

# **AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF USING KNOW, WANT, LEARN (K-W-L)  
STRATEGY TOWARD STUDENTS' READING COMPREHENSION  
ABILITY AT THE ELEVENTH GRADE STUDENTS OF SMK KARYA  
WIYATA PUNGGUR, CENTRAL LAMPUNG**

**By**

**RESTU UTAMI**

**St.ID. 1293217**



**Tarbiyah and Teaching Training Faculty**

**English Education Department**

**STATE ISLAMIC INSTITUTE OF METRO**

**2017 M / 1438 H**

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WIYATA PUNGGUR, CENTRAL LAMPUNG**

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

By:

Restu Utami

Student Number: 1293217

Tarbiyah and Teaching Training Faculty

English Education Department

Sponsor : Dr. Widhiya Ninsiana, M.Hum

Co-Sponsor : Ahmad Subhan Roza, M.Pd

**STATE ISLAMIC INSTITUTE OF METRO**

**2017 M / 1438 H**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**APPROVAL PAGE**

Title : **THE INFLUENCE OF USING KNOW, WANT,  
LEARN (K-W-L) STRATEGY TOWARD  
STUDENTS' READING COMPREHENSION  
ABILITY AT THE ELEVENTH GRADE STUDENTS  
OF SMK KARYA WIYATA PUNGGUR CENTRAL  
LAMPUNG IN ACADEMIC YEAR 2016/2017**

Name : Restu Utami  
St. Number : 1293217  
Department : English Education  
Faculty : Tarbiyah and Teaching Training Faculty

**APPROVED BY:**

To be examined in munaqosah in Tarbiyah Department of State Islamic Institute of Metro.

Sponsor

**Dr. Widhiva Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002

Metro, June 2017  
Co-Sponsor

**Ahmad Subhan Roza, M. Pd**  
NIP. 19750610 200801 1 014

Head of English Education Department

**Ahmad Subhan Roza, M. Pd**  
NIP. 19750610 200801 1 014



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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**NOTA DINAS**

Nomor : -  
Lampiran : 1 (Satu) berkas  
Prihal : **Mohon Dimunaqosahkan Skripsi  
Restu Utami**

Kepada Yth,  
Dekan Fakultas Tarbiyah Dan Ilmu Keguruan  
IAIN Metro  
di-  
Tempat

*Assalamu'alaikum Wr, Wb*

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Restu Utami  
NPM : 1293217  
Fakultas : Tarbiyah Dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris (TBI)  
Judul Skripsi : THE INFLUENCE OF USING KNOW, WANT, LEARN (K-W-L)  
STRATEGY TOWARD STUDENTS' READING COMPREHENSION  
ABILITY AT THE ELEVENTH GRADE STUDENTS OF SMK  
KARYA WIYATA PUNGGUR CENTRAL LAMPUNG IN ACADEMIC  
YEAR 2016/2017

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikumWr.Wb.*

Pembimbing I

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002

Metro, Juli 2017  
Pembimbing II

**Ahmad Subhan Roza, M. Pd**  
NIP. 19750610 100801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**NOTIFICATION LETTER**

Number :  
Appendix : -  
Matter : In order to Hold the Munaqosah  
Of Restu Utami

To:  
The Honorable the Head of Tarbiyah Department  
of State Islamic Institute (IAIN) of Metro

*Assalamu'alaikum Wr. Wb.*

We have given guidance and enough improvement to the undergraduate thesis  
which is written by:

Name : Restu Utami  
St. Number : 1293217  
Faculty : Tabiyah and Teaching Training Faculty  
Department : English Education

Title : THE INFLUENCE OF USING KNOW, WANT,  
LEARN (K-W-L) STRATEGY TOWARD  
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ABILITY AT THE ELEVENTH GRADE  
STUDENTS OF SMK KARYA WIYATA  
PUNGGUR CENTRAL LAMPUNG IN  
ACADEMIC YEAR 2016/2017

It has been agreed so it can be continued to the Tarbiyah Department in order to  
be discussed on the munaqosah. Thank you very much.

*Wassalamu'alaikumWr. Wb.*

Metro, June 2017

Sponsor

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 200003 2 002

Co-Sponsor

**Ahmad Subhan Roza, M. Pd**  
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**RATIFICATION PAGE**

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An Undergraduate thesis entitled: The Influence of Using Know, Want, Learn (K-W-L) Strategy Toward Students' Reading Comprehension Ability at The Eleventh Grade Students of SMK Karya Wiyata Punggur Central Lampung, Written by Restu Utami, student number 1293217, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Thursday, July 6<sup>th</sup>, 2017 at 13.00-15.00 p.m.

**BOARD OF EXAMINERS:**

Chairperson : Dr. Widhiya Ninsiana, M.Hum .....  
Examiner 1 : Drs. Kuryani Utih.M.Pd .....  
Examiner II : Ahmad Subhan Roza, M.Pd. ....  
Secretary : Ning Setio Wati, M.Pd .....



The Dean of Tarbiyah and Teacher Training Faculty,



**Dr. Akla, M.Pd.**

NIP. 19691008 200003 2 005

## ABSTRACT

### THE INFLUENCE OF USING KNOW, WANT, LEARN (K-W-L) STRATEGY TOWARD STUDENTS' READING COMPREHENSION ABILITY AT THE ELEVENTH GRADE STUDENTS OF SMK KARYA WIYATA PUNGGUR, CENTRAL LAMPUNG

**By: RESTU UTAMI**

The aim of this research is investigating the positive and significant influence of using K-W-L strategy toward students' reading comprehension ability at the eleventh grade students of SMK Karya Wiyata Punggur, Central Lampung.

This research is quantitative research that conducted at the eleventh grade students of SMK Karya Wiyata Punggur that involves of 33 students as the samples. The sampling technique was purposive sampling. In collecting the data, the research used test, observation and documentation. The data were analyzed by chi-square formula.

The result of the data analyzed confirmed that the value of chi-square was 17,24. Then, the data confirmed that  $\chi^2_{\text{counted}}$  (17,24) was higher than the  $\chi^2_{\text{table}}$  (5,991) on the degree of significant 0,05. Therefore, it can be concluded that  $H_a$  is accepted and  $H_o$  is rejected. The conclusions are K-W-L strategy acquire to give influence toward students' reading comprehension ability including students' develop their prior knowledge by what their read at the eleventh grade students of SMK Karya Wiyata Punggur.

*(Keywords: reading comprehension ability, k-w-l strategy, quantitative research)*

## ABSTRAK

### PENGARUH PENGGUNAAN STRATEGI *KNOW, WANT, LEARN (K-W-L)* TERHADAP KEMAMPUAN PEMAHAMAN MEMBACA SISWA KELAS XI SMK KARYA WIYATA PUNGGUR, LAMPUNG TENGAH

Oleh: RESTU UTAMI

Tujuan dari penelitian ini adalah untuk menyelidiki pengaruh positif dan signifikan dari penggunaan strategi *K-W-L* terhadap kemampuan pemahaman membaca siswa kelas XI SMK Karya Wiyata Punggur, Lampung Tengah.

Penelitian ini merupakan penelitian kuantitatif yang dilaksanakan pada kelas XI SMK Karya Wiyata Punggur yang melibatkan 33 siswa sebagai sampel. Teknik sampel yang digunakan adalah *purposive sampling*. Dalam mengumpulkan data, peneliti menggunakan tes, observasi dan dokumentasi. Data tersebut dianalisis dengan rumus *chi-square*.

Hasil analisis data menyatakan bahwa nilai chi-square adalah 17,24. Kemudian, data tersebut menyatakan bahwa  $\chi^2_{hitung}$  (17,24) lebih tinggi dari  $\chi^2_{tabel}$  (5,991) pada tingkat signifikansi 0,05. Oleh karena itu, dapat disimpulkan bahwa  $H_a$  diterima dan  $H_o$  ditolak. Kesimpulannya adalah strategi *K-W-L* dapat memberi pengaruh terhadap kemampuan pemahaman membaca siswa serta siswa dapat mengembangkan pengetahuan mereka sebelumnya dari apa yang mereka baca siswa kelas XI SMK Karya Wiyata Punggur.

**(Kata Kunci :** *kemampuan pemahaman bacaan, k-w-l strategi, penelitian kuantitatif*)



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Restu Utami  
NPM : 1293217  
Department : English Education Department (TBI)  
Faculty : Tarbiyah and Teaching Training Faculty

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, June 2017

The researcher,



Restu Utami

St. ID 1293217

**MOTTO**

**اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ**

**“Read, In the name of the Lord who created”**

**(QS. Al-Alaq Verse: 1)**

**“Reading good books means giving good spiritual food”**

**(Buya Hamka)**

## DEDICATION PAGE

*This Piece of Work is dedicated to:*

**My Beloved Parents**

**((Alm) Mr. Badimin and Mrs. Sutinem)**

**My Beloved Brothers and Sisters**

**(Tusiyani and Subhan Nover syah) and (Cahyono and Indah Dwi Yanuar Yudianti)**

**My Beloved nieces and nephews**

**(Rino Apriansyah, Nira Ananda Verni, Lana Resa Pahlevi, and M. Zhillan Zhalilla)**

**My Sponsor and Co-sponsor**

**(Dr. Widhiya Ninsiana, M.Hum and Ahmad Subhan Roza, M.Pd)**

**Head of TBI IAIN Metro**

**(Ahmad Subhan Roza, M.Pd)**

**My Beloved Lecturers of English Education Department of State Institute for Islamic Studies of Metro (IAIN Metro)**

**All my beloved friends, especially Ecology Class TBI 2012**

**(Rendi Armanda, Rahmad Hanafi, Nur Subari, Nyanuar Algiovan, Fitri Puspa Rini, Elly Puspita Sari, Pristy Yuliani, Qorina Al-Qonita UHE, Nur Jariyah, Ratna Novitasari, Nurul Apriyanti, Rini Muslimah, Nur Indah Wahyuni, Rana Wijaya, Prabawati Suwita, Rani Swastika, Fresy Fentiarisca, Fadwatul Qori'ah, Nur Khoiriyah, Nur Kholifatul Mutmainah, Rindi Rismaya, Nurul Lutfiyah, Ranti Susanti, Renita Chairunissa, Reni Sugiyarti, Arti Ine Coolina, Nuryasih Afiyanila, Ratnawati, Pradita Rosa Cahya, Nurhidayah, Nurul Hidayati, Puji Rahayu)**

**“Thanks for your praying, supporting, loving and caring. Thank you all finally we have through such a remarkable moment and I hope we can be best friends forever. You are truly such a great friends I ever had. I will miss you so much.” (Ecology Class TBI 2012)**

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To start with, the researcher says *alhamdulillah* to Allah, The Almighty, who has given blessing, health and happiness and created all mankind in the best form. *Shalawat* and *salam* just to the best prophet, Muhammad SAW, who has delivered the truth to all human beings, especially to Muslim.

This undergraduate thesis is presented as a partial fulfillment of requirements for the degree of *Sarjana Pendidikan* (S.Pd.) in English Education Department entitled: "The Influence of Using Know, Want, Learn (K-W-L) Strategy toward Students' Reading Comprehension Ability at The Eleventh Grade Students of SMK Karya Wiyata Punggur in Academic Year of 2016/2017".

The researcher would like to express my gratitude especially to the Head of IAIN Metro Mrs. Prof. Dr. Enizar, M. Ag, Dean of Tarbiyah and Teaching Training Faculty Mrs. Dr. Hj. Akla, M.Pd., The Head of English Education Department Mr. Ahmad Subhan Roza, M. Pd., Sponsor Mrs. Dr. Widhiya Ninsiana, M.Hum., and Co-sponsor, Mr. Ahmad Subhan Roza, M. Pd., who have sincerely guided me to accomplish this undergraduate thesis in time. The researcher also appreciated to all helps and supports from, my parents, my brother, my family and all my conversion friends and also teachers and staffs and students of SMK Karya Wiyata Punggur, Central Lampung.

Finally, the researcher realizes that this undergraduate thesis is inadequate. Therefore, the best critique and suggestion are needed to make this undergraduate thesis to be better. At last, the researcher hopes that this writing will give a good contribution.

Metro, June 2017

The researcher



**Restu Utami**

**St.ID. 1293217**

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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Language is a tool of communication between two or more people that is delivered in the form of spoken or written. Communication is to understand and reveal information, idea, feeling, and knowledge, technology, and culture. By language people can share the information more effectively. It makes people able to communicate the information about something that we need. The details about something can ease the people in doing their daily activities, for instance reading a book, writing diary, chatting, and so forth.

English is one of languages in the world. English is one of the important languages, because it is an international language in the world. English is one of the languages which is used widely. Moreover, English is one of the second or formal languages in many countries in the world and included in the part of countries in Asia. In this way, English becomes a key of knowledge because a big part of important literatures written in English. That is why it is called International language.

English in Indonesia is considered as a foreign language. As an international language, Indonesian people should understand English to communicate with the other country. Theoretically, Indonesian people are necessary to learn English from elementary school until higher education.

In teaching English as foreign language teacher must master and understand what the suitable method is to be used. As a foreign language, learning this English is not as easy as learning Bahasa because it has different structure, pronunciation, and others. Therefore, teaching English with suitable method can help the students to understand English material well.

In studying English, there are four skills in English that must be mastered by learners. They are listening, speaking, reading and writing. Among the four skills, reading is the most important language skill to be developed and give a particular stress in the classroom. Reading helps in mental development and is known to stimulate the muscles of the eyes.

Reading is one of the English skills that should be mastered by students. Reading is a way of getting the meaning or knowledge from the printed page such as textbooks, newspaper, magazine, and novels. Nowadays, the scope of reading media is enlarged not only to printed media but also by using internet. Reading is about looking for information of the text. To get information that is delivered in the text, a reader should understand the meaning of the text.

There are several teaching strategies that can be used to increase students reading comprehension ability. K-W-L strategy might be promising and beneficial to be applied in teaching and learning process of reading. Its aims are more diverse. It helps elicit prior knowledge of the topic of the text, set a purpose for reading, monitor their comprehension, asses their comprehension of the text and expand ideas beyond the text.

Based on the observation to the English teachers of SMK Karya Wiyata Central Lampung, it showed that some problems in reading comprehension especially at the eleventh grade students of SMK Karya Wiyata Central Lampung. These problems such as: Firstly, the students have limited vocabulary mastery so they got the problem when they faced unfamiliar words and awkward sentences so it made them felt difficult to understand the meaning of the text. Secondly, the students find difficulty in obtaining the messages or point of the text because they just read the text ineffectively so it made possible the important part of the text could not be covered well. Thirdly, the crucial thing was the students felt bored when they had to face a long text because they lacked of interest to join English subject. Fourthly, another problem which appeared during the learning process was the teacher did not implement proper teaching method yet so the students became passive during teaching and learning process. From these statements, it could be inferred that those problems became the barrier to improve their ability in reading comprehension.

It can be seen the result of the pra-survey data that has been done on the January 10<sup>th</sup> 2017, as shown below:

**Table 1**

**The Result of The Pra-Survey Data of Students' Reading Comprehension Ability Score at The Eleventh Grade Students of SMK Karya Wiyata Punggur, Central Lampung**

No.	Range	Frequency	Percentage (5%)	Category
1	75-100	2	6 %	Good
2	60-74	6	18 %	Fair

3	0-59	25	76 %	Bad
<b>Total</b>		33	100 %	

*Source: Students' Examination at the eleventh grader Students' SMK Karya Wiyata Central Lampung (Pre Survey on January, 10<sup>th</sup> 2017)*

Regarding to the data above, a lot of students get low in test reading comprehension ability result. The English minimum passing grade is 75. It means that the students who get the score under 75 do not pass the examination. In fact, there are only 2 students who get score 75-100 or 6%, 6 students get score 60-74 or 18%, 25 students get score 0-59 or 76%. It means that students have a problem in reading comprehension ability.

The researcher considers if a problem occurs, can be solved by choosing a proper strategy that will build the student's initiative and motivation in reading in the class. Therefore, to reach successfully in teaching reading comprehension ability, the researcher want to use K-W-L strategy that is one of the strategies which are suitable with the major purpose in teaching reading.

Based on the case above, the researcher would like to know the influence of using K-W-L Strategy and students' reading comprehension ability. The researcher takes a title:

“Influence of Using K-W-L Strategy toward Students' Reading Comprehension Ability at Eleventh Grade Students of SMK Karya Wiyata Central Lampung in Academic Year 2016/2017.”

## **B. Identification of The Problems**

Based on the background above, the researcher would like to assume that there are some problems as follows:

1. The students lack of vocabulary mastery.
2. The students had difficulties to answer the question according to the text.
3. The students had low reading comprehension ability.
4. The students felt bored in the reading learning process.

## **C. Limitation of The Problems**

To prevent misunderstanding and clarify the study, the making of limitation of study should be made. The researcher took the problem of this research that the students' had low reading comprehension ability. So, in this research the researcher limits the problem focus on the students had low of reading comprehension ability by using K-W-L strategy.

## **D. The Formulation of Research**

According to the limitation of research, the formulation of research is "Is There any Positive and Significant Influence of Using K-W-L Strategy Toward Students' Reading Comprehension Ability at Eleventh Grade Students of SMK Karya Wiyata Central Lampung?"

## **E. Objectives of The Research**

Based on the problem formulation above this research is intended to find out and know whether there is any positive and significant influence of using K-W-L strategy toward students' reading comprehension ability at eleventh grade students of SMK Karya Wiyata Central Lampung.

## **F. Benefits of The Research**

The benefits of this research are:

1. Theoretical Benefits
  - a. The result of this research can be useful input English teaching learning process for teaching reading using K-W-L strategy.
  - b. The result of this research can be used as reference for those who want to conduct a research in English teaching learning process.
2. Practical Benefits
  - a. For the students, it can be used as an alternative way to improve their reading comprehension ability.
  - b. For the English teachers, it can be used as an alternative strategy to be used or applied in the English teaching learning process especially in reading learning process.
  - c. For headmaster, it can be used as information to facilitate English learning process especially in reading learning process.



## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Reading Comprehension Ability

##### 1. Definition of Reading

Reading is useful for language acquisition. Provided that students more or less understand what they read. The more they read, the better they get on it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling, and on their writing.<sup>1</sup> In other word, by read besides we get information of the text also can improves our knowledge, spelling and writing.

Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.<sup>2</sup> It means that reading is the process to get inferred meaning of the words or phrases that is written.

Reading is something many of us take for granted. We read with what appears to be little effort and little planning.<sup>3</sup>

By the statement above, it can be said that by reading we can get many knowledge which are contained science and technology, social life,

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<sup>1</sup>Jeremy Harmer, *How to Teach English*, (Oxford: Pearson Education, 2007), p. 99

<sup>2</sup>Caroline T Linse, *Practical English Language Teaching: YoungLearners*, (New York: McGraw-Hill, 2005), p. 69

<sup>3</sup>William Grabe, *Reading in Second Language Moving From Theory to Practice*, (United States of America: Cambridge University Press, 2009), p.4

economic, history, etc. of course, all information that is gained by reading is represented in written forms. So, the purpose of reading activity is to recognize the meaning of words and phrases of the reading passages.

## 2. Definition of Reading Comprehension Ability

Parris and Stahl reveal that comprehension is not a simple process because it needs delicate interaction of several component processes which connect the information in a text with reader's background knowledge and experience.<sup>4</sup> From these statements, it can be assumed that comprehension is a complex process where in comprehending the text the reader integrates their prior knowledge and the text to obtain meaningful information.

Moreover, in Oxford Dictionary, the word 'ability' is defined as a level of skill or intelligence.<sup>5</sup> Another definition asserts that 'ability' is the quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something.<sup>6</sup> Based on the quotation above, it can be concluded that ability is someone's level of skill to do something which involves someone physical, mental, financial or legal power to achieve particular purpose.

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<sup>4</sup>Scot G Paris and Steven A Stahl, *Children's Reading Comprehension and Assessment*, (New Jersey: Lawrence Erlbaum Associates Publishers, 2005), p.71

<sup>5</sup>AS Hornby, *Oxford Advanced Learner's Dictionary*, (Oxford: Oxford University Press, 2000), p.2

<sup>6</sup><http://www.thefreedictionary.com/ability> (Accessed on 08-02-2016 21:53)

Snow states that Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.<sup>7</sup> It means that the acts from get meaning what we read that are relations with written language.

Furthermore, Oakhil, *et.al* states reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment. It is even important for our social lives, because of email, text, and social networking sites. Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities. Of course, reading comprehension is necessarily dependent on at least adequate word reading: readers cannot understand a whole text if they cannot identify (decode) the words in that text. Likewise, good reading comprehension will depend on good language understanding more generally. This requires comprehension of the individual words and the sentences that they form. However, comprehension typically requires the comprehended to integrate the sense of these words and sentences into a meaningful whole.<sup>8</sup>

Reading comprehension means that understanding whole text or sentence to get information containing in the text or sentence.

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<sup>7</sup>Chaterine Snow and Chair, *Reading for Understanding*, (Pittsburgh: RAND education, 2002), p.11

<sup>8</sup>Jane Oakhil, Kate Cain and Carsten Elbro, *Understanding and Teaching Reading Comprehension*, (London and New York: Routledge Taylor and Francis Group 2015), p. 1

Understanding the text not only needs to be mastered of the reading itself but also the other skills and abilities.

Based on the quotations above it can be inferred that reading comprehension ability is the level of reader's mental activity to grasp or to process the meaning both explicit and implied meaning and information contained in the text to be clarified or retold by reader's interpretation which involves reader, text, reader's prior knowledge and comprehension activity which are interrelated each others.

### 3. The Model of Reading

The reading models are the model which is closely related to the process of decoding and interpreting the text which is done by the reader.<sup>9</sup> It means that those processes are the reader's way to comprehend the text respectively to obtain the gist in a text. These models are broadly categorized into three types. They are the following:

#### a. Top-Down Model

Top-down model is the opposite direction from the bottom-up model where the readers comprehend the text from the highest units to lowest units.<sup>10</sup> Grabe and Stoller assume that top-down model is directed by the reader's goal and expectations where the reader is regarded as someone who has the expectation about

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<sup>9</sup>Stella Hurd and Tim Lewis, *Language Learning Strategies in Independent Settings*, (Bristol: Cromwell Press, 2008), p.68

<sup>10</sup>David Nunan, *Introducing Discourse Analysis*, (London: Penguin Group, 1993), p. 78-

information in the text and sample information enough to firm up or reject these expectations.<sup>11</sup> Briefly, the readers need prior knowledge, experience, and expectation as a foundation to comprehend the text in top down model.

b. Bottom-up Model

According to Nunan, bottom up model is the first process which is done by the reader by recognizing the text started from smallest unit of language until the highest unit of language (complex text).<sup>12</sup> In addition, Brown states that the bottom up model is the process of decoding text by identifying the linguistic signals such as letters, morphemes, syllables, word, phrases, grammatical cues and discourse markers and then uses their linguistic data-processing mechanism.<sup>13</sup> It means that, in bottom up model the reader is needed to have deep understanding of the linguistic signals to understand the meaning contain in the text.

c. The interactive Model

Interactive model is the combination between top-down and bottom-up processes which complete each other and function interdependently when the reader reads the text.<sup>14</sup> Meanwhile, Nuttal states in Brown that interactive model is the process where the reader

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<sup>11</sup>William Grabe and Frederica Stoller, *Teaching and researching Reading*, (New York: Routledge, 2013), p. 24

<sup>12</sup>David Nunan, *Introducing Discourse Analysis*, (London: Penguin Group, 1993), p. 78-79

<sup>13</sup>Douglas Brown, *Taching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Longman, 2000), p. 299

<sup>14</sup>Hurd and Lewis, *Language Learning*, p. 70-71

continuously shifts from one focus to the other focus while the use of top-down process is to predict probable meaning then moving to the bottom-up model to check the writer's intention contains in a text.<sup>15</sup>

Based on this model, the process of reading involves the combination of reader's linguistic signals understanding, prior knowledge, experience and expectation to comprehend the text to get the important information or gist that they need.

The three models have different uses depend on the readers' needs or perception. Each model has their own pattern to understand the text or sentence.

#### **4. Reading Comprehension Strategies**

According to McNamara reading comprehension strategy is a cognitive or behavioral action that is made under particular contextual conditions that having a goal to improve some aspects of comprehension.<sup>16</sup> It means that reading comprehension strategy is a complex action that involves both cognitive and behavioral aspect of the reader in relation to the process of reading comprehension.

Furthermore, Willis states that to be successful at reading comprehension strategies the students need to actively process what they read, practice with strategies for monitoring their understanding, increasing their intrinsic interest in the text, and creating goals and

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<sup>15</sup>Brown, *Teaching by Principles.*, p. 299

<sup>16</sup>Danielle McNamara, *Reading Comprehension Strategies*, (New Jersey: Lawrence Erlbaum Associates, 2007), p.6

purpose for their reading and to be able to decode words or recognize words and access text integration processes to construct meaning and retain the content of the words long enough for it to stimulate their stores of related information in their longterm memories.<sup>17</sup> It means that good reader must be paid attention on important aspect to build deep comprehension.

Concerning to the reading comprehension strategies that should be implemented by the students for their successfulness in reading comprehension, Duffy asserts some strategies to comprehend the text as follows:<sup>18</sup>

a. Predicting

Predicting is fundamental in reading comprehension because predicting involves the activation of reader's prior knowledge. Predicting is the strategy in which the reader makes the prediction based on purpose for reading, topic clues, and the type of text being read. It is done to anticipate what is in the text which entails the use of prior knowledge.

b. Monitoring, re-predicting, and questioning

Monitoring, questioning, and re-predicting are the strategic heart of the comprehension process. First, the process not only happens in a very short time, but it also is invisible. Second, it is

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<sup>17</sup>Judy Willis, *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary and Comprehension*, (USA: Association for Supervision and Curriculum Development, 2008), p. 128

<sup>18</sup>Gerald Duffy, *Explaining Reading*, (New York: The Guilford Press, 2009), p. 101-177

personal where the students cannot exactly mimic what they do because the process depends on individual prior knowledge. Third, it is tentative where predictions are made and then must be abandoned and replaced by new predictions.

c. Imaging

Imaging is a strategy that requires readers to use prior knowledge and to predict. In this case, the prior knowledge that the reader uses is experience with words and descriptive language. Readers use what the descriptive language makes them think to create an image. That is, they predict what image the author intends to convey.

d. Inferring

Inferring is a strategy to read between the lines or to get the meaning but it does not state directly in the text. In this case, the reader must note text clues, access prior knowledge associated with those clues, and then predict (or infer) what the meaning is.

e. Lock-Backs

Lock-back is a strategy of fixing the meaning of the text in which the reader does not make sense on unusual meanings. Therefore, readers search backward and sometimes forward in a text to remove a meaning blockage encountered while reading.

f. Finding main idea



Finding main idea is a strategy to determine the main idea where the readers must understand that the authors write because they have some important ideas to convey. Consequently, determining the main idea the readers must question where the author is placing value, or emphasis.

g. Finding theme

Finding theme is a strategy to determine the theme that the authors write. Like main idea determining the theme the reader must questioning the author in a search about what the theme maybe and reasoning about how the clues go together to convey a theme.

h. Summarizing

Summarizing is a strategy to create a brief retelling of a text. It includes the main idea or theme and it is focus on brief description. It means the summarization result must be connected each other in each paragraph that represent the whole paragraph.

i. Drawing conclusion

Drawing conclusions is a strategy that requires the readers to be proactive in finding the clues in the text, thinking about what those clues trigger in prior knowledge, and making a prediction about what the author wants us to conclude on the basis of what makes sense in terms of past experience.

j. Evaluating

Evaluating is a strategy in making judgment about the message contain in the text or what the author saying to decide whether the story is fact or fantasy.

k. Synthesizing

Synthesizing is a strategy that requires the reader to combine information within a source or across several different sources. To understand of it all, it is necessary to synthesize, or combine information and create a single understanding from a variety of sources.

There are many other strategies that can be used to develop the student's reading skill. Several strategies are describe above, the strategies has different styles to use by the students depend on student's characteristics.

In this research the researcher using imaging and synthesizing strategy. The imaging strategy is used to develop their prior knowledge about what they want to learn and synthesizing is used to combine their prior knowledge with the different additional sources.

## 5. Measurement of Reading Comprehension Ability

There are some indicators to measure the reading comprehension. The indicators mean the achievement that must be achieved by the students.

The indicators of reading comprehension are:

- a. The students are able to find out the facts and the details from the text.
- b. The students are able to find out the role learning and to memorize the meaning of the texts.
- c. The students must have surface understanding in reading text.<sup>19</sup>

## B. The Concept of K-W-L Strategy

### 1. Definition of K-W-L Strategy

The K-W-L (Know, Want to Know, Learned) strategy is originally design by Donna M. Ogle on her book entitled “*K-W-L: A Teaching Model that Develops Active Reading of Expository Text*”.

Ogle states that this K-W-L strategy can help teachers become more responsive to students’ knowledge and interests when reading expository material, and it model for students the active thinking involved in reading for information.<sup>20</sup>

This strategy consists of three phases or steps namely: *Know*, *Want to Know*, and *Learned*. The first step is *Know*, here the students are

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<sup>19</sup>Albert J. Harris and Edward R. Sipay, *How to Increase Reading Ability*, (Longman: New York & London, 1985), p. 444

<sup>20</sup>Donna M. Ogle, “KWL: A Teaching Model That Develops Active Reading Of Expository Text”, *The Reading Teacher* (International Reading Association and JSTOR), Vol. 39 No. 6 1986, p.564

identifying what they know about the forthcoming topic. The second step is *Want to Know*; here the students are learning what they want to be studied by providing any topics. And the last step is *Learned*, here the students are state or write what they have been read.<sup>21</sup>

The first two steps are pre-reading activity, while the third step is post-reading activity.<sup>22</sup> In the K-W-L strategy students are asked to think of what they already know about the topic of the lesson, raise questions about it, and find answers to those questions.<sup>23</sup> The K-W-L strategy directs students to involve in writing their own ideas before, during, and after reading a text. These continual stages allow the new concept from the passage stay longer in students' long-term memory.<sup>24</sup>

The purpose of this K-W-L strategy is to assist students in making explicit connections between prior knowledge and what they read.<sup>25</sup> It makes a big deal of developing students' prior knowledge before giving any topic to be discussed or read during the lesson.

On the K-W-L strategy students first preview the text and then write what they already know about the topic.<sup>26</sup> For example, during a general brainstorming session on whales, students are likely to provide a

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<sup>21</sup>Raymond Phillipot and Michael F. Graves, *Frostering Comprehension In English Classes: Beyond The Basics*, (New York: Guildford Press, 2009), p.121

<sup>22</sup>*Ibid.*

<sup>23</sup>Alan Crawford, *et. al.*, *Teaching And Learning Strategies For The Thinking Classroom*, (New York: The International Debate Education Association, 2005), p.23

<sup>24</sup>Hesti Wijaya and Hadrian Priangga Putri, "Using KWL Strategy To Improve The Reading Comprehension Skills On Hortatory Exposition Texts", presented in The 12th JETA International Conference proceeding on 15 and 16 June 2015, p.5

<sup>25</sup>Jannete K. Klingner, *et. al.*, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: Guildford Press, 2007), p.106

<sup>26</sup>*Ibid.*

wide array of relevant and irrelevant information. However, after previewing a reading on endangered humpback whales, teachers can guide students to connect what they already know as it relates to endangered species and humpback whales. During reading, students provide information that confirms or rejects their prior knowledge statements. They provide “proof” of this information by including the page number where they read the information. Again, after reading, teachers lead a discussion of what was learned in the reading, how it connects to prior knowledge, and how the new information adds to, or changes, previous understandings about the topic.

The K-W-L strategy can be done as a whole group, small group, partners, or as an individual activity.<sup>27</sup>

The K-W-L strategy is done by providing a table or chart as shown below:

**Table 2**  
**The K-W-L chart adapted from Ogle (1986)**

Name :		
Topic :		
K-W-L		
<i>What I already know?</i>	<i>What I Want to Learn?</i>	<i>What I Learned?</i>

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<sup>27</sup>*Ibid*, p.105

## 2. Procedure of K-W-L Strategy

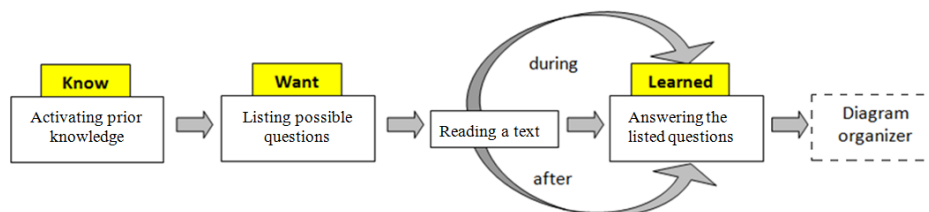
The procedure of K-W-L strategy is divided into three steps or phases included *Know*, *Want to Know*, and *Learned*. Here are the popular steps of K-W-L strategy:<sup>28</sup>

- a. Give each student a copy of the reading material and the K-W-L chart.
- b. Before reading, teach students to preview the passage by looking at such features as headings and subheadings, pictures and captions, and words in bold or highlighted print.
- c. Students then use a chart (either individual or whole group) to record “What I already know” about this topic in the first column of the chart and “What I want to learn” in the second column.
- d. During reading, students write in the third column of the K-W-L chart, “What I know”—what they learned in the text related to what they already knew or wanted to learn.
- e. After reading, revisit the chart as a wrap-up to reading. Lead students in a discussion in which they review what they already knew, how it was addressed in the reading, what they learned that was new, and what they still need to confirm or learn more about.

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<sup>28</sup>*Ibid.*

**Figure 1**  
**The Implementation of the K-W-L Strategy**



During the lesson teacher can modify those steps based on the class conditions.

### 3. Example Teaching by Using K-W-L Strategy

From the procedures of using K-W-L strategy as describes above, here are the example teaching by using K-W-L strategy:<sup>29</sup>

- a) The first step, *Know or What I already Know*, includes two stages. Prior to reading a selection, you provide the students by a topic, in this case Japanese internment camps; they think about it; and they write down what they already know about it. You might begin the class by stating: “Today we will begin studying Japanese internment camps. Take a few moments to think all of the information you currently know about the topic”. Next, ask the students to write down what they know about Japanese internment camps. One students might list the following:

<sup>29</sup>Raymond Phillipot and Michael F. Graves, *Frostering Comprehension*, p.121-123

- 1) It occurred during the World War II.
- 2) It happened after Japan bombed Pearl Harbor.
- 3) It involved the U.S. government placing Japanese Americans in remote concentration camps.
- 4) It was brought about by Executive Order 9066.
- 5) It stripped Japanese Americans of their dignity.
- 6) It confused and outraged Japanese Americans because many of them were born in the United States.

Once students have created their list, ask them to develop categories for their responses, which is the second stage of this step.

- b) The second step, *What I Want to Learn*, flow directly from the first. Using the lists and categories generated, students identify areas about which they want to uncover more information. Different students might have different prior knowledge about the given topic, so they will want to know different aspect of the topic. Continuing with the sample above, a students might have these following questions:

- 1) How did the U.S. government go about displacing Japanese Americans?
- 2) How long were detainees held in the camps?
- 3) Where were the camps located? Were all camps alike?
- 4) Did non-Japanese Americans think this action was justified/
- 5) What were the living conditions like in the camps?



- 6) What happened to Japanese Americans after the Executive Order was lifted?
- c) The third and the final step, *What I Learn*, ask students to describe, usually in written form after completion of reading. After reading the text, they will find of their curiosity in the text, it is also important to encourage students at this stage to describe what they sought to learn but did not form the particular selection so that they can pursue additional reading on their own.

The K-W-L strategy is not only can use to teach reading on the expository text but also on the Narrative text. While in the narrative text the teacher can use various kind of narrative text such as legend, spoof, folktales or the other kinds of narrative texts that is familiar to the students.

#### 4. Advantages of K-W-L strategy

KWL strategy serves three basic advantages for students:<sup>30</sup>

- a. Before reading through eliciting their schemata of the topic they are about to read;
- b. During reading by setting their purpose for reading as they list some issues that they are questioning; and
- c. After reading since they monitor their own learning.

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<sup>30</sup>Hesti Wijaya and Hadrian Priangga Putri, Using KWL, p.6

## 5. Disadvantages of K-W-L Strategy

There are shortcomings of the K-W-L strategy are:<sup>31</sup>

- a. It is difficult for students with no prior knowledge.
- b. It takes time to complete.
- c. It is not effective for reading fiction materials.
- d. Students will give up and get bored easily.

## C. Theoretical Framework and Paradigm

### 1. Theoretical Framework

There are two variables in this research. They are *Independent Variable (X)* and *Dependent Variable (Y)*. The *Independent Variable (X)* is K-W-L Strategy and *Dependent Variable (Y)* is reading comprehension ability.

Reading means a complex process that requires the analysis, coordination, and interpretation of a variety of sources of information. K-W-L is a strategy to develop reading comprehension ability. There are so many strategies in teaching reading. In this research, the researcher uses K-W-L strategy to teaching reading that focus on student's reading comprehension ability at the eleventh grader of SMK Karya Wiyata Punggur.

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<sup>31</sup>Ibrahim, N, N. (2012). *The use of KWL technique in teaching reading descriptive text: A quasi-experimental study in the first grade of a senior high school in Bandung*. Retrieved February 26, 2017 from: <http://download.portalgaruda.org/article.php?article>.

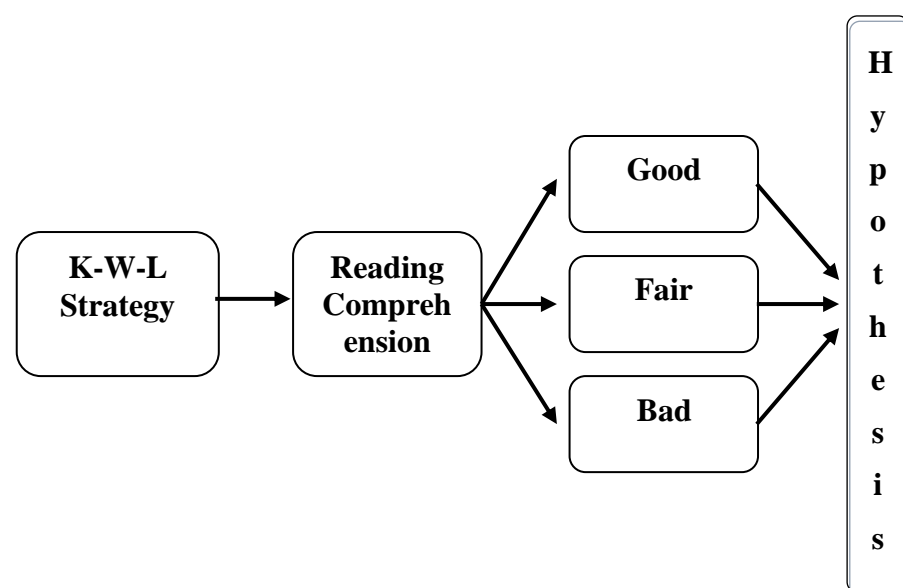
The researcher assumes that if K-W-L strategy is applied appropriately, students' reading comprehension ability will good. On the other hand, if K-W-L strategy is not applied appropriately, students reading comprehension ability will bad.

## 2. Paradigm

The paradigm is the correlation pattern between two variables that will be researched. Based on the theoretical framework above, the researcher can describe the paradigm as following:

**Figure 2**

**The Influence of K-W-L Strategy towards Students' Reading Comprehension Ability**



From the table criteria of paradigm above, the researcher can describe: if the K-W-L strategy is good, the student's reading comprehension ability will also good. And if the K-W-L strategy is bad, the student's reading comprehension ability will also bad. So, there is a positive and significant influence of using K-W-L strategy toward reading comprehension ability as the basic skills in learning English at the eleventh grade students of SMK Karya Wiyata Central Lampung in academic year of 2016/2017.

#### **D. Hypothesis**

Based on the theoretical framework and the paradigm above, the researcher formulates the hypothesis as follows:

##### **1. Hypothesis Formulation**

###### **a. Alternative Hypothesis (Ha)**

There is a positive and significant influence of using K-W-L Strategy toward reading comprehension ability at the eleventh grade students of SMK Karya Wiyata Central Lampung in academic year of 2016/2017.

###### **b. Null Hypothesis (Ho)**

There is no positive and significant influence of using K-W-L Strategy toward reading comprehension ability at the eleventh grade students of SMK Karya Wiyata Central Lampung in academic year of 2016/2017.

## **2. Statistical Hypothesis**

Based on the explanation above, the researcher can make a conclusion that the hypothesis are:

- a. If  $f_o > f_t$ , The Alternative Hypothesis ( $H_a$ ) is accepted and the Null Hypothesis ( $H_o$ ) is rejected.
- b. If  $f_o < f_t$ , The Alternative Hypothesis ( $H_a$ ) is rejected and the Null Hypothesis ( $H_o$ ) is accepted.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Based on Yogesh Kumar, research design was a mapping strategy which was based on sampling technique.<sup>32</sup> Research design was all of the process that needed in planning and when doing research. It was included of sampling, research strategy, tools and techniques for collecting the evidences, analyzing the data and reporting the findings.

Furthermore, research design was a plan of collecting and analyzing data in order to match the hypothesis. Then, we could say that research design was a guide for the researcher to conduct a scientific research. It gave the researcher description of in what ways was collected and analyzed.

Daniel Muijs described quantitative research as phenomena by collecting numerical data that are analyzed using mathematically based on the methods (in particular statistics).<sup>33</sup> Moreover, Donald defined quantitative research use objective measurement to collect numeric data that are used to answer questions or test predetermined hypotheses.<sup>34</sup>

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<sup>32</sup>Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publisher, 2006), p.77

<sup>33</sup>Daniel Muijs, *Doing Quantitative Research in Education*, (London: SAGE Publications Ltd, 2004), p. 1.

<sup>34</sup>Donald Ary, *et.al, Introduction to Research in Education*, (United States of America: Library Of Congress Cataloging In Publication Data, 1979), p.22

In this research the researcher used the quantitative research that included in descriptive quantitative and in the form of experimental design. Therefore, in this research the researcher used one class as the control class and experimental class. The researcher chose Computer and Network Engineering (TKJ) 1 class of the eleventh grade students of SMK Karya Wiyata Central Lampung in the Academic year of 2016/2017 to be studied.

In this research the researcher used pre-test and post-test. The pre-test was used to know students' reading comprehension ability before given treatment. Then the researcher gave the treatment, the K-W-L (know, want to know, learn). At last, the researcher gave the post test to know the influence of using K-W-L strategy. This research was intended to investigate whether there was any positive and significant effect of using K-W-L strategy towards students reading comprehension ability.

## **B. Population, Sample and Sampling Technique**

### **1. Population**

According to Donald Ary, a population was defined as all members of any well defined class of people, events or object.<sup>35</sup>

Thus, population was the object of research from which the researcher might collect data. Population provided the researcher with information or data used to solve the research problems. The population in this research was the eleventh grade students of SMK Karya Wiyata

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<sup>35</sup>Donald Ary, *et.al*, *Introduction to Research*, p.148

Central Lampung. The total population of this research was about 307 students.

## **2. Sample**

A sample was a subgroup of the target population that the researcher plans to study for generalizing about the target population.<sup>36</sup>

While the writer took the eleventh grade students of SMK Karya Wiyata Central Lampung as the population, the researcher chooses about 33 students as the sample, which was eleventh grade of TKJ 1 class.

## **3. Sampling Techniques**

Sampling technique was a way to decide the sample which was appropriated with data source and gave attention in characteristics and distributing population in order to get representative sampling. The sampling technique applied in this research was purposive sampling that was sample elements judged to be typical, or representative, are chosen from the population.<sup>37</sup>

Furthermore, this technique used in SMK Karya Wiyata Central Lampung has classified as Computer and Network Engineering (TKJ) Program and Automotive (TSM) Program. So, the researcher chooses the XI TKJ 1 as the sample because they have bad reading comprehension ability as proved in the pre-survey data.

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<sup>36</sup>*Ibid.*

<sup>37</sup>Donal Ary, *Introduction to.*, p. 156.



### C. Operational Definition of Variables

Variable was a general class of objects, events, situations, characters and attributes that are of interest to the researcher. In the social sciences we often interested in variables to do with people.<sup>38</sup>

According Creswell, Operational definition of variable was the specification of how you will define and measure the variable in your study.<sup>39</sup> By using operational definitions, researcher can proceed with investigations that might not otherwise be possible. There were two kinds of variables, namely:

#### 1. Independent Variable

Independent variables were those that the researcher chooses to study in order to assess their possible effect(s) on one or more other variables.<sup>40</sup> In this research, the independent variable (X) was K-W-L strategy.

In this research, the researcher measured the influence of K-W-L strategy toward the students' reading comprehension ability. It was implemented to the students at the eleventh grade students of SMK Karya Wiyata Central Lampung.

The indicators of independent variable were:

- a. Students could state an idea about their prior knowledge in reading,

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<sup>38</sup>Mark And Peter, *Introduction Quant Introduction to Quantitative Research Methods*, (New Delhi: Sage Publications, 2001), p. 46.

<sup>39</sup>John W Creswell, *Education Research Planning Conducting and Evaluating Quantitative and Qualitative Research (Fourth Edition)*, (New York:Pearson, 2002), p.151

<sup>40</sup>Jack R. Fraenkel, *How To Design And Evaluate Research In Education (Eighth Edition)*, (New York: Mcgraw-Hill,1990), p.80

- b. Students could identify areas which they want to uncover more information, and
- c. Students could describe what have been read especially in written form.

## 2. Dependent Variable

Yogesh kumar defined “dependent variable was the factor which is observed and measure to determine the effect of independent variable.”<sup>41</sup> It means that dependent variable was a variable that depend on the independent variable and it is the result of the influence of independent variable.

In this research, dependent variable (Y) was reading comprehension ability. To measure the students’ reading comprehension ability, the researcher used a multiple choices test.

The indicators of dependent variable were:

- a. The students could find the main idea of the text,
- b. The students could answer the following question of the text, and
- c. The students could find the general and specific information of the text.

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<sup>41</sup>Yogesh Kumar Singh, *Fundamental of. Research*, p.63-64

## **D. Data Collection Method**

### **1. Test**

Test was a set of stimuli which given to the individual to obtain the respond based on what is assessed.<sup>42</sup> Therefore, in this research, test used as data collecting method to measure dependent variables. Furthermore, the researcher measured teaching reading for the students through K-W-L strategy by pre-test and post test as data collecting method. The researcher used written test for the instrument.

#### **a. Pre-test**

First, the researcher used pre-test to know students reading comprehension ability, in this case, the researcher gave pre-test before the students got treatment by using K-W-L strategy. From this result, the researcher knew the students' capability in reading and knew the weakness of learning process.

#### **b. Post-test**

Second, post-test was a test given to measure the outcome variable after the experimental manipulation was implemented. The post-test was given after doing treatment by using K-W-L strategy to found out whether the treatments gave any effect to students' reading comprehension ability in the class or not. The researcher used written test.

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<sup>42</sup>Donald Ary, *et.al*, *Introduction to Research.*, p.201

## 2. Observation

According to Wallace, observation was data collection technique which concerns some form of observation of learning processes and it might involves the use of video or audio techniques or of checklists or observational schedule.<sup>43</sup> In this case the researcher used observation to obtain the data about students' activity or participation. The indicators of students' activities are explained as follows:

- 1) The students paid attention toward the teacher explanation.
- 2) The students were active in small-group discussion involved:
  - a) The students asked to the teacher.
  - b) The students answered or respond direct question from the teacher.
  - c) The students gave an idea.
- 3) The students were able to finish the task timely.

Observation was also used to get the complete data about the profile of the school, the condition of the school, teachers and the students, and the facilities in the SMK Karya Wiyata Central Lampung in academic year 2016/2017.

## 3. Documentation

Cohen *et.al*, state that documentation or document was data collection technique that was useful in rendering more visible the

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<sup>43</sup>Michael J Wallace, *Action Research for Language Teachers*, (Cambridge: Cambridge University Press, 1998), p.46

phenomena under study for instance field note, diary and journal, record, biography, autobiography, directories, archive, photograph, book, article and others.<sup>44</sup> The researcher used this method to get the data about:

- a. The history of SMK Karya Wiyata Central Lampung.
- b. The condition of teacher and officials employees in SMK Karya Wiyata Central Lampung.
- c. The quantity of the students in SMK Karya Wiyata Central Lampung.
- d. Organization structure of SMK Karya Wiyata Central Lampung.

## **E. Research Instrument**

The research instrument in this research held the test which had explained as follows:

The researcher used Pre-test before treatment as a control and Post-test instrument after treatment as an experimental. The research was about reading comprehension ability that used K-W-L as the strategy of teaching, so the research instrument which was used in present research was in the form of written test or composing conclusion of collected information.

### **1. Instrument Blueprint**

Instrument blueprint was a way to get data that useful the write to collect information.

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<sup>44</sup>Louis Cohen, *et.al*, *Research Methods in Education*, (New York: Routledge, 2007), p.201

Here was the blueprint:

- a. The instrument used was included the pre-test and post-test about reading comprehension ability test. The pre-test conducted before implementation the treatments. The post-test was used to get the data of the students' reading comprehension ability after giving treatment. Then the researcher found out whether there was an effect of the result between the pre-test and post-test. The form of the treatment was giving written and multiple choices test to measure their reading comprehension ability.
- b. The instrument which was used in observation method as observation guidance, as follows:
  - 1) Observation the location sketch of SMK Karya Wiyata Central Lampung.
  - 2) Observation the establishment of SMK Karya Wiyata Central Lampung.
  - 3) Observation about building SMK Karya Wiyata Central Lampung.
- c. The instrument which was used in documentation method as documentation guidance, as follow:
  - 1) Documentation about condition of the teachers and officials in SMK Karya Wiyata Central Lampung.
  - 2) Documentation about the students of SMK Karya Wiyata Central Lampung.

- 3) Documentation about the organization structure of SMK Karya Wiyata Central Lampung.

## **2. Instrument Calibration**

Instrument calibration was the scale of measurement which used to decide the instrument standard which was used. The test was written test. Otherwise, the instrument should be relevant to the focus of the research. The researcher used the several ways to measure the using K-W-L strategy toward the students' reading comprehension ability by making test based on the indicator of K-W-L strategy. And the measure of reading comprehension ability used is multiple choices and essays test with scale of measurement was 0-100.

## **F. Data Analysis Technique**

To investigate whether there was influence of using K-W-L strategy toward the students' reading comprehension ability at eleventh grader students of SMK Karya Wiyata Central Lampung, the researcher used Chi-square. The researcher analyzed the data by using Chi-Square and to know there was an influence of using K-W-L strategy toward students reading comprehension ability at the eleventh grade students in SMK Karya Wiyata Central Lampung in academic year 2016/2017. The formulation of Chi-Square was:

$$\chi^2 = \sum \left[ \frac{(fo-fe)^2}{fe} \right]$$

Note :  $\chi^2$  = Value of chi square

$fo$  = Observed frequency

$fe$  = Expected frequency<sup>45</sup>

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<sup>45</sup> Donald Ary, *et.al*, *Introduction to Research.*, p.188



## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND INTERPRETATION**

#### **G. Research Setting**

##### **1. The Brief History of SMK Karya Wiyata Punggur, Cantral Lampung**

SMK Karya Wiyata Punggur, Central Lampung was one of Vocational High School which was established since 1992 that always tried to do renewal oriented to the progress of science and technology in quantity and quality adequate.

SMK Karya Wiyata Punggur was located on Totokaton Street No. 27 Punggur, Central Lampung. On 1997 SMK Karya Wiyata Punggur occupied the location of SMA Garuda which was located on Totokaton Punggur, Central Lampung till now.

SMK Karya Wiyata Punggur was established with Automotive Engineering (TSM) program and on the academic year 2011/2012, SMK Karya Wiyata Punggur added a new program. It was Computer and Network Engineering (TKJ) program.

## **2. Vision and Mission of SMK Karya Wiyata Punggur, Cantral Lampung**

The Vision of this school is "Becoming a Cultural-Environmental School."

The missions are:

- a. Performing a learning based on quality, faith and obedience.
- b. Performing a Product Based Training learning oriented.
- c. Creating conducive school condition.
- d. Completing infrastructure based on national competency standard.
- e. Performing students' self-development throught talent and interest building.
- f. Improving society support to the school.
- g. Improving alumni role in developing the school.

Besides, SMK Karya Wiyata Punggur, Central Lampung has purpose such as:

- a. Producing educated, competent, independent alumni and developing themselves and ready to competing.
- b. Producing well behaved, faithful and obedient alumni.
- c. Alumni reserved on the excertion and industrial company.

### 3. The Condition of Teacher and Official Employees at SMK Karya Wiyata Punggur, Cantral Lampung

Condition of Teachers and the Employees in SMK Karya Wiyata Punggur, Cantral Lampung, the numbers of teacher and official employees in SMK Karya Wiyata Punggur, Cantral Lampung in the academic year 2016/2017 are that can be identified as follows:

**Table 4**  
**The Condition of Teachers and the Official Employees at SMK Karya Wiyata Punggur, Cantral Lampung in the academic year 2016/2017**

No	Name	Explanation
01	WIDIANTO, S.T., M.M.	Headmaster
02	LINDA HERLINA, S.T.	Chemistry Teacher
03	WILIS TRIWAHYUNI	Chemistry Teacher
04	NENNI SUSILOWATI Y, se	Enterpreneurship Teacher
05	IDA TRIWAHYUNI, S.Pd	Natural Science Teacher
06	RISWATI, SS	Mathematics Teacher
07	IRFAN SHODIQ, S.Pd	Civics Teacher
08	CATUR SETIAWAN, ST	Productive Teacher
09	NOVA CAHYASARI,SS	English Teacher
10	M.TAUFIQ, S.Pd.I	Islamic teacher
11	RAFIQ UDIN HASAN , ST	Productive Teacher
12	DEWI MARLINA, S.Pd	Mathematics Teacher
13	DEWI SULISTIANA, S.Pd	Mathematics Teacher
14	M.ROIN SAFROWI, A.Md	Productive Teacher
15	CH.ISLAMIAH, S.Ag	Islamic teacher
16	S.PUJI SUNARMI, S.Pd	Indonesian Teacher
17	MITA LUSIANA, S.Pd	Social Science Teacher
18	M.SYAHIDI, S.Pd.I	Islamic teacher
19	ADHA DIAN ASYARI	Productive Teacher
20	HERU SUBHIYANTORO, S.Pd	Productive Teacher
21	ARIS EKA AFRIYANTO, S.Pd	Sport Teacher
22	SRI WAHYUNI, S.Pd	Indonesian Teacher
23	KARTIKASARI, S.Pd	Art and Cultural Teacher

24	SURONO, S.Pd	Productive Teacher
25	FATKURRAHMAN	Productive Teacher
26	RESI PERMATA A, S.Pd	English Teacher
27	HENDRI YULIANTO	Productive Teacher
28	HERIWAN,S.Kom	Productive Teacher
29	ROHMAD SYAIFUDIN	Productive Teacher
30	LATIF TRIWIBOWO	Productive Teacher
31	IWAN DWI SAPUTRA	Productive Teacher
32	UPIK AGUSTIN., S.Pd	Civics Teacher
33	ANANG WIDAYAT, S.Pd	Sport Teacher
34	ENTRI MARIO, S.Pd	Sport Teacher
35	DIAN ASTRINI, S.Pd	Art and Cultural Teacher
36	ANGGA TRICAHYANTO, S.Pd	English Teacher
37	RIA OCTAVIA, S.Pd	Mathematics Teacher
38	YAYUK WIJAYANTI, S.Pd	Natural Science Teacher
39	DEFRI RISDIANTO, S.Pd	Physics/Natural Science Teacher
40	LINDAWATI, S.Pd	Art and Cultural Teacher
41	ETERNA KHOIRUNISA, A,Md	KKPI Teacher
42	RAHMAT ADI LUHUR	Productive Teacher
43	ISKANDAR ZULKARNAIN	Productive Teacher
44	M. IMRON ROSADI	Islamic teacher
45	MUJIONO, S.Pd.,M.MPd	Social Science Teacher
46	DWI CITRA PERTIWI, S.Pd	Chemistry Teacher
47	MEILINA SARI, S.Pd	English Teacher
48	HERI SUNARYATIN, A.Md	Productive Teacher
49	MIA RIAWATI, S.Pd	Counselour
50	TIRA RAULA, S.Pd	English Teacher

*Source: Result of documentation at SMK Karya Wiyata Punggur on April*

*20<sup>th</sup> 2017*

#### 4. The Quantity of Students of SMK Karya Wiyata Punggur, Cantral Lampung

The quantities of the students at SMK Karya Wiyata Punggur, Cantral Lampung that can be identified as follows:

**Table 5**  
**The Students' Quantity of SMK Karya Wiyata Punggur, Cantral Lampung in the Academic Year 2016/2017**

No	Class	Total Students
1	X Automotive	173
2	X Computer and Network Engineering	111
3	XI Automotive	207
4	XI Computer and Network Engineering	100
5	XII Automotive	152
6	XII Computer and Network Engineering	43
<b>Total</b>		<b>786</b>

*Source: Result of documentation at SMK Karya Wiyata Punggur on April 20<sup>th</sup> 2017*

### 5. The Building of SMK Karya Wiyata Punggur, Cantral Lampung

SMK Karya Wiyata Punggur was located on Totokaton Street No. 27 Punggur, Central Lampung. The condition of facilities and building in SMK Karya Wiyata Punggur in the academic year 2016/2017 were described as follow:

**Table 6**  
**The Building of SMK Karya Wiyata Punggur, Central Lampung in the Academic Year 2016/2017**

No	Facilities	Total
1.	Headmaster' Room	1
2.	Employees' Room	1
3.	Teachers' room	1
4.	Students' Cooperation	1
5.	Classroom	18
6.	Computer LAB	1
7.	Library	1
8.	LAB	2
9.	Workshop	2
10.	Canteen	1
11.	Toilet	1

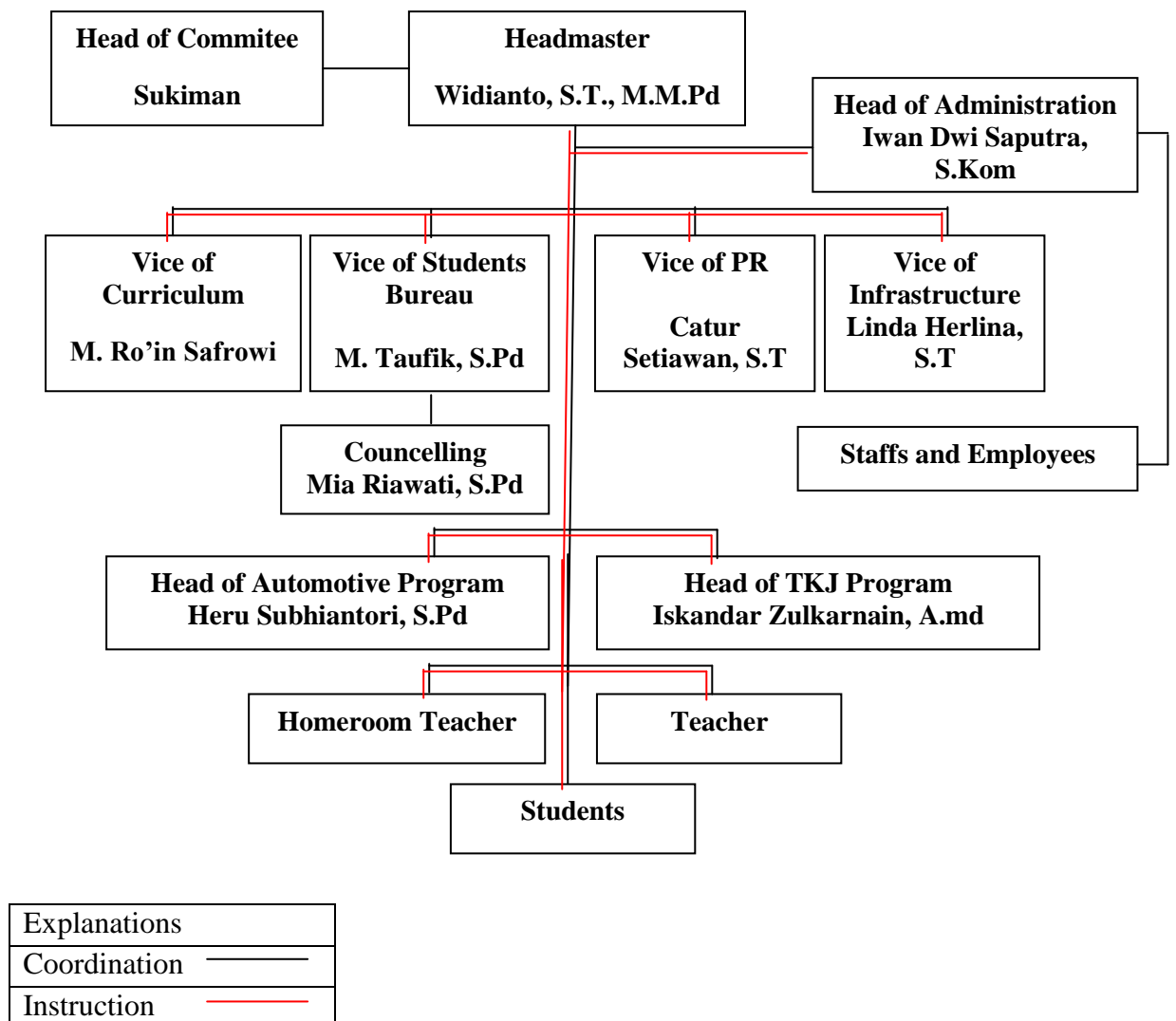
*Source: Result of documentation at SMK Karya Wiyata Punggur on April 20<sup>th</sup> 2017*

**6. The Organization Structure of SMK Karya Wiyata Punggur, Central Lampung**

The Organization Structure of SMK Karya Wiyata Punggur in the academic year 2016/2017 can be shown in the figure as follows:

**Figure 3**

**The Organization Structure of SMK Karya Wiyata Punggur, Central Lampung**



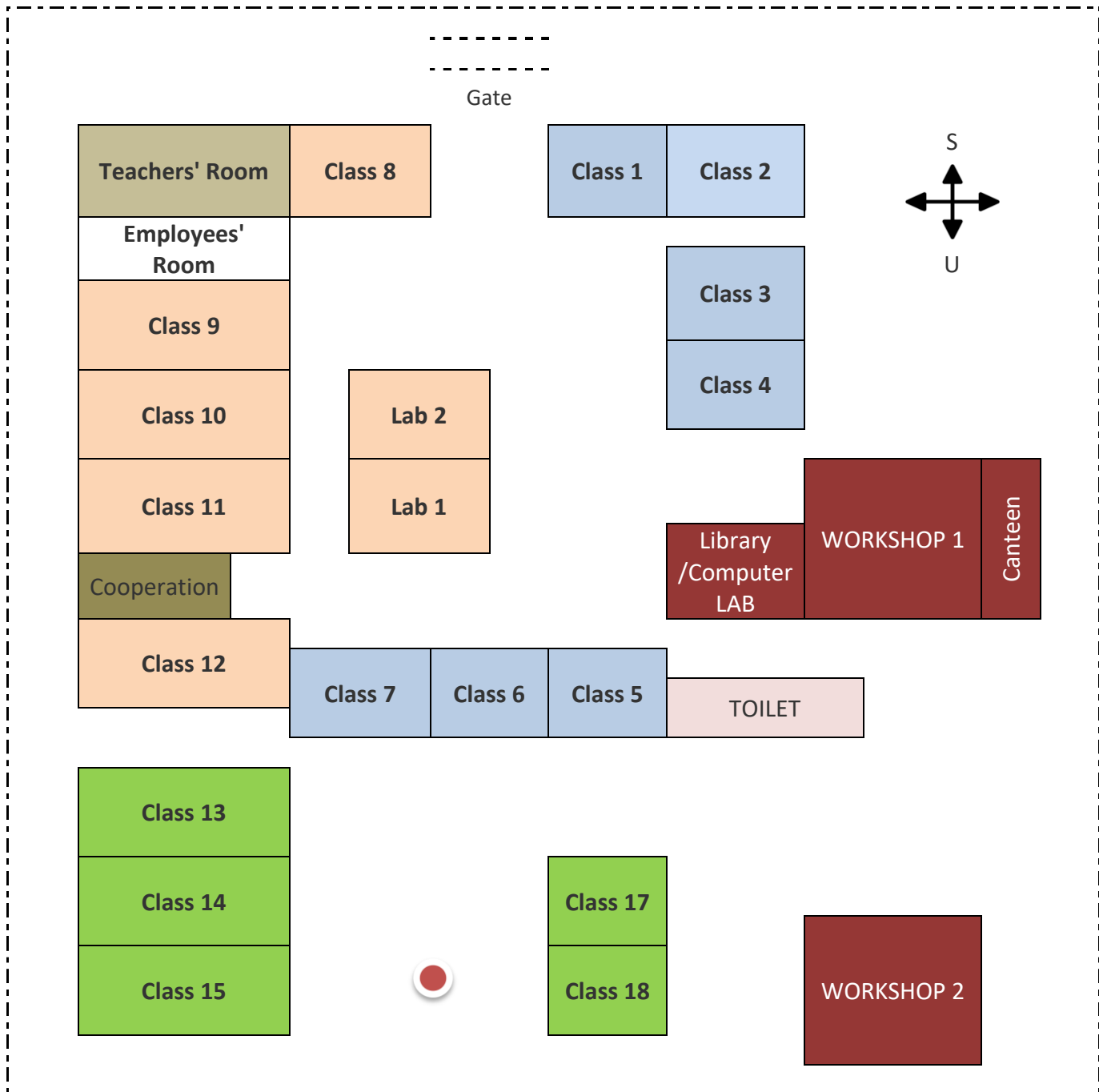
Source: Result of documentation at SMK Karya

Wiyata Punggur on April 20<sup>th</sup> 2017

7. Location Sketch of SMK Karya Wiyata Punggur, Central Lampung

Figure 4

The Location Sketch of SMK Karya Wiyata Punggur, Central Lampung



Source: Result of documentation at SMK Karya Wiyata Punggur on April 20<sup>th</sup> 2017



## H. Description of Research Data

### 1. Pre-Test Result

The purpose of pre-test is to know the students' comprehension ability in reading before given the treatment. This pre-test is given on Friday, April 28<sup>th</sup> 2017. The researcher used two kind of written tests: it was multiple choices and essay. The result of pre-test of the students' reading comprehension ability can be identified as follows:

**Table 7**  
**The Pre-Test Result of Students' Reading Comprehension Ability**  
**Score at the Eleventh Grade Students of SMK Karya Wiyata**  
**Punggur, Central Lampung**

No	Code	Score	Category	No	Code	Score	Category
1	ADW	72	Fair	18	IK	40	Bad
2	AM1	76	Good	19	LR	64	Fair
3	AV	72	Fair	20	MRA	64	Fair
4	AS	56	Bad	21	NWW	68	Fair
5	AM2	32	Bad	22	NASM	64	Fair
6	AM3	44	Bad	23	RK	48	Bad
7	CR	48	Bad	24	RP1	40	Bad
8	DPL	72	Fair	25	RP2	56	Bad
9	DNFU	64	Fair	26	RLZ	60	Fair
10	DRS	76	Good	27	SAW	64	Fair
11	DW	72	Fair	28	SAG	72	Fair
12	EWS	72	Fair	29	TA	68	Fair
13	ENK	56	Bad	30	W1	64	Fair
14	ELD	48	Bad	31	W2	56	Bad
15	FNAN	68	Fair	32	WSR	36	Bad
16	FC	52	Bad	33	YM	44	Bad
17	IP	64	Fair				
The Highest Score				76			
The Lowest Score				32			

*Source: Pre-test of the eleventh grade students of SMK Karya Wiyata Punggur, Central Lampung on April 21<sup>st</sup> 2017*

From the table above can be inferred that the highest score was 76 and the lowest score was 32. Based on the data, the researcher measured the class interval by using the formula<sup>46</sup>:

The Highest Score is 76

The lowest Score is 32

$$\begin{aligned} \text{Range (R)} &= X_{\max} - X_{\min} \\ &= 76 - 32 \\ &= 44 \end{aligned}$$

$$\begin{aligned} \text{Number of Classes (b)} &= 1 + 3,3 \text{ Log } n \\ &= 1 + (3.3) \log 33 \\ &= 1 + 3.3 \times 1.518 \\ &= 1 + 5.011 \\ &= 6.011 (7) \end{aligned}$$

$$\begin{aligned} \text{The Class Interval (P)} &= \frac{X_{\max} - X_{\min}}{b} \\ &= \frac{R}{b} \\ &= \frac{44}{6} \\ &= 7.33 (7) \end{aligned}$$

The total of class interval (P) for the pre-test score is 7. After knowing the class interval, the data that was taken from interval class above. Then it was put on the table of frequency distribution, as follows:

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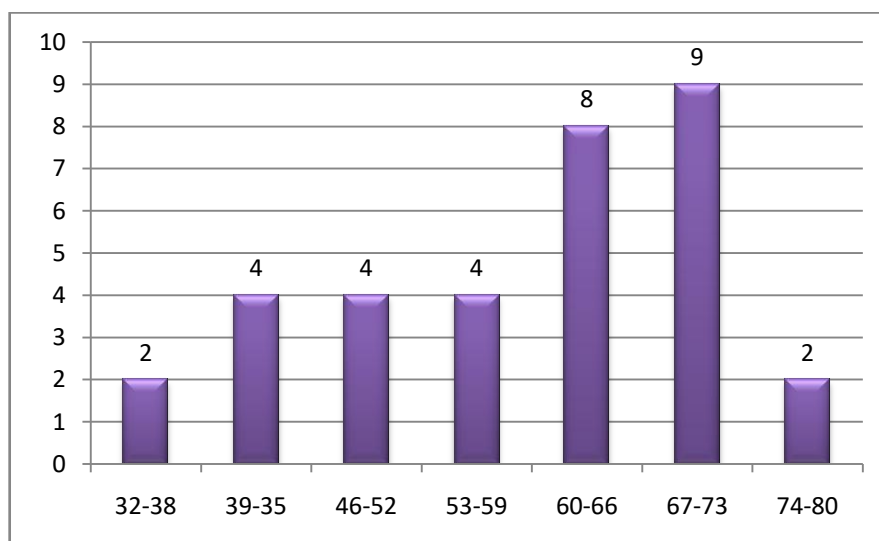
<sup>46</sup>Donald Ary, *et.al*, *Introduction to Research.*, p.114-115

**Table 8**  
**The Frequency Distribution of the Students' Score in Pre-Test**

No	Class Interval	Frequency	Percentage
1	32-38	2	6%
2	39-35	4	12%
3	46-52	4	12%
4	53-59	4	12%
5	60-66	8	24%
6	67-73	9	28%
7	74-80	2	6%
<b>Total</b>		<b>33</b>	<b>100%</b>

Based on the data above, it can be inferred that from 33 students as the research samples there were 31 students who got the score below the Minimum Mastery Criteria (KKM), which is 75. There was only 2 students who got the score 75 or above. It can be concluded that most of students got low score in reading comprehension ability. It means the score was unsatisfied.

**Figure 5**  
**The Frequency Distribution of Students' Reading Score in Pre-Test**



From the result of pre-test above, the researcher found the students' problems was in reading comprehension ability. These problems can be seen by the test that has been given. Many students got score under the KKM in this test.

## 2. Post-test Result

Post-test was conducted in the last program of this research after giving some treatments and exercises to class in certain period of time. The post-test was done on Friday, May 12<sup>th</sup> 2017. The test was about reading comprehension test in multiple choices and essay. The result of students' post-test can be identified as follows:

**Table 9**  
**The Post-Test Result of the Students' Reading Score at the**  
**Eleventh Grade Students of SMK Karya Wiyata Punggur,**  
**Central Lampung**

No	Code	Score	Category	No	Code	Score	Category
1	ADW	69	Fair	18	IK	78	Good
2	AM1	65	Fair	19	LR	67	Fair
3	AV	64	Fair	20	MRA	72	Fair
4	AS	82	Good	21	NWW	68	Fair
5	AM2	69	Fair	22	NASM	77	Good
6	AM3	56	Bad	23	RK	82	Good
7	CR	65	Fair	24	RP1	77	Good
8	DPL	71	Fair	25	RP2	73	Fair
9	DNFU	69	Fair	26	RLZ	76	Good
10	DRS	65	Fair	27	SAW	66	Fair
11	DW	67	Fair	28	SAG	66	Fair
12	EWS	78	Good	29	TA	64	Fair
13	ENK	78	Good	30	W1	68	Fair
14	ELD	62	Fair	31	W2	83	Good
15	FNAN	68	Fair	32	WSR	66	Fair
16	FC	80	Good	33	YM	67	Fair

17	IP	70	Fair				
The Highest Score				83			
The Lowest Score				56			

*Source : Post-test of the eleventh grade students of SMK Karya Wiyata Punggur on May 5<sup>th</sup> 2017*

From the table above can be inferred that the highest score was 83 and the lowest score was 56. Based on the data the researcher measure the class interval by using the formula<sup>47</sup>:

The Highest Score is 83

The lowest Score is 56

$$\begin{aligned} \text{Range (R)} &= X_{\max} - X_{\min} \\ &= 83 - 56 \\ &= 27 \end{aligned}$$

$$\begin{aligned} \text{Number of Classes (b)} &= 1 + 3,3 \text{ Log } n \\ &= 1 + (3.3) \log 33 \\ &= 1 + 5.011 \\ &= 6.011 (7) \end{aligned}$$

$$\begin{aligned} \text{The Class Interval (P)} &= \frac{X_{\max} - X_{\min}}{b} \\ &= \frac{R}{b} \\ &= \frac{27}{7} \\ &= 3.86 (4) \end{aligned}$$

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<sup>47</sup>*Ibid.*

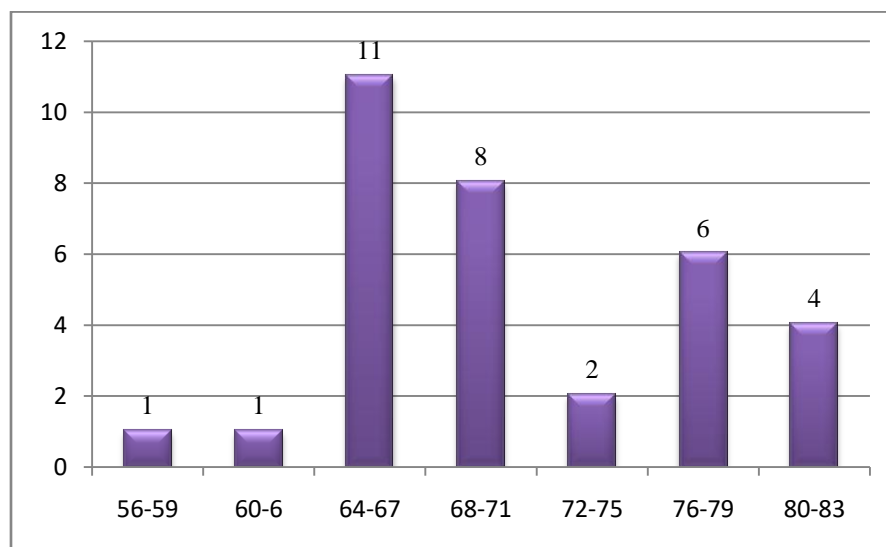
The total of Class Interval (IR) for independent variable of this research was 4. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

**Table 10**  
**The Frequency Distribution of the Students' Score in Post-test**

No	Class Interval	Frequency	Percentage
1	56-59	1	3%
2	60-63	1	3%
3	64-67	11	34%
4	68-71	8	24%
5	72-75	2	6%
6	76-79	6	18%
7	80-83	4	12%
<b>Total</b>		33	100%

From the table above, it can be seen that there was an increase of the students' reading comprehension ability.

**Figure 5**  
**The Frequency Distribution of Students' Reading Score in Post-Test**



Based on the result above, it can be inferred that the post-test was categorized into good category even though some of students were still bad in reading comprehension, but it was good because they had good effort in reading.

## I. Hypothesis Testing

After the researcher doing observation and test, including pre-test and post-test, the researcher analyzed the data by using analysis of chi-square in order to prove whether there is a significant influence of using K-W-L strategy toward students reading comprehension ability at the eleventh grade students of SMK Karya Wiyata Punggur, Central Lampung as follows the hypotheses are: (Ha) there is a positive and significant influence of using K-W-L strategy toward students reading comprehension ability at the eleventh

grade students of SMK Karya Wiyata Punggur, Central Lampung. And (Ho) there is no positive and significant influence of using K-W-L strategy toward students reading comprehension ability at the eleventh grade students of SMK Karya Wiyata Punggur, Central Lampung.

After administering the written test, the researcher analyzed the data using of Chi-Square ( $\chi^2$ ) with the two variables in order to prove whether there is a positive and significant of using K-W-L strategy toward students reading comprehension ability at the eleventh grade students of SMK Karya Wiyata Punggur, Central Lampung as follows:

The formula of Chi-Square was:

$$\chi^2 = \sum \left[ \frac{(fo - fe)^2}{fe} \right]$$

Note :  $\chi^2$  = Value of chi-square

$fo$  = Observed frequency

$fe$  = Expected frequency<sup>48</sup>

**Table 11**  
**The Result of the Students' Reading Comprehension Ability in Pre-Test and Post-Test Based on the Categories**

Variables	Categories			Total
	Bad	Fair	Good	
Pre-test	14	17	2	Rn = 33

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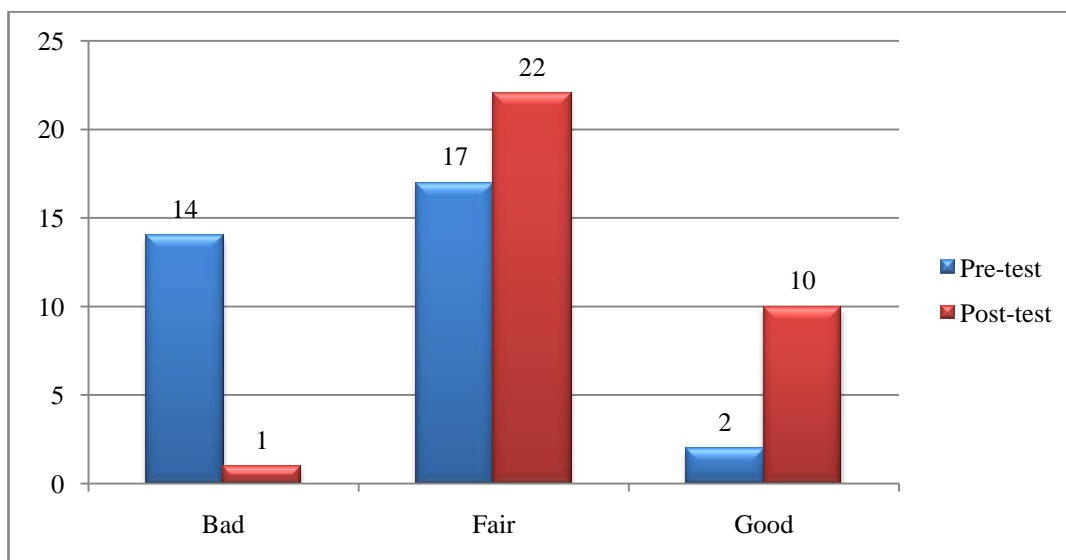
<sup>48</sup>*Ibid.*, p.188



Post-test	1	22	10	Rn = 33
<b>Total</b>	Cn = 15	Cn = 39	Cn = 12	N = 66

**Figure 7**

**The Result of the Students' Reading Comprehension Ability in Pre-Test and Post-Test Based on the Categories**



Then the researcher counted the expected frequency (Fe) based on the observed frequency (Fo) data above.

**Table 12**

**The Contingency Table of the Expected Frequency (Fe) on the Result of the Students' Students' Reading Comprehension Ability in Pre-Test and Post-Test**

Variables	Categories						Total	
	Bad		Fair		Good			
	Fo	Fe = $\frac{Cn \cdot Rn}{N}$	Fo	Fe = $\frac{Cn \cdot Rn}{N}$	Fo	Fe = $\frac{Cn \cdot Rn}{N}$	Fo	Fe
Pre-test	14	$\frac{15 \cdot 33}{66} = 7.5$	17	$\frac{39 \cdot 33}{66} = 19.5$	2	$\frac{12 \cdot 33}{66} = 6$	33	33

Post-test	1	$\frac{15.33}{80} =$ 7.5	22	$\frac{39.33}{66} =$ 19.5	10	$\frac{12.33}{66} =$ 6	33	33
<b>Total</b>	15	15	39	39	12	12	66	66

Taken from the source of the data above, the researcher put the data to determine the valuable of Chi square ( $\chi^2$ ) by orientation on the frequency that describe above. To make it clear, it can be looked at the work table as bellow:

**Table 13**  
**The Testing of the Data**

No	Fo	Fe	Fo-Fe	(Fo-Fe) <sup>2</sup>	$\frac{(Fo - Fe)^2}{Fe}$
1	14	7,5	6,5	42,25	5,63
2	17	19,5	-2,5	6,25	0,32
3	2	6	-4	16	2,67
4	1	7,5	-6,5	42,25	5,63
5	22	19,5	2,5	6,25	0,32
6	10	6	4	16	2,67
<b>Total</b>	33	33	0	129	$\chi^2 = 17,24$

Based on the table above, it can be inferred that the valuable of Chi-Square ( $\chi^2$ ) is 17,24. For investigating whether there is a positive and significant influence of using K-W-L strategy toward students reading comprehension ability at the eleventh grade students of SMK Karya Wiyata Punggur, Central Lampung, then the researcher counted the degree of freedom (df). The formulation of df is<sup>49</sup>:

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<sup>49</sup>*Ibid.*, p.191

$$df = (c-1) (r-1)$$

Note : df = Degree of freedom

c = column

r = row

$$df = (c-1) (r-1)$$

$$df = (3-1) (2-1)$$

$$= 2$$

**Table 14**  
**The Table of Chi-Square ( $\chi^2$ )**

df	Critical Value on the Degree of Significant ( $\alpha$ )	
	0,05	0,01
1	3,841	6,635
2	5,991	9,210

The degrees of freedom are 2. So, the values of  $\chi^2_{table}$  on degrees of significant ( $\alpha$ ) 0,05 or 5% are 5,991 and on ( $\alpha$ ) 0,01 or 1% are 9,210. On the research of language and social science, it is used the degree of significant 0,05 or 5%.

The  $\chi^2_{counted}$  was 17,24 and the  $\chi^2_{table}$  on the degree of significant 0.05 was 5,991. It means that  $\chi^2_{counted} (17,24) > \chi^2_{table} (5,991)$ .

From the explanation above, it can be concluded that the alternative hypothesis (Ha) which explain that “there is a positive and significant

influence of using K-W-L strategy toward students reading comprehension ability at the eleventh grade students of SMK Karya Wiyata Punggur, Central Lampung” is accepted and the null hypothesis (Ho) is rejected. It means that the K-W-L strategy give any positive and significant influence to the students reading comprehension ability at the eleventh grade students of SMK Karya Wiyata Punggur, Central Lampung.

#### **J. Interpretations**

The researcher formulated  $\chi^2_{\text{counted}}$  and the  $\chi^2_{\text{table}}$  as follows:

1. If  $\chi^2_{\text{counted}} > \chi^2_{\text{table}}$ , Ha is accepted and Ho is rejected.
2. If  $\chi^2_{\text{counted}} < \chi^2_{\text{table}}$ , Ha is rejected and Ho is accepted.

Based on the data above, the value of chi-square was 17,24. Then, the data confirmed that  $\chi^2_{\text{counted}}$  (17,24) is higher than the  $\chi^2_{\text{table}}$  (5,991) on the degree of significant 0,05. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that there is a positive and significant influence of using K-W-L strategy toward students reading comprehension ability at the eleventh grade students of SMK Karya Wiyata Punggur, Central Lampung in academic year 2016/2017.

#### **K. Discussions**

In this research the researcher observed the students reading comprehension ability at the eleventh grade students of SMK Karya Wiyata Punggur in academic year 2016/2017. The researcher chose the eleventh

grade students of SMK Karya Wiyata Punggur as the population of this research because they had difficulties in reading comprehension ability. The total sample of the research was 33 students that were selected based on the purposive sampling technique. So based on the problem, the researcher applied the K-W-L strategy to help students in learning English especially in reading comprehension.

To collect the data the researcher used test, observation and documentation. The test was divided into two phases, the pre-test which was conducted before the treatment and the post-test which was conducted after the treatment. Observation and documentation was used for collected the supporting data of the research.

The researcher assumed that teaching and learning by using K-W-L strategy could help students in learning process, especially reading comprehension. By using K-W-L strategy, students can be more motivated and active in learning English especially in reading. The students would interact with others and it can help them to increase their reading comprehension ability.

After the researcher applied the strategy in the class, from the test that the researcher done, it proved that K-W-L strategy could give the influence toward students' reading comprehension ability result especially for the students at the eleventh grade students of SMK Karya Wiyata Punggur, Central Lampung.

From the result of this research, it can be seen that there is a positive and significant influence of using K-W-L strategy toward the students' reading comprehension ability result. In fact, it showed that the students score changes. Before the treatment most of students got score under the KKM (76). It was only two students who passed the KKM and after the treatment, there are 10 students who passed the KKM. Therefore, it could be inferred that the strategy which was applied gave positive influence to the students' reading comprehension ability score.

#### **L. Limitation**

The research had been done by the researcher at on the eleventh grade students in English subject of SMK Karya Wiyata Punggur, Central Lampung in the academic year 2016/2017. So if this research is done in different school, class, subject, or academic year, the research may give different result. So the result of the research could not be generalized as the general result of the research.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the analysis of the research data, the researcher can generally summarize the conclusion of this research. K-W-L strategy can be used as an alternative choice teaching reading comprehension. It can help the students to develop their reading comprehension ability. Based on the data of pre-test, students' reading comprehension ability had low. Then, the researcher used K-W-L strategy to be used in the research to know the influence of the strategy toward students' reading comprehension ability.

The result of the data analysis could be concluded that degree of freedom (df) of this research was 2. The value of Chi-Square was 17,24. Then, the data confirmed that  $\chi^2_{\text{counted}}$  (17,24) was higher than the  $\chi^2_{\text{table}}$  (5,991) on the degree of significant 0,05. Based on the result, K-W-L strategy gave positive and significant influence toward students' reading comprehension ability at the eleventh grade students of SMK Karya Wiyata Punggur, Central Lampung in academic year 2016/2017.

The result of this research could not be generalized as the general result of the research.

#### B. Suggestion

1. For students

The students are suggested to read more text to enhance their reading comprehension ability.

2. For English teacher

The teachers are suggested using K-W-L strategy in teaching English, especially in teaching reading with more modification to be more interesting.

3. For headmaster

The headmaster is suggested to prepare the facilitation of the school to support the English learning processes.



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# APPENDIX

## Documentation



Picture 1: students' pre test



Picture 2: students' learning activity



Picture 3: students' learning activity



Picture 4: students' learning activity



Picture 5: students' learning activity



Picture 6: students' post test

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

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**Satuan Pendidikan** : SMK Karya Wiyata Punggur Lampung Tengah  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : XI  
**Materi** : Narrative Text  
**Alokasi Waktu** : 6 Jam @ 45 Menit

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### A. Standar Kompetensi

#### Membaca

5. Memahami makna teks fungsional pendek dan esei berbentuk *report*, *narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

### B. Kompetensi Dasar

- 5.1 Merespon makna dalam teks fungsional pendek (misalnya *banner*, *poster*, *pamphlet*, dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari
- 5.2 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: *report*, *narrative*, dan *analytical exposition*

### C. Indikator Pencapaian Kompetensi

1. Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar
2. Mengidentifikasi topik dari teks yang dibaca
3. Mengidentifikasi informasi tertentu dari teks fungsional pendek  
Mengidentifikasi makna kata dalam teks yang dibaca.
4. Mengidentifikasi komplikasi dalam sebuah cerita narasi
5. Mengidentifikasi kejadian dalam teks yang dibaca
6. Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan
7. Mengidentifikasi kasus yang dibahas dalam teks
8. Mengidentifikasi argument yang diberikan
9. Mengidentifikasi langkah-langkah retorika dari teks

10. Mengidentifikasi tujuan komunikasi teks dibaca

**D. Metodedan Strategi Pembelajaran**

1. Metode : Small-group Discussion
2. Strategi : *K-W-L Strategy*

**E. Sumber, Alat dan Bahan Pembelajaran**

Buku 2 Get Along with English for Vocational School Grade XI *Elementary Level* dan Buku-buku pelajaran bahasa Inggris yang relevan

**F. Langkah-Langkah Pembelajaran**

**Pertemuan Pertama**

**1. Kegiatan Awal (Pendahuluan)**

- Guru mengucapkan salam dalam bahasa Inggris untuk menciptakan *English Environment* (a.l. *Good Morning, How are you?*)
- Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran
- Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang akan dipelajari

**2. Kegiatan Inti**

- Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru
- Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya
- Siswa mengamati keteladanan dari cerita legenda
- Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda
- Siswa membaca beberapa text legenda dari berbagai sumber.
- Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu
- Siswa melengkapi rumpang dari beberapa teks legenda sederhana
- Siswa secara berkelompok menuliskan /menyalin teks naratif dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut



- Siswa membacakan teks naratif kepada teman dengan menggunakan unsur kebahasaan yang tepat

### **3. Kegiatan Akhir (Penutup)**

- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?
- Menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

## **Pertemuan Kedua**

### **1. Kegiatan Awal (Pendahuluan)**

- Guru mengucapkan salam dalam bahasa Inggris untuk menciptakan *English Environment* (a.l. *Good Morning, How are you?*)
- Mengajukan pertanyaan-pertanyaan yang mengaitkan pengetahuan sebelumnya dengan materi yang telah dipelajari

### **2. Kegiatan Inti**

- Guru membagi siswa dalam beberapa kelompok belajar
- Guru membagikan lembar K-W-L Chart
- Guru meminta siswa mengisi kolom K (Know) berdasarkan prior knowledge siswa
- Guru memberikan judul naratif teks yang akan didiskusikan
- Siswa mengisi kolom W (Want)
- Guru memberikan teks untuk didiskusikan
- Setelah membaca teks, siswa bersama guru mengisi kolom L (Learn)

### **3. Kegiatan Akhir (Penutup)**

- Guru memberikan test untuk mengetahui pemahaman reading siswa
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran;

**G. Penilaian**

1. Written test;
2. Multiple choices.

Punggur, April 2017

Guru Pamong



Tira Raula, S.Pd.I

Peneliti

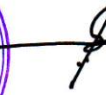


Restu Utami

NPM: 1293217

Mengetahui,

Kepala SMK Karya Wiyata Punggur



Widiyanto, ST.M, M.Pd

## SILABUS SMK

**Satuan Pendidikan** : SMK Karya Wiyata Punggur Lampung Tengah  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : XI  
**Materi** : Narrative Text  
**Alokasi Waktu** : 6 Jam @ 45 Menit

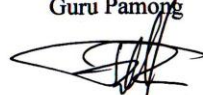
Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
<b>Membaca</b> 5. Memahami makna teks fungsional pendek dan esei berbentuk <i>report</i> , <i>narrative</i> dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	5.1 Merespon makna dalam teks fungsional pendek (misalnya <i>banner</i> , <i>poster</i> , <i>pamphlet</i> , dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	<ul style="list-style-type: none"> <li>• <i>Identifying the structure of a text</i></li> </ul>	<ul style="list-style-type: none"> <li>• Membaca nyaring bermakna teks berita/deskripsi/naratif secara individu</li> <li>• Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok.</li> <li>• Berlatih menggunakan kalimat <i>simple present</i> untuk menyatakan fakta dan kalimat pasif untuk menyatakan inti berita</li> </ul>	<ul style="list-style-type: none"> <li>• Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar</li> </ul>	Performans	1 x 45	Developing English Competencies for Grade XI Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris
				<ul style="list-style-type: none"> <li>• Mengidentifikasi topik dari teks yang dibaca</li> <li>• Mengidentifikasi informasi tertentu dari teks fungsional pendek</li> </ul>	Tertulis	1 x 45	

							Majalah Internet
	5.2 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:	<ul style="list-style-type: none"> <li>• <b>Reading texts</b></li> </ul>	<ul style="list-style-type: none"> <li>• Membaca nyaring bermakna teks <i>narrative/report/analytical exposition</i> secara individu</li> <li>• Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok.</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi makna kata dalam teks yang dibaca.</li> <li>• Mengidentifikasi komplikasi dalam sebuah cerita narasi</li> <li>• Mengidentifikasi kejadian dalam teks yang dibaca</li> <li>• Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan</li> <li>• Mengidentifikasi kasus yang dibahas dalam teks</li> <li>• Mengidentifikasi argument yang</li> </ul>	<p>Quiz</p> <p>Tes tertulis</p> <p>Tugas</p>	<p>2 x 45</p> <p>2 x 45</p>	<p>Developing English Competencies for Grade XI Senior High School (SMA/MA)</p> <p>Tape</p> <p>Kamus</p> <p>Kaset/CD</p> <p>Tape/CD Player</p> <p>OHP/LCD</p> <p>Foto/ Poster</p> <p>Gambar</p>

	<i>report, narrative, dan analytical exposition</i>			diberikan <ul style="list-style-type: none"> <li>• Mengidentifikasi langkah-langkah retorika dari teks</li> <li>• Mengidentifikasi tujuan komunikasi teks dibaca</li> </ul>			Koran berbehasa Inggris Majalah Internet
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Punggur, April 2017

Guru Pamong



Tira Raula, S.Pd.I

Peneliti



Restu Utami

NPM: 1293217

Mengetahui,

Kepala SMK Karya Wiyata Punggur



Widiyanto, ST.M, M.Pd

## (PRE-TEST INSTRUMENT)

Name : \_\_\_\_\_  
Class : \_\_\_\_\_  
Student Number : \_\_\_\_\_

Read the following direction!

1. In the part A, read the text carefully then answer the following questions based on the text.
2. In the part B, read the text carefully then answer the question by crossing (×) a, b, c, d.
3. You may not open your dictionary.
4. You may not cheat with your friends.
5. You have 70 Minutes to finish your task.

### Part A

### Sangkuriang

A very long time ago in West Java, there lived a king, named Raden Sungging Pebangkara. He was a good ruler. He liked hunting in the forest very much. In the forest, there lived a she-pig, actually a cursed goddess.

One day, she came out of her hiding place looking for water. There, she saw a coconut shell filled with water. Expecting it to be coconut milk she drank it, having no suspicions that it was the king's urine left there the day before when he went hunting. The consequence was very strange. She became pregnant. A few months later she gave birth to a very pretty girl.

When the king was hunting again in the forest, he saw the girl and was attracted by her beauty. He took her to his palace, then he called her Dayang Sumbi and treated her as his own daughter. Time passed and Dayang Sumbi grew up into a beautiful girl. She was fond of weaving.

One morning as she was weaving, her weaving spool flew out of the window to the field. Because she was very tired, she mumbled, "Whoever is willing to help me pick up the spool, I'll treat her as my sister if she is a girl. If he is a man, I'll treat him as my husband". These words were heard by a dog, called Tumang, actually a cursed god too. He immediately picked up the spool and gave it to Dayang Sumbi. Seeing the dog had helped her, she fainted. The god had decided for her to undergo the fate. She became pregnant and a short time afterwards she gave birth to a healthy strong son whom she called Sangkuriang.

Sangkuriang became a handsome young man, as time went by. Like his grandfather, he was fond of hunting in the forest and Tumang was his faithful friend when roaming the woods. He didn't realize that Tumang was actually his father.

One day, when the dog didn't obey him to chase the pig, Sangkuriang was very angry and killed the dog and cut up his flesh into pieces and took it home to his mother. For a moment Dayang Sumbi was speechless and took a spool and flung it at him. This left a scar on the spot. Then Dayang Sumbi sent him away. Sangkuriang left and wandered through the woods. He walked for years.

Finally he returned to his native place, but did not recognise it any longer. At the end of a vast rice field, he noticed a house and saw a young girl sitting at her weaving-loom. He approached her and was charmed by her beauty. He was unaware that she was his own mother.

Dayang Sumbi had been given eternal beauty by the gods which was why she looked young forever. She looked at him and noticing his good looks, she promised to marry him. They made plans for their wedding day, but one day she discovered the scar on his forehead. She knew that he was her own son who had come back to his village.

She made an effort to make him understand that marriage between them was impossible, but Sangkuriang refused to accept it. She had an idea and said to him “All right, you shall marry me if only you can dam up the Citarum river and build a big vessel all in one night”. Sangkuriang agreed and started to work by using his magic powers and his praying to the gods for help.

To prevent the marriage, before Sangkuriang finished his work, she stretched the red veil which covered her head over the eastern side of the plain. Through her magic powers, the red light spread over the landscape, giving the impression that the sun was rising and that the time was up. Angrily, Sangkuriang kicked the vessel which was almost finished, upside down.

Some times later the vessel became the mountain of Tangkuban Perahu on the northern side of Bandung.

*Adapted from Folk Tales from Indonesia, 1999*

**Answer the following questions based on the**

1. Where did the story take place?
2. Who was Raden Sungging Pebangkara?
3. How did Dayang Sumbi look like?
4. Who was Tumang?
5. Why was Sangkuriang angry with Tumang?
6. Why did Dayang Sumbi send Sangkuriang away?
7. What did Dayang Sumbi ask Sangkuriang?
8. What happened to Sangkuriang at the end of the story?

**Part B**

**The wolf and the crane**

A wolf had been gorging on animal he had killed, when suddenly a small bone in the meat stuck in his throat and he could not swallow it. He soon felt terrible pain in his throat, and ran up and down groaning and groaning and seeking for something to relieve the pain. He tried to induce every one he met to remove the bone. “I would give anything,” said he, “if you would take it out.” At last the crane agreed to try, and told the Wolf to lie on his side and open his jaws as wide as he could. Then the crane put its long neck down the wolf’s throat, and with its beak loosened the bone, till at last it got it out. “Will you kindly give me the reward you promised?” said the crane. The wolf grinned and showed his teeth and said: “Be content. You have put your head inside ought to be reward enough for you.” Gratitude and greed do not go together.

*Adapted from English today 3*

9. What happened to the wolf?
  - a. He was killed by another wolf
  - b. He left the meat
  - c. Small bone in the meat stuck in his throat
  - d. The crane ate the wolf

10. What did the crane's mouth bit the wolf?
  - a. The crane's mouth bit the wolf
  - b. The crane's beak loosened the bone
  - c. The crane put his leg on he wolf's throat
  - d. The crane flied over the wolf
  
11. What did the crane get after helping the wolf?
  - a. He got a present
  - b. He got a reward
  - c. He got a meat
  - d. He got a pain
  
12. What kind of text is that?
  - a. Descriptive
  - b. Explanation
  - c. Narrative'
  - d. Hortatory exposition

Questions 13-20 are based on this text

### **Queen Aji Bidara Putih**

Muara Kaman lies along the Mahakam River, in eastern Borneo. In the past the area was a kingdom ruled by Queen Aji Bidara Putih. She was a typical queen of myths: beautiful, wise, and sensitive. Many princes and kings proposed to her but she always refused them because she was more concerned with ruling her country and guarding her people.

One day, a Chinese boat came to eastern Borneo. First, the people thought it was a merchant ship but the boat was loaded with trade goods and highly trained soldiers. Their envoys brought gold and porcelain to announce the marriage proposal from a prince of China. The queen didn't refuse instantly and replied that she had to ponder the proposal first. After the envoys left the palace, the queen called a court officer and ordered him to infiltrate the Chinese boat to gather information on the prince.

When night fell the officer sneaked onto the boat, got by all the guards, and finally found the prince's room. The large door would not open and he couldn't find a peek hole, so the officer put his ear to the wall, trying to catch sounds from inside. He heard that the prince was having his dinner and the noise of his chewing and slurping surprised the officer. It was like a boar that he had once heard when he was hunting.

He quickly left the boat and returned to the palace. He reported that the prince must have been a phantom, not a human. He believed that the phantom could be in a human's form only during the daytime. The queen was so surprised and got angry. On the next day, she refused his proposal.

The enraged prince ordered his troops to raid Muara Kaman. The battle was won by the prince's huge band of troops. As they drew near to the palace, Queen Aji Bidara Putih chewed a leaf of betel vine and sang a mantra while holding it. When she threw it at the Chinese troops, it turned to giant centipedes. The Chinese troops started to retreat but three centipedes chased them and sank the boat. The site of the sunken ship is now known as Danau Lipan (Lake of Centipedes), with Chinese treasures hidden on the lake's bed.

Adapted from: [www.st.rim.or.jp](http://www.st.rim.or.jp)



13. The text tells about ...
  - a. Queen Aji Bidara Putih
  - b. The Mahakam River
  - c. The Prince's Proposal
  - d. The Sunken Ship
  
14. How was Queen Bidara Putih like?
  - a. beautiful, sensible, and sensitive
  - b. pretty, wise, and indifferent
  - c. pretty, sensible, and indifferent
  - d. beautiful, wise, and unconcerned
  
15. Why did the envoys bring gold and porcelain?
  - a. to announce the marriage proposal from a prince of China
  - b. to load their ship
  - c. to share them with the residents
  - d. to sell them to the queen
  
16. How did Queen Aji Bidara Putih respond to the proposal?
  - a. She agreed with the proposal instantly.
  - b. She approved the proposal right away.
  - c. She did not refuse the proposal immediately.
  - d. She refused the proposal.
  
17. Why did the prince raid Muara Kaman?
  - a. because the queen was spying on the prince
  - b. because the queen did not accept his proposal
  - c. because the queen attacked the prince's kingdom
  - d. because the queen returned the prince's gifts
  
18. Which statement is NOT true according to the text?
  - a. The prince wanted to marry the queen.
  - b. The prince had gold and porcelain to announce the marriage proposal.
  - c. The prince ordered his troops to attack Muara Kaman.
  - d. The prince turned into a giant centipede
  
19. The word "he" (paragraph 3, sentence 3) refers to ...
  - a. The court officer
  - b. The envoy
  - c. The phantom
  - d. The giant centipedes
  
20. "Their envoys brought gold and porcelain to ..." The synonym of "envoy" is ...
  - a. Messenger
  - b. Troop
  - c. Advocate
  - d. Squad

(PRE-TEST)

Name : SONIA ABUUL GAFUR  
Class : XI IPS 1  
Student Number : 29

Read the following direction!

1. In the part A, read the text carefully then answer the following questions based on the text.
2. In the part B, read the text carefully then answer the question by crossing (x) a, b, c, d.
3. You may not open your dictionary.
4. You may not cheat with your friends.
5. You have 70 Minutes to finish your task.

Part A

Sangkuriang

A very long time ago in West Java, there lived a king, named Raden Sungging Pebangkara. He was a good ruler. He liked hunting in the forest very much. In the forest, there lived a she-pig, actually a cursed goddess.

One day, she came out of her hiding place looking for water. There, she saw a coconut shell filled with water. Expecting it to be coconut milk she drank it, having no suspicions that it was the king's urine left there the day before when he went hunting. The consequence was very strange. She became pregnant. A few months later she gave birth to a very pretty girl.

When the king was hunting again in the forest, he saw the girl and was attracted by her beauty. He took her to his palace, then he called her Dayang Sumbi and treated her as his own daughter. Time passed and Dayang Sumbi grew up into a beautiful girl. She was fond of weaving.

One morning as she was weaving, her weaving spool flew out of the window to the field. Because she was very tired, she mumbled, "Whoever is willing to help me pick up the spool, I'll treat her as my sister if she is a girl. If he is a man, I'll treat him as my husband". These words were heard by a dog, called Tumang, actually a cursed god too. He immediately nipped up the spool and gave it to Dayang Sumbi. Seeing the dog had helped her, she faintly thought that she had decided for her to undergo the fate. She became pregnant and a short time afterwards she gave birth to a healthy strong son whom she called Sangkuriang.

Sangkuriang became a handsome young man, as time went by. Like his grandfather, he was fond of hunting in the forest and Tumang was his faithful friend when roaming the woods. He didn't realize that Tumang was actually his father.

One day, when the dog didn't obey him to chase the pig, Sangkuriang was very angry and killed the dog and cut up his flesh into pieces and took it home to his mother. For a moment Dayang Sumbi was speechless and took a spool and flung it at him. This left a scar in the spot. Then Dayang Sumbi sent him away. Sangkuriang left and wandered through the woods. He walked for years.

Finally he returned to his native place, but did not recognise it any longer. At the end of a vast rice field, he noticed a house and saw a young girl sitting at her weaving-loom. He approached her and was charmed by her beauty. He was unaware that she was his own mother.

Dayang Sumbi had been given eternal beauty by the gods which was why she looked young forever. She looked at him and noticing his good looks, she promised to marry him. They made plans for their wedding day, but one day she discovered the scar on his forehead. She knew that he was her own son who had come back to his village.

She made an effort to make him understand that marriage between them was impossible, but Sangkuriang refused to accept it. She had an idea and said to him "All right, you shall marry me if only you can dam up the Citarum river and build a big vessel all in one night". Sangkuriang agreed and started to work by using his magic powers and his praying to the gods for help.

To prevent the marriage, before Sangkuriang finished his work, she stretched the red veil which covered her head over the eastern side of the plain. Through her magic powers, the red light spread over the landscape, giving the impression that the sun was rising and that the time was up. Angrily, Sangkuriang kicked the vessel which was almost finished, upside down.

Some times later the vessel became the mountain of Tangkuban Perahu on the northern side of Bandung.

Adapted from Folk Tales from Indonesia, 1999

Answer the following questions based on the

1. Where did the story take place?
2. Who was Raden Sungging Pebangkara?
3. How did Dayang Sumbi look like?
4. Who was Tumang?
5. Why was Sangkuriang angry with Tumang?
6. Why did Dayang Sumbi send Sangkuriang away?
7. What did Dayang Sumbi ask Sangkuriang?
8. What happened to Sangkuriang at the end of the story?

Part B

The wolf and the crane

A wolf had been gorging on animal he had killed, when suddenly a small bone in the meat stuck in his throat and he could not swallow it. He soon felt terrible pain in his throat, and ran up and down groaning and seeking for something to relieve the pain. He tried to induce every one he met to remove the bone. "I would give anything," said he, "if you would take it out." At last the crane agreed to try, and told the Wolf to lie on his side and open his jaws as wide as he could. Then the crane put its long neck down the wolf's throat, and with its beak loosened the bone, till at last it got it out. "Will you kindly give me the reward you promised?" said the crane. The wolf grinned and showed his teeth and said: "Be content. You have put your head inside ought to be reward enough for you." Gratitude and greed do not go together.

Adapted from English today 3

9. What happened to the wolf?  
 a. He was killed by another wolf  
 b. He left the meat  
 c. Small bone in the meat stuck in his throat  
 d. The crane ate the wolf

Answer:

1. Story take place in West Java  $\checkmark$  1
2. Raden Sungging Pekangkaru, there lived a King  $\checkmark$
3. Daryang sumbi look like he immediately picked up the spool and gave it to Daryang sumbi  $\checkmark$
4. Tamcing is the dog ~~2~~ 2
5. When the dog didn't obey him to chase the pig 2
6. Daryang sumbi had been given internal beauty by the gods which was why she looked young  $\checkmark$  2
7. Daryang sumbi ask sangkuriting "All right you shall marry me if only you can claim up the citarum river and build a big vessel at in one night"  $\checkmark$  2
8. He is angrily, he kicked the vessel which was almost finished, upside, down,  $\checkmark$  2

$$A = 8$$

$$B = 9$$

$$\frac{18 \times 9}{2} = 72$$

10. What did the crane's mouth bit the wolf?  
 a. The crane's mouth bit the wolf.  
 b. The crane's mouth bit the wolf's bone.  
 c. The crane's mouth bit the wolf's throat.  
 d. The crane's mouth bit the wolf's tail.

11. What did the crane get after helping the wolf?

- a. He got a present.  
 b. He got a reward.  
 c. He got a meat.  
 d. He got a pain.

12. What kind of text is that?

- a. Descriptive  
 b. Explanatory  
 c. Narrative  
 d. Hortatory exposition

Questions 13-20 are based on this text.

#### Queen Aji Bidara Putih

Muara Kaman lies along the Malakam River, in eastern Borneo. In the past the area was a kingdom ruled by Queen Aji Bidara Putih. She was a typical queen of mythic, beautiful, wise, and sensitive. Many princes and kings proposed to her but she always refused them because she was concerned with ruling her country and guarding her people.

One day, a Chinese merchant ship came to eastern Borneo. First, the people thought it was a merchant ship but the boat was loaded with gold and highly trained soldiers. Their envoys brought gold and porcelain to announce the marriage proposal from a prince of China. The queen didn't refuse instantly and replied that she had to ponder the proposal first. After the envoys left the palace, the queen called a court officer and ordered him to visit the Chinese boat to gather information on the prince.

When night fell the officer sneaked onto the boat, got by all the guards, and finally found the prince's room. The large door would not open and he couldn't find a peek hole so he hid his ear to the wall, trying to catch sounds from inside. He heard that the prince was having his dinner and the noise of his chewing and slurping surprised the officer. It was like a hour that he had overheard when he was hunting.

He quickly left the boat and returned to the palace. He reported that the prince must have been a phantom, not a human. He believed that the phantom could be in a human's form only during the daytime. The queen was so surprised and got angry. On the next day, she refused his proposal.

The enraged prince ordered his troops to raid Muara Kaman. The battle was won by the prince's huge band of troops. As they drew near to the palace, Queen Aji Bidara Putih threw a leaf of betel vine and sang a mantram while holding it. When she threw it at the Chinese troops, it turned to giant centipedes. The Chinese troops started to retreat but there centipedes followed them and sank the boat. The site of the sunken ship is now known as Danau Lijuan (Lake of Centipedes), with Chinese treasures hidden on the lake's bed.

Adapted from: [www.sl.rim.or.id](http://www.sl.rim.or.id)

13. The text tells about ...  
 a. Queen Aji Bidara Putih  
 b. The Malakam River  
 c. The Prince's proposal  
 d. The Sunken Ship

14. How was Queen Bidara Putih like?

- a. beautiful, sensible, and sensitive  
 b. pretty, wise, and indifferent  
 c. pretty, sensible, and indifferent  
 d. beautiful, wise, and unconcerned

15. Why did the envoys bring gold and porcelain?

- a. to announce the marriage proposal from a prince of China  
 b. to load the prince's room  
 c. to share them with the residents  
 d. to sell them to the queen

16. How did Queen Aji Bidara Putih respond to the proposal?

- a. She agreed with the proposal instantly.  
 b. She approved the proposal right away.  
 c. She did not refuse the proposal immediately.  
 d. She refused the proposal.

17. Why did the prince raid Muara Kaman?

- a. because the queen was spying on the prince  
 b. because the queen didn't accept his proposal  
 c. because the queen attacked the prince's kingdom  
 d. because the queen returned the prince's gifts

18. Which statement is NOT true according to the text?

- a. The prince wanted to marry the queen.  
 b. The prince had gold and porcelain to announce the marriage proposal.  
 c. The prince ordered his troops to attack Muara Kaman.  
 d. The prince turned into a giant centipede.

19. The word "he" (paragraph 3, sentence 3) refers to ...

- a. The court officer  
 b. The envoy  
 c. The phantom  
 d. The giant centipedes

20. Their envoys brought gold and porcelain to ... The synonym of "envoy" is ...

- a. Troop  
 b. Message  
 c. Squat  
 d. Squad

10. What did the crane's mouth bit the wolf?  
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When night fell the officer sneaked onto the boat, got by all the guards, and finally found the prince's room. The large door would not open and he couldn't find a peek hole so he hid his ear to the wall, trying to catch sounds from inside. He heard that the prince was having his dinner and the noise of his chewing and slurping surprised the officer. It was like a hour that he had overheard when he was hunting.

He quickly left the boat and returned to the palace. He reported that the prince must have been a phantom, not a human. He believed that the phantom could be in a human's form only during the daytime. The queen was so surprised and got angry. On the next day, she refused his proposal.

The enraged prince ordered his troops to raid Muara Kaman. The battle was won by the prince's huge band of troops. As they drew near to the palace, Queen Aji Bidara Putih threw a leaf of betel vine and sang a mantra while holding it. When she threw it at the Chinese troops, it turned to giant centipedes. The Chinese troops started to retreat but there centipedes followed them and sank the boat. The site of the sunken ship is now known as Danau Lijuan (Lake of Centipedes), with Chinese treasures hidden on the lake's bed.

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 a. The court officer  
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20. Their envoys brought gold and porcelain to ... The synonym of "envoy" is ...  
 a. Troop  
 b. Message  
 c. Squad  
 d. Squad

(PRE-TEST)

DEST RUI KESTARI  
SITI TRI

ant Number

the following direction!  
In the part A, read the text carefully then answer the following questions based on the text.

- In the part B, read the text carefully then answer the question by crossing (x) a, b, c, d.
- You may not open your dictionary.
  - You may not cheat with your friends.
  - You have 70 Minutes to finish your task.

A

### Sangkuriang

A very long time ago in West Java, there lived a king, named Raden Sangging ngkara. He was a good ruler. He liked hunting in the forest very much. In the forest, lived a she-pig, actually a cursed goddess.

One day, she came out of her hiding place looking for water. There, she saw a nut shell filled with water. Expecting it to be coconut milk she drank it, having no cions that it was the king's urine left there the day before when he went hunting. The quence was very strange. She became pregnant. A few months later she gave birth to a pretty girl.

When the king was hunting again in the forest, he saw the girl and was attracted by eauty. He took her to his palace, then he called her Dayang Sumbi and treated her as his laughter. Time passed and Dayang Sumbi grew up into a beautiful girl. She was fond of ing.

One morning as she was weaving, her weaving spool flew out of the window to the . Because she was very tired, she mumbled, "Whoever is willing to help me pick up the , I'll treat her as my sister if she is a girl. If he is a man, I'll treat him as my husband". words were heard by a dog, called Tumang, actually a cursed god too. He immediately d up the spool and gave it to Dayang Sumbi. Seeing the dog had helped her, she fainted. god had decided for her to undergo the fate. She became pregnant and a short time vards she gave birth to a healthy strong son whom she called Sangkuriang.

Sangkuriang became a handsome young man, as time went by. Like his grandfather, as fond of hunting in the forest and Tumang was his faithful friend when roaming the s. He didn't realize that Tumang was actually his father.

One day, when the dog didn't obey him to chase the pig, Sangkuriang was very angry illed the dog and cut up his flesh into pieces and took it home to his mother. For a ent Dayang Sumbi was speechless and took a spool and flung it at him. This left a scar e spot. Then Dayang Sumbi sent him away. Sangkuriang left and wandered through the s. He walked for years.

Finally, he returned to his native place, but did not recognise it any longer. At the end ast rice field, he noticed a house and saw a young girl sitting at her weaving-loom. He achted her and was charmed by her beauty. He was unaware that she was his own .

Dayang Sumbi had been given eternal beauty by the gods which was why she looked young forever. She looked at him and noticing his good looks, she promised to marry him. They made plans for their wedding day, but one day she discovered the scar on his forehead. She knew that he was her own son who had come back to his village.

She made an effort to make him understand that marriage between them was impossible, but Sangkuriang refused to accept it. She had an idea and said to him "All right, you shall marry me if only you can dam up the Citarum river and build a big vessel all in one night". Sangkuriang agreed and started to work by using his magic powers and his praying to the gods for help.

To prevent the marriage, before Sangkuriang finished his work, she stretched the red veil which covered her head over the eastern side of the plain. Through her magic powers, the red light spread over the landscape, giving the impression that the sun was rising and that the time was up. Angriyly, Sangkuriang kicked the vessel which was almost finished, upside down.

Some times later the vessel became the mountain of Tangkuban Perahu on the northern side of Bandung.

Adapted from *Folk Tales from Indonesia*, 1999

### Answer the following questions based on the

- Where did the story take place?
- Who was Raden Sangging Pebangkara?
- How did Dayang Sumbi look like?
- Who was Tumang?
- Why was Sangkuriang angry with Tumang?
- Why did Dayang Sumbi send Sangkuriang away?
- What did Dayang Sumbi ask Sangkuriang?
- What happened to Sangkuriang at the end of the story?

### Part B

#### The wolf and the crane

A wolf had been gorging on animal he had killed, when suddenly a small bone in the meat stuck in his throat and he could not swallow it. He soon felt terrible pain in his throat, and ran up and down groaning and seeking for something to relieve the pain. He tried to induce every one he met to remove the bone. "I would give anything," said he, "if you would take it out." At last the crane agreed to try, and told the Wolf to lie on his side and open his jaws as wide as he could. Then the crane put its long neck down the wolf's throat, and with its beak loosened the bone, till at last it got it out. "Will you kindly give me the reward you promised?" said the crane. The wolf grinned and showed his teeth and said: "Be content. You have put your head inside ought to be reward enough for you." Gratitude and greed do not go together.

Adapted from English today 3

What happened to the wolf?

- He was killed by another wolf
- He left the meat
- Small bone in the meat stuck in his throat
- The crane ate the wolf

n best java x 1

Padan Sungging Rebangkeran He was good ruler. She looked at him and noticing his good looks, she promised to marry him.

Timony is a dog was actually his father with Sangkutanang. Because timony cut up his flesh into pieces and took it home to his mother.

Because dayang Sami angry with Sangkutanang, and dayang Sami was speechless and took a spool and flung it at him. and then, Sangkutanang left and wondered through the woods.

She is ask to Sangkutanang "All right, you shall marry me if only you can dam up the artanun river and build a big vessel all in on night!"

He is angrily, he kicked the vessel which was almost finished, upside down.

$$A = 9$$

$$b = 9$$

$$\frac{18}{18} \times 4 = 72$$

16. What did the crane's mouth bit the wolf?
- a. The crane's mouth bit the wolf
  - b. The crane's beak loosened the bone
  - c. The crane put his leg on the wolf's throat
  - d. The crane fired over the wolf

17. What did the crane get after helping the wolf?
- a. He got a present
  - b. He got a reward
  - c. He got a meat
  - d. He got a pain

18. What kind of text is that?
- a. Descriptive
  - b. Explanation
  - c. Narrative
  - d. Hortatory exposition

Questions 13-20 are based on this text.

**Queen Aji Bidara Puth**

Muara Kaman lies along the Mahakam River, in eastern Borneo. In the past the area was a kingdom ruled by Queen Aji Bidara Puth. She was a typical queen of myth: beautiful, wise, and sensitive. Many princes and kings proposed to her but she always refused them because she was more concerned with ruling her country and guarding her people.

One day, a Chinese boat came to eastern Borneo. First, the people thought it was a merchant ship but the boat was loaded with trade goods and highly trained soldiers. Their envoys brought the merchant to announce the marriage proposal from a prince of China. The queen didn't refuse the proposal at first but she had to ponder the proposal for a while. After the envoys left the palace, the queen called her courtier and ordered him to infiltrate the Chinese boat to gather information on the prince.

When night fell the courtier sneaked onto the boat, got by all the guards, and finally found the prince's room. The large door would not open and he couldn't find a peep hole, so the courtier put his ear to the wall, trying to catch sounds from inside. He heard that the prince was having his dinner and the noise of his chewing and slurping surprised the courtier. It was like a bear that he had once heard when he was hunting.

The courtier quickly left the boat and returned to the palace. He reported that the prince must have been a ghost, not a human. He believed that the phantom could be in a human's form only during the daytime. The queen was so surprised and got angry. On the next day, she refused his proposal.

The enraged prince ordered his troops to raid Muara Kaman. The battle was won by the prince's huge band of troops. As they drew near to the palace, Queen Aji Bidara Puth chewed a leaf of betel vine and sang a mantra while holding it. When she threw it at the Chinese troops, it turned to giant centipedes. The Chinese troops started to retreat but these centipedes chased them and sank the boat. The site of the sunken ship is now known as Danao Lipan (Lake of Centipedes), with Chinese treasures hidden on the lake's bed.

Adapted from: [www.sl.rim.or.jp](http://www.sl.rim.or.jp)

19. The text tells about...
- a. Queen Aji Bidara Puth
  - b. The Mahakam River
  - c. The Prince's Proposal
  - d. The Sunken Ship

20. How was Queen Bidara Puth like?
- a. beautiful, sensible, and sensitive
  - b. pretty, wise, and indifferent
  - c. pretty, sensible, and indifferent
  - d. beautiful, wise, and unconcerned

21. Why did the envoys bring gold and porcelain?
- a. to announce the marriage proposal from a prince of China
  - b. to load their ship
  - c. to share them with the residents
  - d. to sell them to the queen

22. How did Queen Aji Bidara Puth respond to the proposal?
- a. She agreed with the proposal instantly.
  - b. She approved the proposal right away.
  - c. She refused the proposal immediately.
  - d. She refused the proposal.

23. Why did the prince raid Muara Kaman?
- a. because the queen was spying on the prince
  - b. because the queen did not accept his proposal
  - c. because the queen attacked the prince's kingdom
  - d. because the queen returned the prince's gifts

24. Which statement is NOT true according to the text?
- a. The prince had to marry the queen
  - b. The prince had gold because of the marriage proposal.
  - c. The prince ordered his troops to attack Muara Kaman.
  - d. The prince turned into a giant centipede

25. The word "he" (paragraph 3, sentence 3) refers to ...
- a. The phantom
  - b. The court officer
  - c. The envoy
  - d. The giant centipedes

26. Their envoys brought gold and porcelain to ... The synonym of "envoy" is ...
- a. Messenger
  - b. Troop
  - c. Advocate
  - d. Squad



(PRE-TEST)

Name \_\_\_\_\_  
Class \_\_\_\_\_  
Student Number \_\_\_\_\_

Read the following direction!

1. In the part A, read the text carefully then answer the following questions based on the text.
2. In the part B, read the text carefully then answer the question by crossing (x) a, b, c, d.
3. You may not open your dictionary.
4. You may not cheat with your friends.
5. You have 70 Minutes to finish your task.

Part A

Sangkuriang

A very long time ago in West Java, there lived a king, named Raden Sunging Pebangkara. He was a good ruler. He liked hunting in the forest very much. In the forest, there lived a she-pig, actually a cursed goddess.

One day, she came out of her hiding place looking for water. There, she saw a coconut shell filled with water. Expecting it to be coconut milk she drank it, having no suspicions that it was the king's urine left there the day before when he went hunting. The consequence was very strange. She became pregnant. A few months later she gave birth to a very pretty girl.

When the king was hunting again in the forest, he saw the girl and was attracted by her beauty. He took her to his palace, then he called her Dayang Sumbi and treated her as his own daughter. Time passed and Dayang Sumbi grew up into a beautiful girl. She was fond of weaving.

One morning as she was weaving, her weaving spool flew out of the window to the field. Because she was very tired, she mumbled, "Whoever is willing to help me pick up the spool, I'll treat her as my sister if she is a girl. If he is a man, I'll treat him as my husband". These words were heard by a dog, called Tumang, actually a cursed god too. He immediately picked up the spool and gave it to Dayang Sumbi. Seeing the dog had helped her, she fainted. The god had decided for her to undergo the fate. She became pregnant and a short time afterwards she gave birth to a healthy strong son whom she called Sangkuriang.

Sangkuriang became a handsome young man, as time went by. Like his grandfather, he was fond of hunting in the forest and Tumang was his faithful friend when roaming the woods. He didn't realize that Tumang was actually his father.

One day, when the dog didn't obey him to chase the pig, Sangkuriang was very angry and killed the dog and cut up his flesh into pieces and took it home to his mother. For a moment Dayang Sumbi was speechless and took a spool and flung it at him. This left a scar on the spot. Then Dayang Sumbi sent him away. Sangkuriang left and wandered through the woods. He walked for years.

Finally he returned to his native place, but did not recognise it any longer. At the end of a vast rice field, he noticed a house and saw a young girl sitting at her weaving-loom. He approached her and was charmed by her beauty. He was unaware that she was his own mother.

Dayang Sumbi had been given eternal beauty by the gods which was why she looked young forever. She looked at him and noticing his good looks, she promised to marry him. They made plans for their wedding day, but one day she discovered the scar on his forehead. She knew that he was her own son who had come back to his village.

She made an effort to make him understand that marriage between them was impossible, but Sangkuriang refused to accept it. She had an idea and said to him "All right you shall marry me if only you can dam up the Citarum river and build a big vessel all in one night". Sangkuriang agreed and started to work by using his magic powers and his praying to the gods for help.

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Some times later the vessel became the mountain of Tangkuban Perahu on the northern side of Bandung.

Adapted from *Folk Tales from Indonesia*, 1999

Answer the following questions based on the

1. Where did the story take place?
2. Who was Raden Sunging Pebangkara?
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Part B

The wolf and the crane

A wolf had been gorging on animal he had killed, when suddenly a small bone in the meat stuck in his throat and he could not swallow it. He soon felt terrible pain in his throat and ran up and down groaning and seeking for something to relieve the pain. He tried to induce every one he met to remove the bone. "I would give anything," said he, "if you would take it out." At last the crane agreed to try, and told the Wolf to lie on his side and open his jaws as wide as he could. Then the crane put its long neck down the wolf's throat and with its beak loosened the bone, till at last it got it out. "Will you kindly give me the reward you promised?" said the crane. The wolf grinned and showed his teeth and said: "By content. You have put your head inside ought to be reward enough for you." Gratitude and greed do not go together.

Adapted from English today

What happened to the wolf?

- a. He was killed by another wolf
- b. He left the meat
- c. Small bone in the meat stuck in his throat
- d. The crane ate the wolf

West Java.

he was a good ruler. He liked hunting in the forest very much

Time passed and dayang Sumbi grew up into a beautiful girl.

~~Famans is Father Sumbi's~~ These words were heard by a dog.

Sangkuriang was very angry and killed the dog and cut up his flesh into pieces and took it home to his mother.

For a moment Dayang Sumbi was speechless and took a spool and flung it at him. This left a scar on the spot.

She is a ask. "All right, you small marry me if only you can climb up the Citarum river and build a big vessel all in one night!"

He is angrily, kicked the vessel which was almost finished, upside down.

$$\begin{array}{r} A = 5 \\ B = 9 \\ \hline 14 \times A = 56 \end{array}$$

1. What did the crane's mouth bit the wolf?  
 a. The crane's mouth bit the wolf's tail.  
 b. The crane's beak bit the wolf's nose.  
 c. The crane put his leg on the wolf's throat.  
 d. The crane fled over the wolf.
2. What did the crane get after helping the wolf?  
 a. He got a present.  
 b. He got a reward.  
 c. He got a meat.  
 d. He got a pain.
3. What kind of text is that?  
 a. Descriptive  
 b. Explanatory  
 c. Narrative  
 d. Hortatory exposition

Questions 13-20 are based on this text

**Queen Aji Bidara Putih**

Muara Kaman lies along the Mahakam River, in eastern Borneo. In the past the area was a kingdom ruled by Queen Aji Bidara Putih. She was a typical queen of myths: beautiful, wise and brave. Many princes and kings proposed to her but she always refused them because she was a Chinese boat carrier.

One day, a Chinese boat came to Muara Kaman. The people thought it was a merchant ship but the boat was loaded with trade goods, highly valued by their envoys brought gold and porcelain to announce the marriage proposal from the Chinese. The queen didn't refuse instantly and replied that she had to ponder the proposal first. After the envoys left the palace, the queen called a court offi cer and ordered him to infi ltrate the Chinese boat to gather information on the prince.

When night fell the offi cer sneaked onto the boat, got by all the guards, and fi nally found the prince's room. The large door would not open and he couldn't fi nd a peek hole, so he then put his ear to the wall, trying to catch sounds from inside. He heard that the prince was talking to a woman and the noise of his cleaving and stirring surprised the offi cer. It was like a boat that he had once sailed.

He quickly left the boat and returned to the palace. He reported that the prince must have been a phantom, not a human. He believed that the phantom would be a human's form only during the daytime. The queen was so surprised and got angry. On the next day, she refused his proposal.

The enraged prince ordered his troops to raid Muara Kaman. The battle was won by the prince's huge band of troops. As they drew near to the palace, Queen Aji Bidara Putih chewed a leaf of betel vine and sang a mantra while holding it. When she threw it at the Chinese troops, it turned to giant centipedes. The Chinese troops started to retreat but three centipedes chased them and sank the boat. The site of the sunken ship is now known as Danau Lipan (Lake of Centipedes), with Chinese treasures hidden on the lake's bed.

Adapted from: [www.sifilm.or.jp](http://www.sifilm.or.jp)

4. What does the text tell about ...  
 a. Queen Aji Bidara Putih  
 b. The Mahakam River  
 c. The Prince's Proposal  
 d. The Sunken Ship
5. How was Queen Bidara Putih like?  
 a. beautiful, sensible, and sensitive  
 b. pretty, wise, and indifferent  
 c. pretty, sensible, and indifferent  
 d. beautiful, wise, and unconcerned
6. Why did the envoys bring gold and porcelain?  
 a. to announce the marriage proposal from a prince of China  
 b. to load their ship  
 c. to share them with the residents  
 d. to sell them to the queen
7. How did Queen Aji Bidara Putih respond to the proposal?  
 a. She agreed with the proposal instantly.  
 b. She approved the proposal right away.  
 c. She did not refuse the proposal immediately.  
 d. She refused the proposal.
8. Why did the prince raid Muara Kaman?  
 a. because the queen was spying on the prince  
 b. because the queen did not accept his proposal  
 c. because the queen attacked the prince's kingdom  
 d. because the queen returned the prince's gifts
9. Which statement is NOT true according to the text?  
 a. The prince wanted to marry the queen.  
 b. The prince had gold and porcelain to announce the marriage proposal.  
 c. The prince ordered his troops to attack Muara Kaman.  
 d. The prince turned into a giant centipede.
10. The word "he" (paragraph 3, sentence 3) refers to ...  
 a. the envoy  
 b. The prince  
 c. The queen  
 d. The giant centipedes
11. "Their envoys brought gold and porcelain to ..." The synonym of "envoy" is ...  
 a. Messenger  
 b. Troop  
 c. Advocate  
 d. Squad

## (POST-TEST INSTRUMENT)

Name : \_\_\_\_\_  
Class : \_\_\_\_\_  
Student Number : \_\_\_\_\_

Read the following direction!

6. In part B, Read the text carefully then answer the question by crossing (×) a, b, c, d.
7. You may not open your dictionary.
8. You may not cheat with your friends.
9. You have 70 Minutes to finish your task.

### Part A

## Cinderella

Once upon a time, there was a beautiful girl named Cinderella. She lived with her wicked stepmother and two stepsisters. They treated Cinderella very badly. One day, they were invited for a grand ball in the king's palace. But Cinderella's stepmother would not let her go. Cinderella was made to sew new party gowns for her stepmother and stepsisters, and curl their hair. They then went to the ball, leaving Cinderella alone at home.

Cinderella felt very sad and began to cry. Suddenly, a fairy godmother appeared and said, "Don't cry, Cinderella! I will send you to the ball!" But Cinderella was sad. She said, "I don't have a gown to wear for the ball!" The fairy godmother waved her magic wand and changed Cinderella's old clothes into a beautiful new gown! The fairy godmother then touched Cinderella's feet with the magic wand. And lo! She had beautiful glass slippers! "How will I go to the grand ball?" asked Cinderella. The fairy godmother found six mice playing near a pumpkin, in the kitchen. She touched them with her magic wand and the mice became four shiny black horses and two coachmen and the pumpkin turned into a golden coach. Cinderella was overjoyed and set off for the ball in the coach drawn by the six black horses. Before leaving, the fairy godmother said, "Cinderella, this magic will only last until midnight! You must reach home by then!"

When Cinderella entered the palace, everybody was struck by her beauty. Nobody, not even Cinderella's stepmother or stepsisters, knew who she really was in her pretty clothes and shoes. The handsome prince also saw her and fell in love with Cinderella. He went to her and asked, "Do you want to dance?" And Cinderella said, "Yes!" The prince danced with her all night and nobody recognized the beautiful dancer. Cinderella was so happy dancing with the prince that she almost forgot what the fairy godmother had said. At the last moment, Cinderella remembered her fairy godmother's words and she rushed to go home. "Oh! I must go!" she cried and ran out of the palace. One of her glass slippers came off but Cinderella did not turn back for it. She reached home just as the clock struck twelve. Her coach turned back into a pumpkin, the horses into mice and her fine ball gown into rags. Her stepmother and stepsisters reached home shortly after that. They were talking about the beautiful lady who had been dancing with the prince.

The prince had fallen in love with Cinderella and wanted to find out who the beautiful girl was, but he did not even know her name. He found the glass slipper that had come off Cinderella's foot as she ran home. The prince said, "I will find her. The lady whose foot fits

this slipper will be the one I marry!” The next day, the prince and his servants took the glass slipper and went to all the houses in the kingdom. They wanted to find the lady whose feet would fit in the slipper. All the women in the kingdom tried the slipper but it would not fit any of them. Cinderella’s stepsisters also tried on the little glass slipper. They tried to squeeze their feet and push hard into the slipper, but the servant was afraid the slipper would break. Cinderella’s stepmother would not let her try the slipper on, but the prince saw her and said, “Let her also try on the slipper!” The slipper fit her perfectly. The prince recognized her from the ball. He married Cinderella and together they lived happily ever after.

Adapted from: <http://shortstories.com>

## Part B

### The fox and the crow

A fox once saw a crow fly off with a piece of cheese in its beak and settle on branch of a tree. “That’s for me, as I am a Fox,” said Master Reynard, and he walked up to the foot of the tree. “Good day, Mistress Crow,” he cried. “How well you are looking today: how glossy your feathers; how bright your eye. I feel sure voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds.” The crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox. “That will do,” he said. “That was all I wanted. In exchange for you cheese I will give you a piece of advice for the future, “Do not trust flatterers.”

Adapted from English Today 3

1. What did the fox ask the crow to do?
  - a. The fox asked the crow to play
  - b. The fox asked the crow to sing
  - c. The fox asked the crow to go away
  - d. The fox asked the crow to be a flatterer
  
2. Which of these statements is NOT true according to the text?
  - a. The crow opened her mouth and the piece of cheese fell to the ground
  - b. The cheese was snapped up by Master Fox
  - c. The fox said that the crow had glossy feathers
  - d. The fox said that it was better to trust flatterers
  
3. Which the sentence tells us that the fox took the crow’s cheese?
  - a. In exchange for your cheese I will give you a piece of advice
  - b. The piece of cheese fell to the ground, only to be snapped up to by Master Fox
  - c. The crow lifted up her head and began to caw her best
  - d. That’s for me, as I am a fox

Questions 4-8 are based on this text

### The Frog Prince

One fine evening a young princess put on her bonnet and clogs, and went out to take a walk by herself in a wood; and when she came to a cool spring of water with a rose in the middle of it, she sat herself down to rest a while. Now she had a golden ball in her hand, which was her favourite plaything; and she was always tossing it up into the air, and catching it again as it fell.

After a time she threw it up so high that she missed catching it as it fell; and the ball bounded away, and rolled along on the ground, until at last it fell down into the spring. The princess looked into the spring after her ball, but it was very deep, so deep that she could not see the bottom of it. She began to cry, and said, "Alas! If I could only get my ball again, I would give all my fine clothes and jewels, and everything that I have in the world."

Whilst she was speaking, a frog put its head out of the water, and said, "Princess, why do you weep so bitterly?" "Alas!" Said she, "What can you do for me, you nasty frog? My golden ball has fallen into the spring." The frog said, "I do not want your pearls, and jewels, and fine clothes; but if you will love me, and let me live with you and eat off your golden plate, and sleep on your bed, I will bring you your ball again."

Taken from *366 and More Fairy Tales*, 1990

4. What is the text about?
  - a. A young princess and her bonnet.
  - b. A young princess in a cool spring of water.
  - c. A young princess with a golden ball in her hand.
  - d. The frog prince.
  
5. What type of text is used by the writer?
  - a. Narrative.
  - b. Argumentative.
  - c. Descriptive.
  - d. Hortatory exposition.
  
6. The communicative purpose of this text is ....
  - a. To describe a young princess with a golden ball
  - b. To amuse or to entertain the readers
  - c. To tell about our opinion about a young princess and her bonnet
  - d. To persuade the readers to do something
  
7. Paragraph 1 ....
  - a. Gives an orientation
  - b. Poses a thesis
  - c. Shows an abstract
  - d. Gives a general classification
  
8. What does "it" refer to in paragraph 1 line 5?
  - a. A golden ball.
  - b. A rose.
  - c. A cool spring of water.
  - d. A wood.

Questions 9-12 are based on this text

### **The Lion and The Mouse**

Once when a lion was a sleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

“Pardon, o King. Forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these day?” The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who wanted to carry him alive the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

Taken from *UN 2005/2006*.

9. Who are the main characters of the story?
  - a. The lion and the cat.
  - b. The lion and the mouse.
  - c. The lion and the beasts.
  - d. The lion and the king.
  
10. What is the moral lesson from the text?
  - a. Don't look at someone because of his clothes.
  - b. It is best to prepare for the days of necessity.
  - c. Common people may prove great ones.
  - d. United we stand, divided we fall.
  
11. Paragraph three mainly tells that...
  - a. The little mouse asked for forgiveness
  - b. The hunter carried the lion alive to the king
  - c. The lion was tied to tree by the hunter.
  - d. The little mouse could prove that he could help the lion
  
12. What did the little mouse do to prove his words?
  - a. He would never forget the lion.
  - b. He tried hard to help the lion free.
  - c. He ran up and down upon the lion.
  - d. He asked for apology to the king of the beast.

Questions 13-15 are based on this text

### Rabbit

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The boss of crocodile answered, "We are twenty here." "Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.

"All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another: one ... two ... three ... four ... until twenty, and finally, he thanked all crocodiles because he had crossed the river.

Adapted from UN 2007/2008

13. The story mainly tells us about.....
  - a. the boss of the crocodile
  - b. a rabbit and twenty crocodiles
  - c. a rabbit and the boss of crocodile
  - d. the boss of the crocodile and all his friends
  
14. We know from the first paragraph that the rabbit actually wanted .....

  - a. to cross the river
  - b. to swim across the river
  - c. to know where the crocodiles are
  - d. to know the number of crocodiles there

  
15. All of you are good, nice gentle, and kind ...." (Paragraph 2) The underlined word is synonymous with .....

  - a. Wild
  - b. Diligent
  - c. Easygoing
  - d. Honorable



(POST-TEST)

Name: Ayeng Desi Wubandari

Class: XI IPA 1

Student Number

Read the following direction!

1. In part B, Read the text carefully, then answer the question by crossing (x) a, b, c, d.
2. You may not open your dictionary.
3. You may not cheat with your friends.
4. You have 70 Minutes to finish your task.

#### Part A

### Cinderella

Once upon a time, there was a beautiful girl named Cinderella. She lived with her wicked stepmother and two stepsisters. They treated Cinderella very badly. One day, they were invited for a grand ball in the king's palace. But Cinderella's stepmother would not let her go. Cinderella was made to sew new party gowns for her stepmother and stepsisters, and curl their hair. They then went to the ball, leaving Cinderella alone at home.

Cinderella felt very sad and began to cry. Suddenly, a fairy godmother appeared and said, "Don't cry, Cinderella! I will send you to the ball!" But Cinderella was sad. She said, "I don't have a gown to wear for the ball!" The fairy godmother waved her magic wand and changed Cinderella's old clothes into a beautiful new gown! The fairy godmother then touched Cinderella's feet with the magic wand. And lo! She had beautiful glass slippers! "How will I go to the grand ball?" asked Cinderella. The fairy godmother found six mice playing near a pumpkin, in the kitchen. She touched them with her magic wand and the mice became four shiny black horses and two coachmen and the pumpkin turned into a golden coach. Cinderella was overjoyed and set off for the ball in the coach drawn by the six black horses. Before leaving, the fairy godmother said, "Cinderella, this magic will only last until midnight! You must reach home by then!"

When Cinderella entered the palace, everybody was struck by her beauty. Nobody, not even Cinderella's stepmother or stepsisters, knew who she really was in her pretty clothes and shoes. The handsome prince also saw her and fell in love with Cinderella. He went to her and asked, "Do you want to dance?" And Cinderella said, "Yes!" The prince danced with her all night and nobody recognized the beautiful dancer. Cinderella was so happy dancing with the prince that she almost forgot what the fairy godmother had said. At the last moment, Cinderella remembered her fairy godmother's words and she rushed to go home. "Oh! I must go!" she cried and ran out of the palace. One of her glass slippers came off but Cinderella did not turn back for it. She reached home just as the clock struck twelve. Her coach turned back into a pumpkin, the horses into mice and her fine ball gown into rags. Her stepmother and stepsisters reached home shortly after that. They were talking about the beautiful lady who had been dancing with the prince.

The prince had fallen in love with Cinderella and wanted to find out who the beautiful girl was, but he did not even know her name. He found the glass slipper that had come off Cinderella's foot as she ran home. The prince said, "I will find her. The lady whose foot fits

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Adapted from: <http://shortstories.com>

#### Part B

### The fox and the crow

A fox once saw a crow fly off with a piece of cheese in its beak and settle on branch of a tree. "That's for me, as I am a Fox," said Master Reynard, and he walked up to the foot of the tree. "Good day, Mistress Crow," he cried. "How well you are looking today: how glossy your feathers; how bright your eyes. I feel sure voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds." The crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox. "That will do," he said. "That was all I wanted. In exchange for you cheese I will give you a piece of advice for the future, 'Do not trust flatterers.'"

Adapted from English Today 3

What did the fox ask the crow to do?

- a. The fox asked the crow to play
- b. The fox asked the crow to sing
- c. The fox asked the crow to go away
- d. The fox asked the crow to be a flatterer

Which of these statements is NOT true according to the text?

- a. The crow opened her mouth and the piece of cheese fell to the ground
- b. The cheese was snapped up by Master Fox
- c. The fox said that the crow had glossy feathers
- d. The fox said that it was better to trust flatterers

Which sentence tells us that the fox took the crow's cheese?

- a. In exchange for your cheese I will give you a piece of advice
- b. The piece of cheese fell to the ground, only to be snapped up to by Master Fox
- c. The crow lifted up her head and began to caw her best
- d. That's for me, as I am a fox

Questions 4-8 are based on this text

### The Frog Prince

One fine evening a young princess put on her bonnet and clogs, and went out to take a walk by herself in a wood; and when she came to a cool spring of water with a rose in the middle of it, she sat herself down to rest a while. Now she had a golden ball in her hand, which was her favourite plaything; and she was always tossing it up into the air, and catching it again as it fell.

After a time she threw it up so high that she missed catching it as it fell; and the ball bounded away, and rolled along on the ground, until at last it fell down into the spring. The princess looked into the spring after her ball, but it was very deep, so deep that she could not see the bottom of it. She began to cry, and said, "Alas! If I could only get my ball again, I would give all my fine clothes and jewels, and everything that I have in the world."

Whilst she was speaking, a frog put its head out of the water, and said, "Princess, why do you weep so bitterly?" "Alas!" said she, "What can you do for me, you nasty frog? My golden ball has fallen into the spring." The frog said, "I do not want your pearls, and jewels, and fine clothes; but if you will love me, and let me live with you and eat off your golden plate, and sleep on your bed, I will bring you your ball again."

Taken from *366 and More Fairy Tales*, 1990

8. What is the text about?

- a. A young princess and her bonnet.
- b. A young princess in a cool spring of water.
- c. A young princess with a golden ball in her hand.
- d. The frog prince.

9. What type of text is used by the writer?

- a. Narrative.
- b. Argumentative.
- c. Descriptive.
- d. Hortatory exposition.

10. The communicative purpose of this text is ...

- a. To describe a young princess with a golden ball
- b. To amuse or to entertain the readers
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- d. To persuade the readers to do something

11. Paragraph 1 ...

- a. Gives an orientation
- b. Poses a thesis
- c. Shows an abstract
- d. Gives a general classification

12. What does "it" refer to in paragraph 1 line 5?

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- b. A rose.
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Questions 9-12 are based on this text

### The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, o King, Forgive me this time, I shall never forget it: who knows I may be able to do you a good turn some of these days?" The lion was so tickled at the idea of the mouse being able to help him, then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who wanted to carry him alive to the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

Taken from *LIN 2005/2006*.

13. Who are the main characters of the story?

- a. The lion and the cat.
- b. The lion and the mouse.
- c. The lion and the beasts.
- d. The lion and the king.

14. What is the moral lesson from the text?

- a. Don't look at someone because of his clothes.
- b. It is best to prepare for the days of necessity.
- c. Common people may prove great ones.
- d. United we stand, divided we fall.

15. Paragraph three mainly tells that ...

- a. The little mouse asked for forgiveness
- b. The hunter carried the lion alive to the king
- c. The lion was tied to tree by the hunter.
- d. The little mouse could prove that he could help the lion

16. What did the little mouse do to prove his words?

- a. He would never forget the lion.
- b. He tried hard to help the lion free.
- c. He ran up and down upon the lion.
- d. He asked for apology to the king of the beast.

Questions 13-15 are based on this text

### Rabbit

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The boss of crocodile answered, "We are twenty here." "Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.

"All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another: one ... two ... three ... four ... until twenty, and finally, he thanked all crocodiles because he had crossed the river.

Adapted from UN 2007/2008

13. The story mainly tells us about.....

- a. the boss of the crocodile
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14. We know from the first paragraph that the rabbit actually wanted .....

- a. to cross the river
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- d. to know the number of crocodiles there

15. All of you are good, nice gentle, and kind ...." (Paragraph 2) The underlined word is synonymous with .....

- a. Wild
- b. Diligent
- c. Easygoing
- d. Honorable

$$B = 10 \times 2 = 20$$

$$A = \frac{19}{69}$$
$$B = \frac{20}{69}$$

**Read the following direction!**

1. There are 3 columns which you must fill in.
2. In column Know, you must fill the column with what you know about the title of the text.
3. In column Want, you must fill the column with your questions what you want to know about the text.
4. In column Learn, you must fill the column what you learn after you read the text.

Name : Aleny Desi Wulandari.  
 Topic : Narrative Text  
 Title : Cinderella

K-W-L Chart		
What I already know? (K)	What I Want to Learn? (W)	What I Learned? (L)
3 Cinderella <del>is</del> is a beautiful and good heart.	Why <sup>do</sup> cinderella always work all work home? 2	Because <sup>is</sup> sister Cinderella's <sup>is</sup> very lazy. 2
3 to have point brush curious.	Why <sup>is</sup> fairy <sup>the fairy godmother</sup> Mother good to cinderella? 1	Because <sup>the</sup> fairy MOM'S <sup>god mother</sup> want to help cinderella to get to the Prince's party 2
4 he has a <sup>glass</sup> slipper glass.	Why cinderella must reach home at the Midnight? 3	Because the magic only until the 3 Midnight.
2 She has <sup>is</sup> step Mother and <sup>is</sup> sister in law.	Why the Prince likes to cinderella? 3	Because cinderella <sup>is</sup> beautiful. 3
2 Cinderella go to Party Prince's party	Why cinderella's shoes can come loose? 3	Because in a hurry. 3 <sup>her step</sup>
2 Cinderella go to the Party used to coach.	Why his step Mother and See <sup>step</sup> Mother did <sup>is</sup> not like cinderella? 2	Because <sup>her</sup> see Mother and Step sister <sup>is</sup> were envy with cinderella. 3
2 Cinderella wear gown from <sup>is</sup> God Mother Fairy.	How ending story of cinderella? 2	Cinderella and Prince married and together they lived happily ever after 3 <sup>got</sup>

13

17

18

(POST-TEST)

Name : APRIL SANTI  
 Class : XI TB 1  
 Student Number : \_\_\_\_\_

Read the following direction!

1. In part B, Read the text carefully then answer the question by crossing (x) a, b, c, d.
2. You may not open your dictionary.
3. You may not cheat with your friends.
4. You have 70 Minutes to finish your task.

Part A

Cinderella

Once upon a time, there was a beautiful girl named Cinderella. She lived with her wicked stepmother and two stepsisters. They treated Cinderella very badly. One day, they were invited for a grand ball in the king's palace. But Cinderella's stepmother would not let her go. Cinderella was made to sew new party gowns for her stepmother and stepsisters, and curl their hair. They then went to the ball, leaving Cinderella alone at home.

Cinderella felt very sad and began to cry. Suddenly, a fairy godmother appeared and said, "Don't cry, Cinderella! I will send you to the ball!" But Cinderella was sad. She said, "I don't have a gown to wear for the ball!" The fairy godmother waved her magic wand and changed Cinderella's old clothes into a beautiful new gown! The fairy godmother then touched Cinderella's feet with the magic wand. And lo! She had beautiful glass slippers! "How will I go to the grand ball?" asked Cinderella. The fairy godmother found six mice playing near a pumpkin, in the kitchen. She touched them with her magic wand and the mice became four shiny black horses and two coachmen and the pumpkin turned into a golden coach. Cinderella was overjoyed and set off for the ball in the coach drawn by the six black horses. Before leaving, the fairy godmother said, "Cinderella, this magic will only last until midnight! You must reach home by then!"

When Cinderella entered the palace, everybody was struck by her beauty. Nobody, not even Cinderella's stepmother or stepsisters, knew who she really was in her pretty clothes and shoes. The handsome prince also saw her and fell in love with Cinderella. He went to her and asked, "Do you want to dance?" And Cinderella said, "Yes!" The prince danced with her all night and nobody recognized the beautiful dancer. Cinderella was so happy dancing with the prince that she almost forgot what the fairy godmother had said. At the last moment, Cinderella remembered her fairy godmother's words and she rushed to go home. "Oh! I must go!" she cried and ran out of the palace. One of her glass slippers came off but Cinderella did not turn back for it. She reached home just as the clock struck twelve. Her coach turned back into a pumpkin, the horses into mice and her fine ball gown into rags. Her stepmother and stepsisters reached home shortly after that. They were talking about the beautiful lady who had been dancing with the prince.

The prince had fallen in love with Cinderella and wanted to find out who the beautiful girl was, but he did not even know her name. He found the glass slipper that had come off Cinderella's foot as she ran home. The prince said, "I will find her. The lady whose foot fits

this slipper will be the one I marry!" The next day, the prince and his servants took the glass slipper and went to all the houses in the kingdom. They wanted to find the lady whose feet would fit in the slipper. All the women in the kingdom tried the slipper, but it would not fit any of them. Cinderella's stepsisters also tried on the little glass slipper. They tried to squeeze their feet and push hard into the slipper, but the servant was afraid the slipper would break. Cinderella's stepmother would not let her try the slipper on, but the prince saw her and said, "Let her also try on the slipper!" The slipper fit her perfectly. The prince recognized her from the ball. He married Cinderella and together they lived happily ever after.

Adapted from: <http://shortstories.com>

Part B

The fox and the crow

A fox once saw a crow fly off with a piece of cheese in its beak and settle on a branch of a tree. "That's for me, as I am a Fox," said Master Reynard, and he walked up to the foot of the tree. "Good day, Mistress Crow," he cried. "How well you are looking today: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds." The crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox. "That will do," he said. "That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future. 'Do not trust flatterers.'"

Adapted from English Today 3

What did the fox ask the crow to do?

- a. The fox asked the crow to play
- b. The fox asked the crow to sing
- c. The fox asked the crow to go away
- d. The fox asked the crow to be a flatterer

Which of these statements is NOT true according to the text?

- a. The crow opened her mouth and the piece of cheese fell to the ground
- b. The cheese was snatched up by Master Fox
- c. The fox said that the crow had glossy feathers
- d. The fox said that it was better to trust flatterers

Which the sentence tells us that the fox took the crow's cheese?

- a. In exchange for your cheese I will give you a piece of advice
- b. The piece of cheese fell to the ground, only to be snatched up to by Master Fox
- c. The crow lifted up her head and began to caw her best
- d. That's for me, as I am a fox

Questions 4-8 are based on this text

### The Frog Prince

One fine evening a young princess put on her bonnet and clogs, and went out to take a walk by herself in a wood; and when she came to a cool spring of water with a rose in the middle of it, she sat herself down to rest a while. Now she had a golden ball in her hand, which was her favourite plaything; and she was always tossing it up into the air, and catching it again as it fell.

After a time she threw it up so high that she missed catching it as it fell; and the ball bounded away, and rolled along on the ground, until at last it fell down into the spring. The princess looked into the spring after her ball, but it was very deep, so deep that she could not see the bottom of it. She began to cry, and said, "Alas! If I could only get my ball again, I would give all my fine clothes and jewels, and everything that I have in the world."

Whilst she was speaking, a frog put its head out of the water, and said, "Princess, why do you weep so bitterly?" "Alas!" said she, "What can you do for me, you nasty frog? My golden ball has fallen into the spring." The frog said, "I do not want your pearls, and jewels, and fine clothes; but if you will love me, and let me live with you and eat off your golden plate, and sleep on your bed, I will bring you your ball again."

Taken from *366 and More Fairy Tales*, 1990

4. What is the text about?

- a. A young princess and her bonnet.
- b. A young princess in a cool spring of water.
- c. A young princess with a golden ball in her hand.
- d. The frog prince.

5. What type of text is used by the writer?

- a. Narrative.
- b. Argumentative.
- c. Descriptive.
- d. Hortatory exposition.

6. The communicative purpose of this text is ...

- a. To describe a young princess with a golden ball
- b. To amuse or to entertain the readers
- c. To tell about our opinion about a young princess and her bonnet
- d. To persuade the readers to do something

7. Paragraph 1 ....

- a. Gives an orientation
- b. Poses a thesis
- c. Shows an abstract
- d. Gives a general classification

8. What does "it" refer to in paragraph 1 line 5?

- a. A golden ball.
- b. A rose.
- c. A cool spring of water.
- d. A wood.

Questions 9-12 are based on this text

### The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, o King. Forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days?" The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who wanted to carry him alive the king, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

Taken from *UN 2005/2006*.

9. Who are the main characters of the story?

- a. The lion and the cat.
- b. The lion and the mouse.
- c. The lion and the beasts.
- d. The lion and the king.

10. What is the moral lesson from the text?

- a. Don't look at someone because of his clothes.
- b. It is best to prepare for the days of necessity.
- c. Common people may prove great ones.
- d. United we stand, divided we fall.

11. Paragraph three mainly tells that...

- a. The little mouse asked for forgiveness
- b. The hunter carried the lion alive to the king
- c. The lion was tied to tree by the hunter.
- d. The little mouse could prove that he could help the lion

12. What did the little mouse do to prove his words?

- a. He would never forget the lion.
- b. He tried hard to help the lion free.
- c. He ran up and down upon the lion.
- d. He asked for apology to the king of the beast.

Questions 13-15 are based on this text

### Rabbit

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The boss of crocodile answered, "We are twenty here." "Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.

"All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another: one ... two ... three ... four ... until twenty, and finally, he thanked all crocodiles because he had crossed the river.

Adapted from UN 2007/2008

13. The story mainly tells us about.....

- a. the boss of the crocodile
- b. a rabbit and twenty crocodiles
- c. a rabbit and the boss of crocodile
- d. the boss of the crocodile and all his friends

14. We know from the first paragraph that the rabbit actually wanted .....

- a. to cross the river
- b. to swim across the river
- c. to know where the crocodiles are
- d. to know the number of crocodiles there

15. All of you are good, nice gentle, and kind ...." (Paragraph 2) The underlined word is synonymous with .....

- a. Wild
- b. Diligent
- c. Easygoing
- d. Honorable

$$A = 12 \times 2 = 24$$

$$B = 58 = \frac{58}{82}$$

**Read the following direction!**

1. There are 3 columns which you must fill in.
2. In column Know, you must fill the column with what you know about the title of the text.
3. In column Want, you must fill the column with your questions what you want to know about the text.
4. In column Learn, you must fill the column what you learn after you read the text.

Name : ~~Put~~ APRILIA Susanti.  
 Topic : Narrative Text  
 Title : Cinderella

K-W-L Chart		
What I already know? (K)	What I Want to Learn? (W)	What I Learned? (L)
a Beautiful girl 2	why, Cinderella must leave home at the midnight? 3	- Because the magic was only until the midnight. 3
She has a step mother & two sisters in her step 2	why, Cinderella shoes can come loose? 3	- Because in a hurry 3
a Diligent, good, kind hearted girl 2	why, her step mother and step sister did not like Cinderella 2	- Because step mother and step sister were envious with Cinderella. 2
There is a Prince 3	why Cinderella can come to the Prince's party? 3 Good to Cinderella 2	Because fairy godmother wants to help Cinderella to go to the Prince's party 2
How she has a glass slipper 3	why Cinderella can come to the Prince's party? 3	Because Cinderella was invited by the Prince but his stepmother does not let Cinderella go, but Cinderella still goes to the Prince's party 3
a meeting and to get help 2	why Prince falling in love to Cinderella 2	Because Cinderella was a beautiful girl 2
Cinderella may not out of house from 3	why step mother and step sister's Cinderella very wicked? 3	Because they don't like Cinderella. 3

- Cinderella should not leave the house. 17  
 - How the end of the story? Cinderella? 20  
 - Cinderella and Prince married and together they lived happily ever after. 21



(POST-TEST)

Name : M. Rowan Adlyte  
Class : XI TKJ I  
Student Number :

- Read the following direction!
- In part B, Read the text carefully then answer the question by crossing (x) a, b, c, d.
  - You may not open your dictionary.
  - You may not cheat with your friends.
  - You have 70 Minutes to finish your task.

Part A

Cinderella

Once upon a time, there was a beautiful girl named Cinderella. She lived with her wicked stepmother and two stepsisters. They treated Cinderella very badly. One day, they were invited for a grand ball in the king's palace. But Cinderella's stepmother would not let her go. Cinderella was made to sew new party gowns for her stepmother and stepsisters, and curl their hair. They then went to the ball, leaving Cinderella alone at home.

Cinderella felt very sad and began to cry. Suddenly, a fairy godmother appeared and said, "Don't cry, Cinderella! I will send you to the ball!" But Cinderella was sad. She said, "I don't have a gown to wear for the ball!" The fairy godmother waved her magic wand and changed Cinderella's old clothes into a beautiful new gown! The fairy godmother then touched Cinderella's feet with the magic wand. And lo! She had beautiful glass slippers! "How will I go to the grand ball?" asked Cinderella. The fairy godmother found six mice playing near a pumpkin, in the kitchen. She touched them with her magic wand and the mice became four shiny black horses and two coachmen and the pumpkin turned into a golden coach. Cinderella was overjoyed and set off for the ball in the coach drawn by the six black horses. Before leaving, the fairy godmother said, "Cinderella, this magic will only last until midnight! You must reach home by then!"

When Cinderella entered the palace, everybody was struck by her beauty. Nobody, not even Cinderella's stepmother or stepsisters, knew who she really was in her pretty clothes and shoes. The handsome prince also saw her and fell in love with Cinderella. He went to her and asked, "Do you want to dance?" And Cinderella said, "Yes!" The prince danced with her all night and nobody recognized the beautiful dancer. Cinderella was so happy dancing with the prince that she almost forgot what the fairy godmother had said. At the last moment, Cinderella remembered her fairy godmother's words and she rushed to go home. "Oh! I must go!" she cried and ran out of the palace. One of her glass slippers came off but Cinderella did not turn back for it. She reached home just as the clock struck twelve. Her coach turned back into a pumpkin, the horses into mice and her fine ball gown into rags. Her stepmother and stepsisters reached home shortly after that. They were talking about the beautiful lady who had been dancing with the prince.

The prince had fallen in love with Cinderella and wanted to find out who the beautiful girl was, but he did not even know her name. He found the glass slipper that had come off Cinderella's foot as she ran home. The prince said, "I will find her. The lady whose foot fits

this slipper will be the one I marry!" The next day, the prince and his servants took the glass slipper and went to all the houses in the kingdom. They wanted to find the lady whose feet would fit in the slipper. All the women in the kingdom tried the slipper but it would not fit any of them. Cinderella's stepsisters also tried on the little glass slipper. They tried to squeeze their feet and push hard into the slipper, but the servant was afraid the slipper would break. Cinderella's stepmother would not let her try the slipper on, but the prince saw her and said, "Let her also try on the slipper!" The slipper fit her perfectly. The prince recognized her from the ball. He married Cinderella and together they lived happily ever after.

Adapted from: <http://shortstories.com>

Part B

The fox and the crow

A fox once saw a crow fly off with a piece of cheese in its beak and settle on a branch of a tree. "That's for me, as I am a Fox," said Master Reynard, and he walked up to the foot of the tree. "Good day, Mistress Crow," he cried. "How well you are looking today: how glossy your feathers; how bright your eye. I feel sure voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds." The crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snatched up by Master Fox. "That will do," he said. "That was all I wanted. In exchange for you cheese I will give you a piece of advice for the future, "Do not trust flatterers."

Adapted from English Today 3

- What did the fox ask the crow to do?
- The fox asked the crow to play
  - The fox asked the crow to sing
  - The fox asked the crow to go away
  - The fox asked the crow to be a flatterer

Which of these statements is NOT true according to the text?

- The crow opened her mouth and the piece of cheese fell to the ground
- The cheese was snatched up by Master Fox
- The fox said that the crow had glossy feathers
- The fox said that it was better to trust flatterers

Which the sentence tells us that the fox took the crow's cheese?

- In exchange for your cheese I will give you a piece of advice
- The piece of cheese fell to the ground, only to be snatched up to by Master Fox
- The crow lifted up her head and began to caw her best
- That's for me, as I am a fox

Questions 4-8 are based on this text

### The Frog Prince

One fine evening a young princess put on her bonnet and clogs, and went out to take a walk by herself in a wood; and when she came to a cool spring of water with a rose in the middle of it, she sat herself down to rest a while. Now she had a golden ball in her hand, which was her favourite plaything, and she was always tossing it up into the air, and catching it again as it fell.

After a time she threw it up so high that she missed catching it as it fell; and the ball bounded away, and rolled along on the ground, until at last it fell down into the spring. The princess looked into the spring after her ball, but it was very deep, so deep that she could not see the bottom of it. She began to cry, and said, "Alas! If I could only get my ball again, I would give all my fine clothes and jewels, and everything that I have in the world."

Whilst she was speaking, a frog put its head out of the water, and said, "Princess, why do you weep so bitterly?" "Alas!" said she, "What can you do for me, you nasty frog? My golden ball has fallen into the spring." The frog said, "I do not want your pearls, and jewels, and fine clothes, but if you will love me, and let me live with you and eat off your golden plate, and sleep on your bed, I will bring you your ball again."

Taken from *366 and More Fairy Tales*, 1990

4. What is the text about?

- a. A young princess and her bonnet.
- b. A young princess in a cool spring of water.
- c. A young princess with a golden ball in her hand.
- d. The frog prince.

5. What type of text is used by the writer?

- a. Narrative.
- b. Argumentative.
- c. Descriptive.
- d. Hortatory exposition.

6. The communicative purpose of this text is ....

- a. To describe a young princess with a golden ball
- b. To amuse or to entertain the readers
- c. To tell about our opinion about a young princess and her bonnet
- d. To persuade the readers to do something

7. Paragraph 1 ....

- a. Gives an orientation
- b. Poses a thesis
- c. Shows an abstract
- d. Gives a general classification

8. What does "it" refer to in paragraph 1 line 5?

- a. A golden ball.
- b. A rose.
- c. A cool spring of water.
- d. A wood.

Questions 9-12 are based on this text

### The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

"Pardon, o King. Forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days?" The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

One day the lion was caught in a trap. Some hunters who wanted to carry him alive the King, tied him to a tree while they went in search of a wagon to carry him in. Just then the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bound the King of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

Taken from *LN 2005/2006*.

9. Who are the main characters of the story?

- a. The lion and the cat.
- b. The lion and the mouse.
- c. The lion and the beasts.
- d. The lion and the King.

10. What is the moral lesson from the text?

- a. Don't look at someone because of his clothes.
- b. It is best to prepare for the days of necessity.
- c. Common people may prove great ones.
- d. United we stand, divided we fall.

11. Paragraph three mainly tells that...

- a. The little mouse asked for forgiveness
- b. The hunter carried the lion alive to the king
- c. The lion was tied to tree by the hunter.
- d. The little mouse could prove that he could help the lion

12. What did the little mouse do to prove his words?

- a. He would never forget the lion.
- b. He tried hard to help the lion free.
- c. He ran up and down upon the lion.
- d. He asked for apology to the king of the beast.

Questions 13-15 are based on this text

### Rabbit

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, "How many crocodiles are there in the river?" The boss of crocodile answered, "We are twenty here." "Where are they?" the rabbit asked for the second time. "What is it for?" the boss of crocodile asked.

"All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are," said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another: one ... two ... three ... four ... until twenty, and finally, he thanked all crocodiles because he had crossed the river.

Adapted from UN 2007/2008

13. The story mainly tells us about.....
- a. the boss of the crocodile
  - b. a rabbit and twenty crocodiles
  - c. a rabbit and the boss of crocodile
  - d. the boss of the crocodile and all his friends
14. We know from the first paragraph that the rabbit actually wanted .....
- a. to cross the river
  - b. to swim across the river
  - c. to know where the crocodiles are
  - d. to know the number of crocodiles there
15. All of you are good, nice gentle, and kind ...." (Paragraph 2) The underlined word is synonymous with .....
- a. Wild
  - b. Diligent
  - c. Easygoing
  - d. Honorable

$$A = 48 = 98$$
$$B = 12 \times 2 = 24 \quad +$$

---

$$72$$

**Read the following direction!**

1. There are 3 columns which you must fill in.
2. In column Know, you must fill the column with what you know about the title of the text.
3. In column Want, you must fill the column with your questions what you want to know about the text.
4. In column Learn, you must fill the column what you learn after you read the text.

Name : M. Romi Aditya		
Topic : Narrative Text		
Title : Cinderella		
K-W-L Chart		
What I already know? (K)	What I Want to Learn? (W)	What I Learned? (L)
a beautiful girl 2	What size are slipper glass Cinderella? 2 <i>are the</i>	Because the magic <sup>was</sup> only until the midnight 1
She has step mother and step sister and law 2	Why Cinderella does not go to party? 1 <i>the</i>	Because Cinderella on for bride by mother and sister in law 1
There is a Prince 3	Why Prince like to Cinderella 3 <i>did</i>	Cinderella <sup>was</sup> very beautiful 3
She has a slipper glass 3	Where <sup>was</sup> Cinderella live? 3 <i>did</i>	She lived with her wicked stepmother and two stepsisters 2
Sister and mother 1	Why Cinderella must reach home at the mid night 3	Because the magic <sup>was</sup> only until the midnight 3
Good heart girl 2	Why <sup>do</sup> Cinderella like to the prince 2 <i>the</i>	The Prince <sup>was</sup> very handsome 1
Mother and sister <sup>was</sup> bad 3	Cinderella in home with? 2	Step mother and step sister 3

Cinderella may not out a house from 3

16

13

19

48



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) JURAI SIWO METRO  
JURUSAN TARBIYAH**

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : Sti.13/JST/PP.00.9/050/2016 Metro, 09 Januari 2017  
Lamp : -  
Hal : **IZIN PRA SURVEY**

*Kepada Yth.,*  
**Kepala Sekolah SMK Karya Wiyata Punggur**  
Di -  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Restu Utami  
NPM : 1293217  
Jurusan : Tarbiyah  
Prodi : PBI  
Judul : **The Influence K\_W\_L (Know, Want, Learn) Strategy Toward Students' Reading Comprehension Ability At The Elevent Grader Of SMK Karya Wiyata Punggur In Academic Year Of 2016/2017**

Untuk melakukan *PRA SURVEY* di **SMK Karya Wiyata Punggur**

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



An. Ketua Jurusan,  
Sekretaris

*Annisa*  
Siti Annisah, M.Pd  
NIP. 19800607 200312 2003



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. KH. Dewantara Kampus 15A Iringmulyo Kota Metro Lampung 3411 Telp.  
(0725) 41507, e-mail: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id), website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id)

Nomor : P.0412/In.28/FTIK/PP.00.9/03/2017  
Lamp : -  
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:  
1 Sdri. Dr. Widhiya Ninsiana, M.Hum  
2 Sdr. Ahmad Subhan Roza, M.Pd  
Dosen Pembimbing Skripsi  
Di -  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara untuk membimbing mahasiswa tersebut dibawah ini:

Nama : **Restu Utami**  
NPM : 1293217  
Jurusan : Tarbiyah/PBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
  - a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
  - b. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
  - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
  - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Indonesia dengan:
  - a. Pendahuluan ± 1/6 bagian
  - b. Isi ± 2/3 bagian
  - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Metro, 23 Maret 2017  
Dekan FTIK

**Dr. Akla, M.Pd**  
NIP. 19691008 200003 2 005



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296.  
Website: www.metrouniv.ac.id, e-mail: iainmetro@metrouniv.ac.id

**SURAT TUGAS**

Nomor: 1752/In.28/R.1/TL.01/03/2017

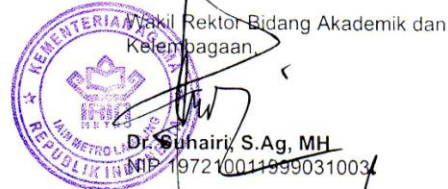
Wakil Rektot Bidang Akademik dan Kelembagaan Institut Agama Islam Negeri (IAIN) Metro,  
Menugaskan Kepada Saudara:

Nama : **RESTU UTAMI**  
NPM : 1293217  
Semester : 10 (Sepuluh)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK KARYA WIYATA PUNGGUR LAMPUNG TENGAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING KNOW, WANT, AND ILEARN (K-W-L) STRATEGY TOWARD STUDENTS' READING COMPREHENSION ABILITY AT THE ELEVENTH GRADE STUDENTS OF SMK KARYA WIYATA CENTRAL LAMPUNG IN ACADEMIC YEAR 2016/2017".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 29 Maret 2017





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507, Faksimili (0725) 47296  
Website: www.metrouniv.ac.id, e-mail: iainmetro@metrouniv.ac.id

Nomor : 1753/In.28/R.1/TL.00/03/2017  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SEKOLAH SMK KARYA  
WIYATA PUNGGUR LAMPUNG  
TENGAH  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: 1752/In.28/R/TL.01/03/2017, tanggal 29 Maret 2017 atas nama saudara:

Nama : **RESTU UTAMI**  
NPM : 1293217  
Semester : 10 (Sepuluh)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK KARYA WIYATA PUNGGUR LAMPUNG TENGAH, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF USING KNOW, WANT, AND LEARN (K-W-L) STRATEGY TOWARD STUDENTS' READING COMPREHENSION ABILITY AT THE ELEVENTH GRADE STUDENTS OF SMK KARYA WIYATA CENTRAL LAMPUNG IN ACADEMIC YEAR 2016/2017".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 29 Maret 2017  
Wakil Rektor Bidang Akademik  
dan Kelembagaan,  
  
Dr. Suhairi, S.Ag, MH  
NIP. 197210011999031003





YAYASAN PENDIDIKAN KARYA WIYATA  
SEKOLAH TEKNOLOGI DAN INDUSTRI KARYA WIYATA PUNGGUR  
PROGRAM STUDI : TEKNIK MEKANIK OTOMOTIF DAN  
TEKNIK INFORMASI KOMPUTER  
JURUSAN : 1. TEKNIK KENDARAAN RINGAN 2. TEKNIK KOMPUTER DAN JARINGAN  
STATUS : TERAKREDITASI  
NDS : 4212030045 NSS : 32212020825

Alamat : Jl. Raya Totokaton Kec. Punggur Kabupaten Lampung Tengah Kode Pos 34152

Nomor : 151/I.12.3/SMK.KW/I/2017  
Lamp : -  
Hal : **Mengizinkan Pelaksanaan PRA SURVEY**

Kepada Yth  
Ketua Jurusan Tarbiyah STAIN Jurai Siwo Metro  
Di  
Tempat

Dengan hormat,

Yang bertanda tangan dibawah ini Kepala SMK Karya Wiyata Punggur dengan ini memberi izin kepada :

Nama : Restu Utami  
NPM : 1293217  
Jurusan : Tarbiyah  
Prodi : PBI  
Judul : **The Influence K\_W\_L (Know, Want, Learn) Strategy Toward Students' Reading Comprehension Ability At The Elevent Grader Of SMK KArja Wiyata Punggur In Academic Year Of 2016/2017**

Mahasiswa tersebut diizinkan melaksanakan PRA SURVEY sebagai tugas akhir di SMK Karya Wiyata Punggur selama 3 kali pertemuan.

Demikian persetujuan ini dibuat, agar dapat digunakan sebagaimana mestinya terima kasih.

Punggur, 11 Januari 2017

Kepala SMK Karya Wiyata Punggur

WIDIANTO, ST.M.MPd



YAYASAN PENDIDIKAN KARYA WIYATA  
SEKOLAH TEKNOLOGI DAN INDUSTRI KARYA WIYATA PUNGGUR  
PROGRAM STUDI : TEKNIK MEKANIK OTOMOTIF DAN  
TEKNIK INFORMASI KOMPUTER  
JURUSAN : 1. TEKNIK KENDARAAN RINGAN 2. TEKNIK KOMPUTER DAN JARINGAN  
STATUS : TERAKREDITASI  
NDS : 4212030045 NSS : 32212020825

Alamat : Jl. Raya Totokaton Kec. Punggur Kabupaten Lampung Tengah Kode Pos 34152

Nomor : 200/I.12.3/SMK.KW/I/2017  
Lamp : -  
Hal : Mengizinkan Pelaksanaan Research

Kepada Yth  
Wakil Rektor Bidang Akademik dan Kelembagaan IAIN Metro  
Di  
Tempat

Dengan hormat,

Yang bertanda tangan dibawah ini Kepala SMK Karya Wiyata Punggur dengan ini memberi izin kepada :

Nama : Restu Utami  
NPM : 1293217  
Jurusan : Pendidikan Bahasa Inggris  
Prodi : PBI  
Judul : **The Influence K\_W\_L (Know, Want, Learn) Strategy Toward Students' Reading Comprehension Ability At The Elevent Grader Of SMK Karya Wiyata Punggur In Academic Year Of 2016/2017**

Mahasiswa tersebut diizinkan melaksanakan RESEARCH sebagai tugas akhir di SMK Karya Wiyata Punggur selama 3 kali pertemuan.

Demikian persetujuan ini dibuat, agar dapat digunakan sebagaimana mestinya terima kasih.

Punggur, 28 April 2017

Ks. Kepala SMK Karya Wiyata Punggur

  
**WIDIANTO, ST.M.MPd**



YAYASAN PENDIDIKAN KARYA WIYATA  
SEKOLAH TEKNOLOGI DAN INDUSTRI KARYA WIYATA PUNGGUR  
PROGRAM STUDI : TEKNIK MEKANIK OTOMOTIF DAN  
TEKNIK INFORMASI KOMPUTER  
JURUSAN : 1. TEKNIK KENDARAAN RINGAN 2. TEKNIK KOMPUTER DAN JARINGAN  
STATUS : TERAKREDITASI  
NDS : 4212030045 NSS : 32212020825

Alamat : Jl. Raya Totokaton Kec. Punggur Kabupaten Lampung Tengah Kode Pos 34152 email:  
smk\_karyawiyata@yahoo.com

**SURAT KETERANGAN**

No. 215/I.12.3/SMK.KW/V/2017

Yang bertanda tangan dibawah ini Kepala SMK Karya Wiyata Punggur dengan ini menerangkan bahwa :

Nama : Restu Utami  
NPM : 1293217  
Jurusan : Pendidikan Bahasa Inggris  
Prodi : PBI  
Judul : **The Influence of Using Know, Want, Learn (K-W-L) Strategy Toward Students' Reading Comprehension Ability At The Elevent Grade Of Students Of SMK Karya Wiyata Central Lampung In Academic Year Of 2016/2017**

Mahasiswa tersebut telah melaksanakan RESEARCH sebagai tugas akhir di SMK Karya Wiyata Punggur selama 3 kali pertemuan.

Demikian surat keterangan ini dibuat, agar dapat digunakan sebagaimana mestinya terima kasih.

Punggur, 12 Mei 2017

Kepala SMK Karya Wiyata Punggur





KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) JURAI SIWO METRO

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
STAIN JURAI SIWO METRO

Nama : Restu Utami  
NPM : 1293217

Jurusan / Prodi : Tarbiyah / PBI  
Tahun Akademik : 2016/2017

No	Hari / Tanggal	Hal Yang Dibicarakan	Tanda Tangan
5.	27 Desember 2016	- The data of pra survey - Operational definition of variable - Population, sample, Sampling technique	Restu
6.	29 Desember 2016	- Revise chapter I - change title	Restu
7.	16 Januari 2017	- Background of study (step, problems, The data of pra survey). - Identification of problems - Limitation of the problems - Objectives of study	Restu
8.	18 Januari 2017	Acc to Seminar	Restu

Mengetahui  
Ketua Jurusan Tarbiyah

  
**Dr. Hj. Akla, M.Pd**  
NIP. 196910082000032005

Mengetahui  
Pembimbing I

  
**Dr. Widhiya Ninsiana, M. Hum**  
NIP. 197209232000032002



**KEMENTERIAN AGAMA**  
**SEKOLAH TINGGI AGAMA ISLAM NEGERI**  
**(STAIN) JURAI SIWO METRO**

*Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111*

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
**STAIN JURAI SIWO METRO**

Nama : Restu Utami  
NPM : 1293217

Jurusan / Prodi : Tarbiyah / PBI  
Tahun Akademik : 2016/2017

No	Hari / Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1.	19 Januari 2016	- Revise chapter I - Background of study - Identification of the problems - The formulation of study	Restu
2.	15 Februari 2016	- Revise chapter I - The data of pra survey - Limitation of the problems - Benefits of study  - Revise chapter III - Research Design - population, sample and sampling technique - Operational definition of Variables - eliminate questionare - Add Test	Restu
3.	6 September 2016	- Grammatical, minim theory, space, bibliography	Restu
4.	28 Oktober 2016	The data of pra survey, Data collecting technique, Identification of the problems. The formulation of problem, give example of translation methods, paradigm, Hypothesis formulation, bibliography	Restu

Mengetahui  
Ketua Jurusan Tarbiyah

  
**Dr. Hj. Akla, M.Pd**  
NIP. 196910082000032005

Mengetahui  
Pembimbing 1

  
**Dr. Widhiya Ninsiana, M. Hum**  
NIP. 197209232000032002



KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) JURAI SIWO METRO


Jl. Ki Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
STAIN JURAI SIWO METRO

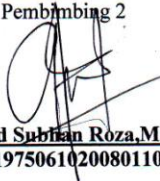
Nama : Restu Utami                      Jurusan / Prodi : Tarbiyah / PBI  
NPM : 1293217                      Tahun Akademik : 2015/2016

No	Hari / Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1.	6 September 2016	Grammatikal, opinion, cover, Background of study, paradigma, Bibliography	Restu
2.	28- Oktober- 2016	The data of pra survey, Identification of the problems, The formulation of the problem, cover	Restu
3.	30 Desember 2016		
		✓ M. Senir	Restu

Mengetahui  
Ketua Jurusan Tarbiyah

  
**Dr. Hj. Akla, M.Pd**  
NIP. 196910082000032005

Mengetahui  
Pembimbing 2

  
**Ahmad Subhan Roza, M.Pd**  
NIP. 197506102008011004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO

Nama : Restu Utami  
NPM : 1293217

Jurusan : TBI  
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Wednesday, 07 June 2017	✓		- Revise abstract - Revise statement of research originality - Revise Table of content - Revise conclusion - Revise Limitation - Revise Limitation of the problems - Revise Bibliography	Restu
2.	Friday 09 June 2017	✓		- Revise acknowledgements - eliminate table 3 (the observation sheet of student's learning activity) - Revise documentation - Revise the formulation of research, objectives of research, and benefits of research. - Revise abstract - Revise english name of IAIN - Revise bibliography	Restu
3.	Tuesday 13 June 2017	✓		Acc to Munzirah	Restu

Mengetahui

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.  
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum  
NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. KH. Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111 Telp. (0725)  
41507, e-mail: iain@metrouniv.ac.id, website: www.metrouniv.ac.id


FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Restu Utami  
NPM : 1293217

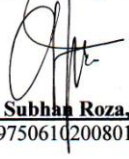
Fakultas / Jurusan : Tarbiyah / TBI  
Semester / T.A : X/2016/2017

No	Hari / Tanggal	Pembimbing II	Hal Yang Dibicarakan	Tanda Tangan
1.	Wednesday 8 January 2017	✓	hal 1-3	Restu
2.	Wednesday 8 January 2017	✓	hal 4-5	Restu

Mengetahui  
Dekan Fakultas Tarbiyah

  
**Dr. Hj. Akla, M.Pd**  
NIP. 196910082000032005

Mengetahui  
Pembimbing II

  
**Ahmad Subhan Roza, M.Pd**  
NIP. 197506102008011004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Restu Utami  
NPM : 1293217

Jurusan : TBI  
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Friday, 26 May 2017		✓	- Revise abstract - Revise Bab III - Revise Conclusion	Restu
2.	Monday, 29 May 2017		✓	- Revise Bab I - Revise Bibliography - Revise Chapter I	Restu
3.	Friday, 2 June 2017		✓	- Revise Chapter V - Revise the formulation of research - Revise acknowledgements	Restu
4.	Monday, 5 June 2017		✓	in margin	Restu

Mengetahui  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

Note: If df=1 and HA is directional, the column heading should be multiplied by 1/2 when bracketing the P-value

Critical Values for Chi-Square Distribution.

df	Upper Tail Probability									
	0.2	0.1	0.05	0.04	0.03	0.025	0.02	0.01	0.005	0.0005
1	1.642	2.706	3.841	4.218	4.709	5.024	5.412	6.635	7.879	12.116
2	3.219	4.605	5.991	6.438	7.013	7.378	7.824	9.210	10.597	15.202
3	4.642	6.251	7.815	8.311	8.947	9.348	9.837	11.345	12.838	17.730
4	5.989	7.779	9.488	10.026	10.712	11.143	11.668	13.277	14.860	19.997
5	7.289	9.236	11.070	11.644	12.375	12.833	13.388	15.086	16.750	22.105
6	8.558	10.645	12.592	13.198	13.968	14.449	15.033	16.812	18.548	24.103
7	9.803	12.017	14.067	14.703	15.509	16.013	16.622	18.475	20.278	26.018
8	11.030	13.362	15.507	16.171	17.010	17.535	18.168	20.090	21.955	27.868
9	12.242	14.684	16.919	17.608	18.480	19.023	19.679	21.666	23.589	29.666
10	13.442	15.987	18.307	19.021	19.922	20.483	21.161	23.209	25.188	31.420
11	14.631	17.275	19.675	20.412	21.342	21.920	22.618	24.725	26.757	33.137
12	15.812	18.549	21.026	21.785	22.742	23.337	24.054	26.217	28.300	34.821
13	16.985	19.812	22.362	23.142	24.125	24.736	25.472	27.688	29.819	36.478
14	18.151	21.064	23.685	24.485	25.493	26.119	26.873	29.141	31.319	38.109
15	19.311	22.307	24.996	25.816	26.848	27.488	28.259	30.578	32.801	39.719
16	20.465	23.542	26.296	27.136	28.191	28.845	29.633	32.000	34.267	41.308
17	21.615	24.769	27.587	28.445	29.523	30.191	30.995	33.409	35.718	42.879
18	22.760	25.989	28.869	29.745	30.845	31.526	32.346	34.805	37.156	44.434
19	23.900	27.204	30.144	31.037	32.158	32.852	33.687	36.191	38.582	45.973
20	25.038	28.412	31.410	32.321	33.462	34.170	35.020	37.566	39.997	47.498
21	26.171	29.615	32.671	33.597	34.759	35.479	36.343	38.932	41.401	49.011
22	27.301	30.813	33.924	34.867	36.049	36.781	37.659	40.289	42.796	50.511
23	28.429	32.007	35.172	36.131	37.332	38.076	38.968	41.638	44.181	52.000
24	29.553	33.196	36.415	37.389	38.609	39.364	40.270	42.980	45.559	53.479
25	30.675	34.382	37.652	38.642	39.880	40.646	41.566	44.314	46.928	54.947
26	31.795	35.563	38.885	39.889	41.146	41.923	42.856	45.642	48.290	56.407
27	32.912	36.741	40.113	41.132	42.407	43.195	44.140	46.963	49.645	57.858
28	34.027	37.916	41.337	42.370	43.662	44.461	45.419	48.278	50.993	59.300
29	35.139	39.087	42.557	43.604	44.913	45.722	46.693	49.588	52.336	60.735
30	36.250	40.256	43.773	44.834	46.160	46.979	47.962	50.892	53.672	62.162
31	37.359	41.422	44.985	46.059	47.402	48.232	49.226	52.191	55.003	63.582
32	38.466	42.585	46.194	47.282	48.641	49.480	50.487	53.486	56.328	64.995
33	39.572	43.745	47.400	48.500	49.876	50.725	51.743	54.776	57.648	66.403
34	40.676	44.903	48.602	49.716	51.107	51.966	52.995	56.061	58.964	67.803
35	41.778	46.059	49.802	50.928	52.335	53.203	54.244	57.342	60.275	69.199
36	42.879	47.212	50.998	52.137	53.560	54.437	55.489	58.619	61.581	70.588
37	43.978	48.363	52.192	53.344	54.781	55.668	56.730	59.893	62.883	71.972
38	45.076	49.513	53.384	54.547	56.000	56.896	57.969	61.162	64.181	73.351
39	46.173	50.660	54.572	55.748	57.215	58.120	59.204	62.428	65.476	74.725
40	47.269	51.805	55.758	56.946	58.428	59.342	60.436	63.691	66.766	76.095
41	48.363	52.949	56.942	58.142	59.638	60.561	61.665	64.950	68.053	77.459
42	49.456	54.090	58.124	59.335	60.845	61.777	62.892	66.206	69.336	78.820
43	50.548	55.230	59.304	60.526	62.050	62.990	64.116	67.459	70.616	80.176
44	51.639	56.369	60.481	61.714	63.253	64.201	65.337	68.710	71.893	81.528
45	52.729	57.505	61.656	62.901	64.453	65.410	66.555	69.957	73.166	82.876
46	53.818	58.641	62.830	64.085	65.652	66.617	67.771	71.201	74.437	84.220
47	54.906	59.774	64.001	65.268	66.847	67.821	68.985	72.443	75.704	85.560
48	55.993	60.907	65.171	66.448	68.041	69.023	70.197	73.683	76.969	86.897
49	57.079	62.038	66.339	67.627	69.233	70.222	71.406	74.919	78.231	88.231
50	58.164	63.167	67.505	68.804	70.423	71.420	72.613	76.154	79.490	89.561

## **CURRICULUM VITAE**



The researcher was born in Totokaton, Punggur, Central Lampung, on September 23<sup>rd</sup>, 1991. She is the third daughter of happy family of (Alm) Mr. Badimin and Mrs. Sutinem. She lives in Totokaton, Punggur, Central Lampung.

She began her study at Kindergarten Dharma Wanita Pertiwi Totokaton on 1997 and continued her study at State Elementary School 1 Totokaton and graduated on 2004. She took her Junior High School at SMPN 1 Punggur and graduated on 2007. And then, in period of 2007-2010 she continued his study at SMA Taruna Gajah Mada Metro.

After she graduated from Senior High School, she continued her study on IAIN Metro and took English Education as her study. She started her study on 2012.