” (paragraph 3).**

The underlined word means ….

A. Feeling pleasure

B. Giving nice taste

C. Tasting unpleasant

D. Having great color color

**6. What moral value can we get from the story above?**

A. Don‟t ease to trust someone else

B. Don‟t make a friend with a fox

C. We are proud of our ability

D. A fox is a selfish bird

**7. “…. And Mr. Fox ran away with it, laughing loudly.”**

The word “it” refers to ….

A. The cheese

B. The branch

C. The croack

D. The beak

**8. Which on is NOT TRUE according to the text?**

A. The fox loves the crow

B. The eyes of the crow were pretty

C. The cheese fell down on the branch

D. The crow flew on a branch to enjoy the cheese

Read the text and answer the question number 9 to 11

Once upon a time there was a prince. He was a good looking and very rich. He lived in a beautiful castle together with his knights and servants. One rainy dark night, a woman came to his castle. She was old and ugly. The prince didn‟t like her and sent her away. After he sent the woman away, she turned into a beautiful fairy. She cast a spell over the prince and his castle.The prince became the beast. He was no longer good looking. He looked very ugly instead and all his servants turned into furniture. One day, an old man named Maurice was traveling past the castle. It was raining so hard that he decided to enter the castle. When the beast saw him, he captured him. After sometime Maurice‟s daughter, Belle began to worry about him. She started to look for him. Finally, she arrived in the castle and she found her father there. She asked the beast to let her father go but he refused. Belle then agreed to stay in the castle so that her father could go home. While Belle was staying at the castle the beast slowly changed. He was not meant anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The beast and her servants became human again. Then, the beast and Belle got married. They lived happily even after.

**9. How was the night when an old and ugly woman came to the prince‟s castle?**

A. It was wonderful

C. It was rainy

B. It was fantastic

D. It was clear

**10. What does the text tell us about?**

A. The story of the prince who felt in love with Belle

B. The story of the prince with a beautiful fairy

C. The story of Belle with her poor father

D. The beast and the servant became human

**11. What is the purpose of the text about?**

A. To infrom about the prince who wanted to marry a beautiful girl

B. To describe the castle and the prince in a rainy and dark night

C. To tell Belle and her father to live in a castle with the prince

D. To entertain others with an old and educated story

Read the text and answer the question number 12 to 14

The wind and the sun argued about which of them was the stronger. The wind said, “I‟m so powerful that I can blow all the clouds out of the sky. The sun said, “I am more powerful because I can heat up the sea below and his will produce many more clouds.” For a long time, the sun and the wind went on arguing. Just then, they saw a boy walking along the road below. He was wearing a coat. The wind suddenly had an ide. He said, “Let‟s see who can get the coat off that boy‟s back.” The sun agreed. The wind started first. He blew as har as he could. He blew form behind and he blew from in front of the boy. The harder he blew, the more tightly the boy held on to his coat to keep it from blowing away. After a while, the wind gave up. Then it was the sun‟s turn. It came out from behind the clouds and shone on the boy. The boy felt warm. It began to get hotter and hotter. Soon the boy could not stand the heat any longer. He took coat off. The sun had won.

**12. Who was the winner of arguing the story above?**

A. The sun

C. The coat

B. The wind

D. The boy

**13.“… the more tightly the boy held on to his coat to keep it from blowing away.” (paragpraph 3)**

**The underlined word refers to …**

A. The argument

B. The boy‟s coat

C. The boy‟s back

D. The wind‟s idea

**14. Which statement is TRUE according to the text?**

A. The wind is more powerful than the sun

B. The boy and the wind felt warm and hot

C. The sun could make the boy take off the coat

D. The wind kept on arguing with the boy and the sun

Read the text and answer the question number 15 to 17

Once upon a time a rabbit lived in forest with a lion. He looked down upon the rabbit. He often insulted her and beat a lot. The rabbit could stand it no longer. She made up her mind to get rid on the lion by a trick. One day the rabbit came to the lion and said, “Good morning, sir! Just now I saw an animal over there that looked just like you. He said that he was the king of all the animals in the forest. He told all of us to obey him and be a servant.” “Didn‟t you tell him about me?” roared the lion.“ Yes I did, “said the rabbit. “I told him how strong you were, but he said that no animal was as strong as he was”. The lion was very angry and roared.”Where is he? Where is he?The rabbit took the lion to a deep well and said,” He is down over there in the well.” Immideatly, the lion hastened to the well and looked angrily at the water.”Yes, there he is.” He flew down at his enemy into the well and was drowned.

**15. Why did the rabbit make a trick to get rid of the lion?**

A. The lion was very proud of her

B. The rabbit was often insulted by the lion

C. The lion and the rabbit lived together in a forest

D. The rabbit could stand on the body of the tiger longer

**16. “I told him how strong you were…” What does the underline word refer to?**

A. The lion

B. The king

C. The rabbit

D. The animal

**17. What the main idea of the last paragraph?**

A. The enemy flew down into the well

B. The animal and the lion were dead together

C. The rabbit showed the place of the lion‟s enemy

D. The lion flew down at his enemy into deep well

Read the text and answer the question number 18 to 20

Long years ago, Zeus, the king of Gods, men, and animals, fixed a date on which all the birds of the world had to appear. He wanted to choose the most beautiful bird of all, and appointed it as a King to rule over the others. All of the birds gathered on the river bank to wash and preen themselves. There were many birds over there. The crow was also there. He soon realized how ugly he looked. “There‟s away around every problem,” he thought. He gathered up all the feathers the other bird had dropped, and he stuck them all over his back and wings. He now looked like a beautiful bird. The appointed day arrived and all the birds appeared. Zeus was about to declare the crow as a King. All of the other birds were angry. They teared the feathers off the crow‟s back.

**18. Where the secene of the story above?**

A. Country side

C. Jungle

B. Village

D. River side

**19. How did the crow peen himself on the river bank?**

A. He stuck all his friend‟s feathers over his back and wings

B. He gathered on the river bank to wash and clean all of his body

C. He soon made up himself by washing his back and wings

D. He asked other birds tu put the feathers on his back and wings

**19. How did the crow peen himself on the river bank?**

A. He stuck all his friend‟s feathers over his back and wings

B. He gathered on the river bank to wash and clean all of his body

C. He soon made up himself by washing his back and wings

D. He asked other birds tu put the feathers on his back and wings

**20. “…, and he stuck them all over his back and wings.” (paraghraph 3)**

The underline word refers to …

A. The kings

B. Other birds

C. Feathers

D. Wings

# APPENDIX D

# POST-TEST

Read the text and answer the question number 1 to 2.

Once upon a time, in a jungle a lion and bear found a dead deer at the same time. Both of them did not want to share the meal. So they began to fight. A fox, standing near by. When the lion and the bear were tired of fighting they stopped to take a rest of a moment. To their surprised the dead had been gone. The fox stole the dead deer while they were fighting each other.

**1. The text tell us about . . . .**

A. Animals in the jungle

B. The way of lion and bear fighting

C. A lion and a bear

D. A lion and a bear relationship

**2. What can we learn after reading the text above?**

A. Sharing meal is useless

B. Fighting is useless

C. Stealing is important

D. Nothing is important

Read the text and answer the question number 3 to 5.

Once upon a time, a kangaroo, a frog, a cricket challanged one another to see who could jump the highest. The competation made all animals to come. Knights, dukes, and counts also arrived. Since such a grand competation required a big prize, the king promised the hand of his daughter in marriage to the winter. It came to the moment for the three athletes to prove themselves. To tell the truht, it was the cricket who jumped highly but however, had the serious misfortune to land on the King‟s head and was diqualified at once for disrespect. The kangaroo jumped hardly any distance, but was intelligent enough to land in the arms of the princess, and thus the prize went to the competitior who had the best sense rather than to the highest jumper.

**3. What does the text tell us about?**

A kangaroo and a frog

B. Jumping Competation

C. Knights, dukes , and counts

D. The three athletes

**4. Why did the king promised the hand of his daughter in marriage to the winter?**

A. Because the king is very wise

B. Because it is a grand competation

C. As all animals in the world would come

D. As the corners are the king, duke, and counts.

**5. “…, but he jumped so high that nobody could see him…” (line 7)**

**The underline word refers to . . . .**

A.Kangaroo

B. Cricket

C. Frog

D. Competitor

Read the text and answer the question number 6 to 8

Once upon a time, The King Prabu ruled a Kingdom in West Java. King Prabu and his wife were wise and kind so that their people were prosperous.The problem came because The King didn‟t have children. They tried many ways to have children, but they always failed.One day, Prabu prayed to God, and he was very happy because God accepted his prayer. Soon, they had a child that was beautiful but spoiled and had the bad behavior.For her seventeenth birthday party, the princess got the gold necklace from her parents. Unfortunately, when she saw it, she didn‟t like it and threw it away into the floor. Everybody was shocked because from the ground emerged a lot of water. All of the kingdom suddenly became a big lake. People call it Telaga Warna and believed that the colours came from the Princess‟necklace.

**6. The kingdom was located in . . . .**

A. Sumatera

B. Java

C. Sulawesi

D. Bali

**7. People …. The king Prabu**

A. Hated

B. Liked

C. Disliked

D. Connected with

**8. Which statement not Correct?**

A. The queen had one daughter.

B. The lake swallowed the Kingdom.

C. The King adopted a girl as his child.

D. The princess had the bad behavior.

Read the text and answer the question number 9 to 12

Once upon a time, there lived an old lady crow who was mean and ugly. One day, Miss Crow had stolen a big piece of cheese. And then, she flew on to a branch to enjoy it.On the other place, under the tree, a sly creature, Mr. fox, who wanted the cheese for himself, came up and spoke politely to her.“Oh. Miss Crow, how beautiful you are! What a lovely beak, what lovely feathers you have! What pretty eyes! If you only could sing, you would be the most beautiful bird in the world!”Very pleased to hear all of this about herself, Miss Crow gave a loud croak to show that she could, sing. Of course, the moment she opened her beak, the cheese fell down, and Mr. fox ran away with it, laughing loudly.

**9. What is the best title of the story?**

A. Old Lady Crow

B. Beautiful Miss Crow

C. The Fox and The Crow

D.Ugly Mr. fox

**10. Why the crow did give a loud croak? Because it wanted …**

A. To show her pretty eyes

B. To show her beautiful beak

C. To show her lovely feathers

E.To show that she could sing

**11“… very pleased to hear all of this” (paragraph 4). What is the same meaning of the underline word?**

A. Guilty B. Happy C. Angry D. Worry

**12. “… an old lady crow who was mean and ugly .” The oppposite of the underlined word is ….**

A. Bad B. Pool C. Beautiful

D.Rich

Read the text and answer the question number 13 to 15

Long ago in the Neverland, there was lived a very beautiful princess, Snow White. The queen was her stepmother. She was very jealous of her beauty. So, she wanted Snow White died. Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs. The queen turned into a witch. Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years. Fortunately, in the end, Prince Charming revival her with a kiss. They lived together happily ever after.

**13. Who were involved in the story?**  A. Cinderlla and glass shoes B. Snow White and Prince Charmin

C. Alice in wonderland

D. Sleeping beauty

**14. Why was the queen jelaous to Snow White? Because…**

A. Snow White‟s beauty

B. Prince Charming loves Snow White

C. The princess of Neverland

D. The Queen loves Prince

**15. Did Snow White eat the poisoned apple given by the witch?**

A. Yes, she does

B. No, she does not

C. Yes, she did

D. Yes, she did not

**16. How did the man and his wife make their living?** A. By planting rice B. By breeding geese C. By selling eggs Read the text and answer the question number 16 to 19

In a field one summer‟s day a grasshopper was hoping about, chirping and singing to its heart‟s content. An ant passed by, bearing along with the great toil an ear of corn he was taking to the nest. “Why not come and chat with me?” said the grasshopper, “instead of toiling and moiling in that why?” “I‟m helping to lay up food for the winter,” said the ant, “and recommend you to do the same.”“Why bother about winter?” said the grasshopper, “we have got plenty at present.” But the ant went on its way and continued its toil. When the winter came, the grasshopper had no food and found itself dying of hunger, while it saw the ants distributing everyday corn and grain from the stores they had collected in the summer.

**16. What animals are in the story above?**

A. Dragonfly and ant B. Butterfly and grasshopper

C. Grasshopper and ant

D. Grasshopper and bee

**17. What did the grasshopper do when he saw an ant toiling and moiling?**

A. He is chatting with his friend

B. He is chripping and singing

C. He is toiling and moiling

D. He is helping an ant

**18. The seasons that do not mentioned in the text are …**

A. Summer and winter

B. Summer and spring

C. Spring and autumn

D. Winter and autumn

**19. What happened to grasshopper when the winter came?**

A. He had full of food

B. He was dying of hunger

C. He came to ant‟s nest

D. He moved to another place

Read the text and answer the question number 20 Once upon a time, there lived a happy family in a village. A man and his wife lived happily on a little farm, breeding their flock of geese and selling their eggs at the market. They were not rich, but they were happy with their life together.Then one day, a new goose flew in among their flock. The couple was surprised to find a shiny golden egg in her nest. Each and everyday after that, the goose laid another egg of solid gold.The couple was soon richer than they had ever dreamed of but they were not happy. They grew impatient with only one golden egg a day. The farmer said to his wife, “our goose must be full of gold. Why should we wait to have more egg?” “If we cut her open,” his wife agreed, “we can get all the eggs at once.” So they killed the goose! They were very surprised to find that it was just like any other goose inside. Even worse, there would never be any more golden egg

**20. How did the man and his wife make their living?** A. By planting rice B. By breeding geese C. By selling eggs

D. By selling geese

**POST-TEST**

**The answer key**

1. A 11.D

2. C 12.A

3. D 13.B

4. A 14.C

5. B 15.B

6. A 16.A

7. A 17.D

8. C 18.C

9. C 19.A

10. A 20.C

**PRE –TEST**

**The answer key**

1. C 11. B

2. B 12. A

3. B 13. B

4. B 14. A

5. C 15. C

6. C 16. C

7. B 17. A

8. C 18. C

9. A 19. B

10.D 20. C

**Documentation G**



