

APPENDICES

Appendix 1 Blueprint Reading Comprehension Test

The Aspect According to Gough dan Tunmer (1986)

No	Aspect	Indicators	Question type	Question number	Total
1	Finding the main idea	Students can determine the main idea of a paragraph in the narrative text	Multiple Choice	1, 6, 11, 16, 21, 26, 31, 36, 41, 46	10
2	Detailed Information	Students can recognize detailed information explicitly mentioned in the narrative text		2, 7, 12, 17, 22, 27, 32, 37, 42, 47	10
3	Vocabulary in context	Students can interpret the meaning of vocabulary according to the context in the narrative text		3, 8, 13, 18, 23, 28, 33, 38, 43, 48	10
4	Making inferences	Students can draw simple conclusions from the information in the narrative text		4, 9, 14, 19, 24, 29, 34, 39, 44, 49	10
5	Understand the organization/flow of text	Students can understand the structure (identification & description) in the narrative text		5, 10, 15, 20, 25, 30, 35, 40, 45, 50	10

Appendix 2 Pre and Post Test Item

Pre-Test

Read the text below carefully. Answer the questions (1-5) by choosing the best option (a, b, c, or d).

Animals in Danger

(By: Andy Hopkins and Joc Potter)

Millions of years ago, the Earth was home to many animals that are no longer alive today. For example, dinosaurs became extinct about 65 million years ago. They disappeared completely from the world, and now people can only see their bones in museums.

But extinction is not just something from the past. In modern times, many animals are also in danger. The baiji dolphins live in the Yangtze River in China, but their numbers are very small today. They are river dolphins, and pollution and boats have made their lives very difficult.

There are also many kinds of plants and small organisms that are important for nature. Algae are very simple plants that grow in water, and they give food to fish and other animals. Without algae, many water animals could not survive.

In Africa, some animals are quickly disappearing. For example, in only thirty years, the number of chimpanzees went down from 600,000 to 200,000. People cut down the forests where chimpanzees live, and hunters also kill them.

Not every country ignores the problem. Some countries are working hard to protect animals. Today, Costa Rica has 160 different places for the protection of animals, such as national parks and nature reserves. These special places give animals food, water, and safe land where they can live freely.

Animals are in danger all around the world, but people can help if they choose to protect nature.

- _____ became extinct about 65 million years ago.
 - Dinosaurs
 - Siberian tigers
 - Dodos
 - Rats
- Baiji dolphins live in the Yangtze River in _____.
 - India
 - Vietnam
 - Indonesia
 - China
- Very simple plants that grow in water _____.
 - algae
 - fish
 - cow
 - species
- In thirty years the number of _____ in Africa went down from 600,000 to 200,000.
 - tapirs
 - chimpanzees
 - cows
 - dodos
- Today, _____ has 160 different places for the protection of animals.
 - Chile
 - China
 - Costa Rica
 - Indonesia

Read the text below carefully. Answer the questions (6-10) by choosing the best option (a, b, c, or d).

Five Short Plays

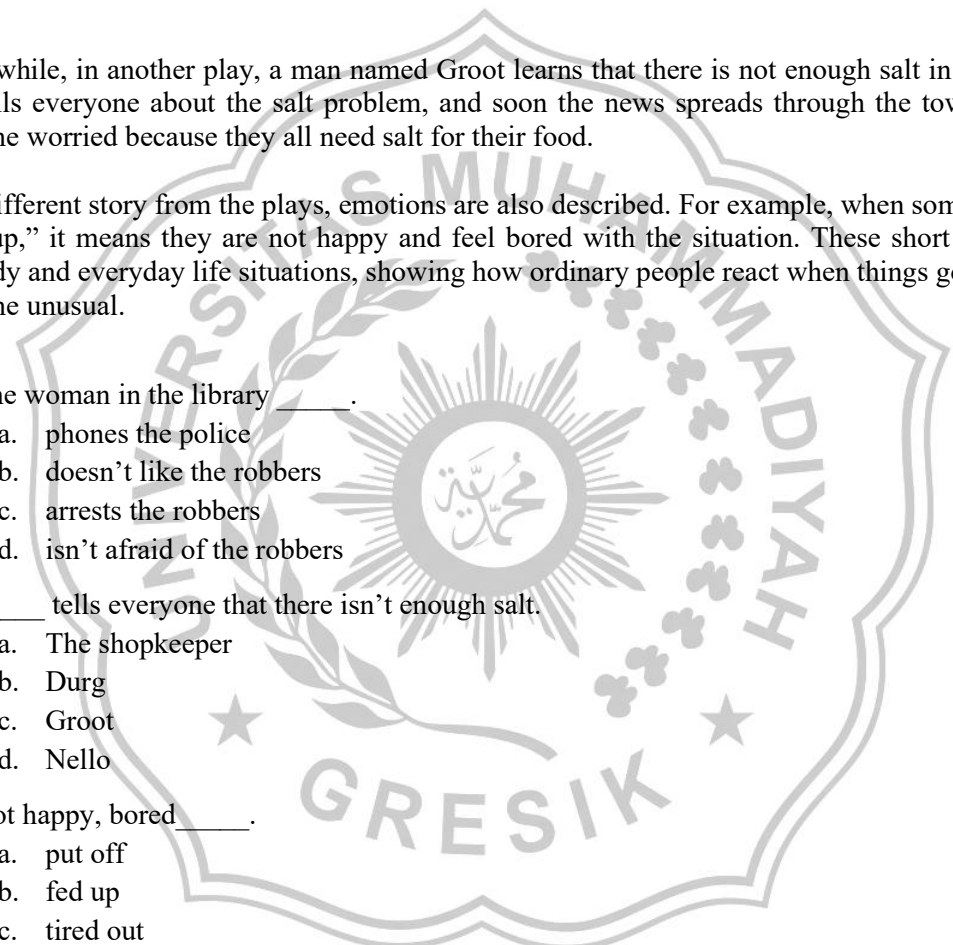
(By: Martyn Ford)

In one of the plays from *Five Short Plays*, two men, Sid and Ron, plan to steal some money. They think they are running into a bank, but they make a mistake. Instead of the bank, they run into the library. Inside, they meet a woman who works there. The woman is not afraid of the two men. She looks at them calmly and tells them to be quiet because people are reading.

Sid and Ron try to explain themselves. They tell the woman their names and even their address, but she is not impressed. She explains that if they want to use the library, they must have library cards.

Meanwhile, in another play, a man named Groot learns that there is not enough salt in the shops. He tells everyone about the salt problem, and soon the news spreads through the town. People become worried because they all need salt for their food.

In a different story from the plays, emotions are also described. For example, when someone feels “fed up,” it means they are not happy and feel bored with the situation. These short plays mix comedy and everyday life situations, showing how ordinary people react when things go wrong or become unusual.

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6. The woman in the library _____.
 - a. phones the police
 - b. doesn't like the robbers
 - c. arrests the robbers
 - d. isn't afraid of the robbers
 7. _____ tells everyone that there isn't enough salt.
 - a. The shopkeeper
 - b. Durg
 - c. Groot
 - d. Nello
 8. Not happy, bored _____.
 - a. put off
 - b. fed up
 - c. tired out
 - d. made up
 9. Sid and Ron tell the woman _____.
 - a. to give them her address
 - b. their name and address
 - c. they want to buy some books
 - d. they haven't got any money
 10. Sid and Ron run into _____.
 - a. a bank
 - b. the library
 - c. a bookshop
 - d. the police station

Read the text below carefully. Answer the questions (11-15) by choosing the best option (a, b, c, or d).

The Adventures of Tom Sawyer

(By; Mark Twain)

Tom Sawyer lived with his Aunt Polly and his brother Sid in the town of St Petersburg, near the Mississippi River. Tom often got into trouble, but he was clever and full of ideas. One day at school, Tom told his teacher that he spoke to Huckleberry Finn. The teacher became angry because Huck never went to school. Tom only said it because he wanted to sit next to Becky Thatcher, the new girl in class.

Huckleberry Finn had a very difficult life. He lived alone in the streets because his father drank whiskey all the time. One day, Tom and Becky got lost in the dark tunnels of a big cave. Everyone in the town was worried, but Huck did not know about it because he was very ill at the time.

Later, Tom and Huck discovered a hidden treasure in an old house. Inside a box, they found gold and silver coins. With this treasure, the boys became very rich, and everyone in St Petersburg admired them.

Not far from the town, there was also a graveyard. Tom and Huck sometimes went there at night because they believed it was a mysterious and dangerous place.

11. Tom told his teacher he spoke to Huckleberry Finn because _____.
 - a. he wanted to sit next to the new girl
 - b. his teacher liked Huck
 - c. it wasn't true
 - d. Huck was famous
12. Tom Sawyer lived with his _____.
 - a. mother and father
 - b. mother and brother
 - c. aunt and brother
 - d. aunt and sister
13. A place for dead people _____.
 - a. picnic
 - b. court
 - c. island
 - d. graveyard
14. Huck didn't know that Tom and Becky were lost because he _____.
 - a. was very ill
 - b. went to Jackson Island
 - c. ran away
 - d. was on holiday
15. Tom and Huck became very rich because they _____.
 - a. opened a shop
 - b. sold Aunt Polly's house
 - c. found the treasure
 - d. sold the treasure

Read the text below carefully. Answer the questions (16-20) by choosing the best option (a, b, c, or d).

San Francisco

(By: Janet Hardy-Gould)

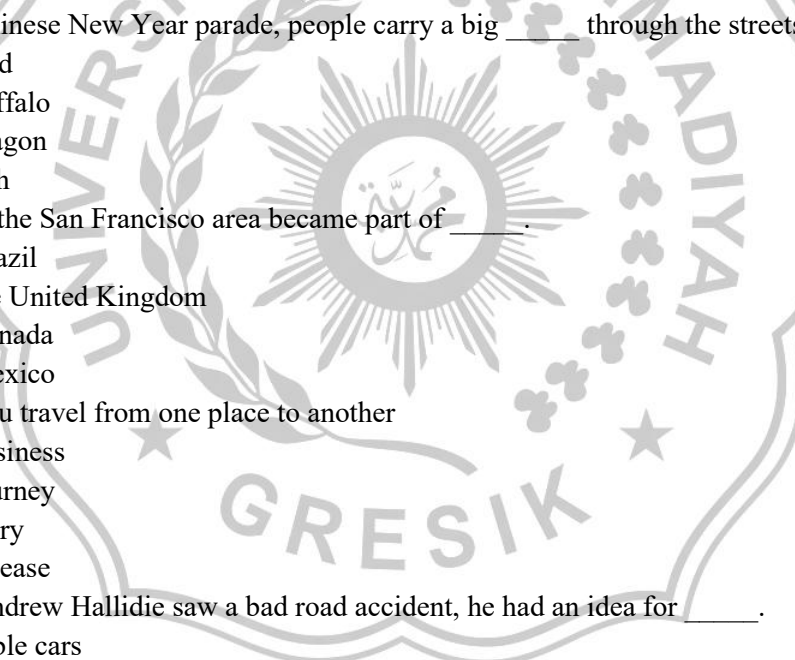
San Francisco has a very rich history and many famous traditions. In 1821, the area became part of Mexico before later joining the United States. Over the years, many different people have travelled on long journeys to the city, making it an international place.

One of the most colourful celebrations in San Francisco is the Chinese New Year parade. Every year, people carry a big dragon through the streets. Music, fireworks, and dancing make the city full of energy.

The city is also famous for its cable cars. In the nineteenth century, Andrew Hallidie saw a terrible accident on a steep road. After that, he had the idea to build the first cable cars so people could travel more safely.

Another important symbol of the city is the Golden Gate Bridge. When the bridge was fifty years old in 1987, thousands of people walked across it together to celebrate its birthday.

Today, San Francisco continues to be a place of culture, history, and new ideas.

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16. In the Chinese New Year parade, people carry a big _____ through the streets.
- bird
 - buffalo
 - dragon
 - fish
17. In 1821, the San Francisco area became part of _____.
- Brazil
 - the United Kingdom
 - Canada
 - Mexico
18. When you travel from one place to another
- business
 - journey
 - story
 - disease
19. When Andrew Hallidie saw a bad road accident, he had an idea for _____.
- cable cars
 - buses
 - bicycles
 - trains
20. In 1987, thousands of people walked across the Golden Gate Bridge because it was _____ years old.
- 50
 - 10
 - 500
 - 100

Read the text below carefully. Answer the questions (21-25) by choosing the best option (a, b, c, or d).

Sherlock Holmes and the Sport of Kings

(By: ir Arthur Conan Doyle)

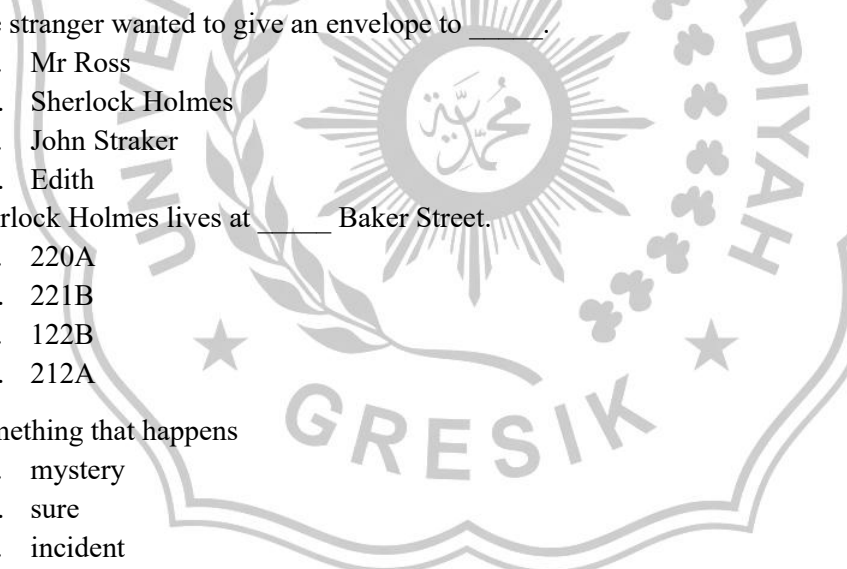
Silver Blaze was the most famous racehorse in England. He lived at the Mapleton stables with his trainer, John Straker, and the owner, Mr. Ross. The horse was very valuable because many people believed he would win the next great race.

One evening, a stranger named Fitzroy Simpson arrived at the stables. He was carrying an envelope and wanted to give it to Mr. Ross. The stable boys thought he was suspicious, so they watched him carefully. Mr. Ross did not trust the stranger.

Sherlock Holmes was asked to investigate the mystery. Holmes lived at 221B Baker Street, London, and he was known all over the country as the cleverest detective. Together with Dr. Watson, he travelled to Dartmoor to find the truth about the missing horse and the death of John Straker.

That night, something strange happened. At one o'clock in the morning, John Straker quietly got out of bed and walked to the stables. He never returned alive. Later, the police discovered that an important incident had taken place in the fields.

During the investigation, Holmes spoke with several people. One of them was Mrs. William Darbyshire, an old lady from the village. She sometimes gave useful information about the people who lived near the stables. With all these clues, Holmes slowly began to solve the mystery of Silver Blaze.

- 
21. The stranger wanted to give an envelope to _____.
- Mr Ross
 - Sherlock Holmes
 - John Straker
 - Edith
22. Sherlock Holmes lives at _____ Baker Street.
- 220A
 - 221B
 - 122B
 - 212A
23. Something that happens
- mystery
 - sure
 - incident
 - win
24. Mrs William Darbyshire was _____.
- an expensive lady
 - an old lady
 - a servant
 - a dress-maker
25. At one o'clock in the morning _____ got out of bed and went to the stables.
- Mr Ross
 - John Straker
 - Ned Hunter
 - Fitzroy Simpson

Post-Test

Read the text below carefully. Answer the questions (1-5) by choosing the best option (a, b, c, or d).

A Little Princess

(By ; Frances Hodgson Burnett)

Sara Crewe was a little girl who lived happily with her father in India. Her father, Captain Crewe, was very rich and loved Sara more than anything. He wanted her to have a good education, so when Sara was seven, he took her to London to study at Miss Minchin's School for Girls. Sara was clever, kind, and very imaginative. She loved reading books and telling stories to others.

At school, Sara was different from other girls because she was rich. Some girls were jealous, and Miss Minchin pretended to like her because of her father's money, but she did not truly care for Sara.

Sara also liked helping others. One day, she found some money on the street. She bought some fresh bread and gave it to a poor girl, showing her generosity. Sara had a small pet monkey, which could jump easily from tree to tree. The monkey often made her laugh.

Suddenly, Captain Crewe died and lost all his fortune. Sara's life changed completely. She could no longer wear fine clothes and had to live in a small attic room. Miss Minchin became very strict and unkind, making Sara do chores. Despite this, Sara stayed brave, kind, and hopeful. She continued to help Becky, a poor servant girl at the school, and other children whenever she could.

In the end, Sara's kindness and courage were rewarded. Becky was very happy because she went to live with Sara, who treated her like a sister.

1. When Sara finds some money in the street, she buys some hot new bread and _____.
 - a. eats it all at once
 - b. puts it in her room
 - c. gives it to Becky
 - d. gives it to a poor girl in the street
2. Sara Crewe was born in _____.
 - a. England
 - b. France
 - c. China
 - d. India
3. A small animal with a long tail; it can jump easily from tree to tree _____.
 - a. rabbit
 - b. dog
 - c. monkey
 - d. elephant
4. After Ralph Crewe dies, Sara must wear _____.
 - a. her new dresses
 - b. a nice uniform
 - c. an old black dress
 - d. an old pink dress
5. At the end, _____ is very happy because she goes to live with Sara.
 - a. Lavinia
 - b. Ermengarde
 - c. Becky
 - d. Miss Minchin

Read the text below carefully. Answer the questions (6-10) by choosing the best option (a, b, c, or d).

Aladdin and the Enchanted Lamp

(By; Judith Dean)

Aladdin was a poor boy who lived with his mother in a small house in Arabia. He was lazy and often did not help his mother. Every day he went to the market to play and talk with his friends, while his mother worked hard to earn money. One day, a stranger came to Aladdin. He said he was Aladdin's uncle, but he was really a magician named Abanazar. Abanazar wanted Aladdin to get a magic lamp from a secret cave. He told Aladdin that the lamp was very important and could make him rich.

Aladdin went into the cave and found the lamp. When he rubbed it, a big jinnee appeared. The jinnee was very powerful and could grant any wish. Aladdin asked the jinnee to take him out of the cave, and the jinnee did. After that, Aladdin used the jinnee's magic to make his mother and himself rich. They had a beautiful house and many treasures, and people in the market liked Aladdin because he was kind and generous.

One day, Aladdin saw the Sultan's daughter. She was very beautiful, with big dark eyes, and Aladdin immediately fell in love with her. He wanted to marry her, but Abanazar wanted the Princess to be his slave. Aladdin did not tell anyone about the magic lamp, not even the Princess. With the help of the jinnee, Aladdin could protect the Princess and bring her safely to his house. In the end, Aladdin and the Princess were happy, and Abanazar was defeated. Aladdin's cleverness and the magic lamp helped him win the love of the Princess and live happily with his mother.

6. Aladdin fell in love with _____.
 - a. the Vizier's daughter
 - b. a slave-girl
 - c. the Sultan's daughter
 - d. an orange-seller
7. He lived in _____.
 - a. India
 - b. Arabia
 - c. France
 - d. Australia
8. A man in stories who can do magic _____.
 - a. sultan
 - b. magician
 - c. vizier
 - d. market-seller
9. Abanazar wanted the Princess to be his _____.
 - a. friend
 - b. wife
 - c. slave
 - d. cook
10. When Aladdin's mother cleaned the lamp, _____ appeared.
 - a. abanazar
 - b. the Princess
 - c. a big jinnee
 - d. the Sultan

Read the text below carefully. Answer the questions (11-15) by choosing the best option (a, b, c, or d).

Alice's Adventures in Wonderland

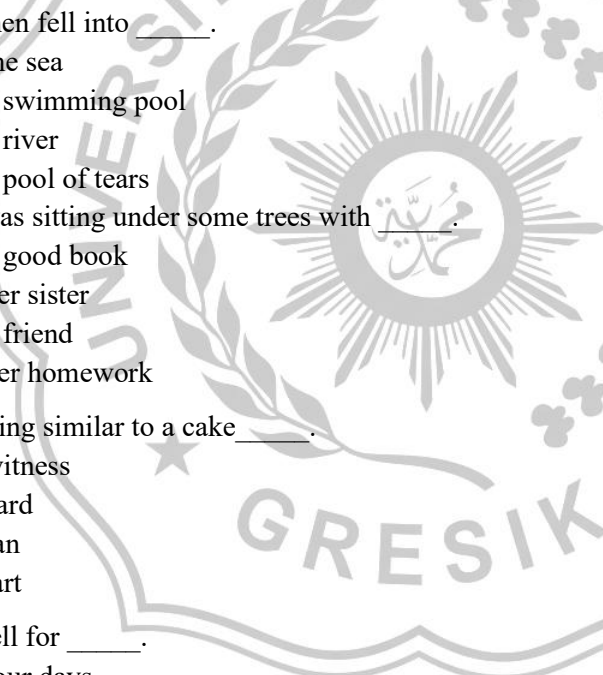
(By; Lewis Carroll)

Alice was sitting under some trees with her sister. She was bored because her sister's book had no pictures or conversations. Suddenly, Alice saw a White Rabbit with pink eyes run past her. The Rabbit looked at its watch and hurried away. Curious, Alice followed the Rabbit and jumped into a rabbit-hole.

She began to fall down, deeper and deeper. Alice felt as if she was falling for a very long time, and she wondered if the hole went down for thousands of miles. At last, she landed safely. Later, Alice cried so much that she made a large pool of tears, and soon she found herself swimming in it.

In Wonderland, Alice saw many strange things. She tasted some food, such as a tart, which was something like a cake. Eating and drinking in Wonderland often made her grow bigger or smaller.

Next, Alice visited a house where she met a Duchess. The Duchess was holding a baby, but the baby sneezed and cried all the time. To Alice's surprise, when she took the baby outside, it suddenly turned into a pig and ran away.

- 
11. Alice then fell into _____.
- the sea
 - a swimming pool
 - a river
 - a pool of tears
12. Alice was sitting under some trees with _____.
- a good book
 - her sister
 - a friend
 - her homework
13. Something similar to a cake _____.
- witness
 - card
 - fan
 - tart
14. Alice fell for _____.
- four days
 - four thousand miles
 - a very long time
 - a short time
15. Next Alice met a Duchess whose baby turned into a _____.
- cat
 - fish
 - pig
 - boy

Read the text below carefully. Answer the questions (16-20) by choosing the best option (a, b, c, or d).

The Elephant Man

(By: Tim Vicary)

Joseph Merrick was a man with a very unusual body. His head and skin were large and strange, so many people were afraid when they saw him. They often ran away or looked at him with fear.

One day, Dr. Frederick Treves, a doctor at the London Hospital, met Merrick. At that time, Merrick was about 28 years old. Dr. Treves wanted to help him, so he gave Merrick a room in the hospital.

At first, the hospital did not have enough money for Merrick to stay. But after an article about him appeared in *The Times* newspaper, many readers sent money. With this help, Merrick was able to live safely in the hospital for the rest of his life.

Dr. Treves visited Merrick often. After their first meeting, he saw him again two years later. Merrick was happy to have a home at last, and he enjoyed reading books and talking with visitors. From his window, he could see the tall lighthouse by the sea, and he often dreamed about traveling on ships like other men.

16. Merrick was able to live for the rest of his life in the hospital because _____.
- the readers of *The Times* gave a lot of money
 - the doctors paid for his rooms
 - the Queen gave a lot of money
 - it was free
17. Joseph Merrick was _____ years old when Dr Treves first met him.
- 35
 - 28
 - 38
 - 25
18. A tall building near the sea, with a strong light to help ships
- lighter
 - white house
 - lighthouse
 - theatre
19. When people saw Merrick, _____.
- they were usually afraid of him
 - they always talked to him
 - they always laughed at him
 - they were usually angry with him
20. The doctor next met Merrick _____ later.
- two months
 - two weeks
 - ten years
 - two years

Read the text below carefully. Answer the questions (21-25) by choosing the best option (a, b, c, or d).

47 Ronin: A Samurai Story from Japan

(By: Jennifer Bassett)

In 1701, Lord Asano, a daimyo from Ako, was called to serve the Shogun in Edo. His duty was to help in important ceremonies at the Shogun's palace. At that time, ceremonies were very important in Japan.

Lord Kira, who worked in the Shogun's palace, was ordered to teach Lord Asano about the correct rules of ceremony. But Lord Kira was a proud and cruel man. He insulted Lord Asano many times and demanded gifts. One day, Lord Asano could not control his anger and attacked Lord Kira inside the palace. For this crime, the Shogun ordered Lord Asano to commit seppuku, a samurai's death.

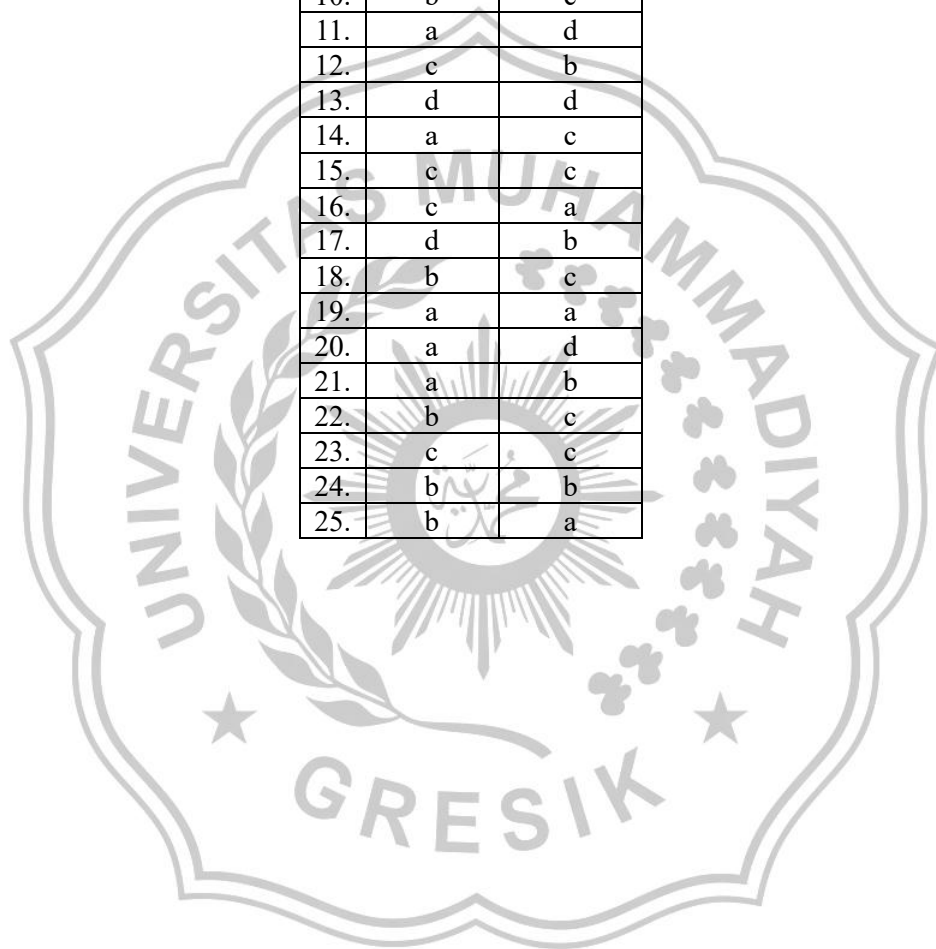
After Lord Asano's death, his loyal samurai became ronin. Their leader, Oishi, made a secret plan for revenge. To deceive Lord Kira, Oishi pretended to be weak and without honour. People thought he had forgotten about his lord, but in truth he was waiting for the right time.

Nearly four years after Lord Asano's death, the forty-seven ronin attacked Lord Kira's house at night. They fought bravely with their swords, the weapon of the samurai, and finally killed Lord Kira. Then they took his head to Lord Asano's grave, to show that their revenge was complete.

21. Lord Asano is a *daimyo* and in 1701 is called to serve the ____.
- King
 - Shogun
 - Samurai
 - Lord
22. Lord Kira works in ____ palace.
- the King's
 - Lord Asano's
 - the Shogun's
 - his own
23. A weapon that looks like a long sharp knife
- whistle
 - spear
 - sword
 - bow and arrow
24. Oishi wants people, including Lord Kira, to think he has no ____.
- family
 - honour
 - swords
 - life
25. Nearly ____ years after Lord Asano's death, the forty-seven ronin are ready to get revenge.
- four
 - three
 - two
 - five

Appendix 3 Key Answer of Test Item

No	Pre-Test	Post-Test
1.	a	d
2.	d	d
3.	a	c
4.	b	c
5.	c	c
6.	d	c
7.	c	b
8.	b	b
9.	b	c
10.	b	c
11.	a	d
12.	c	b
13.	d	d
14.	a	c
15.	c	c
16.	c	a
17.	d	b
18.	b	c
19.	a	a
20.	a	d
21.	a	b
22.	b	c
23.	c	c
24.	b	b
25.	b	a



Appendix 4 Interview Question

The interview questions are designed based on the aspects of students' interpretation and experiences proposed by (Ali et al., 2024).

1. Bagaimana kamu memahami cara belajar Problem-Based Learning (PBL) yang digunakan di kelas ini?
2. Apa yang kamu pahami tentang tujuan penggunaan Wordwall saat belajar?
3. Bagaimana cara kamu memahami langkah-langkah pembelajaran PBL dengan Wordwall?
4. Menurutmu, apakah metode PBL membantu kamu mengerti materi bacaan? Mengapa?
5. Bagaimana pendapatmu tentang seberapa membantu Wordwall dalam kegiatan belajar?
6. Bagaimana kamu menilai hasil belajar yang kamu dapat dari menggunakan Wordwall?
7. Ceritakan pengalamanmu saat mengikuti pembelajaran PBL dengan Wordwall secara keseluruhan.
8. Bagaimana pengalamanmu saat mencoba memahami teks bacaan menggunakan Wordwall?
9. Bagaimana pengalamanmu bekerja sama atau berdiskusi dengan teman saat belajar menggunakan Wordwall?
10. Apakah ada kesulitan atau tantangan yang kamu alami saat menggunakan Wordwall? Bagaimana kamu mengatasinya?
11. Bagaimana pengalamanmu terkait motivasi atau minat saat belajar menggunakan Wordwall?
12. Ceritakan pengalaman yang paling berkesan selama pembelajaran PBL berbantuan Wordwall.

Lesson Plan Experimental Class

NARRATIVE TEXT

I. GENERAL INFORMATION

A. School Identity

1. Name of the Author : Siti Zaujatun Khusnah
2. School Name : UPT SMP Negeri 15 Gresik
3. Academic Year : 2025/2026
4. School Level : SMP
5. Phase/Class : Phase D/Class 8
6. Time Allocation : 6x40 minutes

B. Learning Outcomes

Students are able to understand the meaning of simple oral and written narrative texts about legends in the context of daily life, as well as demonstrate reading skills by understanding story elements such as *orientation*, *complication*, *resolution*, and *moral value*.

C. Profile of Pancasila Students

1. Faith, fear of God Almighty (invite students to pray before starting learning and be grateful after completing learning) and noble character (fostering honest and responsible character in completing assignments).
2. Global diversity (mutual respect for cultural, religious, social and other diversity).
3. Working together (fostering a sense of cohesiveness and cooperating with students in collaborating when discussing with group mates).
4. Independent (fostering confidence in students who do not depend on friends in completing assignments).
5. Critical reasoning (fostering students' critical reasoning in expressing opinions during discussions and during classical learning time).
6. Creative (raising and developing students' ideas or ideas).

D. Facilities and Infrastructure

- ✓ Grade VIII English textbook
- ✓ Student Worksheet (LKPD)
- ✓ Laptops, projectors, and internet connections
- ✓ Access to Wordwall media (<https://wordwall.net>)

E. Target Students

Regular learners: Grade 8

F. Learning Model

Learning Model: Problem Based Learning (PBL)

Syntax PBL according to (Hmelo-Silver, 2004)

1.	Problem Orientation
2.	Organizing Students for Learning
3.	Guided Individual and Group Investigation
4.	Developing and Presenting the Results
5.	Analyzing and Evaluating

Problem Scenario:

1. Situation : Students often have difficulty understanding the meaning of stories because they do not understand the structure and language features of narrative texts. How can these structures and linguistic elements help us understand the content of stories and write stories correctly?
2. Challenge : Write a short narrative text with the correct structure and appropriate language features.

II. CORE COMPONENTS

A. Learning Objectives Based on Bloom's Taxonomy (Anderson, 2001)

Meeting	Level Cognitive	Learning Objectives
1	C1 - C2	1. Students are able to explain unfamiliar vocabulary from the story. 2. Students are able to identify the structure of a narrative text (orientation, complication, and resolution).
2	C2 - C3	3. Students are able to identify the narrative elements (characters, setting, conflict, resolution, and moral value). 4. Students are able to recognize and understand the language features used in narrative texts.
3	C3	5. Students are able to write a short narrative text using the correct structure and language features.

B. Learning Activities

1. Learning Activity 1 (Learning Objectives 1 to 2)

a. Initial Activities (10 minutes)

- a) The teacher greets the students, leads them in prayer, and takes attendance.
- b) The teacher displays a picture of Malin Kundang and asks students about their prior knowledge of the story.
- c) The teacher explains the learning objectives and the benefits students will gain from participating in the activity.
- d) The teacher plays a short video or shows illustrations about Malin Kundang to attract students' attention and motivate them..
https://youtu.be/4O4z6D5AK_c?si=o7M1NiD98SINQQ1s

b. Core Activities (60 minutes)

Syntax 1: Orient Students to the Problem

- a) The teacher asks students what they know about the story of Malin Kundang and the reason he was cursed.
- b) Students express their initial opinions about the main problem in the story.

Syntax 2: Organize Students for Learning

- c) Students are divided into small groups of 4–5 people.
- d) Each group receives a copy of the Malin Kundang legend.
- e) Students identify difficult vocabulary from the story.
- f) Students play Wordwall Match Up to match difficult words with their meanings.

Syntax 3: Guided Individual and Group Investigation

- g) Students work together to understand the content of the story and answer the guiding questions in the worksheet about the text structure (orientation, complication, resolution).
- h) The teacher circulates around the classroom providing guidance and direction so that all groups actively participate.

Syntax 3: Developing and Presenting the Results

- i) Each group presents their findings on the meaning of vocabulary and story structure in front of the class.
- j) Other groups respond or add any missing parts.

Syntax 5: Analyzing and Evaluating

- k) The class discusses the moral message of the story and reflects on how recognizing text structure helps to understand the meaning of the story.
- l) The teacher provides feedback and reinforces understanding of vocabulary and narrative text structure.

c. Closing Activity (10 minutes)

- a) The teacher and students summarize today's lesson: the meaning of difficult vocabulary, the structure of narrative texts, and the reasons why Malin Kundang was cursed.
- b) Students share their impressions and the most interesting aspects of today's lesson.

- c) The teacher gives homework: find another Indonesian folktale and write down its main structure (orientation–complication–resolution).

2. Learning Activity 2 (Learning Objectives 3 to 4)

a. Initial Activities (10 minutes)

- a) The teacher greets the students, leads them in prayer, and checks attendance.
- b) The teacher reviews the previous lesson on The Legend of Malin Kundang with short questions to recall the structure of narrative texts.
- c) The teacher plays a short video or shows illustrations about The Story of Lake Toba. <https://youtu.be/MkRX1xgA-mk?si=hppEYKHYPJnTTtGi>

b. Core Activities (60 minutes)

Syntax 1: Orientation to the Problem

- a) The teacher asks students if they know the origin of Lake Toba.
- b) The teacher asks a trigger question:
“How did the events in this story cause the formation of Lake Toba?”
- c) Students give initial answers based on their knowledge before reading the text.

Syntax 2: Organizing Students for Learning

- d) Students are divided into small groups (4–5 people).
- e) Each group receives a copy of The Story of Lake Toba.
- f) Students use Wordwall – Open the Box to answer questions with the topic “Find the Problem in the Story”
- g) The teacher provides worksheets containing guidelines for identifying orientation, complication, resolution, and language features such as past tense, action verbs, time conjunctions, and direct speech.

Syntax 3: Guiding Independent and Group Investigation

- h) Students take turns reading the text in groups.
- i) They mark the parts of the text that show the narrative structure using different colors on the worksheet.
- j) Students then write down examples of language features found in the text.
- k) The teacher circulates to provide guidance and guiding questions so that students understand the function of each language features.

Syntax 4: Developing and Presenting

- l) Each group presents the results of their identification of the structure and language features they have found.
- m) Other groups provide comments or add other examples from the text.
- n) The teacher displays several answers on the board and reviews the correct structure and language features with the students.

Syntax 5: Analyzing and Evaluating

- o) The teacher and students discuss again how the structure and language help convey the meaning of the story.
- p) Students reflect on their learning by answering the question:

“How do the structure and language features help us understand the story of Lake Toba?”

- q) The teacher provides feedback and clarification on the results of the class discussion.
 - c. Closing Activity (10 minutes)
 - r) The teacher and students summarize what they have learned about the structure and language features of narrative texts.
 - s) Several students share their impressions or new things they have learned today.
 - t) The teacher gives a follow-up assignment: to write one example sentence from the Lake Toba story that shows the past tense and time conjunction.
 - u) The teacher closes the lesson with a prayer and motivation for students to continue practicing their understanding of narrative texts.
3. Learning Activity 3 (Learning Objectives 5)
- a. Initial Activities (10 minutes)
 - a) The teacher greets the students, leads them in prayer, and checks attendance.
 - b) The teacher conducts a brief review of the previous lesson using the Wordwall Quiz (Open the Box) game to recall the structure and linguistic features of narrative texts.
 - c) The teacher explains today's learning objective: students will write a simple narrative text based on the Timun Mas folktale.
 - d) The teacher shows pictures or a short video about Timun Mas to build context and motivate students. https://youtu.be/nRbjzd4EHKI?si=R-odYk9_ASSgEplQ
 - b. Core Activities (60 minutes)

Syntax 1: Orientation to the Problem

 - a) The teacher asks students if they have ever heard the story of Timun Mas.
 - b) The teacher asks a trigger question:
“What was Timun Mas' strategy to escape from the giant?”
 - c) Students give initial answers based on their knowledge, then the teacher explains that they will rewrite their own version of the story.

Syntax 2: Organizing Students for Learning

 - d) The teacher explains the structure of narrative text (orientation, complication, resolution) and language features such as past tense, action verbs, time conjunctions, and direct speech.
 - e) The teacher divides students into small groups to discuss their story ideas.
 - f) Students create a story outline on the worksheet, including the following elements:
 - Characters
 - Setting
 - Complication

- Resolution
 - Moral value
- g) The teacher provides an example of a story outline on the board to guide the students.

Syntax 3: Guiding Independent and Group Investigation

- h) Students develop the framework into a narrative text using appropriate linguistic structures and elements.
- i) Teachers circulate to provide guidance, help correct structural errors and vocabulary usage, and provide motivation.
- j) Students are asked to use vocabulary they have learned previously (familiar vocabulary) to make their writing more natural.

Syntax 4: Developing and Presenting

- k) Students write their narrative texts individually based on the results of group discussions.
- l) Several students are selected to read or share their writing in front of the class.
- m) Teachers and classmates provide feedback on the content, structure, and language use in the texts.

Syntax 5: Analyzing and Evaluating the Problem-Solving Process

- n) The teacher guides the class reflection with questions:
 - “Which part of writing a narrative text was the most difficult?”
 - “How did the structure and language features help you write the story better?”
- o) Students write a short reflection on the worksheet about their experience writing a narrative text today.

c. Closing Activity (10 minutes)

- a) The teacher appreciates the students for their work and participation.
- b) The teacher and students summarize the steps in writing a narrative text and reaffirm its structure and linguistic characteristics.
- c) Students write a short reflection on what they learned today and the difficulties they encountered.
- d) The teacher gives a follow-up assignment: to revise their narrative texts at home based on feedback from their peers and the teacher.

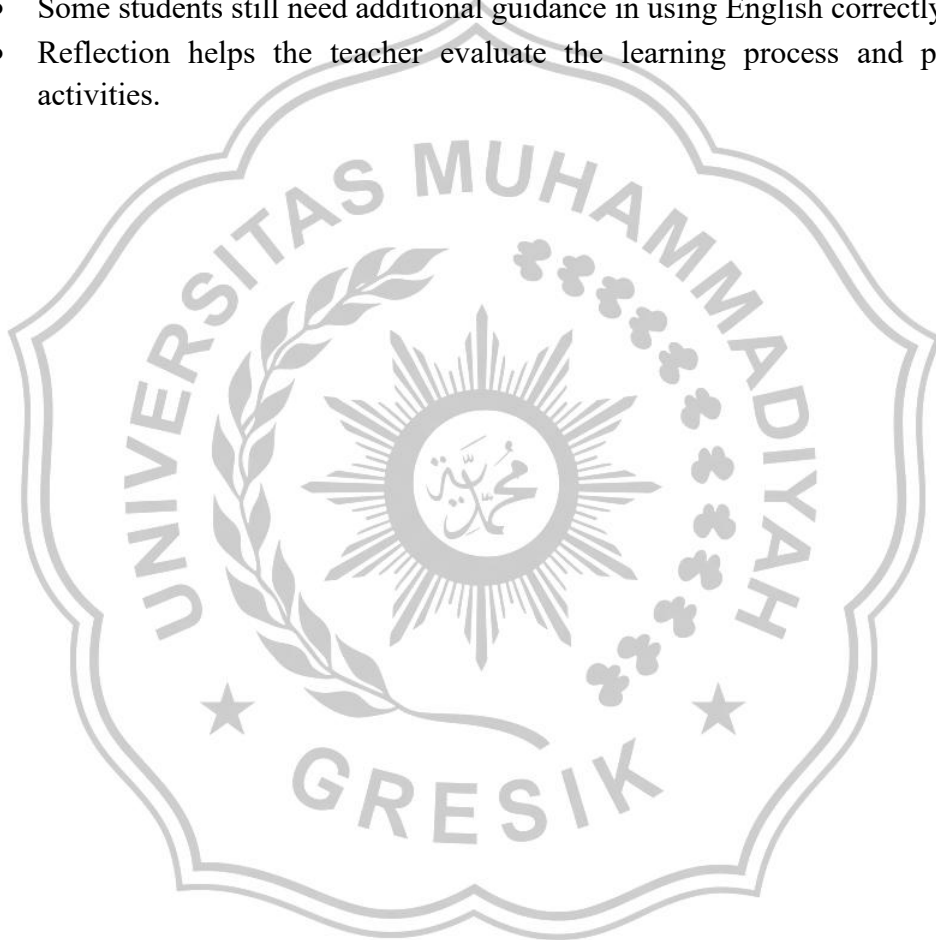
C. Reflections of Students and Teachers

1. Students' Reflection

- Students better understand the narrative text structure, vocabulary, and moral values in folk tales.
- Group discussions and interactive media help students learn actively and gain confidence.
- Students realize the importance of peer feedback to improve their writing.

2. Teacher's Reflection

- The teaching strategies, visual media, and Wordwall activities effectively enhance students' understanding and participation.
- Some students still need additional guidance in using English correctly.
- Reflection helps the teacher evaluate the learning process and plan future activities.



III. APPENDIX

A. Student Activity Sheets

1. Student Activity Sheet (Learning Activity-1)

Wordwall Match Up Activity



Task 1

Read the following scrambled paragraphs from the story “*The Legend of Malin Kundang.*” Then, arrange them into the correct order based on the structure of a narrative text:

The Legend of Malin Kundang

A.

After several years, Malin became a successful merchant. He was very rich and married a beautiful woman from a noble family. One day, his ship sailed back to his hometown. Hearing the news, his mother rushed to the harbor to meet him. She was so happy and proud. However, when Malin’s wife saw his poor old mother, she felt embarrassed. Malin was ashamed too, and he denied his mother. “I don’t know you, old woman! My mother has passed away!” he shouted.

B.

Long ago, in a small village on the coast of West Sumatra, lived a poor widow and her only son named Malin Kundang. Malin was a smart, diligent, and kind boy. Every day, he helped his mother by fishing and collecting firewood to sell in the market. One day, a large merchant ship stopped near the village. The captain needed new sailors to help sail the ship. Malin saw this as a great opportunity to change his life. He asked for his mother’s permission to join the crew. Although his mother was sad, she finally agreed and prayed for his success.

C.

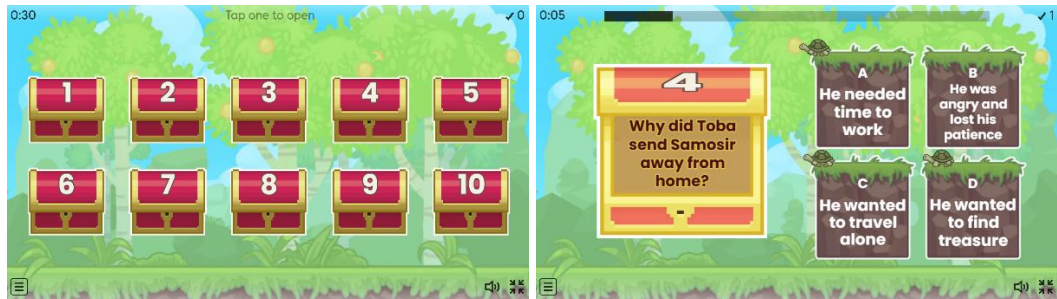
His mother was deeply hurt and cried. In her sadness, she prayed to God to punish her ungrateful son. Suddenly, dark clouds appeared, and a terrible storm hit the sea. Lightning struck Malin’s ship, and he turned into stone. People say the stone can still be found on the coast of West Sumatra.

Answer:

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2. Student Activity Sheet (Learning Activity -2)

Wordwall Match Up



Task 1.

Read the story again and mark each part with different colors:

- Orientation (Blue)
- Complication (Green)
- Resolution (Yellow)

The Story of Toba Lake

As time passed, Toba began to lose his patience and often argued with Samosir. One day, in anger, he sent her away, not knowing she was pregnant. Samosir wandered into the forest and gave birth to their son near the lake. She cared for him alone but was filled with sadness and longing for Toba. Realizing his mistake, Toba felt deep regret and prayed to the gods for forgiveness.

A long time ago, in a small village in North Sumatra, there lived a young boy named Toba with his kind and hardworking mother. Every day, Toba helped her by fishing in the river. One day, he caught a strange golden fish that could talk. The fish promised to grant him one wish if he let it go. Toba wished for a better life for himself and his mother. Soon after, a beautiful woman named Samosir appeared, and Toba fell in love with her. They got married and lived happily together, later having a son.

Suddenly, the earth shook, and water flooded the land, forming a large lake, now known as Lake Toba. In the middle of the lake, an island appeared, named Samosir Island after Toba's wife. Toba found Samosir and his son there, apologized, and promised never to hurt them again. Since then, Lake Toba and Samosir Island have stood as symbols of love, patience, and forgiveness in North Sumatra.

Answer:

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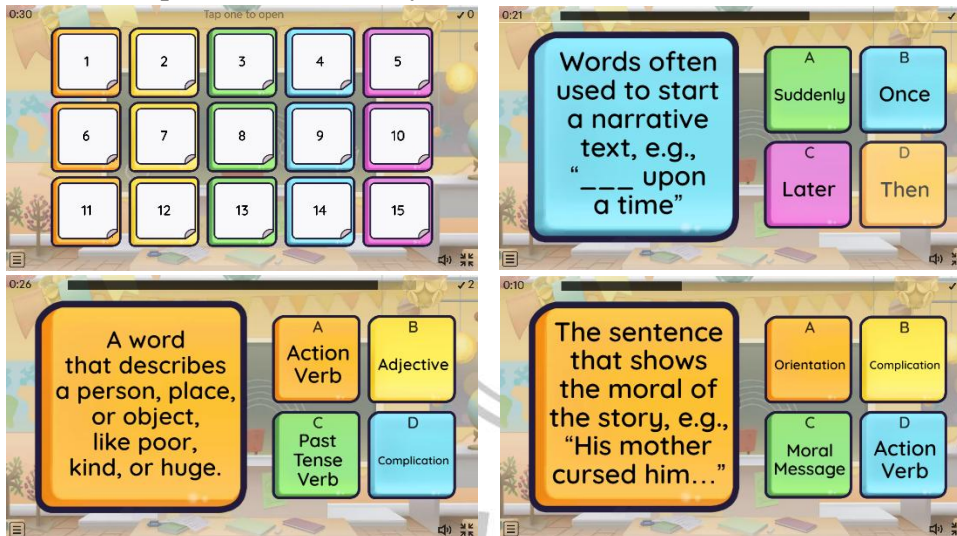
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3. Student Activity Sheet (Learning Activity-3)

Wordwall Open The Box Activity



Task 1

Answer the questions based on the story above:

1. Who is the main character in the story?
2. Where does the story take place (setting)?
3. What is the main problem or conflict in the story?
4. How does Timun Mas solve her problem?
5. What moral lesson can we learn from this story?

Answer:

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Task 2

Story Idea Creation

Instructions:

- Discuss with your partner to create a new story idea.
- Use the narrative elements:

Narrative Elements	Your Story Idea
Characters	
Setting	
Problem/Conflict	
Resolution	
Moral value	

Task 3

Writing Your Narrative Text

Instructions:

After you create your Story Idea, now develop it into a narrative text by including the correct narrative structure, language features, and narrative elements. Write your story clearly and correctly.

Your Narrative Text:

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B. Reading Materials for Teachers and Students

1. Reading Materials (Learning Activity -1)

The Legend of Malin Kundang

Long ago, in a small village on the coast of West Sumatra, lived a poor widow and her only son named Malin Kundang. Malin was a smart, diligent, and kind boy. Every day, he helped his mother by fishing and collecting firewood to sell in the market. One day, a large merchant ship stopped near the village. The captain needed new sailors to help sail the ship. Malin saw this as a great opportunity to change his life. He asked for his mother's permission to join the crew. Although his mother was sad, she finally agreed and prayed for his success.

After several years, Malin became a successful merchant. He was very rich and married a beautiful woman from a noble family. One day, his ship sailed back to his hometown. Hearing the news, his mother rushed to the harbor to meet him. She was so happy and proud. However, when Malin's wife saw his poor old mother, she felt embarrassed. Malin was ashamed too, and he denied his mother. "I don't know you, old woman! My mother has passed away!" he shouted. His mother was deeply hurt and cried. In her sadness, she prayed to God to punish her ungrateful son. Suddenly, dark clouds appeared, and a terrible storm hit the sea. Lightning struck Malin's ship, and he turned into stone. People say the stone can still be found on the coast of West Sumatra.

Learning Materials: Structure and Language features of Narrative Texts

A. Narrative Text Structure

Narrative texts are texts that tell an event or experience, whether real or fictional, with the aim of entertaining or conveying a moral message.

The main structure of a narrative text consists of 3 parts:

1. Orientation
 - This section introduces the characters, places, and times of the story.
 - Example keywords: *once upon a time, long ago, in a small village...*
 - Example sentence:
Long ago, there lived a poor boy named Malin Kundang in a small village by the sea.
2. Complication
 - This section tells about the problems or conflicts that the main character faces.
 - Conflict can be a problem with yourself, others, or the environment.
 - Example keywords: *one day, suddenly, unfortunately...*
 - Example sentence:
When he returned to his village, Malin refused to acknowledge his mother.
3. Resolution
 - This section contains problem-solving and usually contains a moral message.
 - Example sentence:
His mother cursed him, and Malin was turned into stone as a warning to others.

Note: Some narrative texts may also have a Re-orientation section, which is a conclusion that affirms the moral message or gives the final impression.

2. Reading Materials (Learning Activity-2)

The Story of Toba Lake

Orientation:

A long time ago, in a small village in North Sumatra, there lived a young boy named Toba with his kind and hardworking mother. Every day, Toba helped her by fishing in the river. One day, he caught a strange golden fish that could talk. The fish promised to grant him one wish if he let it go. Toba wished for a better life for himself and his mother. Soon after, a beautiful woman named Samosir appeared, and Toba fell in love with her. They got married and lived happily together, later having a son.

Complication:

As time passed, Toba began to lose his patience and often argued with Samosir. One day, in anger, he sent her away, not knowing she was pregnant. Samosir wandered into the forest and gave birth to their son near the lake. She cared for him alone but was filled with sadness and longing for Toba. Realizing his mistake, Toba felt deep regret and prayed to the gods for forgiveness.

Resolution:

Suddenly, the earth shook, and water flooded the land, forming a large lake, now known as Lake Toba. In the middle of the lake, an island appeared, named Samosir Island after Toba's wife. Toba found Samosir and his son there, apologized, and promised never to hurt them again. Since then, Lake Toba and Samosir Island have stood as symbols of love, patience, and forgiveness in North Sumatra.

Language Features of Narrative Text

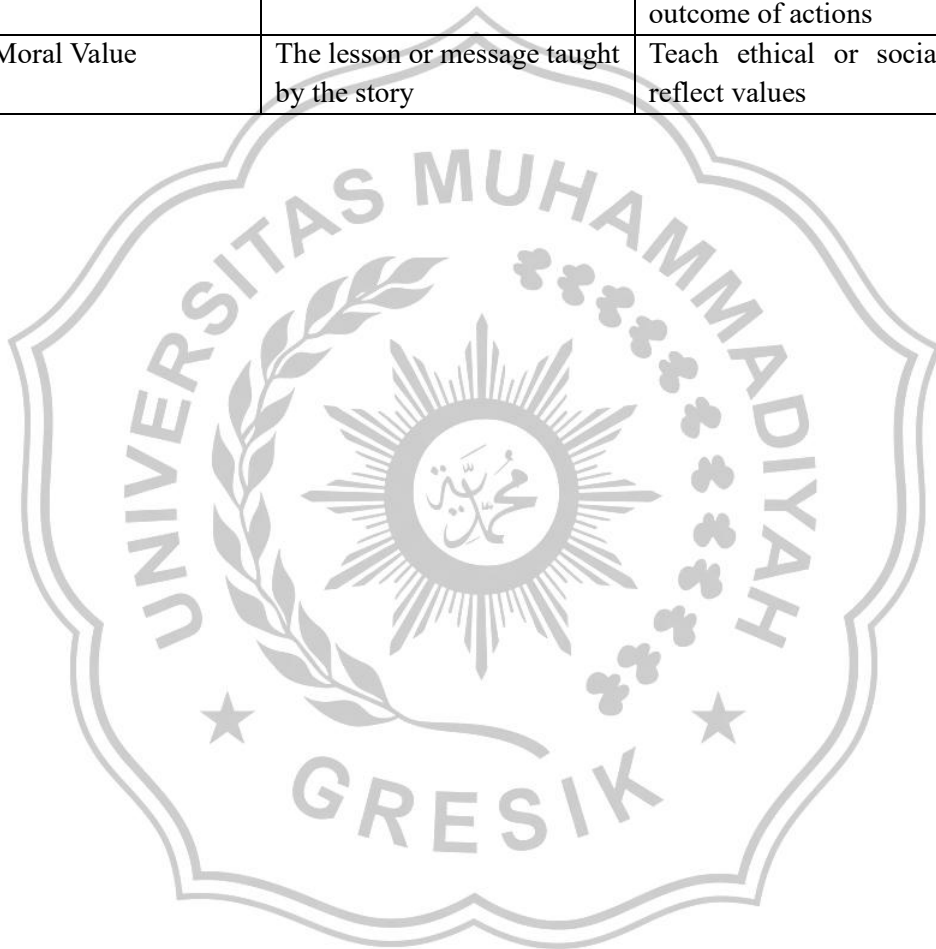
Narrative texts have certain linguistic characteristics that distinguish them from other types of texts. Here are the main elements:

1. Past Tense Verbs
 - Narrative texts usually tell of events in the past.
 - Contoh: *lived, went, saw, helped, became, refused, appeared*
2. Action Verbs
 - A verb that indicates the activity or action of a character.
 - Contoh: *run, help, fight, save, curse, climb*
3. Time Conjunctions / Temporal Connectors
 - Used to indicate the sequence of events.
 - Contoh: *then, after that, when, while, suddenly, later, the next day*
4. Adjectives
 - Used to describe a person, place, or object.
 - Contoh: *poor, brave, kind, scary, huge*
5. Speech / Direct Speech
 - Some narrative texts include conversations to make the story more lively.
 - Contoh: "Mother, I am now rich!" said Malin.
6. Pronouns
 - Used to replace characters so that text doesn't repeat.
 - Contoh: *he, she, they, him, her*

Narrative Text Elements

A narrative text is a text that tells a story, either real or imaginary, and usually has a sequence of events. To understand a narrative text, students should know its key elements:

Narrative Element	Definition	Purpose
Characters	People, animals, or beings in the story	Show actions and experiences; engage readers
Setting	Where and when the story takes place	Provide context; help readers imagine the story world
Problem / Conflict	The main problem or challenge in the story	Create interest and tension; develop character growth
Resolution	How the problem is solved	Conclude the story; show the outcome of actions
Moral Value	The lesson or message taught by the story	Teach ethical or social lessons; reflect values



3. Reading Materials (Learning Activity-3)

The Story of Timun Mas

Once upon a time, there was a poor woman who wished to have a child. One day, she met a giant. The giant said, “I can give you a child, but you must promise to give me the child when she grows up.” The woman agreed because she wanted a child very much. The giant gave her a magical cucumber seed. She planted the seed, and after some time, a baby girl grew from it. She named her Timun Mas.

Timun Mas grew up to be a kind and brave girl. One day, the giant came to take her away. Timun Mas was very frightened and ran as fast as she could into the forest. She remembered that her mother had given her a bag of magical items to protect herself.

The giant chased her through the forest. First, Timun Mas threw cucumber seeds on the ground. The seeds grew into a thick, thorny forest that slowed the giant. Next, she threw sharp needles, which became a mountain of spikes. Finally, she threw water from her bag, which turned into a wide river that the giant could not cross. At last, the giant could not catch her. Timun Mas safely returned home and lived happily with her mother.

Teacher Example of Narrative Framework (Legend – Sangkuriang)

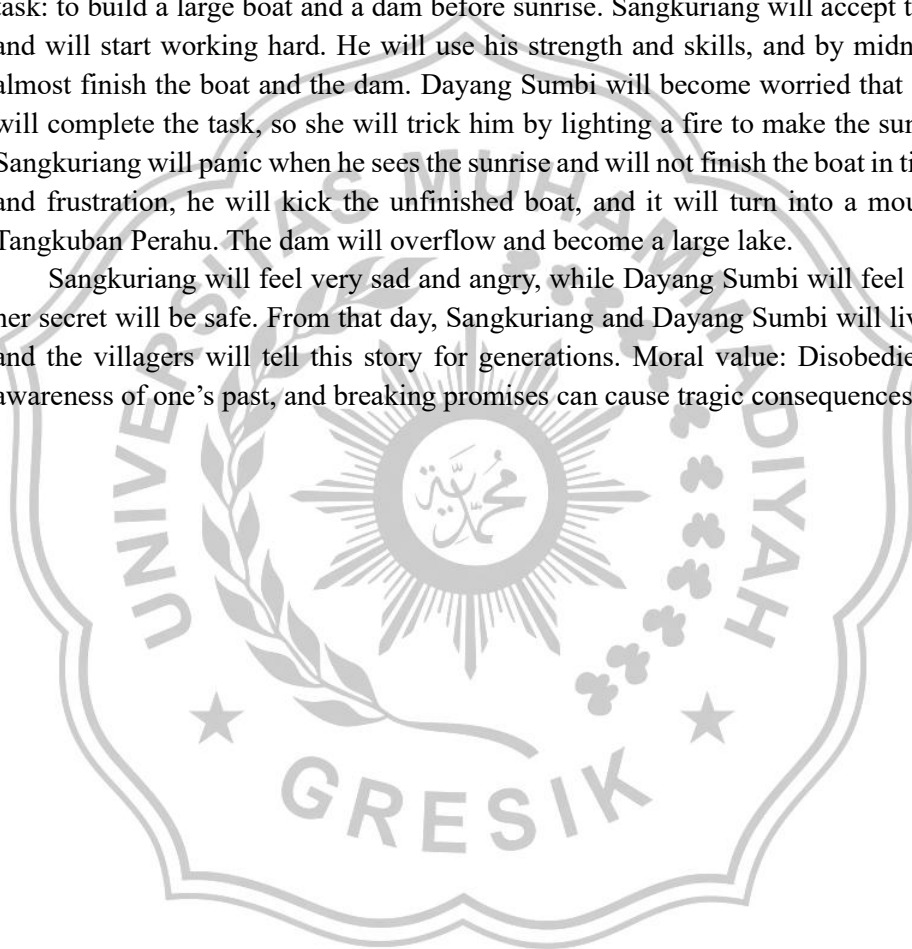
Narrative Elements	Example from “Sangkuriang”
Characters	Sangkuriang, Dayang Sumbi
Setting	West Java, forest, lake
Problem/Conflict	Sangkuriang will unknowingly fall in love with his mother, Dayang Sumbi
Resolution	Dayang Sumbi will try to stop the wedding by asking him to build a dam and a boat overnight, but Sangkuriang will fail
Moral value	Disobedience and lack of knowledge of the past can lead to tragic consequences

Narrative Text: Sangkuriang

A long time ago in West Java, there will live a kind and beautiful woman named Dayang Sumbi. She will meet a young man in the forest, and they will fall in love. They will get married and will have a son named Sangkuriang. Unfortunately, Sangkuriang will grow to be a strong and impatient young man, and one day, due to an accident, he will unintentionally cause his father's death. Dayang Sumbi will be forced to send him away to protect him from punishment. Years later, Sangkuriang will return to his village as a grown man, but he will not recognize his mother. One day, he will meet Dayang Sumbi, and they will fall in love again. They will plan to get married, but Dayang Sumbi will suddenly realize the truth: Sangkuriang will be her son.

Dayang Sumbi will try to stop the wedding. She will give Sangkuriang a very difficult task: to build a large boat and a dam before sunrise. Sangkuriang will accept the challenge and will start working hard. He will use his strength and skills, and by midnight, he will almost finish the boat and the dam. Dayang Sumbi will become worried that Sangkuriang will complete the task, so she will trick him by lighting a fire to make the sun rise earlier. Sangkuriang will panic when he sees the sunrise and will not finish the boat in time. In anger and frustration, he will kick the unfinished boat, and it will turn into a mountain called Tangkuban Perahu. The dam will overflow and become a large lake.

Sangkuriang will feel very sad and angry, while Dayang Sumbi will feel relieved that her secret will be safe. From that day, Sangkuriang and Dayang Sumbi will live separated, and the villagers will tell this story for generations. Moral value: Disobedience, lack of awareness of one's past, and breaking promises can cause tragic consequences.



D. Rubric with Total Score: Writing Your Narrative Text

Criteria	Proficient (25 points)	Skilled (20 points)	Adequate (15 points)	Developing (10 points)
Narrative Structure	Narrative structure is complete and very clear; the sequence is logical and easy to follow	Narrative structure is complete; sequence is logical but slightly unclear in some parts	Narrative structure is incomplete; some parts are unclear or the sequence is not accurate	Narrative structure is incomplete; sequence is unclear
Language Features (Past tense, conjunctions, adjectives, adverbs)	Uses language accurately and variably; grammar and vocabulary are excellent	Uses language quite accurately; grammar and vocabulary are good	Some errors in language use; vocabulary is limited	Many errors in language use; vocabulary is very limited
Narrative Elements (Characters, Setting, Problem/Conflict, Resolution, Moral)	All narrative elements are present and well-developed; the story is complete and interesting	Most narrative elements are present; the story is fairly interesting	Some narrative elements are missing; the story is less interesting	Narrative elements are missing; the story is difficult to understand
Clarity & Correctness (Organization, spelling, punctuation)	The story is very clear, well-organized, and free of spelling/punctuation errors	The story is clear; minor spelling or punctuation errors	The story is somewhat unclear; some spelling/punctuation errors affect understanding	The story is unclear; many spelling/punctuation errors

How to Calculate Total Score:

- Add the points from all four criteria → Maximum Total = 100 points
- Example: Narrative Structure = 20, Language Features = 25, Narrative Elements = 20, Clarity & Correctness = 20 → Total = 85 points

Lesson Plan Control Class

NARRATIVE TEXT

I. GENERAL INFORMATION

A. School Identity

1. Name of the Author : Siti Zaujatun Khusnah
2. School Name : UPT SMP Negeri 15 Gresik
3. Academic Year : 2025/2026
4. School Level : SMP
5. Phase/Class : Phase D/Class 8
6. Time Allocation : 6x40 minutes

B. Learning Outcomes

Students are able to understand the meaning of simple oral and written narrative texts about legends or folklore in the context of daily life, as well as demonstrate reading skills by understanding story elements such as *orientation*, *complication*, *resolution*, and *moral value*.

C. Profile of Pancasila Students

1. Faith, fear of God Almighty (invite students to pray before starting learning and be grateful after completing learning) and noble character (fostering honest and responsible character in completing assignments).
2. Global diversity (mutual respect for cultural, religious, social and other diversity).
3. Working together (fostering a sense of cohesiveness and cooperating with students in collaborating when discussing with group mates).
4. Independent (fostering confidence in students who do not depend on friends in completing assignments).
5. Critical reasoning (fostering students' critical reasoning in expressing opinions during discussions and during classical learning time).
6. Creative (raising and developing students' ideas or ideas).

D. Facilities and Infrastructure

- ✓ Grade VIII English textbook
- ✓ Student Worksheet (LKPD)
- ✓ Laptop and LCD Projector (to display text or story images)
- ✓ Whiteboards and markers

E. Target Students

Regular learners: Grade 8

F. Learning Model

Learning Model: Conventional

Methods: Lectures, Questions and Answers, Limited Discussions, and Exercises (Exercise)

II. CORE COMPONENTS

A. Learning Objectives (Based on Bloom's Taxonomy - Anderson & Krathwohl)

Meeting	Level Cognitive	Learning Objectives
1	C1 - C2	1. Students are able to explain unfamiliar vocabulary from the story. 2. Students are able to identify the structure of a narrative text (orientation, complication, and resolution).
2	C2 - C3	3. Students are able to identify the narrative elements (characters, setting, conflict, resolution, and moral value). 4. Students are able to recognize and understand the language features used in narrative texts.
3	C3	5. Students are able to write a short narrative text using the correct structure and language features.

B. Learning Activities

1. Learning Activity 1 (1st to 2nd Learning Objectives)
 - a. Initial Activity (10 minutes)
 - a) The teacher greets the students, invites them to pray, and checks attendance.
 - b) The teacher showed *Malin Kundang* a picture and asked:
 - "Who has ever heard of *Malin Kundang*?"
 - "What do you guys know about this story?"
 - c) The teacher conveyed the learning objectives of today.
 - d) The teacher explained that today they will learn to understand the structure and language features of narrative texts.
 - b. Core Activities (60 minutes)
 - a) The teacher read the text of *The Legend of Malin Kundang* and asked several students to read it in turn.
 - b) The teacher explained the meaning of vocabulary that is difficult to use the whiteboard.
 - c) The teacher guides students to understand the structure of the text:
 - Orientation: Who, Where, When
 - Complication: What happened?
 - Resolution: How was the problem solved?
 - d) Students answer reading comprehension questions.
 - e) Students discuss the answers.
 - f) The teacher writes the correct answer on the board and provides additional explanations.

- g) The teacher leads students to discover the moral value of Malin Kundang's story.
- c. Final Activity (10 minutes)
 - a) Teachers and students deduce the structure and linguistic characteristics of narrative texts.
 - b) The teacher gave a homework: rewrite Malin Kundang's story with his own sentences (10 sentences).
 - c) The teacher closes the lesson with prayer and motivation.

2. Learning Activities 2 (3rd to 4th Learning Objectives)

- a. Initial Activity (10 minutes)
 - a) The teacher greets the students, invites them to pray, and checks attendance.
 - b) The teacher reviews the previous lesson on *The Legend of Malin Kundang* with short questions to recall the structure of the narrative text.
 - c) The teacher conveyed the purpose of today's learning, which is to analyze the narrative elements in the text *of The Story of Toba Lake*.
- b. Core Activities (60 minutes)
 - a) The teacher reads the text *of The Story of Toba Lake*, then asks the students to read it in turn.
 - b) The teacher explained the meaning of difficult words directly.
 - c) Students answer comprehension questions provided in the LKPD, including:
 - *Who is the main character of the story?*
 - *Where and when does the story take place?*
 - *What are the main conflicts in the story?*
 - *How is it solved?*
 - *What is the moral message of the story?*
 - d) The teacher guides students to correct their answers together.
 - e) The teacher explains the linguistic characteristics of narrative texts: past tense, action verbs, time conjunctions.
 - f) The teacher draws a chart on the board to write down the narrative elements (characters, setting, problems, solutions, moral values).
 - g) Students copy charts and complete them based on text.
- c. Final Activity (10 minutes)
 - a) The teacher asked two groups to present the results of their analysis.
 - b) The teacher gives feedback.
 - c) The teacher and students deduced the important elements in the text *of The Story of Toba Lake*.
 - d) The teacher closed with prayer and appreciation.

3. Learning Activity 3 (5th to 6th Learning Objectives)

- a. Initial Activity (10 minutes)
 - a) The teacher greets and invites the students to pray.
 - b) The teacher conducts a brief review of the previous lesson.
 - c) The teacher conveyed the learning objective: to write a simple narrative text based on *The Legend of Timun Mas*.
 - d) The teacher displays a picture or summary of the story of *Timun Mas*.
- b. Core Activities (60 minutes)
 - a) The teacher re-explains the structure of the narrative text.
 - b) The teacher gave an example of a short text of *Timun Mas* on the board.
 - c) Students read and understand the sample text.
 - d) The teacher guides students to draft a narrative text framework:
 - e) Students write simple narrative texts individually in LKPD.
 - f) The teacher provides guidance, helping to improve the structure and use of grammar.
 - g) Students read their writings in front of the class voluntarily.
 - h) The teacher gives feedback on the use of language and the content of the story.
- c. Final Activity (10 minutes)
 - a) Teachers give appreciation to students who have written well.
 - b) The teacher and students conclude the steps of writing a narrative text.
 - c) Students write a brief reflection: "What is the hardest part of writing a narrative text?"
 - d) The teacher closes the learning with prayer and motivation.

2. Student Activity Sheet (Learning Activity -2)

Task 1.

Read the story again and mark each part with different colors:

- Orientation (Blue)
- Complication (Green)
- Resolution (Yellow)

The Story of Toba Lake

As time passed, Toba began to lose his patience and often argued with Samosir. One day, in anger, he sent her away, not knowing she was pregnant. Samosir wandered into the forest and gave birth to their son near the lake. She cared for him alone but was filled with sadness and longing for Toba. Realizing his mistake, Toba felt deep regret and prayed to the gods for forgiveness.

A long time ago, in a small village in North Sumatra, there lived a young boy named Toba with his kind and hardworking mother. Every day, Toba helped her by fishing in the river. One day, he caught a strange golden fish that could talk. The fish promised to grant him one wish if he let it go. Toba wished for a better life for himself and his mother. Soon after, a beautiful woman named Samosir appeared, and Toba fell in love with her. They got married and lived happily together, later having a son.

Suddenly, the earth shook, and water flooded the land, forming a large lake, now known as Lake Toba. In the middle of the lake, an island appeared, named Samosir Island after Toba's wife. Toba found Samosir and his son there, apologized, and promised never to hurt them again. Since then, Lake Toba and Samosir Island have stood as symbols of love, patience, and forgiveness in North Sumatra.

Answer:

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3. Student Activity Sheet (Learning Activity-3)

Task 1

Answer the questions based on the story above:

1. Who is the main character in the story?
2. Where does the story take place (setting)?
3. What is the main problem or conflict in the story?
4. How does Timun Mas solve her problem?
5. What moral lesson can we learn from this story?

Answer:

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Task 2

Story Idea Creation

Instructions:

- Discuss with your partner to create a new story idea.
- Use the narrative elements:

Narrative Elements	Your Story Idea
Characters	
Setting	
Problem/Conflict	
Resolution	
Moral value	

Task 3

Writing Your Narrative Text

Instructions:

After you create your Story Idea, now develop it into a narrative text by including the correct narrative structure, language features, and narrative elements. Write your story clearly and correctly.

Your Narrative Text:

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B. Reading Materials for Teachers and Students

1. Reading Materials (Learning Activity -1)

The Legend of Malin Kundang

Long ago, in a small village on the coast of West Sumatra, lived a poor widow and her only son named Malin Kundang. Malin was a smart, diligent, and kind boy. Every day, he helped his mother by fishing and collecting firewood to sell in the market. One day, a large merchant ship stopped near the village. The captain needed new sailors to help sail the ship. Malin saw this as a great opportunity to change his life. He asked for his mother's permission to join the crew. Although his mother was sad, she finally agreed and prayed for his success.

After several years, Malin became a successful merchant. He was very rich and married a beautiful woman from a noble family. One day, his ship sailed back to his hometown. Hearing the news, his mother rushed to the harbor to meet him. She was so happy and proud.

However, when Malin's wife saw his poor old mother, she felt embarrassed. Malin was ashamed too, and he denied his mother. "I don't know you, old woman! My mother has passed away!" he shouted. His mother was deeply hurt and cried.

In her sadness, she prayed to God to punish her ungrateful son. Suddenly, dark clouds appeared, and a terrible storm hit the sea. Lightning struck Malin's ship, and he turned into stone. People say the stone can still be found on the coast of West Sumatra.

Learning Materials: Structure and Language features of Narrative Texts

A. Narrative Text Structure

Narrative texts are texts that tell an event or experience, whether real or fictional, with the aim of entertaining or conveying a moral message.

The main structure of a narrative text consists of 3 parts:

1. Orientation
 - This section introduces the characters, places, and times of the story.
 - Example keywords: *once upon a time, long ago, in a small village...*
 - Example sentence:
Long ago, there lived a poor boy named Malin Kundang in a small village by the sea.
2. Complication
 - This section tells about the problems or conflicts that the main character faces.
 - Conflict can be a problem with yourself, others, or the environment.
 - Example keywords: *one day, suddenly, unfortunately...*
 - Example sentence:
When he returned to his village, Malin refused to acknowledge his mother.
3. Resolution
 - This section contains problem-solving and usually contains a moral message.
 - Example sentence:
His mother cursed him, and Malin was turned into stone as a warning to others.

Note: Some narrative texts may also have a Re-orientation section, which is a conclusion that affirms the moral message or gives the final impression.

2. Reading Materials (Learning Activity-2)

The Story of Toba Lake

A long time ago, in a small village in North Sumatra, there lived a young boy named Toba. He lived with his mother, who was kind, loving, and hardworking. Every day, Toba helped his mother by fishing in the river to provide food for them.

One day, while fishing, Toba caught a strange golden fish. To his surprise, the fish could talk. "If you let me go," said the fish, "I will grant you one wish." Toba was amazed. He thought carefully and wished for a better life for his mother and himself. Then, he gently released the fish back into the river.

A few days later, a beautiful young woman named Samosir appeared by the river. She was kind, gentle, and wise. Toba and Samosir spent more time together, and eventually, they fell in love. They got married and lived happily in the village. Soon, they had a son, and Toba's life seemed perfect.

However, over time, Toba began to lose his patience. He became strict and often argued with Samosir. One day, in a moment of anger, he sent her away, not knowing that she was pregnant. Samosir wandered alone through the forest and finally gave birth to their son near the shore of a lake. She cared for her child as best as she could, but she was very sad and missed Toba.

Toba, on the other hand, felt deep regret for his actions. He realized that he had made a huge mistake. He prayed to the gods for forgiveness and for a way to reunite with his wife. Suddenly, the ground shook, and water from the river overflowed, creating a large lake, now called Lake Toba. In the middle of the lake, an island appeared. This island was named Samosir Island, after Toba's beloved wife.

Toba found Samosir and his son on the island. He apologized sincerely and promised never to make the same mistake again. The story teaches the villagers an important lesson: to be patient, to respect family, and to keep promises.

From that day, Lake Toba and Samosir Island became symbols of love, patience, and forgiveness in North Sumatra.

Language features of Narrative Texts

Narrative texts have certain linguistic characteristics that distinguish them from other types of texts. Here are the main elements:

1. Past Tense Verbs
 - Narrative texts usually tell of events in the past.
 - Contoh: *lived, went, saw, helped, became, refused, appeared*
2. Action Verbs
 - A verb that indicates the activity or action of a character.
 - Contoh: *run, help, fight, save, curse, climb*
3. Time Conjunctions / Temporal Connectors
 - Used to indicate the sequence of events.
 - Contoh: *then, after that, when, while, suddenly, later, the next day*
4. Adjectives
 - Used to describe a person, place, or object.
 - Contoh: *poor, brave, kind, scary, huge*
5. Speech / Direct Speech
 - Some narrative texts include conversations to make the story more lively.
 - Contoh: "Mother, I am now rich!" said Malin.

6. Pronouns

- Used to replace characters so that text doesn't repeat.
- Contoh: *he, she, they, him, her*

Narrative Text Elements

A narrative text is a text that tells a story, either real or imaginary, and usually has a sequence of events. To understand a narrative text, students should know its key elements:

Narrative Element	Definition	Purpose
Characters	People, animals, or beings in the story	Show actions and experiences; engage readers
Setting	Where and when the story takes place	Provide context; help readers imagine the story world
Problem / Conflict	The main problem or challenge in the story	Create interest and tension; develop character growth
Resolution	How the problem is solved	Conclude the story; show the outcome of actions
Moral Value	The lesson or message taught by the story	Teach ethical or social lessons; reflect values



3. Reading Materials (Learning Activity-3)

The Story of Timun Mas

Once upon a time, there was a poor woman who wished to have a child. One day, she met a giant. The giant said, "I can give you a child, but you must promise to give me the child when she grows up." The woman agreed because she wanted a child very much. The giant gave her a magical cucumber seed. She planted the seed, and after some time, a baby girl grew from it. She named her Timun Mas.

Timun Mas grew up to be a kind and brave girl. One day, the giant came to take her away. Timun Mas was very frightened and ran as fast as she could into the forest. She remembered that her mother had given her a bag of magical items to protect herself.

The giant chased her through the forest. First, Timun Mas threw cucumber seeds on the ground. The seeds grew into a thick, thorny forest that slowed the giant. Next, she threw sharp needles, which became a mountain of spikes. Finally, she threw water from her bag, which turned into a wide river that the giant could not cross.

At last, the giant could not catch her. Timun Mas safely returned home and lived happily with her mother.

Teacher Example of Narrative Framework (Legend – Sangkuriang)

Narrative Elements	Example from "Sangkuriang"
Characters	Sangkuriang, Dayang Sumbi
Setting	West Java, forest, lake
Problem/Conflict	Sangkuriang will unknowingly fall in love with his mother, Dayang Sumbi
Resolution	Dayang Sumbi will try to stop the wedding by asking him to build a dam and a boat overnight, but Sangkuriang will fail
Moral value	Disobedience and lack of knowledge of the past can lead to tragic consequences

Narrative Text: Sangkuriang

A long time ago in West Java, there will live a kind and beautiful woman named Dayang Sumbi. She will meet a young man in the forest, and they will fall in love. They will get married and will have a son named Sangkuriang. Unfortunately, Sangkuriang will grow to be a strong and impatient young man, and one day, due to an accident, he will unintentionally cause his father's death. Dayang Sumbi will be forced to send him away to protect him from punishment.

Years later, Sangkuriang will return to his village as a grown man, but he will not recognize his mother. One day, he will meet Dayang Sumbi, and they will fall in love again. They will plan to get married, but Dayang Sumbi will suddenly realize the truth: Sangkuriang will be her son.

Dayang Sumbi will try to stop the wedding. She will give Sangkuriang a very difficult task: to build a large boat and a dam before sunrise. Sangkuriang will accept the challenge and will start working hard. He will use his strength and skills, and by midnight, he will almost finish the boat and the dam.

Dayang Sumbi will become worried that Sangkuriang will complete the task, so she will trick him by lighting a fire to make the sun rise earlier. Sangkuriang will panic when he sees the sunrise and will not finish the boat in time. In anger and frustration, he will kick the

unfinished boat, and it will turn into a mountain called Tangkuban Perahu. The dam will overflow and become a large lake.

Sangkuriang will feel very sad and angry, while Dayang Sumbi will feel relieved that her secret will be safe. From that day, Sangkuriang and Dayang Sumbi will live separated, and the villagers will tell this story for generations.

Moral value: Disobedience, lack of awareness of one's past, and breaking promises can cause tragic consequences.



E. Rubric with Total Score: Writing Your Narrative Text

Criteria	Proficient (25 points)	Skilled (20 points)	Adequate (15 points)	Developing (10 points)
Narrative Structure	Narrative structure is complete and very clear; the sequence is logical and easy to follow	Narrative structure is complete; sequence is logical but slightly unclear in some parts	Narrative structure is incomplete; some parts are unclear or the sequence is not accurate	Narrative structure is incomplete; sequence is unclear
Language Features (Past tense, conjunctions, adjectives, adverbs)	Uses language accurately and variably; grammar and vocabulary are excellent	Uses language quite accurately; grammar and vocabulary are good	Some errors in language use; vocabulary is limited	Many errors in language use; vocabulary is very limited
Narrative Elements (Characters, Setting, Problem/Conflict, Resolution, Moral)	All narrative elements are present and well-developed; the story is complete and interesting	Most narrative elements are present; the story is fairly interesting	Some narrative elements are missing; the story is less interesting	Narrative elements are missing; the story is difficult to understand
Clarity & Correctness (Organization, spelling, punctuation)	The story is very clear, well-organized, and free of spelling/punctuation errors	The story is clear; minor spelling or punctuation errors	The story is somewhat unclear; some spelling/punctuation errors affect understanding	The story is unclear; many spelling/punctuation errors

How to Calculate Total Score:

- Add the points from all four criteria → Maximum Total = 100 points
- Example: Narrative Structure = 20, Language Features = 25, Narrative Elements = 20, Clarity & Correctness = 20 → Total = 85 points

Appendix 7 The Result of Experimental Class

No	Student Initials	Score		Gained Score
		Pre-Test	Post-Test	
1	A.S.	72	92	20
2	A.R.S.	44	64	20
3	A.K.R.	60	80	20
4	A.R.A.	64	84	20
5	A.E.Z.R.	68	88	20
6	A.A.Z.	48	68	20
7	B.A.F.	52	64	12
8	B.A.S.	76	96	20
9	C.H.H.	56	72	16
10	D.F.	68	80	12
11	D.R.	72	88	16
12	D.M.	64	76	12
13	D.F.	60	76	16
14	I.A.	60	76	16
15	M.A.D.	72	88	16
16	M.K.A.	68	84	16
17	M.R.F.	60	76	16
18	M.A.B.	40	76	36
19	M.G.A.	60	76	16
20	M.I.N.	64	84	20
21	M.R.R.	48	68	20
22	M.R.P.	48	64	16
23	M.R.M.P.	60	84	24
24	M.S.A.	52	80	28
25	N.A.P.	48	64	16
26	P.N.D.	60	84	24
27	R.J.	68	84	16
28	R.W.	56	64	8
29	S.D.A.	44	60	16
30	S.A.P.	72	88	16
SUM		1784	2328	544
MEAN		59	77	18

Appendix 8 The Result of Control Class

No	Student Initials	Score		Gained Score
		Pre-Test	Post-Test	
1	A.A.P.	64	64	0
2	A.L.F.S.	60	64	4
3	A.A.	48	52	4
4	A.S.A.	68	72	4
5	A.F.A.K.	48	40	-8
6	A.D.P.	54	56	2
7	A.Y.N.	60	48	-12
8	C.D.P.A.	76	84	8
9	C.R.A.	60	64	4
10	D.M.L.	52	54	2
11	F.D.A.	76	84	8
12	F.A.A.	64	60	-4
13	F.K.	60	68	8
14	F.N.A.	44	48	4
15	K.A.A.C.	64	68	4
16	M.A.A.G.	72	64	-8
17	M.V.A.	68	76	8
18	M.K.	60	64	4
19	M.S.G.Z.	48	52	4
20	M.F.G.S.	68	64	-4
21	M.D.A.W.	52	60	8
22	M.F.R.	56	52	-4
23	M.A.I.	68	70	2
24	M.A.R.	56	60	4
25	M.D.F.	44	40	-4
26	M.R.F.	60	64	4
27	N.A.Q.	64	72	8
28	N.H.	60	64	4
29	R.D.	24	24	0
30	T.Z.Q	72	76	4
SUM		1770	1828	58
MEAN		59	60,93	1,93

Appendix 9 Students Paper of Pre-Test (Experimental Class)

Name : MUHAMMAD AZIZI BACHRONI

Class : 8B

40

Read the text below carefully. Answer the questions (1-5) by choosing the best option (a. b. c. or d).

Animals in Danger

(By: Andy Hopkins and Joc Potter)

Millions of years ago, the Earth was home to many animals that are no longer alive today. For example, dinosaurs became extinct about 65 million years ago. They disappeared completely from the world, and now people can only see their bones in museums. But extinction is not just something from the past. In modern times, many animals are also in danger. The baiji dolphins live in the Yangtze River in China, but their numbers are very small today. They are river dolphins, and pollution and boats have made their lives very difficult.

There are also many kinds of plants and small organisms that are important for nature. Algae are very simple plants that grow in water, and they give food to fish and other animals. Without algae, many water animals could not survive. In Africa, some animals are quickly disappearing. For example, in only thirty years, the number of chimpanzees went down from 600,000 to 200,000. People cut down the forests where chimpanzees live, and hunters also kill them.

Not every country ignores the problem. Some countries are working hard to protect animals. Today, Costa Rica has 160 different places for the protection of animals, such as national parks and nature reserves. These special places give animals food, water, and safe land where they can live freely. Animals are in danger all around the world, but people can help if they choose to protect nature.

1. _____ became extinct about 65 million years ago.
a. Dinosaurs
 b. Siberian tigers
c. Dodos
d. Rats
2. Baiji dolphins live in the Yangtze River in _____.
a. India
b. Vietnam
c. Indonesia
 d. China
3. Very simple plants that grow in water _____.
a. algae
b. fish
 c. cow
d. species
4. In thirty years the number of _____ in Africa went down from 600,000 to 200,000.
a. tapirs
 b. chimpanzees
c. cows
d. dodos
5. Today, _____ has 160 different places for the protection of animals.
a. Chile
 b. China
c. Costa Rica
d. Indonesia

Read the text below carefully. Answer the questions (6-10) by choosing the best option (a. b. c. or d).

Five Short Plays

(By: Martyn Ford)

In one of the plays from *Five Short Plays*, two men, Sid and Ron, plan to steal some money. They think they are running into a bank, but they make a mistake. Instead of the bank, they run into the library. Inside, they meet a woman who works there. The woman is not afraid of the two men. She looks at them calmly and tells them to be quiet because people are reading.

Sid and Ron try to explain themselves. They tell the woman their names and even their address, but she is not impressed. She explains that if they want to use the library, they must have library cards.

Meanwhile, in another play, a man named Groot learns that there is not enough salt in the shops. He tells everyone about the salt problem, and soon the news spreads through the town. People become worried because they all need salt for their food.

In a different story from the plays, emotions are also described. For example, when someone feels "fed up," it means they are not happy and feel bored with the situation. These short plays mix comedy and everyday life situations, showing how ordinary people react when things go wrong or become unusual.

6. The woman in the library ____.
- a. phones the police
 - b. doesn't like the robbers
 - c. arrests the robbers
 - d. isn't afraid of the robbers

7. ____ tells everyone that there isn't enough salt.
- a. The shopkeeper
 - b. Durg
 - c. Groot
 - d. Nello

8. Not happy, bored ____.
- a. put off
 - b. fed up
 - c. tired out
 - d. made up

9. Sid and Ron tell the woman ____.
- a. to give them her address
 - b. their name and address
 - c. they want to buy some books
 - d. they haven't got any money

10. Sid and Ron run into ____.
- a. a bank
 - b. the library
 - c. a bookshop
 - d. the police station

Read the text below carefully. Answer the questions (11-15) by choosing the best option (a, b, c, or d).

The Adventures of Tom Sawyer

(By: Mark Twain)

Tom Sawyer lived with his Aunt Polly and his brother Sid in the town of St Petersburg, near the Mississippi River. Tom often got into trouble, but he was clever and full of ideas. One day at school, Tom told his teacher that he spoke to Huckleberry Finn. The teacher became angry because Huck never went to school. Tom only said it because he wanted to sit next to Becky Thatcher, the new girl in class.

Huckleberry Finn had a very difficult life. He lived alone in the streets because his father drank whiskey all the time. One day, Tom and Becky got lost in the dark tunnels of a big cave. Everyone in the town was worried, but Huck did not know about it because he was very ill at the time.

Later, Tom and Huck discovered a hidden treasure in an old house. Inside a box, they found gold and silver coins. With this treasure, the boys became very rich, and everyone in St Petersburg admired them. Not far from the town, there was also a graveyard. Tom and Huck sometimes went there at night because they believed it was a mysterious and dangerous place.

11. Tom told his teacher he spoke to Huckleberry Finn because ____.
- a. he wanted to sit next to the new girl
 - b. his teacher liked Huck
 - c. it wasn't true
 - d. Huck was famous
12. Tom Sawyer lived with his ____.
- a. mother and father
 - b. mother and brother
 - c. aunt and brother
 - d. aunt and sister
13. A place for dead people ____.
- a. picnic
 - b. court
 - c. island
 - d. graveyard
14. Huck didn't know that Tom and Becky were lost because he ____.
- a. was very ill
 - b. went to Jackson Island
 - c. ran away
 - d. was on holiday
15. Tom and Huck became very rich because they ____.
- a. opened a shop
 - b. sold Aunt Polly's house
 - c. found the treasure
 - d. sold the treasure

Read the text below carefully. Answer the questions (16-20) by choosing the best option (a, b, c, or d).

San Francisco

(By: Janet Hardy-Gould)

San Francisco has a very rich history and many famous traditions. In 1821, the area became part of Mexico before later joining the United States. Over the years, many different people have travelled on long journeys to the city, making it an international place.

One of the most colourful celebrations in San Francisco is the Chinese New Year parade. Every year, people carry a big dragon through the streets. Music, fireworks, and dancing make the city full of energy.

The city is also famous for its cable cars. In the nineteenth century, Andrew Hallidie saw a terrible accident on a steep road. After that, he had the idea to build the first cable cars so people could travel more safely.

Another important symbol of the city is the Golden Gate Bridge. When the bridge was fifty years old in 1987, thousands of people walked across it together to celebrate its birthday. Today, San Francisco continues to be a place of culture, history, and new ideas.

16. In the Chinese New Year parade, people carry a big _____ through the streets.

- a. bird
- b. buffalo
- c. dragon
- d. fish

17. In 1821, the San Francisco area became part of _____.

- a. Brazil
- b. the United Kingdom
- c. Canada
- d. Mexico

18. When you travel from one place to another

- a. business
- b. journey
- c. story
- d. disease

19. When Andrew Hallidie saw a bad road accident, he had an idea for _____.

- a. cable cars
- b. buses
- c. bicycles
- d. trains

20. In 1987, thousands of people walked across the Golden Gate Bridge because it was _____ years old.

- a. 50
- b. 10
- c. 500
- d. 100

Read the text below carefully. Answer the questions (21-25) by choosing the best option (a, b, c, or d).

Sherlock Holmes and the Sport of Kings

(By: in Arthur Conan Doyle)

Silver Blaze was the most famous racehorse in England. He lived at the Mapleton stables with his trainer, John Straker, and the owner, Mr. Ross. The horse was very valuable because many people believed he would win the next great race. One evening, a stranger named Fitzroy Simpson arrived at the stables. He was carrying an envelope and wanted to give it to Mr. Ross. The stable boys thought he was suspicious, so they watched him carefully. Mr. Ross did not trust the stranger.

Sherlock Holmes was asked to investigate the mystery. Holmes lived at 221B Baker Street, London, and he was known all over the country as the cleverest detective. Together with Dr. Watson, he travelled to Dartmoor to find the truth about the missing horse and the death of John Straker. That night, something strange happened. At one o'clock in the morning, John Straker quietly got out of bed and walked to the stables. He never returned alive. Later, the police discovered that an important incident had taken place in the fields.

During the investigation, Holmes spoke with several people. One of them was Mrs. William Darbyshire, an old lady from the village. She sometimes gave useful information about the people who lived near the stables. With all these clues, Holmes slowly began to solve the mystery of Silver Blaze.

21. The stranger wanted to give an envelope to _____.
 a. Mr Ross
 b. Sherlock Holmes
 c. John Straker
 d. Edith
22. Sherlock Holmes lives at _____ Baker Street.
 a. 220A
 b. 221B
 c. 122B
 d. 212A
23. Something that happens
 a. mystery
 b. sure
 c. incident
 d. win
24. Mrs William Darbyshire was _____.
 a. an expensive lady
 b. an old lady
 c. a servant
 d. a dress-maker
25. At one o'clock in the morning _____ got out of bed and went to the stables.
 a. Mr Ross
 b. John Straker
 c. Ned Hunter
 d. Fitzroy Simpson

Name : Athirah Salsabil Az-Zahrah

Class : VIII B

Read the text below carefully. Answer the questions (1-5) by choosing the best option (a, b, c, or d).

Animals in Danger

(By: Andy Hopkins and Joc Potter)

Millions of years ago, the Earth was home to many animals that are no longer alive today. For example, dinosaurs became extinct about 65 million years ago. They disappeared completely from the world, and now people can only see their bones in museums. But extinction is not just something from the past. In modern times, many animals are also in danger. The baiji dolphins live in the Yangtze River in China, but their numbers are very small today. They are river dolphins, and pollution and boats have made their lives very difficult.

There are also many kinds of plants and small organisms that are important for nature. Algae are very simple plants that grow in water, and they give food to fish and other animals. Without algae, many water animals could not survive. In Africa, some animals are quickly disappearing. For example, in only thirty years, the number of chimpanzees went down from 600,000 to 200,000. People cut down the forests where chimpanzees live, and hunters also kill them.

Not every country ignores the problem. Some countries are working hard to protect animals. Today, Costa Rica has 160 different places for the protection of animals, such as national parks and nature reserves. These special places give animals food, water, and safe land where they can live freely. Animals are in danger all around the world, but people can help if they choose to protect nature.

- _____ became extinct about 65 million years ago.
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 b. Siberian tigers
 c. Dodos
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- Baiji dolphins live in the Yangtze River in _____.
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 b. Vietnam
 c. Indonesia
 d. China
- Very simple plants that grow in water _____.
 a. algae
 b. fish
 c. cow
 d. species
- In thirty years the number of _____ in Africa went down from 600,000 to 200,000.
 a. tapirs
 b. chimpanzees
 c. cows
 d. dodos
- Today, _____ has 160 different places for the protection of animals.
 a. Chile
 b. China
 c. Costa Rica
 d. Indonesia

Read the text below carefully. Answer the questions (6-10) by choosing the best option (a, b, c, or d).

Five Short Plays

(By: Martyn Ford)

In one of the plays from *Five Short Plays*, two men, Sid and Ron, plan to steal some money. They think they are running into a bank, but they make a mistake. Instead of the bank, they run into the library. Inside, they meet a woman who works there. The woman is not afraid of the two men. She looks at them calmly and tells them to be quiet because people are reading.

Sid and Ron try to explain themselves. They tell the woman their names and even their address, but she is not impressed. She explains that if they want to use the library, they must have library cards.

Meanwhile, in another play, a man named Groot learns that there is not enough salt in the shops. He tells everyone about the salt problem, and soon the news spreads through the town. People become worried because they all need salt for their food.

In a different story from the plays, emotions are also described. For example, when someone feels "fed up," it means they are not happy and feel bored with the situation. These short plays mix comedy and everyday life situations, showing how ordinary people react when things go wrong or become unusual.

6. The woman in the library _____.

- a. phones the police
- b. doesn't like the robbers
- c. arrests the robbers
- d. isn't afraid of the robbers

7. _____ tells everyone that there isn't enough salt.

- a. The shopkeeper
- b. Durg
- c. Groot
- d. Nello

8. Not happy, bored _____.

- a. put off
- b. fed up
- c. tired out
- d. made up

9. Sid and Ron tell the woman _____.

- a. to give them her address
- b. their name and address
- c. they want to buy some books
- d. they haven't got any money

10. Sid and Ron run into _____.

- a. a bank
- b. the library
- c. a bookshop
- d. the police station

Read the text below carefully. Answer the questions (11-15) by choosing the best option (a, b, c, or d).

The Adventures of Tom Sawyer

(By: Mark Twain)

Tom Sawyer lived with his Aunt Polly and his brother Sid in the town of St Petersburg, near the Mississippi River. Tom often got into trouble, but he was clever and full of ideas. One day at school, Tom told his teacher that he spoke to Huckleberry Finn. The teacher became angry because Huck never went to school. Tom only said it because he wanted to sit next to Becky Thatcher, the new girl in class.

Huckleberry Finn had a very difficult life. He lived alone in the streets because his father drank whiskey all the time. One day, Tom and Becky got lost in the dark tunnels of a big cave. Everyone in the town was worried, but Huck did not know about it because he was very ill at the time.

Later, Tom and Huck discovered a hidden treasure in an old house. Inside a box, they found gold and silver coins. With this treasure, the boys became very rich, and everyone in St Petersburg admired them. Not far from the town, there was also a graveyard. Tom and Huck sometimes went there at night because they believed it was a mysterious and dangerous place.

11. Tom told his teacher he spoke to Huckleberry Finn because _____.
a. he wanted to sit next to the new girl
 b. his teacher liked Huck
c. it wasn't true
d. Huck was famous
12. Tom Sawyer lived with his _____.
a. mother and father
b. mother and brother
 c. aunt and brother
d. aunt and sister
13. A place for dead people _____.
a. picnic
b. court
c. island
 d. graveyard
14. Huck didn't know that Tom and Becky were lost because he _____.
 a. was very ill
b. went to Jackson Island
c. ran away
d. was on holiday
15. Tom and Huck became very rich because they _____.
a. opened a shop
 b. sold Aunt Polly's house
c. found the treasure
d. sold the treasure

Read the text below carefully. Answer the questions (16-20) by choosing the best option (a, b, c, or d).

San Francisco

(By: Janet Hardy-Gould)

San Francisco has a very rich history and many famous traditions. In 1821, the area became part of Mexico before later joining the United States. Over the years, many different people have travelled on long journeys to the city, making it an international place.

One of the most colourful celebrations in San Francisco is the Chinese New Year parade. Every year, people carry a big dragon through the streets. Music, fireworks, and dancing make the city full of energy.

The city is also famous for its cable cars. In the nineteenth century, Andrew Hallidie saw a terrible accident on a steep road. After that, he had the idea to build the first cable cars so people could travel more safely.

Another important symbol of the city is the Golden Gate Bridge. When the bridge was fifty years old in 1987, thousands of people walked across it together to celebrate its birthday. Today, San Francisco continues to be a place of culture, history, and new ideas.

16. In the Chinese New Year parade, people carry a big _____ through the streets.
- a. bird
 - b. buffalo
 - c. dragon
 - d. fish
17. In 1821, the San Francisco area became part of _____.
- a. Brazil
 - b. the United Kingdom
 - c. Canada
 - d. Mexico
18. When you travel from one place to another
- a. business
 - b. journey
 - c. story
 - d. disease
19. When Andrew Hallidie saw a bad road accident, he had an idea for _____.
- a. cable cars
 - b. buses
 - c. bicycles
 - d. trains
20. In 1987, thousands of people walked across the Golden Gate Bridge because it was _____ years old.
- a. 50
 - b. 10
 - c. 500
 - d. 100

Read the text below carefully. Answer the questions (21-25) by choosing the best option (a, b, c, or d).

Sherlock Holmes and the Sport of Kings

(By: ir. Arthur Conan Doyle)

Silver Blaze was the most famous racehorse in England. He lived at the Mapleton stables with his trainer, John Straker, and the owner, Mr. Ross. The horse was very valuable because many people believed he would win the next great race. One evening, a stranger named Fitzroy Simpson arrived at the stables. He was carrying an envelope and wanted to give it to Mr. Ross. The stable boys thought he was suspicious, so they watched him carefully. Mr. Ross did not trust the stranger.

Sherlock Holmes was asked to investigate the mystery. Holmes lived at 221B Baker Street, London, and he was known all over the country as the cleverest detective. Together with Dr. Watson, he travelled to Dartmoor to find the truth about the missing horse and the death of John Straker. That night, something strange happened. At one o'clock in the morning, John Straker quietly got out of bed and walked to the stables. He never returned alive. Later, the police discovered that an important incident had taken place in the fields.

During the investigation, Holmes spoke with several people. One of them was Mrs. William Darbyshire, an old lady from the village. She sometimes gave useful information about the people who lived near the stables. With all these clues, Holmes slowly began to solve the mystery of Silver Blaze.

21. The stranger wanted to give an envelope to _____.
 - a. Mr Ross
 - b. Sherlock Holmes
 - c. John Straker
 - d. Edith
22. Sherlock Holmes lives at _____ Baker Street.
 - a. 220A
 - b. 221B
 - c. 122B
 - d. 212A
23. Something that happens
 - a. mystery
 - b. sure
 - c. incident
 - d. win
24. Mrs William Darbyshire was _____.
 - a. an expensive lady
 - b. an old lady
 - c. a servant
 - d. a dress-maker
25. At one o'clock in the morning _____ got out of bed and went to the stables.
 - a. Mr Ross
 - b. John Straker
 - c. Ned Hunter
 - d. Fitzroy Simpson

Appendix 10 Students Paper of Post-Test (Experimental Class)

Name : MUHAMMAD AZIZI BACHRONI

76

Class : 8B

Read the text below carefully. Answer the questions (1-5) by choosing the best option (a, b, c, or d).

A Little Princess

(By : Frances Hodgson Burnett)

Sara Crewe was a little girl who lived happily with her father in India. Her father, Captain Crewe, was very rich and loved Sara more than anything. He wanted her to have a good education, so when Sara was seven, he took her to London to study at Miss Minchin's School for Girls. Sara was clever, kind, and very imaginative. She loved reading books and telling stories to others. At school, Sara was different from other girls because she was rich. Some girls were jealous, and Miss Minchin pretended to like her because of her father's money, but she did not truly care for Sara.

Sara also liked helping others. One day, she found some money on the street. She bought some fresh bread and gave it to a poor girl, showing her generosity. Sara had a small pet monkey, which could jump easily from tree to tree. The monkey often made her laugh.

Suddenly, Captain Crewe died and lost all his fortune. Sara's life changed completely. She could no longer wear fine clothes and had to live in a small attic room. Miss Minchin became very strict and unkind, making Sara do chores. Despite this, Sara stayed brave, kind, and hopeful. She continued to help Becky, a poor servant girl at the school, and other children whenever she could. In the end, Sara's kindness and courage were rewarded. Becky was very happy because she went to live with Sara, who treated her like a sister.

1. When Sara finds some money in the street, she buys some hot new bread and _____.
 a. eats it all at once
 b. puts it in her room
 c. gives it to Becky
 d. gives it to a poor girl in the street
2. Sara Crewe was born in _____.
 a. England
 b. France
 c. China
 d. India
3. A small animal with a long tail; it can jump easily from tree to tree _____.
 a. rabbit
 b. dog
 c. monkey
 d. elephant
4. After Ralph Crewe dies, Sara must wear _____.
 a. her new dresses
 b. a nice uniform
 c. an old black dress
 d. an old pink dress
5. At the end, _____ is very happy because she goes to live with Sara.
 a. Lavinia
 b. Ermengarde
 c. Becky
 d. Miss Minchin

Read the text below carefully. Answer the questions (6-10) by choosing the best option (a, b, c, or d).

Aladdin and the Enchanted Lamp

(By: Judith Dean)

Aladdin was a poor boy who lived with his mother in a small house in Arabia. He was lazy and often did not help his mother. Every day he went to the market to play and talk with his friends, while his mother worked hard to earn money. One day, a stranger came to Aladdin. He said he was Aladdin's uncle, but he was really a magician named Abanazar. Abanazar wanted Aladdin to get a magic lamp from a secret cave. He told Aladdin that the lamp was very important and could make him rich.

Aladdin went into the cave and found the lamp. When he rubbed it, a big jinnee appeared. The jinnee was very powerful and could grant any wish. Aladdin asked the jinnee to take him out of the cave, and the jinnee did. After that, Aladdin used the jinnee's magic to make his mother and himself rich. They had a beautiful house and many treasures, and people in the market liked Aladdin because he was kind and generous.

One day, Aladdin saw the Sultan's daughter. She was very beautiful, with big dark eyes, and Aladdin immediately fell in love with her. He wanted to marry her, but Abanazar wanted the Princess to be his slave. Aladdin did not tell anyone about the magic lamp, not even the Princess. With the help of the jinnee, Aladdin could protect the Princess and bring her safely to his house. In the end, Aladdin and the Princess were happy, and Abanazar was defeated. Aladdin's cleverness and the magic lamp helped him win the love of the Princess and live happily with his mother.

6. Aladdin fell in love with _____.

- a. the Vizier's daughter
- b. a slave-girl
- c. the Sultan's daughter
- d. an orange-seller

7. He lived in _____.

- a. India
- b. Arabia
- c. France
- d. Australia

8. A man in stories who can do magic _____.

- a. sultan
- b. magician
- c. vizier
- d. market-seller

9. Abanazar wanted the Princess to be his _____.

- a. friend
- b. wife
- c. slave
- d. cook

10. When Aladdin's mother cleaned the lamp, _____ appeared.

- a. abanazar
- b. the Princess
- c. a big jinnee
- d. the Sultan

Read the text below carefully. Answer the questions (11-15) by choosing the best option (a, b, c, or d).

Alice's Adventures in Wonderland

(By: Lewis Carroll)

Alice was sitting under some trees with her sister. She was bored because her sister's book had no pictures or conversations. Suddenly, Alice saw a White Rabbit with pink eyes run past her. The Rabbit looked at its watch and hurried away. Curious, Alice followed the Rabbit and jumped into a rabbit-hole.

She began to fall down, deeper and deeper. Alice felt as if she was falling for a very long time, and she wondered if the hole went down for thousands of miles. At last, she landed safely. Later, Alice cried so much that she made a large pool of tears, and soon she found herself swimming in it.

In Wonderland, Alice saw many strange things. She tasted some food, such as a tart, which was something like a cake. Eating and drinking in Wonderland often made her grow bigger or smaller. Next, Alice visited a house where she met a Duchess. The Duchess was holding a baby, but the baby sneezed and cried all the time. To Alice's surprise, when she took the baby outside, it suddenly turned into a pig and ran away.

11. Alice then fell into _____.
 - a. the sea
 - b. a swimming pool
 - c. a river
 - d. a pool of tears
12. Alice was sitting under some trees with _____.
 - a. a good book
 - b. her sister
 - c. a friend
 - d. her homework
13. Something similar to a cake _____.
 - a. witness
 - b. card
 - c. fan
 - d. tart
14. Alice fell for _____.
 - a. four days
 - b. four thousand miles
 - c. a very long time
 - d. a short time
15. Next Alice met a Duchess whose baby turned into a _____.
 - a. cat
 - b. fish
 - c. pig
 - d. boy

Read the text below carefully. Answer the questions (16-20) by choosing the best option (a, b, c, or d).

The Elephant Man

(By: Tim Vicary)

Joseph Merrick was a man with a very unusual body. His head and skin were large and strange, so many people were afraid when they saw him. They often ran away or looked at him with fear. One day, Dr. Frederick Treves, a doctor at the London Hospital, met Merrick. At that time, Merrick was about 28 years old. Dr. Treves wanted to help him, so he gave Merrick a room in the hospital.

At first, the hospital did not have enough money for Merrick to stay. But after an article about him appeared in *The Times* newspaper, many readers sent money. With this help, Merrick was able to live safely in the hospital for the rest of his life.

Dr. Treves visited Merrick often. After their first meeting, he saw him again two years later. Merrick was happy to have a home at last, and he enjoyed reading books and talking with visitors. From his window, he could see the tall lighthouse by the sea, and he often dreamed about traveling on ships like other men.

16. Merrick was able to live for the rest of his life in the hospital because ____.
- a. the readers of *The Times* gave a lot of money
 - b. the doctors paid for his rooms
 - c. the Queen gave a lot of money
 - d. it was free
17. Joseph Merrick was ____ years old when Dr Treves first met him.
- a. 35
 - b. 28
 - c. 38
 - d. 25
18. A tall building near the sea, with a strong light to help ships
- a. lighter
 - b. white house
 - c. lighthouse
 - d. theatre
19. When people saw Merrick, ____.
- a. they were usually afraid of him
 - b. they always talked to him
 - c. they always laughed at him
 - d. they were usually angry with him
20. The doctor next met Merrick ____ later.
- a. two months
 - b. two weeks
 - c. ten years
 - d. two years

Read the text below carefully. Answer the questions (21-25) by choosing the best option (a, b, c, or d).

47 Ronin: A Samurai Story from Japan

(By: Jennifer Bassett)

In 1701, Lord Asano, a daimyo from Ako, was called to serve the Shogun in Edo. His duty was to help in important ceremonies at the Shogun's palace. At that time, ceremonies were very important in Japan.

Lord Kira, who worked in the Shogun's palace, was ordered to teach Lord Asano about the correct rules of ceremony. But Lord Kira was a proud and cruel man. He insulted Lord Asano many times and demanded gifts. One day, Lord Asano could not control his anger and attacked Lord Kira inside the palace. For this crime, the Shogun ordered Lord Asano to commit seppuku, a samurai's death.

After Lord Asano's death, his loyal samurai became ronin. Their leader, Oishi, made a secret plan for revenge. To deceive Lord Kira, Oishi pretended to be weak and without honour. People thought he had forgotten about his lord, but in truth he was waiting for the right time.

Nearly four years after Lord Asano's death, the forty-seven ronin attacked Lord Kira's house at night. They fought bravely with their swords, the weapon of the samurai, and finally killed Lord Kira. Then they took his head to Lord Asano's grave, to show that their revenge was complete.

21. Lord Asano is a *daimyo* and in 1701 is called to serve the _____.
 - a. King
 - b. Shogun
 - c. Samurai
 - d. Lord
22. Lord Kira works in _____ palace.
 - a. the King's
 - b. Lord Asano's
 - c. the Shogun's
 - d. his own
23. A weapon that looks like a long sharp knife
 - a. whistle
 - b. spear
 - c. sword
 - d. bow and arrow
24. Oishi wants people, including Lord Kira, to think he has no _____.
 - a. family
 - b. honour
 - c. swords
 - d. life
25. Nearly _____ years after Lord Asano's death, the forty-seven ronin are ready to get revenge.
 - a. four
 - b. three
 - c. two
 - d. five

Name : ~~Admirah~~ Salsabil Az-Zahrah

Class : VIII B

92

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Sara also liked helping others. One day, she found some money on the street. She bought some fresh bread and gave it to a poor girl, showing her generosity. Sara had a small pet monkey, which could jump easily from tree to tree. The monkey often made her laugh.

Suddenly, Captain Crewe died and lost all his fortune. Sara's life changed completely. She could no longer wear fine clothes and had to live in a small attic room. Miss Minchin became very strict and unkind, making Sara do chores. Despite this, Sara stayed brave, kind, and hopeful. She continued to help Becky, a poor servant girl at the school, and other children whenever she could. In the end, Sara's kindness and courage were rewarded. Becky was very happy because she went to live with Sara, who treated her like a sister.

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After Lord Asano's death, his loyal samurai became ronin. Their leader, Oishi, made a secret plan for revenge. To deceive Lord Kira, Oishi pretended to be weak and without honour. People thought he had forgotten about his lord, but in truth he was waiting for the right time.

Nearly four years after Lord Asano's death, the forty-seven ronin attacked Lord Kira's house at night. They fought bravely with their swords, the weapon of the samurai, and finally killed Lord Kira. Then they took his head to Lord Asano's grave, to show that their revenge was complete.

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 - b. Shogun
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 - d. Lord
22. Lord Kira works in _____ palace.
 - a. the King's
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 - b. spear
 - c. sword
 - d. bow and arrow
24. Oishi wants people, including Lord Kira, to think he has no _____.
 - a. family
 - b. honour
 - c. swords
 - d. life
25. Nearly _____ years after Lord Asano's death, the forty-seven ronin are ready to get revenge.
 - a. four
 - b. three
 - c. two
 - d. five

Appendix 11 Students Paper of Pre-Test (Control Class)

Name : Fahmad Darmawan

Class : A8

24

Read the text below carefully. Answer the questions (1-5) by choosing the best option (a, b, c, or d).

Animals in Danger

(By: Andy Hopkins and Joc Potter)

Millions of years ago, the Earth was home to many animals that are no longer alive today. For example, dinosaurs became extinct about 65 million years ago. They disappeared completely from the world, and now people can only see their bones in museums. But extinction is not just something from the past. In modern times, many animals are also in danger. The baiji dolphins live in the Yangtze River in China, but their numbers are very small today. They are river dolphins, and pollution and boats have made their lives very difficult.

There are also many kinds of plants and small organisms that are important for nature. Algae are very simple plants that grow in water, and they give food to fish and other animals. Without algae, many water animals could not survive. In Africa, some animals are quickly disappearing. For example, in only thirty years, the number of chimpanzees went down from 600,000 to 200,000. People cut down the forests where chimpanzees live, and hunters also kill them.

Not every country ignores the problem. Some countries are working hard to protect animals. Today, Costa Rica has 160 different places for the protection of animals, such as national parks and nature reserves. These special places give animals food, water, and safe land where they can live freely. Animals are in danger all around the world, but people can help if they choose to protect nature.

1. _____ became extinct about 65 million years ago.

- a. Dinosaurs
- b. Siberian tigers
- c. Dodos
- d. Rats

2. Baiji dolphins live in the Yangtze River in _____.

- a. India
- b. Vietnam
- c. Indonesia
- d. China

3. Very simple plants that grow in water _____.

- a. algae
- b. fish
- c. cow
- d. species

4. In thirty years the number of _____ in Africa went down from 600,000 to 200,000.

- a. tapirs
- b. chimpanzees
- c. cows
- d. dodos

5. Today, _____ has 160 different places for the protection of animals.

- a. Chile
- b. China
- c. Costa Rica
- d. Indonesia

Read the text below carefully. Answer the questions (6-10) by choosing the best option (a, b, c, or d).

Five Short Plays

(By: Martyn Ford)

In one of the plays from *Five Short Plays*, two men, Sid and Ron, plan to steal some money. They think they are running into a bank, but they make a mistake. Instead of the bank, they run into the library. Inside, they meet a woman who works there. The woman is not afraid of the two men. She looks at them calmly and tells them to be quiet because people are reading.

Sid and Ron try to explain themselves. They tell the woman their names and even their address, but she is not impressed. She explains that if they want to use the library, they must have library cards.

Meanwhile, in another play, a man named Groot learns that there is not enough salt in the shops. He tells everyone about the salt problem, and soon the news spreads through the town. People become worried because they all need salt for their food.

In a different story from the plays, emotions are also described. For example, when someone feels "fed up," it means they are not happy and feel bored with the situation. These short plays mix comedy and everyday life situations, showing how ordinary people react when things go wrong or become unusual.

6. The woman in the library _____.
 a. phones the police
b. doesn't like the robbers
c. arrests the robbers
d. isn't afraid of the robbers
7. _____ tells everyone that there isn't enough salt.
a. The shopkeeper
b. Durg
c. Groot
 d. Nello
8. Not happy, bored _____.
 a. put off
b. fed up
c. tired out
d. made up
9. Sid and Ron tell the woman _____.
 a. to give them her address
b. their name and address
c. they want to buy some books
d. they haven't got any money
10. Sid and Ron run into _____.
 a. a bank
b. the library
c. a bookshop
d. the police station

Read the text below carefully. Answer the questions (11-15) by choosing the best option (a, b, c, or d).

The Adventures of Tom Sawyer

(By: Mark Twain)

Tom Sawyer lived with his Aunt Polly and his brother Sid in the town of St Petersburg, near the Mississippi River. Tom often got into trouble, but he was clever and full of ideas. One day at school, Tom told his teacher that he spoke to Huckleberry Finn. The teacher became angry because Huck never went to school. Tom only said it because he wanted to sit next to Becky Thatcher, the new girl in class.

Huckleberry Finn had a very difficult life. He lived alone in the streets because his father drank whiskey all the time. One day, Tom and Becky got lost in the dark tunnels of a big cave. Everyone in the town was worried, but Huck did not know about it because he was very ill at the time.

Later, Tom and Huck discovered a hidden treasure in an old house. Inside a box, they found gold and silver coins. With this treasure, the boys became very rich, and everyone in St Petersburg admired them. Not far from the town, there was also a graveyard. Tom and Huck sometimes went there at night because they believed it was a mysterious and dangerous place.

11. Tom told his teacher he spoke to Huckleberry Finn because _____.
a. he wanted to sit next to the new girl
b. his teacher liked Huck
c. it wasn't true
 d. Huck was famous
12. Tom Sawyer lived with his _____.
a. mother and father
b. mother and brother
 c. aunt and brother
d. aunt and sister
13. A place for dead people _____.
 a. picnic
b. court
c. island
d. graveyard
14. Huck didn't know that Tom and Becky were lost because he _____.
a. was very ill
 b. went to Jackson Island
c. ran away
d. was on holiday
15. Tom and Huck became very rich because they _____.
 a. opened a shop
b. sold Aunt Polly's house
c. found the treasure
d. sold the treasure

Read the text below carefully. Answer the questions (16-20) by choosing the best option (a; b, c, or d).

San Francisco

(By: Janet Hardy-Gould)

San Francisco has a very rich history and many famous traditions. In 1821, the area became part of Mexico before later joining the United States. Over the years, many different people have travelled on long journeys to the city, making it an international place.

One of the most colourful celebrations in San Francisco is the Chinese New Year parade. Every year, people carry a big dragon through the streets. Music, fireworks, and dancing make the city full of energy.

The city is also famous for its cable cars. In the nineteenth century, Andrew Hallidie saw a terrible accident on a steep road. After that, he had the idea to build the first cable cars so people could travel more safely.

Another important symbol of the city is the Golden Gate Bridge. When the bridge was fifty years old in 1987, thousands of people walked across it together to celebrate its birthday. Today, San Francisco continues to be a place of culture, history, and new ideas.

16. In the Chinese New Year parade, people carry a big _____ through the streets.

- a. bird
- b. buffalo
- c. dragon
- fish

17. In 1821, the San Francisco area became part of _____.

- a. Brazil
- b. the United Kingdom
- Canada
- d. Mexico

~~18.~~ When you travel from one place to another

- business
- b. journey
- c. story
- d. disease

~~19.~~ When Andrew Hallidie saw a bad road accident, he had an idea for _____.

- cable cars
- b. buses
- bicycles
- d. trains

~~20.~~ In 1987, thousands of people walked across the Golden Gate Bridge because it was _____ years old.

- a. 50
- b. 10
- 500
- d. 100

Read the text below carefully. Answer the questions (21-25) by choosing the best option (a, b, c, or d).

Sherlock Holmes and the Sport of Kings

(By: ir Arthur Conan Doyle)

Silver Blaze was the most famous racehorse in England. He lived at the Mapleton stables with his trainer, John Straker, and the owner, Mr. Ross. The horse was very valuable because many people believed he would win the next great race. One evening, a stranger named Fitzroy Simpson arrived at the stables. He was carrying an envelope and wanted to give it to Mr. Ross. The stable boys thought he was suspicious, so they watched him carefully. Mr. Ross did not trust the stranger.

Sherlock Holmes was asked to investigate the mystery. Holmes lived at 221B Baker Street, London, and he was known all over the country as the cleverest detective. Together with Dr. Watson, he travelled to Dartmoor to find the truth about the missing horse and the death of John Straker. That night, something strange happened. At one o'clock in the morning, John Straker quietly got out of bed and walked to the stables. He never returned alive. Later, the police discovered that an important incident had taken place in the fields.

During the investigation, Holmes spoke with several people. One of them was Mrs. William Darbyshire, an old lady from the village. She sometimes gave useful information about the people who lived near the stables. With all these clues, Holmes slowly began to solve the mystery of Silver Blaze.

21. The stranger wanted to give an envelope to ____.
- a. Mr Ross
 - b. Sherlock Holmes
 - c. John Straker
 - d. Edith
22. Sherlock Holmes lives at ____ Baker Street.
- a. 220A
 - b. 221B
 - c. 122B
 - d. 212A
23. Something that happens
- a. mystery
 - b. sure
 - c. incident
 - d. win
24. Mrs William Darbyshire was ____.
- a. an expensive lady
 - b. an old lady
 - c. a servant
 - d. a dress-maker
25. At one o'clock in the morning ____ got out of bed and went to the stables.
- a. Mr Ross
 - b. John Straker
 - c. Ned Hunter
 - d. Fitzroy Simpson

Name : NAURA ASYIFAU QOLBI

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Class : 8A

Read the text below carefully. Answer the questions (1-5) by choosing the best option (a, b, c, or d).

Animals in Danger

(By: Andy Hopkins and Joc Potter)

Millions of years ago, the Earth was home to many animals that are no longer alive today. For example, dinosaurs became extinct about 65 million years ago. They disappeared completely from the world, and now people can only see their bones in museums. But extinction is not just something from the past. In modern times, many animals are also in danger. The baiji dolphins live in the Yangtze River in China, but their numbers are very small today. They are river dolphins, and pollution and boats have made their lives very difficult.

There are also many kinds of plants and small organisms that are important for nature. Algae are very simple plants that grow in water, and they give food to fish and other animals. Without algae, many water animals could not survive. In Africa, some animals are quickly disappearing. For example, in only thirty years, the number of chimpanzees went down from 600,000 to 200,000. People cut down the forests where chimpanzees live, and hunters also kill them.

Not every country ignores the problem. Some countries are working hard to protect animals. Today, Costa Rica has 160 different places for the protection of animals, such as national parks and nature reserves. These special places give animals food, water, and safe land where they can live freely. Animals are in danger all around the world, but people can help if they choose to protect nature.

1. _____ became extinct about 65 million years ago.
 a. Dinosaurs
 b. Siberian tigers
 c. Dodos
 d. Rats
2. Baiji dolphins live in the Yangtze River in _____.
 a. India
 b. Vietnam
 c. Indonesia
 d. China
3. Very simple plants that grow in water _____.
 a. algae
 b. fish
 c. cow
 d. species
4. In thirty years the number of _____ in Africa went down from 600,000 to 200,000.
 a. tapirs
 b. chimpanzees
 c. cows
 d. dodos
5. Today, _____ has 160 different places for the protection of animals.
 a. Chile
 b. China
 c. Costa Rica
 d. Indonesia

Read the text below carefully. Answer the questions (6-10) by choosing the best option (a, b, c, or d).

Five Short Plays

(By: Martyn Ford)

In one of the plays from *Five Short Plays*, two men, Sid and Ron, plan to steal some money. They think they are running into a bank, but they make a mistake. Instead of the bank, they run into the library. Inside, they meet a woman who works there. The woman is not afraid of the two men. She looks at them calmly and tells them to be quiet because people are reading.

Sid and Ron try to explain themselves. They tell the woman their names and even their address, but she is not impressed. She explains that if they want to use the library, they must have library cards.

Meanwhile, in another play, a man named Groot learns that there is not enough salt in the shops. He tells everyone about the salt problem, and soon the news spreads through the town. People become worried because they all need salt for their food.

In a different story from the plays, emotions are also described. For example, when someone feels "fed up," it means they are not happy and feel bored with the situation. These short plays mix comedy and everyday life situations, showing how ordinary people react when things go wrong or become unusual.

6. The woman in the library _____.
 a. phones the police
b. doesn't like the robbers
c. arrests the robbers
d. isn't afraid of the robbers
7. _____ tells everyone that there isn't enough salt.
a. The shopkeeper
b. Durg
c. Groot
 d. Nello
8. Not happy, bored _____.
 a. put off
b. fed up
c. tired out
d. made up
9. Sid and Ron tell the woman _____.
 a. to give them her address
b. their name and address
c. they want to buy some books
d. they haven't got any money
10. Sid and Ron run into _____.
 a. a bank
b. the library
c. a bookshop
d. the police station

Read the text below carefully. Answer the questions (11-15) by choosing the best option (a, b, c, or d).

The Adventures of Tom Sawyer

(By: Mark Twain)

Tom Sawyer lived with his Aunt Polly and his brother Sid in the town of St Petersburg, near the Mississippi River. Tom often got into trouble, but he was clever and full of ideas. One day at school, Tom told his teacher that he spoke to Huckleberry Finn. The teacher became angry because Huck never went to school. Tom only said it because he wanted to sit next to Becky Thatcher, the new girl in class.

Huckleberry Finn had a very difficult life. He lived alone in the streets because his father drank whiskey all the time. One day, Tom and Becky got lost in the dark tunnels of a big cave. Everyone in the town was worried, but Huck did not know about it because he was very ill at the time.

Later, Tom and Huck discovered a hidden treasure in an old house. Inside a box, they found gold and silver coins. With this treasure, the boys became very rich, and everyone in St Petersburg admired them. Not far from the town, there was also a graveyard. Tom and Huck sometimes went there at night because they believed it was a mysterious and dangerous place.

11. Tom told his teacher he spoke to Huckleberry Finn because _____.

- a. he wanted to sit next to the new girl
- b. his teacher liked Huck
- c. it wasn't true
- d. Huck was famous

12. Tom Sawyer lived with his _____.

- a. mother and father
- b. mother and brother
- c. aunt and brother
- d. aunt and sister

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Appendix 12 Students Paper of Post-Test (Control Class)

Name : rahmad farma wan

Class : 8A

24

Read the text below carefully. Answer the questions (1-5) by choosing the best option (a, b, c, or d).

A Little Princess

(By : Frances Hodgson Burnett)

Sara Crewe was a little girl who lived happily with her father in India. Her father, Captain Crewe, was very rich and loved Sara more than anything. He wanted her to have a good education, so when Sara was seven, he took her to London to study at Miss Minchin's School for Girls. Sara was clever, kind, and very imaginative. She loved reading books and telling stories to others. At school, Sara was different from other girls because she was rich. Some girls were jealous, and Miss Minchin pretended to like her because of her father's money, but she did not truly care for Sara.

Sara also liked helping others. One day, she found some money on the street. She bought some fresh bread and gave it to a poor girl, showing her generosity. Sara had a small pet monkey, which could jump easily from tree to tree. The monkey often made her laugh.

Suddenly, Captain Crewe died and lost all his fortune. Sara's life changed completely. She could no longer wear fine clothes and had to live in a small attic room. Miss Minchin became very strict and unkind, making Sara do chores. Despite this, Sara stayed brave, kind, and hopeful. She continued to help Becky, a poor servant girl at the school, and other children whenever she could. In the end, Sara's kindness and courage were rewarded. Becky was very happy because she went to live with Sara, who treated her like a sister.

1. When Sara finds some money in the street, she buys some hot new bread and _____.
 - a. eats it all at once
 - b. puts it in her room
 - c. gives it to Becky
 - d. gives it to a poor girl in the street
2. Sara Crewe was born in _____.
 - a. England
 - b. France
 - c. China
 - d. India
3. A small animal with a long tail; it can jump easily from tree to tree _____.
 - a. rabbit
 - b. dog
 - c. monkey
 - d. elephant
4. After Ralph Crewe dies, Sara must wear _____.
 - a. her new dresses
 - b. a nice uniform
 - c. an old black dress
 - d. an old pink dress
5. At the end, _____ is very happy because she goes to live with Sara.
 - a. Lavinia
 - b. Ermengarde
 - c. Becky
 - d. Miss Minchin

Read the text below carefully. Answer the questions (6-10) by choosing the best option (a, b, c, or d).

Aladdin and the Enchanted Lamp

(By: Judith Dean)

Aladdin was a poor boy who lived with his mother in a small house in Arabia. He was lazy and often did not help his mother. Every day he went to the market to play and talk with his friends, while his mother worked hard to earn money. One day, a stranger came to Aladdin. He said he was Aladdin's uncle, but he was really a magician named Abanazar. Abanazar wanted Aladdin to get a magic lamp from a secret cave. He told Aladdin that the lamp was very important and could make him rich.

Aladdin went into the cave and found the lamp. When he rubbed it, a big jinnee appeared. The jinnee was very powerful and could grant any wish. Aladdin asked the jinnee to take him out of the cave, and the jinnee did. After that, Aladdin used the jinnee's magic to make his mother and himself rich. They had a beautiful house and many treasures, and people in the market liked Aladdin because he was kind and generous.

One day, Aladdin saw the Sultan's daughter. She was very beautiful, with big dark eyes, and Aladdin immediately fell in love with her. He wanted to marry her, but Abanazar wanted the Princess to be his slave. Aladdin did not tell anyone about the magic lamp, not even the Princess. With the help of the jinnee, Aladdin could protect the Princess and bring her safely to his house. In the end, Aladdin and the Princess were happy, and Abanazar was defeated. Aladdin's cleverness and the magic lamp helped him win the love of the Princess and live happily with his mother.

6. Aladdin fell in love with _____.

- a. the Vizier's daughter
- b. a slave-girl
- c. the Sultan's daughter
- d. an orange-seller

7. He lived in _____.

- a. India
- b. Arabia
- c. France
- d. Australia

8. A man in stories who can do magic _____.

- a. sultan
- b. magician
- c. vizier
- d. market-seller

9. Abanazar wanted the Princess to be his _____.

- a. friend
- b. wife
- c. slave
- d. cook

10. When Aladdin's mother cleaned the lamp, _____ appeared.

- a. abanazar
- b. the Princess
- c. a big jinnee
- d. the Sultan

Read the text below carefully. Answer the questions (11-15) by choosing the best option (a, b, c, or d).

Alice's Adventures in Wonderland

(By: Lewis Carroll)

Alice was sitting under some trees with her sister. She was bored because her sister's book had no pictures or conversations. Suddenly, Alice saw a White Rabbit with pink eyes run past her. The Rabbit looked at its watch and hurried away. Curious, Alice followed the Rabbit and jumped into a rabbit-hole.

She began to fall down, deeper and deeper. Alice felt as if she was falling for a very long time, and she wondered if the hole went down for thousands of miles. At last, she landed safely. Later, Alice cried so much that she made a large pool of tears, and soon she found herself swimming in it.

In Wonderland, Alice saw many strange things. She tasted some food, such as a tart, which was something like a cake. Eating and drinking in Wonderland often made her grow bigger or smaller. Next, Alice visited a house where she met a Duchess. The Duchess was holding a baby, but the baby sneezed and cried all the time. To Alice's surprise, when she took the baby outside, it suddenly turned into a pig and ran away.

11. Alice then fell into _____.
 - a. the sea
 - b. a swimming pool
 - c. a river
 - d. a pool of tears
12. Alice was sitting under some trees with _____.
 - a. a good book
 - b. her sister
 - c. a friend
 - d. her homework
13. Something similar to a cake _____.
 - a. witness
 - b. card
 - c. fan
 - d. tart
14. Alice fell for _____.
 - a. four days
 - b. four thousand miles
 - c. a very long time
 - d. a short time
15. Next Alice met a Duchess whose baby turned into a _____.
 - a. cat
 - b. fish
 - c. pig
 - d. boy

Read the text below carefully. Answer the questions (16-20) by choosing the best option (a, b, c, or d).

The Elephant Man

(By: Tim Vicary)

Joseph Merrick was a man with a very unusual body. His head and skin were large and strange, so many people were afraid when they saw him. They often ran away or looked at him with fear. One day, Dr. Frederick Treves, a doctor at the London Hospital, met Merrick. At that time, Merrick was about 28 years old. Dr. Treves wanted to help him, so he gave Merrick a room in the hospital.

At first, the hospital did not have enough money for Merrick to stay. But after an article about him appeared in *The Times* newspaper, many readers sent money. With this help, Merrick was able to live safely in the hospital for the rest of his life.

Dr. Treves visited Merrick often. After their first meeting, he saw him again two years later. Merrick was happy to have a home at last, and he enjoyed reading books and talking with visitors. From his window, he could see the tall lighthouse by the sea, and he often dreamed about traveling on ships like other men.

16. Merrick was able to live for the rest of his life in the hospital because _____.

- a. the readers of *The Times* gave a lot of money
- b. the doctors paid for his rooms
- c. the Queen gave a lot of money
- d. it was free

17. Joseph Merrick was _____ years old when Dr Treves first met him.

- a. 35
- b. 28
- c. 38
- d. 25

18. A tall building near the sea, with a strong light to help ships

- a. lighter
- b. white house
- c. lighthouse
- d. theatre

19. When people saw Merrick, _____.

- a. they were usually afraid of him
- b. they always talked to him
- c. they always laughed at him
- d. they were usually angry with him

20. The doctor next met Merrick _____ later.

- a. two months
- b. two weeks
- c. ten years
- d. two years

Read the text below carefully. Answer the questions (21-25) by choosing the best option (a, b, c, or d).

47 Ronin: A Samurai Story from Japan

(By: Jennifer Bassett)

In 1701, Lord Asano, a daimyo from Ako, was called to serve the Shogun in Edo. His duty was to help in important ceremonies at the Shogun's palace. At that time, ceremonies were very important in Japan.

Lord Kira, who worked in the Shogun's palace, was ordered to teach Lord Asano about the correct rules of ceremony. But Lord Kira was a proud and cruel man. He insulted Lord Asano many times and demanded gifts. One day, Lord Asano could not control his anger and attacked Lord Kira inside the palace. For this crime, the Shogun ordered Lord Asano to commit seppuku, a samurai's death.

After Lord Asano's death, his loyal samurai became ronin. Their leader, Oishi, made a secret plan for revenge. To deceive Lord Kira, Oishi pretended to be weak and without honour. People thought he had forgotten about his lord, but in truth he was waiting for the right time.

Nearly four years after Lord Asano's death, the forty-seven ronin attacked Lord Kira's house at night. They fought bravely with their swords, the weapon of the samurai, and finally killed Lord Kira. Then they took his head to Lord Asano's grave, to show that their revenge was complete.

21. Lord Asano is a *daimyo* and in 1701 is called to serve the _____.
a. King
b. Shogun
c. Samurai
 d. Lord
22. Lord Kira works in _____ palace.
 a. the King's
b. Lord Asano's
c. the Shogun's
d. his own
23. A weapon that looks like a long sharp knife
 a. whistle
b. spear
c. sword
d. bow and arrow
24. Oishi wants people, including Lord Kira, to think he has no _____.
 a. family
b. honour
c. swords
d. life
25. Nearly _____ years after Lord Asano's death, the forty-seven ronin are ready to get revenge.
 a. four
b. three
c. two
d. five

Name : NAURA ASYIFAUL GOLBI

72

Class : 8A

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 - b. a swimming pool
 - c. a river
 - d. a pool of tears
12. Alice was sitting under some trees with _____.
 - a. a good book
 - b. her sister
 - c. a friend
 - d. her homework
13. Something similar to a cake _____.
 - a. witness
 - b. card
 - c. fan
 - d. tart
14. Alice fell for _____.
 - a. four days
 - b. four thousand miles
 - c. a very long time
 - d. a short time
15. Next Alice met a Duchess whose baby turned into a _____.
 - a. cat
 - b. fish
 - c. pig
 - d. boy

Read the text below carefully. Answer the questions (16-20) by choosing the best option (a, b, c, or d).

The Elephant Man

(By: Tim Vicary)

Joseph Merrick was a man with a very unusual body. His head and skin were large and strange, so many people were afraid when they saw him. They often ran away or looked at him with fear. One day, Dr. Frederick Treves, a doctor at the London Hospital, met Merrick. At that time, Merrick was about 28 years old. Dr. Treves wanted to help him, so he gave Merrick a room in the hospital.

At first, the hospital did not have enough money for Merrick to stay. But after an article about him appeared in *The Times* newspaper, many readers sent money. With this help, Merrick was able to live safely in the hospital for the rest of his life.

Dr. Treves visited Merrick often. After their first meeting, he saw him again two years later. Merrick was happy to have a home at last, and he enjoyed reading books and talking with visitors. From his window, he could see the tall lighthouse by the sea, and he often dreamed about traveling on ships like other men.

16. Merrick was able to live for the rest of his life in the hospital because ____.
- a. the readers of *The Times* gave a lot of money
 - b. the doctors paid for his rooms
 - c. the Queen gave a lot of money
 - d. it was free
17. Joseph Merrick was ____ years old when Dr Treves first met him.
- a. 35
 - b. 28
 - c. 38
 - d. 25
18. A tall building near the sea, with a strong light to help ships
- a. lighter
 - b. white house
 - c. lighthouse
 - d. theatre
19. When people saw Merrick, ____.
- a. they were usually afraid of him
 - b. they always talked to him
 - c. they always laughed at him
 - d. they were usually angry with him
20. The doctor next met Merrick ____ later.
- a. two months
 - b. two weeks
 - c. ten years
 - d. two years

Read the text below carefully. Answer the questions (21-25) by choosing the best option (a, b, c, or d).

47 Ronin: A Samurai Story from Japan

(By: Jennifer Bassett)

In 1701, Lord Asano, a daimyo from Ako, was called to serve the Shogun in Edo. His duty was to help in important ceremonies at the Shogun's palace. At that time, ceremonies were very important in Japan.

Lord Kira, who worked in the Shogun's palace, was ordered to teach Lord Asano about the correct rules of ceremony. But Lord Kira was a proud and cruel man. He insulted Lord Asano many times and demanded gifts. One day, Lord Asano could not control his anger and attacked Lord Kira inside the palace. For this crime, the Shogun ordered Lord Asano to commit seppuku, a samurai's death.

After Lord Asano's death, his loyal samurai became ronin. Their leader, Oishi, made a secret plan for revenge. To deceive Lord Kira, Oishi pretended to be weak and without honour. People thought he had forgotten about his lord, but in truth he was waiting for the right time.

Nearly four years after Lord Asano's death, the forty-seven ronin attacked Lord Kira's house at night. They fought bravely with their swords, the weapon of the samurai, and finally killed Lord Kira. Then they took his head to Lord Asano's grave, to show that their revenge was complete.

21. Lord Asano is a *daimyo* and in 1701 is called to serve the _____.
a. King
 b. Shogun
c. Samurai
d. Lord
22. Lord Kira works in _____ palace.
a. the King's
b. Lord Asano's
 c. the Shogun's
d. his own
23. A weapon that looks like a long sharp knife
a. whistle
b. spear
 c. sword
d. bow and arrow
24. Oishi wants people, including Lord Kira, to think he has no _____.
 a. family
b. honour
c. swords
d. life
25. Nearly _____ years after Lord Asano's death, the forty-seven ronin are ready to get revenge.
a. four
 b. three
c. two
d. five

Appendix 13 Student Interview Transcript

No	Question Indonesian	Question English	Respondent	Students' Answer Indonesian	Students' Answer English
1	Bagaimana kamu memahami cara belajar Problem-Based Learning (PBL) yang digunakan di kelas ini?	How do you understand the way Problem-Based Learning (PBL) is applied in this class?	Student 1	Menurutku belajar PBL itu seru, soalnya kita disuruh mikir sendiri buat nyelesain masalah dari teks. Jadi bukan cuma baca, tapi juga harus ngerti isinya biar bisa jawab pertanyaannya.	In my opinion, learning through PBL is fun because we are asked to think independently to solve problems from the text. So it's not just about reading, but also understanding the content in order to answer the questions.
			Student 2	Kalau aku, PBL itu kayak belajar sambil nyari jawaban bareng teman. Kita dikasih masalah, terus mikir sama-sama. Aku jadi lebih ngerti isi bacaan karena mikirnya bareng, bukan sendirian.	For me, PBL is like learning while searching for answers together with friends. We are given a problem, then we think about it together. I understand the text better because we think collectively, not alone.
			Student 3	Menurutku PBL itu bikin kita lebih aktif. Kita nggak cuma dengerin guru aja, tapi disuruh cari tahu sendiri jawabannya dari teks. Jadi lebih paham sama isi bacaan.	I think PBL makes us more active. We don't just listen to the teacher, but we are asked to find the answers ourselves from the text. That way, we understand the reading better.
			Student 4	Aku ngerti PBL itu belajar yang ada masalahnya terus kita cari solusi bareng-bareng. Jadi kayak tantangan gitu. Bikin belajar	I understand PBL as learning through problems where we look for solutions together. It feels like a challenge, making learning

No	Question Indonesian	Question English	Respondent	Students' Answer Indonesian	Students' Answer English
				jadi lebih semangat dan nggak ngebosenin.	more exciting and less boring.
			Student 5	Buatku, PBL itu bikin aku belajar lebih mikir. Aku harus baca teks baik-baik biar bisa nemuin jawabannya. Jadi aku lebih paham bacaan daripada cuma disuruh ngerjain soal biasa.	For me, PBL makes me think more. I have to read the text carefully to find the answers. So I understand the reading better than if I were just asked to do ordinary exercises.
2	Apa yang kamu pahami tentang tujuan penggunaan Wordwall saat belajar?	What do you understand about the purpose of using Wordwall in learning?	Student 1	Menurutku Wordwall itu biar belajar nggak ngebosenin. Kayak main game, tapi tetep belajar. Jadi aku semangat buat jawab cepat biar menang.	I think Wordwall is meant to make learning less boring. It feels like playing a game, but we are still learning. That makes me excited to answer quickly so I can win.
			Student 2	Wordwall itu menurutku buat bantu kita latihan soal dengan cara seru. Aku jadi inget kata-kata baru dan isi teks karena sering muncul di game-nya.	In my opinion, Wordwall helps us practice questions in a fun way. I can remember new words and the content of the text because they often appear in the game.
			Student 3	Aku ngerasa Wordwall bikin belajar jadi lebih asik. Aku lebih fokus waktu main, soalnya pengen cepet jawab biar kelompokku menang.	I feel that Wordwall makes learning more enjoyable. I become more focused while playing because I want to answer quickly so my group can win.
			Student 4	Wordwall itu tujuannya biar kita belajar sambil main. Jadi nggak terasa kayak belajar, tapi	The purpose of Wordwall is for us to learn while playing. It doesn't feel like studying, but actually we are

No	Question Indonesian	Question English	Respondent	Students' Answer Indonesian	Students' Answer English
				sebenarnya kita lagi ngulang materi bacaan.	reviewing the reading material.
			Student 5	Aku suka Wordwall karena bikin belajar jadi semangat. Tujuannya menurutku biar kita bisa belajar sambil senang dan cepet nginget materi bacaan.	I like Wordwall because it makes learning more exciting. I think its purpose is to let us learn happily while quickly remembering the reading material.
3	Bagaimana cara kamu memahami langkah-langkah pembelajaran PBL dengan Wordwall?	How do you understand the steps of PBL learning with Wordwall?	Student 1	Guru jelasin dulu teks dan masalahnya, terus kami diskusi bareng kelompok. Habis itu, kami main Wordwall buat jawab pertanyaan. Aku ngikutin aja instruksinya, gampang kok.	The teacher first explains the text and the problem, then we discuss in groups. After that, we play Wordwall to answer the questions. I just follow the instructions, it's easy.
			Student 2	Biasanya kita baca teks dulu, terus bahas masalahnya. Setelah itu baru main Wordwall bareng kelompok. Aku suka bagian adu cepatnya, jadi harus fokus.	Usually, we read the text first, then discuss the problem. After that, we play Wordwall together in groups. I like the fast-paced part, so I have to stay focused.
			Student 3	Aku ngerti langkah-langkahnya karena guru jelasin pelan-pelan. Pertama baca teks, lalu diskusi, terus terakhir main Wordwall buat latihan.	I understand the steps because the teacher explains them slowly. First, we read the text, then discuss, and finally play Wordwall for practice.
			Student 4	Waktu belajar, aku dengerin dulu penjelasan guru, terus ikut diskusi sama kelompok. Pas main Wordwall, aku bantu kelompokku	During learning, I listen to the teacher's explanation first, then join the group discussion. When playing Wordwall, I help my group

No	Question Indonesian	Question English	Respondent	Students' Answer Indonesian	Students' Answer English
				buat jawab cepet. Seru banget.	answer quickly. It's really fun.
			Student 5	Langkahnya jelas kok. Pertama baca, terus cari solusi dari masalah, terus main Wordwall. Jadi kayak latihan tapi lebih menantang.	The steps are clear. First, read the text, then find solutions to the problem, and finally play Wordwall. It feels like practice but more challenging.
4	Menurutmu, apakah metode PBL membantu kamu mengerti materi bacaan? Mengapa?	Do you think the PBL method helps you understand the reading material? Why?	Student 1	Iya, bantu banget. Karena aku harus baca teks dengan teliti biar bisa jawab soal. Jadi aku lebih ngerti isinya.	Yes, it really helps. Because I have to read the text carefully in order to answer the questions. That way, I understand the content better.
			Student 2	PBL bikin aku jadi ngerti maksud teks karena disuruh mikir dan diskusi sama teman. Jadi nggak cuma baca doang, tapi ngerti juga artinya.	PBL makes me understand the meaning of the text because we are asked to think and discuss with friends. So it's not just about reading, but also about grasping the meaning.
			Student 3	Bantu banget, soalnya waktu diskusi kita jadi tau bagian teks yang penting. Jadi aku lebih paham isi bacaan.	It helps a lot, because during discussions we can identify the important parts of the text. That makes me understand the content more clearly.
			Student 4	Iya, karena kita harus cari solusi dari teks. Jadi otomatis harus ngerti dulu bacaan itu tentang apa.	Yes, because we have to find solutions from the text. So automatically we need to understand what the reading is about first.
			Student 5	Aku jadi lebih ngerti bacaan karena PBL ngajarin buat mikir dan nemuin	I understand the text better because PBL teaches us to think and find answers on our

No	Question Indonesian	Question English	Respondent	Students' Answer Indonesian	Students' Answer English
				jawaban sendiri. Jadinya lebih nyantol di otak.	own. That way, the knowledge sticks more firmly in my mind.
5	Bagaimana pendapatmu tentang seberapa membantu Wordwall dalam kegiatan belajar?	What do you think about how helpful Wordwall is in learning activities?	Student 1	Wordwall tuh ngebantu banget, apalagi pas adu cepat. Jadi aku semangat dan lebih gampang inget isi teks.	Wordwall really helps, especially during speed challenges. It makes me excited and helps me remember the text more easily.
			Student 2	Buatku Wordwall gampang dipakai dan nyenengin. Aku bisa belajar tanpa ngerasa bosan.	For me, Wordwall is easy to use and fun. I can study without feeling bored.
			Student 3	Aku ngerasa Wordwall ngebantu banget buat ngulang materi. Soalnya tiap kali main, aku jadi makin hafal isi teks.	I feel Wordwall is very helpful for reviewing material. Every time I play, I become more familiar with the text.
			Student 4	Menurutku Wordwall itu seru dan bikin aku lebih fokus belajar. Soalnya ada waktu, jadi harus mikir cepet.	In my opinion, Wordwall is fun and makes me more focused on learning. Since there's a time limit, I have to think quickly.
			Student 5	Wordwall bantu banget. Aku bisa belajar sambil main dan jadi lebih cepet nginget kata kata baru.	Wordwall helps a lot. I can learn while playing, and it makes me remember new words faster.
6	Bagaimana kamu menilai hasil belajar yang kamu dapat dari menggunakan Wordwall?	How do you evaluate the learning outcomes you gained from using Wordwall?	Student 1	Aku jadi lebih bisa ngerti teks bacaan dan nilai bacaku juga naik.	I can understand the reading texts better, and my reading scores have also improved.
			Student 2	Aku ngerasa kemampuan bacaku makin bagus. Aku bisa nemuin ide pokok lebih cepat.	I feel my reading ability has gotten better. I can find the main ideas more quickly.

No	Question Indonesian	Question English	Respondent	Students' Answer Indonesian	Students' Answer English
			Student 3	Setelah sering main Wordwall, aku jadi lebih inget kata-kata dan ngerti isi bacaan.	After playing Wordwall often, I remember vocabulary more easily and understand the texts better.
			Student 4	Nilai bacaanku meningkat. Aku juga jadi lebih pede waktu ngerjain soal bacaan.	My reading scores have increased. I also feel more confident when working on reading tasks.
			Student 5	Aku merasa hasil belajarku jadi lebih bagus, karena belajar pakai Wordwall bikin aku ngerti lebih banyak.	I think my learning outcomes have improved, because studying with Wordwall helps me understand more.
7	Ceritakan pengalamanmu saat mengikuti pembelajaran PBL dengan Wordwall secara keseluruhan.	Describe your overall experience when participating in PBL learning with Wordwall.	Student 1	Seru banget! Belajarnya rame, nggak ngebosenin, dan aku jadi semangat.	It was really fun! The learning felt lively, not boring, and I became more motivated.
			Student 2	Aku suka banget karena belajar jadi kayak main. Apalagi waktu kelompokku menang di Wordwall.	I really liked it because learning felt like playing. Especially when my group won in Wordwall.
			Student 3	Kelasnya jadi lebih hidup. Aku seneng karena bisa diskusi dan belajar bareng teman.	The class became more engaging. I was happy because I could discuss and learn together with friends.
			Student 4	Aku suka suasananya, rame tapi seru. Kita bisa belajar sambil ketawa.	I liked the atmosphere it was lively but enjoyable. We could learn while laughing together.
			Student 5	Pokoknya seru banget! Aku nggak nyangka belajar bacaan bisa seasyik ini.	It was super fun! I never imagined that learning reading could be this enjoyable.
8	Bagaimana pengalamanmu saat mencoba	What was your experience	Student 1	Awalnya agak bingung, tapi lama-lama jadi gampang.	At first it was a bit confusing, but over time it became

No	Question Indonesian	Question English	Respondent	Students' Answer Indonesian	Students' Answer English
	memahami teks bacaan menggunakan Wordwall?	when trying to understand reading texts using Wordwall?		Soalnya pertanyaannya bikin aku mikir isi teks.	easier. The questions made me think about the content of the text.
			Student 2	Aku jadi lebih ngerti isi teks karena Wordwall ngasih soal yang nyambung sama bacaan.	I understood the text better because Wordwall provided questions that were connected to the reading.
			Student 3	Lumayan mudah, apalagi kalau udah baca teksnya duluan. Jadi bisa jawab dengan cepat.	It was fairly easy, especially if I had read the text beforehand. That way I could answer quickly.
			Student 4	Kadang ada soal yang susah, tapi kalau kerja bareng kelompok jadi gampang.	Sometimes there were difficult questions, but working together in groups made it easier.
			Student 5	Aku seneng karena bisa paham isi teks lewat Wordwall. Jadi belajar bacanya nggak itu itu aja.	I enjoyed it because I could understand the text through Wordwall. It made reading practice less repetitive.
9	Bagaimana pengalamanmu bekerja sama atau berdiskusi dengan teman saat belajar menggunakan Wordwall?	What was your experience working together or discussing with friends while learning using Wordwall?	Student 1	Asik banget, kita bisa saling bantu kalau ada yang nggak ngerti.	It was really fun we could help each other if someone didn't understand.
			Student 2	Kerja samanya seru, apalagi kalau udah lomba cepet-cepetan jawab.	Working together was exciting, especially during the fast answer competitions.
			Student 3	Aku jadi makin deket sama teman-teman karena sering diskusi dan main bareng.	I became closer to my friends because we often discussed and played together.
			Student 4	Seru banget! Kita saling dukung biar kelompok kita menang.	It was very enjoyable! We supported each other so our group could win.
			Student 5	Aku suka kerjanya, soalnya kita kompak banget	I liked working together because we were really

No	Question Indonesian	Question English	Respondent	Students' Answer Indonesian	Students' Answer English
				waktu jawab pertanyaan.	united when answering the questions.
10	Apakah ada kesulitan atau tantangan yang kamu alami saat menggunakan Wordwall? Bagaimana kamu mengatasinya?	Did you experience any difficulties or challenges when using Wordwall? How did you overcome them?	Student 1	Kadang waktunya cepet banget, jadi aku harus mikir lebih cepat.	Sometimes the time limit was very fast, so I had to think more quickly.
			Student 2	Kadang sinyalnya lemot, tapi aku tetep semangat dan ngulang lagi kalau bisa.	Sometimes the internet connection was slow, but I stayed motivated and tried again whenever possible.
			Student 3	Kadang aku salah pencet karena buru-buru, tapi jadinya aku belajar lebih hati-hati.	Sometimes I pressed the wrong button because I was in a hurry, but that taught me to be more careful.
			Student 4	Soalnya kadang agak susah, tapi kalau diskusi sama teman jadi bisa jawab.	Sometimes the questions were a bit difficult, but discussing with friends helped me answer them.
			Student 5	Tantangannya cuma waktunya aja. Tapi seru sih, bikin belajar jadi lebih fokus.	The only challenge was the time limit. But it was fun it made me more focused on learning.
11	Bagaimana pengalamanmu terkait motivasi atau minat saat belajar menggunakan Wordwall?	What was your experience regarding motivation or interest when learning with Wordwall?	Student 1	Aku jadi lebih semangat belajar, apalagi pas main bareng teman.	I became more enthusiastic about learning, especially when playing together with friends.
			Student 2	Aku nggak ngerasa bosan sama sekali, malah pengen belajar terus.	I didn't feel bored at all in fact, I wanted to keep learning.
			Student 3	Motivasi belajarku naik karena pengen menang waktu main Wordwall.	My learning motivation increased because I wanted to win when playing Wordwall.
			Student 4	Belajarnya asik, jadi aku pengen ikut terus.	Learning was enjoyable, so I

No	Question Indonesian	Question English	Respondent	Students' Answer Indonesian	Students' Answer English
					wanted to keep joining in.
			Student 5	Aku lebih rajin baca teks biar bisa jawab semua pertanyaan pas main	I became more diligent in reading texts so I could answer all the questions during the game.
12	Ceritakan pengalaman yang paling berkesan selama pembelajaran PBL berbantuan Wordwall.	Describe the most memorable experience during PBL learning with Wordwall.	Student 1	Waktu kelompokku menang main Wordwall, seneng banget rasanya!	When my group won in Wordwall, I felt really happy!
			Student 2	Yang paling aku inget waktu bareng-bareng jawab cepet dan ketawa rame-rame.	What I remember most was answering quickly together and laughing with everyone.
			Student 3	Waktu pertama kali main Wordwall, aku kaget tapi seneng karena ternyata gampang dan seru.	The first time I played Wordwall, I was surprised but happy because it turned out to be easy and fun.
			Student 4	Momen paling seru pas skor kelompokku tinggi banget. Semua tepuk tangan!	The most exciting moment was when my group's score was very high. Everyone clapped!
			Student 5	Aku seneng banget karena bisa kerja sama bareng teman dan menang di akhir.	I was very happy because I could work together with friends and win in the end.

Appendix 14 Transcript Excerpts, Open Coding, Axial Coding, and Final Themes

Transkrip	Open Coding	Axial Coding	Final Theme
<p>“Belajar PBL itu seru, soalnya kita disuruh mikir sendiri buat nyelesain masalah dari teks.” (S1)</p> <p>“PBL bikin kita lebih aktif, nggak cuma dengerin guru aja” (S3).</p> <p>“Kita jadi mikir dulu sebelum tanya teman atau guru, soalnya harus jawab bareng pas diskusi” (S2).</p> <p>“Kalau mau nyelesain soalnya, aku harus cari bagian penting dari teks dulu” (S1).</p>	<p>Thinking independently, active participation</p>	<p>Critical learning engagement</p>	<p>PBL encourages students to think critically and actively</p>
<p>“Wordwall itu kayak main game tapi tetap belajar. Jadi aku semangat buat jawab cepat biar menang” (S1).</p> <p>“Aku jadi lebih fokus waktu main, soalnya pengen cepet jawab biar kelompokku menang.” (S3).</p> <p>“Aku nggak ngerasa bosan sama sekali, malah pengen belajar terus” (S2).</p>	<p>Fun learning, motivation, enthusiasm</p>	<p>Learning motivation</p>	<p>Wordwall increases students’ motivation and enthusiasm</p>
<p>“Asik banget, kita bisa saling bantu kalau ada yang nggak ngerti.” (S1)</p> <p>“Aku jadi makin dekat sama teman-teman</p>	<p>Teamwork, peer support</p>	<p>Collaboration</p>	<p>PBL and Wordwall strengthen student collaboration</p>

Transkrip	Open Coding	Axial Coding	Final Theme
<p>karena sering diskusi dan main bareng.” (S3)</p>			
<p>“Kadang waktunya cepet banget, jadi aku harus mikir lebih cepat.” (S1)</p> <p>“Kadang sinyalnya lemot, tapi aku tetep semangat dan ngulang lagi kalau bisa.” (S2)</p>	<p>Time pressure, technical obstacles</p>	<p>Persistence and accuracy</p>	<p>Time and technical challenges improve accuracy and persistence</p>
<p>“Aku jadi lebih inget kata-kata dan ngerti isi bacaan.” (S3)</p> <p>“Aku bisa belajar sambil main dan jadi lebih cepet nginget kata-kata baru.” (S5)</p> <p>“Aku jadi lebih bisa ngerti teks bacaan dan nilai bacaku juga naik.” (S1)</p> <p>“Aku jadi lebih pede waktu ngerjain soal bacaan.” (S4)</p>	<p>Easier understanding, score improvement, remembering vocabulary</p>	<p>Vocabulary retention, reading ability</p>	<p>The strategy helps students remember important vocabulary and understand texts better.</p>
<p>“Yang paling aku inget waktu bareng-bareng jawab cepet dan ketawa rame-rame.” (S2)</p> <p>“Waktu pertama kali main Wordwall, aku kaget tapi seneng karena ternyata gampang dan seru.” (S3)</p> <p>“Momen paling seru pas skor kelompokku tinggi banget. Semua tepuk tangan!” (S4)</p> <p>“Aku seneng banget karena bisa kerja sama</p>	<p>Enjoyment, competitive atmosphere</p>	<p>Positive classroom climate</p>	<p>Positive and enjoyable classroom atmosphere</p>

Transkrip	Open Coding	Axial Coding	Final Theme
<i>bareng teman dan menang di akhir.” (S5)</i>			



DOCUMENTATION





Appendix 15 The Result of Validity and Reliability PreTest

		Correlations																								TOTAL			
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	TOTAL		
Q1	Pearson Correlation	1	.831																										
	Sig. (2-tailed)		.031																										
Q2	Pearson Correlation	.872	1																										
	Sig. (2-tailed)			1																									
Q3	Pearson Correlation	-.272	.151	1																									
	Sig. (2-tailed)				1																								
Q4	Pearson Correlation	-.191	.191	.802	1																								
	Sig. (2-tailed)					1																							
Q5	Pearson Correlation	.056	.010	-.208	-.018	1																							
	Sig. (2-tailed)						1																						
Q6	Pearson Correlation	-.250	-.339	-.408	-.355	.598	1																						
	Sig. (2-tailed)							1																					
Q7	Pearson Correlation	.386	-.068	-.364	-.321	-.045	.208	1																					
	Sig. (2-tailed)								1																				
Q8	Pearson Correlation	.056	.010	-.208	-.018	.139	.085	.106	1																				
	Sig. (2-tailed)									1																			
Q9	Pearson Correlation	-.028	-.031	-.136	-.082	.226	.028	.059	.085	1																			
	Sig. (2-tailed)										1																		
Q10	Pearson Correlation	-.136	-.151	-.206	-.401	.288	.136	-.073	-.065	.404	1																		
	Sig. (2-tailed)											1																	
Q11	Pearson Correlation	.056	-.146	-.048	-.157	-.005	-.058	.106	.139	.226	.069	1																	
	Sig. (2-tailed)												1																
Q12	Pearson Correlation	.000	.053	-.424	-.520	-.098	.000	.000	-.098	-.144	.283	.196	1																
	Sig. (2-tailed)													1															
Q13	Pearson Correlation	.386	-.068	-.364	-.321	-.045	.208	1																					
	Sig. (2-tailed)								1																				
Q14	Pearson Correlation	-.289	-.107	-.141	-.047	.049	.000	.154	-.098	-.144	.283	.196	.100	1															
	Sig. (2-tailed)														1														
Q15	Pearson Correlation	.386	.263	-.364	-.321	.106	-.089	.048	-.045	.059	.364	.257	.309	.356	.463	1													
	Sig. (2-tailed)																1												
Q16	Pearson Correlation	-.208	.099	-.218	-.175	.106	.059	-.111	-.045	.059	.073	.106	.617	-.238	.154	.048	1												
	Sig. (2-tailed)																	1											
Q17	Pearson Correlation	-.289	.213	-.141	-.094	-.245	.000	.154	.196	.000	.000	-.098	.100	.289	-.050	.000	.000	1											
	Sig. (2-tailed)																		1										
Q18	Pearson Correlation	-.028	-.031	-.136	-.082	.226	.028	.059	.085	1																			
	Sig. (2-tailed)										1																		
Q19	Pearson Correlation	-.059	-.230	-.364	-.467	-.045	.356	.365	.196	.059	.218	-.045	.000	.605	-.154	.048	.206	.154	.356	1									
	Sig. (2-tailed)																				1								
Q20	Pearson Correlation	-.123	-.023	-.452	-.413	.323	.277	.099	.636	-.123	.151	.167	.053	.123	-.267	-.066	.099	.053	.277	.263	1								
	Sig. (2-tailed)																					1							
Q21	Pearson Correlation	.082	.191	-.401	-.473	.259	.055	.117	-.157	.055	.267	.126	.331	.055	.047	.408	-.029	.047	.191	.117	.191	1							
	Sig. (2-tailed)																						1						
Q22	Pearson Correlation	-.055	.040	-.401	-.339	-.018	.191	-.175	.120	.055	.134	-.018	.472	.055	.189	-.029	.408	.047	.191	.117	.191	.196	1						
	Sig. (2-tailed)																							1					
Q23	Pearson Correlation	-.484	-.111	.401	.484	-.157	-.218	-.055	-.267	-.157	-.378	-.218	-.378	-.467	-.321	-.094	-.355	-.321	-.262	-.205	-.205	1							
	Sig. (2-tailed)																							1					
Q24	Pearson Correlation	-.272	.000	.333	.401	-.346	-.272	-.073	-.288	-.272	-.600	-.208	-.283	-.408	-.424	-.509	-.219	.000	.000	-.364	-.362	-.267	-.334	.666	1				
	Sig. (2-tailed)																									1			
Q25	Pearson Correlation	-.302	-.071	-.202	-.144	.172	-.247	-.308	.033	-.027	-.067	.312	.381	-.165	-.448	.015	.308	-.048	.247	.015	.081	-.009	-.009	-.413	-.202	1			
	Sig. (2-tailed)																										1		
TOTAL	Pearson Correlation	.362	.124	-.095	-.397	.367	.362	.373	.367	.367	.367	.367	.465	.367	.373	.373	.373	.367	.367	.373	.367	.367	.367	.367	.367	.367	1		
	Sig. (2-tailed)																												

*. Correlation is significant at the 0.05 level (2-tailed).
 **. Correlation is significant at the 0.01 level (2-tailed).



Reliability Statistics

Cronbach's Alpha	N of Items
.724	20

Appendix 16 The Result of Validity and Reliability PostTest

		Correlations																									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	TOTAL
Q1	Pearson Correlation	1	.840	-.447	-.183	.337	-.178	.760	-.149	-.293	.088	-.280	-.000	.293	-.224	.149	.048	.176	.040	-.120	.280	-.247	.176	-.316	-.391	-.200	.377
	Sig. (2-tailed)		.834	.013	.334	.069	.352	<.001	.432	.116	.645	.134	1.000	.116	.235	.432	.834	.352	.834	.529	.134	.189	.352	.089	.833	.289	.040
Q2	Pearson Correlation	.840	1	-.268	-.365	.526	-.035	.280	.149	.099	.088	.840	.224	-.293	.000	.447	.200	-.035	.280	.239	-.200	.387	.176	-.126	-.838	.280	.452
	Sig. (2-tailed)	.834		.152	.047	.002	.853	.134	.432	.688	.645	.834	.235	.116	1.000	.013	.134	.853	.134	.203	.209	.834	.352	.565	.875	.134	.012
Q3	Pearson Correlation	-.447	-.268	1	.680	-.302	-.394	-.447	-.333	-.364	-.196	-.447	-.333	-.364	-.167	-.333	-.447	-.079	-.447	-.267	-.447	-.394	-.394	.283	.471	-.268	-.646
	Sig. (2-tailed)	.013	.152		<.001	.105	.031	.013	.072	.048	.299	.013	.072	.048	.379	.072	.013	.679	.013	.153	.013	.031	.031	.031	.130	.009	.152
Q4	Pearson Correlation	-.183	-.365	.680	1	-.339	-.129	-.183	-.272	-.388	-.320	-.183	-.408	-.388	-.238	-.272	-.365	-.129	-.365	-.218	-.183	-.450	-.450	.000	.247	-.183	-.579
	Sig. (2-tailed)	.334	.047	<.001		.067	.498	.334	.146	.035	.084	.334	.025	.035	.205	.146	.047	.498	.047	.247	.334	.012	.012	1.000	.188	.334	<.001
Q5	Pearson Correlation	.337	.539	-.302	-.339	1	-.202	.135	.050	.099	.429	-.067	.875	.099	.075	.302	.135	.024	-.067	-.161	-.278	.202	.202	.053	-.223	-.867	.387
	Sig. (2-tailed)	.069	.002	.105	.067		.284	.477	.792	.684	.018	.723	.862	.105	.477	.901	.723	.395	.105	.284	.294	.760	.294	.760	.294	.723	.025
Q6	Pearson Correlation	-.176	-.035	-.394	-.129	.202	1	.176	.342	.155	.247	.388	-.079	.155	.118	.342	-.035	.088	-.035	.169	.388	.255	-.118	-.223	-.482	.176	.392
	Sig. (2-tailed)	.352	.853	.031	.498	.284		.352	.065	.414	.188	.034	.679	.414	.534	.065	.853	.720	.853	.373	.034	.174	.535	.236	.007	.352	.032
Q7	Pearson Correlation	.760	.280	-.447	-.183	.135	.176	1	.149	-.293	-.175	.520	.000	.098	-.224	.149	.040	-.035	.280	.239	.280	-.035	-.035	-.316	-.391	.040	.414
	Sig. (2-tailed)	<.001	.134	.013	.334	.477	.352		.432	.116	.354	.003	1.000	.008	.235	.432	.834	.853	.134	.203	.134	.853	.134	.203	.134	.853	.003
Q8	Pearson Correlation	-.149	.149	-.333	-.272	.050	.342	.149	1	.509	.196	.149	.111	.024	-.167	.830	-.149	.079	.149	.356	.447	.079	-.184	-.236	-.291	.149	.430
	Sig. (2-tailed)	.432	.432	.072	.146	.792	.065	.432		.004	.299	.432	.559	.899	.379	<.001	.432	.679	.432	.053	.013	.679	.331	.210	.118	.432	.018
Q9	Pearson Correlation	-.293	.098	-.384	-.386	.099	.155	.293	.509	1	-.043	.293	-.145	.206	.218	.267	.293	.155	.293	.117	.293	-.189	-.017	-.309	-.279	.098	.417
	Sig. (2-tailed)	.116	.608	.048	.035	.684	.414	.116	.004		.822	.116	.443	.274	.247	.154	.116	.414	.116	.539	.116	.317	.828	.097	.136	.608	.022
Q10	Pearson Correlation	.088	.088	-.166	-.320	.429	.247	-.175	.166	-.043	1	-.175	.284	.267	-.196	.196	.088	.015	-.175	.288	.088	.429	.247	.139	-.145	-.175	.267
	Sig. (2-tailed)	.645	.645	.299	.084	.018	.188	.354	.299	.822		.354	.115	.036	.299	.299	.645	.935	.354	.122	.645	.007	.188	.465	.444	.354	.030
Q11	Pearson Correlation	-.280	.040	-.447	-.183	-.067	.388	.520	-.149	-.293	-.175	1	.224	-.098	.000	-.149	.520	-.035	.280	.239	.280	-.035	-.035	-.316	-.391	.520	.377
	Sig. (2-tailed)	.134	.834	.013	.334	.723	.034	.003	.432	.116	.354		.235	.688	1.000	.432	.003	.853	.134	.203	.134	.853	.039	.833	.003	.040	.047
Q12	Pearson Correlation	.000	.224	-.333	-.408	.075	-.079	.000	.111	-.145	.294	.224	1	.218	-.042	-.167	.447	.118	.224	.200	.224	.315	.512	.000	-.101	.224	.470
	Sig. (2-tailed)	1.000	.235	.072	.025	.692	.679	1.000	.559	.443	.115	.235		.247	.827	.379	.013	.534	.235	.288	.235	.090	.004	1.000	.596	.235	.009
Q13	Pearson Correlation	.845	.845	-.299	-.084	.018	-.188	.354	.299	.822	-.067	.875	.099	.075	.302	.135	.024	-.067	-.161	-.278	.202	.202	.053		-.223	-.867	.387
	Sig. (2-tailed)	.116	.116	.048	.035	.684	.414	.608	.899	.274	.036	.608	.247		<.001	.899	.608	.076	.608	.539	.116	.414	.076	1.000	.136	.116	.035
Q14	Pearson Correlation	.224	.000	-.167	-.238	.075	.118	.224	-.167	.218	-.196	.000	-.042	.892	1	.111	-.224	.512	.000	-.134	.000	.118	.315	.000	-.269	.000	.365
	Sig. (2-tailed)	.235	1.000	.379	.205	.692	.534	.235	.379	.247	.299	1.000	.827	<.001		.559	.235	.004	1.000	.481	1.000	.534	.000	1.000	.100	1.000	.047
Q15	Pearson Correlation	-.149	.447	-.333	-.272	.302	.342	.149	.830	.267	.196	-.149	-.167	.024	.111	1	-.149	.079	-.149	.356	.149	.342	.079	-.236	-.291	.149	.384
	Sig. (2-tailed)	.432	.013	.072	.146	.105	.065	.432	<.001	.154	.299	.432	.379	.899	.559		.432	.679	.432	.053	.432	.065	.679	.210	.118	.432	.036
Q16	Pearson Correlation	.040	.280	-.447	-.365	.135	-.035	.040	.149	-.293	.088	.520	.447	-.098	-.224	.149	1	.176	.520	-.239	.040	-.335	.176	-.316	-.316	.520	.377
	Sig. (2-tailed)	.834	.134	.013	.047	.477	.853	.834	.432	.116	.645	.003	.013	.688	.235	.432		.352	.003	.203	.834	.853	.352	.089	.264	.003	.040
Q17	Pearson Correlation	-.176	-.035	-.079	-.129	.024	.068	-.035	.079	.155	.015	-.035	.118	.327	.512	.079	.176	1	.176	-.147	.176	-.118	.255	-.223	-.164	.176	.425
	Sig. (2-tailed)	.352	.853	.679	.498	.901	.720	.853	.679	.414	.935	.853	.534	.078	.004	.679	.352		.352	.437	.352	.535	.174	.236	.385	.352	.019
Q18	Pearson Correlation	.040	.280	-.447	-.365	-.087	-.035	.280	.149	-.293	-.175	.280	.224	-.098	.000	-.149	.520	.176	1	.239	.280	.176	-.035	-.126	-.838	.280	.377
	Sig. (2-tailed)	.834	.134	.013	.047	.723	.853	.134	.432	.116	.354	.134	.235	.688	1.000	.432	.003	.352		.203	.134	.352	.853	.565	.875	.134	.040
Q19	Pearson Correlation	-.120	.239	-.267	-.218	-.161	.169	.239	.356	.117	.288	.239	.200	.117	-.134	.356	.239	-.147	.239	1	.239	.484	-.147	-.189	-.234	.239	.387
	Sig. (2-tailed)	.529	.203	.153	.247	.395	.373	.203	.053	.539	.122	.203	.288	.539	.481	.053	.203	.437	.203		.203	.007	.437	.317	.214	.203	.037
Q20	Pearson Correlation	-.280	-.200	-.447	-.183	-.270	.388	.280	.447	-.293	.088	-.280	.224	.293	.000	.149	.040	.176	.280	.239	1	-.035	.176	-.316	-.211	.040	.414
	Sig. (2-tailed)	.134	.289	.013	.334	.150	.034	.134	.013	.116	.645	.134	.235	.116	1.000	.432	.834	.352	.134	.203		.853	.352	.089	.264	.834	.023
Q21	Pearson Correlation	-.247	.388	-.384	-.450	.202	.255	-.035	.079	-.189	.470	-.035	.315	.155	.118	.342	-.035	-.118	.176	.444	-.035	1	.255	.279	-.164	.174	.425
	Sig. (2-tailed)	.189	.034	.031	.012	.284	.174	.853	.679	.317	.007	.853	.890	.414	.534	.065	.853	.535	.352	.007	.853		.174	.136	.385	.352	.019
Q22	Pearson Correlation	-.176	.176	-.394	-.450	.202	-.118	-.035	-.184	-.017	.247	-.035	.512	.327	.315	.079	.176	.255	-.035	-.147	.176	.255	1	-.056	-.164	.176	.392
	Sig. (2-tailed)	.352	.352	.031	.012	.284	.535	.853	.331	.928	.188	.853	.004	.078	.090	.679	.352	.174	.853	.437	.352	.174	.770	.385	.352	.032	
Q23	Pearson Correlation	-.316	-.126	.283	.000	.053	-.223	-.316	-.309	.139	-.316	.000	.000	.000	-.236	-.316	-.126	-.126	-.189	-.316	.279	-.056	1	.381	-.126	-.118	
	Sig. (2-tailed)	.089	.505	.130	1.000	.780	.236	.089	.210	.097	.465	.889	1.000	1.000	1.000	.100	.089	.236	.505	.317	.089	.136	.770	.089	.505	.531	
Q24	Pearson Correlation	-.031	-.830	.871	.247	-.223	-.482	-.391	-.291	-.279	-.145	-.391	-.101	-.279	-.289	-.291	-.211	-.164	-.030	-.234	-.211	-.164	-.164	.381	1	-.211	-.263
	Sig. (2-tailed)	.833	.075	.009	.188	.236	.007	.033	.118	.136	.444	.833	.598	.136	.150	.118	.264	.385	.875	.214	.264	.385	.038	.264	.049	.049	
Q25	Pearson Correlation	-.200	.280	-.268	-.183	-.067	.176	.040	.149	-.088	-.175	.520	-.224	-.293	.000	.149	.520	.176	.280	.239	.040	.176	.176	-.126	-.211	1	.377
	Sig. (2-tailed)	.289	.134	.152	.334	.723																					