**APPENDIX**

**OBSERVATION CHECKLIST**

Check each item in the column that most clearly represents your observation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Aspects** | **Statements** | **No** | **Yes** |
| 1 | Students’  behaviour | **Before reading** |  | |
| Paying attention to the title or picture before reading |  | √ |
| Making prediction about the passage might be about  before reading |  | √ |
| Asking some questions about what the topic is about  before reading | √ |  |
|  | | |
| **Whilst reading** | | |
| Looking for the clues and trying to figure it out when  finding difficult word | √ |  |
|  | | |
| **After reading** |  | |
| Writing down the information found from the text after  reading a text |  | √ |
| Comparing the information from the text with the  information already known before after reading a text. | √ |  |
| 2 | Teacher’s  role in the teaching of reading comprehension | Providing an interesting materials for the students |  | √ |
| Developing interesting activities |  | √ |
| Introducing the use of strategies | √ |  |
| Guiding the students in practice |  | √ |
| Giving clear instruction in reading. |  | √ |
| Checking the students’ understanding | √ |  |
| Helping the students when they find difficulties. |  | √ |
| Giving correction of the students’ work by having  discussion. |  | √ |
| 3 | Learning  materials used in reading | The text contains of words which appropriate to the  students’ language proficiency level. |  | √ |
| The text contains of stimulus picture or word to help  the students to activate their prior knowledge. |  | √ |
| The text are well-organized. |  | √ |
| The topic of the text is familiar to the students. |  | √ |
| 4 | The  teaching technique in  the teaching of reading | Helping the students to activate prior knowledge  before reading. |  | √ |
| Helping to set a purpose of reading |  | √ |
| Helping to overcome the vocabulary limitation | √ |  |
| Helping students to find specific and general  information from the text | √ |  |
| Helping students to assess what they have learned | √ |  |

Pertemuan 1

**OBSERVATION CHECKLIST**

Check each item in the column that most clearly represents your observation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Aspects** | **Statements** | **No** | **Yes** |
| 1 | Students’  behaviour | **Before reading** |  | |
| Paying attention to the title or picture before reading |  | √ |
| Making prediction about the passage might be about  before reading |  | √ |
| Asking some questions about what the topic is about  before reading | √ |  |
|  | | |
| **Whilst reading** | | |
| Looking for the clues and trying to figure it out when  finding difficult word | √ |  |
|  | | |
| **After reading** |  | |
| Writing down the information found from the text after  reading a text |  | √ |
| Comparing the information from the text with the  information already known before after reading a text. | √ |  |
| 2 | Teacher’s  role in the teaching of reading comprehens ion | Providing an interesting materials for the students |  | √ |
| Developing interesting activities |  | √ |
| Introducing the use of strategies | √ |  |
| Guiding the students in practice |  | √ |
| Giving clear instruction in reading. |  | √ |
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| The text contains of stimulus picture or word to help  the students to activate their prior knowledge. |  | √ |
| The text are well-organized. |  | √ |
| The topic of the text is familiar to the students. |  | √ |
| 4 | The  teaching technique in  the teaching of reading | Helping the students to activate prior knowledge  before reading. |  | √ |
| Helping to set a purpose of reading |  | √ |
| Helping to overcome the vocabulary limitation | √ |  |
| Helping students to find specific and general  information from the text | √ |  |
| Helping students to assess what they have learned | √ |  |

Pertemuan 2

**OBSERVATION CHECKLIST**

Check each item in the column that most clearly represents your observation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Aspects** | **Statements** | **No** | **Yes** |
| 1 | Students’  Behavior | **Before reading** |  | |
| Paying attention to the title or picture before reading |  | √ |
| Making prediction about the passage might be about  before reading |  | √ |
| Asking some questions about what the topic is about  before reading | √ |  |
|  | | |
| **Whilst reading** | | |
| Looking for the clues and trying to figure it out when  finding difficult word | √ |  |
|  | | |
| **After reading** |  | |
| Writing down the information found from the text after  reading a text |  | √ |
| Comparing the information from the text with the  information already known before after reading a text. |  | √ |
| 2 | Teacher’s  role in the teaching of  reading  comprehension | Providing an interesting materials for the students |  | √ |
| Developing interesting activities |  | √ |
| Introducing the use of strategies |  | √ |
| Guiding the students in practice |  | √ |
| Giving clear instruction in reading. |  | √ |
| Checking the students’ understanding |  | √ |
| Helping the students when they find difficulties. |  | √ |
| Giving correction of the students’ work by having  discussion. |  | √ |
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| The text contains of stimulus picture or word to help  the students to activate their prior knowledge. |  | √ |
| The text are well-organized. |  | √ |
| The topic of the text is familiar to the students. |  | √ |
| 4 | The  teaching technique in  the teaching  of reading | Helping the students to activate prior knowledge  before reading. |  | √ |
| Helping to set a purpose of reading |  | √ |
| Helping to overcome the vocabulary limitation | √ |  |
| Helping students to find specific and general  information from the text | √ |  |
| Helping students to assess what they have learned | √ |  |

Pertemuan 2

**OBSERVATION CHECKLIST**

Check each item in the column that most clearly represents your observation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Aspects** | **Statements** | **No** | **Yes** |
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| Helping tho overcome the vocabulary limitation | √ |  |
| Helping students to find specific and general  information from the text | √ |  |
| Helping students to assess what they have learned | √ |  |

Pertemuan 3

**OBSERVATION CHECKLIST**

Check each item in the column that most clearly represents your observation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Aspects** | **Statements** | **No** | **Yes** |
| 1 | Students’  behaviour | **Before reading** |  | |
| Paying attention to the title or picture before reading |  | √ |
| Making prediction about the passage might be about  before reading |  | √ |
| Asking some questions about what the topic is about  before reading |  | √ |
|  | | |
| **Whilst reading** | | |
| Looking for the clues and trying to figure it out when  finding difficult word |  | √ |
|  | | |
| **After reading** |  | |
| Writing down the information found from the text after  reading a text |  | √ |
| Comparing the information from the text with the  information already known before after reading a text. |  | √ |
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| Developing interesting activities |  | √ |
| Introducing the use of strategies |  | √ |
| Guiding the students in practice |  | √ |
| Giving clear instruction in reading. |  | √ |
| Checking the students’ understanding |  | √ |
| Helping the students when they find difficulties. |  | √ |
| Giving correction of the students’ work by having  discussion. |  | √ |
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| Helping to set a purpose of reading |  | √ |
| Helping to overcome the vocabulary limitation | √ |  |
| Helping students to find specific and general  information from the text |  | √ |
| Helping students to assess what they have learned | √ |  |

Pertemuan 3

**OBSERVATION CHECKLIST**

Check each item in the column that most clearly represents your observation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Aspects** | **Statements** | **No** | **Yes** |
| 1 | Students’  behaviour | **Before reading** |  | |
| Paying attention to the title or picture before reading |  | √ |
| Making prediction about the passage might be about  before reading |  | √ |
| Asking some questions about what the topic is about  before reading |  | √ |
|  | | |
| **Whilst reading** | | |
| Looking for the clues and trying to figure it out when  finding difficult word |  | √ |
|  | | |
| **After reading** |  | |
| Writing down the information found from the text after  reading a text |  | √ |
| Comparing the information from the text with the  information already known before after reading a text. |  | √ |
| 2 | Teacher’s  role in the teaching of  reading  comprehension | Providing an interesting materials for the students |  | √ |
| Developing interesting activities |  | √ |
| Introducing the use of strategies |  | √ |
| Guiding the students in practice |  | √ |
| Giving clear instruction in reading. |  | √ |
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| Helping the students when they find difficulties. |  | √ |
| Giving correction of the students’ work by having  discussion. |  | √ |
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| The text contains of stimulus picture or word to help  the students to activate their prior knowledge. |  | √ |
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| The topic of the text is familiar to the students. |  | √ |
| 4 | The  teaching technique in  the teaching  of reading | Helping the students to activate prior knowledge  before reading. |  | √ |
| Helping to set a purpose of reading |  | √ |
| Helping tho overcome the vocabulary limitation | √ |  |
| Helping students to find specific and general  information from the text |  | √ |
| Helping students to assess what they have learned | √ |  |

Pertemuan 4

**OBSERVATION CHECKLIST**

Check each item in the column that most clearly represents your observation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Aspects** | **Statements** | **No** | **Yes** |
| 1 | Students’  behaviour | **Before reading** |  | |
| Paying attention to the title or picture before reading |  | √ |
| Making prediction about the passage might be about  before reading |  | √ |
| Asking some questions about what the topic is about  before reading |  | √ |
|  | | |
| **Whilst reading** | | |
| Looking for the clues and trying to figure it out when  finding difficult word |  | √ |
|  | | |
| **After reading** |  | |
| Writing down the information found from the text after  reading a text |  | √ |
| Comparing the information from the text with the  information already known before after reading a text. |  | √ |
| 2 | Teacher’s  role in the teaching of  reading  comprehension | Providing an interesting materials for the students |  | √ |
| Developing interesting activities |  | √ |
| Introducing the use of strategies |  | √ |
| Guiding the students in practice |  | √ |
| Giving clear instruction in reading. |  | √ |
| Checking the students’ understanding |  | √ |
| Helping the students when they find difficulties. |  | √ |
| Giving correction of the students’ work by having  discussion. |  | √ |
| 3 | Learning  materials used in  reading | The text contains of words which appropriate to the  students’ language proficiency level. |  | √ |
| The text contains of stimulus picture or word to help  the students to activate their prior knowledge. |  | √ |
| The text are well-organized. |  | √ |
| The topic of the text is familiar to the students. |  | √ |
| 4 | The  teaching technique in  the teaching  of reading | Helping the students to activate prior knowledge  before reading. |  | √ |
| Helping to set a purpose of reading |  | √ |
| Helping to overcome the vocabulary limitation | √ |  |
| Helping students to find specific and general  information from the text |  | √ |
| Helping students to assess what they have learned | √ |  |

Pertemuan 4

**OBSERVATION CHECKLIST**

Check each item in the column that most clearly represents your observation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Aspects** | **Statements** | **Yes** | **No** |
| 1 | Students’  behaviour | **Before reading** |  | |
| Paying attention to the title or picture before reading |  | √ |
| Making prediction about the passage might be about  before reading |  | √ |
| Asking some questions about what the topic is about  before reading |  | √ |
|  | | |
| **Whilst reading** | | |
| Looking for the clues and trying to figure it out when  finding difficult word |  | √ |
|  | | |
| **After reading** |  | |
| Writing down the information found from the text after  reading a text |  | √ |
| Comparing the information from the text with the  information already known before after reading a text. |  | √ |
| 2 | Teacher’s  role in the teaching of  reading  comprehens ion | Providing an interesting materials for the students |  | √ |
| Developing interesting activities |  | √ |
| Introducing the use of strategies |  | √ |
| Guiding the students in practice |  | √ |
| Giving clear instruction in reading. |  | √ |
| Checking the students’ understanding |  | √ |
| Helping the students when they find difficulties. |  | √ |
| Giving correction of the students’ work by having  discussion. |  | √ |
| 3 | Learning  materials used in  reading | The text contains of words which appropriate to the  students’ language proficiency level. |  | √ |
| The text contains of stimulus picture or word to help  the students to activate their prior knowledge. |  | √ |
| The text are well-organized. |  | √ |
| The topic of the text is familiar to the students. |  | √ |
| 4 | The  teaching technique in  the teaching  of reading | Helping the students to activate prior knowledge  before reading. |  | √ |
| Helping to set a purpose of reading |  | √ |
| Helping to overcome the vocabulary limitation |  | √ |
| Helping students to find specific and general  information from the text |  | √ |
| Helping students to assess what they have learned |  | √ |

Pertemuan 5

**OBSERVATION CHECKLIST**

Check each item in the column that most clearly represents your observation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Aspects** | **Statements** | **No** | **Yes** |
| 1 | Students’  behaviour | **Before reading** |  | |
| Paying attention to the title or picture before reading |  | √ |
| Making prediction about the passage might be about  before reading |  | √ |
| Asking some questions about what the topic is about  before reading |  |  |
|  | | |
| **Whilst reading** | | |
| Looking for the clues and trying to figure it out when  finding difficult word |  | √ |
|  | | |
| **After reading** |  | |
| Writing down the information found from the text after  reading a text |  | √ |
| Comparing the information from the text with the  information already known before after reading a text. |  | √ |
| 2 | Teacher’s  role in the teaching of  reading  comprehension | Providing an interesting materials for the students |  | √ |
| Developing interesting activities |  | √ |
| Introducing the use of strategies | √ |  |
| Guiding the students in practice |  | √ |
| Giving clear instruction in reading. |  | √ |
| Checking the students’ understanding |  | √ |
| Helping the students when they find difficulties. |  | √ |
| Giving correction of the students’ work by having  discussion. |  | √ |
| 3 | Learning  materials used in  reading | The text contains of words which appropriate to the  students’ language proficiency level. |  | √ |
| The text contains of stimulus picture or word to help  the students to activate their prior knowledge. |  | √ |
| The text are well-organized. |  | √ |
| The topic of the text is familiar to the students. |  | √ |
| 4 | The  teaching technique in  the teaching  of reading | Helping the students to activate prior knowledge  before reading. |  | √ |
| Helping to set a purpose of reading |  | √ |
| Helping to overcome the vocabulary limitation |  | √ |
| Helping students to find specific and general  information from the text |  | √ |
| Helping students to assess what they have learned |  | √ |

Pertemuan 5

**OBSERVATION CHECKLIS**

Check each item in the column that most clearly represents your observation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Aspects** | **Statements** | **No** | **Yes** |
| 1 | Students’  behaviour | **Before reading** |  | |
| Paying attention to the title or picture before reading |  | √ |
| Making prediction about the passage might be about  before reading |  | √ |
| Asking some questions about what the topic is about  before reading |  | √ |
|  | | |
| **Whilst reading** | | |
| Looking for the clues and trying to figure it out when  finding difficult word |  | √ |
|  | | |
| **After reading** |  | |
| Writing down the information found from the text after  reading a text |  | √ |
| Comparing the information from the text with the  information already known before after reading a text. |  | √ |
| 2 | Teacher’s  role in the teaching of  reading  comprehension | Providing an interesting materials for the students |  | √ |
| Developing interesting activities |  | √ |
| Introducing the use of strategies | √ |  |
| Guiding the students in practice |  | √ |
| Giving clear instruction in reading. |  | √ |
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| Helping the students when they find difficulties. |  | √ |
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| Helping to set a purpose of reading |  | √ |
| Helping to overcome the vocabulary limitation |  | √ |
| Helping students to find specific and general  information from the text |  | √ |
| Helping students to assess what they have learned |  | √ |

Pertemuan 6

**OBSERVATION CHECKLIST**

Check each item in the column that most clearly represents your observation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Aspects** | **Statements** | **No** | **Yes** |
| 1 | Students’  behaviour | **Before reading** |  | |
| Paying attention to the title or picture before reading |  | √ |
| Making prediction about the passage might be about  before reading |  | √ |
| Asking some questions about what the topic is about  before reading |  | √ |
|  | | |
| **Whilst reading** | | |
| Looking for the clues and trying to figure it out when  finding difficult word |  | √ |
|  | | |
| **After reading** |  | |
| Writing down the information found from the text after  reading a text |  | √ |
| Comparing the information from the text with the  information already known before after reading a text. |  | √ |
| 2 | Teacher’s  role in the teaching of  reading  comprehens ion | Providing an interesting materials for the students |  | √ |
| Developing interesting activities |  | √ |
| Introducing the use of strategies | √ |  |
| Guiding the students in practice |  | √ |
| Giving clear instruction in reading. |  | √ |
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| Helping the students when they find difficulties. |  | √ |
| Giving correction of the students’ work by having  discussion. |  | √ |
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| The text contains of stimulus picture or word to help  the students to activate their prior knowledge. |  | √ |
| The text are well-organized. |  | √ |
| The topic of the text is familiar to the students. |  | √ |
| 4 | The  teaching technique in  the teaching  of reading | Helping the students to activate prior knowledge  before reading. |  | √ |
| Helping to set a purpose of reading |  | √ |
| Helping to overcome the vocabulary limitation |  | √ |
| Helping students to find specific and general  information from the text |  | √ |
| Helping students to assess what they have learned |  | √ |

Pertemuan 6

**OBSERVATION CHECKLIS**

Check each item in the column that most clearly represents your observation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Aspects** | **Statements** | **No** | **Yes** |
| 1 | Students’  behaviour | **Before reading** |  | |
| Paying attention to the title or picture before reading |  | √ |
| Making prediction about the passage might be about  before reading |  | √ |
| Asking some questions about what the topic is about  before reading |  | √ |
|  | | |
| **Whilst reading** | | |
| Looking for the clues and trying to figure it out when  finding difficult word |  | √ |
|  | | |
| **After reading** |  | |
| Writing down the information found from the text after  reading a text |  | √ |
| Comparing the information from the text with the  information already known before after reading a text. |  | √ |
| 2 | Teacher’s  role in the teaching of  reading  comprehension | Providing an interesting materials for the students |  | √ |
| Developing interesting activities |  | √ |
| Introducing the use of strategies | √ |  |
| Guiding the students in practice |  | √ |
| Giving clear instruction in reading. |  | √ |
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| Helping to set a purpose of reading |  | √ |
| Helping to overcome the vocabulary limitation |  | √ |
| Helping students to find specific and general  information from the text |  | √ |
| Helping students to assess what they have learned |  | √ |

**APPENDIX 3**

**Reading Comprehension Test**

Mata Pelajaran : Bahasa Inggris

Waktu : 90 MENIT

Maura who was thought as the most beautiful and powerful queen of Arabia had many suitors. One by one she discarded them, until her list was reduced to just three sheiks. The three

sheiks were all equally young and handsome. They were also rich and strong. It was very hard to decide who would be her husband.

One evening, Maura disguised herself and went to the camp of the three sheiks. As they were about to have dinner, Maura asked them for something to eat. The first Sheik gave her

some leftover food. The second Sheik gave her some unappetizing camel’s tail. The third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the

disguised queen left the sheik’s camp.

The following day, the queen invited the three sheiks for dinner at her palace. She

ordered her servant to give each Sheik exactly what they had given to her before. Hakim, who received a plate of delicious meat, refused to eat it if the other two sheiks could not share it with

him.

This Sheik Hakim’s act finally convinced Queen Maura that he was the man for her. “Without question, Hakim is the most generous of you” she announced her choice to the sheiks. “So it is Hakim that I will marry”.

*Adapted fro*[*m www.understandingtext.blogspot.com*](http://www.understandingtext.blogspot.com)

**The following text is for questions 1-11.**

1. What the best title for the story?

a. Queen Maura and Three

Sheiks

b. Queen Maura’s wedding

c. Three Sheiks and The Food

2. What is the main idea of paragraph four?

a. Hakim was an unselfish person

b. Hakim was served with with succulent meat

c. Hakim was satisfied with the food served

3. How did the queen choose her husband?

a. The Queen provided some left over food.

b. The Princes fought until death

c. The Queen invited the princes.

d. Queen Maura and The King e. The beautiful Arabian

Queen

d. Hakim wanted to share the food with the sheiks

e. Hakim had been chosen as the Queen’s husband

d. The Queen disguised

e. The Queen gave the meat to the sheiks.

4. Which statement is TRUE about the Queen?

a. The queen was the most powerful queen in Africa

b. The queen was very proud of her beauty and riches

c. The queen served the sheiks with delicious food

d. The queen was very careful in deciding whom she would marry

e. The queen was very

satisfied with the food given by the sheiks

5. The queen ordered his servants to give the sheiks the same kind of food she got

from them the evening before because....

a. She wanted to entertain her guest

b. She wanted to test the

sheiks’ taste

c. She wanted to see the sheiks’ reactions

6. How if Maura didn’t disguise herself?

a. Maura would be hungry at that night.

b. Maura would be single

forever.

c. Maura would not get any help and support.

d. She wanted to make a joke of the sheiks

e. She wanted to repay the

sheiks’ kindness

d. Maura would get the best suitors.

e. Maura would marry with the three sheiks

7. “She ordered her servant to give each one exactly what they had given to her before.” (line 11). The underlined word refers to?

a. Sheiks and Maura

b. Maura and Hakim

c. Maura and the servants

8. What is the moral value of the story?

a. Don’t ask some food for dinner.

b. Give the best and you will get the best.

9. The three sheiks were not.... a. Rich

b. Young

c. Strong

d. The three sheiks

e. The three sheiks and the servants

c. Give everything you have.

d. Be honest and open-handed. e. Be strong and rich are

important

d. Gloomy

e. Handsome

10. The word *delicious* has the same meaning with....

a. Tasty b. Bitter c. Good

**The following text is for questions 12-22.**

d. Terrible e. Leftover

Once upon a time, there was a poor widow who had only a son named Jack. They were so poor and they just had a cow. When the mother had grown too old, his mother sent Jack to the market to sell the cow. On the way to the market, Jack met a butcher who had some beautiful beans on his hand. The butcher told the boy that the beans were of great value and persuaded the silly lad to sell the cow for the beans

Jack brought them happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window. When Jack woke up in the morning, he felt the sun shining into a part of his room, but all the rest was quite dark and shady.

Jack decided to jumped to the window. What did he she? The beanstalk grew up quite close past Jack’s windows. He opened the window and jumped to the beanstalk which ran up just like a big ladder. Jack climbed and climbed till at the last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then Jack walk along the path leading to the castle. There was a big tall woman on the doorstep. Jack greeted her and asked her for the giantess’ mercy to give him

breakfast, because he felt very hungry. Although the giantess grumbled at first, finally,

he gave Jack a hunk of bread and cheese and a jug of milk.

Jack had not finished when the whole house, began to tremble with the noise of someone’s coming. “Oh, it’s my husband!” cried the giantess. “What on earth shall I do?” Hastily, the giantess opened a very big cupboard and hid Jack there.

11. What is the story about?

a. Jack and a butcher

b. Jack and the giantess

c. Jack and the bean stalk

12. What is the main idea of the fourth paragraph?

a. Jack met the giantess

b. Jack found the huge castle c. Jack was found by the

giantess

13. Where did Jack sell his cow?

a. At a castle

b. At the market

c. At the giant’s castle

14. Why did Jack sell the cow to the butcher?

a. Because Jack had been so tired

b. Because the butcher liked

his cow

c. Because the cow was so poor

d. A poor window and her son e. The giantess and her

husband

d. Jack made the giantess cried e. Jack woke up and had a nice

breakfast

d. At the butcher’s house

e. On the way to the market

d. Because the butcher pay with precious bean.

e. Because Jack needed more money

15. Jack’s mother became so angry when jack told that....

a. He sold the cow in the market

b. He had not sold the cow yet. c. He had sold his cow to the

butcher

d. He sold his cow for the beans

e. He met a kind butcher

16. What can we learn from the text?

a. Sincerity makes Jack get something precious

b. Jack’s mother was a furious mother

c. Poverty makes people hopeless

d. The giantess took pity on

Jack

e. Jack was an innocent boy

17. “His mother become so angry that she....” The underlined words can be replaced by the word....

a. Happy b. Cry

c. Furious

d. Cruel e. Laugh

18. “Jack brought **them** happily....” (paragraph 2, 1st sentence) The word them in the sentence refers to....

a. The butcher b. The cow

c. The money

d. The mother e. The beans

19. The beans were of great value... the underlined word has the same meaning with....

a. Precious

b. Gluttonous c. Gregorous

d. Dangerous e. Previous

**The following text is for questions 23-29.**

**The Story of Sangkuriang and Tangkuban Perahu Mountain**

Once, there was a kingdom in Priangan Land. There lived a happy family. Dayang Sumbi, her child which was called Sangkuriang and a dog named Tumang. Actually, Tumang was Sangkuriang father which was accursed.

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he

hunted no deer. Then he thought to shot his own dog. He shoot the dog,took the liver

and then carried home.

Soon Dayang Sumbi found out that it was not deer’s liver but Tumang's, his own dog. She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang

got wounded and scar then he cast away from their home.

Years later, Sangkuriang had travelled many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were

discussing their wedding plans, the woman looked at the wound in Sangkuriang's

head. It matched to her son's wound who had left several years earlier. Soon she realized that she felt in love with her own son.

She couldn't marry him. Then, she found the way to cancel their wedding. She

needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day.

Sangkuriang failed to marry her. She was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

20. What is the main idea of the third paragraph?

a. There was no deer in the forest

b. Tumang was killed by his own son

c. Dayang Sumbi realized that Sangkurianh was his son d. Dayang Sumbi was furious to Sangkuriang

e. The Tumang’s liver was the same with deers

21. How could Dayang Sumbi realize that Sangkuriang was her son?

a. Dayang Sumbi felt Sangkuriang’s love

b. Dayang Sumbi remembered Sangkuriang’s face c. Sangkuriang’s head matched with his son

d. Sangkuriang remembered his village

e. Dayang Sumbi loved Sangkuriang like she loved her son

22. What did Dayang Sumbi do after she knew that Sangkuriang was her missing child?

a. She discussed to their wedding plans soon b. She made qualifications for Sangkuriang

c. She agreed to marry Sangkuriang as soon as possible

d. She made a lake and a boat for celebrating wedding day e. She asked Sangkuriang to go out from the village

23. What is the moral value of the text?

a. Do not bring deer’s liver home

b. Do not go back to the homeland

c. Do not talk about wedding plans

d. Do not trust any woman

e. Do not broke our promise

24. He shoot the dog took the liver and then **carried** home (par 2. line 4 ). The word carry has the same meaning with...

a. Buy b. Steal

c. Give

**The following text is for questions 30-38.**

d. Take e. Bring

Sydney is the most populous city in Australia, with a metropolitan area population around 4.12 million. It is the state capital of New South Wales and is the site of the first European colony in Australia. The city is Australia’s largest financial centre.

Sydney is located on Australia’s south-east coast. The city is built around Port Jackson, which includes Sydney Harbour, leading to the city’s nickname, “the Harbour City”. This city is a major international tourist destination famous for its beaches and twin landmarks: the Sydney Opera House and the Harbour Bridge. The metropolitan area is surrounded by national parks, and contains many bays, rivers and inlets.

Sydney also has many shopping centres and retail outlets throughout the city. The

Queen Victoria Building on George Street also contains many shops. Many of the large regional centres around the metropolitan area also contain large shopping complexes.

Sydney has several museums. The biggest are the Australian Museum (natural history and anthropology), the Powerhouse Museum (science, technology and design),

the Art Gallery of New South Wales, the Museum of Contemporary Art and the

Australian National Maritime Museum.

Sydney’s Central Business District (CBD) extends southwards for about 3 kilometres (1.25 mi) from Sydney Cove. It is the point of the first European settlement in the area at the southern end of the bridge known as “The Rocks”. It is densely concentrated with skyscrapers and other buildings including historic sandstone buildings such as the Sydney Town Hall and Queen Victoria. Building are combined by several parks such as Wynyard and Hyde Park.

25. The text mainly tells us about.... a. Australia

b. Sidney

c. The Museum d. CBD

e. The population

26. What is the state capital of New South Wales?

a. Europe. b. Sidney.

c. Australia.

d. Harbour City.

e. Financial centre.

27. What is one of the famous tourist destination in Sidney?

a. Sidney Opera House. b. The Harbour City .

c. Powerhouse Museum.

28. What are the main idea of the second paragraph?

a. The location of Australia. b. The tourist destination.

c. The population of Sidney.

d. Sydney Town Hall.

e. Queen Victoria Building.

d. The buildings around Sidney. e. The National Park.

29.It is the point of the first European settlement in the area at the southern end of the bridge known as “The Rocks”(par 5, second sentence). The word It refers to....

a. Central Business District. b. Sydney Cove.

c. European settlement.

d. Sydney Town Hall.

e. Queen Victoria building.

30. Many of the  *large* regional centres around the metropolitan area also contain large shopping complexes.

The opposite meaning of the word *large* is....

a. Wide.

b. Narrow. c. Many.

31. The word major has the same meaning with...

a. Main b. Minor c. Big

32. What can we find around the metropolitan area?

a. National park b. Museum

c. Bridge

d. Short.

e. Famous.

d. Large

e. Familiar

d. the Sydney Town Hall e. Queen Victoria

33. What statement is true acoording to the text above?

a. CBD is about about 3 kilometres (1.25 mi) from European settlement b. Natural history and anthropology is in the Powerhouse Museum

c. Wynyard and Hyde Park are around the Metropolitan area d. The national park only contains a bay

e. The Sydney Opera House and the Harbour Bridge are Sidney’s landmark

**The following text is for questions 39-46.**

**Tingkeban**

Tingkeban is tradotional ceremony help for woman whose pregnancy has reached seven months. In West java, and especially in the town of Garut and its surrounding area, *Tingkeban* is traditionally observed by most families for the shake of baby’s welfare. Relatives, friends, and neighbors are invited to witness this festivity, which demand a lot of preparation.

The number seven plays an important role in the *Tingkeban* ceremony. An important part of the preparation for *Tingkeban* is the collection of a variety of items-seven kinds of each item serving a specific purpose.

Seven different kinds of root, such as sweet potatoes, and cassava, seven kinds of fruits to enable the solution to problem in the child’s future, seven diverse fragnant flowers, seven kinds of light snacks, seven kinds of fruit to make rujak, seven piece of batik cloth, seven varieties of earthen mortars, and seven oil lamps of different shapes to brighten the child’s life so that it is free from complication.

The guest are then invited to enjoy the special food prepared by the host family. Meanwhile, the mother to-be goes through the bathing ceremony. Clad in the batik cloth, she is ladled with sweet scented water from a tub which the eel is put. Relatives take turn bathing the mother to-be, changing her batik clothes as many as seven times.

After the bathing ceremony, the mother to-be sells rujak outside the house, and the consumers, who are the relatives and neighbors, pay with chips of rounded clay tiles. The purpose is for the child to earn a lot of money, with the blessing of God.the Rujak fiesta marks the end of the Tingkeban ceremony. Everybody has a good time! May all good wishes be fulfilled.

34. According to the text “Tingkeban” can be found mainly in...

a. West java. b. Garut.

c. Sukabumi.

35. What actually demands lot of preparation?

a. The baby. b. The guest.

c. Most families.

d. Central of Java. e. Yogyakarta.

d. The festivity.

e. The pregnancy.

36. Which statement is FALSE according to the text?

a. Tingkeban is one of the traditional ceremonies.

b. We have to collect a variety of items for Tingkeban.

c. Many people observed or watch the Tingkeban ceremony.

d. We may find the Tingkeban ceremony in Garut, West Java. e. Garut is the only place which doesn’t hold the ceremony.

37. What does the word “she” (Par.4) refers to….

a. The mother.

b. The host family. c. Mother to-be.

38. What does paragraph four tell us about?

a. Food preparation.

b. The process of the ceremony.

c. The serve of food to the guests.

d. The guest.

e. The relative.

d. Relatives, bathing in the ceremony.

e. Baby’s expectations to be bathed by its mother.

39. The closing of the ceremony is marked by…….

a. Rujak fiesta.

b. Bathing the mother.

c. Playing the chips.

d. Selling rujak to guest.

e. Enjoying the found being.

40. The word fragnant has the same meaning with...

a. Scented

b. Rotten

c. Colourful

d. Small

e. Various

**LESSON PLAN**

School : SMA Swasta Harapan Bangsa

Subject : English

Grade/ Semester : XI/ 2

Text Type : Report texts Skill : Reading Time Allocation : 2 x 45 menit

A. **Standard of Competence**:

5. Understanding the meaning of written functional texts and essays in the forms of report, narrative, and analytical exposition texts related to surroundings to get knowledge.

B. **Basic Competency**:

5.2. Responding to meaning and rhetoric steps accurately, fluently, and acceptably in essays related to surroundings to get knowledge in the forms of: report text.

**C. Indicators:**

1. Identifying the topic and main idea of a report text.

2. Identifying the meaning of difficult words in the report text.

3. Identifying word reference in the report text.

4. Identifying the detail information of a report text.

**D. Learning Objective:**

At the end of the lesson, students are able to:

1. Identify the topic and main idea of a report text.

2. Identify the meaning of difficult words in the report text.

3. Identify word reference in the report text.

4. Identify the detail information of a report text.

**E. Learning Materials**

Short functional text in the form of report.

**Report**

**1. Social function** : To describe the way things are, with reference to a range of

natural, man made and social phenomena in our environment.

**2. Language feature of the text :**

• Use passive voice

S + to be + V3 + Object

e.g. *Tingkeban is* traditionally *observed* by most families for the shake of baby’s welfare.

The guest *are* then *invited* to enjoy the special food prepared by the host family.

• Use simple present tense (V1)

e.g. Tingkeban *is* traditional ceremony help for woman whose pregnancy has reached seven months.

**3. Key vocabulary :**

- pregnancy, welfare, scented, ladled, bless, root, mortar, clad

**4. Text :**

**Tingkeban**

Tingkeban is traditional ceremony help for woman whose pregnancy has reached seven months. In West java, and especially in the town of Garut and its surrounding area, *it* is traditionally observed by most families for the shake of baby’s welfare. Relatives, friends, and neighbors are invited to witness this festivity, which demand a lot of preparation.

The number seven plays an important role in the *Tingkeban* ceremony. An important part of the preparation for *Tingkeban* is the collection of a variety of items-seven kinds of each item serving a specific purpose.

Seven different kinds of root, such as sweet potatoes, and cassava, seven kinds of fruits to enable the solution to problem in the child’s future, seven diverse fragnant flowers, seven kinds of light snacks, seven kinds of fruit to make rujak, seven piece of batik cloth, seven varieties of earthen mortars, and seven oil lamps of different shapes to brighten the child’s life so that it is free from complication.

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After the bathing ceremony, the mother to-be sells rujak outside the house, and the consumers, who are the relatives and neighbors, pay with chips of rounded clay tiles. The purpose is for the child to earn alot aof money, with the blessing of God.the Rujak fiesta marks the end of the Tingkeban ceremony. Everybody has a good time! May all good wishes be fulfilled.

**F. Teaching and Learning Method**

Three Phase Reading

**G. Teaching and Learning Activities**

**Opening (5’)**

• Greeting

*Good afternoon everyone? How are you getting on?/ How’s life?*

• Checking students’ attendance list

*Who is absent today?*

• Checking students’ readiness

*Is everybody ready to start*

*Let’s get cracking*

• Checking the students’ understanding about the previous materials.

*Do you still remember what we have learned last week?*

**Main Teaching Learning Activities a. Pre Reading**

**K (What I Know) stage (Elicit Prior Knowledge)**

• Presenting the students a big picture of traditional ceremony and asking

them some questions:

• “Do you know what it is?”

• “What do you know about it?”

• Giving some key vocabulary related to the topic. (Elicit vocabulary)

• Distributing KWL chart

• Asking the students to write everything they have already known related to the picture and the title in What I Know Column.

***W (What I want to Know)* stage (Set a Purpose of Reading)**

• Asking the students to write what they want to know about the topic.

**b. Whilst Reading**

***L (What I Learn)* stage (Monitor Reading Comprehension) (45’)**

• Presenting the students a report text.

• Asking the students to find the answer of their own questions in What I Want to Know column by doing skimming. If they find the answer, they have to write it down in What I learn column.

• Asking the students to reread the text in dept.

• Asking the students to write new information they find in the text in What I learn column.

• Asking the students to rewrite the information they find in What I learn column.

• Asking the students to present their KWL chart.

• Discussing the students’ work in KWL chart.

**c. After reading**

• Asking the students to do comprehension questions.

**Closing**

• Giving conclusion about the materials that have been learned.

• Discussing the students’ difficulties in understanding the materials.

**H. Assesment**

I. Indicators, technique, form, and example

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Indicators** | **Technique** | **Form** | **Example** |
| 1. | Identifying the topic  and main idea of a report text. | Written  text | Essays | What is the main  idea of the second paragraph? |
| 2. | Identifying the meaning  of difficult words in the report text. | Written  text | Essays | Find the meaning of  the following words.  1. fragrant  2. relatives |
| 3. | Identifying word  Reference | Written  text | Essays | What do the words  refer to?  1. *“These”* (Paragraph 2 line 2) |
| 4. | Identifying the detail  information of a report text. | Written  text | Essays | What actually  demand a lot of preparation? |

**I. Sumber Belajar**

E-Book Developing Tactics New, E-Book Inter language-Language

Medan, May 2018

Researcher,

Rizkha Ardhina

**LESSON PLAN**

School : SMA Swasta Harapan Bangsa

Grade/ Semester : XI/ 1

Subject : English

Text Type : Narrative

Skills : Reading

Time Allocation : 2 x 45 minutes

**A. Standard of Competence** : 5. Understanding meaning of short functional text and simple essays in the form of narrative, narrative, and analytical exposition in daily life context and to get knowledge.

**B. Basic Competence** : 5.2 Responding to meaning and rethoric steps of essay which uses written language variety in accurate, fluent, and acceptable manners in daily life context in the form of : *narrative text.*

**C. Indicators**

1. Identifying the language features of the text.

2. Identifying the topic and main idea of a narrative text.

3. Identifying the detail information of a narrative text.

4. Identifying synonyms and antonyms.

5. Identifying moral values of the text.

**D. Lesson Objectives**

In the end of the lesson, the students are able to:

1. Identify the language features of the text.

2. Identify the topic and main idea of a narrative text.

3. Identify the detail information of a narrative text.

4. Identify synonyms and antonyms.

5. Identify moral values of the text.

**E. Materi Pembelajaran**

Short functional text in the form of narrative

**Narrative**

Social function : to amuse, entertain and to deal with problematic

events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

**Key vocabulary : Text**

Once upon a time there was a poor widow who lived with her son Jack in a little house. Their wealth consisted solely of a milking cow. When the cow had grown too old, the mother sent Jack to sell it.

On his way to the market, the boy met a stranger. "I will give you five magic beans for your cow," the stranger offered. Jack was unsure and hesitated for a while but then, enticed by the idea of such an extraordinary deal, he decided to accept.

Jack brought them happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window. When Jack woke up in the morning, he felt the sun shining into a part of his room, but all the rest was quite dark and shady.

Jack decided to jumped to the window. What did he she? The beanstalk grew up quite close past Jack’s windows. He opened the window and jumped to the beanstalk which ran up just like a big ladder. Jack climbed and climbed till at the last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then Jack walk along the path leading to the castle. There was a big tall woman on the doorstep. Jack greeted her and asked her for the giantess’ mercy to give him breakfast, because he felt very hungry. Although the giantess grumbled at first, finally, he gave Jack a hunk of bread and cheese and a jug of milk.

Jack had not finished when the whole house, began to tremble with the noise of someone’s coming. “Oh, it’s my husband!” cried the giantess. “What on earth shall I do?” Hastily, the giantess opened a very big cupboard and hid Jack there.

"Hide, quick!" the woman whispered, pushing Jack into the oven.

"Do I smell a child in this room?" the giant asked suspiciously, sniffing and looking all around.

"A child?" the woman repeated. "You see and hear children everywhere. That's all you ever think about. Sit down and I'll make your dinner." The giant, still grumbling, filled a jug of wine and drank it all with his dinner.

After the giant sleep, Jack ran down the path over the clouds. When he finally reached the ground, he found his mother waiting for him. The poor woman had been worried sick since his disappearance.

Jack decided to go back to the castle above the clouds. This time the boy went inside through the kitchen and hid once again in the oven.

After dinner, the giant placed a hen on the table. The hen laid golden eggs. Jack saw the miraculous hen from a crack in the oven door. He waited for the giant to fall asleep, jumped out of the oven, snatched the hen and ran out of the castle. The hen's squawking, however, woke up the giant. "Thief! Thief!" he shouted. But Jack was already far away.

The hen kept on laying golden eggs. Jack's life had gone through a lot of changes since he had accepted the magic beans. But without his courage and his wit, he and his mother could never have found happiness.

**F. Teaching and Learning Method**

Three Phase Reading

**G. Teaching and Learning Activities**

**Opening (5’)**

• Greeting

*Good afternoon everyone? How are you getting on?/ How’s life?*

• Checking students’ attendance list

*Who is absent today?*

• Checking students’ readiness

*Is everybody ready to start*

*Let’s get cracking*

• Checking the students’ understanding about the previous materials.

*Do you still remember what we have learned last week?*

**Main Teaching Learning Activities a. Pre Reading**

**K (What I Know) stage (Elicit Prior Knowledge)**

Asking the students some questions:

1. Do you believe magic?

2. Have ever got magic thing?

3. Do you want to be a rich people?

• Showing pictures related to materials



• Asking the students to guess the title of the text



• Distributing KWL chart

• Asking the students to write everything they have already known related to the picture and the title in What I Know Column.

***W (What I want to Know)* stage (Set a Purpose of Reading)**

• Asking the students to write what they want to know about the topic.

**b. Whilst Reading**

***L (What I Learn)* stage (Monitor Reading Comprehension) (45’)**

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• Discussing the students’ work in KWL chart.

**c. After reading**

• Asking the students to do comprehension questions.

**Closing**

• Giving conclusion about the materials that have been learned.

• Discussing the students’ difficulties in understanding the materials.

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Medan, May 2018

Researcher,

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Skills : Reading

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**E. Materi Pembelajaran**

Short functional text in the form of narrative

**Narrative**

Social function : to amuse, entertain and to deal with problematic events

which lead to a crisis or turning point of some kind, which in turn finds a resolution.

**Key vocabulary :**

Cock Heaven

Milipede Ascend Horn

**TEXT**

**Why Does the Cock Eat the Millipede?**

Long ago the cock had a pair of beautiful horns on his head. But at that time there was a dragon who was prevented from ascending into heaven because he lacked a pair of horns. And so he asked the millipede to borrow the horns from the cock!

When the millipede borrowed the horns to the cock, he said to the cock: "When you want your horns back, you must call out at dawn: 'Give me back my horns!' and they will be returned to you at once. You don’t need to be worried."

The kind cock knew how difficult it was to ascend to heaven, so, reassured by the good security the millipede offered, he loaned his horns without hesitation, just twisting them right off his head. He also thought to himself that when the dragon returned form his visit to heaven, they could sit down and have a good conversation; he would ask the dragon to tell him how things were in heaven, and if it really was beautiful there, as he had always heard. If it was true, he might consider going there himself someday, he thought.

So, next morning at daybreak (for the dragon's visit was scheduled to be brief), the cock called out loudly: "Give me back my horns!" But, even though he repeated this demand ten times over, there was no sign at all of either the dragon or the horns. Worried, the cock promptly went off to complain to the millipede, who soothed him, saying: "If the dragon has not returned the horns this morning, then he will certainly do so tomorrow. At the very latest, the day after that. Just learn to be a little patient and your horns will soon be back on your head, just as

before."

The cock did wait several days, but although he called out every morning at sunrise: "Give me back my horns!" They never did reappear. The cock was extremely annoyed at this deception and loss, as you can well imagine, therefore he ordered all the members of his family to eat millipedes on sight.

Even so, the cock has not yet given up hope of getting his horns returned. He ordered his descendants always to call out at the break of day: "Give me back my horns!" He still hopes that the dragon may hear him!

**Taken from** *The Asian Animal Zodiac*, 1998

**F. Teaching and Learning Method**

Three Phase Reading

**G. Teaching and Learning Activities**

**Opening (5’)**

• Greeting

*Good afternoon everyone? How are you getting on?/ How’s life?*

• Checking students’ attendance list

*Who is absent today?*

• Checking students’ readiness

*Is everybody ready to start*

*Let’s get cracking*

• Checking the students’ understanding about the previous materials.

*Do you still remember what we have learned last week?*

**Main Teaching Learning Activities a. Pre Reading**

**K (What I Know) stage (Elicit Prior Knowledge)**

Asking the students some questions:

1. Have you ever been deceived or tricked?

2. How do you feel after being deceived?

3. What do you do to someone who deceives you?

• Presenting a title “**Why Does the Cock Eat the Millipede?”** and a supporting picture related to materials.



• Distributing KWL chart

• Asking the students to write everything they have already known related to the picture and the title in What I Know Column.

***W (What I want to Know)* stage (Set a Purpose of Reading)**

• Asking the students to write what they want to know about the topic.

**b. Whilst Reading**

***L (What I Learn)* stage (Monitor Reading Comprehension) (45’)**

• Presenting the students a narrative text.

• Asking the students to find the answer of their own questions in What I Want to Know column by doing skimming. If they find the answer, they have to write it down in What I learn column.

• Asking the students to reread the text in dept.

• Asking the students to write new information they find in the text in What I learn column.

• Asking the students to rewrite the information they find in What I learn column.

• Asking the students to present their KWL chart.

• Discussing the students’ work in KWL chart.

**c. After reading**

• Asking the students to do comprehension questions.

**Closing**

• Giving conclusion about the materials that have been learned.

• Discussing the students’ difficulties in understanding the materials.

**F. Assesment**

I. Indicators, technique, form, and example

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Indicators** | **Technique** | **Form** | **Example** |
| **1** | Identifying the language  features of the text | Written  text | Essays | Underlying the  Verb in the text. |
| 2 | Identifying the topic and  main idea of a narrative text. | Written  text | Essays | What is main idea  of the second paragraph? |
| 3 | Identifying the synonyms  and antonyms. | Written  text | Essays | Find the  synonyms and antonyms of the words by choosing the  words provided in the box. |
| 4 | Identifying the moral  values of the text. | Written  text | Essays | Find the moral  values of the text |
| 5 | Identifying the detail  information of a narrative text. | Written  text | Essays | 1. Why didn't the  cock have horns on his head?  2. Why did the cock loan his horns without hesitation? |

**G. Sumber Belajar**

E-Book Developing Tactics New, E-Book Inter language-Language

Medan, May 2018

Researcher,

Rizkha Ardhina

**STUDENTS’ WORKSHEET**

**Find the synonyms and antonyms of the words by choosing the words provided in the box. Copy the table in your workbook.**

a. day break g. trickery b. reluctance or doubt h. descend c. honesty i. certainty

d. paradise j. keep silent e. climb k. hell

f. shout l. sunset

|  |  |  |
| --- | --- | --- |
| **Words** | **Synonyms** | **Antonyms** |
| 1. ascend  2. dawn  3. heaven  4. hesitation  5. call out  6. deception |  |  |

**Choose T if the statement is true and F if it is false based on to the text.**

1. T - F The cock got information about heaven from the

dragon.

2. T - F The dragon didn't return the cock's horns.

3. T - F The millipede was a successful deceiver.

4. T - F The cock asked all the members of his family to eat millipedes because he had been deceived.

5. T - F The cock didn't expect the dragon to return his horns any more.

**Find the moral values of the text**

**Still in pairs, answer the questions based on text in**

**Activity 3.**

1. Why didn't the cock have horns on his head?

2. Why did the cock loan his horns without hesitation?

3. What was a pair of cock's beautiful horns asked for?

4. Why did the cock give his horns to the millipede?

5. What should the cock call out if he wanted the horns back?

|  |  |  |
| --- | --- | --- |
| **Title** | | |
| **WHAT I KNOW** | **WHAT I WANT TO**  **KNOW** | **WHAT I LEARN** |
| **THINGS I KNOW**  **1. .....................................**  **2. ...................................**  **3. ....................................**  **4. ...................................**  **5. ....................................** |  | Characters  Moral Values  Another things I learn: |

**LESSON PLAN**

School : SMA Swasta Harapan Bangsa

Subject : English

Grade/ Semester : XI/ 2

Text Type : Narrative text

Skill : Reading

Time Allocation : 2 x 45 menit

A. **Standard of Competence**:

5. Understanding the meaning of written functional texts and essays in the forms of narrative, narrative, and analytical exposition texts related to surroundings to get knowledge.

B. **Basic Competency**:

5.2. Responding to meaning and rhetoric steps accurately, fluently, and acceptably in essays related to surroundings to get knowledge in the forms of: narrative text.

**C. Indicators:**

1. Identifying the topic and main idea of a narrative text.

2. Identifying the meaning of difficult words in the narrative text.

3. Finding synonyms and antonyms

4. Identifying the detail information of a narrative text

**D. Learning Objective:**

At the end of the lesson, students are able to:

1. Identifying the topic and main idea of a narrative text.

2. Identifying the meaning of difficult words in the narrative text.

3. Finding synonyms and antonyms

4. Identifying the detail information of a narrative text

**E. Learning Materials**

Short functional text in the form of narrative.

**Narrative**

**Social function** : to amuse, entertain and to deal with problematic

events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

**1. Language feature of the text :**

• Use e.g.

• Use simple past tense (V2)

e.g.

•

**2. Key vocabulary :**

- wolves, thief/thieves, sesame, sack.

**3. Text :**

**Ali Baba and the Forty Thieves**

Ali Baba was such a poor man that he had only one shoe for his two feet. Even

the mice in his house were hungry.

One day, his wife said, "We have no food in the house. No rice. No potatoes. Go and collect leaves in the forest so that I can make a soup."

Ali was a lazy man. He looked for leaves for about ten minutes and then he

climbed a tree to sleep. He was afraid of wolves. When he woke up, he was surprised to see forty thieves on forty horses. They stopped in front of a big rock.

"Open Sesame!" shouted the leader. A door on the rock opened. The thieves

carried sacks full of gold into the cave. When they had finished, the leader shouted.

"Close Sesame!" and the door closed. As soon as the thieves had disappeared Ali

Baba jumped down from the tree, said, "Open Sesame" and went into the cave.

There were shelves all around the walls. The shelves were full of sacks. And the sacks were full of gold. Ali took a sack home with him.

Unfortunately, one of the thieves saw Ali's footprints on the sand. He followed them to Ali's home. He took out his knife and made a cross on the door.

"Now I shall know which house itis," he said. He rode off to get the other thieves. But Ali had seen the thief.

He and his wife took brooms and swept away the footprints. Then he made

crosses on every door at the street. When the forty thieves arrived they had their knives between their teeth. But they couldn't find either Ali – or the gold. And Ali and his wife lived happily ever after.

**Taken from** *Addison–Wesley Kids 4*, 1990

**F. Teaching and Learning Method**

Three Phase Reading

**G. Teaching and Learning Activities**

**Opening (5’)**

• Greeting

*Good afternoon everyone? How are you getting on?/ How’s life?*

• Checking students’ attendance list

*Who is absent today?*

• Checking students’ readiness

*Is everybody ready to start*

*Let’s get cracking*

• Checking the students’ understanding about the previous materials.

*Do you still remember what we have learned last week?*

**Main Teaching Learning Activities a. Pre Reading**

**K (What I Know) stage (Elicit Prior Knowledge)**

• Typing the title of the text on the board

• Drawing painting of the KWL chart

• Asking the students to discuss with each other and retrieve their previous knowledge about the subject.

• Asking the students what do they know about the subject in the first column. The teacher can urge the students to answer the questions and brainstorm them by asking some questions such as: *“Tell me something you know about…….. What made you think such and such… This idea is associated with another one.”*

• Make the students ask questions about what they want to know about the subject and record these questions in the second column (W). Asks alternative questions to produce ideas.

For example, what do you want to learn about the subject? If the student's answers are nothing, or if they have a problem, so the following question can be asked: *What do you think you learn about the subject that we are going to take?*

***W (What I want to Know)* stage (Set a Purpose of Reading)**

• Asking the students to write what they want to know about the topic.

**b. Whilst Reading**

***L (What I Learn)* stage (Monitor Reading Comprehension) (45’)**

• Presenting the students a text entitle “**Ali Baba and the Forty Thieves**”.

• Let students read every paragraph silently. In this case, students should read carefully to find the answers for the questions in the second column (W).

**c. After reading**

• Discussion of the text which has been read - what is in the firs and second columns. Asking the students to write what they have learned for the text in the third column (L).

• Asking the students to write any interesting thing they found while reading the text in the third column.

• Discussing the answer s which are written in the third column by students

• Asking the students to do comprehension questions.

**Closing**

• Giving conclusion about the materials that have been learned.

• Discussing the students’ difficulties in understanding the materials.

**H. Assesment**

I. Indicators, technique, form, and example

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Indicators** | **Technique** | **Form** | **Example** |
| 1. | Menemukan informasi rinci  yang terdapat dalam teks  *narrative.* | Tes tulis | Uraian | • How long is ?  • What is the main idea of the first paragraph? |
| 2. | Mengidentifikasi kosakata  terkait teks *narrative.* | Tes tulis | Uraian | What is meant  by... |
| 3. | Mengungkapkan ide terkait  topik teks *narrative* yang akan dibaca. | Tes tulis | Uraian | What do you know  about this subject? |
| 4. | Mengungkapkan kembali  teks *narrative* yang telah dibaca. | Tes tulis | Uraian | Rewrite the text in  your own words based on the  information you get in What I learn  column. |

**I. Sumber Belajar**

E-Book Developing Tactics New, E-Book Inter language-Language

Medan, May 2018

Researcher,

Rizkha Ardhina