TEACHING NARRATIVE READING USING SHARED READING STRATEGY TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 7 PALEMBANG

UNDERGRADUATE THESIS

**This thesis was ccepted as one of the requirements
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by

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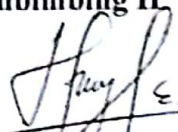
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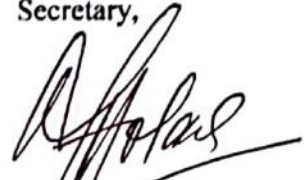
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MOTTO AND DEDICATION

"Everything will come in the right moment, just BELIEVE that ALLAH already planned something goof for us and it will come in the right time, Patience is needed guys."
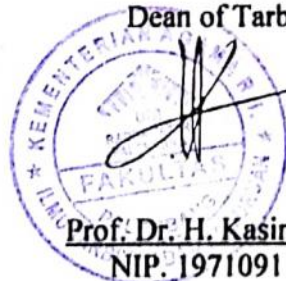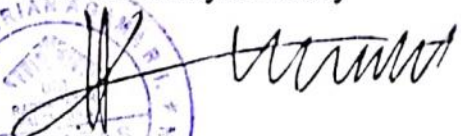
"ALLAH promises "There will be easiness, after you pass successfully the hardness,' BELIEVE and PATIENCE are always needed."

"If there is A WILL, there is A WAY."

THIS THESIS IS SPECIALLY DEDICATED FOR:

- ❖ My beloved parents: Alm. Aminuddin and Maria Latif
- ❖ My lovely brothers: Muhammad Iqbal, Ruly Ferdinand, Muhammad Aditya Pramana and Adelia Talitha Firjatullah
- ❖ My big family: Nyai, uwak-uwak, uncles and aunties
- ❖ My cousins: Ayeshah Augusta Rosdah, Nike Nindya Putri and Elisha Rosalyn Rosdah
- ❖ My advisor: Mr. M. Holandiyah, M.Pd. and Ms. Winny A. Riznanda, M.Pd.
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- ❖ My almamater: UIN Raden Fatah Palembang and all of staffs that already helped the process in making this thesis

STATEMENT PAGE

I hereby,

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State that

1. All the data, information, interpretation and conclusions presented in this thesis, except for those indicated by the sources, are the result of my observation, process, and thought with the guidance of my advisors.

2. The thesis that I wrote is originally and has never been handed in another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day there is evidence of forgery in the above statement, I am willing to accept the academic sanction of cancellation of my bachelor's degree that I have received through this thesis.

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ABSTRACT

The main objective of this study was to find out whether or not there was significant difference and significant improvement between the eighth grade students' narrative reading who are taught by using Shared Reading strategy and those who are not at SMP Negeri 7 Palembang. The population of the study was all of the eighth grade students of SMP Negeri 7 Palembang. The sample was 60 students, 30 students in class VIII.2 as experimental group and 30 students in class VIII.3 as control group. Quasi experimental research designs type of pre-test and post-test non-equivalent group design was used in this research. In order to find out the significant difference, the researcher used independent sample t-test through SPSS 16.0 programme (Statistical Package for Social Science). It was by comparing the t-obtained with the t-table at the significance level 5% or 0,05 in two tailed testing and also the df 58. Where the p-output was 0,006 and t-obtained was 2,870. Since the p-output was lower than 0,05 and t-obtained was higher than the t-table (df 58 = 1,672), it means that there was a significant difference in mean score between the students who were taught by using Shared Reading strategy and those who were not at SMP Negeri 7 Palembang. The score of both groups were 57,20 and 47,70 and the difference was 9,5. Furthermore, in order to find out the significant improvement, the researcher used paired sample t-test through SPSS 16.0 programme (Statistical Package for Social Science). It was by comparing the t-obtained with the t-table at the significance level 5% or 0,05 in two tailed testing and also the df 29. Where the p-output was 0,000 and t-obtained was 7,768. Since the p-output was lower than 0,05 and t-obtained was higher than the t-table (df 29 = 1,699), it means that there was a significant improvement in pre-test and post-test of students who were taught by using Shared Reading at SMP Negeri 7 Palembang. The score of pre-test in experimental group was 44,43 and post-tes in experimental group was 47,70, and the improvement was 3,27. One of the factors that influenced this condition was the usage of Shared Reading strategy.

Keywords: *Shared Reading strategy, reading, narrative text*

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CHAPTER I

INTRODUCTION

This chapter describes: (1) the background, (2) problem of the study, (3) objective of the study, and (4) significance of the study.

1.1. Background

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language.

In order to be fluent in English, students should master four language skills that are essential for the purpose of communication, namely: listening, speaking, reading, and writing. Among these skills, reading is one of the skills in English that plays an important role. By reading, the students can involve themselves into such kind of situation in which they can read for information and read to learn. Harmer (1998, p. 68) explains some reasons why reading is really important. First, many learners realize that reading is important for their careers, study purposes, and pleasure. Then, any exposure which enables students to understand more is good for language learners. The third reason is by reading, learners can access opportunities to learn language aspects such as vocabulary, grammar, punctuation, sentence, paragraphs, and text building. Finally, from a good reading text, learners

have access to some interesting topics, start discussion, and respond with their imagination. According to Grabe (1991, p. 378), reading is an indispensable skill for learners in English as a foreign language (EFL) context. It means that students need to read a lot if they want to be able to learn English better.

However, the data of Progress in International Reading Literacy Study (PIRLS) revealed that from 45 countries surveyed, Indonesia was placed in the ranked 42nd in reading achievement with the mean score 428 far below the international mean score 500 (PIRLS, 2011). This evidence obviously indicated low achievement on Indonesian students to comprehend the text. Furthermore, Program for International Students Assessment (PISA) in 2012 showed that Indonesia was in the 63rd placed out of 65 countries with the reading score 396. Meanwhile, Indonesian students' score was below the OECD average score which was 496 (OECD, 2012). Another survey was reported that the students' reading ability in Indonesia was in the 69th placed out of 76 countries (PISA, 2015). From the data above, it can be concluded that Indonesian students still have low reading achievement.

The low reading achievement in Indonesia then becomes a big issue that must be solved. Based on 2013 curriculum, the students are expected not only to read fluently, but also understand the text completely. Junior High School syllabus for 2013 curriculum mentions several kinds of reading text that should be mastered by eighth grade students, such as recount, narrative, and procedure. In this study, the researcher focussed on reading narrative text because narrative text is a part of recent target in teaching English for Junior High School students.

Browder and Spooner (2011, p. 142) assume that narrative text comprises story elements to store, match, retrieve information and sequence the events of a story. According to Siregar (2011, p. 8), narrative text is to amuse, entertain, and deal with actual or imaginary experience in different ways. Narrative is a story that tells or describes an action in the past time clearly. A narrative relates a realistic, imagined or fictitious story. Narrative can be divided into traditional fiction including folktale, fairy tales, parables, fables, moral tales, myths and legends; and modern fiction which include modern fantasy, and contemporary realistic fiction (Barwick, et al., 2006, p. 4). Landa (2005, p. 2) adds that narrative is a semiotic representation of a series of events connected in a temporal and casual way.

Narrative text is learnt by students as one of the materials in English at school. Besides, Dole and Donaldson (2014, p. 23) mention that narrative has been proven to be essential to comprehension because the distinctive and identifying characteristic of a narrative is that it has a "chain of events" things that happen in a certain predictable chronological order.

However, despite the importance of learning narrative text, Mooney (2008, p. 2) argues that ability to understand narrative text is very difficult. Besides, Murphy (2013, p. 4) adds that narrative text's difficulty resides not in a single component but in a number of factors, some of which are inherent in the text and others of which reside in the relationship between a text and a reader.

Preleminary study was conducted by interviewing the teacher of English of SMP Negeri 7 Palembang. It was found that SMP Negeri 7 Palembang students

still face difficulties in learning reading, especially in reading narrative text. Reading narrative text was considered as a boring activity for the students because they had difficulty to comprehend the text and conclude the idea of the text by themselves. The students also faced a lot of unfamiliar words when they were doing the reading activities. As the result, the low reading achievement happened to the students. The teacher stated that KKM (Kriteria Ketuntasan Minimal) or the minimum score criteria that the students have to achieve at the end of the course is 75. This score was actually considered low by the teacher comparing to other schools that have higher KKM. However, some students were still not able to achieve that score. Most of the students still had the score which was below the KKM.

In order to improve the students' reading achievement, appropriate strategy is required reading strategy is one of the fundamental factors in gaining success in the academic field. Palincsar and Brown (1984, p. 118-119) suggest that Shared Reading strategy helps students, especially low-achieving learners, avoid comprehension failure and enhance their retention of the text. Similarly, Koda (2005, p. 90) points out that Shared Reading strategy can not only compensate for learners' comprehension deficiency but also develop their critical thinking. Klingner and Vaughn (1996, p. 276) state that to use the strategies automatically, a reader needs time, effort, and amount of practice.

Based on the fact above, it would be really beneficial if the teachers of English could apply one of interesting and effective strategy to teach reading to the students. One of the strategies that can be used by the teachers to teach reading

is Shared Reading strategy. Holdaway (1990, p. 294) mentions that Shared Reading strategy has been shown to be important activity for building the knowledge for the successful reading. It emulates and builds the students' experience with bedtime stories. It means that the eighth grade students experience of the stories they have heard and read will also influence the success of the use of this strategy. Shared Reading strategy involves a teacher and a large group of students sitting closely together to read and reread the selected texts carefully.

Shared Reading strategy gives a lot advantages for the students while applying it. One of the advantages is that the students can actively contribute to the reading with the teacher's guidance. It means that the teacher can guide the students to be active participants in the process of learning (Dorn, French, and Jones, 2006).

This study is supported by Kresnawati, Nitiasih and Ratminingsih (2013) reported that the effect of Shared Reading strategy using digital photo story and achievement motivation on students' reading comprehension. Since the study was done, the results showed that there was a significant difference on students' reading comprehension achievement by using Shared Reading strategy at SMP Negeri 6 Singaraja. Ma'rof (2012) investigated whether or not Shared Reading impacts the development of vocabulary and oral Malay language. Since the study was done, the results showed that Shared Reading accelerated Malaysian Junior High School students' oral Malay language production and increased their word-meaning knowledge. They also produced more coherent narratives in a wordless

picture story-telling task. They told the stories with greater verbal rate and their stories contained significantly greater vocabulary diversity. Meanwhile, Leou, M. Z. Chen, Huang, and C.T. Chen (2009) who explore how much Shared Reading strategy influenced students' reading comprehension ability and reading motivation, and to understand the teachers' opinions. Since the study was done, the result showed that there was significant differences in students' reading comprehension by using Shared Reading strategy at Junior High School in Taiwan

Based on all explanations above, the researcher concluded that reading comprehension of the students in Indonesia is still low. The students need a specific strategy to help them comprehend the reading better. Shared Reading can be one of the best strategies to improve students' reading comprehension ability. Therefore, the researcher conducted a study about using Shared Reading strategy to improve students' reading comprehension ability with the title "Teaching Narrative Reading Using Shared Reading Strategy to the Eighth Grade Students of SMP Negeri 7 Palembang."

1.2. Problem of the Study

Based on the background, the researcher formulated the problem of this study in the following question:

1. Is there any significant improvement in narrative reading comprehension achievement between the eighth grade students of SMP Negeri 7 Palembang who are taught using Shared Reading strategy.

2. Is there any significant difference in narrative reading comprehension achievement between the eighth grade students of SMP Negeri 7 Palembang who are taught using Shared Reading strategy and those who are not?

1.3. Objective of the Study

Based on the questions above, the objective of this research is:

1. To find out whether or not there is a significant improvement in narrative reading comprehension achievement between the eighth grade students of SMP Negeri 7 Palembang who are taught using Shared Reading strategy.

2. To find out whether or not there is a significant difference in narrative reading comprehension achievement between the eighth grade students of SMP Negeri 7 Palembang who are taught using Shared Reading strategy and those who are not.

1.4. Significances of the study

This study is expected to give some beneficial inputs for the teachers and students at the eighth grade students of SMP Negeri 7 Palembang and the researcher herself.

1. The Teachers of the Eighth Grade Students of SMP Negeri 7 Palembang

By adopting this strategy of teaching reading comprehension, it is hoped that the teachers at SMP Negeri 7 Palembang have a better alternative of

strategy in increasing students' reading comprehension achievement of narrative texts.

2. The Eighth Grade Students of SMP Negeri 7 Palembang

   It is expected that the eighth grade students of SMP Negeri 7 Palembang can be encouraged and motivated to understand and apply Shared Reading in reading to improve their reading comprehension.

3. The Researcher

   The result of this study is hoped to give valuable information and knowledge to the researcher herself as an teacher of English, a student and also a member of society.

4. The Next Researchers

   The researcher hope that Shared Reading strategy could be applied as one of the alternatives for the teacher of English to make the students have better achievement in reading comprehension. By doing this study, the next researchers could get new information about the teaching of English.

CHAPTER II

LITERATURE REVIEW

This chapter describes: (1) theoritical description, (2) previous related study, (3) research setting, (4) hypothesis, and (5) criteria of testing the hypothesis.

2.1. Thoeritical Description

In this part, the researcher describes about (1) the concept of teaching, (2) the concept of reading, (3) the concept of reading comprehension, (4) the stages of reading comprehension, (5) the level of reading comprehension, (6) aspects of reading comprehension, (7) the concept of narrative text, (8) schematic structures of narrative text, (9) language features, (10) the concept of Shared Reading strategy, (11) the teaching procedures of Shared Reading strategy, and (12) the advantages of Shared Reading strategy.

2.1.1. The Concept of Teaching

Teaching refers to the process of importing knowledge and skills from a teacher to a learner. Brown (2000, p. 7) states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. It is a system, an ordered set ideas and method used by the teacher in doing his or her main jobs: plan a lesson, implement the plan in the classroom, and evaluate the outcome of the activities.

According to Harmer (2007, p. 107), teaching is "transmissions" of knowledge from teacher to students. In the field of physical education, a teacher or instructor has to perform multifarious responsibilities; he has to teach his pupils some skills; he has to supervises some others; he has to give coaching to the athletes, he has to conduct the competitions and so on; he performs all these activities in order to achieve the higher accomplishments. Teaching also correlates with reading, where the teacher must provide, plan, and teach the effective reading program for students (Maharaj, 2008, p. 7).

From the explanation above, it can be assumed that teaching reading is not only giving a text to the students but also building their consciousness of reading skill and an interaction to apply knowledge between teacher to the students increase the student's ability that will make him or her to be able to understand the meaning of the text.

2.1.2. The Concept of Reading

Reading is an activity to get much knowledge. Berry (2005, p. 1) states that reading is thinking activity. This process involves getting meaning from the printed word or symbol. People are blind without reading because knowledge and information are got from reading. To understand what has been read, readers need to comprehend it. McInerney and Etten (2005, p. 45) mention that reading comprehension can broadly be defined as the processes involved in deriving or constructing meaning from text. It is because process

which involves deriving or constructing meaning from text encourages readers to understand what they want to know that stated from the text.

Reading is certainly important to be learned. According to Kyzykeeva (2006, p. 1), reading is the most important academic language skill for foreign language students. In academic settings, reading is assumed to be central means for learning new information and gaining access to alternative explanations and interpretations. Furthermore, Mohammad (2003, p. 73) states that reading is generally define as a process that helps us to understand, interpret, and sense the meaning of the words/texts in print. Reading also provides the foundation for synthesis and critical evaluation skills. In addition, reading is the primary means for independent learning.

From those definitions, it can be concluded that reading is a process getting meaning and the reader always tries to catch what the writer says and means actually. Then, the readers can get enjoyment and knowledge from the text that they read.

2.1.3. The Concept of Reading Comprehension

Reading is an interactive process goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what the meaning is. Reading is an activity with a purpose. A person may read in order to gain information or verify existing

knowledge. A person may also read for enjoyment, or to enhance knowledge of the language being read.

In language teaching, reading comprehension is the act of understanding what you are reading. It refers to the process of how people understand their reading. Snow (2002, p. 11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading comprehansion requires three elements, which are the reader, the text, and the activity. The reader is who is doing the comprehending, the text is that is to be compounded, and the activity is in which comprehension is a part. Furthermore, Pardo (2004, p. 272) defines comprehension as a process in which readers construct meaning from combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in the text.

Reading comprehension is not an easy activity. According to McNamara (2009, p. 34) there are some problems in reading comprehension. The student may not be able to read the words themselves. Numerous problems can occur for the reader at the comprehension level. Understanding how the words come together in each sentence can be a challenge. Or, student may understand each word and even each sentence, but fail to understand the relationship between the sentences and the meaning of the text as a whole. More importantly, the student may lack the reading strategies necessary to overcome such challenges.

Meanwhile, Jitendra and Gajria (2011, p. 1) mention that poor reading comprehension may also be related to a lack of prior experiences or a lower socio-economic environment. To be able to properly comprehend what is being read, students are often required to make connections with what is being read to their own lives and experiences. If a student has not had many experiences or comes from a background that is very different from what is being read in the story, understanding is going to be a very difficult task.

Berry (2005) explains that there are three levels of comprehension; they are called the literal level, the interpretive level and the applied level.

1. In the literal level, the reader attempts to answer the question, *"what did the author say?"* the reader trains to memorize the information. In other words, at the literal level, the reader is looking at what was written by an author at "face value" little interpretation is needed.

2. In the interpretive level, the reader attempts to answer the question, *"what was meant by what was said?"* the reader trains to read between the lines as they see. The reader attempts to understand or see the implications of the author's words.

3. In applied level, the reader attempts to answer the question, *"how would the author's message apply to other situations?"* Students are trained to elevate or raise their thinking one more level to a more critical or analyzing level. At this level, the reader is required to read between the lines, then examining the messages from the author and apply that message to other settings.

Then, Alderson, (2000, p. 5) explains that to measure reading comprehension achievement, a researcher may give subjects a series of passages, and ask them questions intended to test different level of understanding of the passages. This is a common process to check reader's understanding.

In addition Harmer (1998, p. 70-71) stated that there are six principles in teaching reading. They are:

1. Reading is not a passive skill

    The teacher should motivate the students to be active in reading. The teacher can ask the students to guess what the word mean, see the picture and understand the arguments. Then work out in order that they do not forget it quickly.

2. The students need to be engaged with what they are reading

    The students who are not engaged with the reading text and not actively interested in what they are doing will not get benefit from it. Hence, the teacher should select an interesting topic.

3. The students should be encouraged to respond to the context of a reading text, not just to the language

    In studying reading text the students not only study the number of paragraph but also the meaning and the message of the text. The teacher must give the students a chance to respond to that message of the text.

4. Prediction is a major factor in reading

When the students read texts, they often look at hints, such as the content or book covers, photographs, and headline. These hints are useful for the students to predict what they are going to read. The teacher should give the students "hints" so that they can predict what is coming.

5. Match the task to the topic

Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks, the right kind of questions, engaging and useful puzzles etc.

6. Good teachers exploit reading texts to the full

Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

In conclusion, reading comprehension which acquires the understanding of the students about the reading is not an as easy as it is seen. It entails some elements. Therefore the teachers have to be aware and provide the appropriate reading materials and strategy for the students.

2.1.4. The Stages of Reading Comprehension

There are three stages of teaching reading comprehension (Gear, 2006, p. 15).

1. Pre-reading stages

   In this stage to help students focus on the text prior to reading. It is considered important in doing this activity based on students' background knowledge. This activity is done before the students read the text. The aim of this activity is to lead students to predict the content of the reading text.

2. During reading stages

   To teach students how to think while they are reading. This is the main activity, because these stages help the students to understand the researchers' purpose in the text, help the students to understand the text structure, and help the students to clarify the content of the text. Moreover, the teacher should help the students in such way so that they learn to read efficiently and to develop their reading comprehension. It is necessary for lower level students to listen to their teachers' reading or a tape in order to understand the reading text better.

3. Post-reading stages

   To enhance students' reading and help them respond to the text in a meaningful way. These stages generally used to train the students to do a new ability related to ability in comprehending the texts.

2.1.5. The Level of Reading Comprehension

There are three types of comprehension processes (Block and Catty, 2004, p. 3).

1. Literal comprehension

    It is defined as extracting the details of the text and recognizing the author's purpose. Students must have a clear understanding of the material, as presented by the author.

2. Inferential comprehension

    It requires students to create meaning from the text and move beyond the author's purpose by combining the textual information with their own thoughts.

3. A step beyond inferential comprehension

    It is metacognition/evaluative. In general, metacognition involves thinking about one's own thinking or controlling one's learning. Metacognitive processes help students; (1) remove read blocks that interrupt comprehension; and (2) reflect on what they have learned and what they want to learn next. Students must receive explicit instruction on metacognition or they will not engage in these processes.

In this study, the eighth grade students of SMP Negeri 7 Palembang were into category inferential comprehension, because it requires students to create meaning from the text and move beyond the author's purpose by

combining the textual information with their own thoughts. It was appropriate to continue what students had learned when they were in Junior High School.

2.1.6. Aspects of Reading Comprehension

According to McWhorter (2012, P. 36), there are five aspects which help the students to comprehend the English text. It is clarify to concern with reading comprehension, they are:

1. Main idea

   Main idea is called the topic sentence. It tells the content of the paragraph. In other word, the main idea is the important ideas that is developed by the writer throughout paragraph and sometimes are available in key words and explicit or emplicit message.

2. Specific information

   Specific information or supporting idea is developed from the main idea by giving the specific definitions, examples, facts, comparison, cause and effect that is related to the topic sentence.

3. Reference

   Reference is the words or phrases that is used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that such words are used to be a signal to the reader to find the meaning else where in the text or sometimes is called pronoun.

4. Inference

   When a reader adds information that he or she already knows to what is stated, the reader is making an inference. In other words, the readers can make conclusion after reading the text.

5. Vocabulary

   The stock of words are used by person, class of people, profession is called vocabulary. Concerning with the statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterance for reading.

2.1.7. The Concept of Narrative Text

Jordan (1990) cited in Devitasari (2009, p. 8) explains that narrative text is a piece of academic writing contains some kind of historical background or development that ususally in the form account or decription of events in the past which entails following a time sequence or chronogical order.

The story of narrative is what gives the author the most control over the impression given to readers. The twisting and changing of the text of the narrative is what makes up the story.

Browder and Spooner (2011, p. 142) assume that narrative text comprises story elements to store, match, retrieve information and sequence the events of a story. The story elements consist of characters, setting, problem or conflict, plot, ending or resolutions, main idea, theme and

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author's point of view. That is why, knowing that narrative text follows as a sequential line of events, the students are in a good position to process contents related to the story. They can predict how the story may unfold without previewing the text content beforehand.

2.1.8. Schematic Structures of Narrative Text

Hartono (2005, p. 22) cited in Devitasari (2009, p.10-14) mentions that generally, narrative text has a schematic structure, they are:

1. Orientation

    In this paragraph, the narrator tells the audience who is in the story, when it is happening, where it is happening, and what is going on.

2. Complication

    This is the part of the story where the narrator tells about something that will begin in the chain of events. Those events will affect one or more of the characters. The complication is the trigger.

3. Sequence of Events

    This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order (the order in which they happen) or with flashback. The audience is given the writer's point of view.

4. Resolution

    In this part of narrative text, the complication is sorted out or the problem is solved.

5. Coda

The narrator includes a coda if there is a moral or a message to be learned from the story.

2.1.9. Language Features

There are some language features of narrative text. According to Sudarwati and Grace (2007, p. 24), they are as follows:

1. Focus on specific and individualized participants, for example; Once upon a time, there were two animals, **Sura** and **Baya**. Sura was the name of a shark and Baya was a crocodile.

2. The use of material process (action verb), for example; Then they **battled** for the goat. After several hours, they were very exhausted.

3. The use of some behavioral and verbal processes, for example; Feeling **exhausted** of battling, they lived in the different places.

4. The use of relation and mental process, for example; Baya was very **furious** when he knew that Sura broke the pledge.

5. The use of past tense, for example; They **fought** a fresh.

6. The use of temporal conjunctions and circumstances, for example; He bit very hard **until** Sura eventually provided up and a went back to the sea.

2.1.10. The Concept of Shared Reading Strategy

Shared Reading strategy defined by Holdaway (1990, p. 295) as a collaborative strategy that cumulates and builds the students' experience with bedtime stories. Holdaway (1990, p. 297) also describes Shared Reading strategy as the unison situation properly controlled in a lively and meaningful spirit that allows individual practice by every student in the teaching context. From Holdaway's definitions above, it can be concluded that Shared Reading strategy is a strategy that is created in a lively learning situation in teaching and learning activity that deals with students' experience.

Button and Johnson (1997, p. 263) mentions that Shared Reading strategy offers a context in which a teacher can demonstrate early reading strategies as students are actually engaged in the process of reading a meaningful text of which the entire class reads a common text.

Furthermore, Waters (2014, p. 10) states that in Shared Reading strategy, teachers show their thought process, provide fluent models of oral reading and give students some copies of the text. Students then pose questions, discuss central themes with a partner, and construct written responses to the text.

In addition, Parkes (2000, p. 1-2) states that there are some purposes of shared reading, they are to provide students with an enjoyable reading experience and to teach students systematically and explicitly how to be readers and writers themselves.

2.1.11. The Teaching Procedures of Shared Reading Strategy

There are some procedures teachers can use while applying Shared Reading strategy. Here are the procedures proposed by Brown County Schools (2010, p. 150).

1. Teacher and students reread a familiar text

2. Teacher and students read a new text

3. Teacher explicitly models a specific skill or strategy in the new text

4. The teacher invites the students to try the skills or strategy modeled in the new text-guided practice

5. Teacher reviews skills/strategy covered

6. Teacher and students reread the text or portion of the text (group read)

There are some tips while appling Shared Reading strategy. Here are the tips proposed by Brown County Schools (2010, p. 156)

1. Shared Reading may take place during its own separate time. It should not be during reading workshop. During a content area (social studies, science and even math) is another option.

2. Shared Reading texts may come from magazines, books, poems, textbooks, test prep passages, song lyrics, story problems, directions, etc.

3. An enlarged text is highly reccomended. Overhead projectors are also a great way to project an enlarged image.

4. Student copies of Shared Reading texts may be kept in binders, folders, bins or reading baggies.

5. Keep previously taught Shared Reading lessons in a central location so that you can refer back to lessons and easily access texts for familiar reading.

2.1.12. The Advantages of Shared Reading Strategy

Shared Reading strategy is found effective to be applied in teaching reading to the students as this strategy has some advantages. Hyland (2005, p. 16-19) explains the advantages as follows;

1. Shared Reading Strategy is Fun

   Shared Reading strategy is an activity that can be used to expose students to the idea that reading is fun that converts negative attitudes to the positive ones.

2. Shared Reading Strategy is Simple

   Another factor in the effectiveness of Shared Reading strategy lies in its simplicity. The teacher scaffolds the reading experience through modelling, so the learners do not even need to be able to read fluently to begin with.

3. Shared Reading Strategy is Interactive

   Shared Reading strategy can be called as an interactive process as in Shared Reading activity, learners are not passive recipients of

information but are full participants that must be able to share, perform, and experience the power and joys.

4. Shared Reading Strategy is Efficient

Shared Reading strategy is efficient as the teachers do not need to increase the resources dramatically, what they need is the ability to make time for shared reading and it already exposes the learners to be a positive, motivated, and effective readers.

5. Shared Reading Strategy is Skills – Based

Shared Reading strategy is skills-based as the teacher creates conditions for opportunities to learn, ways of taking meaning from decontextualised language, for getting to know intimately a number of stories, for learning reading skills to do with book.

2.2. Previous Related Studies

There are some previous related studies that have been done on the area of Shared Reading strategy. The first study was from Kresnawati, Nitiasih and Ratminingsih (2013) entitled "*The Effect of Shared Reading Strategy Using Digital Photo Story and Achievement Motivation on Students' Reading Comprehension on Seventh Grade Students of SMP Negeri 6 Singaraja in the Academic Year 2012/2013*." This study was to know the effect of Shared Reading strategy using digital photo story and achievement motivation on students' reading comprehension. Since the study was done, the results showed that there was a significant difference on students' reading comprehension achievement by using

Shared Reading strategy at SMP Negeri 6 Singaraja. Based on this research, there were some similarities and difference. The similarities; 1) similar strategy, Shared Reading strategy, 2) similar language skill, reading comprehension, 3) similar level of population, students at Junior High School. The difference; different school, SMP Negeri 6 Singaraja.

The second study was from Ma'rof (2012) entitled "*Promoting Emerging Literacy Skills of Malaysian Junior High School Students through Shared Reading*." This study was to investigated whether or not Shared Reading impacts the development of vocabulary and oral Malay language. Since the study was done, the results showed that Shared Reading accelerated Malaysian Junior High School students' oral Malay language production and increased their word-meaning knowledge. They also produced more coherent narratives in a wordless picture story-telling task. They told the stories with greater verbal rate and their stories contained significantly greater vocabulary diversity. In this study, there were some similarities and differences. The similarities; 1) similar strategy, Shared Reading strategy, 2) similar level of population, students at Junior High School, 3) similar type of the text, narrative text. The differences; 1) different language skill, two skills, reading and speaking, 2) different school, Junior High School in Malaysia.

The last study was from Leou, M. Z. Chen, Huang, and C.T. Chen (2009), entitled "*The Influence of Shared Reading on Students' Reading Comprehension and Reading Motivation in A Junior High School in Taiwan*." This research was to explore how much Shared Reading strategy influenced students' reading

comprehension ability and reading motivation, and to understand the teachers' opinions. Since the study was done, the result showed that there was significant differences in students' reading comprehension by using Shared Reading strategy at Junior High School in Taiwan. Based on this research, there were some similarities and difference. The similarities; 1) similar strategy, Shared Reading strategy, 2) similar language skill, reading comprehension, 3) similar level of population, students at Junior High School. The difference; different school, Junior High School in Taiwan.

2.3. Research Setting

This research is conducted at SMP Negeri 7 Palembang, because it is going to examine the hypotheses proposed to verify whether the use of Shared Reading strategy affects the reading comprehension achievement.

SMP Negeri 7 Palembang is the oldest boarding school in Palembang. It is located at Jl. Jend. A. Yani, Kelurahan Silaberanti, Kecamatan Seberang Ulu I, Palembang, South Sumatera. The number phone is (0711) 511149 with postal code 30251. Its building is in the front of PGRI University. It is leadered by Hj. Dewi Subadra, S.Pd., M.M. The boarding school established in 01 December 1963. It is in the middle between of Muhammadyah and Bina Darma University.

SMP Negeri 7 Palembang consists of 28 classes which are devided into three grades. The seventh grade is devided into ten classes, the eighth grade devided into nine classes, and the ninth grade devided into nine classes. There are 28

rooms which are used for learning activities in this school. The researcher chose the eight grade students for her research.

2.4. Hypothesis

According to Fraenkel, at. al. (2012, p. 83), a hypothesis is a prediction of the possible outcomes of a study. In this study there are two hypotheses proposed. They are null hypothesis (H_o) and alternative hypothesis (H_a). The hypotheses are as follows:

1. $(H_0)_1$: There is no significant improvement in narrative reading comprehension achievement between the eighth grade students of SMP Negeri 7 Palembang who are taught using Shared Reading strategy and those who are not.

   $(H_a)_1$: There is a significant improvement in narrative reading comprehension achievement between the eighth grade students of SMP Negeri 7 Palembang who are taught using Shared Reading strategy and those who are not.

2. $(H_0)_2$: There is no significant difference in narrative reading comprehension achievement between the eighth grade students of SMP Negeri 7 Palembang who are taught using Shared Reading strategy and those who are not.

   $(H_a)_2$: There is a significant difference in narrative reading comprehension achievement between the eighth grade students of

SMP Negeri 7 Palembang who are taught using Shared Reading strategy and those who are not.

2.5. Criteria of Testing the Hypothesis

To prove the research problem, testing hypothesis is required. According to Fraenkel, at. al. (2012, p. 83) the criteria of testing research hypothesis are formulated:

1. - If the p-output (sig.2-tailed) is lower than 0.05, the null hypothesis $(H_0)_1$ is rejected and the alternative hypothesis $(H_a)_1$ is accepted.

    - If the p-output (sig.2-tailed) is higher than 0.05, the null hypothesis $(H_0)_1$ is accepted and the alternative hypothesis $(H_a)_1$ is rejected.

2. - If the p-output (sig.2-tailed) is lower than 0.05, the null hypothesis $(H_0)_2$ is rejected and the alternative hypothesis $(H_a)_2$ is accepted.

    - If the p-output (sig.2-tailed) is higher than 0.05, the null hypothesis $(H_0)_2$ is accepted and the alternative hypothesis $(H_a)_2$ is rejected.

CHAPTER III

METHOD AND PROCEDURES

This chapter describes: (1) research method, (2) research variables, (3) operational definitions, (4) population and sample, (5) techniques for collecting the data, and (6) techniques for analyzing the data.

3.1. Research Method

The design selected for this study is quasi experimental design. Quasi-experimental designs do not include the use of random assignment (Fraenkel, Wallen and Hyun, (2012, p. 275). One of the quasi experimental design, pre-test – post-test non equivalent control group design was used. The design involves experimental and control groups which both of groups were all given a pre-test and post-test. Although two or more groups of subjects are still compared, the subjects are not randomly assigned to the treatment and control groups. In order to assess the influence of the control and experimental group, the design would be used in this study was suggested by Creswell (2012, p. 310).

Pre-and Posttest Design		Time	
Select Control Group	Pretest	No Treatment	Posttest
Select Experimental Group	Pretest	Experimental Treatment	Posttest
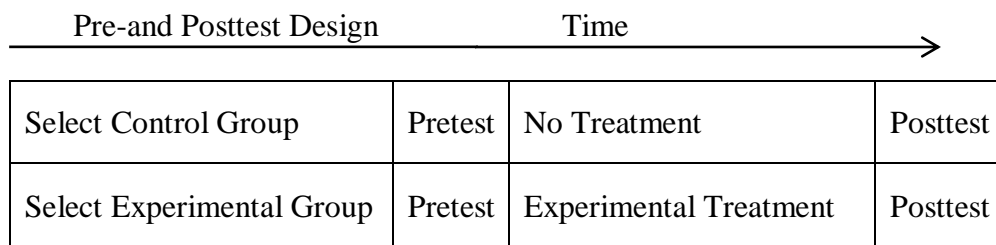
Group	Pretest	Treatment	Posttest
CG	O1	――――	O3
EG	O2	X	O4

Where:

CG   : the control group

EG   : the experimental group

O1   : the pre-test of the control group

O2   : the pre-test of the experimental group

O3   : the post-test of the control group

O4   : the post-test of the experimental group

―――   : no treatment

X   : the treatment using Shared Reading strategy

In doing this study, the researcher decides to give scores to the students' task in improving students' reading comprehension where the experiment and control groups are given a pre-test and post-test. Before the treatment for control group, the pre-test is given to sample students. Then, the researcher teaches the students. After the treatment, successively the post-test is given. In this research study, the effect of treatment is measured using t-test to obtain a mean significant improvement. Furthermore, the analysis of data in this study would be administered by using SPSS (Statistical Package for Social Sciences) version 16.

3.2. Research Variables

According to Creswell (2012, p. 112), a variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied. A variable is a concept of noun that stands for variation within a class of objects. (Fraenkel et. al, 2012, p. 77).

There are two kinds of variables in this study; independent and dependent variables. According to Creswell (2012, p. 115-116), a dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. Therefore, the independent variable in this study was Shared Reading strategy that was presumed to influence students' narrative text reading comprehension.

3.3 Operational Definitions

The title of this research was "Teaching Narrative Reading Using Shared Reading Strategy to the Eighth Grade Students of SMP Negeri 7 Palembang." To specify the concepts in this research, it was necessary for the researcher to define operational definitions, namely teaching, narrative text reading comprehension and Shared Reading strategy.

Teaching means giving something useful (knowledge and motivation) that could give the students ability to develop their minds, so the students know something about the lesson.

Narrative text reading comprehension means the ability to understand the narrative text and be able to answer the questions about the main idea, cause/effect, sequence, inference, vocabulary, and details. 40 items of narrative reading comprehension test was used to measure the students narrative reading.

Shared Reading strategy refers to a strategy that is created in a lively learning situation in teaching and learning activity that deals with students' experience.

3.4 Population and Sample

3.4.1. Population

Population, in other words, is the groups of interest to the researcher, the group to whom the researcher would like to generalize the results of the study (Fraenkel. et. al., 2012, p.92). Creswell (2012, p. 142) states that a population is a group of individuals who have the same characteristic.

The population of this study was all the eighth grade students of SMP Negeri 7 Palembang in the first semester of academic year 2015/2016. There are 338 students which consist of nine classes. The population of the study was described in Table 1.

Table 1
The Distribution of the Population

NO.	CLASS	STUDENTS		TOTAL
		FEMALE	MALE	
1.	VIII.1	20	10	30
2.	VIII.2	19	21	40
3.	VIII.3	13	17	30
4.	VIII.4	20	20	40
5.	VIII.5	19	21	40
6.	VIII.6	20	20	40
7.	VIII.7	20	18	38

8.	VIII.8	22	18	40
9.	VIII.9	22	18	40
TOTAL O F STUDENTS				**338**

(Source: SMP Negeri 7 Palembang, academic year 2015/2016)

3.4.2. Sample

Kothari (2004, p. 55-56) state that a sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample. Fraenkel, et. al. (2012, p. 100) state that purposive sampling is different from convenience sampling in that researchers do not simply study who is available but rather use their judgement to select a sample that they believe based on prior information, will provide the data they need.

Purposive sampling method was chosen because the students are taught by the same teacher of English, so they are at least nearly the same result in English subject have some poor English competence, especially in reading skill.

The samples of this study were the eighth grade students of SMP Negeri 7 Palembang. The participants were divided into experimental and control groups. Class of VIII.2 and VIII.3 were selected as sample after having an observation at the school and discuss with WK curriculum and the teacher of English at SMP Negeri 7 Palembang. There were 60 students. 30 students in VIII.2 which was treated as experimental group and 30 students in VIII.3 which was treated as control group. VIII.2 was chosen as the

experimental group because the average score is lower than VIII.3. So the total of sample was 60 students. The sample of the study was described in Table 2.

Table 2
The Distribution of the Samples

No.	Class	Group	Number of Students
1.	VIII.2	Experimental	30
2.	VIII.3	Control	30
Total			**60**

3.5. Data Collection

In techniques for collecting the data, it presents tests, research instrument, and research treatments.

3.5.1. Tests

Brown (2000, p. 384) stated that test is a method of measuring a person's ability, knowledge, or performance in a given domain. Based on statement above, test can be used to measure the students' ability on students learning achievement. In this study, the test was used twice pre-test and post-test that was given before and after the treatment in both the experimental and control group. This kind of test is multiple-choice questions in which the students was assigned to read the text or passage and then answer some questions related to the text that they have read before. During the treatment, the students were mainly focused on reading proccess. At the end of treatment, a post-test was given to know the influence of the treatment received by the students.

1. Pre-test

   The pre-test was given before doing the treatment to the experimental and control groups. Pre-test was given to find out the students ability in responding the conducted before the treatment was given using Shared Reading strategy.

2. Post-test

   Post-test was given at the end of treatment to the experimental and control groups. The type of post-test item is the same as pre-test. The test aim is to measure students' ability in reading after the end of instruction. The result of this test was compared with the result of pre-test in order to know effect of teaching reading comprehension through Shared Reading strategy to the students' reading ability. From the post-test, the researcher is able to get the data that can be used to measure the students' progress taught using Shared Reading strategy.

3.5.2. Research Instrument Analysis

3.5.2.1. Validity Test

The validity of a test is the extent to which it measures what it is supposed to measure and nothing else (Fraenkel, et. al., 2012, p.112).

Content validity helps to determine how well the test represents certain learning objective. The researcher will use table specification of the skills in order to judge whether or not the test has

content validity. There are 3 kind validities to be used, they are construct validity, validity test of each questions item and content validity.

1. Construct validity

   According to Creswell (2012, p. 303), construct validity means the validity of inferences about the contrasts (or variable) in the study. The validators checked all instruments of this research whether they were all valid. In this part, the construct validity of the research instruments involved two types. They were question items for pretest and posttest activities and lesson plans for experimental group. The researcher asked three validators to add criteria for scoring item questions, to give clear directions and separated each paragraph followed by questions of every text, to revise some item questions of the test and to revise a few things in lesson plan. From the validators, it was concluded that instrument and lesson plans are appropriate to be applied for students' pre-test and post-test activities.

   Three lecturers of UIN Raden Fatah Palembang asked as validators. There are some characteristics for expert judgements or validators, such as: (1) they have English educational background, (2) they are English lecturers and (3) they have TOEFL score at least 525, and (4) their

teaching experience is more than 5 years. They measure including such things as the clarity of printing, size of type, adequacy of work space (if needed), appropriateness of language, clarity of directions, and so on regardless of the adequacy of the question in an instrument that must be measured by giving test or tryout to students later on.

2. Validity test of each question item

Fraenkel and Wallen (2009, p 148) states that content validity refers to the content and format of the instrument. Validity test of each question item is used to indicate whether test item of the instruments in each question is valid or not. The researcher compared the score of significance (r-output) with the score of r-table product moment to know whether test is valid or not.

In this case, try out was conducted to 30 students of the eighth grade students of SMP Negeri 15 Palembang, then the significance of r-table product moment at confidence level 95% ($\alpha = .05$) for 30 sample is 0.361. The coefficient of validity test can be analyzed by using a Pearson Correlation Coefficients in SPSS 16. It can be said the test items to be categorized valid whenever the significance (2-tailed) of the r-output is higher than the r-table product moment (0.361).

The analysis result of each question item was found that there are 18 questions items considered as invalid since the scores of significance are lower than 0.361. They are questions items number: 1, 3, 5, 9, 10, 11, 17, 18, 31, 33, 35, 37, 38, 42, 44, 47, 52, 59. Then, there are 42 questions items considered as valid since the scores of significance are higher than 0.361. They are questions item number: 2, 4, 6, 7, 8, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 32, 34, 36, 39, 40, 41, 43, 45, 46, 48, 49, 50, 51, 53, 54, 55, 56, 57, 58, 60. For the research SMP Negeri 7 Palembang, the researcher only used 40 questions items that considered as valid in order to make reseacher easier to measure the students' progress taught using Shared Reading strategy trough the test.

The analysis result of each question item will be displayed in Appendix E.

3. Content Validity

According to Hughes (1989, p. 22), a test is said to have content validity if its content constitutes a representative sample of the language skills, structure, etc. with which it is meant to be concerned. In order to judge whether or not a test has content validity, a specification of the skills or structures should be made based on the curriculum and

syllabus. Then, the analysis result in constructing the content validity in this research instrument is presented in the specification table as follows.

Table 3
Test of Specification Table

Objectives	Test Materials	Indicators	Number of Items	Total	Type of Test	Answer Key
The students are able to respond, understand, and comprehend the written meaning of reading text in short functional texts and essays in the context of daily life.	Narrative texts	The students are able;		40 valid item	Multiple Choice	
		To identify the type of text	13			13.a
		To find the purpose of the text	40			40.b
		To identify main idea	21			21.c
		To identify the specific information available in the text	8,10,11,12,2,4,15,16,22,24,25,29,32,34,35			8.d, 10.d, 11.c, 12.b, 2.a, 4.d, 15.c, 16.c, 22.c, 24.c, 25.b, 29.b, 32.a, 34.d, 35.b
		To find reference word	1,5,17,20,26,27,33,39			1.c, 5.a, 17.d, 20.d, 26.c, 27.c, 33.d, 39.c
		To understand word meaning	9,7,14,30,31,36,37			9.a, 7.d, 14.b, 30.c, 31.b, 36.a, 37.d
		To determine moral value	3,6,18,23			3.b, 6.c, 18.b, 23.a

		To find the inference of the text	19,28,38			19.a, 28.a, 38.c

3.5.2.2. Reliability Test

In addition of the validity, a test must be reliable used in a study. Reliability in quantitative research is essentially a synonym for dependability, consistency and replicability over time, over instruments and over groups of respondents (Cohen, Manion and Morrison, 2007, p.146). The scores of reliability are obtained from try out analysis which is done twice using the same sample and instruments.

In this study, reading comprehension test was tried out to non-sample group of the eighth grade students of SMP Negeri 15 Palembang. The researcher calculated the students' score by using Pearson Product Moment Correlation found in SPSS 16 to know the reliability of the test used in this study. The test was indicated reliable whenever the p-output was higher than 0.70. Reliability test measures whether research instrument used for pre-test and post-test activity reliable or not.

The researcher was used Test-Retest Method. According to Fraenkel, et. al (2012, p. 155), the test-retest method involves administering the same test twice to the same group after a certain time interval has elapsed. The test instrument consisted of 40 question items in multiple choices to the eighth grade students from the one school.

The result of try out analysis of the test at SMP Negeri 15 Palembang was described in Appendix I.

From the calculation, it was found that the coefficient reliability of the reading test items was 0.949 which higher than 0.70. Therefore, it could be stated that the test was considered reliable. The result analysis of reliability test was described in Table 4.

Table 4
The Result of Reliability Analysis Using Pearson Correlation

No.	Number of Test	N	Pearson Correlation	sig.	Result
1.	Test 1	30	0.949	0.000	Reliable
2.	Test 2	30			

3.5.2.3. Readability Test

Readability test was done to know what level of reading texts to appropriate level of students' class in comprehending the reading texts. The categories of the texts are put in the description of readability table including text title, kind of text and text statistics: number of sentence, words per sentence, character per word, flesh per ease score and text level. The readability of reading texts was measured using readability test. It was done online by visitting this address (http//www.readabilityformulas.com).

1. Readability Test for Research Instrument

   Readability test for research instrument, researcher used the reading texts from these website address. First, (https://najmimaulana.wordpress.com/category/latihan-genre-jenis-teks/narrative/) with the title of texts "The Three

Sheiks and Queen of Arabia" and "Golden Eggs". Second,

the website address

(http://andriantanjungenglish.blogspot.co.id/2012/05/soal-

[soal-narrative-pilihan-ganda.html](http://andriantanjungenglish.blogspot.co.id/2012/05/soal-soal-narrative-pilihan-ganda.html)) with the title of text

"Sangkuriang". Third, this website address

(http://englishinman1.blogspot.co.id/2011/04/rpp-narrative-

[reading.html](http://englishinman1.blogspot.co.id/2011/04/rpp-narrative-reading.html)) with the title of text "The White Butterfly".

The last, this website address

(http://mozva.blogspot.co.id/2014/09/contoh-soal-teks-

[narratif-beserta.html](http://mozva.blogspot.co.id/2014/09/contoh-soal-teks-narratif-beserta.html)) with the title of texts "The Careless

Girl" and "The Legend of Banyuwangi". The result of

readability test for research instrument was described in

Table 5.

Table 5
The Readability Test for Researh Instrument

No.	Reading Text	Text Type	Word per Sentence	Character per Word	Flesch Reading Ease Score	Text Level
1.	Golden Eggs	Narrative text	13	4.4	74.1	Fairly Easy
2.	The Careless Girl	Narrative text	16	4.4	73.8	Fairly Easy
3.	The Tree Sheiks and Queen of Arabia	Narrative text	20	4.2	73.3	Fairly Easy
4.	Sangkuriang	Narrative text	16	4.4	71.1	Fairly Easy
5.	The White Butterfly	Narrative text	18	4.3	68.8	Standard
6.	The Legend of Banyuwangi	Narrative text	13	4.5	68.2	Standard

2. Readability Test for Research Treatment

Readability test for research treatments, researcher used the reading texts from some books, e-book and website address. The first book was entitled *Smart Steps: The Smartest Way to Learn English: An English Textbook for Junior High School* by Akhmadi and Safrida (2007) with the title of text "The Princess who Loved to Sing". The second book was entitled *English in Focus: for Grade VIII: Junior High School (SMP / MTs)* by Wardiman, Jahur and Djusma (2008) with the title of texts "The Prince and His Best Friends" and "The Singer and the Dolphin". The third book was entitled *English on Sky 2: for Junior High School Students Year VIII* by Mukarto, Josephine and Kiswara (2007) with the title of text "Takatuliang, the Woodcarver". The researcher also used e-book for the narrative text, it was entitled *Scaffolding: English for Junior High School Students* by Priyana, Irjayanti and Renitasari (2008) with the title of texts "The Legend of Nyi Roro Kidul", "Jack O' Lantern" and "Roro Anteng and Jaka Seger". In addition, the researcher also retrieved from website address for the narrative texts. The first website address was http://freeenglishcourse.info/contoh-lain-text-narrative-lutung-kasarung/ with the title of text "The Story of Lutung

Kasarung". Second, the website address http://abidtinfaz.blogspot.co.id/2015/10/contoh-narrative-text-bahasa-inggris_99.html with the title of text "The Origin of Sendang Seni in Pati". Third, this website address http://solameoiiz.blogspot.co.id/2015/10/rpp-bahasa-inggris-narrative-text-kelas.html with the title of text "The Legend of Prambanan Temple". Fourth, the website address https://fujianto21-chikafe.blogspot.com/2015/02/7-contoh-singkat-narative-text-pendek.html with the title of text "Poor Monkey Wants to be the King". The last, this website address http://abidtinfaz.blogspot.co.id/2015/01/soal-bahasa-inggris-narrative-text-dan.html with the title of text "The Legend of Nyale". The result of readability test for research instrument was described in Table 6.

Table 6
The Readability Test for Research Treatment

No.	Reading Text	Text Type	Word per Sentence	Character per Word	Flesch Reading Ease Score	Text Level
1.	The Princess who Loved to Sing	Narrative text	9	4.1	78.9	Fairly Easy
2.	The Legend of Nyi Roro Kidul	Narrative text	8	4.2	77.5	Fairly Easy
3.	The Prince and His Best Friends	Narrative text	17	4.4	76.4	Fairly Easy
4.	The Story of Lutung Kasarung	Narrative text	8	4.3	74.3	Fairly Easy
5.	The Origin of Sendang Seni in Pati	Narrative text	9	4.3	73.9	Fairly Easy

6.	Takatuliang, the Woodcarver	Narrative text	11	4.3	73.3	Fairly Easy
7.	Jack O' Lantern	Narrative text	12	4.4	71.7	Fairly Easy
8.	The Legend of Prambanan Temple	Narrative text	11	4.8	65.4	Standard
9.	Poor Monkey Wants to be the King	Narrative text	30	4.0	65	Standard
10.	The Singer and the Dolphin	Narrative text	21	4.3	64.9	Standard
11.	Roro Anteng and Jaka Seger	Narrative text	9	4.8	64.6	Standard
12.	The Legend of Nyale	Narrative text	19	4.5	62.9	Standard

3.5.2.4 Research Teaching Schedule

The research was conducted in 14 meetings included the pre-test and post-test, it took 80 minutes (2x40 minutes) for every meeting. The experimental group was taught by the researcher using Shared Reading strategy. Meanwhile, the control group was not taught by the researcher using Shared Reading strategy, but the teacher of English at SMP Negeri 7 Palembang taught this group as usual. The teaching schedule, time allocation, and materials and activities both in control and experimental groups can be seen in the following table.

Table 7
Teaching Schedule of Experimental Group

No.	Meeting	Day and Date	Teaching Materials	Time Allocation
1.	1st meeting	Wed, September 21st, 2016 (08.20 – 09.40)	Pre-test	2 x 40'
2.	2nd meeting	Fri, September 23rd, 2016	The Princess who Loved to Sing	2 x 40'

		(09.40 – 10.40)		
	3rd meeting	Wed, September 28th, 2016 (08.20 – 09.40)	The Legend of Nyi Roro Kidul	2 x 40'
	4th meeting	Fri, September 30th, 2016 (09.40 – 10.40)	The Prince and His Best Friends	2 x 40'
	5th meeting	Wed, October 12th, 2016 (08.20 – 09.40)	The Story of Lutung Kasarung	2 x 40'
	6th meeting	Fri, October 14th, 2016 (09.40 – 1-.40)	The Origin of Sendang Seni in Pati	2 x 40'
	7th meeting	Wed, October 19th, 2016 (08.20 – 09.40)	Takatuliang, the Woodcarver	2 x 40'
	8th meeting	Fri, October 21st, 2016 (09.40 – 10.40)	Jack O' Lantern	2 x 40'
	9th meeting	Wed, October 26th, 2016 (08.20 – 09.40)	The Legend of Prambanan Temple	2 x 40'
	10th meeting	Fri, October 28th, 2016 09.40 – 10.40)	Poor Monkey Wants to be the King	2 x 40'
	11th meeting	Wed, November 2nd, 2016 (08.20 – 09.40)	The Singer and the Dolphin	2 x 40'
	12th meeting	Fri, November 4th, 2016 (09.40 – 10.40)	Roro Anteng and Jaka Seger	2 x 40'
	13th meeting	Wed, November 9th,	The Legend of Nyale	2 x 40'

		2016 (08.20 – 09.40)		
3.	14th meeting	Fri, November 11th, 2016 (09.40 – 10.40)	Post-test	2 x 40'

3.6. Data Analysis

This part describes the methods of data analyses employed in the present study. Data obtained from the test (pre-test and post-test).

In analyzing the obtained data, it presents test item analysis, data descriptions, prerequisite analysis, and result of testing hypothesis.

3.6.1. Reading Comprehension Test

There were 40 correct answers of the reading comprehension test. The students' work was scored manually by the researcher. Students' reading comprehension was converted into 0 – 100 interval by using the following formula.

$$\frac{Correct\ Answers}{Number\ of\ Question} \times 100$$

Next, they were categorized by using the following table grading system.

Table 8
Reading Comprehension Category

Score	Letter Grade	Level of Ability
80 – 100	A	Very Good
68 – 79.99	B	Good
56 – 67.99	C	Average
45 – 55.99	D	Poor
00 – 44.99	E	Very Poor

3.6.2. Data Descriptions

In data descriptions, there are two analyses to be done. They are distribution of frequency data, and descriptive statistics.

1. Distribution of Frequency Data

    In distribution of frequency data, the student' scores, frequency, percentage were achieved. The distribution of frequency data were got from students' pre-test scores in control group, the students' post-test scores in control group, the students' pre-test scores in experimental group, and students' post-test scores in experimental group.

2. Descriptive Statistics

    In descriptive statistics, number of sample, the score of minimal, maximal, mean, standard deviation were obtained. Descriptive statistics were obtained from students' pre-test and post-test scores in control group, and students' pre-test and post-test scores in experimental group.

3.6.3. Prerequisite Analysis

Before analyzing the obtained data, prerequisite analysis should be done to see whether or not the data was normal and homogeny. The obtained data were got from students' pre-test and post-test scores in both experimental and control group.

1. Normality Test

   A normality test is used to determine whether sample data has been drawn from a normally distributed population. The data can be classified into normal whether the p-output is higher than 0.05. According to Flynn (2003, p. 17), values less than 0.05 indicates that the data are non-normal. In measuring normality test, 1-Sample Kolmogorov-Smirnov is used. The normality test is used to measure students' pre-test and post-test score in control and experimental group.

2. Homogeneity Test

   Homogeneity test was used to measure the obtained scores whether it was homogen or not. According to Pallant (2005, p. 218) the data could be categorized homogen whenever the significance value (sig.) of the p-output was higher than mean significant difference at 0.05. In measuring homogeneity test, Levene Statistics in SPSS 16 was used. The homogeneity test was used to measure students' pre-test and post-test scores in control and experimental group.

3.6.4. Hypothesis Testing

In measuring significant improvement on students' reading narrative text taught using Shared Reading strategy and significant difference on students' reading narrative text using Shared Reading strategy and those who

are not, t-test (paired sample t-test and indepedent sample t-test) in SPSS 16 software application were used.

1. In measuring a significant improvements, paired sample t-test was used for testing the students' pre-test and post-test scores using Shared Reading strategy in experimental group. A significant improvement was found whenever the p-output is lower than 0.05 and t-obtained is higher than t-table df: 29 (1.699).

2. In measuring a significant difference, independent sample t-test was used for testing students' post-test scores in control and experimental group. A significant difference is found whenever the p-output is lower than 0.05 and t-obtained is higher than t-table df: 58 (1.672).

BAB IV

FINDINGS AND INTERPRETATION

This chapter presents: (1) findings and (2) interpretations of the study.

4.1. Findings

The findings of this study were to find out: (1) data descriptions, (2) prerequisite analysis, and (3) result of hypothesis testing.

4.1.1. Data Descriptions

In the data descriptions, there were two analyses. They were distribution of data frequency and descriptive statistics.

4.1.1.1. Distribution of Data Frequency

In the distribution of data frequency, score, frequency, and percentage were analyzed. The scores were obtained from: (1) pre-test scores in control and experimental group and (2) post-test scores in control and experimental group.

1. Students' Pre-test Scores in Experimental and Control Group

In distribution of data frequency, the researcher got the frequency and percentage. The result of the pre-test scores in control and experimental group are described in Table 9.

Table 9
Distribution of Data Frequency on Students' Pre-test Scores in Experimental and Control Group

Pre-test					
Group	**N**	**Category**	**Score**	**Frequency**	**Percentage (%)**
Experimental Group	30	Very Good	80 – 100	0	0
		Good	68 – 79.99	2	6.7
		Average	56 – 67.99	5	16.7
		Poor	45 – 55.99	7	23.3
		Very Poor	00 – 44.99	16	53.2
		Total		**30**	**100.0**
Control Group	30	Very Good	80 – 100	0	0
		Good	68 – 79.99	2	6.7
		Average	56 – 67.99	5	16.7
		Poor	45 – 55.99	13	43.3
		Very Poor	00 – 44.99	10	33.4
		Total		**30**	**100.0**

Based on the result analysis of students' pre-test scores in experimental group from 30 students, it showed that 16 students (53.2%) were in very poor level, 7 students (23.3%) were in poor level, 5 students (16.7%) were in average level, and 2 students (6.7%) were in good level. Meanwhile, in control group there were 10 students (33.4%) were in very poor level, 13 students (43.3%) were in poor level, 5 students (16.7%) were in average level, and 2 students (6.7%) were in good level.

2. Students' Post-test Scores in Experimental and Control Group

In distribution of data frequency, the writer got the frequency and percentage. The result of the post-test scores

in control and experimental group are described in Table 10.

Table 10
Distribution of Data Frequency on Students' Post-test Scores in Experimental and Control Group

Post-test					
Group	**N**	**Category**	**Score**	**Frequency**	**Percentage (%)**
Experimental Group	30	Very Good	80 – 100	0	0
		Good	68 – 79.99	3	10.0
		Average	56 – 67.99	4	13.3
		Poor	45 – 55.99	9	30.0
		Very Poor	00 – 44.99	14	46.6
		Total		**30**	**100.0**
Control Group	30	Very Good	80 – 100	1	3.3
		Good	68 – 79.99	5	16.7
		Average	56 – 67.99	10	33.3
		Poor	45 – 55.99	8	26.6
		Very Poor	00 – 44.99	6	20.0
		Total		**30**	**100.0**

Based on the result analysis of students' post-test scores in experimental group from 30 students, it showed that 14 students (46.6%) were in very poor level, 9 students (30.0%) were in poor level, 4 students (13.3%) were in average level, and 3 students (10.0%) were in good level. Meanwhile, in control group there were 6 students (20.0%) were in very poor level, 8 students (26.6%) were in poor level, 10 students (33.3%) were in average level, 5 students (16.7%) were in good level, and 1 student (3.3%) was in very good level.

4.1.1.2. Descriptive Statistics

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean score and standard deviation were analyzed. The scores were obtained from: (1) pre-test and post-test scores in experimental group and (2) pre-test and post-test scores in control group.

1. Students' Pre-test and Post-test Scores in Experimental Group

The result analysis of descriptive statistics of students' pre-test and post-test scores in experimental group was described in Table 11.

Table 11
Distribution of Descriptive Statistics on Students' Pre-test and Post-test Scores in Experimental Group

Test	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	30	30.00	70.00	44.4333	12.52772
Post-test	30	32.50	75.00	47.7000	13.22002

The maximum score for reading comprehension using Shared Reading strategy in the pre-test of the experimental group was 70.00, the minimum score was 30.00, the mean score was 44.4333, and the score of standard deviation was 12.52772.

The maximum score for reading comprehension using Shared Reading strategy in the post-test of the experimental group was 75.00, the minimum score was 32.50, the mean

score was 47.7000, and the score of standard deviation was 13.22002.

2. Students' Pre-test and Post-test Scores in Control Group

The result analysis of descriptive statistics of students' pre-test and post-test scores in experimental group was described in Table 12.

Table 12
Distribution of Descriptive Statistics on Students' Pre-test and Post-test Scores in Control Group

Test	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	30	37.50	75.00	49.9667	10.84843
Post-test	30	42.50	85.00	57.2000	12.41079

The maximum score for reading comprehension using Shared Reading strategy in the pre-test of the control group was 75.00, the minimum score was 37.50, the mean score was 49.9667, and the score of standard deviation was 10.84843.

The maximum score for reading comprehension using Shared Reading strategy in the post-test of the control group was 85.00, the minimum score was 42.50, the mean score was 57.2000, and the score of standard deviation was 12.41079.

4.1.2. Prerequisite Analysis

In prerequisite analysis, there were two analyses. They were normality test and homogeneity test.

4.1.2.1. Normality Test

A normality test is used to determine whether sample data has been drawn from a normally distributed population. Normality test was done to know whether the results of the students' pre-test and post-test in control and experimental group are normal or not. In analyzing the normality, the researcher used Kolmogrov-Smirnov test in SPSS 16. The data is obtained from the students' pre-test and post-test in control and experimental group. The test is considered normal whenever p-output is higher than 0.05. The data of normality test was figured out in Table 13.

Table 13
Normality Test of Students' Pre-test and Post-test Scores in Control and Experimental Group

No.	Group	Test	Kolmogrov-Smirnov Z	Sig.	Result
1.	Experiment	Pre-test	0.940	0.340	Normal
		Post-test	1.022	0.247	Normal
2.	Control	Pre-test	1.053	0.217	Normal
		Post-test	0.934	0.347	Normal

The Kolmogrov-Smirnov test of the pre-test and post-test results of reading comprehension using Shared Reading strategy in the experimental group showed that Kolmogrov-Smirnov was 0.940 for

pre-test and 1.022 for post-test. Since, 0.940 and 1.022 was higher than 0.05, so it could be concluded that the data were considered normal.

Finally, the Kolmogrov-Smirnov test of the pre-test and post-test results of reading comprehension using Shared Reading strategy in the control group showed that Kolmogrov-Smirnov was 1.053 for pre-test and 0.934 for post-test. Since, 1.053 and 0.934 was higher than 0.05, so it could be concluded that the data were considered normal.

4.1.2.2. Homogeneity Test

Homogeneity test was done to know whether the results of the students' pre-test and post-test in control and experimental groups are homogenous or not. In analyzing the homogeneity, the researcher used the Levene Statistics in SPSS 16. The result is obtained from the students' pre-test and post-test in control and experimental groups. The test could be categorized homogen whenever the significance value (sig.) of the p-output was higher than mean significant difference at 0.05 (Pallant, 2005, p. 218). The data of homogeneity test was figured out in Table 14.

Table 14
Homogeneity Test of Students' Pre-test and Post-test Scores in Experimental and Control Group

Variable	Test	Group	N	Levene Statistics	Sig.	Result
Shared Reading Strategy	Pre-test	Experimental	30	1.325	0.254	Homogenous
		Control	30			
	Post-test	Experimental	30	0.296	0.588	Homogenous
		Control	30			

From the table of measuring homogeneity test of students' pre-test scores in the experimental and control group, it was found that the significance level was 0.254. From the result of the output, it can be stated that the students' pre-test in experimental and control group was homogenous since it was higher than 0.05.

Finally, based on measuring homogeneity test of students' post-test scores in the experimental and control group, it was found that the significance level was 0.588. From the result of the output, it can be stated that the students' post-test in experimental and control group was homogenous since it was higher than 0.05.

4.1.3. Hypothesis Testings

In this study, independent sample t-test and paired sample t-test were used to measure a significant difference and a significant improvement on students' reading comprehension score taught using Shared Reading strategy and those who were not.

1. Measuring A Significant Improvement on Students' Reading Comprehension

   In this research, paired sample t-test was used to measure the significant improvement on students' reading narrative achievement taught using Shared Reading strategy. Since t-value was higher than t-table, and p-output was lower than 0.05, it could be stated that there was significant improvement on students' reading narrative

achievement taught using Shared Reading. The result of paired sample t-test is described in Table 15.

Table 15
Group Statistics Paired Sample t-Test: Measuring A Significant Improvement of Students' Pre-test and Post-test Scores in Experimental Group

Pre-test and Post-test Experimental Group	Paired Sample t-Test			$(H_0)_1$	$(H_a)_1$
	T	Df	Sig (2-tailed)		
	7.768	29	0.000	Rejected	Accepted

From the table analysis, it was found that the p-output was 0.000 and the t-obtained was 7.768. Since the p-output was lower than 0.05 level and the t-obtained was higher than the t-table df: 29 (1.699), it can be stated that there was a significant improvement on the students' narrative reading achievement that were taught using Shared Reading strategy.

2. Measuring A Significant Difference on Students' Reading Comprehension

In this research, independent sample t-test was used to measure the significant difference on students' reading narrative achievement taught using Shared Reading strategy and those who were not. Since t-value was higher than t-table, and p-output was lower than 0.05, it could be stated that there was significant difference on students' reading narrative achievement taught using Shared Reading strategy and those who were not. The result of independent sample t-test is described in Table 16.

Table 16
Group Statistics Independent Sample t-Test: Measuring A Significant
Difference of Students' Post-test Scores in Control and Experimental Group

Post-test Control and Experimental Group	Independent Sample t-Test			$(H_0)_2$	$(H_a)_2$
	T	**Df**	**Sig. (2-tailed)**		
	2.870	58	0.006	**Rejected**	**Accepted**

From the table analysis, it was found that the p-output was 0.006 and the t-obtained was 2.870. Since the p-output was lower than 0.05 level and the t-obtained was higher than the t-table df: 58 (1.672), it can be stated that there was a significant difference on the students' narrative reading achievement that were taught using Shared Reading strategy and those who were not.

4.2. Interpretations

From the findings of the result aboves, Shared Reading strategy was interpreted could give improvement on the eighth grade students' reading narrative text (experimental class) and also bring some benefits to the students to understand more about reading narrative text. It was also supported by the result of the research conducted by Palincsar & Brown (1984), they found that Shared Reading strategy increases students' reading comprehension.

The progress made by students might be caused by their capability in reaching the important point that exist in the content, since Shared Reading strategy helped them to comprehend the text, find the main idea and important point of the text, and also listen and convey their own perspective. Moreover, they did these activities in group, so they accustomed to discuss with partner, write

their points, share their ideas, and also brave to convey their points of views, eventhough they still used Bahasa Indonesia in conveying their thought, the most important thing was they could comprehend the content of the text. Therefore, when the researcher gave the exercise to them, they knew directly what the questions want. Thus, they could use the time effectively in answering the post-test questions.

The experiment for this research was conducted on Wednesday, September 21st, 2016 until Friday, November 11th, 2016 at SMP Negeri 7 Palembang. Before doing the treatments the researcher firstly gave the pre-test to the students to know the progress of their comprehension about reading narrative text and also to know which class will be the experimental group and the control group. Since there is no significant difference in score of reading narrative text' pretest between the experimental and control group, the score of both groups were 44.43 and 49.97 the difference only 5.54 point, it means that the students in both groups have the similar starting point.

In the first and second treatments in the experimental group, the students were given treatment by using Shared Reading strategy still confused to follow the learning process on reading narrative text. Most of them was still making a noise when the group was created and they did not do what the researcher asked, they wanted to make their group with their own choice, and they were still shy to convey their thought about the text. In the first time, it was difficult to make them understand naturally the concept of researcher's strategy but in the fifth meetings

and go on, they started understand and used to follow the researcher rules even they were still making a noise.

The researcher also controlled the control group that was taught by the teacher by attending the control class as teacher's schedules. The control group was choosen as control was because they got a little bit higher score than the experimental group even the difference only 5.54 point, and also the capability of the students in understanding the lesson was faster than the experimental class. In control group, the researcher saw how the teacher teach and also how the students react in the middle of the teaching-learning process. Actually, the teacher was really good in delivering the method to increase the students reading narrative text score, but the method was used tend to make the students passive in the class, it can be called teacher-centered and in the behind, a few of students played around with their friends and their gadget only.

After four weeks, the students' comprehension of reading narrative text of both groups improved even each group had been taught with different teacher. Then, to know the significant improvement in pre-test and post-test scores of experimental group, the reasearcher gave them the post-test that has similar questions like the pre-test and then compared the scores of this group with paired sample t-test in SPSS 16. The statistical analysis on mean score difference showed that the significance two tailed was 0.000 that was lower than 0.05, and t-obtained was 7.768 that exceeded the critical value of the t table, 1.699. It means that there is a significant improvement on mean scores in pre-test and post-test scores of students who were taught using Shared Reading strategy. The score of pre-test in

experimental group was 44.43 and post-test in experimental group was 47.70, and there were 3.27 points improvement on mean score from the pre-test and post-test of students who were taught using Shared Reading strategy. Meanwhile, to know the significant difference in mean score of both groups, the reasearcher gave them the post-test that has similar questions like the pre-test and then compared the post-test score of both groups with independent sample t-test in SPSS 16. The statistical analysis on mean score difference showed that the significance two tailed was 0.006 that was lower than 0.05, and t-obtained was 2.870 that exceeded the critical value of the t table, 1.672. It means that there is a significant difference in mean score between the students who were taught using Shared Reading strategy, it was 47.70, and those who were not taught using Shared Reading strategy was 57.20, there were 9.5 points difference on mean score of both groups.

Moreover, the students from the experimental group can actively deliver their points of view of the text after the researcher used Shared Reading strategy, it was supported by some reasons. First, it was because this strategy let them work in group and also they can discuss everytime about what they have written and they have conveyed. The second, it was because the researcher did not force them to use English to convey their perspective, because the most important is they can understand what is the content of the text, and also the researcher still guided them eventhough the strategy tend to make the students become centered. Similarly, Hyland (2005, p. 16-19) also stated the advantages of Shared Reading strategy. They are; 1) Expose students to the idea that reading is fun; 2) Scaffolds the reading experience through modelling, so the learners do not even need to be

able to read fluently to begin with; 3) Exposes the learners to be a positive, motivated, and effective readers; 4) Creates conditions for opportunities to learn, ways of taking meaning to know intimately a number of stories.

Since the experimental group got the significant improvement from pre-test and post-test scores and the significant difference in mean score after the researcher used Shared Reading strategy, this strategy can be best reference to the teachers to improve students progress in reading narrative score. It is in line with Holdaway (1990, p. 297) who states that this strategy can be used for any subject and any level to make the students active learning in the class.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions and (2) suggestions based on the findings and interpretation in the previous chapter.

5.1. Conclusions

Based on the findings and interpretation in the previous chapter, some conclusions can be drawn. First, it can be concluded that the result of the study showed there was a significant improvement on students' narrative reading comprehension achievement between pre-test and post-test in experimental group of the eighth grade students who were taught using Shared Reading strategy at SMP Negeri 7 Palembang. From the table analysis in measuring significant improvement, it showed that there were 3.27 points improvement in mean score on students' pre-test and post-test in experimental group using paired sample t-test. Meanwhile, the pre-test of the experimental group was 44.43 and the post-test of the experimental group was 47.70. In addition, the significant two-tailed or p-output was 0.000 and t-obtained was 7.768. Since the p-output was lower than 0.05 and t-obtained was higher than the t-table (df 29 = 1.699), so $(H_0)_1$ was rejected and $(H_a)_1$ was accepted.

Second, it can be concluded that the result of the study showed there was a significant difference on students' narrative reading comprehension achievement between the eighth grade students who were taught using Shared Reading strategy

(experimental group) and those who were not (control group) at SMP Negeri 7 Palembang. From the table analysis in measuring significant difference, it showed that there were 9.5 points difference in mean score on students' post-test score in experimental and control group using independent sample t-test. Meanwhile, the post-test of the experimental group was 47.70 and the control group was 57.20. In addition, the significance two-tailed or p-output was 0.006 and t-obtained was 2.870. Since the p-output was lower than 0.05 and t-obtained was higher than the t-table (df 58 = 1.672), so $(H_0)_2$ was rejected and $(H_a)_2$ was accepted. Therefore, it can be inferred that Shared Reading strategy can be considered as one of alternative strategies to teach reading comprehension especially narrative text.

5.2. Suggestions

Based on the conclusion above, the researcher would like to give some suggestions for the teachers of English, in order to make teaching and learning process more interesting and more effective. First, the researcher wants to suggest the teachers especially the teacher of English at SMP Negeri 7 Palembang to choose Shared Reading as a strategy in teaching English especially in reading narrative text. This strategy is not only improves the students' reading comprehension but also creates activated class and warm condition between the students because this strategy demands the students to become the main role in the class.

Second, for the students, especially for the students of SMP Negeri 7 Palembang, the researcher suggests the students who were taught using Shared

Reading strategy have to creative and active in learning reading and comprehending texts. Shared Reading strategy also can help the students to learn English well and can help them to comprehend what they have learnt. English as a foreign language seems difficult to learn if there is no willingness and motivation to learn it. Students in general should encourage themselves to learn more, ask what they do not know and learn as much as possible. In addition to encourage the students at SMP Negeri 7 Palembang to have more interesting way to active in learning English, especially in reading comprehension.

Hopefully, this study can be useful for the other researchers as their theoretical reference in applying this strategy in teaching reading, especially the narrative text.

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APPENDICES

LEMBAR VALIDASI INSTRUMENT TES

Kelas / Semester : ....

Materi Pembelajaran : ....

Materi : ....

Petunjuk :

1. Anda akan diminta memberikan penilaian atau validasi terhadap instrument tes.
2. Pengisian instrument validasi ini dilakukan dengan memberikan tanda cek (√)

No	Uraian	Validasi			
		1	2	3	4
I	**Aspek petunjuk**				
	a.petunjuk tes dinyatakan jelas			√	
	b.kriteria skor yang diberikan ,dinyatakan jelas			√	
II	**Aspek cakupan tes reading comprehension**				
	a.butir-butir pertanyaan pada pretest dan posttest reading di nyatakandengan jelas			√	
	b.pilihan jawaban pada prepest dan posttest reading dinyatakan dengan jelas			√	
III	**Aspek Bahasa**				
	a.menggunakan bahasa sesuai dengan kaidah bahasa inggris			√	
	b.Rumusan pertanyataan Komunikatif			√	
	c.Menggunakan kalimat dan kata-kata yang mudah di pahami			√	
IV	**Penilaian Validasi Umum**	A	b	c	D
	Penilaian atau Validasi umum terhadap intrumen				

Keterangan :

1 = kurang baik

2 = Cukup baik

3 = Baik

4 = Baik sekali

A : dapat digunakan tanpa revisi

b : dapat digunakan dengan Sedikit revisi

c : dapat digunakan dengan banyak revisi

d : belum dapat digunakan

Catatan:

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Palembang.   2016

Validator I

Beri Wijaya, M.Pd.

NIP .

LEMBAR VALIDASI INSTRUMENT TES

Kelas / Semester: ....
Materi Pembelajaran: ....
Materi: ....

Petunjuk :
1. Anda akan diminta memberikan penilaian atau validasi terhadap instrument tes.
2. Pengisian instrument validasi ini dilakukan dengan memberikan tanda cek (√)

No	Uraian	Validasi			
		1	2	3	4
I	**Aspek petunjuk**				
	a.petunjuk tes dinyatakan jelas				√
	b.kriteria skor yang diberikan ,dinyatakan jelas				√
II	**Aspek cakupan tes reading comprehension**				
	a.butir-butir pertanyaan pada pretest dan posttest reading di nyatakandengan jelas			√	
	b.pilihan jawaban pada prepest dan posttest reading dinyatakan dengan jelas			√	
III	**Aspek Bahasa**				
	a.menggunakan bahasa sesuai dengan kaidah bahasa inggris				√
	b.Rumusan pertanyataan Komunikatif				√
	c.Menggunakan kalimat dan kata-kata yang mudah di pahami			√	
IV	**Penilaian Validasi Umum**	a	ⓑ	c	D
	Penilaian atau Validasi umum terhadap intrumen				

Keterangan :

1 = kurang baik
2 = Cukup baik
3 = Baik
4 = Baik sekali

A : dapat digunakan tanpa revisi
b : dapat digunakan dengan Sedikit revisi
c : dapat digunakan dengan banyak revisi
d : belum dapat digunakan

Catatan:
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Palembang.   2016
Validator II

Manatullaili, M.Ed.
NIP. 19720415 200312 2 003

LEMBAR VALIDASI INSTRUMENT TES

Kelas / Semester : ....
Materi Pembelajaran : ....
Materi : ....

Petunjuk :
1. Anda akan diminta memberikan penilaian atau validasi terhadap instrument tes.
2. Pengisian instrument validasi ini dilakukan dengan memberikan tanda cek (√).

No	Uraian	Validasi			
		1	2	3	4
I	**Aspek petunjuk**				
	a.petunjuk tes dinyatakan jelas		✓		
	b.kriteria skor yang diberikan ,dinyatakan jelas			✓	
II	**Aspek cakupan tes reading comprehension**				
	a.butir-butir pertanyaan pada pretest dan posttest reading di nyatakandengan jelas			✓	
	b.pilihan jawaban pada prepest dan posttest reading dinyatakan dengan jelas			✓	
III	**Aspek Bahasa**				
	a.menggunakan bahasa sesuai dengan kaidah bahasa inggris			✓	
	b.Rumusan pertanyataan Komunikatif			✓	
	c.Menggunakan kalimat dan kata-kata yang mudah di pahami			✓	
IV	**Penilaian Validasi Umum**	a	b	ⓒ	D
	Penilaian atau Validasi umum terhadap intrumen				

Keterangan :

1 = kurang baik
2 = Cukup baik
3 = Baik
4 = Baik sekali

A : dapat digunakan tanpa revisi
b : dapat digunakan dengan Sedikit revisi
c : dapat digunakan dengan banyak revisi
d : belum dapat digunakan

Catatan:

....
....
....
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Palembang. 29 Sept. 2016
Validator III

Nova Lingga Pitaloka. M.Pd.
NIP.

LEMBAR VALIDASI RPP

Petunjuk : Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan :

1 : berarti "kurang baik"
2 : berarti "cukup baik"
3 : berarti "baik"
4 : berarti "sangat baik"

a : dapat digunakan tanpa revisi
b : dapat digunakan dengan sedikit revisi
c : dapat digunakan dengan banyak revisi
d : belum dapat digunakan

No.	Komponen Rencana Pembelajaran	Skala penilaian			
		1	2	3	4
I.	**Perumusan Indikator Belajar**				
	1. Kejelasan Rumusan			√	
	2. Kelengkapan cakupan rumusan indikator			√	
	3. Kesesuaian dengan kompetensi dasar			√	
	4. Kesesuaian dengan standar kompetensi			√	
II.	**Pemilihan dan Pengorganisasian Materi Pembelajaran**				
	1. Kesesuaian dengan kompetensi yang akan dicapai			√	
	2. Kesesuaian dengan karakteristik peserta didik			√	
	3. Keruntutan dan sistematika materi			√	
	4. Kesesuaian materi dengan alokasi waktu			√	
III.	**Pemilihan Sumber Belajar / Media Pembelajaran**				
	1. Kesesuaian sumber belajar / media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai			√	
	2. Kesesuaian sumber belajar / media pembelajaran dengan materi pembelajaran			√	
	3. Kesesuaian sumber belajar / media pembelajaran dengan karakteristik peserta didik			√	
IV.	**Skenario / Kegiatan Pembelajaran**				
	1. Kesesuaian strategi dan metode pembelajaran dengan kompetensi (tujuan) pembelajaran			√	
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran			√	
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik			√	
	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu			√	
V.	**Penilaian Hasil Belajar**				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai			√	
	2. Kejelasan prosedur penilaian			√	
	3. Kelengkapan instrumen (soal dan kunci jawaban)			√	
VI.	**Penggunaan Bahasa Tulis**				
	1. Ketepatan Ejaan			√	
	2. Ketepatan pilihan kata			√	
	3. Kebakuan struktur kalimat			√	
	4. Bentuk huruf dan angka baku			√	
VII	**Penilaian Validasi Umum**	a	(b)	c	d

Kesimpulan :

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....

Palembang,   2016

Validator I

Beni Wijaya, M. Pd.

NIP.

LEMBAR VALIDASI RPP

Petunjuk : Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan :

1 : berarti "kurang baik"   a : dapat digunakan tanpa revisi

2 : berarti "cukup baik"   b : dapat digunakan dengan sedikit revisi

3 : berarti "baik"   c : dapat digunakan dengan banyak revisi

4 : berarti "sangat baik"   d : belum dapat digunakan

No.	Komponen Rencana Pembelajaran	1	2	3	4
I.	**Perumusan Indikator Belajar**				
	1. Kejelasan Rumusan				√
	2. Kelengkapan cakupan rumusan indikator				√
	3. Kesesuaian dengan kompetensi dasar				√
	4. Kesesuaian dengan standar kompetensi				√
II.	**Pemilihan dan Pengorganisasian Materi Pembelajaran**				
	1. Kesesuaian dengan kompetensi yang akan dicapai			√	
	2. Kesesuaian dengan karakteristik peserta didik			√	
	3. Keruntutan dan sistematika materi			√	
	4. Kesesuaian materi dengan alokasi waktu				√
III.	**Pemilihan Sumber Belajar / Media Pembelajaran**				
	1. Kesesuaian sumber belajar / media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai			√	
	2. Kesesuaian sumber belajar / media pembelajaran dengan materi pembelajaran			√	
	3. Kesesuaian sumber belajar / media pembelajaran dengan karakteristik peserta didik			√	
IV.	**Skenario / Kegiatan Pembelajaran**				
	1. Kesesuaian strategi dan metode pembelajaran dengan kompetensi (tujuan) pembelajaran			√	
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran			√	
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik			√	
	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu			√	
V.	**Penilaian Hasil Belajar**				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai			√	
	2. Kejelasan prosedur penilaian				√
	3. Kelengkapan instrumen (soal dan kunci jawaban)			√	
VI.	**Penggunaan Bahasa Tulis**				
	1. Ketepatan Ejaan				√
	2. Ketepatan pilihan kata			√	
	3. Kebakuan struktur kalimat			√	
	4. Bentuk huruf dan angka baku				√
VII	**Penilaian Validasi Umum**	a	ⓑ	c	d

Kesimpulan :

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Palembang,   2016

Validator II

Manalullaili, M.Pd

NIP. 19720415 200312 2 003

LEMBAR VALIDASI RPP

Petunjuk : Berilah tanda cek (√) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan :

1 : berarti "kurang baik"	a : dapat digunakan tanpa revisi
2 : berarti "cukup baik"	b : dapat digunakan dengan sedikit revisi
3 : berarti "baik"	c : dapat digunakan dengan banyak revisi
4 : berarti "sangat baik"	d : belum dapat digunakan

No.	Komponen Rencana Pembelajaran	Skala penilaian			
		1	2	3	4
I.	**Perumusan Indikator Belajar**				
	1. Kejelasan Rumusan			√	
	2. Kelengkapan cakupan rumusan indikator			√	
	3. Kesesuaian dengan kompetensi dasar			√	
	4. Kesesuaian dengan standar kompetensi			√	
II.	**Pemilihan dan Pengorganisasian Materi Pembelajaran**				
	1. Kesesuaian dengan kompetensi yang akan dicapai			√	
	2. Kesesuaian dengan karakteristik peserta didik			√	
	3. Keruntutan dan sistematika materi			√	
	4. Kesesuaian materi dengan alokasi waktu			√	
III.	**Pemilihan Sumber Belajar / Media Pembelajaran**				
	1. Kesesuaian sumber belajar / media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai			√	
	2. Kesesuaian sumber belajar / media pembelajaran dengan materi pembelajaran			√	
	3. Kesesuaian sumber belajar / media pembelajaran dengan karakteristik peserta didik			√	
IV.	**Skenario / Kegiatan Pembelajaran**				
	1. Kesesuaian strategi dan metode pembelajaran dengan kompetensi (tujuan) pembelajaran			√	
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran			√	
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik			√	
	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu			√	
V.	**Penilaian Hasil Belajar**				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai	√			
	2. Kejelasan prosedur penilaian			√	
	3. Kelengkapan instrumen (soal dan kunci jawaban)		√		
VI.	**Penggunaan Bahasa Tulis**				
	1. Ketepatan Ejaan			√	
	2. Ketepatan pilihan kata			√	
	3. Kebakuan struktur kalimat			√	
	4. Bentuk huruf dan angka baku			√	
VII	**Penilaian Validasi Umum**	a	b	ⓒ	d

Kesimpulan : - Add material in details.
- Make the question items in line with
Indicators -

Palembang, 29 Sept. 2016
Validator III

Nova Lingga Pitaloka. M.Pd.
NIP.

SILABUS PEMBELAJARAN

Sekolah : SMP Negeri 7 Palembang

Kelas : VIII (Delapan)

Mata Pelajaran : Bahasa Inggris

Semester : 1 (Satu)

Standar Kompetensi : Membaca

11. **Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan	1. Teks Essai berbentuk *narrative/recount* 2. Ciri kebahasaan Teks Essai berbentuk *narrative / recount*	1. Tanya jawab mengembangkan kosakata berdasarkan gambar / cerita popular 2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar	• Membaca nyaring dan bermakna teks essai berbentuk *narrative / recount* • Mengidentifikasi berbagai makna teks *narrative / recount*	Tes Lisan Tes Tertulis	Membaca nyaring Pilihan Ganda	*Read the story aloud.* *Choose the right answer based on the text*	4 x 40 menit	1. Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar-gambar terkait cerita 4. Rekaman

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
dengan lingkungan sekitar		3. Mendengarkan teks *narrative* / *recount* yang dibaca guru						cerita 5. Tape recorder 6. CD 7. VCD player
11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar	3. Tujuan komunikatif teks essai *narratif* / *recount* 4. Langkah retorika *narrative* / *recount* 5. Spelling, stress, intonation	4. Membaca nyaring teks *narrative* / *recount* dengan ucapan dan intonasi yang benar 5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca 6. Menentukan tujuan komunikatif teks *narrative* / *recount* yang di baca 7. Menentukan langkah retorika dari teks *narrative* /	• Mengidentifikasi tujuan komunikatif teks *narrative* / *recount* • Mengidentifikasi langkah retorika dan ciri kebahasaan teks *narrative* / *recount*	Tes Tertulis Tes Tertulis	Isian singkat Pertanyaan tertulis	*Complete the following sentences using the information from the text.* *Answer the following questions based on the text.*		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		recount yang di baca						
		8. Menentukan ciri kebahasaan teks *narrative / recount* yang di baca						
		9. Membaca teks *narrative / recount* lainnya						
11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks	1. Teks fungsional : - undangan - pengumuman - pesan - iklan 2. Tujuan komunikatif 3. Ciri kebahasaan	1. Mencermati teks fungsional pendek terkait materi 2. Menyebutkan jenis teks fungsional yang dicermati 3. Membaca nyaring teks fungsional terkait materi 4. Menjawab pertanyaan tentang informasi yang terdapat	• Mengidentifikasi berbagai informasi dalam teks fungsional • Mengidentifikasi tujuan komunikatif teks fungsional • Mengindentifikasi ciri kebahasaan teks fungsional	Tes Tertulis Tes Tertulis Tes Tertulis	Pilihan Ganda Jawaban singkat Jawaban singkat	*Choose the best option, a,b,c or d* *Answer the following questions* *Give short answers !*	4 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
berbentuk *recount* dan *nararative*		dalam teks 5. Menyebutkan ciri-ciri teks fungsional yang dibaca 6. Membaca teks fungsional pendek lainnya dari berbagai sumber						

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines)
Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

Mengetahui,
Kepala Sekolah SMP Negeri 7

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Palembang, ...2016
Guru Mapel Bahasa Inggris,

(Yuhana, S.Sos., M.Pd.)
NIP /NIK : 19700211 199203 2 001
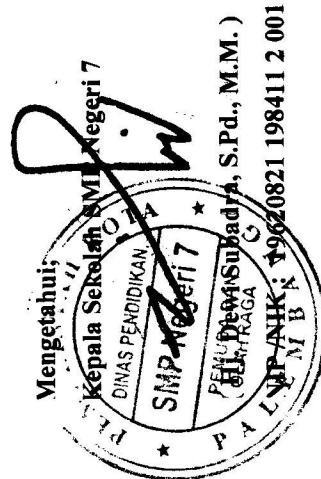
Rencana Pelaksanaan Pembelajaran

Sekolah	:	SMP Negeri 7 Palembang
Kelas / Semester	:	VIII / 1
Mata Pelajaran	:	Bahasa Inggris
Alokasi Waktu	:	2 x 40 Menit

Standar Kompetensi

Membaca

- Memahami makana dalam esai pendek sederhana berbentuk recount, narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

- Merespon makna dalam teks tulis fungsional pendek sederhan secar akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

Indikator Pencapaian Kompetensi

- Mampu membaca nyaring dan bermakna teks esai berbentuk narrative / recount.
- Mampu mengidentifikasi berbagai makna teks narrative / recount.
- Mampu mengidentifikasi tujuan komunikatif teks naratif / recount.
- Mampu mengidentifikasi langkah retorika dan ciri kebahasaan teks narrative / recount.

Tujuan Pembelajaran

- Peserta didik dapat:
  Mengungkapkan ciri-ciri teks narrative / recount.

Karakter Siswa yang di harapkan

Dapat dipercaya (Trustworthiness), rasa hormat dan perhatian (Respect), dan tekun (Diligence).

Materi Pembelajaran

Teks Narrative

Golden Eggs

Long time ago a remote village, in central China was inhabited mainly with farmers and hunters.

One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation.

Few days later, an old man with long grey beard, passed by his house took pity on him. He gave him a goose and said "I don't have any expensive thing to give you and hope this goose will help you to ease your hardship."

A week later to almost surprise the farmer found an egg in his yard. This was not ordinary egg. It was a golden egg. He was suddenly overcome with joy.

Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift.

Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach.

Though he very much regretted for his foolishness, it's already too late.

Metode Pembelajaran

Diskusi

Langkah – langkah Kegiatan

1. **Kegiatan Pendahuluan (10 menit)**
   a. Apersepsi
      - Guru memberi salm dan menanyakan hal yang terkait tentang keadaan siswa.
      - Guru menanyakan tentang jenis teks yang terkait tema / topik dan bacaan.
      - Guru melakukan review, yaitu menyuruh siswa menjelaskan secara singkat struktur teks narrative dan ciri-ciri kebahasaanya.

   b. Motivasi
      - Guru menjelaskan pentingnya kegiatan atau latihan yang akan dilakukan siswa pada pertemuan tersebut.

c. Guru menyampaikan topik yang akan dipelajari.

2. Kegiatan Inti (60 menit)

a. Eksplorasi

- Guru menarik perhatian siswa dan menyakinkan bahwa mereka siap untuk belajar melalui tujuan pembelajaran, memberikan pertanyaan yang berkaitan dengan topik yang akan dipelajari.
- *Guru melibatkan peserta didik secara aktif dalam kegiatan pembelajaran, yaitu menyuruh peserta didik mengingat cerita narrrative yang pernah mereka dengar / baca mendiskusikan kepada teman satu bangku.*

b. Elaborasi

- Guru memfasilitasi peserta didik berkompetensi secara sehat untuk meningkatkan prestasi belajar.
- Guru menyuruh siswa membaca teks dan menganalisisnya secara berdiskusi dengan teman sebangku.
- *Guru menyuruh siswa mencari arti dari setiap kata-kata yang sulit beserta ide pokok dari teks tersebut.*
- Guru meminta siswa untuk mengucapkan kembali materi tentang teks narrative / recount dan menyebutkan contoh-contoh lain dari teks narrative / recount untuk mengecek pemahaman siswa.

c. Konfirmasi

- Guru memberikan soal latihan kepada siswa.
- Siswa mengerjakan latihan secar sendiri-sendiri.
- *Guru menyuruh siswa untuk mengecek jawaban sebelum dikumpulkan.*

3. Penutup (10 menit)

- Guru memberikan penilaian.
- *Guru menanyakan kesulitan siswa selama kegiatan pembelajaran.*
- Guru memberikan motivasi kepada siswa yang belum atau kurang aktif berpartisipasi.
- *Guru bersama-bersama dengan siswa dan / atau sendiri membuat rangkuman / kesimpulan.*

Alat dan Sumber Belajar

- English in Focus for Grade VIII Junior High School

- Kamus bahasa Inggris-Indonesia dan Indonesia-Inggris.

- Buku-buku lain yang relevan

Penilaian Hasil Belajar

1. Indikator, Teknik, Bentuk dan Contoh

No	Indikator Pencapaian Kometensi	Teknik	Bentuk	Contoh
	a. Menjawab pertanyaan tentang: 1. Makna tekstual dalam teks narrative. 2. Langkah retorika teks narrative. Tujuan komunikasi teks narrtive. 3. Ciri kebahasaan teks narrative.	Tes Tertulis	Esai	1. Answer the questions.
	b. Membaca nyaring teks narrative.		Membaca nyaring	Read the texts aloud.

II.   Instrumen Penilaian

Answer these following questions based on the text in Practice orally

1.   Where did the farmer and hunters inhabit?

2.   What did the farmer pray for?

3.   What did the old man give?

4.   Where did the farmer surprisingly find a golden egg?

5.   How long does the goose need to get laid one golden egg?

III. Rubik Penilaian

No	Uraian	Skor Max	Skor Perolehan
1.	Jawaban benar	2	
	Jawaban salah	0	

IV. Pedoman Penilaian

Jumlah skor maksimal

1. 5 x 2 = 10

Nilai Peserta didik : $\dfrac{\text{Skor Perolehan}}{\text{Skor Maksimal}}$ x 100

Nilai maksimal 10

Palembang,   September 2016

Guru Bahasa Inggris,   Researcher,

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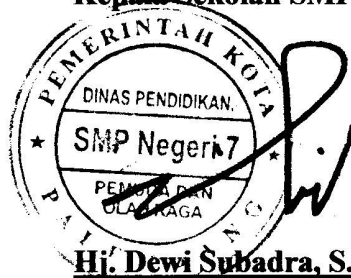
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RENCANA PELAKSANAAN PEMBELAJARAN

(CONTROL GROUP)

Nama sekolah : SMP N 7 Palembang

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : VIII / 1

Alokasi Waktu : 2 X 40 menit

A. Standar Kompetensi

Memahami makna dalam esai pendek sederhana berbentuk *narrative* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

Membaca nyaring bermakna teks fungsional dan esai berbentuk *narrative* dan *recount* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

C. Indikator

- ❖ Membaca dengan nyaring dan bermakna teks esai bebentuk narrative.
- ❖ Mengidentifikasi berbagai makna teks *narrative / recount*.
- ❖ Mengidentifikasi berbagai informasi dalam teks fungsional.

D. Tujuan Pembelajaran

Pada akhir pelajaran siswa dapat :

- ❖ Mengindefikasi ide pokok yang ada di dalam bacaan teks narrative
- ❖ Memahami makna teks narrative dengan benar
- ❖ Mengindetifikasi berbagai informasi yang ada di dalam teks narrative
- ❖ Siswa dapat mengindetifikasi makna yang ada di dalam teks yang dibaca

E. Karakter Siswa yang diharapkan

❖ Dapat dipercaya (trustworthines), Rasa hormat dan perhatian (respect), Tekun (diligence).

F. Materi Pembelajaran

❖ Text: "Redfeathers the Hen"

Redfeathers the Hen

Redfeathers the hen, was so called because all her feathers were red. Oneday, the fox caught sight of her in the farmyard and his mouth began to water.

He ran home and told his wife to put on water boiling a chicken, and then he rushed back, and before Redfeathers knew what was happening, she found herself snapped up inside a sack, not even able to cail for help.

Luckily for her, her friend the dove saw what had happened. She fluttered on the path in the woods, and lay there, pretending to have a broken wing. The fox was delighted to find that he now had a first course as well as a main dish. Redfeathers slipped out of the sack and put a stone in her place, then she too ran off. When the dove saw that her friend was safe, she flew up into a tree. The fox then went back and picked up the sack, thinking that the hen was still in it.

G. Metode / Teknik

❖ Discussion

H. Langkah-langkah pembelajaran

No	Kegiatan	Waktu
1	**Kegiatan awal** 1. Salam dan tegur sapa (greeting). 2. Guru mengecek kehadiran siswa.	2x40 menit
2.	**Kegiatan inti** **Eksplorasi**	

		1. Guru memberikan motivasi untuk belajar dengan baik dan bersungguh-sungguh.	
		2. Menyakinkan siswa siap untuk belajar melalui tujuan pembelajaran, memberikan informasi yang berkaitan dengan materi.	
		3. Guru membagi siswa menjadi kelompokn-kelompok yang terdiri dari lima anggota.	
		4. Guru menjelaskan topik bahasan yang ada berupa teks yang berjudul "Redfeathers the Hen".	
		Elaborasi	
		1. Guru menyuruh siswa membaca teks dan menganalisisnya secara berkelompok	
		2. Guru menyuruh siswa menyuruh siswa mencari arti dari setiap kata-kata yang sulit beserta ide pokok dari teks tersebut.	
		3. Guru memberikan soal latihan kepada siswa	
		4. Siswa mengerjakan latihan secar sendiri-sendiri	
		Konfirmasi	
		1. Guru menyuruh siswa untuk mengecek lembar jawaban yang telah diisi sebelum dikumpulkan.	
		2. *Guru menanyakan kesulitan siswa selama kegiatan pembelajaran.*	
		3. Memberikan motivasi kepada siswa yang belum atau kurang aktif berpartisipasi.	
3.	**Penutup.**		
		1. Guru mengarahkan siswa untuk memperhatikan kesimpulan tentang hal-hal yang diajarkan guru.	
		2. Menyampaikan materi yang akan dibahas pada pertemuan berikutnya.	
		3. Menugaskan siswa untuk berlatih dirumah.	
		4. Guru berpamitan dengan mengucapkan salam.	

I. Media pembelajaran

White board, board marker, dan lembar soal

Read the following text to answer question number 1 -5

1. What did the fox do, after he caught sight of redfeathers?
    a. He ran over to her.
    b. He ran home.
    c. He boiled water.
    d. He called her.

2. She fluttered on the path in the woods, and lay there.....
    a. The hen.
    b. The duck.
    c. The dove.
    d. The swan.

3. What did the fox think when he found the dove?
    a. The fox taught that he had to run.
    b. The fox thought that he had better go back.
    c. The fox thought that he had a first course.
    d. The fox thought that he had to boil water.

4. What happened to the dove?
    a. she flew up into tree.
    b. she was cooked by the fox.
    c. she was chased by the fox.
    d. she was put into the sack.

5. What did Redfeathers do the trick the fox?
    a. She slipped out of the sack.
    b. She yelled for help.
    c. She flew away to the tree.
    d. She put a stone in her place.

Palembang,   September 2016

Guru Bahasa Inggris,   Researcher,

Yuhana, S.Sos., M.Pd   Wulandari Primadara
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Mengetahui

Kepala Sekolah SMPN 7

Hi. Dewi Subadra, S.Pd., M.M
NIP. 19620821 198411 2 001

LESSON PLAN

(EXPERIMENTAL GROUP)

School	: SMP N 7 Palembang
Subject	: Bahasa Inggris
Class / Semester	: VIII / I
Kind of Text	: Narrative Text
Time Allocation	: 2 X 40 menit

1. **Standard Competence**

   Reading

   11. To understand the meaning of functional text and simple short essays narrative/recount form relating.

2. **Basic Competence**

   11.3 To respond the meaning and rhetorical steps in simple short essay accurately, fluently, and thank relating to the environment in narrative/recount text.

3. **Indicator**

   The students are able to:

   1. Identify main idea
   2. Find specific information
   3. Understand wood meaning
   4. Find reference
   5. Identify text organization

4. **Learning Method**

   Shared Reading Strategy

5. **Source**

   1. English in focus
   2. Pratice your english competence
   3. Media: Whiteboard, Worksheet

6. Teaching and Learning Activities

No	Activities	Time

1	**PRE ACTIVITIES**
	
	a. Teacher greets students.
	- "Good Morning Students?"
	
	b. Teacher checks the students' attedance
	- "I wiill check your attedance."
	
	c. Teacher gives the question to the students related to the lesson
	- Have you ever gone to the zoo?
	- What is the name of the zoo that you have ever visited?
	- There are so many animals in the zoo. What are they?
	- Reflect on your experience to answer the following questions.
	
	Compare your answer with your classmate's
	  1) What kinds of animals do you like?
	  2) What do you like with your favorite animal?
	  3) Do you like playing together with your pet?
	  4) Do you feel that "your pet" make you happy during at home?
	  5) What do you think about Butterfly?
	
	d. Teacher tells to the students the topic of the lesson today.
	- The White Butterfly
		10'

2.	**WHILST ACTIVITIES**
	
	- The teacher delivers the texts to the students, the white butterfly.
	
	a. The teacher guides the students to apply Read Cover Remember Retell Strategy
	  1. Distributes the reading material.
	  2. Group students in 3 – 4 – 5 member groups.
		60'

	3. Distributes one card per participant. 4. Each student reads the material and selects one sentence which they find interesting, confused about, or disagree with. 5. The students write the sentence from the text on the card and on the back of the card, the students write their reactions. 6. One student in each group shares by reading her/his sentence aloud, every other student in the small group comments about the sentence. The individual with whom the sentence originated may NOT read their comment from the back of their card until all other students have made their remarks. 7. The process is repeated until each member of the group has contributed her/his sentence. 8. Students do the task given by the teacher.	
3.	**POST ACTIVITIES** a. The students answer the question. After that, the teacher and the students check the answer. "Let's check your answer together". b. Evaluating each student by asking questions and giving them quiz to asses each student in comperehending the reading text by using Read Cover Remember Retell Strategy. c. Teacher dismisses class. "Ok, I think enough for today, thank you for your good attention in joining this lesson, See you next meeting. Good bye..."	**10'**

7. Assesment (Reading Text and written text)

Redfeathers the Hen

Redfeathers the hen, was so called because all her feathers were red. Oneday, the fox caught sight of her in the farmyard and his mouth began to water.

He ran home and told his wife to put on water boiling a chicken, and then he rushed back, and before Redfeathers knew what was happening, she found herself snapped up inside a sack, not even able to cail for help.

Luckily for her, her friend the dove saw what had happened. She fluttered on the path in the woods, and lay there, pretending to have a broken wing. The fox was delighted to find that he now had a first course as well as a main dish. Redfeathers slipped out of the sack and put a stone in her place, then she too ran off. When the dove saw that her friend was safe, she flew up into a tree. The fox then went back and picked up the sack, thinking that the hen was still in it.

Read the following text to answer question number 1 -5

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4. What happened to the dove?

    a. she flew up into tree.

    b. she was cooked by the fox.

    c. she was chased by the fox.

    d. she was put into the sack.

5. What did Redfeathers do the trick the fox?

    a. She slipped out of the sack.

    b. She yelled for help

    c. She flew away to the tree.

    d. She put a stone in her place.

8. Assessment Procedures

No	Analysis	Maximum Score	Result Score
1.	Right Answer	2	
	Wrong Answer	0	

9. Assessment Guidelines

Total of maximum score

1. 5 x 2 = 10   Learners Score : $\dfrac{\text{Result Score}}{\text{Skor Maksimal}} \times 100$

Maximum Score : 10

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APPENDIX E

The Analysis Result of Multiple Choice Questions

No.	Validity Test of Each Question Item	Sig.(2-tailed) of Pearson Correlation (r-output)	r-table Score	Result
1.	Item no. 1	0	0,361	Invalid
2.	Item no. 2	0.443	0,361	**Valid**
3.	Item no. 3	0.060	0,361	Invalid
4.	Item no. 4	0.608	0,361	**Valid**
5.	Item no. 5	0.221	0,361	Invalid
6.	Item no. 6	1.000	0,361	**Valid**
7.	Item no. 7	0.803	0,361	**Valid**
8.	Item no. 8	0.812	0,361	**Valid**
9.	Item no. 9	0.097	0,361	Invalid
10.	Item no. 10	0.160	0,361	Invalid
11.	Item no. 11	0.171	0,361	Invalid
12.	Item no. 12	0.416	0,361	**Valid**
13.	Item no. 13	0.849	0,361	**Valid**
14.	Item no. 14	0.604	0,361	**Valid**
15.	Item no. 15	0.730	0,361	**Valid**
16.	Item no. 16	0.443	0,361	**Valid**
17.	Item no. 17	0.149	0,361	Invalid
18.	Item no. 18	0.317	0,361	Invalid
19.	Item no. 19	0.939	0,361	**Valid**
20.	Item no. 20	0.578	0,361	**Valid**
21.	Item no. 21	0.416	0,361	**Valid**
22.	Item no. 22	0.608	0,361	**Valid**
23.	Item no. 23	0.730	0,361	**Valid**
24.	Item no. 24	0.812	0,361	**Valid**
25.	Item no. 25	0.608	0,361	**Valid**
26.	Item no. 26	0.366	0,361	**Valid**
27.	Item no. 27	0.812	0,361	**Valid**
28.	Item no. 28	0.443	0,361	**Valid**
29.	Item no. 29	0.928	0,361	**Valid**
30.	Item no. 30	0.414	0,361	**Valid**
31.	Item no. 31	0.247	0,361	Invalid
32.	Item no. 32	0.416	0,361	**Valid**
33.	Item no. 33	0.247	0,361	Invalid
34.	Item no. 34	0.559	0,361	**Valid**
35.	Item no. 35	0.270	0,361	Invalid
36.	Item no. 36	0.640	0,361	**Valid**
37.	Item no. 37	0.084	0,361	Invalid

38.	Item no. 38	0.136	0,361	Invalid
39.	Item no. 39	0.730	0,361	**Valid**
40.	Item no. 40	0.414	0,361	**Valid**
41.	Item no. 41	1.000	0,361	**Valid**
42.	Item no. 42	0.161	0,361	Invalid
43.	Item no. 43	0.578	0,361	**Valid**
44.	Item no. 44	0.136	0,361	Invalid
45.	Item no. 45	0.878	0,361	**Valid**
46.	Item no. 46	0.416	0,361	**Valid**
47.	Item no. 47	0.274	0,361	Invalid
48.	Item no. 48	0.812	0,361	**Valid**
49.	Item no. 49	0.812	0,361	**Valid**
50.	Item no. 50	0.928	0,361	**Valid**
51.	Item no. 51	0.414	0,361	**Valid**
52.	Item no. 52	0.136	0,361	Invalid
53.	Item no. 53	0.608	0,361	**Valid**
54.	Item no. 54	0.559	0,361	**Valid**
55.	Item no. 55	0.939	0,361	**Valid**
56.	Item no. 56	0.394	0,361	**Valid**
57.	Item no. 57	0.803	0,361	**Valid**
58.	Item no. 58	0.702	0,361	**Valid**
59.	Item no. 59	0.053	0,361	Invalid
60.	Item no. 60	0.559	0,361	**Valid**

Name   :
Class   :
Subject :

Choose the correct answer by crossing (x) a, b, c, or d!
Read the following text to answer questions 1-10.

Golden Eggs

Long time ago a remote village, in central China was inhabited mainly with farmers and hunters.

One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation.

Few days later, an old man with long grey beard, passed by his house took pity on him. He gave him a goose and said "I don't have any expensive thing to give you and hope this goose will help you to ease your hardship."

A week later to almost surprise the farmer found an egg in his yard. This was not ordinary egg. It was a golden egg. He was suddenly overcome with joy.

Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift.

Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach.

Though he very much regretted for his foolishness, it's already too late.

1. Which part of the story is orientation?
   A. Few days later, an old man with long grey beard, passed by his house took a pity on him.
   B. Long time ago a remote village, in Central China was inhabited mainly with farmers and hunters.
   C. A week later to almost surprise the farmer found an egg in his yard.
   D. Strangely, the goose only laid one golden egg every six months.
2. The pronoun "He" in line 4 refers to... .
   A. an old man
   B. a gardener
   C. a poor farmer
   D. a hunter
3. What did the farmer pray for?
   A. He prayed to God for helping his family from starvation.
   B. He prayed to God for helping his family from earthquake.
   C. He prayed to God for helping his family from fire.
   D. He prayed to God for helping his family from the robbers.
4. What is the purpose of the old man by giving a goose to the farmer? The purpose is... .
   A. to gift the farmer a cute pet.
   B. to ease the farmer's hardship.
   C. to ask the farmer to take care of his precious pet.
   D. to ask the farmer to help the goose for breeding.

5. Where did the farmer surprisingly find a golden egg?
   A. In the field
   B. In the kitchen
   C. In the house
   D. In the yard
6. The pronoun "He" in line 11 referes to... .
   A. the farmer
   B. the old man
   C. the farmer's son
   D. the hunter
7. What did happen to the farmer when his livelihood had rapidly improved?
   A. He became dilligent, wise and honest.
   B. He became smart, kind hearted and low profile.
   C. He became lazy, arrogant and spendthrift.
   D. He became naughty, careless and lazy.
8. How long does the goose need to get laid one golden egg?
   A. It needs six weeks
   B. It needs six months
   C. It needs six days
   D. It needs sixteen days
9. Which of the statement described the farmer's downfall?
   A. He prayed for God's help or his family would die.
   B. He did not believe the old man.
   C. He lost his patient and slaughtered his goose.
   D. A week later to almost surprise he found a golden egg.
10. The word "foolishness" in line 20 is synonym to which of the following?
   A. Cleverness
   B. Ignorance
   C. Blessedness
   D. Silliness

Read the following text to answer questions 11-20.

The Careless Girl

Once upon a time there was a king who had three daughters. Because they were good and beautiful he loved them all sincerely. He did not know which one he should appoint as queen.

As his birthday approached he summoned his daughters and said to them, "My dear children, I love all three of you sincerely, and for a long time have not known which one of you I should name to be the heir to my throne. But I have now decided that the one of you shall become queen who brings to me a birthday present that is most necessary in human life. Go and make your plans accordingly and with utmost diligence."

The old king's birthday arrived, and the two oldest daughters brought him presents that were very necessary, but at the same time extremely expensive. However, the youngest daughter brought him nothing more than a little pile of salt in a decorated container. When the king saw her present, he became very angry, and he drove his daughter out of the castle, forbidding her ever again to let herself be seen by him.

With deep sorrow the rejected daughter went out into the unknown world, comforted only by her faith in her own good sense. After walking a good while she came to an inn. There she found a female innkeeper who thoroughly understood cooking. She entered an apprenticeship with her and soon exceeded even the innkeeper in the art of cooking.

News spread far and wide of the excellent cook in this inn, and everyone who came this way and who still had a few kreuzers left in his pocket stopped to be served a roast or something even more elegant.

The king heard of the cook's reputation, and he hired her as court cook. Now it came to pass that the oldest princess was getting married, and the famous cook was assigned the preparation of the wedding feast, with no expenses to be spared.

Thus on the wedding day one elegant dish after the other was served until the table almost cracked. Everything was excellently prepared, and everyone praised the cook. Finally the king's favorite dish arrived. Quickly taking a spoon he tasted it. "This has not been salted!" he cried out angrily. "Have the cook brought before me!"

They quickly ran for the cook, who entered the hall undaunted.

"Why did you forget to salt my favorite dish, you careless girl?" snapped the king at her.

The cook answered, "You drove away your youngest daughter because she thought that salt was so necessary. Perhaps you can now see that your child was not so wrong."

When the king heard these words he recognized his daughter, begged her for forgiveness, asked her to be seated at his side, and accepted her once again as his dear child. Then the wedding became doubly joyful.

The king lived happily with his children for many years thereafter.

11. What is the text about?
    A. The story of the pile of sugar
    B. The story of a marriage
    C. The story of the jungle
    D. The story of the pile of salt
12. How many children does king has?
    A. He has thirteen children
    B. He has no children
    C. He has five children
    D. He has three children
13. What is the qualification to be the heir of the king's throne?
    A. The king's children have to answer all of the king's questions.
    B. The king's children have to fulfill all of the king's requests.
    C. The king's children have to bring the best birthday present for the king.
    D. The king's children have to cook the king's favorite dish.
14. The word "present" in line 16 is closest in meaning to which of the following?
    A. Gift
    B. Cloth
    C. Party
    D. Painting
15. What did the king feel after saw the present from his youngest daughter?
    A. He was very happy
    B. He was very angry
    C. He was very sad
    D. He was regret
16. Where did a rejected daughter learn about the art of cooking?
    A. The jungle
    B. The castle
    C. A restaurant
    D. An inn
17. What was the task that the king asked to the court cook?
    A. He asked them to prepare the birthday party.
    B. He asked them to prepare the new year's eve party.
    C. He asked them to prepare the wedding feast.
    D. He asked them to prepare the wedding anniversary day.

18. When did the king get angry about his favorite dish?
    A. On the king's birthday
    B. On the wedding day
    C. On the wedding anniversary day
    D. A, B and C are all wrong
19. The word "undaunted" in line 41 is contradictory in meaning to which of the following?
    A. Optimistic
    B. Afraid
    C. Irritable
    D. Curious
20. The pronoun "she" in line 45 refers to... .
    A. the king's oldest daughter
    B. the king's second daughter
    C. the king's youngest daughter
    D. the innkeeper

Read the following text to answer questions 21-30.

The Three Sheiks and Queen of Arabia

Maura, who liked to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just threes sheiks, all equally young and handsome, rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks, as they were about to have dinner, and asked them for something to eat.

The first gave her some leftover food; the second gave her some unappetizing camel's tail; the third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheiks' camp.

The following day the queen invited the three sheiks to dinner at her palace. She ordered her servants to give each one exactly what they had given her the evening before.

Hakim, who received a plate of delicious meat, refused to eat it if the other two could not share it with him, and this act finally convinced Queen Maura that he was the man for her.

"Without question, Hakim is the most generous of you," she announced her choice to the sheiks, "So, it is Hakim I will marry."

21. What does the text mainly tell us about?
    A. Queen of Arabia and thrree sheiks
    B. The three sheiks
    C. The most powerful queen of Arabia
    D. Sheik Hakim
22. The word "discarded" in line 3 is synonym to which of the following?
    A. Accepted
    B. Eliminated
    C. Increased
    D. Divided
23. How many suitors did Queen Maura have after the selection?
    A. Thirteen suitors
    B. Three suitors
    C. Four suitors
    D. Forteen suitors
24. What did Queen Maura do in the camp of the three sheiks?
    A. She had dinner and cooked something to eat for them.
    B. She had dinner and brought something to eat for them.
    C. She had dinner and asked them for something to eat.
    D. She had dinner and ordered something to eat for them.

25. Which of the following is NOT mentioned in the passage about what the three sheiks gave to Queen Maura?
    A. They gaver her some unappetizing camel's tail.
    B. They gave her some of the most tender and tasty meat.
    C. They gave her some vegetarian food.
    D. They gave her some leftover food.
26. The pronoun "She" in line 14 refers to... .
    A. the servant
    B. the queen's sister
    C. the housekeeper
    D. the queen
27. The queen ordered her servants to give the three sheiks the same kind of food she got from them at the evening before because... .
    A. she wanted to entertain her guests
    B. she wanted to see the three sheiks' reaction
    C. she wanted to test the three sheiks' taste
    D. she wanted to make fun of the three sheiks
28. Why did Queen Maura convince that Hakim was the man for her?
    A. Because he refused to eat the dinner without the other two sheiks.
    B. Because he made the dinner by his own self.
    C. Because he served the most delicious dinner for Queen Maura and the others.
    D. Because he invited the other sheiks to join the dinner with Queen Maura.
29. The pronoun "it" in line 17 refers to... .
    A. Queen Maura's choice
    B. the camp of the three sheiks
    C. Queen Maura's palace
    D. a plate of delicious meat
30. What is the main idea of paragraph 6?
    A. Hakim was served with succulent meat.
    B. Hakim was satisfied with the food that was served by the queen.
    C. Hakim had made the queen find the solution for her problem.
    D. Hakim wanted to share the food with the other sheiks.

Read the following text to answer questions 31-40.

Sangkuriang

A long time ago, the ancient land of Sunda was ruled by a king and queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spolited.

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog.

He returned home and handed over the meat to his pleased mother. Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother, they did not recognize each other. He proposed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancee's hair, Dayang Sumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she thought impossible to meet. Sangkuriang had to make a lake that filled the whole valley and build a boat for the couple to sail in, all before dawn.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In the early morning hours he chopped down a huge tree in the forest and began hollowing it out to make a boat. When Dayang Sumbi saw that he was about to accomplish what she has thought impossible, she called on the gods to bring the sun up early and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he cursed Dayang Sumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain Tangkuban Perahu (Upturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called Bukit Tinggi. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and Dayang Sumbi drowned themselves. They were never heard of again.

31. Why did Dayang Sumbi marry her dog? Because... .
    A. it was a companion of Sangkuriang
    B. she exclaimed to marry the one who gave her shuttle back
    C. she fell in love with it
    D. it was a demigod possessing magic powers
32. Who was Dayang Sumbi's husband?
    A. Sangkuriang
    B. Her father
    C. Tumang
    D. Her uncle
33. The pronoun "They" in line 12 refers to... .
    A. a king and queen
    B. Dayang Sumbi and Tumang
    C. Dayang Sumbi and Sangkuriang
    D. Sangkuriang and Tumang
34. Why did Sangkuriang kill his dog? Because...
    A. he worried about facing his mother empty handed
    B. it had married his mother
    C. he wanted to take its powers
    D. he loved Dayang Sumbi
35. What did Dayang Sumbi do after she knew about Tumang?
    A. She married Sangkuriang.
    B. She asked Sangkuriang to make a lake.
    C. She drowned herself into the lake.
    D. She struck her son so hard on the temple.

36. Why did Dayang Sumbi avoid to marry Sangkuriang? Because... .
   A. he had shot her dog
   B. he did not have magic powers
   C. she detected the scar on his head
   D. she did not love him
37. What did Sangkuriang have to do to marry Dayang Sumbi?
   A. He had to make a lake and built a boat before dawn.
   B. He had to make a lake and built a temple before dawn.
   C. He had to make a palace and built a boat before dawn.
   D. He had to make a lake and built a palace before dawn.
38. "His love gave him extraordinary strength." The word "strength" in paragraph 6 is contradictory in meaning to which of the following?
   A. Wealth
   B. Confidence
   C. Happiness
   D. Weakness
39. What did Sangkuriang do after he realized that he had been deceived?
   A. He took an arrow and shot Dayang Sumbi.
   B. He cursed Dayang Sumbi and kicked the half-finished boat back into the forest.
   C. He struck Dayang Sumbi so hard on the temple that she collapsed.
   D. He returned home and handed over the dead body of Dayang Sumbi.
40. "There it lies upside down today... ." The pronoun "it" in the last paragraph refers to... .
   A. the sun
   B. the valley
   C. the half-finished boat
   D. a huge tree

Read the following text to answer questions 41-50.

The White Butterfly

An old man named Takahama lived in a little house behind the cemetery of the temple of Sozanji. He was extremely amiable and generally liked by his neighbors, though most of them considered him to be a little mad. His madness, it would appear, entirely rested upon the fact that he had never married or had an intimate companionship with women.

One summer day he became very ill, so ill, in fact, that he called his sister and her son. They both came and did all they could to bring comfort during his last hours. While they watched, Takahama fell asleep; but he had no sooner done so then a large white butterfly flew into the room and rested on the old man's pillow. The young man tried to drive it away with a fan; but it came back three times, as if loath to leave the sufferer.

At last Takahama's nephew chased it out into the garden, through the gate, and into the cemetery beyond, where it lingered over a woman's tomb, and then mysteriously disappeared. On examining the tomb the young man found the name "Akiko" written upon it, together with a description narrating how Akiko died when she was eighteen. Though the tomb was covered with moss and must have been erected fifty years previously, the boy saw that it was surrounded with flowers, and that the little water tank had been recently filled.

When the young man returned to the house he found that Takahama had passed away, and he returned to his mother and told her what he had seen in the cemetery.

"Akiko?" murmured his mother. "When your uncle was young he was betrothed to Akiko. She died shortly before her wedding day. When Akiko left this world your uncle resolved never to marry, and to live ever near her grave. For all these years he has remained faithful to his vow, and kept in his heart all the sweet memories of his one and only love. Every day Takahama went to the cemetery, whether the air was fragrant with summer breeze or thick with falling snow. Every day he went to her grave and prayed for her happiness, swept the tomb and set flowers there. When Takahama was dying, and he could no longer perform his loving task, Akiko came for him. That white butterfly was her sweet and loving soul."

41. The pronoun "it" in line 4 refers to... .
   A. a little house
   B. the temple of Sozanji
   C. Takahama's madness
   D. a woman's tomb
42. What was the problem that faced by Takahama?
   A. He was considered mad by his neighbors.
   B. He lived near Akiko's grave.
   C. He betrothed to Akiko when he was young.
   D. He suffered from a serious illness.
43. How was the problem resolved?
   A. Takahama's sister and her son came to bring comfort during Takahama's last hours.
   B. Takahama was sent to the hospital by his sister.
   C. Akiko came to Takahama and accompanied him until his last breath.
   D. Takahama's neighbors came did all the things they could do.
44. The pronoun "it" in line 12 refers to... .
   A. a fan
   B. the white butterfly
   C. the room
   D. Takahama's pillow
45. All of the followings are true about what Takahama's nephew found in the cemetery beyond, EXCEPT... .
   A. he found Akiko's tomb
   B. he knew that Akiko died when she was fifty
   C. he knew about Akiko's death
   D. he saw that Akiko's tomb was surrounded with flowers
46. The word "erected" in line 21 is synonym to which of the following?
   A. Destroyed
   B. Left
   C. Built
   D. Changed
47. Why did not Takahama get married?
   A. Because he had no interest to have a close relationship with any women.
   B. Because there were no women who could attract him.
   C. Because no women wanted to marry him.
   D. Because he resolved not to marry after Akiko's death.
48. "... your uncle resolved never to marry... ." The word "resolved" in the last paragraph is closest in meaning to which of the following?
   A. Overcame
   B. Decided
   C. Recalled
   D. Remembered

49. According to the passage, who did come for Takahama when he was dying?
   A. Akiko
   B. Takahama's mother
   C. Takahama's brother
   D. Akiko's uncle

50. According to the passage, what does the white butterfly represent? It represented... .
   A. the angel who came to take Takahama's soul away
   B. the common butterfly
   C. Takahama's sweet and loving soul
   D. Akiko's sweet and loving soul

Read the following text to answer questions 51-60.

The Legend of Banyuwangi

Once upon a time, in eastern part of Java Island, there was a kingdom ruled by a king. The king's name was Prabu Menak Prakoso. One day, Prabu Menak and his soldiers invaded the kingdom of Klungkung in Bali. The king of Klungkung was killed, yet his daughter, Made Surati, and his son, Agung Bagus Mantra, were able to escape and hide in the jungle.

Prabu Menak Prakoso had a son named Raden Banterang. He was such a handsome young man. One day, Raden Banterang went to the jungle for hunting. It was in the jungle that Raden Banterang met Made Surati. She was then taken to Blambangan to be his wife. Raden Banterang and Made Surati enjoyed a happy life in the Palace.

When Raden Banterang was hunting one day, Made Surati was surprised by the arrival of a dirty beggar asking for her pity. The princess was surprised to find that the beggar was her older brother, Agung Bagus Mantra. She promptly squatted and embraced her brother's legs. However, her great respect of her brother was not well accepted. Instead, Agung Bagus Mantra asked his sister to kill Raden Banterang. But such a request was rejected. He was very angry with her and came up with a sly idea to slander her.

Slowly but surely, Agung succeeded in convincing Raden Banterang that his wife had been involved in a scandal with another man. Asking for compassion, Made Surati tried to tell the truth and denied her husband's accusation. Hearing his wife explanation, the king became angrier and angrier. As a proof of her sacred love, she asked her husband to kill her. As her last request, she asked her husband to throw her dead body into the river. She said that if the water in the river smelled terrible, it meant that she had ever been sinful. But if it smelled fragrant, it meant that she was innocent.

Raden Banterang who was unable to control his emotions soon stabbed his kerís (dagger) into his wife's chest. She died instantly. The dead body of Made Surati was quickly thrown into the dirty river. Raden Banterang was shocked to see the river suddenly become clean and as clear as glass with a fragrant smell. Raden Banteraflll screamed crazily and regretted his deed. He walked unsteadìly and fell into the river screaming, "Banyu… Wangì… Banyuwangi!" This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love. From then on, the place is called Banyuwangi.

51. What was the kingdom that Prabu Menak and his soldiers invaded?
   A. The kingdom of Sriwijaya in Palembang
   B. The kingdom of Majapahit in East Java
   C. The kingdom of Kutai in East Kalimantan
   D. The kingdom of Klungkung in Bali

52. Who is the son of Prabu Menak Prakoso?
   A. Raden Banterang
   B. Agung Bagus Mantra
   C. Aji Batera Agung Paduka Nira
   D. Raden Wijaya

53. Who was Raden Banterang met in the jungle?
   A. Gayatri Rajapatni
   B. Made Surati
   C. Maharani Shima
   D. Dyah Tulodong

54. Who was the beggar that Made Surati found?
   A. Her husband
   B. Her older brother
   C. Her son
   D. Her nephew

55. The word "rejected" in line 21 is closest in meaning to which of the following?
   A. Refused
   B. Accepted
   C. Confused
   D. Thought

56. The word "sly" in line 22 is nearly means... .
   A. brilliant
   B. great
   C. awesome
   D. cunning

57. What was the last request of Made Surati to her husband?
   A. She asked her husband to kill Agung Bagus Mantra.
   B. She asked her husband to find her dead body in the river.
   C. She asked her husband to throw her dead body into the river.
   D. She asked her husband to throw the dead body of Agung Bagus Mantra into the valley.

58. "But if it smelled fragrant... ." The word "it" in paragraph 4 refers to... .
   A. the truth
   B. the dead body
   C. the water in the river
   D. the dagger

59. How did Raden Banterang kill his wife?
   A. He poisoned her through a glass of water.
   B. He buried her alive.
   C. He asked Agung Bagus Mantra to stab her.
   D. He stabbed her chest with a dagger.

60. The primary purpose of the author is... .
   A. to describe the reader how the kingdoms were attacked by Prabu Menak Prakoso
   B. to entertain the reader how the river was called Banyuwangi
   C. to explain the reader how Made Surati rejected her brother's request
   D. to tell the reader how the dead body of Made Surati was thrown into the river

Good Luck! ☺

Answer Key

A. Golden Eggs
1. B
2. C
3. A
4. B
5. D
6. A
7. C
8. B
9. C
10. D

B. The Careless Girl
11. D
12. D
13. C
14. A
15. B
16. D
17. C
18. B
19. B
20. C

C. The Three Sheiks and Queen of Arabia
21. A
22. B
23. B
24. C
25. C
26. D
27. B
28. A
29. D
30. C

D. Sangkuriang
31. B
32. C
33. B
34. A
35. D
36. C
37. A
38. D
39. B
40. C

E. The White Butterfly
41. C
42. D
43. A
44. B
45. B
46. C
47. D
48. B
49. A
50. D

F. The Legend of Banyuwangi
51. D
52. A
53. B
54. B
55. A
56. D
57. C
58. C
59. D
60. B

Answer Sheet

Name :
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Subject :

No.	A	B	C	D
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The Result of Try Out Analysis at SMP Negeri 15 Palembang

No.	Student's Name	Test 1	Test 2
1.	Student 1	51,8	60,1
2.	Student 2	78,5	80,2
3.	Student 3	86,8	90,2
4.	Student 4	66,8	70,1
5.	Student 5	51,8	55,1
6.	Student 6	58,5	66,8
7.	Student 7	63,5	68,5
8.	Student 8	81,8	88,5
9.	Student 9	73,5	75,2
10.	Student 10	78,5	91,9
11.	Student 11	53,4	53,4
12.	Student 12	90,2	91,9
13.	Student 13	70,1	71,8
14.	Student 14	61,8	70,1
15.	Student 15	81,8	83,5
16.	Student 16	86,8	90,2
17.	Student 17	70,1	75,2
18.	Student 18	50,1	60,1
19.	Student 19	75,2	80,2
20.	Student 20	56,8	73,5
21.	Student 21	48,4	53,4
22.	Student 22	50,1	61,8
23.	Student 23	68,5	71,8
24.	Student 24	68,5	76,8
25.	Student 25	65,1	66,8
26.	Student 26	73,5	78,5
27.	Student 27	46,8	48,4
28.	Student 28	91,9	93,5
29.	Student 29	48,4	63,5
30.	Student 30	76,8	81,8

Choose the correct answer by crossing (x) a, b, c, or d!
Read the following text to answer questions 1-7.

Golden Eggs

Long time ago a remote village, in central China was inhabited mainly with farmers and hunters.

One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation.

Few days later, an old man with long grey beard, passed by his house took pity on him. He gave him a goose and said "I don't have any expensive thing to give you and hope this goose will help you to ease your hardship."

A week later to almost surprise the farmer found an egg in his yard. This was not ordinary egg. It was a golden egg. He was suddenly overcome with joy.

Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift.

Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach.

Though he very much regretted for his foolishness, it's already too late.

1. The pronoun "He" in line 4 refers to... .
   A. an old man
   B. a gardener
   C. a poor farmer
   D. a hunter
2. What did the farmer pray for?
   A. He prayed to God for helping his family from starvation.
   B. He prayed to God for helping his family from earthquake.
   C. He prayed to God for helping his family from fire.
   D. He prayed to God for helping his family from the robbers.
3. What is the purpose of the old man by giving a goose to the farmer? The purpose is... .
   A. to gift the farmer a cute pet.
   B. to ease the farmer's hardship.
   C. to ask the farmer to take care of his precious pet.
   D. to ask the farmer to help the goose for breeding.
4. Where did the farmer surprisingly find a golden egg?
   A. In the field
   B. In the kitchen
   C. In the house
   D. In the yard
5. The pronoun "He" in line 11 referes to... .
   A. the farmer
   B. the old man
   C. the farmer's son
   D. the hunter
6. Which of the statement described the farmer's downfall?
   A. He prayed for God's help or his family would die.
   B. He did not believe the old man.
   C. He lost his patient and slaughtered his goose.
   D. A week later to almost surprise he found a golden egg.
7. The word "foolishness" in line 20 is synonym to which of the following?
   A. Cleverness
   B. Ignorance
   C. Blessedness
   D. Silliness

Read the following text to answer questions 8-12.

The Careless Girl

Once upon a time there was a king who had three daughters. Because they were good and beautiful he loved them all sincerely. He did not know which one he should appoint as queen.

As his birthday approached he summoned his daughters and said to them, "My dear children, I love all three of you sincerely, and for a long time have not known which one of you I should name to be the heir to my throne. But I have now decided that the one of you shall become queen who brings to me a birthday present that is most necessary in human life. Go and make your plans accordingly and with utmost diligence."

The old king's birthday arrived, and the two oldest daughters brought him presents that were very necessary, but at the same time extremely expensive. However, the youngest daughter brought him nothing more than a little pile of salt in a decorated container. When the king saw her present, he became very angry, and he drove his daughter out of the castle, forbidding her ever again to let herself be seen by him.

With deep sorrow the rejected daughter went out into the unknown world, comforted only by her faith in her own good sense. After walking a good while she came to an inn. There she found a female innkeeper who thoroughly understood cooking. She entered an apprenticeship with her and soon exceeded even the innkeeper in the art of cooking.

News spread far and wide of the excellent cook in this inn, and everyone who came this way and who still had a few kreuzers left in his pocket stopped to be served a roast or something even more elegant.

The king heard of the cook's reputation, and he hired her as court cook. Now it came to pass that the oldest princess was getting married, and the famous cook was assigned the preparation of the wedding feast, with no expenses to be spared.

Thus on the wedding day one elegant dish after the other was served until the table almost cracked. Everything was excellently prepared, and everyone praised the cook. Finally the king's favorite dish arrived. Quickly taking a spoon he tasted it. "This has not been salted!" he cried out angrily. "Have the cook brought before me!"

They quickly ran for the cook, who entered the hall undaunted.

"Why did you forget to salt my favorite dish, you careless girl?" snapped the king at her.

The cook answered, "You drove away your youngest daughter because she thought that salt was so necessary. Perhaps you can now see that your child was not so wrong."

When the king heard these words he recognized his daughter, begged her for forgiveness, asked her to be seated at his side, and accepted her once again as his dear child. Then the wedding became doubly joyful.

The king lived happily with his children for many years thereafter.

8. How many children does king has?
   A. He has thirteen children
   B. He has no children
   C. He has five children
   D. He has three children
9. The word "present" in line 16 is closest in meaning to which of the following?
   A. Gift
   B. Cloth
   C. Party
   D. Painting
10. Where did a rejected daughter learn about the art of cooking?
   A. The jungle
   B. The castle
   C. A restaurant
   D. An inn
11. What was the task that the king asked to the court cook?
   A. He asked them to prepare the birthday party.
   B. He asked them to prepare the new year's eve party.
   C. He asked them to prepare the wedding feast.
   D. He asked them to prepare the wedding anniversary day.
12. When did the king get angry about his favorite dish?
   A. On the king's birthday
   B. On the wedding day
   C. On the wedding anniversary day
   D. A, B and C are all wrong

Read the following text to answer questions 13-21.

The Three Sheiks and Queen of Arabia

Maura, who liked to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just threes sheiks, all equally young and handsome, rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks, as they were about to have dinner, and asked them for something to eat.

The first gave her some leftover food; the second gave her some unappetizing camel's tail; the third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheiks' camp.

The following day the queen invited the three sheiks to dinner at her palace. She ordered her servants to give each one exactly what they had given her the evening before.

Hakim, who received a plate of delicious meat, refused to eat it if the other two could not share it with him, and this act finally convinced Queen Maura that he was the man for her.

"Without question, Hakim is the most generous of you," she announced her choice to the sheiks, "So, it is Hakim I will marry."

13. What does the text mainly tell us about?
   A. Queen of Arabia and thrree sheiks
   B. The three sheiks
   C. The most powerful queen of Arabia
   D. Sheik Hakim
14. The word "discarded" in line 3 is synonym to which of the following?
   A. Accepted
   B. Eliminated
   C. Increased
   D. Divided

15. What did Queen Maura do in the camp of the three sheiks?
   A. She had dinner and cooked something to eat for them.
   B. She had dinner and brought something to eat for them.
   C. She had dinner and asked them for something to eat.
   D. She had dinner and ordered something to eat for them.
16. Which of the following is NOT mentioned in the passage about what the three sheiks gave to Queen Maura?
   A. They gaver her some unappetizing camel's tail.
   B. They gave her some of the most tender and tasty meat.
   C. They gave her some vegetarian food.
   D. They gave her some leftover food.
17. The pronoun "She" in line 14 refers to... .
   A. the servant
   B. the queen's sister
   C. the housekeeper
   D. the queen
18. The queen ordered her servants to give the three sheiks the same kind of food she got from them at the evening before because... .
   A. she wanted to entertain her guests
   B. she wanted to see the three sheiks' reaction
   C. she wanted to test the three sheiks' taste
   D. she wanted to make fun of the three sheiks
19. Why did Queen Maura convince that Hakim was the man for her?
   A. Because he refused to eat the dinner without the other two sheiks.
   B. Because he made the dinner by his own self.
   C. Because he served the most delicious dinner for Queen Maura and the others.
   D. Because he invited the other sheiks to join the dinner with Queen Maura.
20. The pronoun "it" in line 17 refers to... .
   A. Queen Maura's choice
   B. the camp of the three sheiks
   C. Queen Maura's palace
   D. a plate of delicious meat
21. What is the main idea of paragraph 6?
   A. Hakim was served with succulent meat.
   B. Hakim was satisfied with the food that was served by the queen.
   C. Hakim had made the queen find the solution for her problem.
   D. Hakim wanted to share the food with the other sheiks.

Read the following text to answer questions 22-26.

Sangkuriang

A long time ago, the ancient land of Sunda was ruled by a king and queen who had but a single daughter. Her name was Dayang Sumbi. She was beautiful and clever but also pampered and spolited.

One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father's magic powers. She named him Sangkuriang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkuriang became handsome and brave.

One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkuriang worried about facing his mother empty-handed. Desperate, he took an arrow and shot the dog. He returned home and handed over the meat to his pleased mother. Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother, they did not recognize each other. He proposed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancee's hair, Dayang Sumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth to him, she tried unsuccessfully to dissuade him. Desperate to avoid the marriage, she set conditions she thought impossible to meet. Sangkuriang had to make a lake that filled the whole valley and build a boat for the couple to sail in, all before dawn.

Sangkuriang started to work. His love gave him extraordinary strength, and he used his magic powers to summon the spirits to help him. With boulders and mud they dammed the river in the valley and the water rose and began to form a lake. In the early morning hours he chopped down a huge tree in the forest and began hollowing it out to make a boat. When Dayang Sumbi saw that he was about to accomplish what she has thought impossible, she called on the gods to bring the sun up early and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he cursed Dayang Sumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming the mountain Tangkuban Perahu (Upturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called Bukit Tinggi. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and Dayang Sumbi drowned themselves. They were never heard of again.

22. Who was Dayang Sumbi's husband?
   A. Sangkuriang
   B. Her father
   C. Tumang
   D. Her uncle
23. Why did Sangkuriang kill his dog? Because...
   A. he worried about facing his mother empty handed
   B. it had married his mother
   C. he wanted to take its powers
   D. he loved Dayang Sumbi
24. Why did Dayang Sumbi avoid to marry Sangkuriang? Because... .
   A. he had shot her dog
   B. he did not have magic powers
   C. she detected the scar on his head
   D. she did not love him

25. What did Sangkuriang do after he realized that he had been deceived?
   A. He took an arrow and shot Dayang Sumbi.
   B. He cursed Dayang Sumbi and kicked the half-finished boat back into the forest.
   C. He struck Dayang Sumbi so hard on the temple that she collapsed.
   D. He returned home and handed over the dead body of Dayang Sumbi.
26. "There it lies upside down today... ." The pronoun "it" in the last paragraph refers to... .
   A. the sun
   B. the valley
   C. the half-finished boat
   D. a huge tree

Read the following text to answer questions 27-33.

The White Butterfly

An old man named Takahama lived in a little house behind the cemetery of the temple of Sozanji. He was extremely amiable and generally liked by his neighbors, though most of them considered him to be a little mad. His madness, it would appear, entirely rested upon the fact that he had never married or had an intimate companionship with women.

One summer day he became very ill, so ill, in fact, that he called his sister and her son. They both came and did all they could to bring comfort during his last hours. While they watched, Takahama fell asleep; but he had no sooner done so then a large white butterfly flew into the room and rested on the old man's pillow. The young man tried to drive it away with a fan; but it came back three times, as if loath to leave the sufferer.

At last Takahama's nephew chased it out into the garden, through the gate, and into the cemetery beyond, where it lingered over a woman's tomb, and then mysteriously disappeared. On examining the tomb the young man found the name "Akiko" written upon it, together with a description narrating how Akiko died when she was eighteen. Though the tomb was covered with moss and must have been erected fifty years previously, the boy saw that it was surrounded with flowers, and that the little water tank had been recently filled.

When the young man returned to the house he found that Takahama had passed away, and he returned to his mother and told her what he had seen in the cemetery.

"Akiko?" murmured his mother. "When your uncle was young he was betrothed to Akiko. She died shortly before her wedding day. When Akiko left this world your uncle resolved never to marry, and to live ever near her grave. For all these years he has remained faithful to his vow, and kept in his heart all the sweet memories of his one and only love. Every day Takahama went to the cemetery, whether the air was fragrant with summer breeze or thick with falling snow. Every day he went to her grave and prayed for her happiness, swept the tomb and set flowers there. When Takahama was dying, and he could no longer perform his loving task, Akiko came for him. That white butterfly was her sweet and loving soul."

27. The pronoun "it" in line 4 refers to... .
   A. a little house
   B. the temple of Sozanji
   C. Takahama's madness
   D. a woman's tomb

28. How was the problem resolved?
   A. Takahama's sister and her son came to bring comfort during Takahama's last hours.
   B. Takahama was sent to the hospital by his sister.
   C. Akiko came to Takahama and accompanied him until his last breath.
   D. Takahama's neighbors came did all the things they could do.

29. All of the followings are true about what Takahama's nephew found in the cemetery beyond, EXCEPT... .
   A. he found Akiko's tomb
   B. he knew that Akiko died when she was fifty
   C. he knew about Akiko's death
   D. he saw that Akiko's tomb was surrounded with flowers

30. The word "erected" in line 21 is synonym to which of the following?
   A. Destroyed
   B. Left
   C. Built
   D. Changed

31. "... your uncle resolved never to marry... ." The word "resolved" in the last paragraph is closest in meaning to which of the following?
   A. Overcame
   B. Decided
   C. Recalled
   D. Remembered

32. According to the passage, who did come for Takahama when he was dying?
   A. Akiko
   B. Takahama's mother
   C. Takahama's brother
   D. Akiko's uncle

33. According to the passage, what does the white butterfly represent? It represented... .
   A. the angel who came to take Takahama's soul away
   B. the common butterfly
   C. Takahama's sweet and loving soul
   D. Akiko's sweet and loving soul

Read the following text to answer questions 34-40.

The Legend of Banyuwangi

Once upon a time, in eastern part of Java Island, there was a kingdom ruled by a king. The king's name was Prabu Menak Prakoso. One day, Prabu Menak and his soldiers invaded the kingdom of Klungkung in Bali. The king of Klungkung was killed, yet his daughter, Made Surati, and his son, Agung Bagus Mantra, were able to escape and hide in the jungle.

Prabu Menak Prakoso had a son named Raden Banterang. He was such a handsome young man. One day, Raden Banterang went to the jungle for hunting. It was in the jungle that Raden Banterang met Made Surati. She was then taken to Blambangan to be his wife. Raden Banterang and Made Surati enjoyed a happy life in the Palace.

When Raden Banterang was hunting one day, Made Surati was surprised by the arrival of a dirty beggar asking for her pity. The princess was surprised to find that the beggar was her older brother, Agung Bagus Mantra. She promptly squatted and embraced her brother's legs. However, her great respect of her brother was not well accepted. Instead, Agung Bagus Mantra asked his sister to kill Raden Banterang. But such a request was rejected. He was very angry with her and came up with a sly idea to slander her.

Slowly but surely, Agung succeeded in convincing Raden Banterang that his wife had been involved in a scandal with another man. Asking for compassion, Made Surati tried to tell the truth and denied her husband's accusation. Hearing his wife explanation, the king became angrier and angrier. As a proof of her sacred love, she asked her husband to kill her. As her last request, she asked her husband to throw her dead body into the river. She said that if the water in the river smelled terrible, it meant that she had ever been sinful. But if it smelled fragrant, it meant that she was innocent.

Raden Banterang who was unable to control his emotions soon stabbed his kerís (dagger) into his wife's chest. She died instantly. The dead body of Made Surati was quickly thrown into the dirty river. Raden Banterang was shocked to see the river suddenly become clean and as clear as glass with a fragrant smell. Raden Banteraflll screamed crazily and regretted his deed. He walked unsteadìly and fell into the river screaming, "Banyu… Wangì… Banyuwangi!" This means "fragrant water". Banyuwangi was born from the proof of noble and sacred love. From then on, the place is called Banyuwangi.

34. What was the kingdom that Prabu Menak and his soldiers invaded?
   A. The kingdom of Sriwijaya in Palembang
   B. The kingdom of Majapahit in East Java
   C. The kingdom of Kutai in East Kalimantan
   D. The kingdom of Klungkung in Bali

35. Who was Raden Banterang met in the jungle?
   A. Gayatri Rajapatni
   B. Made Surati
   C. Maharani Shima
   D. Dyah Tulodong

36. The word "rejected" in line 21 is closest in meaning to which of the following?
   A. Refused
   B. Accepted
   C. Confused
   D. Thought

37. The word "sly" in line 22 is nearly means... .
   A. brilliant
   B. great
   C. awesome
   D. cunning

38. What was the last request of Made Surati to her husband?
   A. She asked her husband to kill Agung Bagus Mantra.
   B. She asked her husband to find her dead body in the river.
   C. She asked her husband to throw her dead body into the river.
   D. She asked her husband to throw the dead body of Agung Bagus Mantra into the valley.

39. "But if it smelled fragrant... ." The word "it" in paragraph 4 refers to... .
   A. the truth
   B. the dead body
   C. the water in the river
   D. the dagger

40. The primary purpose of the author is... .
   A. to describe the reader how the kingdoms were attacked by Prabu Menak Prakoso
   B. to entertain the reader how the river was called Banyuwangi
   C. to explain the reader how Made Surati rejected her brother's request
   D. to tell the reader how the dead body of Made Surati was thrown into the river

Answer Key

A. Golden Eggs
1. C
2. A
3. B
4. D
5. A
6. C
7. D

B. The Careless Girl
8. D
9. A
10. D
11. C
12. B

C. The Three Sheiks and Queen of Arabia
13. A
14. B
15. C
16. C
17. D
18. B
19. A
20. D
21. C

D. Sangkuriang
22. C
23. A
24. C
25. B
26. C

E. The White Butterfly
27. C
28. A
29. B
30. C
31. B
32. A
33. D

F. The Legend of Banyuwangi
34. D
35. B
36. A
37. D
38. C
39. C
40. B

Answer Sheet

Name **:**
Class **:**
Subject **:**

No.	A	B	C	D
1				
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APPENDIX M

The Score of Control Group

No.	Student's Name	Test Score	
		Pre-test	Post-test
1.	Student 1	62,5	65
2.	Student 2	37,5	42,5
3.	Student 3	50	57,5
4.	Student 4	42,5	42,5
5.	Student 5	45	55
6.	Student 6	50	62,5
7.	Student 7	42,5	45
8.	Student 8	65	72,5
9.	Student 9	37,5	42,5
10.	Student 10	52,5	62,5
11.	Student 11	50	57,5
12.	Student 12	52,5	62,5
13.	Student 13	62,5	72,5
14.	Student 14	45	55
15.	Student 15	50	57,5
16.	Student 16	42,5	45
17.	Student 17	45	55
18.	Student 18	52,5	65
19.	Student 19	37,5	42,5
20.	Student 20	42,5	45
21.	Student 21	75	85
22.	Student 22	65	77,5
23.	Student 23	50	57,5
24.	Student 24	45	55
25.	Student 25	37,5	42,5
26.	Student 26	62,5	72,5
27.	Student 27	42,5	45
28.	Student 28	37,5	42,5
29.	Student 29	52,5	65
30.	Student 30	75	77,5

APPENDIX N

The Score of Experimental Group

No.	Student's Name	Test Score	
		Pre-test	Post-test
1.	Student 1	32,5	35
2.	Student 2	65	65
3.	Student 3	45	47,5
4.	Student 4	40	40
5.	Student 5	57,5	62,5
6.	Student 6	70	75
7.	Student 7	45	47,5
8.	Student 8	30	32,5
9.	Student 9	52,5	55
10.	Student 10	37,5	40
11.	Student 11	30	32,5
12.	Student 12	32,5	35
13.	Student 13	57,5	62,5
14.	Student 14	37,5	37,5
15.	Student 15	40	40
16.	Student 16	45	52,5
17.	Student 17	30	32,5
18.	Student 18	65	70
19.	Student 19	30	32,5
20.	Student 20	52,5	55
21.	Student 21	32,5	37,5
22.	Student 22	70	75
23.	Student 23	37,5	40
24.	Student 24	40	47,5
25.	Student 25	32,5	37,5
26.	Student 26	37,5	37,5
27.	Student 27	40	47,5
28.	Student 28	57,5	62,5
29.	Student 29	45	52,5
30.	Student 30	52,5	52,5

ATTENDANCE LIST OF CONTROL GROUP

CLASS: VIII.3

No.	Nama	Date / Meeting, September, October – November													
		24	26	1	10	15	17	22	24	29	31	5	7	12	14
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	Anggie Gemilang	·	·	·	·	·	·	·	·	·	·	·	·		·
2.	Bagus Oki	·	·	·	·	·	·	·	·	·	i	·	·		·
3.	Bima Nurhasan	·	·	·	·	·	·	·	·	·	·	·	·	·	·
4.	Cindy Claudia	·	·	·	·	·	·	·	·	·	·	·	·	·	·
5.	Dea Putri Ramadani	·	·	·	·	·	·	·	·	·	·	·	·	·	·
6.	Firdaus Syahputra	·	·	·	·	·	·	·	·	·	·	·	·	·	·
7.	Firman Saputra	·	·	·	·	·	·	·	·	·	·	·	·	·	·
8.	Fitriana	·	·	·	·	·	·	·	·	·	·	·	·	·	·
9.	Harun Firmansyah	·	·	·	·	·	·	·	·	·	·	·	·	·	·
10.	Jenifer Charles	·	·	·	·	·	·	·	·	·	·	·	·	·	·
11.	Jolie Adlyn Febryane	·	·	·	S	·	·	·	·	·	·	·	·		·
12.	Lidiani Muhlisin			·	·	·	·	·	·	·	·	·	·	·	·
13.	M. Arief Fathur Rahman	·	·	·	·	·	·	·	·	·	·	·	·	·	
14.	M. Iqbal Ramadhan	·	·	·	·	·	·	·	·	·	·	·	·	·	
15.	M. Rifki Al-Fatahilah	·	·	·	·	·	·	·	·	·	·	·	·	·	·
16.	M. Rizky Putra Pratama	·	·	·	·	·	·	·	·	·	·	·	·	·	·
17.	Malik Alfarisi	·	·	·	·	·	·	·	·	·	·	·	·		·
18.	Marisa Angkasari	·	·	·	·	·	·	·	·	·	·	·	·	·	·
19.	Melani Safitri	·	·	·	·	·	·	·	·	·	·	·	·	·	·
20.	Melza Junianti	·	·	·	·	·	·	·	·	·	·	·	·	·	
21.	Msy. Salsabillah	·	·	·	·	·	·	·	S	·	·	·	·	·	·
22.	Muhammad Aidil Fikri	·	·	·	·	·	·	·	·	·	·	·	·	·	·
23.	Muhammad Arief Pratama	·	·	·	·	·	·	·	·	·	·	·	·	·	·
24.	Muhammad Khoiri	·	·	·	·	·	·	·	·	·	·	·	·	·	·
25.	Muhammad Yamin Harahap	·	·	·	·	·	·	·	·	·	·	·	·	·	·
26.	Mutiara Rahmadini	·	·	·	·	·	·	·	·	·	·	·	·	·	·
27.	Natasha Rahma Utami	·	·	·	·	·	·	·	·	·	·	·	·	·	·
28.	Nyayu Nurdini Hanifati	i	·	·	·	·	·	·	·	·	·	·	·	·	·
29.	Pery Yuniarti	·	·	·	·	·	·	·	·	·	·	·	·	·	·
30.	Reno Adrian Pradhiptama	·	·	·	·	·	·	·	·	·	·	·	·	·	
31.	Rindo Ratu Adil	·	·	·	·	·	·	·	·	·	·	·	·	·	·
32.	Riska Okuraya	·	·	·	·	·	·	·	·	·	·	·	·	·	·
33.	Rizky Romadhan	·	·	·	·	·	·	·	·	·	·	·	·	·	·
34.	Salma Salsabila	·	·	·	·	·	·	·	·	·	·	·	·	·	·
35.	Sri Wulan Darry	·	·	·	·	·	·	·	·	·	·	·	·	·	·
36.	Susila Aprilia Maharani	·	·	·	·	·	·	·	·	·	·	·	·	·	
37.	Titah Esa Ariyani	·	·	·	·	·	·	·	·	·	·	·	·	·	·
38.	Vinka Adella	·	·	·	·	·	·	·	·	·	·	·	·	·	·
39.	Wardha Suada	·	·	·	·	·	·	·	·	·	·	·	·	·	·
40.	Yuda Putra	·	·	i	·	·	·			·	·	·	·	·	·

Palembang,   ,   2016

Writer,   English Teacher,

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ATTENDANCE LIST OF EXPERIMENTAL GROUP

CLASS: VIII.2

No.	Nama	Date / Meeting, July – August – September													
		21	23	28	30	12	14	19	21	26	28	2	4	9	11
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	Adelia Rahmadani	·	·	·	·	·	·	·	·	·	·	·	·	·	·
2.	Ahmad Hanif Aqilah	·	·	·	·	·	·	·	·	·	·	·	·	·	·
3.	Ahmad Juliansyah Dwi Saputra	·	·	·	·	·	·	·	·	·	·	·	·	·	·
4.	Andika Wijaya Saputra	·	·	·	·	·	·	·	·	·	·	·	·	·	·
5.	Aulia Miftaliha	·	·	·	·	·	·	·	·	·	·	·	·	·	·
6.	Dian Tri Lestari	·	·	·	·	·	·	·	·	·	·	·	·	·	·
7.	Fahrul Rosi	·	·	·	·	·	·	·	·	·	·	·	·	·	·
8.	M. Akbar	·	·	·	·	·	·	·	·	·	S	·	·	·	·
9.	M. Dendi Saputra	·	·	·	·	·	·	·	·	·	·	·	·	·	·
10.	M. Fikih Abdurohman	·	·	·	·	·	·	·	·	·	·	·	·	·	·
11.	M. Irhas	·	·	·	·	·	·	·	·	·	·	·	·	·	·
12.	M. Johansyah Putra	·	·	·	·	·	·	·	·	·	·	·	·	·	·
13.	M. Leon Dirgantara	·	·	·	·	·	·	·	·	·	·	·	·	·	·
14.	M. Ramadhoni	·	·	·	·	S	·	·	·	·	·	·	·	·	·
15.	M. Rio Valen Sambora	·	·	·	·	·	·	·	·	·	·	·	·	·	·
16.	M. Rizky Dwi Putra	·	·	·	·	·	·	·	·	·	·	·	·	·	·
17.	M. Zaki Romadhon	·	·	·	·	·	·	·	·	·	·	·	·	·	·
18.	Mardiana	·	·	·	·	·	·	·	·	·	·	·	·	·	·
19.	Maya Nia Permata Sari	·	·	·	·	·	·	·	·	·	·	·	·	·	·
20.	Meta Putri Farisa	·	·	·	·	·	·	·	·	·	·	·	·	·	·
21.	Miranda	·	·	·	·	·	·	·	·	·	·	·	·	·	·
22.	Moza Ratu Pradiva	·	·	·	·	·	·	·	·	·	·	·	·	·	·
23.	Muhammad Alief Syahbana	·	·	·	·	·	·	·	·	·	·	·	·	·	·
24.	Muhammad Deo Dwiyatama	·	·	·	·	·	·	·	·	·	·	·	·	·	·
25.	Muhammad Ridho Pratama	S	·	·	·	·	·	·	·	·	·	·	·	·	·
26.	Muhammad Rizky Azhari	·	·	·	·	·	·	·	·	·	·	·	·	·	·
27.	Nabila	·	·	·	·	·	·	·	·	·	·	·	·	·	·
28.	Namira Febriyanti	·	·	·	·	·	·	·	·	·	·	·	·	·	·
29.	Oktavianti	·	·	·	·	·	·	·	·	·	·	·	·	·	·
30.	Rahmat Bagus A. S.	·	·	·	·	·	·	·	·	·	·	·	·	·	·
31.	Riska	·	·	·	·	·	·	·	·	·	·	·	·	·	·
32.	Rozan Meizialia	·	·	·	·	·	·	·	·	·	·	·	·	·	·
33.	Sefira Anggun Salsabila	·	·	·	·	·	·	·	·	·	·	·	·	·	·
34.	Septa Satriansyah Sarwan	·	·	·	·	·	·	·	·	·	·	·	·	·	·
35.	Sofian Isroq	·	·	·	·	·	·	·	·	·	·	·	·	·	·
36.	Suci Indah Sari	·	·	·	·	·	·	·	·	·	·	·	·	·	·
37.	Syakila Atenta	·	·	·	·	·	·	·	·	·	·	·	·	·	·
38.	Thalita Dwi Salsabila	·	·	·	·	·	·	·	·	·	·	·	·	·	·
39.	Virzinia Asmara	·	·	·	·	·	·	·	·	·	·	·	·	·	·
40.	Yesi Apriani	·	·	·	·	·	·	·	·	·	·	·	·	·	·

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		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007	VAR00008	VAR00009	VAR00010	VAR00011	VAR00012	VAR00013	VAR00014
VAR00001	Pearson Correlation	1	-.145	-.347	-.098	-.230	.000	.048	-.045	-.309	.263	.257	-.154	.036	.099
	Sig. (2-tailed)		.443	.060	.608	.221	1.000	.803	.812	.097	.160	.171	.416	.849	.604
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00002	Pearson Correlation	-.145	1	-.208	.000	-.113	.530**	-.145	-.035	.177	-.302	.138	-.177	-.250	.264
	Sig. (2-tailed)	.443		.271	1.000	.552	.003	.443	.856	.350	.105	.466	.350	.183	.159
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00003	Pearson Correlation	-.347	-.208	1	.031	.480**	-.391*	.106	.139	.196	-.146	-.005	.489**	-.035	-.146
	Sig. (2-tailed)	.060	.271		.871	.007	.032	.578	.465	.300	.441	.980	.006	.856	.441
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00004	Pearson Correlation	-.098	.000	.031	1	.337	-.126	.293	.402*	.443*	.135	-.155	.253	.000	-.067
	Sig. (2-tailed)	.608	1.000	.871		.069	.505	.116	.028	.014	.477	.414	.177	1.000	.723
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00005	Pearson Correlation	-.230	-.113	.480**	.337	1	-.267	-.066	.323	.533**	-.364*	-.146	.533**	-.113	-.193
	Sig. (2-tailed)	.221	.552	.007	.069		.155	.730	.081	.002	.048	.441	.002	.552	.306
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00006	Pearson Correlation	.000	.530**	-.391*	-.126	-.267	1	-.309	-.245	.100	-.107	.342	-.200	-.177	-.107
	Sig. (2-tailed)	1.000	.003	.032	.505	.155		.097	.193	.599	.575	.064	.289	.350	.575
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00007	Pearson Correlation	.048	-.145	.106	.293	-.066	-.309	1	.408*	-.154	.099	-.045	.000	.036	.263
	Sig. (2-tailed)	.803	.443	.578	.116	.730	.097		.025	.416	.604	.812	1.000	.849	.160
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00008	Pearson Correlation	-.045	-.035	.139	.402*	.323	-.245	.408*	1	.489**	-.146	-.148	.342	.138	-.146
	Sig. (2-tailed)	.812	.856	.465	.028	.081	.193	.025		.006	.441	.434	.064	.466	.441
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00009	Pearson Correlation	-.309	.177	.196	.443*	.533**	.100	-.154	.489**	1	-.267	-.391*	.550**	-.177	-.267
	Sig. (2-tailed)	.097	.350	.300	.014	.002	.599	.416	.006		.155	.032	.002	.350	.155
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00010	Pearson Correlation	.263	-.302	-.146	.135	-.364*	-.107	.099	-.146	-.267	1	-.146	-.267	-.113	.148
	Sig. (2-tailed)	.160	.105	.441	.477	.048	.575	.604	.441	.155		.441	.155	.552	.436
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

VAR00011	Pearson Correlation	.257	.138	-.005	-.155	-.146	.342	-.045	-.148	-.391'	-.146	1	-.098	.138	-.302
	Sig. (2-tailed)	.171	.466	.980	.414	.441	.064	.812	.434	.032	.441		.607	.466	.104
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00012	Pearson Correlation	-.154	-.177	.489**	.253	.533**	-.200	.000	.342	.550**	-.267	-.098	1	.177	-.267
	Sig. (2-tailed)	.416	.350	.006	.177	.002	.289	1.000	.064	.002	.155	.607		.350	.155
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00013	Pearson Correlation	.036	-.250	-.035	.000	-.113	-.177	.036	.138	-.177	-.113	.138	.177	1	-.302
	Sig. (2-tailed)	.849	.183	.856	1.000	.552	.350	.849	.466	.350	.552	.466	.350		.105
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00014	Pearson Correlation	.099	.264	-.146	-.067	-.193	-.107	.263	-.146	-.267	.148	-.302	-.267	-.302	1
	Sig. (2-tailed)	.604	.159	.441	.723	.306	.575	.160	.441	.155	.436	.104	.155	.105	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00015	Pearson Correlation	-.066	-.113	.010	.135	-.023	.053	-.230	-.146	.053	-.023	.010	-.107	.075	-.364'
	Sig. (2-tailed)	.730	.552	.956	.477	.905	.780	.221	.441	.780	.905	.956	.575	.692	.048
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00016	Pearson Correlation	-.145	.167	.484**	-.224	.075	.000	-.145	.138	.177	-.113	-.035	.354	-.042	.075
	Sig. (2-tailed)	.443	.379	.007	.235	.692	1.000	.443	.466	.350	.552	.856	.055	.827	.692
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00017	Pearson Correlation	-.270	-.145	.257	.293	.263	-.154	.048	.408'	.463**	.099	-.347	.154	-.327	.099
	Sig. (2-tailed)	.149	.443	.171	.116	.160	.416	.803	.025	.010	.604	.060	.416	.077	.604
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00018	Pearson Correlation	-.189	-.276	.398'	.176	.558**	-.390'	-.361'	.234	.446'	-.333	-.256	.613**	.118	-.333
	Sig. (2-tailed)	.317	.140	.029	.352	.001	.033	.050	.212	.014	.072	.172	.000	.534	.072
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00019	Pearson Correlation	.015	-.101	.172	.331	.233	-.333	-.132	.312	.381'	.385'	-.386'	.238	-.101	.081
	Sig. (2-tailed)	.939	.596	.363	.074	.215	.072	.486	.094	.038	.035	.035	.206	.596	.670
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00020	Pearson Correlation	.106	-.208	-.005	.031	-.459'	.049	.408'	.282	-.098	.010	.139	.049	.311	.010
	Sig. (2-tailed)	.578	.271	.980	.871	.011	.797	.025	.131	.607	.956	.465	.797	.094	.956
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

VAR00021	Pearson Correlation	-.154	.354	.049	-.126	-.107	.250	-.154	-.098	-.200	-.107	.196	-.200	-.177	.053
	Sig. (2-tailed)	.416	.055	.797	.505	.575	.183	.416	.607	.289	.575	.300	.289	.350	.780
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00022	Pearson Correlation	.098	.224	-.340	.280	.135	.063	-.098	.031	.253	.135	.031	.063	.224	-.270
	Sig. (2-tailed)	.608	.235	.066	.134	.477	.740	.608	.871	.177	.477	.871	.740	.235	.150
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00023	Pearson Correlation	-.066	-.302	.323	.135	.489"	-.426'	.099	.480"	.213	-.193	-.146	.213	-.113	-.193
	Sig. (2-tailed)	.730	.105	.081	.477	.006	.019	.604	.007	.258	.306	.441	.258	.552	.306
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00024	Pearson Correlation	-.045	-.035	-.005	.217	.480"	.342	-.347	.282	.636"	-.302	-.005	.489"	-.035	-.302
	Sig. (2-tailed)	.812	.856	.980	.250	.007	.064	.060	.131	.000	.104	.980	.006	.856	.104
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00025	Pearson Correlation	.098	.000	.031	.040	-.067	.063	-.098	.031	.253	-.067	-.155	.443'	.224	.135
	Sig. (2-tailed)	.608	1.000	.871	.834	.723	.740	.608	.871	.177	.723	.414	.014	.235	.477
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00026	Pearson Correlation	.171	.049	-.095	.088	-.015	.139	-.043	.109	.347	-.015	-.298	.347	.049	.207
	Sig. (2-tailed)	.366	.797	.618	.645	.938	.465	.822	.568	.061	.938	.109	.061	.797	.272
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00027	Pearson Correlation	-.045	.311	-.148	-.155	-.302	.489"	-.045	-.005	-.245	-.146	.282	-.391'	.138	.010
	Sig. (2-tailed)	.812	.094	.434	.414	.104	.006	.812	.980	.193	.441	.131	.032	.466	.956
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00028	Pearson Correlation	-.145	.375'	.311	-.224	.075	.177	-.145	-.208	-.177	-.302	.311	-.177	-.042	.264
	Sig. (2-tailed)	.443	.041	.094	.235	.692	.350	.443	.271	.350	.105	.094	.350	.827	.159
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00029	Pearson Correlation	-.017	-.079	.234	-.035	.380'	-.223	-.189	.234	.446'	-.154	-.420'	.613"	-.079	.024
	Sig. (2-tailed)	.928	.679	.212	.853	.038	.236	.317	.212	.014	.415	.021	.000	.679	.901
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00030	Pearson Correlation	.155	-.079	-.093	-.247	-.154	.446'	-.361'	-.256	-.223	.024	.398'	-.056	.118	-.154
	Sig. (2-tailed)	.414	.679	.626	.189	.415	.014	.050	.172	.236	.901	.029	.770	.534	.415
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

VAR00031	Pearson Correlation	-.218	-.333	.208	.089	.000	-.141	.073	.208	.141	.151	-.208	.141	.000	.000
	Sig. (2-tailed)	.247	.072	.271	.638	1.000	.456	.702	.271	.456	.426	.271	.456	1.000	1.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00032	Pearson Correlation	-.154	-.177	-.098	.063	-.267	.100	.309	.196	-.050	.213	-.098	-.200	.000	.053
	Sig. (2-tailed)	.416	.350	.607	.740	.155	.599	.097	.300	.793	.258	.607	.289	1.000	.780
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00033	Pearson Correlation	.218	-.250	.138	.224	.075	.000	.036	-.035	.177	.075	-.035	.530''	.167	-.113
	Sig. (2-tailed)	.247	.183	.466	.235	.692	1.000	.849	.856	.350	.692	.856	.003	.379	.552
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00034	Pearson Correlation	-.111	-.327	.408'	.098	.592''	-.154	-.429'	.106	.463''	-.230	-.045	.617''	.036	-.395'
	Sig. (2-tailed)	.559	.077	.025	.608	.001	.416	.018	.578	.010	.221	.812	.000	.849	.031
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00035	Pearson Correlation	.208	-.068	.226	.000	.277	.289	-.386'	-.056	.289	-.185	.085	.433'	-.068	-.185
	Sig. (2-tailed)	.270	.721	.230	1.000	.138	.122	.035	.767	.122	.329	.656	.017	.721	.329
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00036	Pearson Correlation	-.089	-.408'	.508''	.365'	.431'	-.433'	.208	.508''	.433'	-.031	-.339	.577''	.102	-.185
	Sig. (2-tailed)	.640	.025	.004	.047	.017	.017	.270	.004	.017	.872	.067	.001	.591	.329
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00037	Pearson Correlation	.321	-.200	-.120	.060	-.342	.094	.029	-.120	-.331	.413'	.157	-.331	.134	.111
	Sig. (2-tailed)	.084	.288	.527	.754	.064	.619	.878	.527	.074	.023	.407	.074	.481	.560
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00038	Pearson Correlation	.279	-.067	-.172	.030	-.385'	.190	-.015	-.172	-.238	.223	.107	-.238	.101	.223
	Sig. (2-tailed)	.136	.724	.363	.875	.035	.314	.939	.363	.206	.236	.574	.206	.596	.236
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00039	Pearson Correlation	-.066	-.113	.167	-.067	.318	.053	-.230	.323	.533''	-.193	-.302	.373'	-.113	-.193
	Sig. (2-tailed)	.730	.552	.378	.723	.087	.780	.221	.081	.002	.306	.104	.042	.552	.306
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00040	Pearson Correlation	.155	.118	-.093	.176	.024	.279	-.017	.071	.279	.024	.071	.446'	.118	.024
	Sig. (2-tailed)	.414	.534	.626	.352	.901	.136	.928	.710	.136	.901	.710	.014	.534	.901
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

VAR00041	Pearson Correlation	.000	-.354	.342	-.126	.213	-.050	.000	.196	.100	.053	-.098	.400*	.177	-.267
	Sig. (2-tailed)	1.000	.055	.064	.505	.258	.793	1.000	.300	.599	.780	.607	.029	.350	.155
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00042	Pearson Correlation	-.262	-.200	.296	.418*	.413*	-.331	.029	.157	.378*	.111	-.259	.520**	-.033	-.040
	Sig. (2-tailed)	.161	.288	.113	.021	.023	.074	.878	.407	.039	.560	.167	.003	.861	.833
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00043	Pearson Correlation	.106	.311	-.292	-.155	-.302	.636**	-.045	-.148	-.098	-.146	.569**	-.098	-.035	-.302
	Sig. (2-tailed)	.578	.094	.118	.414	.104	.000	.812	.434	.607	.441	.001	.607	.856	.104
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00044	Pearson Correlation	.279	-.067	-.591**	.211	-.385*	.190	.132	-.033	-.095	.223	-.033	-.238	.101	-.081
	Sig. (2-tailed)	.136	.724	.001	.264	.035	.314	.486	.864	.617	.236	.864	.206	.596	.670
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00045	Pearson Correlation	-.029	-.134	.259	.478**	.342	-.520**	.117	.397*	.331	.191	-.434*	.472**	.200	.040
	Sig. (2-tailed)	.878	.481	.167	.008	.064	.003	.539	.030	.074	.311	.016	.008	.288	.833
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00046	Pearson Correlation	.154	-.177	.196	.253	.533**	-.050	.000	.342	.550**	-.107	-.245	.700**	.000	-.267
	Sig. (2-tailed)	.416	.350	.300	.177	.002	.793	1.000	.064	.002	.575	.193	.000	1.000	.155
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00047	Pearson Correlation	.206	-.145	-.045	.098	-.066	.309	-.111	-.347	.000	.263	.106	.309	-.145	-.066
	Sig. (2-tailed)	.274	.443	.812	.608	.730	.097	.559	.060	1.000	.160	.578	.097	.443	.730
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00048	Pearson Correlation	-.045	-.208	.139	.217	.480**	.196	-.347	.139	.489**	-.146	-.005	.636**	-.035	-.459*
	Sig. (2-tailed)	.812	.271	.465	.250	.007	.300	.060	.465	.006	.441	.980	.000	.856	.011
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00049	Pearson Correlation	-.045	-.035	.282	.217	.480**	.049	-.196	.282	.489**	-.146	-.148	.636**	-.035	-.146
	Sig. (2-tailed)	.812	.856	.131	.250	.007	.797	.299	.131	.006	.441	.434	.000	.856	.441
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00050	Pearson Correlation	-.017	-.276	.234	.176	.558**	-.056	-.361*	.234	.613**	-.154	-.256	.613**	-.079	-.333
	Sig. (2-tailed)	.928	.140	.212	.352	.001	.770	.050	.212	.000	.415	.172	.000	.679	.072
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

VAR00051	Pearson Correlation	.155	-.079	-.093	-.247	-.333	.111	-.017	-.256	-.056	.024	-.093	.111	.118	-.154
	Sig. (2-tailed)	.414	.679	.626	.189	.072	.558	.928	.172	.770	.901	.626	.558	.534	.415
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00052	Pearson Correlation	.279	.101	-.172	-.150	-.537**	.190	.279	-.033	-.381*	.223	.247	-.523**	-.067	.223
	Sig. (2-tailed)	.136	.596	.363	.428	.002	.314	.136	.864	.038	.236	.189	.003	.724	.236
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00053	Pearson Correlation	-.098	.000	.031	-.200	-.067	.063	.098	-.340	.063	-.067	-.340	.063	-.224	.135
	Sig. (2-tailed)	.608	1.000	.871	.289	.723	.740	.608	.066	.740	.723	.066	.740	.235	.477
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00054	Pearson Correlation	-.111	.036	.257	-.098	.263	.154	-.111	.106	.463**	-.066	-.045	.617**	-.145	-.230
	Sig. (2-tailed)	.559	.849	.171	.608	.160	.416	.559	.578	.010	.730	.812	.000	.443	.221
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00055	Pearson Correlation	.015	.235	-.107	-.211	-.071	.523**	-.426*	-.247	.095	-.223	.312	-.190	-.269	-.223
	Sig. (2-tailed)	.939	.210	.574	.264	.709	.003	.019	.189	.617	.236	.094	.314	.150	.236
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00056	Pearson Correlation	.161	-.269	.312	-.030	.385*	-.333	.015	.312	.381*	-.223	-.107	.523**	.067	-.375*
	Sig. (2-tailed)	.394	.150	.094	.875	.035	.072	.939	.094	.038	.236	.574	.003	.724	.041
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00057	Pearson Correlation	.048	.036	.257	.293	.592**	.000	-.111	.257	.617**	-.066	-.196	.617**	-.145	-.230
	Sig. (2-tailed)	.803	.849	.171	.116	.001	1.000	.559	.171	.000	.730	.299	.000	.443	.221
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00058	Pearson Correlation	-.073	.000	.069	.268	.000	-.283	.364*	.346	.000	.151	.069	.000	.000	-.151
	Sig. (2-tailed)	.702	1.000	.716	.152	1.000	.130	.048	.061	1.000	.426	.716	1.000	1.000	.426
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00059	Pearson Correlation	.356	-.068	-.056	.183	-.031	.000	.059	.085	.000	-.031	.367*	.289	.272	-.339
	Sig. (2-tailed)	.053	.721	.767	.334	.872	1.000	.755	.656	1.000	.872	.046	.122	.146	.067
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30
VAR00060	Pearson Correlation	-.111	-.145	.408*	.098	.428*	.000	-.111	.106	.463**	-.066	-.045	.772**	-.145	-.230
	Sig. (2-tailed)	.559	.443	.025	.608	.018	1.000	.559	.578	.010	.730	.812	.000	.443	.221
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

```
CORRELATIONS
  /VARIABLES=Test1 Test2
  /PRINT=TWOTAIL NOSIG
  /MISSING=PAIRWISE.
```

Correlations

[DataSet1]

Correlations

		Test1	Test2
Test1	Pearson Correlation	1	.949**
	Sig. (2-tailed)		.000
	N	30	30
Test2	Pearson Correlation	.949**	1
	Sig. (2-tailed)	.000	
	N	30	30

**. Correlation is significant at the 0.01 level (2-tailed).

```
FREQUENCIES VARIABLES=Pretest_Experimental
  /ORDER=ANALYSIS.
```

Frequencies

[DataSet2]

Statistics

Pretest_Experimental

N	Valid	30
	Missing	0

Pretest_Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	4	13.3	13.3	13.3
	32	4	13.3	13.3	26.7
	37	4	13.3	13.3	40.0
	40	4	13.3	13.3	53.3
	45	4	13.3	13.3	66.7
	52	3	10.0	10.0	76.7
	57	3	10.0	10.0	86.7
	65	2	6.7	6.7	93.3
	70	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

```
FREQUENCIES VARIABLES=Pretest_Control
  /ORDER=ANALYSIS.
```

Frequencies

[DataSet3]

Statistics

Pretest_Control

N	Valid	30
	Missing	0

Pretest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37	5	16.7	16.7	16.7
	42	5	16.7	16.7	33.3
	45	4	13.3	13.3	46.7
	50	5	16.7	16.7	63.3
	52	4	13.3	13.3	76.7
	62	3	10.0	10.0	86.7
	65	2	6.7	6.7	93.3
	75	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

```
FREQUENCIES VARIABLES=Posttest_Experimental
  /ORDER=ANALYSIS.
```

Frequencies

[DataSet4]

Statistics

Posttest_Experimental

N	Valid	30
	Missing	0

Posttest_Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32	4	13.3	13.3	13.3
	35	2	6.7	6.7	20.0
	37	4	13.3	13.3	33.3
	40	4	13.3	13.3	46.7
	47	4	13.3	13.3	60.0
	52	3	10.0	10.0	70.0
	55	2	6.7	6.7	76.7
	62	3	10.0	10.0	86.7
	65	1	3.3	3.3	90.0
	70	1	3.3	3.3	93.3
	75	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

```
DATASET NAME DataSet5 WINDOW=FRONT.
DATASET CLOSE DataSet4.
FREQUENCIES VARIABLES=Posttest_Control
  /ORDER=ANALYSIS.
```

Frequencies

[DataSet5]

Statistics

Posttest_Control

N	Valid	30
	Missing	0

Posttest_Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	42	6	20.0	20.0	20.0
	45	4	13.3	13.3	33.3
	55	4	13.3	13.3	46.7
	57	4	13.3	13.3	60.0
	62	3	10.0	10.0	70.0
	65	3	10.0	10.0	80.0
	72	3	10.0	10.0	90.0
	77	2	6.7	6.7	96.7
	85	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Extension

Warnings

Text: \...
Text: \...
Text: A text string is not correctly enclosed in quotation marks on the command line. Literals may not be continued across command lines without the use of the continuation symbol '+'.
Subcommand SPECIFICATION: COMMAND has a missing or invalid value.
This command is not executed.

```
DESCRIPTIVES VARIABLES=Pretest_Experimental Posttest_Experimental
  /STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

[DataSet0]

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Experimental	30	30.00	70.00	44.4333	12.52772
Posttest_Experimental	30	32.00	75.00	47.7000	13.22002
Valid N (listwise)	30				

```
NEW FILE.
DATASET NAME DataSet1 WINDOW=FRONT.
DATASET CLOSE DataSet0.
DESCRIPTIVES VARIABLES=Pretest_Control Posttest_Control
  /STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

[DataSet1]

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Control	30	37.00	75.00	49.9667	10.84843
Posttest_Control	30	42.00	85.00	57.2000	12.41079
Valid N (listwise)	30				

```
NEW FILE.
DATASET NAME DataSet2 WINDOW=FRONT.
DATASET CLOSE DataSet1.
NPAR TESTS
  /K-S(NORMAL)=Pretest_Experimental Posttest_Experimental
  /MISSING ANALYSIS.
```

NPar Tests

[DataSet2]

One-Sample Kolmogorov-Smirnov Test

		Pretest_ Experimental	Posttest_ Experimental
N		30	30
Normal Parameters[a]	Mean	44.4333	47.7000
	Std. Deviation	12.52772	13.22002
Most Extreme Differences	Absolute	.172	.187
	Positive	.172	.187
	Negative	-.125	-.117
Kolmogorov-Smirnov Z		.940	1.022
Asymp. Sig. (2-tailed)		.340	.247

a. Test distribution is Normal.

```
NEW FILE.
DATASET NAME DataSet3 WINDOW=FRONT.
DATASET CLOSE DataSet2.
NPAR TESTS
  /K-S(NORMAL)=Pretest_Control Posttest_Control
  /MISSING ANALYSIS.
```

NPar Tests

[DataSet3]

One-Sample Kolmogorov-Smirnov Test

		Pretest_Control	Posttest_Control
N		30	30
Normal Parameters[a]	Mean	49.9667	57.2000
	Std. Deviation	10.84843	12.41079
Most Extreme Differences	Absolute	.192	.171
	Positive	.192	.171
	Negative	-.116	-.110
Kolmogorov-Smirnov Z		1.053	.934
Asymp. Sig. (2-tailed)		.217	.347

a. Test distribution is Normal.

```
NEW FILE.
DATASET NAME DataSet4 WINDOW=FRONT.
DATASET CLOSE DataSet3.
ONEWAY Ss_Score BY Categories
  /STATISTICS HOMOGENEITY
  /MISSING ANALYSIS.
```

Oneway

[DataSet4]

Test of Homogeneity of Variances

Ss_Score

Levene Statistic	df1	df2	Sig.
1.325	1	58	.254

ANOVA

Ss_Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	459.267	1	459.267	3.345	.073
Within Groups	7964.333	58	137.316		
Total	8423.600	59			

```
NEW FILE.
DATASET NAME DataSet5 WINDOW=FRONT.
DATASET CLOSE DataSet4.
ONEWAY Ss_Score BY Categories
  /STATISTICS HOMOGENEITY
  /MISSING ANALYSIS.
```

Oneway

[DataSet5]

Test of Homogeneity of Variances

Ss_Score

Levene Statistic	df1	df2	Sig.
.296	1	58	.588

ANOVA

Ss_Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1353.750	1	1353.750	8.235	.006
Within Groups	9535.100	58	164.398		
Total	10888.850	59			

```
DATASET CLOSE DataSet0.
T-TEST PAIRS=Posttest_Experimental WITH Pretest_Experimental (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.
```

T-Test

[DataSet1]

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest_Experimental	47.7000	30	13.22002	2.41363
	Pretest_Experimental	44.4333	30	12.52772	2.28724

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Posttest_Experimental & Pretest_Experimental	30	.985	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Posttest_Experimental - Pretest_Experimental	3.26667	2.30342	.42055	2.40656	4.12678	7.768	29	.000

```
NEW FILE.
DATASET NAME DataSet6 WINDOW=FRONT.
DATASET CLOSE DataSet5.
T-TEST GROUPS=Categories(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=Ss_Score
  /CRITERIA=CI(.9500).
```

T-Test

[DataSet6]

Group Statistics

	Categories	N	Mean	Std. Deviation	Std. Error Mean
Ss_Score	Posttest Control	30	57.2000	12.41079	2.26589
	Posttest Experimental	30	47.7000	13.22002	2.41363

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Ss_Score	Equal variances assumed	.296	.588	2.870	58	.006	9.50000	3.31057	2.87317	16.12683
	Equal variances not assumed			2.870	57.770	.006	9.50000	3.31057	2.87261	16.12739

DOCUMENTATION

CONSULTATION CARD

Student's Name : Wulandari Primadara
Student's Number : 09 25 0067
Faculty : Tarbiyah
Department : English Education
Proposal Title : Teaching Narrative Reading Using Shared Reading Strategy to the Eighth Grade Students of SMP Negeri 7 Palembang
Advisor I : Muhammad Hollandyah, M.Pd.

No.	Date	Aspect Consulted	Comment	Signature
	2-9-2016	Read more thesis in PBI For a good Framework of Your thesis!	1 - III	
	6/9-16	Revise	I - III	
	3/5-17	Revise many things make new Sk For advisors -	I - III	
	4/5-17	revise as suggested	I - III	
	5/5-17	ok. Continue the next chapter	I - III revise	
	8/5-17	chapter IV chapter IV	ok	
	9/5-17	chapter V	ok Register for the exam soon	
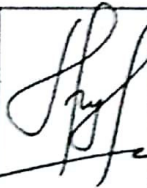
CONSULTATION CARD

Student's Name : Wulandari Primadara
Student's Number : 09 25 0067
Faculty : Tarbiyah
Department : English Education
Proposal Title : Teaching Narrative Reading Using Shared Reading Strategy to the Eighth Grade Students of SMP Negeri 7 Palembang
Advisor II : Winny Agustria Riznanda, M.Pd.

No.	Date	Aspect Consulted	Comment	Signature
1.	Oct. 16th, 2017	Title	ok	
		Chapter 1	• Is SR appropriate for the eighth graders? • Is SR appropriate for teaching narrative reading?	
		Chapter 2	• More theories on reading comprehension • Add the benefits of SR • Provide the teaching procedure of SR	
		Chapter 3	• Specify the operational definition • Primary sources • Revise the sampling method	
2.		Chapter 1	Elaborate your background Language → English → Reading Comprehension → Problem with reading → preliminary study → SR	
		Chapter 2	• More on the benefits of SR	
		Chapter 3	Primary sources: use Fraenkel, et. al, Creswell, etc.	

3.		Chapter 1	Provide data of the students' reading comprehension, & profile	
		Chapter 2	Fix the order • Definition of RC • Benefits of RC • Teaching procedure	
		Chapter 3	How did you choose which class belongs to which group	
4.		Chapter 1 Chapter 2 Chapter 3	ok ok ok Proceed to research	
5.	April 21st, 2017	Chapter 3 Chapter 4	ok • Decide the table (data frequency and descriptive statistics) • Decide the students based on the category	
6.	May 3rd, 2017	Chapter 4 Findings Interpretation	ok ok	
7.	May 4th, 2017	Chapter 5 Conclusion Suggestion Abstract	ok ok Revise the spacing and wording	
8.	May 4th, 2017	Abstract	ok	

PENGESAHAN PENGAJUAN JUDUL SKRIPSI

Nama : Wulandari Primadara
NIM : 09 25 0067
Program Study : Bahasa Inggris

Judul : TEACHING NARRATIVE READING USING SHARED READING STRATEGY TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 7 PALEMBANG.

Research Question : Is there any means significant improvement on students' narrative reading achievement average score taught by using Shared Reading strategy to the eighth grade students of SMP Negeri 7 Palembang?

Palembang, 23 Maret 2016

Mengetahui,

Mahasiswa yang Bersangkutan,

Hj. Lenny Marzulina, M.Pd
NIP. 19710131 201101 2 001

Wulandari Primadara
NIM. 09 25 0067

PENUNJUKKAN DOSEN PEMBIMBING SKRIPSI

Nama : Wulandari Primadara

NIM : 09250067

Prodi : Pendidikan Bahasa Inggris

Semester : 19

Judul : TEACHING NARRATIVE READING USING SHARED READING
: STRATEGY TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI
7 PALEMBANG

Pembimbing I	M. Hollandiyah, M.Pd
NIP.	(NIP. 19740507 201101 1001)
Pembimbing II	Winny Agustria Riznanda, M.Pd
NIP.	

Mengetahui,
Wakil Dekan I,

Dr. Dewi Warna, M.Pd.
NIP. 19740723 19903 2 002

Palembang, 01 Agustus 2016
Ketua Prodi Pendidikan Bahasa Inggris,

Hj. Lenny Marzulina, M.Pd.
NIP. 19710131 201101 2 001

1. Arsip Wakil Dekan I
2. Arsip Prodi
3. Arsip Kemahasiswaan

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

SURAT KEPUTUSAN DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN
UIN RADEN FATAH PALEMBANG
Nomor : B-3381/Un.09/II.1/PP.009/5/2017
Tentang
PENUNJUKKAN PEMBIMBING SKRIPSI
DEKAN FAKULTAS ILMU TARBIYAH DAN KEGURUAN UIN RADEN FATAH PALEMBANG

Menimbang	1.	Bahwa untuk mengakhiri Program Sarjana bagi seorang mahasiswa perlu ditunjuk ahli sebagai Dosen Pembimbing Utama dan Pembimbing Kedua yang bertanggung jawab untuk membimbing mahasiswa/i tersebut dalam rangka penyelesaian skripsinya.
	2.	Bahwa untuk lancarnya tugas tugas pokok tersebut perlu dikeluarkan surat keputusan tersendiri
Mengingat	1.	Undang – Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional
	2.	Undang – Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
	3.	Peraturan Pemerintah Nomor 60 Tahun 1999 tentang Pendidikan Tinggi.
	4.	Peraturan Pemerintah Nomor 9 Tahun 2003 tentang Wewenang Pengekatan, Pemindahan dan pemberhentian Pegawai Negeri Sipil;
	5.	Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
	6.	Keputusan Menteri Agama RI Nomor 53 Tahun 2015 tentang ORTAKER UIN Raden Fatah;
	7.	Peraturan Menteri Keuangan Nomor 53/FMK.02/2014 tentang Standar Biaya Masukan;
	8.	DIPA Universitas Islam Negeri Raden Fatah Palembang Tahun 2016;
	9.	Keputusan Rektor Universitas Islam Negeri Raden Fatah Nomor 669B Tahun 2014 tentang Standar Biaya Honorarium dilingkungan Universitas Islam Negeri Raden Fatah Palembang;
	10.	Peraturan Presiden Nomor 129 Tahun 2014 tentang Alih Status IAIN menjadi Universitas Islam Negeri;

MEMUTUSKAN

Menetapkan

PERTAMA : Menunjuk Saudara 1. M. Holandiyah, M.Pd   NIP. 19740507 201101 1 001
2. Winny Agustria Riznanda, M.Pd   NIK. 16050213311/BLU

Dosen Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang masing – masing sebagai Pembimbing Utama dan Pembimbing Kedua skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan atas nama saudara :

Nama : Wulandari Primadara
NIM : 09250067
Judul Skripsi : Teaching Narrative Reading Using Shared Reading Strategy to the Eighth Students of SMP Negeri 7 Palembang.

KEDUA : Kepada Pembimbing Utama dan Pembimbing Kedua tersebut diberi hak sepenuhnya untuk merevisi judul / kerangka dengan sepengetahuan Fakultas.

KETIGA : Kepadanya diberikan honorarium sesuai dengan ketentuan yang berlaku masa bimbingan dan proses penyelesaian skripsi diupayakan minimal 6 (enam) bulan.

KEEMPAT : Ketentuan ini mulai berlaku sejak tanggal ditetapkan oleh Fakultas.

Palembang, 8 Mei 2017
Dekan,

Prof. Dr. H. Kasinyo Harto, M.Ag.
NIP. 19710911 199703 1 004

Tembusan :

1. Rektor UIN Raden Fatah Palembang
2. Mahasiswa yang bersangkutan
3. Arsip

Nomor   : B – 3234/Un.09/II.I/PP.00.9/8/2016
Lampiran   : -
Perihal   : Mohon Izin Pengujian Soal Mahasiswa/i
Fakultas Tarbiyah UIN Raden Fatah Palembang.

Kepada Yth.
Bapak/Ibu Kepala SMP NEGERI 15 PALEMBANG
Di
Tempat

Assalamu'alaikum Wr.Wb
  Kami yang bertanda tangan dibawah ini, Ketua Prodi Bahasa Inggris Fakultas Tarbiyah UIN Raden Fatah Palembang memberitahukan bahwa salah satu mahasiswa kami:

Nama	:	Wulandari Primadara
Nim	:	09 25 0705
Fakultas	:	Tarbiyah UIN Raden Fatah Palembang
Jurusan/ Program Studi	:	Pendidikan Bahasa Inggris/ S1
Tahun Akademik	:	2016
Judul Skripsi	:	**TEACHING NARRATIVE READING USING SHARED READING STRATEGY TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 7 PALEMBANG**

  Sehubungan dengan kegiatan akhir study mahasiswa yang akan mengadakan penelitian skripsi, dengan ini mengajukan permohonan izin pengujian soal pelajaran bahasa Inggris di SMP Negeri 15 Palembang. Adapun rincian tersebut sebagai berikut:

Kelas	:	VIII (Delapan)
Materi	:	Reading
Jenis tes	:	Pilihan Ganda
Jumlah soal	:	60 soal

  Demikian Surat Keterangan ini dibuat dengan sesungguhnya dan dapat dipergunakan sebagaimana mestinya tanpa merugikan pihak manapun. Atas perhatian dan bantuannya kami ucapkan terima kasih.

Palembang, 6 September 2016

Kaprodi PBI,

Hj. Lenny Marzulina, M.Pd
NIP.19710131 201101 2 001

SURAT KETERANGAN
Nomor : 070/ 342 /SMPN.15/2016

Yang bertanda tangan di bawah ini:

Nama   : Drs.MURSAL, M.Si

Jabatan   : Kepala SMP Negeri 15 Palembang

Berdasarkan surat izin dari Dinas Pendidikan Pemuda dan Olahraga Kota Palembang No: B-3234/Un.09/II.1/PP.00.9/8/2016 tanggal 17 September 2016. Dengan ini Kepala SMP Negeri 15 Palembang menerangkan bahwa:

Nama   : WULANDARI PRIMADARA

NIM   : 09 25 0705

PRODI   : Pendidikan Bahasa Inggris/ S1

Telah melaksanakan TO di SMP Negeri 15 Palembang, pada tanggal 6 September 2016 s/d 16 September 2016 dalam rangka penyelesaian skipsi dengan judul **"TEACHING NARRATIVE READING USING SHARED READING STRATEGY TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 7 PALEMBANG"**. Dan berjalan dengan baik.

Demikianlah surat keterangan ini dibuat dengan sebenarnya dan untuk dapat dipergunakan seperlunya.

Palembang, 17 September 2016
Kepala Sekolah

Drs. Mursal, M.Si
NIP. 195803181985031007

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN FATAH PALEMBANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl, Prof. K. H. Zainal Abidin Fikry No. 1 Km. 3,5 Palembang 30126 Telp. : (0711) 353276 website : www.radenfatah.ac.id

Nomor   : B-3243/Un.09/II.I/PP.00.9/8/2016   Palembang, 26 Agustus 2016
Lampiran   : -
Perihal   : Mohon Izin Penelitian Mahasiswa /i
          Fakultas Ilmu Tarbiyah dan Keguruan
          UIN Raden Fatah Palembang.

Kepada Yth,
Kepala Disdikpora Kota Palembang
di-
      Palembang

Assalamu'alaikum Wr. Wb.

     Dalam rangka menyelesaikan tugas akhir Mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Raden Fatah Palembang dengan ini kami mohon izin untuk melaksanakan penelitian dan sekaligus mengharapkan bantuan Bapak/Ibu/Saudara/i untuk memberikan data yang diperlukan oleh mahasiswa/i kami :

Nama   : Wulandari Primadara
NIM   : 09250067
Prodi   : PBI
Alamat   : Jl. Putri Kembang Dadar No.103 Bukit Lama

Judul Skripsi : Teaching Narrative Reading Using Shared Reading Strategy to the Eighth Students of SMP Negeri 7 Palembang.

Demikian harapan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i diucapkan terima kasih.

Wassalamu'alaikum. Wr. Wb

Dekan,

Prof. Dr. H. Kasinyo Harto, M.Ag.
NIP. 19710911 199703 1 004

Tembusan :
1. Rektor UIN Raden Fatah Palembang
2. Kepala SMP Negeri 7 Palembang
3. Mahasiswa yang bersangkutan
4. Arsip

PEMERINTAH KOTA PALEMBANG
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
Jalan. Dr. Wahidin No, 03 Telp./Fax. 0711 - 350665 353007
Website : www.disdikpora.palembang.go.id email : disdikpora_plg@yahoo.co.id
PALEMBANG

Palembang, 7 September 2016

Nomor   : 070/1807 /26.8/PN/2016
Lampiran   : -
Perihal   : Izin Penelitian

Kepada Yth.
Dekan Fakultas Ilmu Tarbiyah
dan Keguruan UIN Raden Fatah
di -
    Palembang

Sehubungan dengan surat Saudara Nomor : B-3243/Un.09/II.I/PP.00.9/8/2016 tanggal 26 Agustus 2016 perihal tersebut diatas, dengan ini kami sampaikan bahwa pada prinsipnya kami tidak berkeberatan memberikan Izin Penelitian yang dimaksud kepada :

Nama   : WULANDARI PRIMADARA

N I M   : 09250067

Program Studi   : PBI

Untuk mengadakan Penelitian di SMP Negeri 7 Palembang dalam rangka penyusunan skripsi dengan judul **"TEACHING NARRATIVE READING USING SHARED READING STRATEGY TO THE EIGHTH STUDENTS OF SMP NEGERI 7 PALEMBANG"**.

Dengan Catatan :

1. Sebelum melakukan Izin Penelitian terlebih dahulu melapor kepada Kepala UPTD Dikpora Kec. Seberang Ulu I Palembang dan SMP Negeri 7 Palembang
2. Penelitian tidak diizinkan menanyakan soal politik dan melakukan Penelitian yang sifatnya tidak ada hubungannya dengan judul yang telah ditentukan.
3. Dalam melakukan Penelitian , peneliti harus mentaati Peraturan dan Perundang-Undangan yang berlaku .
4. Apabila Penelitian telah habis masa berlakunya, sedangkan tugas Izin Penelitian belum selesai maka harus ada perpanjangan izin.
5. Surat izin berlaku 3 (tiga) bulan terhitung tanggal dikeluarkan.
6. Setelah selesai mengadakan Penelitian harus menyampaikan laporan tertulis kepada Kepala Dinas Dikpora Kota Palembang melalui Kasubbag Umum.

Demikianlah surat izin ini dibuat untuk dapat digunakan sebagaimana mestinya.

Plh. Kepala Dinas

Drs. H. Karim Kasim, SH., MM
NIP. 196208011985101001

Tembusan :
1. Kepala UPTD Dikpora Kec. Seberang Ulu I Palembang
2. Kabid SMP/SMA/SMK
3. Kepala SMP Negeri 7 Palembang
4. Arsip

SURAT KETERANGAN PENELITIAN
Nomor : 421.3 / 070. 258 / Dikpora/ SMP 07 / 2016

Kepala Sekolah Menengah Pertama (SMP) Negeri 7 Palembang dengan ini menerangkan bahwa :

Nama   : WULANDARI PRIMADARA

NIM   : 09250067

Program Studi   : Pendidikan Bahasa Inggris (PBI)

Telah melaksanakan penelitian dengan judul "TEACHING NARRATIVE READING USING SHARED READING STRATEGY TO THE EIGHTH STUDENTS OF SMP NEGERI 7 PALEMBANG".

Pada Tanggal 19 September s.d. 16 November 2016

Demikianlah surat keterangan penelitian ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Palembang, 17 November 2016
an Kepala Sekolah
Waka Kurikulum,

Agussalim, S.Pd
NIP. 19650801199031005

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI
(IAIN) RADEN FATAH
FAKULTAS TARBIYAH DAN KEGURUAN

ALAMAT : JL. PROF. K. H. ZAINAL ABIDIN FIKRY KODE POS : 30126 KOTAK POS : 54 TELP. (0711) 353276 PALEMBANG

SURAT KETERANGAN
Nomor : In.03/II.1/PP.009/3312/2014

Berdasarkan penelitian yang kami lakukan terhadap mahasiswa/i :

Nama   : Wulandari Primadara

NIM   : 09250067

Semester/Jurusan: XI / Pendidikan Bahasa Inggris

Program Studi   : S1

Kami berpendapat bahwa mahasiswa/i yang tersebut di atas (sudah / belum) bebas mata kuliah (teori, praktek dan mata kuliah non kredit) dengan IPK : .....Tiga koma dua Tujuh........................(.......3.78...............)

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk digunakan dengan seperlunya.

Palembang, 20 Juny 2014
Kasubag Akademik dan Kemahasiswaan,

Nuryati, S.Ag., M.M.
NIP. 19650102 198603 2 001

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI
(IAIN) RADEN FATAH
FAKULTAS TARBIYAH DAN KEGURUAN

REKAPITULASI NILAI UJIAN KOMPREHENSIF
PROGRAM REGULAR FAKULTAS TARBIYAH
IAIN RADEN FATAH

HARI / TANGGAL   : Kamis / 7 Mei 2015
PUKUL   : 08.00 - selesai
PROGRAM STUDI   : PBI (Pendidikan Bahasa Inggris)

No	NIM	Nama	Nilai					
			I	II	III	IV	Angka	Huruf
1.	09250003	Al Hikmah	69	60	80	60	67.25	C
2.	09250067	Wulandari P	70	78	69	60	69.25	C
3.	10250009	Arini Susanti	70	78	80	68	74	B
4.	10250053	Raudhatul Janrah	70	78	80	60	72	B
5.	10250057	Rizky Amalia	76	83	80	70	77.25	B
6.	10250702	Ayu Lestari	76	71	87	60	73.5	B
7.	10250703	Debi Farisa	75	81	80	65	75.25	B

Keterangan Mata Uji

Dosen Penguji

I   : Language Evaluation
II   : TEFL Methodology
III   : Curriculum Development
IV   : Material Development

Dr. Dewi Warna, M.Pd
M. Holandyah, M.Pd
Hj. Renny Kurnia Sari, M.Pd
Hj. Lenny Marzulina, M.pd

Interval Nilai
86 - 100 = A
70 – 85 = B
60 – 69 = C
56 – 59 = D
  ≤   = E

Palembang,   Mei 2015
Panitia Ujian Komprehensif
Fak. Tarbiyah IAIN Raden Fatah

Ketua

Sekretaris,

Hj. Renny Kurnia Sari, MPd
NIP. 1979060720081 2 015

M. Holandyah, M.Pd
NIP. 19740507 201101 100 1

HASIL UJIAN SKRIPSI/MAKALAH

Hari	: Selasa
Tanggal	: 29 Agustus 2017
Nama	: Wulandari Primadara
NIM	: 09250067
Jurusan	: PBI
Program Studi	: S-1 Reguler

Judul Skripsi : *Teaching Narrative reading using shared reading strategy to the eighth grade students of SMP Negeri 3 Palembang*

Ketua Penguji : Drs. Herizal, M.A. (...................................)

Sekretaris Penguji : Hj. Lenni Marzulina, M.Pd (...................................)

Pembimbing I : M. Holandiyah, M.Pd (...................................)

Pembimbing II : Winny Agustin Risnanda, M.Pd (...................................)

Penguji I/Penila I : Manalullaili, M.Ed (...................................)

Penguji II/Penilai II : Nova Lingga Pitalika, M.Pd (...................................)

Nilai Ujian : 77.5 (B)   IPK : 3.22

Setelah disidangkan, maka skripsi/makalan yang bersangkutan :

(.........) dapat diterima tanpa perbaikan
(.........) dapat diterima dengan tanpa perbaikan kecil
(.........) dapat diterima dengan tanpa perbaikan besar
(.........) belum dapat diterima

Ketua,

Drs. Herizal, M.A.
NIP. 19651021 199407 1 001

Palembang, 29 Agustus 2017
Sekretaris,

Hj. Lenni Marzulina, M.Pd
NIP. 19710131 201101 2 001

Universitas Islam Negeri Raden Fatah Palembang
Fakultas Ilmu Tarbiyah dan Keguruan

Jln. Prof. KH Zaenal Abidin Fikri KM 3,5

Telp. (0711) 353347, Fax. (0711) 354668, Website:http://radenfatah.ac.id, Email:tarbiyah@radenfatah.ac.id

TRANSKRIP NILAI SEMENTARA
PROGRAM SARJANA S.1

NAMA : **WULANDARI PRIMADARA**
TEMPAT, TANGGAL LAHIR : **, 21 OKTOBER 1991**
NIM : **09250067**
PROGRAM STUDI : **Pendidkan Bahasa Inggris**
FAKULTAS : **Fakultas Ilmu Tarbiyah dan Keguruan**
TANGGAL LULUS :
NOMOR IJAZAH :

No.	Kode MK	Nama Mata Kuliah	SKS	Nilai	Angka Kredit
1	INS 101	Pancasila dan Kewarganegaraan	2	B	6
2	INS 102	Bahasa Indonesia	2	A	8
3	INS 104	Bahasa Arab I	2	B	6
4	INS 106	Ulumul Quran	2	B	6
5	INS 113	Pendidikan Agama	2	A	8
6	INS 204	Bahasa Arab II	2	B	6
7	INS 210	Sejarah dan Peradaban Islam	2	A	8
8	INS 304	Bahasa Arab III	2	B	6
9	INS 605	Methologi Studi Islam	2	B	6
10	INS 701	Pembekalan KKN	2	A	8
11	INS 801	KKN	2	A	8
12	PBI 101	Listening I	2	A	8
13	PBI 102	Speaking I	4	B	12
14	PBI 1022	Structure I	2	B	6
15	PBI 103	Reading I	2	B	6
16	PBI 104	Writing I	2	B	6
17	PBI 106	Pronunciation Pratice	2	A	8
18	PBI 107	Vocabulary	2	B	6
19	PBI 201	Listening II	2	A	8
20	PBI 202	Speaking II	4	B	12
21	PBI 203	Reading II	2	B	6
22	PBI 204	Writing II	2	B	6
23	PBI 205	Structure II	2	B	6
24	PBI 206	Introduction to Linguistics	2	B	6
25	PBI 301	Listening III	2	B	6
26	PBI 302	Speaking III	2	B	6
27	PBI 303	Reading III	2	C	4
28	PBI 304	Writing III	2	B	6

Universitas Islam Negeri Raden Fatah Palembang
Fakultas Ilmu Tarbiyah dan Keguruan

Jln. Prof. KH Zaenal Abidin Fikri KM 3,5

Telp. (0711) 353347, Fax. (0711) 354668, Website:http://radenfatah.ac.id, Email:tarbiyah@radenfatah.ac.id

29	PBI 305	Structure III	2	A	8
30	PBI 306	Morphology	2	B	6
31	PBI 307	Phonology	2	B	6
32	PBI 401	Listening IV	2	B	6
33	PBI 402	Speaking IV	2	A	8
34	PBI 403	Reading IV	2	B	6
35	PBI 404	Writing IV	2	C	4
36	PBI 405	Structure IV	2	A	8
37	PBI 406	Sociolinguistics	2	B	6
38	PBI 407	Cross Cultural Understanding	2	A	8
39	PBI 408	English for Specific Purpose	2	B	6
40	PBI 409	Pragmatics	2	B	6
41	PBI 410	Semantics	2	A	8
42	PBI 413	Statistik	2	A	8
43	PBI 501	Speech	2	C	4
44	PBI 502	Extensive Reading	2	A	8
45	PBI 503	Syntax	2	B	6
46	PBI 504	Instructional Design	2	B	6
47	PBI 506	TEFL Methodology I	2	A	8
48	PBI 507	Curriculum Development	2	B	6
49	PBI 508	Material Development	2	B	6
50	PBI 511	Applied Linguitics	2	B	6
51	PBI 512	Introduction to Literature	2	B	6
52	PBI 519	Language Evaluation I	2	B	6
53	PBI 523	TOEF Preparation Practice	2	C	4
54	PBI 602	Translation	2	C	4
55	PBI 603	Psycholinguistics	2	B	6
56	PBI 607	Seminar on Research Proposal	2	B	6
57	PBI 608	TEFL Methodology II	2	B	6
58	PBI 619	Language Evaluation II	2	A	8
59	PBI 831	Research in TEFL	4	B	12
60	TAR 201	Psikologi Pendidikan	2	A	8
61	TAR 301	Administrasi Pendidikan	2	A	8
62	TAR 302	Hadist Tarbawi	2	A	8
63	TAR 303	Tafsir Tarbawi	2	C	4
64	TAR 405	Sains Dan Islam	2	A	8
65	TAR 503	Filsafat Pendidikan	2	B	6
66	TAR 601	Micro Teaching / PPLK I	2	B	6
67	TAR 701	PPLK II	4	A	16

Universitas Islam Negeri Raden Fatah Palembang
Fakultas Ilmu Tarbiyah dan Keguruan

Jln. Prof. KH Zaenal Abidin Fikri KM 3,5

Telp. (0711) 353347, Fax. (0711) 354668, Website:http://radenfatah.ac.id, Email:tarbiyah@radenfatah.ac.id

68	TAR 814	SKRIPSI			6	-	0
			JUMLAH :	**148**			**460**

Indeks Prestasi Kumulatif (IPK)   : 3.11
Predikat Kelulusan   :

Palembang, 09 JULI 2017
Ketua Program Studi PBI

Hj. Lenny Marzulina, M.Pd
NIP. 197101312011012001

BANK SUMSELBABEL
S Y A R I A H

Mitra Amanah Membangun Daerah

16/08/17 3:17:29 13632
G0009 B6SRFTLADE

PEMBAYARAN TAGIHAN SEMESTER MAHASISWA

ID Universitas   : 0009 IAIN R.FATAH
ID.Mahasiswa   : 09250067
Nama Mahasiswa   : WULANDARI PRIMADARA
Keterangan Bayar : SPP
Semester Bayar   : GANJIL
Tahun Angkatan   : 2017
Fakultas   : ILMU TARBIYAH DAN KEGURUAN
Jurusan   : PENDIDIKAN BAHASA IN
Nomor Induk Mhs : 09250067
Detail Pembayaran :
----
001 SPP   600,000.00
Reference Code :
Nilai transaksi : Rp.   600,000.00
Biaya Bank   : Rp.   .00
Total Pembayaran : Rp.   600,000.00

...bilangan...
...RATUS RIBU RUPIAH

universitas menyatakan Struk ini sebagai Tanda Bukti Pembayaran yang sah
===== Bila Ada Keluhan Hub Call Center 0711-5...080 Ext. 7337 ======

TANDA TERIMA

Nama : Wulandari Primadara

NIM : 09 25 0067

Jurusan : PBI

Memang nama tersebut di atas telah selesai menyerahkan biaya administrasi Ujian Kompre, Munaqosyah, dan penyelesaian ijazah (Sesuai dengan tarif layanan BLU UIN Raden Fatah Palembang).

Palembang, 11 Maret 2015

Yang menerima

Kasub. Akademik dan Kemahasiswaan FTK

Rp 300.000,00

Terbilang: Tiga ratus ribu rupiah

Nursyati, S.Ag., M.M.

NIP. 19650102 198603 2 001

BANK
SUMSELBABEL
IAIN RADEN FATAH PALEMBANG
KARTU INI BERFUNGSI SEBAGAI KARTU ATM DAN MAHASISWA

6274 5280 1626 6864

Wulandari Primadara
09250067   valid
                thru

ELECTRONIC USE ONLY

UNIVERSITAS ISLAM NEGERI RADEN FATAH PALEMBANG LANGUAGE CENTRE
JLN. PROF.ZAINAL ABIDIN FIKRI KM 3.5
PALEMBANG TELP : 0711 354668 psw 147

TOEFL PREDICTION SCORE

SECTION 1	SECTION 2	SECTION 3	TOTAL SCORE
49	47	47	477

TOEFL PREDICTION TEST

FULL NAME
WULANDARI PRIMADARA

SEX M / F	DATE OF BIRTH DD / MM /YY	TEST DATE DD / MM /YY
F	21 / 10 / 1991	05 / 05 / 2017

05052017

DRS. HERIZAL, MA
TOEFL-Tester

The person whose name appears above has taken the TOEFL PREDICTION TEST at UIN Raden Fatah Language Centre.
This score is valid for six months.

KEMENTERIAN AGAMA

INSTITUT AGAMA ISLAM NEGERI RADEN FATAH PALEMBANG

LEMBAGA PENGABDIAN MASYARAKAT (LPM)

Jl. Prof. KH. Zainal Abidin Fikri Telp. (0711) 354668 Kode Pos : 30126 Kotak Pos : 54

SERTIFIKAT

Nomor : In.03/8.0/PP.00/537/2013

LEMBAGA PENGABDIAN MASYARAKAT INSTITUT AGAMA ISLAM NEGERI RADEN FATAH MENERANGKAN BAHWA :

Nama : Wulandari Primadara

Tempat/Tgl Lahir : Palembang, 21 Oktober 1991

Fakultas/Jur/NIM : Tarbiyah/PBI/09250067

TELAH MELAKSANAKAN PROGRAM KULIAH KERJA NYATA (KKN) ANGKATAN 61 TEMATIK POSDAYA DARI TANGGAL 6 FEBRUARI S/D 20 MARET 2013 DI :

Desa : BULUH CAWANG

Kecamatan : KAYUAGUNG

Kabupaten : Ogan Komering Ilir (OKI)

LULUS DENGAN NILAI : A (AMAT BAIK)

KEPADANYA DIBERIKAN HAK SESUAI DENGAN PERATURAN YANG BERLAKU

PALEMBANG : 1 MEI 2013

KETUA,

Dr. MUHAJIRIN, MA
NIP. 19730125 199903 1 002

UPT. PUSAT KOMPUTER
IAIN RADEN FATAH PALEMBANG

Jalan Prof. KH. Zainal Abidin Fikry Km. 3,5 Tlp. 0711 - 354668 Palembang

S E R T I F I K A T

No : In.03 / 10.1 / Kp. 01 / 22 / 2011

Kepala Unit Pelaksana Teknis Pusat Komputer Institut Agama Islam Negeri (IAIN) Raden Fatah Palembang dengan ini menyatakan bahwa :

N a m a	:	WULANDARI PRIMADARA
Nomor Induk Mahasiswa	:	09250067
Fakultas / Jurusan	:	TARBIYAH / PENDIDIKAN BAHASA INGGRIS
Telah Mengikuti Pendidikan	:	PROGRAM APLIKASI DAN KEAHLIAN KOMPUTER :

Materi / Silabus	Predikat Nilai
Microsoft Windows	A
Microsoft Excel	A
Akumulasi Nilai	A

Palembang, 16 Desember 2011
Kepala Pusat Komputer,

Sholeh Khudin, S.Ag
NIP. 19741025 200312 1 003

Mengetahui
Instruktur,

Etty Martiani, S.Kom
NIP. 19780302 200312 2 005

KEMENTERIAN AGAMA

INSTITUT AGAMA ISLAM NEGERI RADEN FATAH PALEMBANG

LEMBAGA PENGABDIAN MASYARAKAT (LPM)

Jl. Prof. KH. Zainal Abidin Fikri Telp. (0711) 354668 Kode Pos : 30126 Palembang

SERTIFIKAT

Nomor : In.03/8.0/PP.00/ 1027 /2012

Diberikan kepada

Nama   : **Wulandari Primadara**

NIM   : **09250067**

Fak/Prodi : **Tarbiyah/Pendidikan Bahasa Inggris (PBI)**

Yang telah Lulus Ujian Program Intensif Pembinaan dan Peningkatan Kemampuan Baca Tulis Al-Qur'an (BTA) yang diselenggarakan oleh Lembaga Pengabdian Masyarakat (LPM)

Sertifikat ini menjadi salah satu syarat untuk mengikuti Kuliah Kerja Nyata (KKN) dan Munaqasyah berdasarkan SK Rektor No.: **In.03/1.1/Kp.07.6/266/2012**

Palembang,   09 Juli 2012

Ketua LPM,

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Prof. Dr. H. Aflatun Muchtar, MA
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Nomor : /A/MUSI/BEMI/VIII/2009

Masa Ta'aruf Mahasiswa Institut (MUSI '09)

Diberikan Kepada

Wulandari Primadara

Sebagai Peserta pada Kegiatan
Masa Ta'aruf Mahasiswa Institut (MUSI '09)
di Institut Agama Islam Negeri Raden Fatah
Palembang, 13–19 Agustus 2009

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MUSI '09

DEPARTEMEN PENDIDIKAN NASIONAL
REPUBLIK INDONESIA

IJAZAH

SEKOLAH MENENGAH ATAS
PROGRAM STUDI : ILMU PENGETAHUAN ALAM
TAHUN PELAJARAN 2008/2009

Yang bertanda tangan di bawah ini, Kepala Sekolah Menengah Atas **Negeri 10 Palembang** menerangkan bahwa:

nama	:	WULANDARI PRIMADARA
tempat dan tanggal lahir	:	Palembang, 21 Oktober 1991
nama orang tua	:	AMINUDDIN
sekolah asal	:	SMA Negeri 10 Palembang
nomor induk	:	9915379326
nomor peserta	:	01-010-181-4
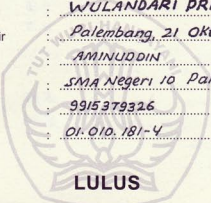
LULUS

dari satuan pendidikan berdasarkan hasil Ujian Nasional dan Ujian Sekolah serta telah memenuhi seluruh kriteria sesuai dengan peraturan perundang-undangan.

Palembang, 13 Juni 2009
Kepala Sekolah,

Drs. SUKARNO, M.B.A.
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