

AN UNDERGRADUATE THESIS

**THE EFFECTIVENESS OF THE K-W-L STRATEGY
IN READING COMPREHENSION OF THE TENTH GRADE
AT SMAN 01 KEBUN TEBU WEST LAMPUNG**

By

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ENGLISH EDUCATION DEPARTMENT**

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H / 2023 M

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In English Education Department

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APPROVAL PAGE

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

No. B-374 / m-23.110 / PP.009 / 07/2023

An Undergraduate thesis entitled: The Effectiveness Of The K-W-L Strategy In Reading Comprehension Of The Tenth Grade At SMAN 01 Kebun Tebu West Lampung. Written by Amelia Wulandari student number 1901051005, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Tuesday, June 27, 2023 at 13.00-15.00 a.m.

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ABSTRACT

THE EFFECTIVENESS OF THE K-W-L STRATEGY

IN READING COMPREHENSION OF THE TENTH GRADE

AT SMAN 01 KEBUN TEBU WEST LAMPUNG

By:

AMELIA WULANDARI

This research aimed to know how far The Effectiveness of K-W-L strategy in reading comprehension of Tenth Grader. The Hypothesis testing is proposed to this research that giving K-W-L strategy to the students in studying is as a strategy to facilitate or to motivate them the students' reading comprehension significantly of Tenth Grade at SMAN 01 Kebun Tebu West Lampung with significant rating.

The research was quantitative research the population of this research was the tenth grader students. The sample was 40 students established through the sampling technique. The researcher used test and documentation as the data collecting method. In order to analyze the data, the researcher used independent sample t-test by using SPSS.

Based on the result to answer the researcher question, data is done using t-test. In this research the researcher used two classes they are experimental class and control class. By testing the researcher got mean in experimental class on pretest is 58 and on posttest is 74.25. Even mean in control class on pretest is 59.25 and on post test is 67.25. The difference mean on experimental class got 66.25 and on control class is 8.00. after testing the data using t-test the researcher got that t_o is 1.896 table of degree of significance 5% is 1.686 so H_o is rejected and H_a is accepted, because that t_o is higher than t_t ($t_o > t_t$) or $1.896 > 1.686$. So can be concluded that there is significant effectiveness of the K-W-L strategy in reading comprehension.

Keywords: *Reading Comprehension, K-W-L strategy*

ABSTRAK

KEEFEKTIFAN STRATEGI K-W-L

TERHADAP PEMAHAMAN MEMABACA PADA SISWA

DI KELAS X SMAN 01 KEBUN TEBU LAMPUNG BARAT

Oleh: AMELIA WULANDARI

Penelitian ini bertujuan untuk mengetahui sejauh mana Keefektifan Penggunaan strategi K-W-L Bahasa Inggris Terhadap Kemampuan Pemahaman Membaca Siswa Kelas X. Pengujian Hipotesis yang diajukan untuk penelitian ini bahwa pemberian strategy K-W-L kepada siswa dalam belajar adalah sebagai strategi untuk memfasilitasi atau memotivasi mereka terhadap kemampuan pemahaman membaca siswa secara signifikan di Kelas X SMAN 01 Kebun Tebu West Lampung dengan peringkat signifikan.

Penelitian ini merupakan penelitian kuantitatif. Populasi penelitian ini adalah siswa kelas X. sampel sebanyak 40 siswa yang dibentuk melalui random sampling. Peneliti menggunakan tes dan dokumentasi sebagai metode pengumpulan data. Untuk menganalisis data, peneliti menggunakan Independent sample t-test dengan menggunakan SPSS.

Berdasarkan hasil untuk menjawab pertanyaan peneliti, data dilakukan dengan menggunakan uji-t. Dalam penelitian ini peneliti menggunakan dua kelas yaitu kelas eksperimen dan kelas kontrol. Dengan pengujian peneliti mendapatkan rata-rata di kelas eksperimen pada pretest adalah 58 dan pada posttest adalah 74,25. Rata-rata kelas kontrol pada pretest adalah 59,25 dan pada posttest adalah 67,25. Perbedaan rata-rata pada kelas eksperimen adalah 66,25 dan pada kelas kontrol adalah 8,00. setelah dilakukan pengujian data dengan menggunakan uji-t diperoleh bahwa pada t_o 1.896 derajat signifikansi 5% adalah 1.686 maka H_o ditolak dan H_a diterima, karena t_o lebih besar dari t_t ($t_o > t_t$) atau $1.896 > 1.686$. Jadi dapat disimpulkan bahwa ada pengaruh yang signifikan dari strategi K-W-L terhadap kemampuan pemahaman membaca siswa.

Kata Kunci: Kemampuan pemahaman bacaan, K-W-L strategi

STATEMENT OF RESEARCH ORIGINALITY

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Metro, 27 Juni 2023

Deneliti

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MOTTO

نى ان الطز رواه. تُحْسِنَ أَنْ إِذَا عَمِلَ الْعَامِلَ لِلَّهِ ا يُحِبُّ

“God loves a job that when he works he finished it well”.

“Allah mencintai pekerjaan yang apabila dia bekerja dia menyelesaikannya dengan baik”

(HR. Thabrani)

DEDICATION PAGE

This Piece of Work is dedicated to:

My Beloved Parents

(Mr. Minarmi and Mrs. Maryati)

My Beloved Brother

(Iqball)

My Sponsor

(Dr. Aria Septi Anggaira, M.Pd)

Head of TBI IAIN Metro

(Andianto, M.Pd)

All My Beloved Friends

(Wita, Alfira Khoirunnisa, Anisa, Eva Wati and all my friends)

“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 friend I ever had. I will miss you so much.”

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Alhamdulillah and praises belong to Allah SWT the almighty, because of his blessing and mercy, the writer is able to accomplish this thesis entitled : THE EFFECTIVENESS OF THE K-W-L STRATEGY IN READING COMPREHENSION OF THE TENTH GRADES AT SMAN 01 KEBUN TEBU WEST LAMPUNG

. Sholawat and salam always be bestowed to the last prophet Muhammad SAW, having shown us the role of life to make our life true.

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3. Andianto, M. Pd as the Head of English Education Departement of IAIN Metro Lampung.
4. Dr. Aria Septi Anggaira, M.Pd as the first advisor who given the researcher, advice and suggestion for this undergraduate thesis.

The researcher do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research. Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all reader generally.

Metro, June 2023

The Reseach,



Amelia Wulandari

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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.

The teacher must know and comprehend the best strategy to take while teaching English as a foreign language. Because it has a distinct structure, pronunciation, and other features than Bahasa, learning this English as a foreign

language is more difficult than learning Bahasa. As a result, using the right teaching techniques when teaching English can aid in pupils' comprehension of the language. There are four English skills that students must master in order to learn the language.

They are speaking, reading, writing, and listening. Reading is the most crucial language ability to acquire out of the four, and it is given special emphasis in the classroom. Reading is known to activate the eye muscles and aid in mental development. One of the English abilities that pupils should be able to master is reading. Reading is a method of obtaining information from printed sources including textbooks, newspapers, magazines, and books. These days, using the internet as well as printed media broadens the range of available reading materials. Finding information in a text is the purpose of reading. A reader must comprehend the text's meaning in order to receive the information it conveys.

Based on the observation to the English teachers of SMAN 01 Kebun Tebu West Lampung, it showed that some problems in reading comprehension especially at the tenth-grade students of SMAN 01 Kebun Tebu West 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.

Table 1

The Result of The Pre-Survey Data of Students' Reading Comprehension Score at The Tenth Grade Students of SMAN 01 Kebun Tebu West Lampung

No	Range	Frequency	Percentage
1	75-100	2	6%
2	60-74	6	18%
3	0-59	26	76%
Total		34	100%

According to the aforementioned facts, many students score poorly on tests of reading comprehension. The minimal passing score for English is 75. Students who have a score below 75 cannot pass the test, according to this. In actuality, only 2 pupils receive scores of 75–100 (or 6%), 6 have scores of 60–74 (or 18%), and 25 receive scores of 0-59 (or 76%). It indicates that students' reading comprehension skills need improvement. The researcher wonders whether a situation may be resolved by picking an appropriate approach that will increase a student's initiative and motivation to read aloud in class.

Skimming, scanning, and K-W-L are just a few of the instructional strategy that can be utilized to improve students' reading comprehension. Skimming is the process of swiftly scanning a large text (such as an essay, article,

or chapter) to find its main points. Readers have the benefit of being able to anticipate the passage's goal when they skim. In other words, skimming is swiftly reading a text to determine its important points. Additionally, the reader can guess the text's content by skimming.

While scanning is a rapid search within a text for a specific item or pieces of information. Without reading the entire text, scanning is used to extract specific information. In other words, scanning is swiftly reading the material to locate certain information without thoroughly reading it.

Consequently, the K-W-L strategy is a reading strategy that makes use of questions to draw from prior information, comprehend metacognition, and write in order to learn. In the first step, students brainstorm their knowledge on the reading topic in private groups. The students then list what they hope to learn about the subject. Students read the information in the final section and then presented what they had learnt.

The K-W-L strategy may be advantageous and promising to apply in the teaching and learning process of reading, the researcher says. Its objectives are more varied. It aids in eliciting prior knowledge of the text's subject, establishing a reading goal, keeping track of readers' comprehension, evaluating readers' comprehension of the text, and extending ideas beyond the text.

As a result, in order to successfully teach reading comprehension skills, the researcher intends to apply the K-W-L strategy, one of the strategies that is appropriate for the primary goal of teaching reading.

Based on the case above, the researcher would like to know the effectiveness of using K-W-L Strategy and students' reading comprehension ability. The researcher takes a title: "The Effectiveness of Using K-W-L Strategy in Reading Comprehension at Tenth Grade Students of SMAN 01 Kebun Tebu West Lampung.

B. Identification Of the Problems

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

1. Student have difficulty understanding the contents of the reading or the main idea of the reading
2. Student find it difficult to retell the contents of what they read in the text
3. Srtudent lack of vocabulary mastery
4. Students feld bored in the reading learning process

C. Limitation Of the Problem

The setting of study limitations should be done in order to avoid confusion and make the study clearer. The researcher focused on the study's main issue the students' poor reading comprehension skills. As a result, the researcher in this study uses the k-w-l strategy to focus on the pupils who have poor reading comprehension skills.

D. Formulation Of the Problem

According to the limitation of research, the formulation of this study is "Is there any effectiveness of the K-W-L strategy in reading comprehension of class X SMAN 01 Kebun Tebu West Lampung?"

E. Objective Of The Research

Based on the formulation of the problem above, this research is intended to find out whether there is an effectiveness of k-w-l strategy on students' reading comprehension skills.

F. Benefits Of the Research

The benefits of this research are:

1. Theoretical Benefits
 - a. This research's findings can be included into the k-w-l strategy for teaching reading in English classes.
 - b. Those who desire to do research on the English teaching and learning process might utilize the findings of this study as a guide.
2. Practical Benefits
 - a. The pupils can use it as a substitute method of enhancing their reading comprehension skills.
 - b. It can be a substitute approach for English teachers to employ or apply in the English teaching learning process, particularly in the reading learning process.
 - c. For the headmaster, it can be used as knowledge to aid English learning, particularly in reading learning.

G. Prior Research

1. Purwanto (2017) revealed speaking skill is skills in organizing sentences because communication occurs through sentences to show the difference diverse behavior of the people various ones too. Things that can be

improved students' speaking skills with spontaneously, namely through excavation student knowledge of the theme being taught. KWL technique can used as a tool to reach that goal. The KWL method is stands for know-want to know-learned.

2. According to Dochy (2002) as cited in Hailikari, Katajavouri (2008), prior knowledge is defined as a multidimensional and hierarchical dynamic and consists of various types of knowledge and skills. Prior knowledge is considered the most important factor affecting learning, student achievement, and can also assist the student to comprehend the learning materials. It can give them a clue about things related to the materials they are learning, and it can guide them in solving things such as linguistic problems.
3. Brown (2006) states that prior knowledge can help students understand a topic by remembering what they already know before. Anderson & Lynch (2003) as cited in Yildirim (2016) were also states that students' prior knowledge about the target language plays an important role in their listening because it can assist students to understand the meaning behind the messages they hear in a certain context

Some research results show that the implementation of the k-w-l strategy in improve reading comprehension skills very effectively. K-w-l strategies has several advantages, namely the knowledge of students is growing, students are increasingly Dare to express students' ideas and interests to read higher. Additionally, with using the k-w-l strategy,

students think in advance what they want to achieve when reading, so that students do not find it difficult to master the contents of the reading.

Based on this description, the researcher is interested in conducting research with the title “THE EFFECTIVENESS OF THE K-W-L STRATEGY IN READING COMPREHENSION OF THE TENTH GRADE AT SMAN 01 KEBUN TEBU WEST LAMPUNG”

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Comprehension

1. Definition Of Reading

Learning a language is aided by reading. Students should generally comprehend what they read. They improve on it as they read more. Additionally, reading helps pupils become better spellers, writers, and vocabulary learners. In other word, by read besides we get information of the text also can improves our knowledge, spelling and writing.¹

Making sense of and extrapolating meaning from the written word are part of the reading skill set. We need to be able to decode (sound out) printed words in order to read, as well as understand what we are reading.² It implies that reading is the process of deducing the meaning of the written words or sentences. A lot of people take reading for granted. We read with what seems to be little planning or effort.³

Understanding an author's ideas, making connections between those ideas and what you already know, and then organizing all of those connections so you can remember and utilize them are all active thinking processes that reading

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

² Caroline T Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill, 2005), p. 69

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

involves.⁴ Between the reader and the text, there is a process of meaning construction when reading. Reading comprehension is crucial since it allows students to comprehend and interpret the text's content.

Despite not being a natural aspect of human development, reading provides a means for people to learn about things. A fundamental skill is reading. It is crucial to a child's academic progress and overall success in life. It implies that in order to have success prospects, kids should be proficient readers. Getting information is something that is really vital in life.

According to the aforementioned assertion, reading can provide us with a wealth of information related to science, technology, social interaction, economics, history, etc. Naturally, all knowledge acquired by reading is offered in textual form. Reading can help students gain linguistic and cognitive skills so they can understand texts, books, newspapers, magazines, and other written material. Understanding the meaning of the words and phrases in the reading passages is the goal of the reading activity.

2. Definition Of Reading Comprehension

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.⁵ 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

⁴ Jane L. Megrath, *Building Strategy for College Reading*, New Jersey Prenticehall, 1998.p.1

⁵Scot G Paris and Steven A Stahl, *Children's Reading Comprehension and Assessment*, (New Jersey: Lawrence Erlbaum Associates Publishers, 2005), p.71

the text to obtain meaningful information. Moreover, in Oxford Dictionary, the word 'ability' is defined as a level of skill or intelligence.⁶

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.⁷ 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.

According to Snow, reading comprehension is the process of simultaneously deriving meaning from and constructing it from written language. It implies that actions taken in connection to written language give meaning to what we read.⁸

Reading comprehension is vital, according to Oakhil et al., not just for understanding text but also for general learning, academic performance, and employment. Because of email, text messages, and social networking websites, it is crucial for our social lives as well. The complicated job of reading comprehension calls for the coordination of a wide range of cognitive skills and talents. Reading comprehension is, of course, inevitably reliant on at least adequate word reading: readers cannot comprehend a text in its entirety if they are unable to recognize (decode) its words. Similar to how good language understanding in general would depend on effective reading comprehension. Understanding both the words themselves and the sentences they create is

⁶ AS Hornby, *Oxford Advanced Learner's Dictionary*, (Oxford: Oxford University Press, 2000), p.2

⁷ <http://www.thefreedictionary.com/ability> (Accessed on 08-02-2016 21:53)

⁸ Chaterine Snow and Chair, *Reading for Understanding*, (Pittsburgh: RAND education, 2002), p.11

necessary for this. However, comprehension typically requires the comprehended to integrate the sense of these words and sentences into a meaningful whole.⁹

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 other's.

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.¹⁰ 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 comprehending the text from the highest units to lowest units.¹¹ 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 information in the text and sample information enough to firm up or reject

⁹ Jane Oakhill, Kate Cain and Carsten Elbro, *Understanding and Teaching Reading Comprehension*, (London and New York: Routledge Taylor and Francis Group 2015), p. 1

¹⁰Stella Hurd and Tim Lewis, *Language Learning Strategies in Independent Settings*, (Bristol: Cromwell Press, 2008), p.68

¹¹ David Nunan, *Introducing Discourse Analysis*, (London: Penguin Group, 1993), p. 78-

these expectations.¹² 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).¹³ 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.¹⁴ 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.¹⁵ Meanwhile, Nuttal states in Brown that interactive model is the process where the reader 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.¹⁶ Based on this model, the process of reading involves the combination of reader's

¹²William Grabe and Frederica Stoller, *Teaching and researching Reading*, (New York: Routledge, 2013), p. 24

¹³David Nunan, *Introducing Discourse Analysis*, (London: Penguin Group, 1993), p. 78-79

¹⁴Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Longman, 2000), p. 299

¹⁵Hurd and Lewis, *Language Learning.*, p. 70-71

¹⁶Brown, *Teaching by Principles.*, p. 299

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, a reading comprehension strategy is a cognitive or behavioral action carried out under specific contextual circumstances with the aim of enhancing certain comprehension-related elements.¹⁷ It means that reading comprehension strategy is a complex action that involves both cognitive and behavioural aspect of the reader in relation to the process of reading comprehension. Additionally, according to Willis, for students to be successful with reading comprehension strategies, they must actively process what they read, practice monitoring their understanding strategies, develop intrinsic interest in the text, set goals and purposes for their reading, be able to decode or recognize words, access text integration processes to construct meaning, and retain the content of the words for long enough to stimulate their brains.¹⁸

It means that good reader must be paid attention on important aspect to build deep comprehension.

¹⁷ Danielle McNamara, *Reading Comprehension Strategies*, (New Jersey: Lawrence Erlbaum Associates, 2007), p.6

¹⁸Judy Willis, *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary and Comprehension*, (USA: Association for Supervision and Curriculum Development, 2008), p. 128

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:¹⁹

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

The three key strategic steps in the understanding process are monitoring, questioning, and revising predictions. First off, the process is not only quick to complete but also invisible. The students can't exactly imitate what they do because the process depends on personal prior knowledge, which brings us to our second point. Thirdly, it is speculative when forecasts are made, then they must be discarded and new predictions must be created in their stead.

c. Imaging

Readers must make predictions and draw on existing knowledge when using the imaging technique. In this instance, the reader's prior knowledge is their familiarity with vocabulary and descriptive language. Readers conjure up images in their minds using the descriptive words. In other words, they foretell the picture the author wants to paint.

¹⁹ Gerald Duffy, *Explaining Reading*, (New York: The Guilford Press, 2009), p. 101-177

d. Inferring

Reading between the lines or inferring the meaning from a text when it is not explicitly stated is a tactic. In this situation, the reader must take note of textual hints, consult knowledge connected to those hints, and then guess (or infer) the meaning.

e. Lock-Backs

Lock-back is a method of correcting a text's meaning when the reader is unable to understand unique interpretations. In order to get beyond a meaning barrier they encountered while reading, readers often move backward and occasionally forward in a book.

f. Finding Main Idea

Finding the major concept is a technique for identifying the primary idea, and it requires that readers comprehend that authors write because they have significant ideas to share. As a result, in order to identify the key idea, readers must consider where the author is emphasizing or allocating value.

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

Making predictions about what the author wants us to conclude based on what makes sense in terms of prior experience is an approach that demands the readers to be proactive in locating the clues in the text, thinking about what those clues trigger in prior knowledge, and drawing conclusions.

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

The reader must mix information from one source or from numerous sources in order to synthesize information. To comprehend everything, one must synthesis, or blend, information from several sources to produce a single understanding.

Other methods might also be employed to improve the student's reading ability. Several strategies are described above, the strategies have 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

Traditional reading comprehension tests have limitations since they don't take into account experts' understanding of how proficient readers comprehend texts and prepare just a general indicator of how the student understands the content.

Utilize the reading evaluation to determine how well you have achieved reading comprehension. The following criteria are frequently used to gauge students' reading comprehension:²⁰

- 1) Main idea (topic)
- 2) Expression/idioms/phrases in context
- 3) Inference (implied detail)
- 4) Grammatical features
- 5) Detail (scanning for a specifically stated detail)
- 6) Excluding facts not written (unstated detail)
- 7) Supporting idea
 1. Vocabulary in context

B. Narrative Text

Narrative is a fictional type of text which tells about an event (or some events) that happened to a person (or a group of people) as if a writer lives with(in) main characters. Narration need not be factual and may be written from the perspective of a character in the text. In terms of a length, narrative texts can be defined as texts "that can be read at once" (Gündüz, 2003).

²⁰ Brown Douglas, *Language Assessment: Principle*, p. 206

Narrative text type has a unique narration, which is called as "narrative expression". While writing a story, a language is used not only as a mean of communication but also to dramatize the situation (Gündüz, 2003). Narrative expression is a form of expression that aims to sequentially tell the events within the story. A narrator wants to enliven the person whom a story is based upon.

Therefore, s/he has to solve the problems of curiosity and persuasiveness to achieve her aims (Adali, 1982). According to Bruner (1986), the narrative texts can be formed of active and serial events, emotional events or a mixture of both. Stories dealing with successive events are generally told by a third person. Story is consisted of a sequence of events and events are told according to order of happening. Protagonist's psychological structure is not emphasized on so much in such kind of stories because it is much easier to understand it (Westbay, 1999).

Generic Structure Narrative Text

- Orientation : It is about the opening paragraph where the characters of the story are introduced.(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)
- Complication : Where the problems in the story developed. (Permasalahan muncul / mulai terjadi dan berkembang)
- Resolution : Where the problems in the story is solved. Masalah selesai, secara baik "happy ending" ataupun buruk "bad ending".

Purpose Of Narrative Text

- Past tense (killed, drunk, etc)
- Adverb of time (Once upon a time, one day, etc)

- Time conjunction (when, then, suddenly, etc)

C. The Concept of K-I Strategy

1. Definition of K-w-I 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"*.

When reading expository material, this k-w-l strategy, according to Ogle, can help teachers be more sensitive to their students' knowledge and interests. It can also help students see the active thinking required when reading for information.²¹

This strategy consists of three phases or steps namely: Know, Want to Know, and Learned. The first step is Know, here the students reidentifying 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.²²

The first two steps are pre-reading activity, while the third step is post-reading activity.²³ Students are asked to consider what they already know about the lesson's subject, pose questions about it, and then research solutions to those

²¹ 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

²²Raymond Phillippot and Michael F. Graves, *Frostering Comprehension in English Classes: Beyond the Basics*, (New York: Guildford Press, 2009), p.121

²³*Ibid.*

questions as part of the k-w-l process.²⁴ 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.²⁵

The purpose of this k-w-l strategy is to assist students in making explicit connections between prior knowledge and what they read.²⁶ It makes a big deal of developing students' prior knowledge before giving any topic to be discussed or read during the lesson.

Students use the k-w-l strategy, previewing the material before outlining what they already know about the subject. Student contributions to a general brainstorming session on whales, for instance, are likely to include a wide range of both pertinent and unrelated knowledge. Teachers, however, can assist students in making connections between what they already know and humpback whales and endangered species after previewing a reading on endangered humpback whales.

Students offer information that supports or contradicts their prior knowledge claims while reading. By mentioning the page number where they read the information, they offer "evidence" of it. Once more, after reading, teachers facilitate a conversation about what was learned in the text, how it relates to past

²⁴ Alan Crawford, *et. al.*, *Teaching and Learning Strategies for The Thinking Classroom*, (New York: The International Debate Education Association, 2005), p.23

²⁵Hesti 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

²⁶Jannete K. Klingner, *et. al.*, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: Guildford Press, 2007), p.106

knowledge, and how the new material enhances or modifies prior knowledge of the subject.²⁷

The k-w-l strategy can be done as a whole group, small group, partners, or as an individual activity.²⁸ 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>

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.²⁹

- a. Distribute copies of the reading material and the k-w-l chart to each student.
- b. Before beginning to read, instruct students to scan the passage for features including headings and subheadings, images and captions, and words that are bold or highlighted.

²⁷ *Ibid.*

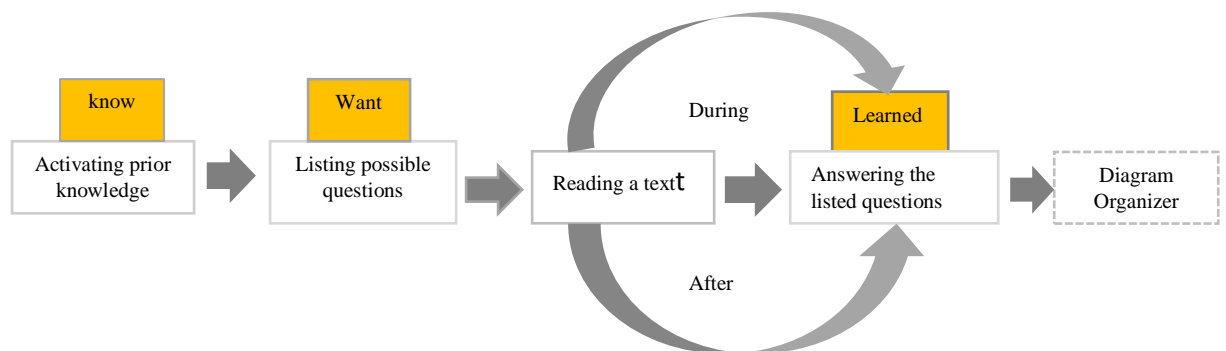
²⁸ *Ibid*, p.105

²⁹ *Ibid.*

- c. Students then utilize a chart (individually or in groups) to note "What I already know" and "What I wish to learn" about this topic in the first and second columns, respectively.
- d. As they read, students record their understanding of the material in the third column of the k-w-l chart, indicating how it relates to prior knowledge or learning goals.
- e. As you finish reading, go back and review the chart. Review what the students already know, how it was handled in the reading, what they discovered that was new, and what they still need to confirm or learn more about with the class.

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:³⁰

³⁰Raymond Phillippot and Michael F. Graves, *Frostering Comprehension*, p.121-123

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 student might list the following:

- 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

K-w-l strategy serves three basic advantages for students.³¹

- a. Before reading through eliciting their schemata of the topic they are about to read;

³¹ Hesti Wijaya and Hadrian Priangga Puti, Using KWL, p.6

- 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.

5. Disadvantages of K-w-l Strategy

There are shortcomings of the K-w-l strategy are:³²

- a. It is challenging for pupils who lack prior knowledge
- b. It takes a while to finish
- c. It is ineffective for reading fiction
- d. It increases the likelihood that students will give up and become bored.

6. Theoretical Framework

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.

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 tenth grade students X SMAN 01 Kebun Tebu West Lampung.

³²Ibrahim, 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>.

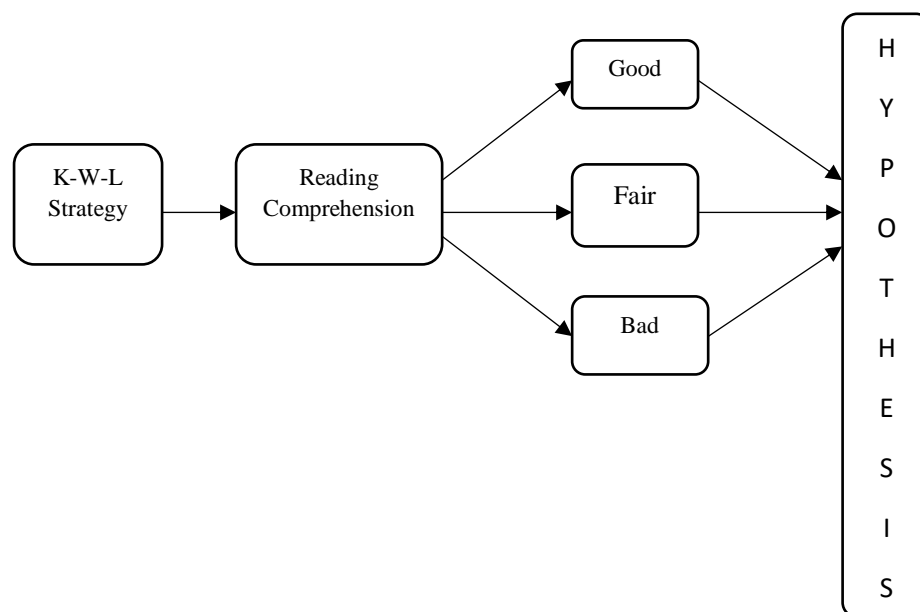
The researcher assumes that if k-w-l strategy is applied appropriately, students' reading comprehension ability will good. On the other hand, if k-w-l strategy is not applied appropriately, students reading comprehension will bad.

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 Effectiveness of K-w-l Strategy in Reading Comprehension



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 the effectiveness of using k-w-l strategy in reading comprehension as the basic skills in learning English at the tenth-grade students of SMAN 01 Kebun Tebu West Lampung.

7. Hypothesis

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

1. Hypothesis Formulation

a. Alternative Hypothesis (H_a)

There is a positive and the effectiveness of using k-w-l Strategy toward reading comprehension ability at the tenth-grade students of SMAN 01 Kebun Tebu West Lampung.

b. Null Hypothesis (H_0)

There is no positive and the effectiveness of using k-w-l Strategy toward reading comprehension ability at the tenth grade of SMAN 01 Kebun Tebu West Lampung.

2. Statistical Hypothesis

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

a. If $f_o > f_t$, The Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_0) is rejected.

b. If $f_o < f_t$, The alternative Hypothesis (H_a) is rejected and the Null Hypothesis (H_0) is accepted.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Based on Yogesh Kumar, research design was a mapping strategy which was based on sampling technique.³³ The only technique required for planning and conducting research was research design. It featured sampling, a research plan, and instruments and methods for gathering proof, analyzing data, and summarizing the results. In addition, research design was a strategy for gathering and interpreting data in order to verify the hypothesis. The study design, then, served as a manual for the researcher as they carried out their scientific investigations. It provided an explanation of how data was gathered and evaluated for the researcher.

According to Daniel Muijs, quantitative research is a phenomenon that involves gathering numerical data and then employing mathematical analysis based on the methodologies (in particular statistics).³⁴ Additionally, Donald described quantitative research as the use of objective measurement to gather numerical data used to address issues or test preconceived notions.³⁵

The researcher employed quantitative methods, including experimental design and descriptive quantitative analysis, in this study. As a result, one class

³³ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*, (New Delhi: New Age International Publisher, 2006), p.77

³⁴ Daniel Muijs, *Doing Quantitative to Research in Education*, (London: SAGE Publications Ltd, 20004), p. 1.

³⁵ Donald Ary, et.al, *Introduction to Research in Education*, (United States of America: Library of Congress Cataloging in Publication Data, 1979), p.22

served as both the experimental class and the control class in this study. Kebun Tebu West Lampung, class X, is the researcher being researched. Pre-tests and post-tests were employed in this study by the researcher. Before starting treatment, the pre-test was utilized to ascertain the students' level of reading comprehension. Then the researcher administered the k-w-l therapy (know, want to know, learn). Finally, the researcher administered a post-test to determine the value of the k-w-l strategy. The goal of this study was to determine the efficacy of the k-w-l strategy in improving students' reading comprehension.

B. Population, Sample and Sampling Technique

a. Population

Donald Ary points out that “a population is defined as all members of any well-defined class of people, events, or objects”.³⁶ It means that the population is all subject which will be presumed in this research. The population of this research was the students of tenth grade of SMAN 01 Kebun Tebu West Lampung in Academic Year of 2022/2023. The total population in the research was about 88 students.

b. Sample

Beside of population, Donald Ary also explains the definition of sample. “A sample is a portion of a population”.³⁷ The sample of the research as respondent is students who sit in the tenth grade of SMAN 01 Kebun Tebu West Lampung, that number 40 students. The number of the class at the tenth grade is 2

³⁶ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research*. 148.

³⁷ *Ibid.*

classes. Class X which of 20 students were chosen to be the sample of this research.

c. Sampling Technique

The writer used Random Sampling as sampling technique in this research. This technique is used because determining the sample is done randomly without regard to the existing strata in the population. In addition, this technique is carried out when members of the population are considered homogeneous. In order that each member of the population in this research has an opportunity to become a sample, the writer used class A as control and class B as experimental class in this research.

C. Operational Definition of Variable

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.³⁸ According Creswell, Operational definition of variable was the specification of how you will define and measure the variable in your study.³⁹ By using operational definitions, researcher can proceed with investigations that might not otherwise be possible. There were two kinds of variables, namely:

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

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

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.⁴⁰ In this research, the independent variable (X) was K-WL strategy. In this research, the researcher measured the effectiveness of K-W-L strategy toward the students' reading comprehension ability. It was implemented to the students at the tenth-grade students of SMAN 01 Kebun Tebu West Lampung

The indicators of independent variable were:

- a. Students could state an idea about their prior knowledge in reading,
- 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.”⁴¹It 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.To measure the students' reading comprehension ability, the researcher used a multiple choices test.

The indicators of dependent variable were:

⁴⁰ Jack R Fraenkel, *How to Design and Evaluative Research in Education (Eighth Edition)*, (New York: Megraw-Hill,1990), p.80

⁴¹ Yogesh Kumar Singh, *Fundamental of. Research*, p.63-64

- 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.

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.⁴² 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.

⁴² Donald Ary, *et.al, Introduction to Research.*, p.201

2. Documentation

Cohen et.al, state that documentation or document was data collection technique that was useful in rendering more visible the phenomena under study for instance field note, diary and journal, record, biography, autobiography, directories, archive, photograph, book, article and others.⁴³

The researcher used this method to get the data about:

- a. The history of SMAN 01 Kebun Tebu West Lampung.
- b. The condition of teacher and officials' employees in SMAN 01 Kebun Tebu West Lampung
- c. The quantity of the students in SMAN 01 Kebun Tebu West Lampung.
- d. Organization structure of SMAN 01 Kebun Tebu West Lampung.

E. Research Instrumental

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

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.

⁴³ Louis Cohen, et.al, Research Methods in Education, (New York: Routledge, 2007), p.201

b. The instrument which was used in observation method as observation guidance, as follows:

- 1) Observation the location sketch of SMAN 01 Kebun Tebu West Lampung
- 2) Observation the establishment of SMAN 01 Kebun Tebu West Lampung.

The instrument which was used in documentation method as documentation guidance, as follow:

- 1) Documentation about condition of the teachers and officials in SMAN 01 Kebun Tebu West Lampung.
- 2) Documentation about the students of SMAN 01 Kebun Tebu West Lampung.

2. Instrument Calibration

Instrument calibration is the scale of measurement which will be used to decide the instrument standard which will be used. Moreover, the researcher will use the standard for test instrument as following:

a. Validity

To get an accurate data, the instrument which the test has a good quality. Therefore, the researcher uses content validity and construct validity. Besides that, construct validity refers to the measurement of the research which has some indicators to measure one aspect or construct. In the other word, the instrument would be relevant to the focus of the research. Therefore, the researcher uses content validity based on the syllabus.

b. Reliability

Reliability is the other way that researchers have of evaluating whether their variables and finding are effective. Reliability is about consistency. If the result of the instrument is consistent, it is called reliable.

F. Data Analysis Technique

1. Normality Test

Before deciding parametric or nonparametric statistics to calculate the data to answer the hypothesis of the research, normality and homogeneity of the data was tested. The examination of normality was needed to know whether the data has been normally distributed. The Lilliefors test using SPSS 22. This test is used to determine whether the distribution of the data from the sample is normal. If the normality is more than the level of significance α (0.05), scores will be normally distributed. If the significant value of the normality test is greater than 0.05, the data is normal. On the other hand, if it is below 0.05, the data significantly far from a normal distribution.

The criterion of hypothesis is:

- H_0 : Significant Score > 0.05 means the data is normally distributed.
- H_1 : Significant Score < 0.05 means the data is not normally distributed.

2. Homogeneity Test

After conducting the normality test. The homogeneity of data was tested. The objective of conducting homogeneity test was to see whether the data or samples in both class were homogenous or heterogeneous. It is to determine

whether the data from the two groups have the same variant in order the hypotheses can be tested using t-test. In calculating homogeneity test, the researcher used Levene Statistic Test from SPSS 22 was used.

If the result of homogeneity test shows the significance of the data was higher $>>>$) than the significance degree ($\alpha=0.05$) it means the data is homogeneous but if the significance of the data was lower ($<$) than the significance degree ($\alpha = 0.05$), it means the data is heterogeneous.

3. Hypothesis Test

After analyzing the normality and homogeneity of the data, the writer calculated the data to test the hypothesis that whether there is significant difference between students' reading of using strategy K-W-L in reading comprehension in experimental class and students' reading comprehension in control class. The writer has calculated the data by using t-test formula because the data obtained was normal and homogeneous. t-test is used to know whether strategy K-W-L is effective on students' reading comprehension. To do hypothesis test, the researcher used t-test formula adapted from Anas sudijono.

a. Determining mean of experimental class and controlled class :

$$M_x = \frac{\sum x}{N_1} \text{ and } M_y = \frac{\sum y}{N_2}$$

M_x = Mean of gained score of experimental class

M_y = Mean of gained score of controlled class

$\sum x$ = Sum of gained score of experimental class

$\sum y$ = Sum of gained score of controlled class

N_1 = The total students of experimental class

N_2 = The total students of controlled class

- b. Determining standard deviation of experimental class and controlled class:

$$SD_x = \frac{\sum x^2}{N_1} \quad \text{and} \quad SD_y = \frac{\sum y^2}{N_2}$$

SD_x = Standard deviation of experimental class

SD_y = Standard deviation of controlled class

$\sum x^2$ = Sum of squared deviation of experimental class

$\sum y^2$ = Sum of squared deviation of controlled class

N_1 = Number of students of experimental class

N_2 = Number of students of controlled class

- c. Determining of standard error mean of experimental class and controlled class:

$$SEM_x = \frac{SD_x}{\sqrt{N_1-1}} \quad \text{and} \quad SEM_y = \frac{SD_y}{\sqrt{N_2-1}}$$

SEM_x = Standard error mean of experimental class

SD_x = Standard deviation of experimental class

N_1 = Number of students of experimental class

SEM_y = Standard error mean of controlled class

SD_y = Standard deviation of controlled class

N_2 = Number of students of controlled class

- d. Determining standard error of different mean of variable X and mean of variable Y, with formula:

$$SEM_x - M_y = \sqrt{SEM_x^2 + SEM_y^2}$$

- e. Determining T_o (T observation) with formula :

$$T_o = \frac{M_x - M_y}{SEM_{x-y}}$$

- f. Determining t-table (t_i) in significant level 5% and 1% with degree of freedom (df), with formula :

$$df = (N_x + N_y) - 2$$

4. Statistical Hypotheses

From the result of such analysis, the value of t_o and t_i can be used to determine the truth or false of the hypotheses. If the value of t_o is equal to or higher than the value of t_i , the null hypothesis (H_o) will be rejected and the alternative hypotheses (H_a) will be accepted. Conversely, if the value of t_o is smaller than the value of t_i , the null hypothesis (H_o) will be accepted and the alternative hypothesis (H_a) will be reject.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

SMAN 01 Kebun Tebu is located in Muara Jaya II village, Sugar Cane Garden District, West Lampung Regency, located in the middle of a coffee plantation area and rice fields owned by the community, \pm 1 km from the district capital, \pm 80 km from the Regency capital and \pm 165 km from provincial capital. Its presence in the area of coffee plantations and rice fields owned by the community creates a fresh, cool atmosphere that supports a conducive teaching and learning atmosphere because it avoids the hustle and bustle of the crowd and traffic.

Kebun Tebu 1 Public High School was established in 2007 initially under the name Sumber Jaya 2 Public High School, which is in accordance with West Lampung Regent Decree No. B/45/KPTS/II.01/2011 dated 02 February 2011, there was a change in the name of the school which was previously SMA Negeri 2 Sumber Jaya to SMAN 01 Kebun Tebu. The school is one of the educational institutions that is the foundation and hope of the Sugar Cane Plantation community. The establishment of this school was based on the large number and amount of public interest in a State Senior High School. Based on the problems above, the government of West Lampung Regency, supported by the Regional

People's Legislative Assembly as well as several community leaders and educational leaders in the Sugarcane Gardens District, established a Sugarcane Gardens State Senior High School (SMA) I which is located in Muara Jaya II Village, Kebun District. Sugarcane.

At the beginning, Kebun Tebu Public High School I with a total of 57 students, in the implementation of school activities both in accepting new students and in the learning process, took a ride in the SD Negeri 1 Muara Jaya II building, with learning activities carried out in the morning, under the leadership of Mr. Dwi Harjito, S.Pd and in 2007 the Sugar Cane Gardens Public High School I have their own building located in the village of Muara Jaya II Kec. Sugarcane Garden District. West Lampung.

Principal of SMAN 01 Kebun Tebu :

1. Drs Dwi Harjito from 2006 to 2010
2. Fauzul Mushol, S.Pd from 2010 to 2012
3. Drs Dasril, M.Pd from 2012 to 2014
4. Supandi, S.Pd, MM from 2014 to 2020
5. Drs. Sugeng, M.M from 2020 to 2022
6. Supriantoro, S.Pd from 2022 to now.

2. Vision and Mission of SMAN 01 Kebun Tebu West Lampung

Vision

EXCELLENCE IN ACHIEVEMENT BASED ON IMTAQ AND ENVIRONMENTAL VIEW

Mission

1. Improving academic achievement in accordance with the expectations of society and the development of science
2. Improving achievement in the extracurricular field in accordance with the capabilities possessed
3. Carry out educational activities oriented to faith and piety
4. Carry out effective learning and guidance, so that each student can develop optimally according to their potential
5. Motivating and helping each student to recognize their own potential so that they can develop optimally.
6. Fostering a spirit of competence effectively for all school members.
7. Growing and encouraging school members to live and implement religious teachings and national culture so that they become a source of wisdom in acting

3. The Condition of Teacher and Official Employees at SMAN 01 Kebun Tebu West Lampung

The number of teachers and official employees in SMAN 01 Kebun Tebu West Lampung in academic year 2022/2023 that can be identified as follows:

Supervised by 48 teachers consisting of 17 people with PNS status, 3 PPPK people and 28 honorary teachers. In carrying out the school administration, it is assisted by 8 honorary administrative staff, to maintain cleanliness and security (guards) are handled by 2 honorary staff. Objective conditions for the existence of

SMAN 01 Kebun Tebu West Lampung are supported by the following SLTP/MTS:

1. SMPN 1 Kebun Tebu
2. SMPN 2 Kebun Tebu
3. SMPN 3 Kebun Tebu
4. SMPN 1 Gedung Surian
5. SMPN 2 Gedung Surian
6. Equivalent school located in other sub-districts in West Lampung

The establishment of SMAN 01 Kebun Tebu has provide an opportunity for the people in the Kebun Tebu area and its surroundings to send their children to school.

4. The Quantity of Students of SMAN 01 Kebun Tebu West Lampung

The quantities of the students at SMAN 01 Kebun Tebu that can be identified as follows:

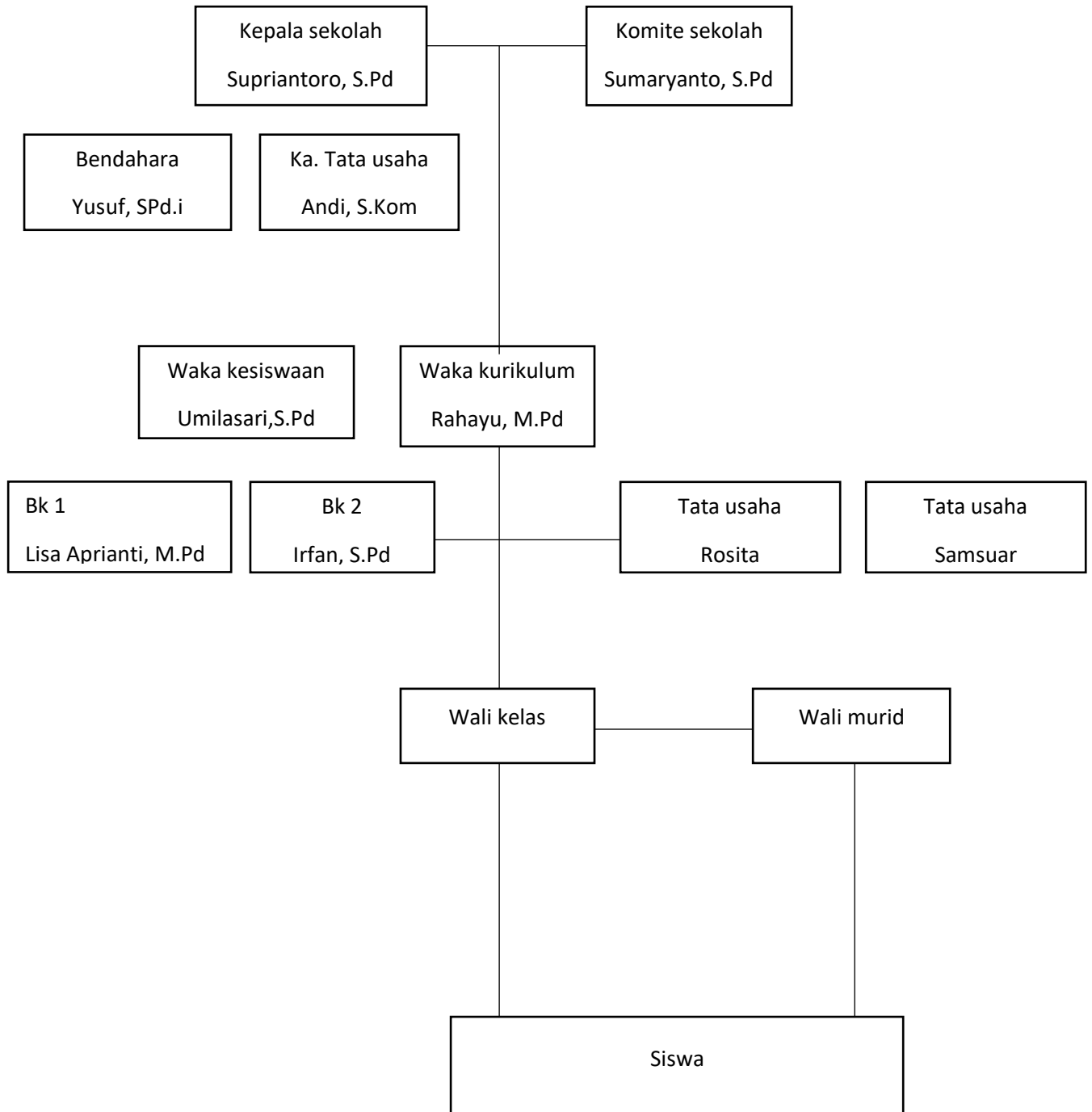
Table

No	Class	Total students
1	X IPA	63
	X IPS	88
2	XI IPA	71
	XI IPS	144
3	XII IPA	66
	XII IPS	130
	Total	627

Source: Documentation at SMAN 01 Kebun Tebu West Lampung on may, 2023

5. Organization Structure of SMAN 01 Kebun Tebu, West Lampung

Organization Structure of SMAN 01 Kebun Tebu, West Lampung In The Academic Year 2022/2023



6. The Building of SMAN 01 Kebun Tebu West Lampung

SMAN 01 Kebun Tebu was located on Muara Jaya 2, West Lampung. The condition of facilities and building in SMAN 01 Kebun Tebu in the academic year 2022/2013 were described as follow:

No	Facilities	total
	Classroom	17
	Library Room	1
	Laboratory Room	2
	Practice Rooms	1
	Leadership Room	1
	Master's Room	1
	Worship Rooms	1
	UKS rooms	1
	Toilet Room	6
	Warehouse Room	1
	Canteen	1
	Computer lab	1
	TU Room	1
	Counselling Room	1
	Mosque	1

Source: School at SMAN 01 Kebun Tebu West Lampung on may, 2023

B. Description Of Research Data

1. Pre-Test Result

This Chapter, the writer Taken the Data Which collected from students' pre-test and post-test scores of reading. The pre-test was given before treatment to the experimental class and the controlled class. The post-test was given after the treatment was conducted. It was given into the experimental class by playing the song to the students while the post-test for the controlled class was by using conventional method.

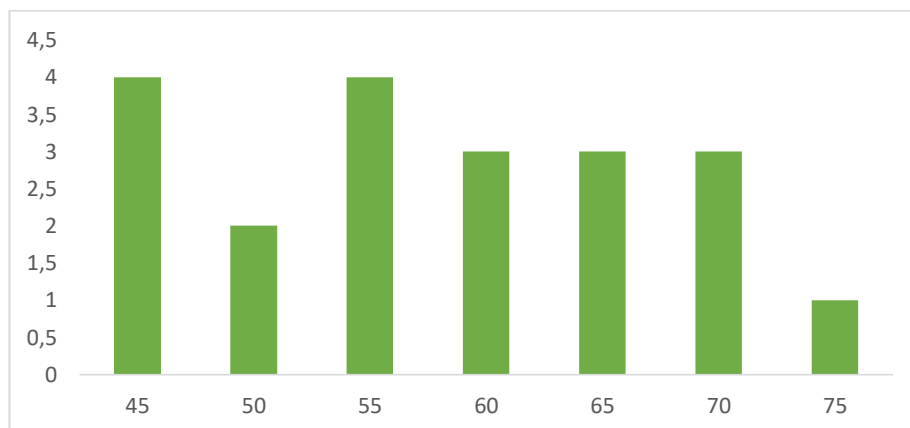
The table descriptions of pre-test and post-test scores:

Figure 4.4

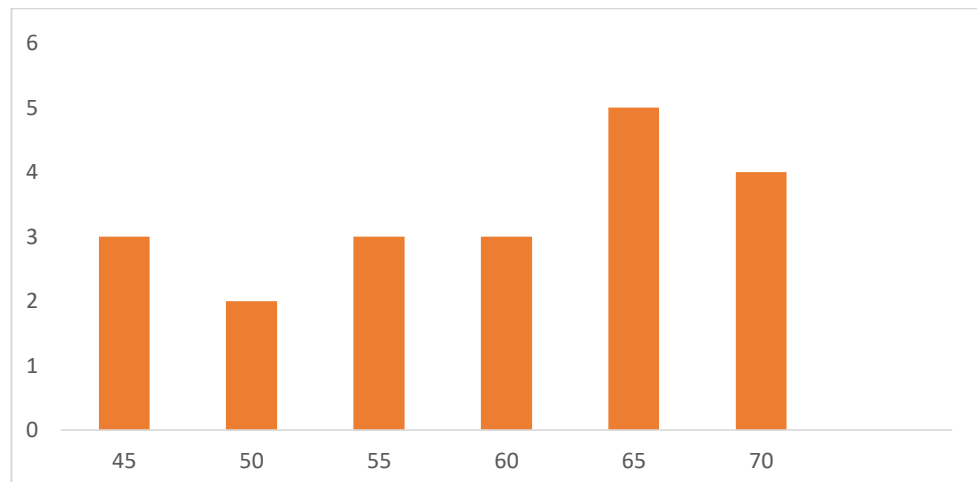
The Students' Pre-Test and Post-Test Score In Class X IPS 1

(The Experimental Class)

Pre-Test



Post-Test



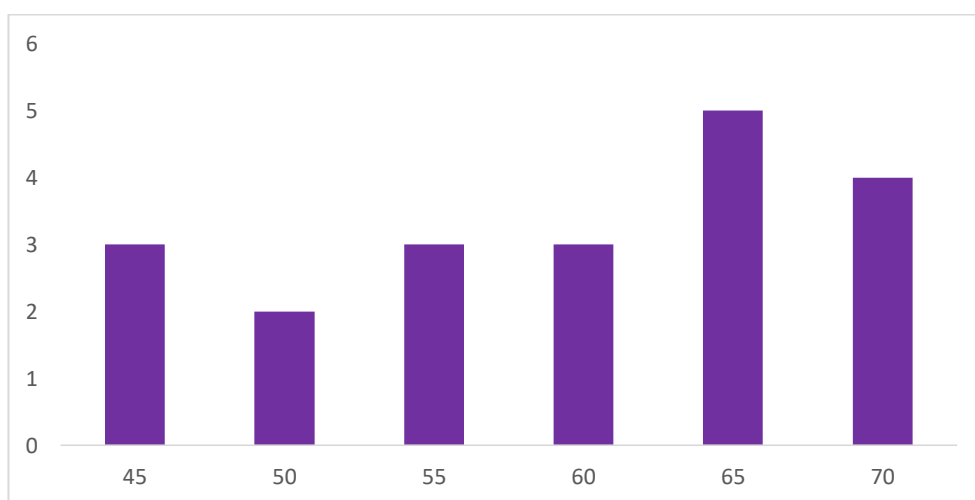
It is showed that the score of the experimental class between pre-test and post-test were different. The mean of students' score in the pre-test is 58 with the lowest score of pre-test is 45 and the highest score of pre-test is 70.

Meanwhile, the mean of the students' score in the post-test is 74.25 with the lowest score of post-test is 60 and the highest score of post-test is 85. Here is table of the frequency distribution of pre-test and post-test of controlled class.

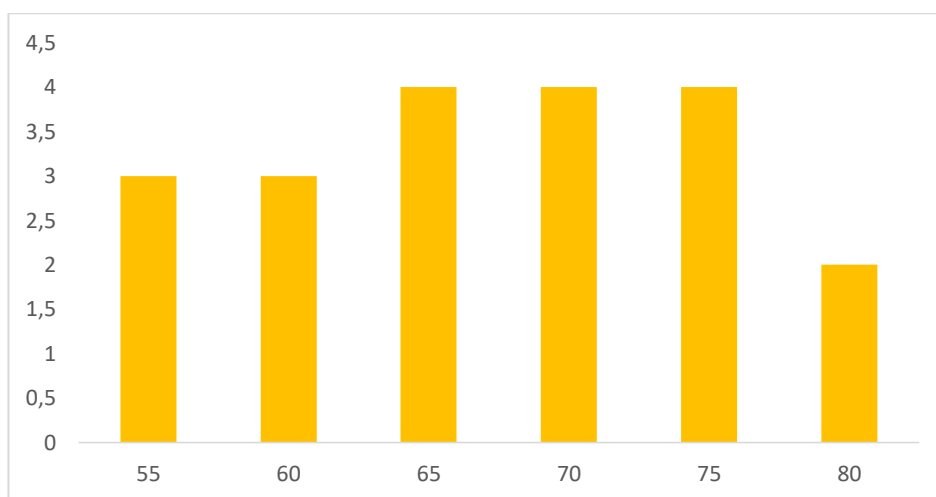
Figure 4.5

The Students' Pre-test and Post-test Score in Class X IPS 2
(The Controlled Class)

Pre-Test



Post-Test



It is showed that the score of the control class between pre-test and post- test were different. The mean of students' score in the pre-test is 59.25 with the lowest score of pre-tests is 45 and the highest score of pre-test is 70.

the mean of the students' score in the post-test is 67.25 with the lowest score of post-test is 55 and the highest score of post-test is 80.

a. Pre-test Score

The result That Calculated From pre-test in both of the two classes and the description of pre-test scores of experiment class and controlled class will be explained in table.

Table 4.6

The Students Score of Pre-test in Experiment Class and Controlled Class

No	Student	Experiment Class	Controlled Class
1	S1	45	45
2	S2	50	45
3	S3	45	45
4	S4	45	50
5	S5	55	50
6	S6	50	55
7	S7	55	55
8	S8	60	55
9	S9	45	60
10	S10	55	60
11	S11	65	60
12	S12	55	65
13	S13	65	65
14	S14	70	65
15	S15	70	65
16	S16	60	65
17	S17	70	70
18	S18	75	70
19	S19	60	70
20	S20	65	70
Amount	20	1160	1185
Mean		58	59.25

That is showed the pre-test score of experiment class and controlled class. The pre-test was given on the first meeting before giving the treatment class and based on the table, it can be seen that the average score of pre-test in experiment class was 58, the highest score of experiment class was 75 and the lowest score was 45.

The average score of pre-test of controlled class was 59.25 with the highest score 70 and the lowest score was 45. Seeing the calculation on the table above, it can be concluded that the average score of pre-test in controlled class was higher than the average score of pre-test in experiment class.

a. The Post-test Score

The post test was given in both of the two classes after the writer explained the material on third meeting. The following table. Showed the comparison of students' post test on experiment and controlled class.

Table 4.7

The Students Score of Post-test in Experiment Class and Controlled Class.

No	Student	Experiment Class	Controlled Class
1	S1	65	55
2	S2	65	60
3	S3	65	55
4	S4	60	60
5	S5	60	55
6	S6	70	65
7	S7	70	60
8	S8	75	65
9	S9	70	70
10	S10	75	70
11	S11	75	65

12	S12	75	70
13	S13	80	75
14	S14	80	65
15	S15	85	70
16	S16	85	75
17	S17	80	80
18	S18	85	75
19	S19	85	80
20	S20	80	75
Amount	20	1485	1345
Mean		74.25	67.25

The table showed the post-test score of experiment class and controlled class. The pre-test was given on the first meeting before giving the treatment class and based on the table 4.4, it can be seen that the average score of post-test in experiment class was 74.25, the highest score of experiment class was 85 and the lowest score was 60.

The average score of post-test of controlled class was 67.25 with the highest score 80 and the lowest score was 55. Seeing the calculation on the table above, it can be concluded that the average score of post-test in experiment class was higher than the average score of post-test in controlled class.

A. Data Analysis

The writer analyzed the test score of the experimental class and controlled class by calculating the result into the formula t- test. Before using the formula of t-test, the students' score in the experimental and control class were tabulated to calculate the gained score of each class as follows:

Table 4.8

The Students' Gained Score in Class X IPS 1

(The Experimental Class)

No	Student	Pre Test	Post Test	Gained Score	X ²
		X ₁	X ₂		
1	S1	45	65	20	400
2	S2	50	65	15	225
3	S3	45	65	20	400
4	S4	45	60	15	225
5	S5	55	60	5	25
6	S6	50	70	20	400
7	S7	55	70	15	225
8	S8	60	75	15	225
9	S9	45	70	25	625
10	S10	55	75	20	400
11	S11	65	75	10	100
12	S12	55	75	20	400
13	S13	65	80	15	225
14	S14	65	80	15	225
15	S15	70	85	15	225
16	S16	70	85	15	225
17	S17	60	80	20	400
18	S18	70	85	15	225
19	S19	75	85	10	100
20	S20	60	80	20	400
Amount	ΣN ₁ = 20	ΣX ₁ =1160	ΣX=1485	ΣX=325	ΣX ² =5675
Mean		58	74.25	16.25	2837.75

ΣN₁ = The total students in the experimental class

ΣX₁ = The total pre-test score of students in the experimental class

ΣX₂ = The total post-test score of students in the experimental class

ΣX = The total gained score of students in the experimental class

ΣX^2 = The square of the total gained score of students in the experimental class Based on the table above, the writer got $\Sigma X_1=1160$, $\Sigma X_2= 1485$, $\Sigma X=325$, and $\Sigma X^2=5675$. The result will be used to find out the t-test.

Table 4.9

**The Students' Gained Score in Class X IPS 2
(The Controlled Class)**

No	Student	Pre Test	Post Test	Gained Score	Y ²
		Y1	Y2		
1	S1	45	55	10	100
2	S2	25	60	25	225
3	S3	45	55	10	100
4	S4	50	60	10	100
5	S5	50	55	5	25
6	S6	**	65	10	100
7	S7	55	60	5	25
8	S8	55	65	10	100
9	S9	60	70	10	100
10	S10	60	70	10	100
11	S11	60	65	5	25
12	S12	65	70	5	25
13	S13	65	75	10	100
14	S14	65	75	10	100
15	S15	65	65	0	0
16	S16	65	70	5	25
17	S17	70	80	10	100
18	S18	70	75	5	25
19	S19	70	80	10	100
20	S20	70	75	5	25
Amount	$\Sigma N_2=$ 20	$\Sigma Y_1=$ 1185	$\Sigma Y_2=$ 1345	$\Sigma Y=$ 160	$\Sigma Y^2=$ 1500
Mean		59,25	67,25	8	75

ΣN_2 = The total students in the controlled class

ΣY_1 = The total pre-test score of students in the controlled class

ΣY_2 = The total post-test score of students in the controlled class

ΣY = The total gained score of students in the controlled class

ΣY^2 = The square of the total gained score of students in the controlled class

Based on the table, the writer got $\Sigma Y_1=1185$, $\Sigma Y_2=1345$, $\Sigma Y=160$, and

$\Sigma Y^2=1500$.

The result will be used to find out the t-test.

Before calculating the value of test to look at the difference of significant level, it is necessary to find out the value of normality and homogeneity of the data. The examination of normality is needed to know whether the data has been normally distributed. Then, after getting the normality, the next step is calculating the homogeneity of data. It is proposed to look at whether the data is homogeneous or not.

1. Normality Testing

The formula used normality test requirements are chi-square test and homogeneity test using the formula Fisher test with significance level of 5%.

a. Data of Experimental Class

The result of normality testing for pre-test before giving treatment that X_{20} is 2.51 with a total sample of 20 students and the critical price table chi-square test with a significant level 5%, so it is obtained X^2_t is 9.48 it means the data is distributed normally. From the data above it can be concluded that the

result of data from pre-test at class X IPS 1 of SMAN 01 Kebun Tebu, West Lampung distributed normally. Here the table from the data above:

Table 4.10

The Result of Normality Test (Pre-test) in Experimental Class

α	X _{2o}	X _{2t}	Conclusion
5%	3.09	9.48	$X_{2o} \leq X_{2t}$ (3.09 < 9.48) the data is distributed normally

While the result of normality testing for post-test after given treatment that X^2_o is 6.71 with a total sample of 20 students and the critical price table chi-square test with a significant level 5%, so it is obtained X^2 is 9.48 it means the data is distributed normally. From the data above it can be concluded that the result of data from post-test at class X SMAN 01 Kebun Tebu, West Lampung by using K-W-L strategy is distributed normally. Here is the table from the data above :

Table 4.11

The Result of Normality Test (Post-Test) in Experimental Class

α	X _{2o}	X _{2t}	Conclusion
5%	6.52	9.48	$X^2_o \leq X^2_t$ (6.52 < 9.48) the data is distributed normally

a. Data of Controlled Class

The result of normality testing for pre-test before giving treatment that X^2_o is 6.65 with a total sample of 20 students and the critical price table chi-square test with a significant level 5%, so it is obtained X^2 is 9.48 it means the data is distributed normally. From the data above it can be concluded that the result of data from pre-test at class X IPS 1 SMAN 01 Kebun Tebu, West Lampung is distributed normally. Here the table from the data above:

Table 4.12

The Result of Normality Test (Pre-Test) in Controlled Class

α	X^2_o	X^2_t	Conclusion
5%	5.78	9.48	$X^2_o \leq X^2_t$ (5.78 < 9.48) the data is distributed normally

The results calculation of semi-manual using Microsoft office can be seen in appendix.

While the result of normality testing for post-test after giving treatment that X^2_o is 4.58 with a total sample of 20 students and the critical price table chi-square test with a significant level 5%, so it is obtained X^2_t is 9.48 it means the data is distributed normally. From the data above it can be concluded that the result of data from post-test at class X IPS 2 of SMAN 01 Kebun Tebu, West Lampung is distributed normally. Here the table from the data above:

Table 4.13

The Result of Normality Test (Post-Test) in Controlled Class

α	X _{2o}	X _{2t}	Conclusion
5%	4.31	9.48	

1. Homogeneity Testing

After conducted normality testing and known the data of pre-test and post- test in experimental and control class is distributed normality. So the next it is necessary homogeneity testing. Homogeneity testing in this research is based on the equality of two variance test in both groups (experimental class and control class) by using the formula of Fisher's exact test with significance level of 0.05 (5%). The results are described as follows:

a. Pre-Test Data

Based on the calculation of the homogeneity testing from the results of pre-test in learning using K-W-L strategy (experimental class) and teaching with conventional method (control class), obtained the biggest variant is 90.52 and 77.03 in order to obtain the smallest variant F_o (F observe) is 1.17 and the F_t (F_{table}) with a significance level 5% (0.05), the obtained F_t is 2.15.

Based on these data, it can be seen that F_o (1.17) < F_t (2.15), it can be concluded that the data on the pre-test is homogeneous. The conclusion of homogeneity testing can be seen in the following table:

Table 4.14

The Result of Homogeneity Testing based on Pre-Test Data in Experimental and Controlled Class

The biggest varians	The smallest varians	Fo	Ft	conclusion
90.52	77.03	1.17	2.15	Fo < Ft (1.17 < 2.15) Homogeneous sample data

b. Post-Test Data

Based on the calculation of the homogeneity testing from the result of post-test in learning using K-W-L strategy in the experimental class and teaching with conventional method in the controlled class, obtained the biggest variant is 80.19 and 64.40 in order to obtain the smallest variant F_o (F observe) is 1.24 and the F_t (F table) with a significance level 5% (0.05), the obtained F_t is 2.15.

Based on these data, it can be seen that F_o (1.24) < F_t (2.15), it can be concluded that the data on the post-test is homogeneous. The conclusion of homogeneity testing can be seen in the following table:

Table 4.15

The Result of Homogeneity Testing based on Post-Test Data in Experimental and Controlled Class

The biggest varians	The smallest variants	Fo	Ft	Conclusion
80.19	64.40	1.24	2.15	Fo < Ft (1.24 < 2.15) Homogeneous sample data

After analyzing the data, the next procedure of this research is analyzing the data of students' scores, from the result of pre-test and post-test of both experimental and controlled classes. The writer calculated the data by using t-test formula with significance level 5% in some steps as follow:

- 1) Determine mean of variable X with formula:

$$M_x = \frac{\sum x}{N_1} = \frac{325}{20} = 16.25$$

- 2) Determine mean of variable Y with formula:

$$M_y = \frac{\sum y}{N_2} = \frac{160}{20} = 80$$

- 3) Determine Standard deviation variable X with formula:

$$SD_x = \sqrt{\frac{\sum x^2}{N_1}} = \sqrt{\frac{5675}{20}} = \sqrt{283.75} = 16.84$$

4) Determine Standard deviation variable Y with formula:

$$SDy = \sqrt{\frac{\sum y^2}{N2}} = \sqrt{\frac{1500}{20}} = \sqrt{75} = 8.66$$

5) Determine standard error of variable X with formula:

$$SEM_x = \frac{SDx}{\sqrt{N1-1}} = \frac{16.84}{\sqrt{20-1}} = \frac{16.84}{\sqrt{19}} = \frac{16.84}{4.35} = 3.87$$

6) Determine standard error of variable Y with formula:

$$SEM_y = \frac{SDy}{\sqrt{N2-1}} = \frac{8.66}{\sqrt{20-1}} = \frac{8.66}{\sqrt{19}} = \frac{8.66}{4.35} = 1.99$$

7) Determining standard error of different mean of variable X and mean of variable Y, with formula:

$$\begin{aligned} SEM_x - M_y &= \sqrt{SEM_x^2 + SEM_y^2} \\ &= \sqrt{(3.87)^2 + (1.99)^2} \\ &= \sqrt{14.97 + 3.96} \\ &= \sqrt{18.93} \\ &= 4.35 \end{aligned}$$

8) Determining T_o (T observation) with formula :

$$t_o = \frac{M_x - M_y}{SEM_x - M_y} = \frac{16.25 - 8}{4.35} = \frac{8.25}{4.35} = 1.896$$

9) Determining t-table (t_i) in significant level 5% and 1% with degree of freedom (df), with formula :

$$\begin{aligned}
 df &= (N_x + N_y) - 2 \\
 &= (20 + 20) - 2 \\
 &= 40 - 2 \\
 &= 38
 \end{aligned}$$

The value of df is 38 at degrees of significance 5% or t-table is 1.686

The writer tested the hypothesis based on the statistical hypothesis as follows:

- a. If $t_o > t_t$: The null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. So, there is effectiveness of using students K-W-L strategy at the tenth grade in SMAN 01 Kebun Tebu West Lampung.
- b. If $t_o < t_t$: The null hypothesis (H_o) is accepted and the alternative hypothesis (H_a) is rejected. So, there is no effectiveness of using so at the tenth grade SMAN 01 Kebun Tebu West Lampung.

10) The testing of hypothesis:

$$\begin{aligned}
 H_a &= t_o > t_t \\
 &= 1.896 > 1.686
 \end{aligned}$$

From the calculated above, the writer assumed a hypothesis of the research that “K-W-L strategy is effective for students reading comprehension at the tenth grades in SMAN 01 Kebun Tebu, West Lampung.”

The result from calculating the data is $t_o = 1.896$ and $t_t = 1.686$. It means, t_o is higher than t_t in significant 5%. So, the null hypothesis is rejected and the alternative hypothesis is accepted.

B. Interpretation of the Data

The data taken that was collected from 20 students in experimental class, it could be explained that the mean of pre-test before using K-W-L strategy in reading comprehension is 58 with the lowest score of pre-test is 45 and the highest score of pre-test is 75. Meanwhile the mean of post-test after giving treatments using K-W-L strategy in learning reading is 74.25 with the lowest score of post-test is 60 and the highest score of post-test is 85. So the writer got the mean of gained score is 16.25.

Meanwhile, the Value of students' score in control class that was taken from 20 students, it could be explained that the mean of pre-test is 59.25 with the lowest score of pre-test is 45 and the highest score of pre-test is 70.

Meanwhile the mean of post-test after teaching text with conventional method is 67.25 with the lowest score of post-test is 55 and the highest score of post-test is 80. So, the writer got the mean of gained score is 8.

The result of the mean score in each class (the experimental and the controlled class), it is obtained the t-observation (t_o) is 1.896, meanwhile the t-table (t_t) of df is 38 in significance 5% is 1.686. It means t-observation (t_o) is higher than t-table (t_t). So, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected because $t_o > t_t$ ($1.896 > 1.686$). So, there is significant difference between the students' score in learning by K-W-L

Strategy and the students' score in learning without K-W-L strategy at the tenth grade students of SMAN 01 Kebun Tebu, West Lampung. It means that the using K-W-L strategy to the tenth grade students of SMAN 01 Kebun Tebu, West Lampung are effective.

From the data, it can be observed that the scores of students who have been taught by K-W-L strategy is higher than the score of students who have been taught without K-W-L strategy. It proves that starategy is effective. This research, can conclude that K-W-L strategy is simple, it is also effective to increase students reading comprehension at tenth grade students of SMAN 01 Kebun Tebu, West Lampung.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Learning English K-W-L strategy is one of the alternative solutions that the teacher can use to teach reading comprehension to their students. It makes students more relax in learning, thus they can learn and understand them easily.

After conducting the research, it is concluded that t_o is 1.896 table of degree of significance 5% is 1.686. it means that alternative hypothesis is accepted and the null hypothesis is rejected because that t_o is higher than t_t ($t_o > t_t$) or $1.896 > 1.686$.

Therefore, it can be concluded that K-W-L strategy is effective in reading comprehension.

B. Suggestion

From the conclusion above, the writer would like to give some suggestion as follows:

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.

C. Implication

Implications are drawn from the research findings. The study came up with a finding that there was a significant in students' reading comprehension between students who were taught using the K-W-L strategy and others who were taught using the usual strategy taught by the teacher subject, namely the discussion strategy.

Considering the conclusion drawn above, it implies that the use of the K-W-L strategy can effect the improvement of students' reading comprehension which can be seen from the progress of students' reading scores after being given treatment using the K-W-L strategy. It is hoped that teachers are highly recommended to utilize the K-W-L strategy in the process of teaching reading in order to improve students' reading comprehension.

Students are motivated and enjoy the process of learning to read when they are taught using the K-W-L strategy. Therefore, this implies that the use of the K-W-L strategy can maintain students' interest and help them understand the contents of the text and increase knowledge about the vocabulary that has been read in the narrative text that has been given by the researcher.

In short, the use of the K-W-L strategy during research can improve student achievement in their reading comprehension. Therefore, the application of the K-W-L strategy needs to be applied continuously to teach reading. Because the use of the K-W-L strategy can be an effective strategy to help students in the process of understanding a text enjoyably. Therefore, it can help the learning process so that the competency standards of the learning process can be achieved.

Not only for students of SMAN 01 Kebun Tebu West Lampung, but it is hoped that the use of this K-W-L strategy can also be used by various levels of school and university, especially IAIN Metro. because basically learning based on cooperative learning, namely the K-W-L strategy can make students and students feel enjoy and happy during the learning process.

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APPENDICES

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Status Pendidikan : SMAN 01 Kebun Tebu Lampung Barat

Mata Pelajaran : Bahasa Inggris

Kelas : X

Materi : Narrative Text

Alokasi Waktu : 2x45 menit

A. Standar Kompetensi Membaca

5. Memahami makna teks fungsional pendek berbentuk narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

5.2 Merespon makna dan langkah retorika dalam yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk narrative.

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
4. Mengidentifikasi makna kata dalam teks yang dibaca.
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. Sumber, Alat dan Bahan Pembelajaran

Buku-buku pelajaran bahasa Inggris yang relevan

E. 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

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 teks untuk di pahami pada siswa untuk 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 dikerjakan
- Siswa mengisi kolom W (Want)
- Guru memberikan teks untuk didiskusikan secara bersama
- Setelah membaca teks, siswa bersama guru mengisi kolom L (Learn)

2. Kegiatan Akhir (Penutup)

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

G. Penilaian

- PG

SYLLABUS

Status Pendidikan : SMAN 01 Kebun Tebu Lampung Barat

Mata Pelajaran : Bahasa Inggris

Kelas : X

Materi : Narrative Text

Alokasi Waktu : 2x45 menit

Standar kompetensi	Kompetensi dasar	Mata pelajaran	Kegiatan pembelajaran	Indikator pencapaian kompetensi
5. memahami makna teks fungsional pendek dan esai berbentuk narrative dalam konteks kehidupan	5.2 Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat,	Reading texts	<ul style="list-style-type: none"> • Membaca nyaring bermakna teks narrative secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, dll. 	<ul style="list-style-type: none"> • Mengidentifikasi makna kata dalam teks yang dibaca. • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan • Mengidentifikasi

<p>sehari-hari dan untuk mengakses ilmu pengetahuan</p>	<p>lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk</p>			<p>i kasus yang dibahas dalam teks</p> <ul style="list-style-type: none"> • Mengidentifikasi argument yang diberikan • mengidentifikasi langkah-langkah retorika dari teks • mengidentifikasi tujuan komunikasi teks dibaca • Menemukan informasi rinci dari teks
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(PRE-TEST INSTRUMENT)

Name:

Class:

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 40 Minutes to finish your task.

Questions 1-8

Part A

Snow White

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

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

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after

1. What type of the text is used by the writer?
a. Narrative b. Report c. Anecdote d. Comparative

2. To tell the plot, the writers uses...
 - a. a rhetorical question and an exclamation
 - b. Time sequences
 - c. Contrastive evidences
 - d. Past tense

3. Why Snow White ran away to the woods?
 - a. Her parents passed away
 - b. Her uncle was angry with her
 - c. Her uncle and aunt would go to America
 - d. Snow White was happy to run away

4. When did Snow White run away to the woods?
 - a. In the afternoon
 - b. In the morning
 - c. In the evening
 - d. In the full moon

5. Where did Snow White live after she ran away to the woods?
 - a. She lived in the cave
 - b. She lived in the lion nest
 - c. She lived everywhere in the woods
 - d. She lived in the dwarfs' cottage

6. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
 - a. Because she loved them very much
 - b. As a result of forcing attitude from them
 - c. Because her parents were dead
 - d. Because she were afraid of the dwarfs

7. The communicative purpose of this text is.....
 - a. To inform the readers about important and newsworthy events
 - b. To entertain readers with fairy tale
 - c. To share an account of an unusual event
 - d. To denote or propose something as the case

8. The organization of the text above is.....
 - a. Abstract, orientation, crisis, incident,coda

- b. Thesis, argument: plot-elaboration, argument: plot-elaboration, argument: plot-elaboration, conclusion
 - c. Orientation, major complication, resolution, complication, resolution, complication, major complication
 - d. Description, background events, sources
- Questions 9-10

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend.

9. What can we get from the story?
 - a. We have to save ourselves
 - b. We have to learn how to climb
 - c. Bear will not harm a dead man
 - d. True friend always stand by us in ups and downs
10. Where do you think the story happened?
 - a. In the river
 - b. In the park
 - c. In the woods
 - d. In the zoo

Questions 9-12

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.

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 exposition
 - b. Explanation
 - c. Narrative'
 - d. Hortatory

Questions 13-20 are based on this text

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell 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.

13. The text talks about ...
- Queen Aji Bidara Putih
 - The Mahakam River
 - The Prince's Proposal
 - The Sunken Ship
14. How was Queen Bidara Putih like?
- beautiful, sensible, and sensitive
 - pretty, wise, and indifferent
 - pretty, sensible, and indifferent
 - beautiful, wise, and unconcerned
15. Why did the envoys bring gold and porcelain?
- to announce the marriage proposal from a prince of China
 - to load their ship
 - to share them with the residents
 - to sell them to the queen
16. How did Queen Aji Bidara Putih respond to the proposal?
- She agreed with the proposal instantly.
 - She approved the proposal right away.
 - She did not refuse the proposal immediately.
 - She refused the proposal.
17. Why did the prince raid Muara Kaman?
- because the queen was spying on the prince
 - because the queen did not accept his proposal
 - because the queen attacked the prince's kingdom
 - because the queen returned the prince's gifts
18. Which statement is NOT true according to the text?
- The prince wanted to marry the queen.
 - 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

Questions 21-26

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

21. Which one of the following statements is false about Sang Prabu?
- a. Sang Prabu was a father of his only daughter
- b. Sang Prabu was a king of a kingdom in West Java
- c. Sang Prabu was taken to Kahyangan by a wicked fairy
- d. Sang Prabu was a wise man
22. Why the wicked fairy did use her magic to make Raden Begawan unconscious?
- a. She didn't like Raden Begawan
- b. She didn't want Raden Prabu marry the princess
- c. She wanted Teja Nirmala to forget about her wedding
- d. She didn't want the prince of Blambangan marry the princess
23. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
- a. Princess Segara will have married with Raden Begawan

- b. Sang Prabu will not hold strength competition
- c. Teja Nirmala will stay in the Kahyangan
- d. Wicked Fairy will not take Raden Begawan's life

24. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...

- a. The wicked fairy
- b. The nice fairy
- c. Princess Nirmala
- d. Prince Teja

25. What kind of text is that?

- a. Descriptive exposition
- b. Explanation
- c. Narrative'
- d. Hortatory

26. The similarity between fairy and human according to the text.

- a. The place they live
- b. The jealousy that they possess
- c. The way they don't feel a love
- d. The strength they have

Questions 27-31

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

27. Which the following fact is true about Kbo Iwo?
- Kebo Iwo ate a little amount of meat
 - Kebo Iwo is a destroyer that cannot make anything
 - Kebo Iwo was angry because his food was stolen by Balinese people
 - Kebo eat food was equal for food of thousand people
28. Why did Kbo Iwo feel angry to the Balinese people?
- Because Balinese people ate his meal
 - Because Balinese people took his food so his barns was empty
 - Because Balinese people didn't give him food
 - Because Balinese people were in hunger
29. According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?
- There will be no Bali island
 - Bali People will never be angry
 - All Bali people will live in a prosperous way
 - We are not able see the beauty of Lake Batur
30. "So, they came together to plan steps to oppose this powerful giant....."(Paragraph 3). The antonym of the word "oppose " is....
- Support
 - Defeat
 - Turn Against
 - Beat
31. What is mount batur?
- A lake build by Kbo Iwa
 - A well dug by Kbo iwa
 - The mountain build by Kbo Iwa
 - A mound of earth dug from the well by Kbo iwa

Questions 32-40

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell

down. At once the wolves caught him. The young woman cried to the wolves, “please eat my own son instead.” Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son’s life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman’s baby the wolves were playing with him.

32. What separated between one village to another a long time ago in the New Territories ?

- a. Another village b. Mountains c. Forests d. Hills

33. Who was Ah Tim?

- a. The young woman’s brother
b. The young woman’s son
c. The young woman’s brother and nephew
d. The young woman’s brother’s son

34. Who walked in front when they were in the forest?

- a. Ah Tm b. The woman c. The woman’s son d. Her brother’s nephew

35. How could the wolves catch Ah Tim?

- a. He was afraid
b. He was stumbled by a stone
c. He ran slowly
d. The woman cried

36. The woman gave her son to the wolves because

- a. She loved her nephew than her son.
b. She thought about how her brother would be
c. She wanted her son was eaten by the wolves
d. She was crazy

37. What did the villagers bring sticks for?

- a. For the weapon to beat the wolves
b. To bring the woman’s nephew
c. For the fire woods.
d. For play

38. “all men in the village fetched thick stick ... “The word “fetched” has a similar meaning to:

- a. Received b. Caught c. Got d. Hit

39. From the passage we learn that the villages were
- a. Located in one huge area
 - b. Situated in a large district
 - c. Separated by untamed jungles.
 - d. Wild and unsafe
40. What is the purpose of the writer by writing the story above?
- a. To describe the danger of the villages
 - b. To entertain the readers of the story
 - c. To tell the villagers' relationship
 - d. To explain how important a relative is

(POST-TEST INSTRUMENT)

Name:

Class:

Read the following direction!

1. In part B, Read the text carefully then answer the question by crossing (×) a, b, c, d.
2. You may not open your dictionary.
3. You may not cheat with your friends.
4. You have 40 Minutes to finish your task.

Questions 1-3

Part A

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.”

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 flatterees
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."

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
- To describe a young princess with a golden ball
 - To amuse or to entertain the readers
 - To tell about our opinion about a young princess and her bonnet
 - To persuade the readers to do something
7. Paragraph 1
- Gives an orientation
 - Poses a thesis
 - Shows an abstract
 - Gives a general classification
8. What does "it" refer to in paragraph 1 line 5?
- A golden ball.
 - A rose.
 - A cool spring of water.
 - 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 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.

9. Who are the main characters of the story?
- The lion and the cat.
 - The lion and the mouse.
 - The lion and the beasts.
 - The lion and the king.
10. What is the moral lesson from the text?
- Don't look at someone because of his clothes.
 - It is best to prepare for the days of necessity.

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

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.

16. 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

17. 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

18. 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

19. What kind of text is that?

- a. Descriptive b. Explanation c. Narrative' d. Hortatory exposition

Questions 20-24

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

20. Which one of the following statements is false about Sang Prabu?

- a. Sang Prabu was a father of his only daughter
- b. Sang Prabu was a king of a kingdom in West Java
- c. Sang Prabu was taken to Kahyangan by a wicked fairy
- d. Sang Prabu was a wise man

21. Why the wicked fairy did use her magic to make Raden Begawan unconscious?

- a. She didn't like Raden Begawan
- b. She didn't want Raden Prabu marry the princess
- c. She wanted Teja Nirmala to forget about her wedding
- d. She didn't want the prince of Blambangan marry the princess

22. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?

- a. Princess Segara will have married with Raden Begawan
- b. Sang Prabu will not hold strength competition
- c. Teja Nirmala will stay in the Kahyangan
- d. Wicked Fairy will not take Raden Begawan's life

23. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...

- a. The wicked fairy
- b. The nice fairy
- c. Princess Nirmala
- d. Prince Teja

24. The similarity between fairy and human according to the text.

- a. The place they live

- b. The jealousy that they possess
- c. The way they don't feel a love
- d. The strength they have

Questions 25-32

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.

25. The text talks about ...

- a. Queen Aji Bidara Putih

- b. The Mahakam River
 - c. The Prince's Proposal
 - d. The Sunken Ship
26. 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
27. 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
28. 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.
29. 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
30. 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

31 The word “he” (paragraph 3, sentence 3) refers to ...

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

32. “Their envoys brought gold and porcelain to ...” The synonym of “envoy” is ...

- a. Messenger b. Troop c. Advocate d. Squad

Questions 33-38

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

33. Which the following fact is true about Kbo Iwo?

- a. Kebo Iwo ate a little amount of meat
 b. Kebo Iwo is a destroyer that cannot make anything
 c. Kebo Iwo was angry because his food was stolen by Balinese people
 d. Kebo eat food was equal for food of thousand people

34. Why did Kbo Iwo feel angry to the Balinese people?

- a. Because Balinese people ate his meal
 b. Because Balinese people took his food so his barns was empty
 c. Because Balinese people didn't give him food
 d. Because Balinese people were in hunger

35. According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?

- a. There will be no Bali island
 - b. Bali People will never be angry
 - c. All Bali people will live in a prosperous way
 - d. We are not able see the beauty of Lake Batur
36. "So, they came together to plan steps to oppose this powerful giant....."(Paragraph 3). The antonym of the word "oppose " is....
- a. Support
 - b. Defeat
 - c. Turn Agains
 - d. Beat
37. What is mount batur?
- a. A lake build by Kbo Iwa
 - b. A well dug by Kbo iwa
 - c. The mountain build by Kbo Iwa
 - d. A mound of earth dug from the well by Kbo iwa
38. What kind of text is that?
- a. Descriptive
 - b. Explanation
 - c. Narrative'
 - d. Hortatory exposition

Questions 39-40

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.

39. 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
40. 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 there d. to know the number of crocodiles there

40. 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

(PRE-TEST INSTRUMENT)

Name: ANGGITA N.Y

Class: X IPS 1

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 40 Minutes to finish your task

Questions 1-8

Part A

Snow White

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

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

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you!"

Finally, Snow White and the seven dwarfs lived happily ever after.

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

- a. Narrative b. Report c. Anecdote d. Comparative

2. To tell the plot, the writers uses ...

- a. A rhetorical question and an exclamation
 b. Time sequences
 c. Contrastive evidences
 d. Past tense

3. Why Snow White ran away to the woods?

- a. Her parents passed away
 b. Her uncle was angry with her
 c. Her uncle and aunt would go to America
 d. Snow White was happy to run away

4. When did Snow White run away to the woods?

- a. In the afternoon
 b. In the morning
 c. In the evening
 d. In the full moon

5. Where did Snow White live after she ran away to the woods?

- a. She lived in the cave
 b. She lived in the lion nest
 c. She lived everywhere in the woods
 d. She lived in the dwarfs' cottage

6. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?

- a. Because she loved them very much
 b. As a result of forcing attitude from them
 c. Because her parents were dead
 d. Because she were afraid of the dwarfs

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

- a. To inform the readers about important and newsworthy events
 b. To entertain readers with fairy tale
 c. To share an account of an unusual event
 d. To denote or propose something as the case

8. The organization of the text above is ...

- a. Abstract, orientation, crisis, incident, coda
 b. Thesis, argument, plot-elaboration, argument plot-elaboration, conclusion
 c. Orientation, major complication, resolution, complication, resolution, complication, major complication
 d. Description, background events, sources

Questions 9-10

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend."

9. What can we get from the story?
- a. We have to save ourselves
 - b. We have to learn how to climb
 - c. Bear will not harm a dead man
 - d. True friend always stand by us in ups and downs
10. Where do you think the story happened?
- a. In the river
 - b. In the park
 - c. In the woods
 - d. In the zoo

Questions 11-12

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. It soon felt terrible pain in his throat, and ran up and down growling 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 "I'll be content. You have put your head inside ought to be reward enough for you." Gratitude and greed do not go together.

11. 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 the wolf's throat
- d. The crane filed 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 meal
- 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

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Princess of Blambangan, named Raksh Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segasa fell Queen Aji Bubata 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 inform 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 bear 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 Puthi 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.

- 13 The text talks about ...
- a. Queen Aji Bidara Puthi
 - b. The Mahikam River
 - c. The Prince's Proposal
 - d. The Sunken Ship

14 How was Queen Bidara Puthi 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 lend their ship
- c. to share them with the residents
- d. to sell them to the queen

16 How did Queen Aji Bidara Puthi 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

Questions 21-26

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wuyang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

21. Which one of the following statements is false about Sang Prabu?

- a. Sang Prabu was a father of his only daughter
- b. Sang Prabu was a king of a kingdom in West Java
- c. Sang Prabu was taken to Kahyangan by a wicked fairy
- d. Sang Prabu was a wise man

22. Why the wicked fairy did used her magic to make Raden Begawan unconscious?

- a. She didn't like Raden Begawan
- b. She didn't want Raden Prabu marry the princess
- c. She wanted Teja Nirmala to forget about her wedding
- d. She didn't want the prince of Blambangan marry the princess

23. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?

- a. Princess Segura will have married with Raden Begawan
- b. Sing Prabhu will not hold strength competition
- c. Teja Nirmala will stay in the Kahyangan
- d. Wicked Fairy will not take Raden Begawan's life

24. So a nice fairy took her to the Kahyangan. (Paragraph 2) The word her in the sentence refers to...

- a. The wicked fairy
- b. The nice fairy
- c. Princess Nirmala
- d. Prince Teja

25. What kind of text is that?

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

26. The similarity between fairy and human according to the text.

- a. The place they live
- b. The jealousy that they possess
- c. The way they don't feel a love
- d. The strength they have

Questions 27-31

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage. So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

27. Which the following fact is true about Kbo Iwo?

- a. Kbo Iwo ate a little amount of meat
- b. Kbo Iwo is a destroyer that cannot make anything
- c. Kbo Iwo was angry because his food was stolen by Balinese people
- d. Kbo Iwo eat food was equal for food of thousand people

28. Why did Kbo Iwo feel angry to the Balinese people?

- a. Because Balinese people ate his meal
- b. Because Balinese people took his food so his barns was empty
- c. Because Balinese people didn't give him food
- d. Because Balinese people were in hunger

29. According to the story, if Kbo Iwo is never existed in Bali island, what do you think will happen?

- a. There will be no Bali island
- b. Bali People will never be angry
- c. All Bali people will live in a prosperous way
- d. We are not able see the beauty of Lake Batur

30. So, they came together to plan steps to oppose this powerful giant..... (Paragraph 3) The antonym of the word "oppose" is....

- a. Support
- b. Defeat
- c. Turn Against
- d. Beat

31. What is mount batur?

- a. A lake build by Kbo Iwo
- b. A well dug by Kbo Iwo
- c. The mountain build by Kbo Iwo
- d. A mound of earth dug from the well by Kbo Iwo

Questions 32-40

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you through the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

32. What separated between one village to another a long time ago in the New Territories?

- a. Another village
- b. Mountains
- c. Forests
- d. Hills

33. Who was Ah Tim?

- a. The young woman's brother

- b. The young woman's son
 - c. The young woman's brother and nephew
 - d. The young woman's brother's son
34. Who walked in front when they were in the forest?
- a. Ah Tin
 - b. The woman
 - c. The woman's son
 - d. Her brother's nephew
35. How could the wolves catch Ah Tim?
- a. He was afraid
 - b. He was stumbled by a stone
 - c. He ran slowly
 - d. The woman cried
36. The woman gave her son to the wolves because
- a. She loved her nephew than her son.
 - b. She thought about how her brother would be
 - c. She wanted her son was eaten by the wolves
 - d. She was crazy
37. What did the villagers bring sticks for?
- a. For the weapon to beat the wolves
 - b. To bring the woman's nephew
 - c. For the fire woods
 - d. For play
38. All men in the village fetched thick stick ... "The word 'fetched' has a similar meaning
- a. Received
 - b. Caught
 - c. Got
 - d. Hit
39. From the passage we learn that the villages were
- a. Located in one huge area
 - b. Situated in a large district
 - c. Separated by untamed jungles.
 - d. Wild and unsafe
40. What is the purpose of the writer by writing the story above?
- a. To describe the danger of the villages
 - b. To entertain the readers of the story
 - c. To tell the villagers' relationship
 - d. To explain how important a relative is

B : D
: us

Handwritten scribbles and marks at the bottom of the page.

B: 10
45

PRE-TEST INSTRUMENT

Name *Amira*
Class *1B 1*

Read the following directions!

- 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 40 Minutes to finish your task.

Questions 1-8

Part A

Snow White

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

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

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

- 1. What type of the text is used by the writer?
 Narrative Report Anecdote Comparative

- 2. To tell the plot, the writers uses
 a rhetorical question and an exclamation
 b. Time sequences
 c. Contrast in evidences

- 3. Why Snow White run away to the woods?
 a. Her parents passed away.
 b. Her uncle was angry with her.
 c. Her uncle and aunt would go to America.
 d. Snow White was happy to run away.

- 4. When did Snow White run away to the woods?
 a. In the afternoon
 b. In the morning
 c. In the evening
 d. In the full moon

- 5. Where did Snow White live after she ran away to the woods?
 a. She lived in the cave.
 b. She lived in the lion nest.
 c. She lived everywhere in the woods.
 d. She lived in the dwarfs' cottage.

- 6. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
 a. Because she loved them very much.
 b. As a result of forcing attitude from them.
 c. Because her parents were dead.
 d. Because she were afraid of the dwarfs.

- 7. The communicative purpose of this text is
 a. To inform the readers about important and newsworthy events.
 b. To entertain readers with fairy tale.
 c. To share an account of an unusual event.
 d. To denote or propose something as the case.
- 8. The organization of the text above is
 a. Abstract, orientation, crisis, incident, coda.
 b. Thesis, argument, plot-elaboration, argument, plot-elaboration, argument, plot-elaboration, conclusion.
 c. Orientation, major complication, resolution, complication, resolution, complication, major complication.
 d. Description, background events, sources.

Questions 9-10

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend."

9. What can we get from the story?
 - a. We have to save ourselves
 - b. We have to learn how to climb
 - c. Bear will not harm a dead man
 - d. True friend always stand by us in ups and downs
10. Where do you think the story happened?
 - a. In the river
 - b. In the park
 - c. In the woods
 - d. In the zoo

Questions 9-12

Part B

The wolf and the crane

A wolf had been gurgling 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 grimaced 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.

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 the wolf's throat
 - d. The crane fled 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

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabou, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty, but she was not married. One day Sang Prabou made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara left Queen Aji Bidara Putih

Mura Kamanus 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 peep 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 bear 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.

13. The text talks 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

Questions 21-26

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kalyangian.

21. Which one of the following statements is false about Sang Prabu?

- a. Sang Prabu was a father of his only daughter
- b. Sang Prabu was a king of a kingdom in West Java
- c. Sang Prabu was taken to Kalyangian by a wicked fairy
- d. Sang Prabu was a wise man

22. Why the wicked fairy did used her magic to make Raden Begawan unconscious?

- a. She didn't like Raden Begawan
- b. She didn't want Raden Prabu marry the princess
- c. She wanted Teja Nirmala to forget about her wedding
- d. She didn't want the prince of Blambangan marry the princess

23. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
- Princess Segara will have married with Raden Begawan
 - Sang Prabou will not hold strength competition
 - Teja Nirmala will stay in the Kahyanggan
 - Wicked Fairy will not take Raden Begawan's life
24. So a nice fairy took her to the Kahyanggan. (Paragraph 2) The word her in the sentence refers to...
- The wicked fairy
 - The nice fairy
 - Princess Nirmala
 - Prince Teja

25. What kind of text is that?
- Descriptive
 - Explanation
 - Narrative
 - Horatory exposition
26. The similarity between fairy and human according to the text
- The place they live
 - The jealousy that they possess
 - The way they don't feel a love
 - The strength they have

Questions 27-31

- A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.
- Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage. So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.
- One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.
27. Which the following fact is true about Kbo Iwo?
- Kbo Iwo ate a little amount of meat
 - Kbo Iwo is a destroyer that cannot make anything
 - Kbo Iwo was angry because his food was stolen by Balinese people
 - Kbo Iwo eat food was equal for food of thousand people

28. Why did Kbo Iwo feel angry to the Balinese people?
- Because Balinese people ate his meal
 - Because Balinese people took his food so his barns was empty
 - Because Balinese people didn't give him food
 - Because Balinese people were in hunger
29. According to the story, if Kbo Iwo is never existed in Bali island, what do you think will happen?
- There will be no Bali island
 - Bali people will never be angry
 - All Bali people will live in a prosperous way
 - We are not able see the beauty of Lake Batur

30. "So, they came together to plan steps to oppose this powerful giant..." (Paragraph 3) The antonym of the word "oppose" is...

- Support
- Defeat
- Turn Against
- Beat

31. What is mount batur?

- A lake build by Kbo Iwo
- A well dug by Kbo Iwo
- The mountain build by Kbo Iwo
- A mound of earth dug from the well by Kbo Iwo

Questions 32-40

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said - it is getting dark. Let my son, Ah Tim go with you through the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly, they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby, the wolves were playing with him.

32. What separated between one village to another a long time ago in the New Territories?
- Another village
 - Mountains
 - Forests
 - Hills
33. Who was Ah Tim?
- The young woman's brother

- b. The young woman's son
 c. The young woman's brother and nephew
 d. The young woman's brother's son
34. Who walked in front when they were in the forest?
 a. Ah Tim b. The woman c. The woman's son d. Her brother's nephew
35. How could the wolves catch Ah Tim?
 a. He was afraid
 b. He was stumbled by a stone
 c. He ran slowly
 d. The woman cried
36. The woman gave her son to the wolves because
 a. She loved her nephew than her son.
 b. She thought about how her brother would be
 c. She wanted her son was eaten by the wolves
 d. She was crazy
37. What did the villagers bring sticks for?
 a. For the weapon to beat the wolves
 b. To bring the woman's nephew
 c. For the fire woods.
 d. For play
38. "all men in the village fetched thick stick ... "The word "fetched" has a similar meaning
 a. Received b. Caught c. Got d. Hit
39. From the passage we learn that the villages were
 a. Located in one huge area
 b. Situated in a large district
 c. Separated by untamed jungles.
 d. Wild and unsafe
40. What is the purpose of the writer by writing the story above?
 a. To describe the danger of the villages
 b. To entertain the readers of the story
 c. To tell the villagers' relationship
 d. To explain how important a relative is

POST-TEST INSTRUMENT

Name: (U) (U) (U) (U) (U)

Class: (U) (U) (U) (U) (U)

B. 32
B5

Read the following directions:

- 1. In part B, read the text carefully then answer the questions by crossing (x) a, b, c, if you may not open your dictionary
- 2. You may not cheat with your friends.
- 3. You may not discuss with your friends.
- 4. You have 40 Minutes to finish your task.

Questions 4-3

Part A

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 Heyward, 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 sing her best, but the moment she opened her mouth the piece of cheese fell to the ground, only as she snatched it 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.'"

- 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 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
- 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 as she snatched it up by Master Fox
- c. The crow lifted up her head and began to sing her best. That's for me, as I am a fox

Questions 4-3 are based on this text.

The Frog Prince

One fine evening a young princess put on her bonnet and cloak, 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 hopped 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."

While 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 ugly 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 all your golden plate, and sleep on your bed, I will bring you your ball again."

- 4. What is the text about?
 - a. A young princess and her bunnet
 - 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 exhortation
- 6. The communicative purpose of this text is ...
 - a. To describe a young princess with a golden ball
 - b. To advise us to entertain the readers
 - c. To tell about our opinion about a young princess and her bunnet
 - d. To persuade the readers to do something
- 7. Paragraph 1 ...

- a. Uses an ornate main description
- b. What does "it" refer to in paragraph 1 line 5?
- c. Shows an abstract
- d. Gives a general
- e. A good spring in water
- f. A word

Questions 9-12 are based on this text:

The Lion and The Mouse

Once when it was a sleep, a little mouse began running up and down upon him, this way and that, and he was so annoyed that he could not get on his feet. He said to himself, "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 rope that bound the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to say:

- 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 bees
 - d. The lion and the king
- 10. What is the moral lesson from the text?
 - a. Don't think someone because of his clothes
 - b. It is best to prepare for the days of necessity
 - c. Continue to help people even if they are great
 - 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 away 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:

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a box of crocodiles 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 thought all crocodiles because he had counted the river.

- 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 text 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. Humorable

The wolf and the crane

A wolf had been gnawing an animal he had killed, when suddenly a small crane on the road stuck in his throat and he could not swallow it. He soon got terrible pain in his throat, and ran up and down gnawing and gnawing 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 promise?" said the crane. The wolf grumbled and showed his teeth and said, "The reward you have put your head inside ought to be reward enough for you." "You made and greet to me go together

- 16. What happened to the wolf?
 - a. He was killed by another wolf
 - b. He left the meat
 - c. Small bone in the neck stuck in his throat

- c. ~~Teja Nirmala will stay in the Kalyangin~~
~~Wicked Fairy will not take Raden Begawan's life~~
23. So a nice fairy took her to the Kalyangin (Paragraf 2) The witcher in the sentence refers to...
- a. The wicked fairy
 - b. The nice fairy
 - c. Princess Nirmala
 - d. Prince Teja
24. The similarity between fairy and human according to the text
- a. The place they live
 - b. The pathway that they pass
 - c. The way they don't feel alive
 - d. The strength they have

Questions 25-32

Queen Aji Bilah Putih

Miura Kamari lies along the Mekahan River, in eastern Borneo. In the past the area was a kingdom called by Queen Aji Bilah Putih. 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 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 provide the proposal first. After the envoys left the palace, the queen called a court officer and ordered him to tell the Chinese boat to gather information on the prince.

When night fell the officers sneaked onto the boat, got by all the guards, and finally found the prince's room. The lamps were lit and the soldier found a pocket 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 stirring surprised the officer. It was like a boat that he had once heard when he was hunting.

He quickly left the boat and returned to the palace. He reported that the prince was not a phantom, and 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 the proposal.

The enraged prince ordered his troops to raid Miura Kamari. The battle was won by the prince's huge band of troops. As they drew near to the palace, Queen Aji Bilah 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 their centipedes blessed them and sank the boat. The site of the sunken ship is now known as Darau Lipin (Lake of Centipedes), with Chinese treasure hidden on the lake's bed.

- a. The crane ate the wolf
17. What did the crane's stomach hit the wolf?
- a. The crane's mouth hit the wolf
 - b. The crane's beak hit the wolf
 - c. The crane put his leg on the wolf's stomach
 - d. The crane flew over the wolf
18. 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
19. What kind of text is that?
- a. Descriptive
 - b. Explanatory
 - c. Narrative
 - d. Hortatory exposition

Questions 20-24

1000 years ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The king, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segrang felt in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kalyangin.

20. Which one of the following statements is false about Sang Prabu?

- a. Sang Prabu was a father of his only daughter
 - b. Sang Prabu was a king of a kingdom in West Java
 - c. Sang Prabu was taken to Kalyangin by a wicked fairy
 - d. Sang Prabu was a wise man
21. Why did the wicked fairy did her magic to make Raden Begawan unconscious?
- a. She didn't like Raden Begawan
 - b. She didn't want Raden Prabu marry the princess
 - c. She wanted Teja Nirmala to forget about her wedding
 - d. She didn't want the prince of Blambangan marry the princess

22. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?

- a. Princess Segrang will have married with Raden Begawan
- b. Sang Prabu will not hold strength competition

25. The text talks about

- a. Queen Aji Bidadari Punduh
- b. The Mahakumbi River
- c. The Prince's Proposal
- d. The Shinkun Ship

26. How was Queen Bidadari Punduh like?

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

27. 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

28. How did Queen Aji Bidadari Punduh 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.

29. Why did the prince send Munis Kusnir?

- a. because the queen was staying 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

30. 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 his marriage proposal.
- c. The prince ordered his troops to attack Munis Kusnir.
- d. The prince turned into a giant centipede

31. The word "lie" (paragraf 3), sentence 3) refers to

- a. The court officer
- b. The envoy
- c. The phantasm
- d. The giant centipede

32. "Their envoys brought gold and porcelain to..." This synonym of "envoy" is

- a. Messenger
- b. Troop
- c. Advocate
- d. Squad

Questions 33-35

A long time ago, there lived on the island of Bali a giant-like creature named Kbo two. The people of that island used to say that Kbo two was everything, a destroyer as well as a creator. He was satisfied with the meat, but this meant for the Balinese people enough food for a day and night.

Difficulties arose when for the first time the bars were almost empty and the new harvest was still a long way off. This made Kbo two wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo two to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo two, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo two was burned alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo two is known as Mount Batur.

33. Which the following fact is true about Kbo two?

- a. Kbo two ate a large amount of meat
- b. Kbo two is a giant who can make anything
- c. Kbo two was angry because the food was stolen by Balinese people
- d. Kbo two was equal for food of thousand people

34. Why did Kbo two feel angry to the Balinese people?

- a. Because Balinese people stole his meat
- b. Because Balinese people took his food so his horns was empty
- c. Because Balinese people didn't give him food
- d. Because Balinese people were in hunger

35. According to the story, if Kbo two is never existed to Bali island, what do you think will happen?

- a. There will be no Bali island
- b. Bali people will never be angry
- c. All Bali people will live in a prosperous way
- d. We are not able see the beauty of Lake Batur

36. "So, they came together to plan steps to oppose this powerful giant..." (Paragraph 4)

- a. The synonym of the word "oppose" is
- b. Support
- c. Turn Against
- d. Beat

- 37. Wild is most like?
 - a. A lake build by Kibo Iwa
 - b. A well dug by Kibo Iwa
 - c. The mountain build by Kibo Iwa
 - d. A mound of earth dug from the well by Kibo Iwa

- 38. What kind of text is this?
 - a. Descriptive
 - b. Explanatory
 - c. Narrative
 - d. Hortatory exposition

Questions 39-40

Rabbit

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a box 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.

- 39. The story mainly tells us about
 - a. the boss of the crocodile
 - b. a rabbit and the boss of crocodile
 - c. to know where the crocodiles are
 - d. All of you are good, nice gentle, and kind" (Paragraph 2) The underlined word is synonymous with
 - a. Wild
 - b. Disrupt
 - c. Easygoing
 - d. Honorable
- 40. 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 the number of crocodiles there
 - d. the boss of the crocodile and all his friends

(POST-TEST INSTRUMENT)

Name: Zesa Cecilia

Class:

Read the following directions!

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 40 Minutes to finish your task.

Questions 1-3

Part A

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 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 crow 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.'"

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 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
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 snatched up by Master Fox
- c. The crow lifted up her head and began to crow her best. "That's for me, as I am a fox"

Questions 4-6 are based on this text

The Frog Princess

One fine evening a young princess put on her bonnet and slippers, 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 the king's 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 in your bed, I will bring you your ball again."

4. What is the text about?

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

~~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

~~To amuse or to entertain the readers~~

~~To tell about our opinion about a young princess and her bonnet~~

~~To persuade the readers to do something~~

7. Paragraph 1

- Gives an orientation classification
 - Shows an abstract
 - Poses a thesis
 - Gives a general
- If What does "it" refer to in paragraph 1 line 5?
- A gold coin ball
 - A tree
 - A cool spring of water
 - 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," says 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.

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

Questions 13-15 are based on this text

Kabbu

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.

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

The wolf and the crane

A wolf had been gorging on animal he had killed, when suddenly a small crane 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 grunting 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 "The content. You have put your head inside ought to be reward enough for you." Gratitude and greed do not go together.

16. What happened to the wolf?
- a. He was killed by mother wolf
 - b. He left the meat
 - c. Small bone in the meat stuck in his throat

- ~~X~~ Teja Nirmala will stay in the Kalyanggan.
~~X~~ Wicked Fairy will not take Maden Begawan's title
23. So a nice fairy took her to the Kalyanggan. (Paragraph 2) The word her in the sentence refers to...
- a. The wicked fairy
 - b. The nice fairy
 - c. Princess Nirmala
 - d. Prince Teja
24. The similarity between fairy and human according to the text.
- a. The place they live
 - b. The jealousy that they possess
 - c. The way they don't feel a love
 - d. The strength they have

Questions 25-32

Queen Aji Daidara Putih
 Muara Kaman lies along the Malakian River, in eastern Borneo. In the past, the area was a kingdom ruled by Queen Aji Daidara 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 official and ordered him to ask for the Chinese boat to gather information on the prince.

When night fell the official 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 official cut out 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 official. It was like a boat 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 Daidara 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.

- d. The crane ate the wolf
17. 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 fled over the wolf
18. 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
19. What kind of text is that?
- a. Descriptive
 - b. Explanation
 - c. Narrative
 - d. Hortatory exposition

Questions 20-24

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wilyang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Ellumbano, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kalyanggan.

20. Which one of the following statements is false about Sang Prabu?
- a. Sang Prabu was a father of his only daughter
 - b. Sang Prabu was a king of a kingdom in West Java
 - c. Sang Prabu was taken to Kalyanggan by a wicked fairy
 - d. Sang Prabu was a wise man
21. Why the wicked fairy did used her magic to make Raden Begawan unconscious?
- a. She didn't like Raden Begawan
 - b. She didn't want Raden Prabu marry the princess
 - c. She wanted Teja Nirmala to forget about her wedding
 - d. She didn't want the prince of Ellumbano marry the princess
22. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
- a. Princess Segara will have married with Raden Begawan
 - b. Sang Prabu will not hold strength competition

21. The word "he" (paragraph 3, sentence 3) refers to ...
 a. The court officer b. The envoy c. The phantom d. The giant centipede
 32. "Their envoys brought gold and porcelain to ..." The synonym of "envoy" is ...
 a. Messenger b. Troop c. Advocate d. Squad

Question 33-38

A long time ago, there lived on the island of Bali a giant like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the harvest was almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage. So, they came together to plan ways to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was burnt alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Baliat. The mound of earth dug from the well by Kbo Iwo is known as Mount Baliat.

33. Which the following fact is true about Kbo Iwo?

- a. Kbo Iwo ate a little amount of meal
 b. Kbo Iwo is a destroyer that cannot make anything
 c. Kbo Iwo was angry because his food was stolen by Balinese people
 d. Kbo Iwo cal food was equal for food of thousand people

34. Why did Kbo Iwo feel angry to the Balinese people?

- a. Because Balinese people ate his meal
 b. Because Balinese people took his food so his barn was empty
 c. Because Balinese people didn't give him food
 d. Because Balinese people were in hunger

35. According to the story, if Kbo Iwo is never existed in Bali island, what do you think will happen?

- a. There will be no Bali island
 b. Bali people will never be angry
 c. All Bali people will live in a prosperous way
 d. We are not able to see the beauty of Lake Baliat

36. "So, they came together to plan steps to oppose this powerful giant..." (Paragraph 3)
 The antonym of the word "oppose" is ...
 a. Support b. Defeat c. Turn Against d. Beat

25. The text talks about ...
 a. Queen Ai Bidara Putih
 b. The Malakum River
 c. The Prince's Proposal
 d. The Sunkern Ship

26. 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

27. 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

28. How did Queen Ai 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.

29. 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

30. 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

37. What is mount batur?

a. A lake build by Kbo Iwa

b. A well dug by Kbo iwa

c. The mountain build by Kbo Iwa

d. A mound of earth dug from the well by Kbo iwa

38) What kind of text is that?

a. Descriptive

b. Explanation

c. Narrative

d. Hortatory exposition

Questions 39-40

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.

39. 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

40. 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

40. 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

81 32

80

(PRE-TEST INSTRUMENT)

Name: alfira s, lcha

Class: IPS 2

B: 18
: 49

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 40 Minutes to finish your task.

Questions 1-8

Part A

Snow White

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

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

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

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

- a. Narrative
- b. Report
- c. Anecdote
- d. Comparative

2. To tell the plot, the writers uses...

- a. a rhetorical question and an exclamation
- b. Time sequences
- c. Contrastive evidences
- d. Past tense

- 3. Why Snow White ran away to the woods?
 - a. Her parents passed away
 - b. Her uncle was angry with her
 - c. Her uncle and aunt would go to America
 - d. Snow White was happy to run away

- 4. When did Snow White run away to the woods?
 - a. In the afternoon
 - b. In the morning
 - c. In the evening
 - d. In the full moon

- 5. Where did Snow White live after she ran away to the woods?
 - a. She lived in the cave
 - b. She lived in the lion nest
 - c. She lived everywhere in the woods
 - d. She lived in the dwarfs' cottage

- 6. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
 - a. Because she loved them very much
 - b. As a result of forcing attitude from them
 - c. Because her parents were dead
 - d. Because she were afraid of the dwarfs

- 7. The communicative purpose of this text is...
 - a. To inform the readers about important and newsworthy events
 - b. To entertain readers with fairy tale
 - c. To share an account of an unusual event
 - d. To denote or propose something as the case

- 8. The organization of the text above is...
 - a. Abstract, orientation, crisis, incident, coda
 - b. Thesis, argument, plot-elaboration, argument, plot-elaboration, argument, plot-elaboration, conclusion
 - c. Orientation, major complication, resolution, complication, resolution, complication, major complication
 - d. Description, background events, sources

Questions 9-10

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend."

9. What can we get from the story?

- a. We have to save ourselves
 b. We have to learn how to climb
 c. Bear will not harm a dead man
 d. True friend always stand by us in ups and downs

10. Where do you think the story happened?

- a. In the river
 b. In the park
 c. In the woods
 d. In the zoo

Questions 9-12

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 growling and grunting 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.

11. 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 the wolf's throat
 d. The crane fled 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

LONG, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabhu, was a wise man. He had an only daughter, called Princess Teja Nirmsala, who was famous for her beauty but she was not married. One day Sang Prabhu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell Queen Aji Bidara Putih

Mura Karnum 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 peep 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 other. It was like a bear 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 phantoms 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 these centipedes chased them and sunk the boat. The site of the sunken ship is now known as Danau Lapan (Lake of Centipedes), with Chinese treasures hidden on the lake's bed.

13. The text talks about

- a. Queen Aji Bidara Putih
- b. The Mplakiam 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 uninterested

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. Signal

Questions 21-26

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayung in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Rauden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Rauden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Rauden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Rauden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kalyangan.

21. Which one of the following statements is false about Sang Prabu?

- a. Sang Prabu was a father of his only daughter
- b. Sang Prabu was a king of a kingdom in West Java
- c. Sang Prabu was taken to Kalyangan by a wicked fairy
- d. Sang Prabu was a wise man

22. Why the wicked fairy did used her magic to make Rauden Begawan unconscious?

- a. She didn't like Rauden Begawan
- b. She didn't want Rauden Prabu marry the princess
- c. She wanted Teja Nirmala to forget about her wedding
- d. She didn't want the prince of Blambangan marry the princess

23. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?

- a. Princess Segara will have married with Raden Begawan
- b. Sang Prabu will not hold strength competition
- c. Teja Nirmala will stay in the Kahyanggan
- d. Wicked Fairy will not take Raden Begawan's life

24. So a nice fairy took her to the Kahyanggan. (Paragraph 2) The word her in the sentence refers to...

- a. The wicked fairy
- b. The nice fairy
- c. Princess Nirmala
- d. Prince Teja

25. What kind of text is that?

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

26. The similarity between fairy and human according to the text.

- a. The place they live
- b. The jealousy that they possess
- c. The way they don't feel a love
- d. The strength they have

Questions 27-31

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage. So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

27. Which the following fact is true about Kbo Iwo?

- a. Kbo Iwo ate a little amount of meal
- b. Kbo Iwo is a destroyer that cannot make anything
- c. Kbo Iwo was angry because his food was stolen by Balinese people
- d. Kbo Iwo's food was equal for food of thousand people

28. Why did Kbo Iwo feel angry to the Balinese people?

- a. Because Balinese people ate his meal
- b. Because Balinese people took his food so his barns was empty
- c. Because Balinese people didn't give him food
- d. Because Balinese people were in hunger

29. According to the story, if Kbo Iwo is never existed in Bali island, what do you think will happen?

- a. There will be no Bali island
- b. Bali people will never be angry
- c. All Bali people will live in a prosperous way
- d. We are not able to see the beauty of Lake Batur

30. "So, they came together to plan steps to oppose this powerful giant....." (Paragraph 3) The antonym of the word "oppose" is.....

- a. Support
- b. Defeat
- c. Turn Against
- d. Beat

31. What is mount Batur?

- a. A lake build by Kbo Iwo
- b. A well dug by Kbo Iwo
- c. The mountain build by Kbo Iwo
- d. A mound of earth dug from the well by Kbo Iwo

Questions 32-40

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you through the forest." So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

32. What separated between one village to another a long time ago in the New Territories?

- a. Another village
- b. Mountains
- c. Forests
- d. Hills

33. Who was Ah Tim?

- a. The young woman's brother

- b. The young woman's son
 c. The young woman's brother and nephew
 d. The young woman's brother's son
34. Who walked in front when they were in the forest?
 a. Ah Tim
 b. The woman
 c. The woman's son
 d. Her brother's nephew
35. How could the wolves catch Ah Tim?
 a. He was afraid
 b. He was stumbled by a stone
 c. He ran slowly
 d. The woman cried
36. The woman gave her son to the wolves because
 a. She loved her nephew than her son.
 b. She thought about how her brother would be
 c. She wanted her son was eaten by the wolves
 d. She was crazy
37. What did the villagers bring sticks for?
 a. For the weapon to beat the wolves
 b. To bring the woman's nephew
 c. For the fire woods.
 d. For play
38. "All men in the village fetched thick stick ... "The word "fetched" has a similar meaning to:
 a. Received
 b. Caught
 c. Got
 d. Hit
39. From the passage we learn that the villagers were
 a. Located in one huge area
 b. Situated in a large district
 c. Separated by untamed jungles
 d. Wild and unsafe
40. What is the purpose of the writer by writing the story above?
 a. To describe the danger of the villages
 b. To entertain the readers of the story
 c. To tell the villagers' relationship
 d. To explain how important a relative is

(PRE-TEST INSTRUMENT)

Name Ayina Agila

Class X 1B 2

B 1 B
45

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 40 Minutes to finish your task.

Questions 1-8

Part A

Snow White

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

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

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

1. What type of the text is used by the writer?
 Narrative Report Anecdote Comparative

2. To tell the plot, the writer uses...

- a. a rhetorical question and an exclamation
- b. Time sequences
- c. Contrastive evidences

3. Why did Snow White run away to the woods?
 a. Her parents passed away
 b. Her uncle was angry with her
 c. Her uncle and aunt would go to America
 d. Snow White was happy to run away

4. When did Snow White run away to the woods?
 a. In the afternoon
 b. In the morning
 c. In the evening
 d. In the full moon

5. Where did Snow White live after she ran away to the woods?
 a. She lived in the cave
 b. She lived in the lion nest
 c. She lived everywhere in the woods
 d. She lived in the dwarfs' cottage

6. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
 a. Because she loved them very much
 b. As a result of forcing attitude from them
 c. Because her parents were dead
 d. Because she was afraid of the dwarfs

7. The communicative purpose of this text is
 a. To inform the readers about important and newsworthy events
 b. To entertain readers with fairy tale
 c. To share an account of an unusual event
 d. To denote or propose something as the case

8. The organization of the text above is
 a. Abstract, orientation, crisis, incident, coda
 b. Thesis, argument, plot-elaboration, argument, plot-elaboration, conclusion
 c. Orientation, major complication, resolution, complication, resolution, complication, major complication
 d. Description, background events, sources

Questions 9-10

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend."

9. What can we get from the story?

- a. We have to save ourselves
- b. We have to learn how to climb
- c. Bear will not harm a dead man

True friend always stand by us in ups and downs

10. Where do you think the story happened?

- a. In the river
- b. In the park
- In the woods
- d. In the zoo

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 growling 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.

Questions 9-12

Part B

9. What happened to the wolf?

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
- The crane put his leg on the wolf's throat
- d. The crane filed 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
- Narrative
- d. Hortatory exposition

Questions 13-20 are based on this text

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Song Prabu, was a wise man. He had an only daughter, called Princess Teja Nirnala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Separa fell Queen Aji Bidara Puhit

Muzen Kurnih lies along the Mahakam River, in eastern Borneo. In the past the area was a kingdom ruled by Queen Aji Bidara Puhit. 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. These 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 inform 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 peep 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 ruffian. It was like a bear 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 Kumam. 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 Dasaan Lapan (Lake of Centipedes), with Chinese treasure hidden on the lake's bed.

13. The text talks 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 Kumam?

- 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 Kumam.
 - d. The prince turned into a giant centipede
19. The word "he" (paragraph 1, sentence 3) refers to ...
- a. The court officer
 - b. The envoy
 - c. The phantom
 - d. The giant centipede
20. "Their envoys brought gold and porcelain to ..." The synonym of "envoy" is ...
- a. Messenger
 - b. Troop
 - c. Advocate
 - d. Squad

Questions 21-26

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blumbungan, named Radem Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segara fell in love with Radem Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Radem Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Radem Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

21. Which one of the following statements is false about Sang Prabu?

- a. Sang Prabu was a father of his only daughter
- b. Sang Prabu was a king of a kingdom in West Java
- c. Sang Prabu was taken to Kahyangan by a wicked fairy
- d. Sang Prabu was a wise man

22. Why the wicked fairy did used her magic to make Radem Begawan unconscious?

- a. She didn't like Radem Begawan
- b. She didn't want Radem Prabu marry the princess
- c. She wanted Teja Nirmala to forget about her wedding
- d. She didn't want the prince of Blumbungan marry the princess

23. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
- a. Princess Segrara will have married with Raden Begawan
 - b. Sang Pribu will not hold strength competition
 - c. ~~Princess Nirmala will stay in the Kahyanigan~~
 - d. ~~Wicked Fairy will not take Raden Begawan's life~~
24. So a nice fairy took her to the Kahyanigan. (Paragraph 2) The word her in the sentence refers to...
- a. The wicked fairy
 - b. ~~The nice fairy~~
 - c. Princess Nirmala
 - d. Prince Teja
25. What kind of text is that?
- a. Descriptive
 - b. Explanation
 - c. ~~Narrative~~
 - d. Hortatory exposition
26. The similarity between fairy and human according to the text.
- a. ~~The prince they live~~
 - b. The jealousy that they possess
 - c. The way they don't feel a love
 - d. The strength they have

Questions 27-31

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage. So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

27. Which the following fact is true about Kbo Iwo?
- a. Kbo Iwo ate a little amount of meat
 - b. ~~Kbo Iwo is a destroyer that cannot make anything~~
 - c. Kbo Iwo was angry because his food was stolen by Balinese people
 - d. ~~Kbo Iwo's food was equal for food of thousand people~~

28. Why did Kbo Iwo feel angry to the Balinese people?
- a. Because Balinese people ate his meal
 - b. ~~Because Balinese people took his food on his barns was empty~~
 - c. Because Balinese people didn't give him food
 - d. ~~Because Balinese people were in hunger~~
29. According to the story, if Kbo Iwo is never excited in Bali island, what do you think will happen?
- a. There will be no Bali island
 - b. ~~Bali People will never be angry~~
 - c. All Bali people will live in a prosperous way
 - d. We are not able see the beauty of Lake Batur
30. "So, they came together to plan steps to oppose this powerful giant..." (Paragraph 3)
- The antonym of the word "oppose" is ...
- a. Support
 - b. Defeat
 - c. Turn Against
 - d. Beat
31. What is mount batur?
- a. A lake build by Kbo Iwo
 - b. A well dug by Kbo Iwo
 - c. The mountain build by Kbo Iwo
 - d. ~~A mound of earth dug from the well by Kbo Iwo~~

Questions 32-40

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "It is getting dark. Let my son, Ah Tim, go with you through the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "Please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away. Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

32. What separated between one village to another a long time ago in the New Territories?
- a. Another village
 - b. Mountain
 - c. ~~Forests~~
 - d. Hills
33. Who was Ah Tim?
- a. The young woman's brother

- b. The young woman's son
 c. The young woman's brother and nephew
~~X~~ The young woman's brother's son
34. Who walked in front when they were in the forest?
 a. Ah Tim b. The woman ~~X~~ The woman's son d. Her brother's nephew ~~X~~
35. How could the wolves catch Ah Tim?
 a. He was afraid
 b. He was stumbled by a stone
 c. He ran slowly
~~X~~ The woman cried ~~X~~
36. The woman gave her son to the wolves because
 a. She loved her nephew than her son.
~~X~~ She thought about how her brother would be
 c. She wanted her son was eaten by the wolves
 d. She was crazy
37. What did the villagers bring sticks for?
 a. For the weapon to beat the wolves
 b. To bring the woman's nephew ~~X~~
 c. For the fire woods.
~~X~~ For play
38. "all men in the village fetched thick stick ... "The word "fetched" has a similar meaning to:
 a. Received b. Caught ~~X~~ Got d. Hit
39. From the passage we learn that the villages were
 a. Located in one huge area
 b. Situated in a large district
 c. Separated by untamed jungles. ~~X~~
 d. Wild and unsafe
40. What is the purpose of the writer by writing the story above?
 a. To describe the danger of the villages
~~X~~ To entertain the readers of the story
 c. To tell the villagers' relationship
 d. To explain how important a relative is

(POST-TEST INSTRUMENT)

Name: ANSGRICA M.Y
Class: K-1B

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 40 Minutes to finish your task.

6:30
75

Questions 1-3

Part A

The fox and the crow

A fox once saw a crow fly off with a piece of cheese in its beak and scree 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 crow 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 your cheese I will give you a piece of advice for the future, "Do not trust flatterers."

- 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 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
- 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 snatched up to by Master Fox
- c. The crow lifted up her head and began to crow 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 cloigs, and went out to take a walk by herself in a wood, and when she came to a cool spring of water with a rise 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."

- 4. What is the text about?
 - a. A young princess and her bunnet
 - 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 unuse or to entertain the readers
 - c. To tell about our opinion about a young princess and her bunnet
 - d. To persuade the readers to do something

7. Paragraph 1

- a. Gives an orientation classification
 - b. Proves a thesis
 - c. Shows an ~~effect~~ Gives a general
 - d. A word
8. What does "it" refer to in paragraph 1 line 5?
- A golden ball
- b. A rose
- c. A cool spring of water

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, that he 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.

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 abilities
- 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 box 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. Let's 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.

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. Honourable

The wolf and the crane

A wolf had been gurgling on animal he had killed, when suddenly a small bone in the meat ran in his throat and he could not swallow it. He soon felt terrible pain in his throat, and ran up and down growling 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.

16. 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

- c. Teja Nirmala will stay in the Kabayangan.
 d. Wicked Fairy will not take Raden Begawan's life.
23. So a nice fairy took her to the Kabayangan. (Paragraph 2) The word *her* in the sentence refers to...

- a. The wicked fairy
 b. The nice fairy
 c. Princess Nirmala
 d. Prince Teja

24. The similarity between fairy and human according to the text

- a. The place they live
 b. The jealousy that they possess
 c. The way they don't feel a love
 d. The strength they have

Questions 25-32

Queen Aji Bidara Putih

Maura Karnun lies along the Manakam River in eastern Mexico. 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 protecting 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 official and ordered him to infiltrate the Chinese boat to gather information on the prince.

When night fell the official 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 weak hole. So the official 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 swallowing surprised the official. It was like a bear 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 Maura Karnun. 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 wine 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 their centipedes chased them and sank the boat. The site of the sunken ship is now known as Dataran Lipan (Lake of Centipedes), with Chinese treasures hidden on the lake's bed.

- d. The crane ate the wolf
 17. What did the crane's mouth hit the wolf?
 a. The crane's mouth hit the wolf
 b. The crane's beak loosened the bone
 c. The crane put his leg on the wolf's throat
 d. The crane fled over the wolf

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

- a. He got a present b. He got a reward c. He got a man d. He got a pain
 19. What kind of text is that?
 a. Descriptive b. Explanation c. Narrative d. Expository

Questions 20-24

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Segar's fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kabayangan.

20. Which one of the following statements is false about Sang Prabu?

- a. Sang Prabu was a father of his only daughter.
 b. Sang Prabu was a king of a kingdom in West Java.
 c. Sang Prabu was taken to Kabayangan by a wicked fairy.
 d. Sang Prabu was a wise man.

21. Why the wicked fairy did used her magic to make Raden Begawan unconscious?

- a. She didn't like Raden Begawan
 b. She didn't want Raden Prabu marry the princess
 c. She wanted Teja Nirmala to forget about her wedding
 d. She didn't want the prince of Blambangan marry the princess

22. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?

- a. Princess Segar will have married with Raden Begawan
 b. Sang Prabu will not hold strength competition

X

31. The word "he" (paragraph 3, sentence 3) refers to . . .
- a. The court officer b. The envoy c. The phantom d. The giant centipede
32. "Their envoys brought gold and porcelain to . . ." The synonym of "envoy" is
- a. Messenger b. Troop c. Advocate d. Squad

Questions 33-38

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the metal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the horns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. He made the Balinese turn to rage. So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was hurted alive. Then the water in the well rose higher and higher until at last it overflowed and flooded Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

33. Which the following fact is true about Kbo Iwo?
- a. Kbo Iwo are a little amount of meat
 b. Kbo Iwo is a destroyer that cannot make anything.
 c. Kbo Iwo was angry because his food was stolen by Balinese people
 d. Kbo Iwo eat food was equal for food of thousand people
34. Why did Kbo Iwo feel angry to the Balinese people?
- a. Because Balinese people are his meal
 b. Because Balinese people took his food so his horns was empty
 c. Because Balinese people didn't give him food
 d. Because Balinese people were in hunger
35. According to the story, if Kbo Iwo is never existed in Bali island, what do you think will happen?
- a. There will be no Bali island
 b. Bali People will never be angry
 c. All Bali people will live in a prosperous way
 d. We are not able see the beauty of Lake Batur
36. "So, they came together to plan steps to oppose this powerful giant" (Paragraph 3)
 The antonym of the word "oppose" is
- a. Support b. Defeat c. Turn Against d. Beat

25. The text talks about
- a. Queen Aji Budura Putih
 b. The Mahakam River
 c. The Prince's Proposal
 d. The Sankam Ship

26. How was Queen Budura Putih like?
- a. beautiful, sensible, and sensitive
 b. pretty, wise, and indifferent
 c. pretty, sensible, and indifferent
 d. beautiful, wise, and unconcerned

27. 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

28. How did Queen Aji Budura 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

29. Why did the prince raid Muara Kamam?

- 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

30. 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 Kamam.
 d. The prince turned into a giant centipede.

37. What is mount batur?
- a. A lake build by Kbo Iwa
 - b. A well dug by Kbo iwa
 - c. The mountain build by Kbo Iwa
 - d. A mound of earth dug from the well by Kbo iwa

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

Questions 39-40

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.

39. 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
40. 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
40. 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 INSTRUMENT)

Name

ANGELA MARY

Class

K 1B

Read the following direction!

- 1. In part B, Read the text carefully then answer the question by crossing (•) a, b, c, d
- 2. You may not open your dictionary.
- 3. You may not cheat with your friends.
- 4. You have 40 Minutes to finish your task.

0:30
75

Questions 1-3

Part A

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.'"

- 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 cloak, 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."

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 accurate classification
 - b. Proves a thesis
 - c. Shows an extract
 - 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 wind

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, led 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 end 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

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 beavis
- 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 box of crocodiles 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.

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. Paving
- d. Honorable

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 grooming 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." (Crime and greed do not go together)

16. 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
17. *What did the crane's mouth bit the wolf?*
- The crane's mouth bit the wolf
 - The crane's beak loosened the bone
 - The crane put his leg on the wolf's throat
 - The crane fled over the wolf
18. What did the crane get after helping the wolf?
- He got a present
 - He got a reward
 - He got a meal
 - He got a pun
19. What kind of text is that?
- Descriptive
 - Explanation
 - Narrative
 - Homonymy exposition

Questions 20-24

Long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java. The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength.

After that, Prince of Blambangan, named Raden Begawan had won the competition. Unfortunately, the wicked fairy, Princess Sagarita fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kabuyutan.

20. Which one of the following statements is false about Sang Prabu?
- Sang Prabu was a father of his only daughter
 - Sang Prabu was a king of a kingdom in West Java
 - Sang Prabu was taken to Kabuyutan by a wicked fairy
 - Sang Prabu was a wise man
21. Why the wicked fairy did used her magic to make Raden Begawan unconscious?
- She didn't like Raden Begawan
 - She didn't want Raden Prabu marry the princess
 - She wanted Teja Nirmala to forget about her wedding
 - She didn't want the prince of Blambangan marry the princess
22. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
- Princess Sagarita will have married with Raden Begawan
 - Sang Prabu will not hold strength competition

Queen Aji Bidari Putih

Muara Kumun lies along the Malakka River, in eastern Borneo. In the past the area was a kingdom ruled by Queen Aji Bidari Putih. 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 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 consider 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 peck 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 bear 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 Kumun. The battle was won by the prince's huge band of troops. As they drew near to the palace, Queen Aji Bidari 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 Lapan (Lake of Centipedes), with Chinese treasures hidden on the lake's bed.

Questions 25-32

- c. Teja Nirmala will stay in the Kabuyutan
- d. Wicked Fairy will not take Raden Begawan's life
23. So a nice fairy took her to the Kabuyutan. (Paragraph 2) The word *her* in the sentence refers to
- The wicked fairy
 - The nice fairy
 - Princess Nirmala
 - Prince Teja
24. The similarity between fairy and human according to the text.
- The place they live
 - The jealousy that they possess
 - The way they don't feel a love
 - The strength they have

25. The text talks about

a. Queen Ay Bidara Putih

b. The Malakam River

c. The Prince's Proposal

d. The Sinking Ship

26. 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

27. Why did the envoys bring gold and porcelain?

a. to announce the marriage proposal from a prince of China

b. to food their ship

c. to share them with the residents

d. to sell them to the queen

28. How did Queen Ay 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

29. Why did the prince raid Muara Karim?

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

30. 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 Karim

d. The prince turned into a giant centipede

31. The word "he" (Paragraph 3, sentence 3) refers to ...

a. The court officer

b. The envoy

c. The plumbum

d. The giant centipedes

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

a. Messenger

b. Troop

c. Advocate

d. Squad

Questions 33-38

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage. So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

33. Which the following fact is true about Kbo Iwo?

a. Kbo Iwo are a little amount of meat

b. Kbo Iwo is a destroyer that cannot make anything

c. Kbo Iwo was angry because his food was stolen by Balinese people

d. Kbo Iwo eat food was equal for food of thousand people

34. Why did Kbo Iwo feel angry to the Balinese people?

a. Because Balinese people ate his meal

b. Because Balinese people took his food so his barns was empty

c. Because Balinese people didn't give him food

d. Because Balinese people were in hunger

35. According to the story, if Kbo Iwo is never existed in Bali island, what do you think will happen?

a. There will be no Bali island

b. Bali People will never be angry

c. All Bali people will live in a prosperous way

d. We are not able see the beauty of Lake Batur

36. "So, they came together to plan steps to oppose this powerful giant." (Paragraph 3). The antonym of the word "oppose" is ...

a. Support

b. Defeat

c. Turn Against

d. Beat

37. What is mount batur?
- a. A lake build by Kbo Iwa
 - b. A well dug by Kbo iwa
 - c. The mountain build by Kbo Iwa
 - d. A mound of earth dug from the well by Kbo iwa

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

Questions 39-40

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.

39. 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
40. 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
40. 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

TEST BLUEPRINT

Basic competence	Indicator	Test Item	Item number
5.2 Merespon makna dan langkah retorika dalam teks yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk	•Mengidentifikasi makna kata dalam teks yang dibaca.	1. Pre Test Menentukan jenis text	5,19,38
	•Mengidentifikasi komplikasi dalam sebuah cerita narasi	Menemukan informasi rinci text narrative	3,9,20,21,22,33,34,35,
	•Mengidentifikasi kejadian dalam teks yang dibaca	Menemukan makna/kata kalimat dalam text narrative	2,7,8,11,12,15,23,24,30,31,32,36,40
	•Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan	Menentukan makna tujuan text narrative	4,6,10,14,16,17,18,27,28,29,,39
	•Mengidentifikasi kasus yang dibahas dalam teks	Menemukan tokoh dalam teks narrative	13,,25,26,37
	•Mengidentifikasi argument yang diberikan - mengidentifikasi langkah-	2. Post-Test Menentukan jenis text	

	langkah retorika dari teks	Menemukan informasi rinci text narrative	5,19,38
	- mengidentifikasi tujuan komunikasi teks dibaca	Menemukan makna/kata kalimat dalam text narrative	3,9,20,21,22,33,34,35
		Menentukan makna tujuan text narrative	2,7,8,11,12,15,23,24,30,31,32,36,40
		Menemukan tokoh dalam teks narrative	4,6,10,14,16,17,18,27,28,29,39
			13,25,26,37

The Students' Pre-Test and Post-Test Score In Class X IPS 1
(The Experimental Class)

No	Students	Pre Test	Post Test
		X 1	X 2
1	S1	45	65
2	S2	50	65
3	S3	45	65
4	S4	45	60
5	S5	55	60
6	S6	50	70
7	S7	55	70
8	S8	60	75
9	S9	45	70
10	S10	55	75
11	S11	65	75
12	S12	55	75
13	S13	65	80
14	S14	65	80
15	S15	70	85
16	S16	70	85
17	S17	60	80

18	S18	70	85
19	S19	75	85
20	S20	60	80
Amount	20	1160	1485
Mean		58	74,25

The Students' Pre-test and Post-test Score in Class X IPS 2

(The Controlled Class)

Number	Students	Pre Test	Post Test
		Y 1	Y 2
1	S1	45	55
2	S2	45	60
3	S3	45	55
4	S4	50	60
5	S5	50	55
6	S6	55	65
7	S7	55	60
8	S8	60	65
9	S9	60	70
10	S10	60	70
11	S11	65	65
12	S12	65	70
13	S13	65	75
14	S14	65	65
15	S15	65	70
16	S16	70	75
17	S17	70	80

18	S18	70	75
19	S19	70	80
20	S20	55	75
Amount	20	1185	1345
Mean		59.25	67.25



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BUKTI BEBAS PUSTAKA JURUSAN TBI

Yang bertanda tangan di bawah ini menerangkan bahwa :

Nama : Amelia wulandari
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Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Buku : THE EFFECTIVENESS OF THE K-W-L STRATEGY IN READING
COMPREHENSION OF TENTH GRADES AT SMAN 01 KEBUN
TEBU WEST LAMPUNG

Bahwa yang namanya tersebut di atas, benar-benar telah menyelesaikan bebas pustaka jurusan pada Ketua Jurusan Tadris Bahasa Inggris (TBI) Institut Agama Islam Negeri (IAIN) Metro.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 19 Juni 2023

Ketua Jurusan TBI

Andjanto, M.Pd

NIP. 19871102 2015 03 1 004



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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-683/In.28/S/U.1/OT.01/06/2023**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : AMELIA WULANDARI
NPM : 1901051005
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901051005

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 08 Juni 2023
Kepala Perpustakaan



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Nomor : B-4879/In.28/J/TL.01/11/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala Sekolah SMAN 01 KEBUN
TEBU
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **AMELIA WULANDARI**
NPM : 1901051005
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : **THE EFFECTIVENESS THE K-W-L STRATEGY IN READING
COMPREHENSION ABILITY OF TENTH GRADES AT
SMAN 01 KEBUN TEBU**

untuk melakukan prasurvey di SMAN 01 KEBUN TEBU, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 16 November 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



**PEMERINTAH PROVINSI LAMPUNG
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SMA NEGERI 1 KEBUN TEBU
AKREDITASI : A NPSN : 10810206**



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Nomor : 211 /1.12.04/SMA.KT/SB/2022
Perihal : Surat Balasan Prasurvey

Yang bertanda tangan di bawah ini :

Nama : **SUPRIANTORO, S.Pd.**
NIP : 19650929 199703 1 002
Pangkat/Golongan : Pembina / IV.a
Jabatan : Kepala Sekolah SMAN 1 Kebun Tebu

Menerangkan bahwa :

Nama : Amelia Wulandari
NPM : 1901051005
Progran Studi : Tadris Bahasa Inggris
Semester : 7 (Tujuh)

Telah Melaksanakan prasurvey di SMAN 01 Kebun Tebu, pada hari Senin, 6 Desember 2022. dan Telah kami setuju untuk melaksanakan penelitian di SMA Negeri 1 Kebun Tebu dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Demikian surat ini kami sampaikan, dan atas kerjasamanya kami mengucapkan terima kasih.

Kebun Tebu, 6 Desember 2022
Kepala Sekolah



SUPRIANTORO, S.Pd
NIP. 19650929 199703 1 002



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Nomor : B-2416/In.28/D.1/TL.00/05/2023
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMAN 01 KEBUN TEBU
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2417/In.28/D.1/TL.01/05/2023, tanggal 22 Mei 2023 atas nama saudara:

Nama : **AMELIA WULANDARI**
NPM : 1901051005
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMAN 01 KEBUN TEBU, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF THE K-W-L STRATEGY IN READING COMPREHENSION OF TENTH GRADES AT SMAN 01 KEBUN TEBU WEST LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 22 Mei 2023
Wakil Dekan Akademik dan
Kelembagaan,



Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 KEBUN TEBU
AKREDITASI : A NPSN : 10810206



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 Perihal : Surat Balasan Penelitian

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Menerangkan bahwa :

Nama	: Amelia Wulandari
NPM	: 1901051005
Progran Studi	: Tadris Bahasa Inggris
Semester	: 8 (Delapan)

Telah kami setuju untuk melaksanakan penelitian di SMA Negeri 1 Kebun Tebu dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Demikian surat ini kami sampaikan, atas perhatiannya diucapkan terima kasih.

Kebun Tebu, 12 Juni 2023
 Kepala Sekolah


SUPRIANTORO, S.Pd
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

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NPM : 1901051005

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	14/12 /2022		Introduction.	
	26/12 /2022		Chapter I & 2	
	29/12 /2022		Chapter 1, 2, & 3.	
	2/01 /2023		Chapter 1, 2, & 3.	
	3/01 /2023		Acc for Proposal Seminar	

Mengetahui
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Andiarto, M.Pd
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Dosen Pembimbing

Dr. Aria Septi Anggaira, M.Pd
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Nama : Amelia Wulandari
 NPM : 1901051005

Program Studi : TBI
 Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	12/05 /2023		Buat Blue Print	
	15/05 /2023		Acc APD	

Mengetahui
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Nama : Amelia Wulandari
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Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	15/01 /2023		Chapter 4 & 5	
	14/06 /2023		Chapter 4 & 5	
	19/06 /2023		Chapter 4 & 5 Abstract Appendices	
	20/06 /2023		Acc for Muna Qana	

Mengetahui
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Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Aria Septi Anggaira (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **AMELIA WULANDARI**
NPM : 1901051005
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : THE EFFECTIVENESS OF THE K-W-L STRATEGY IN READING COMPREHENSION OF TENTH GRADES AT SMAN 01 KEBUN TEBU WEST LAMPUNG

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 11 Mei 2023
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



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SURAT TUGAS

Nomor: B-2417/In.28/D.1/TL.01/05/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:


Nama : AMELIA WULANDARI
NPM : 1901051005
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di SMAN 01 KEBUN TEBU, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECTIVENESS OF THE K-W-L STRATEGY IN READING COMPREHENSION OF TENTH GRADES AT SMAN 01 KEBUN TEBU WEST LAMPUNG".
 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 : 22 Mei 2023

Mengetahui,
Pejabat Setempat


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Wakil Dekan Akademik dan
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THE EFFECTIVENESS OF THE K- W-L STRATEGY IN READING COMPREHENSION OF TENTH GRADES AT SMAN 01 KEBUN TEBU WEST LAMPUNG

by Amelia Wulandari 1901051005

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CURRICULUM VITAE



The name of the researcher is Amelia Wulandari. She was born in Purajaya, October 21th 2000 the first child from Mr. Minarmi and Mrs. Maryati. She has 1 young brother, and her name is Iqbal. She was enrolled her study at SDN 01 Purajaya on 2007-2013. She continued her study at SMPN 01 Kebun Tebu on 2013-2016. She continued her study at SMAN 01 Kebun Tebu on 2016-2019

After graduating from SMAN 01 Kebun Tebu, the researcher continued her study at IAIN Metro. In 2019, she was registered as a student of S1 English Education Department State Institute for Islamic Studies Of Metro.