

## Appendix 1. Certificate of The Research from University



**YAYASAN BADAN WAKAF SULTAN AGUNG**  
**UNIVERSITAS ISLAM SULTAN AGUNG (UNISSULA)**  
 Jl. Raya Kaligawe Km.4 Semarang 50112 Telp (024) 6583584 (8 Sal) Fax (024) 6582455  
 email: [informasi@unissula.ac.id](mailto:informasi@unissula.ac.id) web : [www.unissula.ac.id](http://www.unissula.ac.id)



**FAKULTAS BAHASA DAN ILMU KOMUNIKASI**

Bismillah Membangun Generasi Khaira

Nomor : 921/D.1/FBIK/III/2018  
 Lamp. : Proposal Skripsi  
 Hal : Permohonan Ijin Mengadakan Penelitian

Semarang, 20 Jumadits Tsani 1439 H  
 8 Maret 2018 M

Kepada  
 Yth. Kepala Sekolah  
 SMA N 1 Juwana  
 Jln. KH. Dewantoro 54 Dukutalit  
 di Juwana

*Assalamu'alaikum, Wr. Wb.*

Dengan ini kami menyampaikan bahwa dalam rangka penulisan skripsi/ tugas akhir program S1 di Fakultas Bahasa dan Ilmu Komunikasi UNISSULA, mahasiswa kami

Nama : Muhammad Ridhwan  
 NIM : 31801300505  
 Program Studi : Pendidikan Bahasa Inggris

bermaksud mengadakan penelitian dengan judul :

**"The Effectiveness of Using Generating Interaction Between Schemata and Text (Gist) Strategy in Teaching Reading of Narrative Text"**  
**(A Quasi Experimental Research of The Tenth Graders of SMA N 1 Juwana in The Academic Year of 2017/2018)**

dengan Dosen Pembimbing : Nani Hidayati, S.Pd., M.Pd. NIK. 210809016

Untuk itu dengan segala hormat dan kerendahan hati kami bermaksud memohon kepada Bapak/ Ibu Kepala Sekolah untuk bersedia menerima dan mengijinkan mahasiswa tersebut di atas untuk melakukan penelitian di sekolah yang Bapak/ Ibu pimpin.

Demikian permohonan kami untuk dapat kiranya dikabulkan. Atas kerjasama dan perkenan yang diberikan, kami mengucapkan terima kasih.

*Wassalamu'alaikum, Wr. Wb.*



Hartono, S.S., M. Pd.  
 Dekan

Tembusan :

1. Yang bersangkutan
2. Arsip

## Appendix 2. Certificate of The Research from School



**PEMERINTAH PROVINSI JAWA TENGAH  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SEKOLAH MENENGAH ATAS NEGERI 1  
JUWANA**

Jalan Ki Hajar Dewantara Nomor 54 Juwana, Pati Kode Pos 59185 Telepon 0295-471339  
Surat Elektronik smanegeri1\_juwana@yahoo.co.id

**SURAT KETERANGAN**

Nomor: 1429/421.3-SMA.1/ III/ 2018

Yang bertanda tangan di bawah ini :

Nama : **Wiyarso, S.Pd., M.M.**  
NIP : 19690828 199802 1 004  
Pangkat / Golongan : Pembina / IV a  
Jabatan : Kepala Sekolah  
Unit Kerja : SMA Negeri 1 Juwana

menerangkan bahwa :

Nama : Muhammad Ridhwan  
NPM : 31801300505  
Universitas : Universitas Islam Sultan Agung Semarang  
Jurusan : Pendidikan Bahasa Inggris

Mahasiswa tersebut di atas telah selesai mengadakan penelitian di SMA Negeri 1 Juwana yang digunakan dasar menyusun skripsi dengan judul "The Effectiveness of Using Generating Interaction Between Schemata and Text (GIST) Strategy in Teaching Reading of Narrative Text. (A Quasi Experimental Research of the Tenth Graders of SMA 01 Juwana in the Academic Year of 2017/2018)".

Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar-benarnya untuk dapat digunakan sebagaimana mestinya.



Juwana, 19 Maret 2018  
Kepala Sekolah,

Wiyarso, S.Pd., M.M.  
NIP. 19690828 199802 1 004

### Appendix 3. syllabus

#### SILABUS

**Mata Pelajaran : BAHASA INGGRIS - WAJIB**

**Kelas : X**

**Kompetensi Inti :**

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar	<p><b>Teks naratif lisan dan tulis berbentuk legenda sederhana.</b></p> <p><i>Fungsi sosial</i></p> <p>Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru</li> <li>Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</li> <li>Siswa mengamati keteladanan dari cerita legenda</li> <li>Siswa belajar menemukan gagasan</li> </ul>	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> <li>Pencapaian fungsi sosial</li> <li>Kelengkapan dan keruntutan struktur teks naratif</li> <li>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan</li> </ul>	6 x 2 JP	<ul style="list-style-type: none"> <li>Audio CD/ VCD/DVD</li> <li>SUARA GURU</li> <li>Koran/ majalah berbahasa</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</p> <p>3.10. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.</p> <p>4.13. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana</p>	<p><i>Struktur</i></p> <ul style="list-style-type: none"> <li>a. Pengenalan tokoh dan setting</li> <li>b. Komplikasi terhadap tokoh utama</li> <li>c. Solusi dan akhir cerita</li> </ul> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> <li>(1) Kata-kata terkait karakter, watak, dan setting dalam legenda</li> <li>(2) Modal auxiliary verbs.</li> <li>(1) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</li> <li>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</li> <li>(6) Rujukan kata</li> </ul> <p><i>Topik</i></p>	<p>utama, informasi rinci dan informasi tertentu dari teks legenda</p> <p><b>Mempertanyakan (questioning)</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</li> <li>• Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membaca beberapa text legenda dari berbagai sumber.</li> <li>• Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu</li> <li>• Siswa melengkapi rumpang dari beberapa teks legenda sederhana</li> <li>• Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut</li> <li>• Siswa membacakan teks recount kepada teman dengan menggunakan</li> </ul>	<p>tangan</p> <ul style="list-style-type: none"> <li>• Kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>Unjuk kerja</b></p> <ul style="list-style-type: none"> <li>• Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas</li> <li>• Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif</li> </ul> <p><b>Pengamatan (observations):</b></p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>• Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi</li> <li>• Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar</li> </ul>		<p><u>Inggris</u></p> <ul style="list-style-type: none"> <li>• <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>• <a href="http://americanenglish.state.gov/files/ae/re_source_files">http://americanenglish.state.gov/files/ae/re_source_files</a></li> <li>• <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.	<p>unsur kebahasaan yang tepat</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menyampaikan informasi fungsi sosial, struktur, dan unsure kebahasaan yang ditemukan setelah membaca teks legenda.</li> <li>• Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</li> <li>• Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber.</li> <li>• Siswa membuat 'learning journal'</li> </ul>	<p>berupa catatan atau rekaman monolog teks naratif</p> <ul style="list-style-type: none"> <li>• Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</li> <li>• Kumpulan hasil tes dan latihan.</li> <li>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</li> </ul> <p><b>Penilaian Diri dan Penilaian Sejawat</b></p> <p>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</p>		

## Appendix 4

### RUBRIK VALIDASI

No	Rubrik validasi isi	Check list	
		Yes	No
1.	Soal sudah mencakup kaidah tujuan dalam silabus bahasa inggris kelas X semester 1.		
2.	Soal-soal reading sudah sesuai dengan kompetensi dasar dalam silabus bahasa inggris kelas X semester 1.		
3.	Soal-soal reading sudah satu genre yaitu narasi yang meliputi social function, generic structure, language features and reading comprehension.		
4.	Soal-soal reading sudah melalui pengecekan dari guru SMAN 01 Juwana.		
5.	Soal-soal reading sudah melalui pengecekan dan revisi dari dosen pembimbing.		

**Juwana, Maret 2018**

**Mengetahui**

**Dosen Pembimbing**

**Guru Mata Pelajaran**

**Nani Hidayati, S.Pd, M.Pd.**

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## Appendix 5. Lesson plan

### LESSON PLAN OF SMAN 01 JUWANA

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMAN 1 Juwana  
 Mata Pelajaran : Bahasa Inggris  
 Kelas : X  
 Materi Pokok : Teks naratif berbentuk legenda sederhana.  
 Alokasi Waktu : 2 X 45 menit

#### A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Menulis learning log yang mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa Inggris.
2.	2.3 Menunjukkan perilaku tanggung	<p>2.3.1 Bertanggung jawab atas tindakan jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional anggotanya saat menjadi pemimpin kelompok.</p> <p>2.3.2 Mengakui ketika membuat kesalahan.</p> <p>2.3.3 Tidak menyalahkan orang lain atas tindakannya sendiri.</p> <p>2.3.4 Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain.</p>
3.	3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks	3.10.1 Mengidentifikasi fungsi sosial, struktur text, unsur kebahasaan dalam teks narative sederhana



	naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.	berbentuk legenda. 3.10.2 Mengidentifikasi gambaran umum dalam teks narrative berbentuk legenda.
4.	4.13 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana	4.13.1 Menemukan informasi tersurat dari text narrative tulis berbentuk cerita pendek/legenda . 4.13.2 Menemukan informasi tersirat dari text narrative tulis berbentuk cerita pendek/legenda . 4.13.3 Menemukan arti kata dari text narrative tulis berbentuk cerita pendek/legenda.

### C. Tujuan Pembelajaran

Diberikan sebuah teks narrative siswa mampu:

1. Mengidentifikasi fungsi sosial, struktur text, unsur kebahasaan dalam teks narative sederhana berbentuk legenda.
2. Mengidentifikasi gambaran umum teks tulis berbentuk narrative.
3. Menemukan informasi tersurat dari text narrative tulis berbentuk cerita pendek/legenda .
4. Menemukan informasi tersirat dari text narrative tulis berbentuk cerita pendek/legenda .
5. Menemukan arti kata dari text narrative tulis berbentuk cerita pendek/legenda .

#### D. Materi Pembelajaran

##### Text 1

### **Snow White**

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

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

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

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

The dwarfs said, "What is your name?"

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

Then, Snow White told the dwarfs the whole story.

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

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

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

(taken from <http://www.caramudahbelajarbahasainggris.net>)

Structure	Contents
Orientation	There lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.
Complication	Begin when snow white heard her uncle and aunt talking about leaving her in castle because they both wanted to go to America and they didn't have enough money to take Snow White, until she inside little cottage.

Resolution	Snow white lived together with the dwarfs and lived happily.
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#### Language features of narrative text

- Past tense : lived, heard, ran, etc
- Adverb of time : once upon, one day, etc
- Time conjunction : then, after, finally, etc
- Specific characters : snow white, the dwarfs
- Action verbs : heard, knocked, ran, etc
- Direct speech : The dwarfs said, “What is your name?”  
Snow White said, “My name SnowWhite.”  
( uses present tense )

#### Text 2

##### The Legend of Surabaya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat “Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are greedy” said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again.

They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

(taken from <https://freeenglishcourse.info/contoh-example-of-narrative-text-the-legend-of-sura-and-baya/>)

Structure	Contents
Orientation	The orientation is Sura and Baya as the participants of the story. Remember a participant can be a character in another term
Complication	There is a confrontation scene among the participants. It is the fighting between Sura and Baya. The fight for food happen several times and they determine the plot of the story as a whole
Resolution	Baya is happy because Sura gives up in the last fighting

#### Language features of narrative text

- Past tense : lived, fought, went, etc
- Adverb of time : a long time ago, once, one day, etc
- Time conjunction : then, after, etc
- Specific characters : sura, baya
- Action verbs : fought, went, looked for, etc
- Direct speech : "Yummy, this is my lunch," said Baya.  
"No way! This is my lunch.  
You are greedy" said Sura.( uses present tense )

E. Metode Pembelajaran

Ceramah, discussion, GIST Strategy

F. Media, Alat, dan Sumber Pembelajaran

- Buku siswa
- Materi-materi yang relevan dari internet

G. Langkah-langkah Kegiatan Pembelajaran

Pendahuluan (10 menit)	
Tahap	Kegiatan
Salam tegur sapa	<ul style="list-style-type: none"> <li>• Apersepsi dan motivasi</li> <li>• Penyampaian tujuan pembelajaran</li> <li>• Penyampaian cakupan materi dan uraian kegiatan</li> </ul>
Kegiatan inti (70 menit)	
Observing	
Teacher	Student
<ul style="list-style-type: none"> <li>• Guru menampilkan contoh teks narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa menyimak contoh teks legend yang diberikan oleh guru</li> <li>• Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya.</li> </ul>
Questioning	
<ul style="list-style-type: none"> <li>• Guru mengarahkan peserta didik untuk membuat pertanyaan dari text narrative tersebut.</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa membuat pertanyaan dari teks narrative tentang hal yang belum di mengerti.</li> </ul>
Exploring	
Teacher	Student
<ul style="list-style-type: none"> <li>• Guru menjelaskan tentang tatacara strategi GIST</li> <li>• Guru menganalisis bersama peserta didik isi dari teks narrative menggunakan strategi GIST</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa membaca teks yang telah diberikan oleh guru.</li> <li>• Siswa menganalisis bersama guru isi dari teks narrative menggunakan strategi GIST</li> </ul>
Associating	
<ul style="list-style-type: none"> <li>• Guru meminta peserta didik untuk berdiskusi secara berkelompok.</li> </ul>	<ul style="list-style-type: none"> <li>• Secara berkelompok siswa mengerjakan tugas yang telah diberikan oleh guru.</li> </ul>

	<ul style="list-style-type: none"> <li>Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul>
Communicating	
<ul style="list-style-type: none"> <li>Guru menyuruh peserta didik untuk membacakan cerita/teks legenda hasil pekerjaan mereka dengan menggunakan strategi GIST di depan kelas.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa membacakan cerita/teks legenda hasil pekerjaan mereka dengan menggunakan strategi GIST di depan kelas.</li> </ul>
Penutup (10 menit)	
Penutup	<ul style="list-style-type: none"> <li>Menyimpulkan hal-hal yang telah dipelajari</li> <li>Penugasan</li> <li>Menyampaikan rencana kegiatan yang akan datang.</li> </ul>

Juwana, 13 Maret 2018

Mengetahui

Guru Mata Pelajaran

Mahasiswa

Muhammad Ridhwan

NIP. ...

## Appendix 6. Instrument of Try-Out

### Instrument of Try-Out

Read the text carefully. Choose the correct answer by crossing (x) a, b, c or d.

Students Name : .....

Class/Reg. Number : .....

#### Snow White

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

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

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

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

The dwarfs said, "What is your name?"

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

Then, Snow White told the dwarfs the whole story.

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

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

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

(taken from <http://www.caramudahbelajarbahasainggris.net>)

1. What kind of genre is the "snow white" text above?
  - A. Narrative
  - B. Report
  - C. Anecdote
  - D. Comparative
2. How did the dwarfs react after they knew Snow White whole story?
  - A. The dwarfs awake Snow White from her slept
  - B. The dwarfs talk to Snow White that she could live in little cottage with them
  - C. The dwarfs got angry
  - D. The dwarfs fell so embarrassed

3. Why did Snow White run away to the woods? Because .....
  - A. Her parents passed away
  - B. Her uncle was angry with her
  - C. Her uncle and aunt would go to America
  - D. She was happy to run away
4. When did Snow White run away to the woods?
  - A. In the afternoon
  - B. In the morning
  - C. In the evening
  - D. In the full moon
5. Where did Snow White live after she ran away to the woods?
  - A. She lived in the cave
  - B. She lived in the lion nest
  - C. She lived everywhere in the woods
  - D. She lived in the dwarfs' cottage
6. Why did Snow White live with her uncle and aunt?
  - A. Because she loved them very much
  - B. As a result of forcing attitude from them
  - C. Because her parents were dead
  - D. Because she were afraid of the dwarfs
7. What is communicative purpose of this text?
  - A. To inform the readers about important and newsworthy events
  - B. To entertain readers with fairy tale
  - C. To share an account of an unusual event
  - D. To persuade readers to accept his/her opinions
8. The first paragraph tells about.....
  - A. Complication
  - B. Orientation
  - C. Resolution
  - D. Reorientation
9. What is the similarity of a little cottage?
  - A. A little table
  - B. A little house
  - C. A little chair
  - D. A little box
10. ".....so she went inside and fell asleep."
 

The underlined word refers to.....

A. A little cottage	C. Castle
B. Wood	D. Dwarfs



### The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to taught the parrot to say Catano. But the bird would not say the word. At first, the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got too angry then he shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after tried for many hours to made the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there were four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

*(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)*

11. Where did the story take place?
 

A. London	C. Jakarta
B. Puerto Rico	D. Buenos Aires
12. What was the word that the parrot could not say?
 

A. Catano	C. Canato
B. Tacano	D. Nacato
13. How often did the owner taught the bird how to say the word?
 

A. never	C. Many times
B. Everyweek	D. seldom
14. Which statement is true according to the text?
 

A. The parrot could say Catano
B. At last the parrot could say Catano
C. Catano was the name at the parrot
D. The man never got angry at the parrot
15. What did the man do to the bird when the bird could not say the name of a place?
 

A. The man didn't do anything.
B. The man sold the bird.

- C. The man pull the bird.  
D. The man taught the bird.
16. Second paragraph tells about.....  
A. The man got angry because the parrot could not say Catano.  
B. The three chickens killed the bird.  
C. The man threw the parrot.  
D. a man in Puerto Rico had a wonderful parrot.
17. What does the story tell about?  
A. A parrot and a cat                      C. A parrot and the owner  
B. A parrot and a chicken                D. A red parrot
18. "It was very, very smart"  
The underlined word refers to ....  
A. The man                                      C. The chicken  
B. The bird                                      D. Puerto Rico
19. "The parrot was very, very smart"  
The word 'smart' means ....  
A. Stupid                                        C. Stubborn  
B. Clever                                        D. Beautiful
20. "The parrot was screaming at the fourth chickens"  
What does the underlined word mean?  
A. Smiling                                        C. Shouting  
B. Crying                                        D. Laugh

### **The Legend of the Kesodo Ceremony**

Once upon a time on Mount Bromo, East Java, there were a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child. One day, there was a loud voice in the sky when they were praying. "You are going to birth a baby, and later you will birth many children. But I have a requirement for you to obey, if you really want to have children", said the voice. "Whatever you ask, my Lord", the couple answered, "We will do it", "You must sacrifice your first son for the gods". The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, tough man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forgot their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice

their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

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

(taken from <https://www.proprofs.com>)

21. What was Kesuma's personal character?
  - A. Melancholic
  - B. Fearful
  - C. Heroic
  - D. Shameful
22. What problem was faced by Kesuma's parents?
  - A. They had to give sacrifices for the Gods
  - B. They couldn't bring their children to the Gods to be sacrificed
  - C. The villagers would force them to sacrifice themselves
  - D. They couldn't save all their children from the earthquake
23. How was the couple's effort to get a baby?
  - A. They took another baby from other parents
  - B. They meditated and prayed to their Gods
  - C. They asked other people to give them a baby
  - D. They asked other people to give sacrifices to the Gods
24. What lesson can we get from the story?
  - A. Kesuma is very afraid
  - B. Every one must keep his promise
  - C. Kesuma's parents did not loved him
  - D. Gods didn't want sacrifices from the people
25. "The baby grew up into a handsome, tough man." What is the synonym of the underlined word?
 

A. Strong	C. Handsome
B. Very firm	D. Easily offended
26. When did a voice in the sky reminding the couple about their promise?
  - A. After the series of earthquakes followed by thunders in the sky and the sky was very dark
  - B. When the wife got pregnant
  - C. When all people in the village die.
  - D. When Kesuma jump

27. Where did Kesuma sacrifice himself by jumping into it ?  
 A. In the mount  
 B. In the forest  
 C. In the sky  
 D. In the crater of the volcano
28. How many children the couple have?  
 A. 11  
 B. 12  
 C. 13  
 D. 14
29. What paragraph the complication of the story appear in the text?  
 A. 1st paragraph  
 B. 2nd paragraph  
 C. 3rd paragraph  
 D. none
30. "And, they forgot their promise....." The antonym of the underlined word is.....  
 A. remember  
 B. find out  
 C. looking for  
 D. lost

Once when a lion, the king of the jungle, was asleep, a little mouse began running up and down on him. This soon awakened the lion, who placed his huge paw on the mouse, and opened his big jaws to swallow him.

"Pardon, O King!" cried the little mouse. "Forgive me this time. I shall never repeat it and I shall never forget your kindness. And who knows, I may be able to do you a good turn one of these days!"

The lion was so tickled by the idea of the mouse being able to help him that he lifted his paw and let him go.

Sometime later, a few hunters captured the lion, and tied him to a tree. After that they went in search of a wagon, to take him to the zoo.

Just then the little mouse happened to pass by. On seeing the lion's plight, he ran up to him and gnawed away the ropes that bound him, the king of the jungle.

"Was I not right?" said the little mouse, very happy to help the lion.  
 (taken from [http://www.kidsworldfun.com/shortstories\\_lionandmouse.php](http://www.kidsworldfun.com/shortstories_lionandmouse.php))

31. What problem did the little mouse have?  
 A. he was trapped in a net  
 B. he was caught by hunters  
 C. he gnawed the ropes  
 D. The lion caught her
32. What problem did the lion have?  
 A. The mouse awakened him  
 B. He was captured by the hunters  
 C. He was killed by some hunters  
 D. The mouse gnawed the ropes

33. What did the mouse do to help the lion?
- A. he ran up and down on his face
  - B. he asked the hunters to help her
  - C. he cried and begged the lion
  - D. he gnawed the ropes that bound the lion
34. "...he ran up to him and gnawed away the ropes that bound him, the king of the jungle. "Was I not right ..." (last line). What does the underlined word refer to?
- A. The lion
  - B. The hunters
  - C. The mouse
  - D. The monster
35. Who captured the lion?
- A. The mouse
  - B. The Monster
  - C. The king
  - D. The hunters

### **Princess Mandalika**

Once upon a time in Lombok, there was a kingdom named Kuripan. The king of Kuripan was very wise. He had a daughter, named Mandalika. She was so beautiful. Many princes wanted to marry her. To choose the one that would be his son-in-law, the king held an arrow shooting competition. The best one would be Mandalika's husband.

On the day of the competition, those princes shot their arrows. All of them did it perfectly. The king found it difficult to choose. Therefore, the princes began to fight and kill each other.

Princess Mandalika was so desperate. She didn't want anyone killing each other because of her. That's why she decided to go to the sea. She died in the south sea of the Lombok. The king and princes were sad and felt guilty. They regretted and stopped fighting.

Until now, one day in every year, usually in February or March, people go to the south sea. On that day, a great number of worms come out from the sea. People call these worm nyale. People believe that those nyales are princess Mandalika's hair.

(taken from <https://www.propofs.com>)

36. Why did the king hold an arrow shooting competition?
- A. To get the best prince for his daughter.
  - B. To let his people know his beautiful daughter
  - C. To replace him as a king
  - D. To entertainment people in the Kuripan Kingdom

37. "She died in the south sea of Lombok" The underlined word has the similar meaning with.....
- A. Alive                      C. Passed away  
B. Slept                      D. Woke
38. The first paragraph tells about.....
- A. Description  
B. Orientation  
C. Complication  
D. Re-orientation

### **BEAUTY AND THE BEAST**

Once upon a time, there was a beautiful girl named Beauty. She lived with her two sisters and her father in a small village. She was also a hard working girl. She always helped her father in the farm.

One day her father went out for the city. He saw an old castle. He became curious to know who lived inside, and he went in. While he was walking around the castle, he met nobody inside. Knowing that there was none inside, he ate the food on the table and picked a rose from the garden, for Beauty. Then an angry beast appeared and wanted to kill him unless Beauty was brought to him.

After reaching his home, Beauty's father told her the truth. Beauty loved her father very much, so she didn't refuse what her father asked. She went to the Beast castle and lived there only with the Beast. Her gloomy life had begun since then. She often tried to run away but she was always successfully stopped by the Beast.

The Beast loved beauty very much. Because of his treatment, Beauty began to like him too. One day, when beauty visiting her father in the village because of his illness, she had a dream. She saw the Beast was dying. She suddenly came back to the Beast castle. Seeing the "dying Beast" she began to cry. When her tear was falling on to the Beast, he became a handsome prince.

Beauty and the Beast got married and lived happily ever after.

(Adapted from Beauty and The Beast movie review)

39. The second paragraph tells about?
- A. Orientation  
B. Complication  
C. Resolution  
D. Thesis
40. "Her gloomy life had begun since then". The underlined word means.....
- A. Interesting                      C. Depressed  
B. Glory                              D. Happy

Last week I took my five-year old son, Willy, to a musical instrument store in my hometown. I wanted to buy him a set of junior drum because his drum teacher advised me to buy him one. Willy likes listening to music very much. He also likes asking me everything he wants to know. Even his questions sometimes seem precocious for a boy of his age. He is very inquisitive.

We went there by car. On the way, we saw a policeman standing near a traffic light regulating the passing cars and other vehicles. He blew his whistle now and then. Seeing the policeman blowing his whistle, Willy asked me at once, "Dad, why is the policeman using a whistle, not a drum?" Hearing his unexpected question I answered reluctantly, "Because he is not Phil Collins!"  
(<https://www.proprofs.com>)

41. What does the text talk about?
  - A. Phil Collins and his drum
  - B. A policeman and his whistle.
  - C. Willy's drum private teacher
  - D. The writer's five-year old son
42. From the text above we know that Willy is a/an ... boy
  - A. Smart
  - C. Stupid
  - B. Funny
  - D. Childish
43. Which sentence that makes the text be funny story.....
  - A. He is very inquisitive
  - B. He blew his whistle now and then.
  - C. He also likes asking me everything he wants to know
  - D. "Dad, why is the policeman using a whistle not a drum?"

Once a man was walking in a park when he came across a penguin He took him to a policeman and said,"I have just found this penguin. What should I do?" The policeman replied,"Take him to the Zoo.

The next day the policeman saw the same man in the same park and the man was still carrying the penguin with him. The policeman was rather surprised and walked up to the man and asked, "Why are you still carrying that penguin about? Didn't you take it to the zoo?" "I certainly did," replied the man."And it was a great idea because he really enjoyed it, so today I'm taking him to the movies!"  
(<https://www.proprofs.com>)

44. What is the man found in the zoo?
  - A. Flower
  - C. Policeman
  - B. Movies
  - D. Penguin

45. Who asked the man to take penguin to the zoo?

- A. The zoo visitors
- B. The policeman
- C. The security
- D. The cinema visitors

Mrs. Brown's old grandfather lived with her and her husband. Every morning he went for a walk in the park and came home at half twelve for his lunch. But one morning a police car stopped outside Mrs. Brown's house at twelve o'clock, and two policemen helped Mr. Brown to get out. One of them said to Mrs. Brown, "The poor old gentlemen lost his way in the park and telephoned us for help, so we sent a car to bring him home." Mrs. Brown was very surprised, but she thanked the policemen and they left. "But, Grandfather," she then said, "you have been to that park nearly every day for twenty years. How did you lose your way there?"

The old man smiled, closed one eye and said, "I didn't quite lose my way. I just got tired and I didn't want to walk home!"

(<https://www.proprofs.com>)

46. Why did Mrs. Brown's grandfather pretend lost his way?

- A. Wanted to be sent to his granddaughter's house
- B. Wanted to get on a police car
- C. Didn't want to return home by taking a walk
- D. Didn't like staying in the park

47. How many persons lived in Mrs. Brown's house?

- A. Two
- B. Three
- C. Four
- D. Five

48. Who lost in the park?

- A. Mr. Brown
- B. Mrs. Brown
- C. Mrs. Brown's grandfather
- D. Mr. Brown and Mrs. Brown

Mr. Black loved shooting bears, but his eyes were not good any more. Several times he nearly shot people instead of bears, so his friends were always very careful when they went out shooting with him.

One day a young friend of his wanted to have a joke, so he got a big piece of white paper and wrote on it in very big letters 'I AM NOT A BEAR'. Then he tied



it to his back and went off. His friends saw it and laughed a lot. But it did not save him. After a few minutes Mr. Black shot him and knocked his hat off.

The young man was frightened and angry. "Didn't you see this piece of paper?" he shouted to Mr. Black. "Yes, I did," said Mr. Black. Then he went nearer, looked carefully at the paper and said, "Oh. I am very sorry. I did not see the word NOT.

(<https://www.proprofs.com>)

49. Mr Black's hobby is .....
- A. Shooting
  - B. Writing
  - C. Climbing
  - D. Shouting
50. Mr Black's eyes are .....
- A. Normal to see
  - B. Not normal to see anymore
  - C. Still nice to see
  - D. As clear as the young man

### Appendix 7. Students' Score of Try-Out

#### Score of Try-Out X IPS 5

Students' Code	Score	Level
E-1	64	Fair
E-2	82	Good
E-3	78	Average
E-4	76	Average
E-5	74	Average
E-6	84	Good
E-7	78	Average
E-8	56	Poor
E-9	68	Fair
E-10	62	Fair
E-11	68	Fair
E-12	78	Average
E-13	66	Fair
E-14	76	Average
E-15	74	Average
E-16	58	Poor
E-17	46	Very poor
E-18	84	Good
E-19	84	Good
E-20	84	Good
E-21	76	Average
E-22	62	Fair
E-23	68	Fair
E-24	62	Fair
E-25	84	Good
E-26	82	Good
E-27	82	Good
E-28	78	Average
E-29	58	Poor
E-30	66	Fair
E-31	82	Good
E-32	78	Average
E-33	72	Average
E-34	84	Good

## Appendix 8. Computation of the Reliability Test

### THE RELIABILITY TEST

The formula of the pearson product moment correlation

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where :

$r_{xy}$  = correlation of coefficient between X and Y variable

N = the total number of subject research

Y = total score

X = question score

$\Sigma (XY)$  = total (x).(y)

The criteria of this formula is the item test is reliabel if  $r_{11} > r$  tabel.

$$r_{xy} = \frac{34 \times 9031 - 542 \times 485}{\sqrt{\{34 \times 10120 - (542)^2\} \{34 \times 8243 - (485)^2\}}}$$

$$r_{xy} = 0,9282$$

$$r_{11} = \frac{2 \times 0,9282}{1 + 0,93}$$

$$r_{11} = 0,963$$

The result of reliability test shows that the  $r_{xy}$  (r tabel) is 0,9282 and  $r_{11}$  is 0,963 it explains that  $r_{11}$  is more than r tabel. It can be concluded that the instrument is reliable.

## Appendix 9. Constructs Validity

### The Result of Instrument Validity

		Total
b1	Pearson Correlation	.685(**)
	Sig. (2-tailed)	.000
	N	34
b2	Pearson Correlation	.191
	Sig. (2-tailed)	.280
	N	34
b3	Pearson Correlation	.706(**)
	Sig. (2-tailed)	.000
	N	34
b4	Pearson Correlation	.676(**)
	Sig. (2-tailed)	.000
	N	34
b5	Pearson Correlation	-.093
	Sig. (2-tailed)	.602
	N	34
b6	Pearson Correlation	.783(**)
	Sig. (2-tailed)	.000
	N	34
b7	Pearson Correlation	.685(**)
	Sig. (2-tailed)	.000
	N	34
b8	Pearson Correlation	.685(**)
	Sig. (2-tailed)	.000
	N	34
b9	Pearson Correlation	.014
	Sig. (2-tailed)	.939
	N	34
b10	Pearson Correlation	-.197
	Sig. (2-tailed)	.264
	N	34
b11	Pearson Correlation	.655(**)
	Sig. (2-tailed)	.000
	N	34
b12	Pearson Correlation	.640(**)
	Sig. (2-tailed)	.000
	N	34
b13	Pearson Correlation	.526(**)
	Sig. (2-tailed)	.001
	N	34
b14	Pearson Correlation	.632(**)

	Sig. (2-tailed)	.000
	N	34
b15	Pearson Correlation	.537(**)
	Sig. (2-tailed)	.001
	N	34
b16	Pearson Correlation	.731(**)
	Sig. (2-tailed)	.000
	N	34
b17	Pearson Correlation	.808(**)
	Sig. (2-tailed)	.000
	N	34
b18	Pearson Correlation	-.042
	Sig. (2-tailed)	.812
	N	34
b19	Pearson Correlation	.676(**)
	Sig. (2-tailed)	.000
	N	34
b20	Pearson Correlation	.643(**)
	Sig. (2-tailed)	.000
	N	34
b21	Pearson Correlation	.804(**)
	Sig. (2-tailed)	.000
	N	34
b22	Pearson Correlation	.840(**)
	Sig. (2-tailed)	.000
	N	34
b23	Pearson Correlation	.707(**)
	Sig. (2-tailed)	.000
	N	34
b24	Pearson Correlation	.628(**)
	Sig. (2-tailed)	.000
	N	34
b25	Pearson Correlation	.603(**)
	Sig. (2-tailed)	.000
	N	34
b26	Pearson Correlation	.527(**)
	Sig. (2-tailed)	.001
	N	34
b27	Pearson Correlation	.616(**)
	Sig. (2-tailed)	.000
	N	34
b28	Pearson Correlation	.874(**)
	Sig. (2-tailed)	.000

	N	34
b29	Pearson Correlation	.163
	Sig. (2-tailed)	.356
	N	34
b30	Pearson Correlation	.628(**)
	Sig. (2-tailed)	.000
	N	34
b31	Pearson Correlation	.554(**)
	Sig. (2-tailed)	.001
	N	34
b32	Pearson Correlation	.539(**)
	Sig. (2-tailed)	.001
	N	34
b33	Pearson Correlation	.624(**)
	Sig. (2-tailed)	.000
	N	34
b34	Pearson Correlation	-.108
	Sig. (2-tailed)	.544
	N	34
b35	Pearson Correlation	.680(**)
	Sig. (2-tailed)	.000
	N	34
b36	Pearson Correlation	.641(**)
	Sig. (2-tailed)	.000
	N	34
b37	Pearson Correlation	.535(**)
	Sig. (2-tailed)	.001
	N	34
b38	Pearson Correlation	.184
	Sig. (2-tailed)	.298
	N	34
b39	Pearson Correlation	.726(**)
	Sig. (2-tailed)	.000
	N	34
b40	Pearson Correlation	.563(**)
	Sig. (2-tailed)	.001
	N	34
b41	Pearson Correlation	.591(**)
	Sig. (2-tailed)	.000

	N	34
b42	Pearson Correlation	.591(**)
	Sig. (2-tailed)	.000
	N	34
b43	Pearson Correlation	-.070
	Sig. (2-tailed)	.693
	N	34
b44	Pearson Correlation	.588(**)
	Sig. (2-tailed)	.000
	N	34
b45	Pearson Correlation	.607(**)
	Sig. (2-tailed)	.000
	N	34
b46	Pearson Correlation	.668(**)
	Sig. (2-tailed)	.000
	N	34
b47	Pearson Correlation	.779(**)
	Sig. (2-tailed)	.000
	N	34
b48	Pearson Correlation	.648(**)
	Sig. (2-tailed)	.000
	N	34
b49	Pearson Correlation	.120
	Sig. (2-tailed)	.500
	N	34
b50	Pearson Correlation	.776(**)
	Sig. (2-tailed)	.000
	N	34
Total	Pearson Correlation	1
	N	34

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

Level	The number of Item
Valid	1, 3, 4, 6, 7, 8, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 35, 36, 37, 39, 40, 41, 42, 44, 45, 46, 47, 48, 50
Invalid	2, 5, 9, 10, 18, 29, 34, 38, 43, 49
<b>Total</b>	<b>50 Items</b>



## Appendix 10. Instrument of Pre-test

### Instrument of Pre-test

Read the text carefully. Choose the correct answer by crossing (x) a, b, c or d.

Students Name : .....

Class/Reg. Number : .....

#### Snow White

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

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

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

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

The dwarfs said, "What is your name?"

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

Then, Snow White told the dwarfs the whole story.

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

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

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

(taken from <http://www.caramudahbelajarbahasainggris.net>)

1. What kind of genre is the "snow white" text above?
  - A. Narrative
  - B. Report
  - C. Anecdote
  - D. Comparative
2. When did Snow White run away to the woods?
  - A. In the afternoon
  - B. In the morning
  - C. In the evening
  - D. In the full moon

3. Why did Snow White live with her uncle and aunt?
  - A. Because she loved them very much
  - B. As a result of forcing attitude from them
  - C. Because her parents were dead
  - D. Because she were afraid of the dwarfs
4. What is communicative purpose of this text?
  - A. To inform the readers about important and newsworthy events
  - B. To entertain readers with fairy tale
  - C. To share an account of an unusual event
  - D. To persuade readers to accept his/her opinions
5. The first paragraph tells about.....
  - A. Complication
  - B. Orientation
  - C. Resolution
  - D. Reorientation

### **The Story of the Smart Parrot**

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to taught the parrot to say Catano. But the bird would not say the word. At first, the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got too angry then he shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after tried for many hours to made the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there were four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

*(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)*

6. Where did the story take place?
 

A. London	C. Jakarta
B. Puerto Rico	D. Buenos Aires



11. What was Kesuma's personal character?
  - A. Melancholic
  - B. Fearful
  - C. Heroic
  - D. Shameful
12. How was the couple's effort to get a baby?
  - A. They took another baby from other parents
  - B. They meditated and prayed to their Gods
  - C. They asked other people to give them a baby
  - D. They asked other people to give sacrifices to the Gods
13. Where did Kesuma sacrifice himself by jumping into it ?
  - A. In the mount
  - B. In the forest
  - C. In the sky
  - D. In the crater of the volcano
14. How many children the couple have?
 

A. 11	C. 13
B. 12	D. 14
15. "And, they forgot their promise....." The antonym of the underlined word is.....
 

A. remember	C. looking for
B. find out	D. lost

Once when a lion, the king of the jungle, was asleep, a little mouse began running up and down on him. This soon awakened the lion, who placed his huge paw on the mouse, and opened his big jaws to swallow him.

"Pardon, O King!" cried the little mouse. "Forgive me this time. I shall never repeat it and I shall never forget your kindness. And who knows, I may be able to do you a good turn one of these days!"

The lion was so tickled by the idea of the mouse being able to help him that he lifted his paw and let him go.

Sometime later, a few hunters captured the lion, and tied him to a tree. After that they went in search of a wagon, to take him to the zoo.

Just then the little mouse happened to pass by. On seeing the lion's plight, he ran up to him and gnawed away the ropes that bound him, the king of the jungle.

"Was I not right?" said the little mouse, very happy to help the lion.  
(taken from [http://www.kidsworldfun.com/shortstories\\_lionandmouse.php](http://www.kidsworldfun.com/shortstories_lionandmouse.php))

16. What problem did the little mouse have?
  - A. he was trapped in a net
  - B. he was caught by hunters
  - C. he gnawed the ropes
  - D. The lion caught her
17. What problem did the lion have?
  - A. The mouse awakened him
  - B. He was captured by the hunters
  - C. He was killed by some hunters
  - D. The mouse gnawed the ropes
18. What did the mouse do to help the lion?
  - A. he ran up and down on his face
  - B. he asked the hunters to help her
  - C. he cried and begged the lion
  - D. he gnawed the ropes that bound the lion

### **Princess Mandalika**

Once upon a time in Lombok, there was a kingdom named Kuripan. The king of Kuripan was very wise. He had a daughter, named Mandalika. She was so beautiful. Many princes wanted to marry her. To choose the one that would be his son-in-law, the king held an arrow shooting competition. The best one would be Mandalika's husband.

On the day of the competition, those princes shot their arrows. All of them did it perfectly. The king found it difficult to choose. Therefore, the princes began to fight and kill each other.

Princess Mandalika was so desperate. She didn't want anyone killing each other because of her. That's why she decided to go to the sea. She died in the south sea of the Lombok. The king and princes were sad and felt guilty. They regretted and stopped fighting.

Until now, one day in every year, usually in February or March, people go to the south sea. On that day, a great number of worms come out from the sea. People call these worm nyale. People believe that those nyales are princess Mandalika's hair.

(taken from <https://www.propofs.com>)

19. Why did the king hold an arrow shooting competition?
  - A. To get the best prince for his daughter.
  - B. To let his people know his beautiful daughter
  - C. To replace him as a king
  - D. To entertainment people in the Kuripan Kingdom

20. "She died in the south sea of Lombok" The underlined word has the similar meaning with.....

A. Alive                      C. Passed away  
B. Slept                      D. Woke

### **BEAUTY AND THE BEAST**

Once upon a time, there was a beautiful girl named Beauty. She lived with her two sisters and her father in a small village. She was also a hard working girl. She always helped her father in the farm.

One day her father went out for the city. He saw an old castle. He became curious to know who lived inside, and he went in. While he was walking around the castle, he met nobody inside. Knowing that there was none inside, he ate the food on the table and picked a rose from the garden, for Beauty. Then an angry beast appeared and wanted to kill him unless Beauty was brought to him.

After reaching his home, Beauty's father told her the truth. Beauty loved her father very much, so she didn't refuse what her father asked. She went to the Beast castle and lived there only with the Beast. Her gloomy life had begun since then. She often tried to run away but she was always successfully stopped by the Beast.

The Beast loved beauty very much. Because of his treatment, Beauty began to like him too. One day, when beauty visiting her father in the village because of his illness, she had a dream. She saw the Beast was dying. She suddenly came back to the Beast castle. Seeing the "dying Beast" she began to cry. When her tear was falling on to the Beast, he became a handsome prince.

Beauty and the Beast got married and lived happily ever after.

(Adapted from Beauty and The Beast movie review)

21. The second paragraph tells about?

A. Orientation  
B. Complication  
C. Resolution  
D. Thesis

22. "Her gloomy life had begun since then". The underlined word means.....

A. Interesting                      C. Depressed  
B. Glory                              D. Happy

Last week I took my five-year old son, Willy, to a musical instrument store in my hometown. I wanted to buy him a set of junior drum because his drum teacher advised me to buy him one. Willy likes listening to music very much. He also likes asking me everything he wants to know. Even his questions sometimes seem precocious for a boy of his age. He is very inquisitive.

We went there by car. On the way, we saw a policeman standing near a traffic light regulating the passing cars and other vehicles. He blew his whistle now and then. Seeing the policeman blowing his whistle, Willy asked me at once, "Dad, why is the policeman using a whistle, not a drum?" Hearing his unexpected question I answered reluctantly, "Because he is not Phil Collins!"  
(<https://www.proprofs.com>)

23. What does the text talk about?
- A. Phil Collins and his drum
  - B. A policeman and his whistle.
  - C. Willy's drum private teacher
  - D. The writer's five-year old son
24. From the text above we know that Willy is a/an ... boy
- A. Smart
  - C. Stupid
  - B. Funny
  - D. Childish

Once a man was walking in a park when he came across a penguin He took him to a policeman and said,"I have just found this penguin. What should I do?" The policeman replied,"Take him to the Zoo.

The next day the policeman saw the same man in the same park and the man was still carrying the penguin with him. The policeman was rather surprised and walked up to the man and asked, "Why are you still carrying that penguin about? Didn't you take it to the zoo?" "I certainly did," replied the man."And it was a great idea because he really enjoyed it, so today I'm taking him to the movies!"  
(<https://www.proprofs.com>)

25. What is the man found in the zoo?
- C. Flower
  - C. Policeman
  - D. Movies
  - D. Penguin
26. Who asked the man to take penguin to the zoo?
- A. The zoo visitors
  - B. The policeman
  - C. The security
  - D. The cinema visitors

Mrs. Brown's old grandfather lived with her and her husband. Every morning he went for a walk in the park and came home at half twelve for his lunch. But one morning a police car stopped outside Mrs. Brown's house at twelve o'clock, and two policemen helped Mr. Brown to get out. One of them said to Mrs. Brown, "The poor old gentlemen lost his way in the park and telephoned us for help, so

we sent a car to bring him home.” Mrs. Brown was very surprised, but she thanked the policemen and they left. “But, Grandfather,” she then said, “you have been to that park nearly every day for twenty years. How did you lose your way there?”

The old man smiled, closed one eye and said, “I didn’t quite lose my way. I just got tired and I didn’t want to walk home!”

(<https://www.proprofs.com>)

27. Why did Mrs. Brown’s grandfather pretend lost his way?
  - A. Because he wanted to be sent to his granddaughter’s house
  - B. Because he wanted to get on a police car
  - C. Because he didn’t want to return home by taking a walk
  - D. Because he didn’t like staying in the park
28. How many persons lived in Mrs. Brown’s house?
  - A. Two
  - B. Three
  - C. Four
  - D. Five
29. Who lost in the park?
  - A. Mr. Brown
  - B. Mrs. Brown
  - C. Mrs. Brown’s grandfather
  - D. Mr. Brown and Mrs. Brown

Mr. Black loved shooting bears, but his eyes were not good any more. Several times he nearly shot people instead of bears, so his friends were always very careful when they went out shooting with him.

One day a young friend of his wanted to have a joke, so he got a big piece of white paper and wrote on it in very big letters ‘I AM NOT A BEAR’. Then he tied it to his back and went off. His friends saw it and laughed a lot. But it did not save him. After a few minutes Mr. Black shot him and knocked his hat off.

The young man was frightened and angry. “Didn’t you see this piece of paper?” he shouted to Mr. Black. “Yes, I did, said Mr. Black. Then he went nearer, looked carefully at the paper and said, “Oh. I am very sorry. I did not see the word NOT.

(<https://www.proprofs.com>)

30. Mr Black’s eyes are .....
  - A. Normal to see
  - B. Not normal to see anymore
  - C. Still nice to see
  - D. As clear as the young man



## Appendix 11. Instrument of Post-test

### Instrument of Post-test

**Read the text carefully. Choose the correct answer by crossing (x) a, b, c or d.**

**Students Name** : .....

**Class/Reg. Number** : .....

Once when a lion, the king of the jungle, was asleep, a little mouse began running up and down on him. This soon awakened the lion, who placed his huge paw on the mouse, and opened his big jaws to swallow him.

"Pardon, O King!" cried the little mouse. "Forgive me this time. I shall never repeat it and I shall never forget your kindness. And who knows, I may be able to do you a good turn one of these days!"

The lion was so tickled by the idea of the mouse being able to help him that he lifted his paw and let him go.

Sometime later, a few hunters captured the lion, and tied him to a tree. After that they went in search of a wagon, to take him to the zoo.

Just then the little mouse happened to pass by. On seeing the lion's plight, he ran up to him and gnawed away the ropes that bound him, the king of the jungle.

"Was I not right?" said the little mouse, very happy to help the lion.

(taken from [http://www.kidsworldfun.com/shortstories\\_lionandmouse.php](http://www.kidsworldfun.com/shortstories_lionandmouse.php))

1. What problem did the little mouse have?
  - A. he was trapped in a net
  - B. he was caught by hunters
  - C. he gnawed the ropes
  - D. The lion caught her
2. What problem did the lion have?
  - A. The mouse awakened him
  - B. He was captured by the hunters
  - C. He was killed by some hunters
  - D. The mouse gnawed the ropes
3. What did the mouse do to help the lion?
  - A. he ran up and down on his face
  - B. he asked the hunters to help her
  - C. he cried and begged the lion
  - D. he gnawed the ropes that bound the lion

### The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to taught the parrot to say Catano. But the bird would not say the word. At first, the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got too angry then he shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after tried for many hours to made the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there were four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

*(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)*

4. Where did the story take place?
 

A. London	C. Jakarta
B. Puerto Rico	D. Buenos Aires
5. What was the word that the parrot could not say?
 

A. Catano	C. Canato
B. Tacano	D. Nacato
6. How often did the owner taught the bird how to say the word?
 

A. never	C. Many times
B. Everyweek	D. Seldom
7. What does the story tell about?
 

A. A parrot and a cat	C. A parrot and the owner
B. A parrot and a chicken	D. A red parrot
8. "The parrot was screaming at the fourth chickens"  
 What does the underlined word mean?
 

A. Smiling	C. Shouting
B. Crying	D. Laugh

### Snow White

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

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

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

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

The dwarfs said, "What is your name?"

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

Then, Snow White told the dwarfs the whole story.

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

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

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

(taken from <http://www.caramudahbelajarbahasainggris.net>)

9. What kind of genre is the "snow white" text above?
  - A. Narrative
  - B. Report
  - C. Anecdote
  - D. Comparative
10. When did Snow White run away to the woods?
  - A. In the afternoon
  - B. In the morning
  - C. In the evening
  - D. In the full moon
11. Why did Snow White live with her uncle and aunt?
  - A. Because she loved them very much
  - B. As a result of forcing attitude from them
  - C. Because her parents were dead
  - D. Because she were afraid of the dwarfs
12. What is communicative purpose of this text?
  - A. To inform the readers about important and newsworthy events
  - B. To entertain readers with fairy tale
  - C. To share an account of an unusual event
  - D. To persuade readers to accept his/her opinions
13. The first paragraph tells about.....
  - A. Complication

- B. Orientation
- C. Resolution
- D. Reorientation

### **The Legend of the Kesodo Ceremony**

Once upon a time on Mount Bromo, East Java, there were a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child. One day, there was a loud voice in the sky when they were praying. "You are going to birth a baby, and later you will birth many children. But I have a requirement for you to obey, if you really want to have children", said the voice. "Whatever you ask, my Lord", the couple answered, "We will do it", "You must sacrifice your first son for the gods". The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, tough man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forgot their promise to sacrifice their first son to the god.

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

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

(taken from <https://www.proprofs.com>)

14. What was Kesuma's personal character?
  - A. Melancholic
  - B. Fearful
  - C. Heroic
  - D. Shameful
15. How was the couple's effort to get a baby?
  - A. They took another baby from other parents
  - B. They meditated and prayed to their Gods
  - C. They asked other people to give them a baby

- D. They asked other people to give sacrifices to the Gods
16. Where did Kesuma sacrifice himself by jumping into it ?
- A. In the mount
  - B. In the forest
  - C. In the sky
  - D. In the crater of the volcano
17. How many children the couple have?
- A. 11
  - B. 12
  - C. 13
  - D. 14
18. "And, they forgot their promise....." The antonym of the underlined word is.....
- A. remember
  - B. find out
  - C. looking for
  - D. lost

### **Princess Mandalika**

Once upon a time in Lombok, there was a kingdom named Kuripan. The king of Kuripan was very wise. He had a daughter, named Mandalika. She was so beautiful. Many princes wanted to marry her. To choose the one that would be his son-in-law, the king held an arrow shooting competition. The best one would be Mandalika's husband.

On the day of the competition, those princes shot their arrows. All of them did it perfectly. The king found it difficult to choose. Therefore, the princes began to fight and kill each other.

Princess Mandalika was so desperate. She didn't want anyone killing each other because of her. That's why she decided to go to the sea. She died in the south sea of the Lombok. The king and princes were sad and felt guilty. They regretted and stopped fighting.

Until now, one day in every year, usually in February or March, people go to the south sea. On that day, a great number of worms come out from the sea. People call these worm nyale. People believe that those nyales are princess Mandalika's hair.

(taken from <https://www.propofs.com>)

19. Why did the king hold an arrow shooting competition?
- A. To get the best prince for his daughter.
  - B. To let his people know his beautiful daughter
  - C. To replace him as a king
  - D. To entertainment people in the Kuripan Kingdom

20. "She died in the south sea of Lombok" The underlined word has the similar meaning with.....

- |          |                |
|----------|----------------|
| A. Alive | C. Passed away |
| B. Slept | D. Woke        |

### **BEAUTY AND THE BEAST**

Once upon a time, there was a beautiful girl named Beauty. She lived with her two sisters and her father in a small village. She was also a hard working girl. She always helped her father in the farm.

One day her father went out for the city. He saw an old castle. He became curious to know who lived inside, and he went in. While he was walking around the castle, he met nobody inside. Knowing that there was none inside, he ate the food on the table and picked a rose from the garden, for Beauty. Then an angry beast appeared and wanted to kill him unless Beauty was brought to him.

After reaching his home, Beauty's father told her the truth. Beauty loved her father very much, so she didn't refuse what her father asked. She went to the Beast castle and lived there only with the Beast. Her gloomy life had begun since then. She often tried to run away but she was always successfully stopped by the Beast.

The Beast loved beauty very much. Because of his treatment, Beauty began to like him too. One day, when beauty visiting her father in the village because of his illness, she had a dream. She saw the Beast was dying. She suddenly came back to the Beast castle. Seeing the "dying Beast" she began to cry. When her tear was falling on to the Beast, he became a handsome prince.

Beauty and the Beast got married and lived happily ever after.

(Adapted from Beauty and The Beast movie review)

21. The second paragraph tells about?

- A. Orientation
- B. Complication
- C. Resolution
- D. Thesis

22. "Her gloomy life had begun since then". The underlined word means.....

- |                |              |
|----------------|--------------|
| A. Interesting | C. Depressed |
| B. Glory       | D. Happy     |

Last week I took my five-year old son, Willy, to a musical instrument store in my hometown. I wanted to buy him a set of junior drum because his drum teacher advised me to buy him one. Willy likes listening to music very much. He also likes asking me everything he wants to know. Even his questions sometimes seem precocious for a boy of his age. He is very inquisitive.

We went there by car. On the way, we saw a policeman standing near a traffic light regulating the passing cars and other vehicles. He blew his whistle now and then. Seeing the policeman blowing his whistle, Willy asked me at once, "Dad, why is the policeman using a whistle, not a drum?" Hearing his unexpected question I answered reluctantly, "Because he is not Phil Collins!"  
(<https://www.proprofs.com>)

23. What does the text talk about?
- A. Phil Collins and his drum
  - B. A policeman and his whistle.
  - C. Willy's drum private teacher
  - D. The writer's five-year old son
24. From the text above we know that Willy is a/an ... boy
- A. Smart
  - C. Stupid
  - B. Funny
  - D. Childish

Once a man was walking in a park when he came across a penguin He took him to a policeman and said,"I have just found this penguin. What should I do?" The policeman replied,"Take him to the Zoo.

The next day the policeman saw the same man in the same park and the man was still carrying the penguin with him. The policeman was rather surprised and walked up to the man and asked, "Why are you still carrying that penguin about? Didn't you take it to the zoo?" "I certainly did," replied the man."And it was a great idea because he really enjoyed it, so today I'm taking him to the movies!"  
(<https://www.proprofs.com>)

25. What is the man found in the zoo?
- E. Flower
  - C. Policeman
  - F. Movies
  - D. Penguin
26. Who asked the man to take penguin to the zoo?
- A. The zoo visitors
  - B. The policeman
  - C. The security
  - D. The cinema visitors

Mrs. Brown's old grandfather lived with her and her husband. Every morning he went for a walk in the park and came home at half twelve for his lunch. But one morning a police car stopped outside Mrs. Brown's house at twelve o'clock, and two policemen helped Mr. Brown to get out. One of them said to Mrs. Brown, "The poor old gentlemen lost his way in the park and telephoned us for help, so

we sent a car to bring him home.” Mrs. Brown was very surprised, but she thanked the policemen and they left. “But, Grandfather,” she then said, “you have been to that park nearly every day for twenty years. How did you lose your way there?”

The old man smiled, closed one eye and said, “I didn’t quite lose my way. I just got tired and I didn’t want to walk home!”

(<https://www.proprofs.com>)

27. Why did Mrs. Brown’s grandfather pretend lost his way?
  - A. Wanted to be sent to his granddaughter’s house
  - B. Wanted to get on a police car
  - C. Didn’t want to return home by taking a walk
  - D. Didn’t like staying in the park
28. How many persons lived in Mrs. Brown’s house?
  - A. Two
  - B. Three
  - C. Four
  - D. Five
29. Who lost in the park?
  - A. Mr. Brown
  - B. Mrs. Brown
  - C. Mrs. Brown’s grandfather
  - D. Mr. Brown and Mrs. Brown

Mr. Black loved shooting bears, but his eyes were not good any more. Several times he nearly shot people instead of bears, so his friends were always very careful when they went out shooting with him.

One day a young friend of his wanted to have a joke, so he got a big piece of white paper and wrote on it in very big letters ‘I AM NOT A BEAR’. Then he tied it to his back and went off. His friends saw it and laughed a lot. But it did not save him. After a few minutes Mr. Black shot him and knocked his hat off.

The young man was frightened and angry. “Didn’t you see this piece of paper?” he shouted to Mr. Black. “Yes, I did, said Mr. Black. Then he went nearer, looked carefully at the paper and said, “Oh. I am very sorry. I did not see the word NOT.

(<https://www.proprofs.com>)

30. Mr Black’s eyes are .....
  - A. Normal to see
  - B. Not normal to see anymore
  - C. Still nice to see
  - D. As clear as the young man



## Appendix 12. Students' Score of Pre-Test

### CONTROL CLASS – X MIPA 3

Students' Code	Score	Level
C-1	73	Average
C-2	70	Fair
C-3	63	Fair
C-4	73	Average
C-5	70	Fair
C-6	73	Average
C-7	67	Fair
C-8	70	Fair
C-9	50	Very por
C-10	70	Fair
C-11	73	Average
C-12	70	Fair
C-13	60	Poor
C-14	67	Fair
C-15	70	Fair
C-16	60	Poor
C-17	70	Fair
C-18	53	Poor
C-19	60	Poor
C-20	60	Poor
C-21	60	Poor
C-22	63	Fair
C-23	67	Fair
C-24	60	Poor
C-25	63	Fair
C-26	70	Fair
C-27	60	Poor
C-28	70	Fair
C-29	77	Average
C-30	67	Fair
C-31	67	Fair
C-32	73	Average
C-33	77	Average
C-34	70	Fair
C-35	73	Average
C-36	63	Fair

### Experimental Class - X MIPA 1

Students' Code	Score	Level
D-1	73	Average
D-2	70	Fair
D-3	70	Fair
D-4	53	Poor
D-5	67	Fair
D-6	53	Poor
D-7	57	Poor
D-8	73	Average
D-9	80	Average
D-10	57	Poor
D-11	47	Very Poor
D-12	67	Fair
D-13	63	Fair
D-14	60	Poor
D-15	63	Fair
D-16	80	Average
D-17	60	Poor
D-18	43	Very Poor
D-19	80	Average
D-20	57	Poor
D-21	53	Poor
D-22	67	Fair
D-23	77	Average
D-24	73	Average
D-25	67	Fair
D-26	73	Average
D-27	50	Very Poor
D-28	67	Fair
D-29	80	Average
D-30	77	Average
D-31	70	Fair
D-32	67	Fair
D-33	63	Fair
D-34	80	Average
D-35	47	Very Poor

### Appendix 13. Students' Score of Post-Test

#### CONTROL CLASS – X MIPA 3

Students' Code	Score	Level
C-1	77	Average
C-2	70	Fair
C-3	60	Poor
C-4	73	Average
C-5	87	Good
C-6	77	Average
C-7	70	Fair
C-8	83	Good
C-9	63	Fair
C-10	70	Fair
C-11	80	Average
C-12	70	Fair
C-13	53	Poor
C-14	76	Average
C-15	73	Average
C-16	77	Average
C-17	70	Fair
C-18	60	Poor
C-19	63	Fair
C-20	67	Fair
C-21	60	Poor
C-22	70	Fair
C-23	60	Poor
C-24	60	Poor
C-25	63	Fair
C-26	77	Average
C-27	60	Poor
C-28	67	Fair
C-29	77	Average
C-30	70	Fair
C-31	63	Fair
C-32	63	Fair
C-33	80	Average
C-34	60	Poor
C-35	60	Poor
C-36	67	Fair

**EXPERIMENTAL CLASS – X MIPA 1**

Students' Code	Score	Level
D-1	83	Good
D-2	90	Good
D-3	90	Good
D-4	87	Good
D-5	97	Excellent
D-6	83	Good
D-7	87	Good
D-8	93	Excellent
D-9	90	Good
D-10	87	Good
D-11	87	Good
D-12	90	Good
D-13	90	Good
D-14	90	Good
D-15	87	Good
D-16	87	Good
D-17	90	Good
D-18	60	Poor
D-19	83	Good
D-20	90	Good
D-21	83	Good
D-22	83	Good
D-23	87	Good
D-24	77	Average
D-25	83	Good
D-26	83	Good
D-27	73	Average
D-28	80	Average
D-29	93	Excellent
D-30	77	Average
D-31	87	Good
D-32	80	Average
D-33	83	Good
D-34	93	Excellent
D-35	67	Fair

## Appendix 14. Documentations


### DOCUMENTATIONS







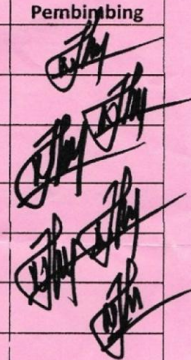
## Appendix 15. Kartu Bimbingan



**UNIVERSITAS ISLAM SULTAN AGUNG**  
**FAKULTAS BAHASA**  
 Jl. Raya kaligawe KM 4, PO. BOX. 1054/SM Semarang 50112, Telp. (+6224) 658 3584 ext. 571

### KARTU BIMBINGAN SKRIPSI

Nama : Muhammad Ridhwan  
 NIM : 31801300505  
 Program Studi : S1 Pendidikan Bahasa Inggris  
 Judul Skripsi : The Effectiveness of Using Generating Interaction Between Schemata and Text (GIST) Strategy in Teaching Reading of Narrative Text  
 Pembimbing : Nani Hidayati, S.Pd. M.Ed

No	Tanggal Bimbingan	Catatan Pembimbing	Paraf Pembimbing
1.	6 April 2018	Bimbingan Chapter IV	
2.	12 April 2018	Bimbingan Chapter IV	
3.	16 April 2018	Bimbingan Chapter V	
4.	19 April 2018	Bimbingan Chapter V dan Appendix	
5.	20 April 2018	Revisi Abstract	
6.	23 April 2018	Approval	
7.			
8.			
9.			
10.			
11.			
12.			

Semarang, .....

Pernbimbing

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