

## APPENDIX 1.1

Homogeneity Test of Sample

### Oneway

[DataSet0]

#### Test of Homogeneity of Variances

Reading Score

Levene Statistic	df1	df2	Sig.
.300	2	104	.741

#### ANOVA

Reading Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	45.403	2	22.702	.468	.628
Within Groups	5044.765	104	48.507		
Total	5090.168	106			



## APPENDIX 1.2

## Reading Comprehension Pre Test

**READING COMPREHENSION PRE TEST  
GRADE IX**

**Read the text and answer the questions by choosing A, B, C, or D on your answer sheet.**

**Text 1**

A young lion Prince was born in Africa to The Lion King Mufasa. His parents named him Simba. Simba's birth made his uncle, Scar the second in line to the throne. His presence made his cruel uncle envious that he had a bad idea to destroy them. Scar plotted with the hyenas to kill King Mufasa and prince Simba, to make himself a king.

The decision day came at last. The King was killed and Simba was led to believe that it was his fault that the King was murdered. This left the kingdom in the shame. Simba felt guilty about his father's death so that he decided to live in exile.

While the Uncle rule with iron hands, the Prince grew up beyond the savannah, living by a philosophy "live no worries for the rest of your days". Simba and his friends sang a song entitled "HakunaMatata", a Swahili phrase from Kenya which roughly means "no worries to any problems," whenever they face difficulties.

When his past came to haunt him, the Young Prince had to decide his fate: would he remain an outcast, or face the demons and become what he needed to be? After years in exile, he was persuaded to return home to bring down Scar and claim the kingdom as his own, completing the "Circle of Life" with the help of his friends, Timon and Pumbaa. Eventually, righteous defeated evil. Simba succeeded to take over the Kingdom from his uncle and became the king. He was a wise king just like his father

1. The underlined word in "... he was persuaded to return home to bring down ..." in paragraph 4 is closest in meaning to ...
  - a. convinced
  - b. asked
  - c. requested
  - d. invited
2. What happened after King Mufasa died?
  - a. Simba was born
  - b. Simba left the kingdom
  - c. Scar became outcast
  - d. Scar killed the king
3. Which characteristic best describe Simba?
  - a. Patient
  - b. Cheerful
  - c. Courageous
  - d. Adventurous
4. Why did Simba live in exile?
  - a. Because scar told him to leave
  - b. Because Simba killed his father
  - c. Because Scar was a bad uncle
  - d. Because Simba felt guilty of Mufasa's death
5. What can we learn from the story?
  - a. We must be brave to face the challenge in our lives
  - b. We must not blame ourselves
  - c. We must not trust anybody
  - d. We must be wise person
6. What would probably happen if Simba did not take over the kingdom from Scar?
  - a. He would become king somewhere else
  - b. The hyena would rule the kingdom
  - c. Scar would make the kingdom suffer
  - d. Simba would still be friend with Timon and Pumbaa
7. What is the writer's purpose in writing the story?
  - a. To describe a young lion prince
  - b. To entertain the readers

- c. To give information about lion
- d. To tell a lion's experience

## Text 2

Long time ago, there lived a powerful boy named JokoSakti. His magical power had made an old magician jealous. The wicked magician cursed the boy, so his body was covered with a very disgusting smell. Due to his condition, no one wanted to be close to him. They were afraid of being affected by his disease.

One day, the boy dreamed of an old woman who could cure his illness. He wanted to find her. He visited every village, but the villagers always rejected him. They were disgusted and turned him away.

The boy arrived at the village where most people were arrogant. He managed to get in and asked about the old woman. However the villagers immediately expelled him without answering his question. Feeling disappointed, the boy reminded the villagers to always help people in need. The villagers ignored his words and even spat at him. The boy felt so hurt that he quickly stuck a stick on the ground and said, "No one can pull this stick of the ground but me!" Soon, one villager tried to pull out the stick, but they couldn't. When he managed to pull up the stick, water sprang from the ground around the stick. The water swept over the boys diseased skin, and miraculously it was cure. The water came out more and more and became hotter. Not long after, it drowned the whole village. As for the boy, with his magical power, he escaped the flood. The boy looked at the drowned village which had become a lake. He then named the lake TelagaRawaPening.

8. What is the main idea of paragraph 2?
  - a. JokoSakti had magical power
  - b. JokoSakti was refused by arrogant villagers
  - c. JokoSakti tried to find the old woman who can cure his illness
  - d. The village became a lake
9. What kind of illness did JokoSakti suffer?
  - a. Heart disease
  - b. Headache
  - c. Fever
  - d. Skin disease

10. The word rejected in “ but the villagers always rejected him” in paragraph 2 is similar to ....
- accepted
  - welcomed
  - refused
  - helped
11. What happen after right after the boy pulled the stick from the ground?
- The village was drowned
  - Hot water sprang out from the ground
  - The water from the spring got hotter
  - TelagaRawaPening was formed
12. What can we learn from the story?
- We must welcome strangers who come to our house
  - We have to cure someone with skin disease
  - We must be willing to help people in need
  - We have to keep calm in bad situation
13. What made the villagers refuse to get close to JokoSakti?
- They dislike him
  - They were afraid of him
  - They were too arrogant
  - They were afraid of getting infected
14. From the story, we know that ....
- The old magician cured the boy
  - Although being cursed, the boy still had his power
  - The villagers felt pity toward the boy
  - The boy regretted his action
15. What might happen if the villagers were nice to JokoSakti?
- The old magician would help them
  - JokoSakti would find the old woman
  - The village would not be drowned
  - The old magician would not curse JokoSakti

### Text 3

#### TAPIR

Tapir appears to be a cross between a pig and an anteater. However, this mammal is actually more closely related to horses and rhinos. Tapirs are native of the jungles of South and Central America

Adult male Tapirs can weigh up to 700 lbs. There are four different species of Tapirs. They all have oval white-tipped ears, brown rumps, stubby tails, and as many as 44 teeth.

Their food consists mainly of fruits and leaves though they have a tendency to eat soft plant underwater if they live near a water source. They usually consume more than 85 pounds of vegetation in a single day. Their size and speed keep them free from most predators. Unfortunately, nowadays two of the four species of Tapirs are on the endangered species list. If people cannot save them from threatening, this species will be fewer and rare in the world. Help them to survive

16. What is the main idea of paragraph 4?
  - a. Tapirs cannot survive anymore
  - b. Most Tapir's species are endangered
  - c. The numbers of tapirs' species is decreasing
  - d. People must not take Tapir's live by themselves
17. Tapirs protect themselves from predators by ....
  - a. using their 44 teeth as weapon
  - b. empowering their light bodies
  - c. threatening their predators
  - d. running fast
18. The word 'rare' in the sentence "...the species will be fewer and rare in the world" (paragraph 4) is closest in meaning to....
  - a. increased
  - b. uncommon
  - c. special
  - d. isolated
19. What does the text deal with?
  - a. The special food of Tapirs
  - b. The general information of Tapirs
  - c. The description of Tapirs in Central America
  - d. The way to protect Tapirs from extinction

#### Text 4

The Sumatran Rhinoceros or *DicerohinosSumatrensis* is the most endangered of all rhinoceros species due to its rapid rate of decline. The species was declared extinct in the wild in 2015. The main threats to their survival in the wild are poaching and habitat destruction by humans.

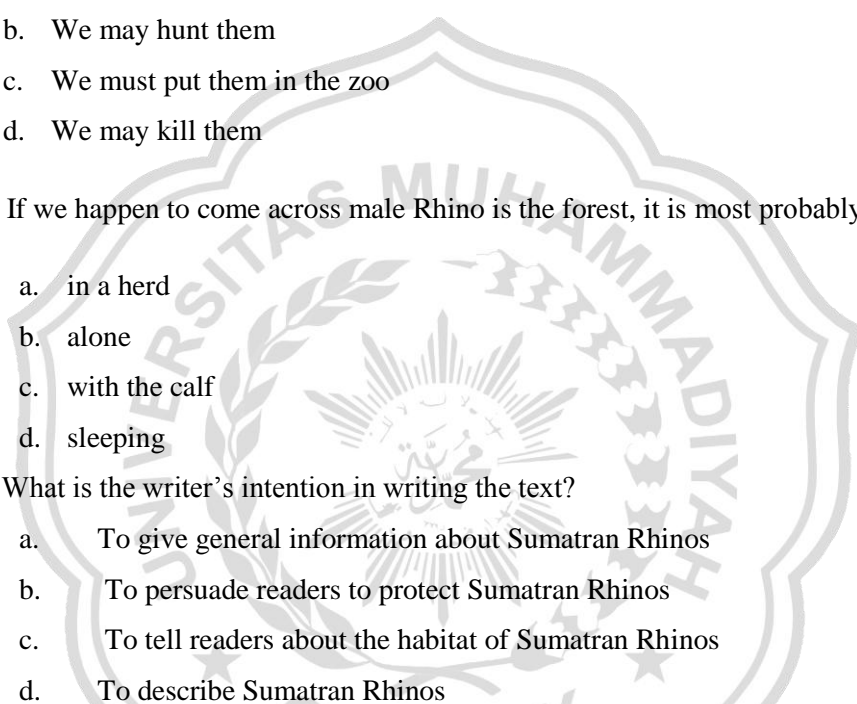
Sumatran rhinos are generally solitary creatures that feed on fruits, twigs, leaves and shrubs. Being the smallest rhino, Sumatran Rhino weighs about 1,760 pounds, and its height reaches 5 feet and 8 to 10 feet in length. Unlike most other rhinos, their skin, dark red-brown in color, is covered with short, dark, stiff hair.

The Sumatran Rhino lives in the dense tropical forest, both lowland and highland, mainly in the island of Sumatra and in central Borneo. Their lifespan is 35 and 40 years. The mothers are believed to give birth to one calf about every three years. This condition contributes to their extinction. Some Sumatran rhinos are kept in zoos, but they rarely breed in captivity.

Rhino Protection Units are hoped to be the shield for Sumatran rhinos. This Unit guard Sumatran rhinos in protected areas. Good protection, added with uniting small groups of population into larger ones, provides the best possible hope for the species survival.

[Http:// www. Nationalgeographic.com/animals/ mammals](http://www.Nationalgeographic.com/animals/mammals)

20. In every 3 years, female rhino generally ....
  - a. has its health examined in Zoo
  - b. gives birth to only one baby rhino
  - c. dies due to human poaching
  - d. is sent to the zoo
21. "Sumatran Rhino lives in dense tropical forest..." (paragraph 3)  
 The underlined word is closest in meaning to ....
  - a. Loose
  - b. Thick
  - c. Wild
  - d. Barren

22. From the text we can infer that the main cause of the threat of Sumatran Rhinos is ....
- forest fire
  - rare pregnancy
  - Human
  - Drought
23. Female rhinos give birth only one calf in 3 years, therefore ....
- We must protect them
  - We may hunt them
  - We must put them in the zoo
  - We may kill them
24. If we happen to come across male Rhino in the forest, it is most probably ....
- in a herd
  - alone
  - with the calf
  - sleeping
25. What is the writer's intention in writing the text?
- To give general information about Sumatran Rhinos
  - To persuade readers to protect Sumatran Rhinos
  - To tell readers about the habitat of Sumatran Rhinos
  - To describe Sumatran Rhinos
- 



## APPENDIX 1.3

## Reading Comprehension Posttest

**READING COMPREHENSION POST TEST  
GRADE IX**

**Read the text and answer the questions by choosing A, B, C, or D on your answer sheet.**

**Text 1****Takatuliang, The Woodcarver**

Long time ago, on the island of Simbau, in the Celebes Sea, lived a king and his beautiful daughter. Not only was the princess beautiful, but so wise and kind

Many Princes wanted to marry the King's daughter and this made the king confused. He, then, announced a contest. Whoever presented the princess with the most valuable gift would marry her.

Takatuliang, a poor woodcarver, wanted to join the contest, but he was so poor that he had nothing to present. Then, he went far into the forest. He chose the best tree and carved it into a doll. Next, he took an old piece of cloth and sewed it into a dress for the doll. After that, he cut his own hair and glued it to the doll's head.

On the contest day, all of the princes gathered before the king and the princess. One by one, they presented their gifts: silk, gold, jewelry, and other expensive gifts. Then came Takatuliang's turn.

"What do you have?" asked the princess.

"I bring only a doll," said Takatuliang softly.

"How many dolls like this do you have?" asked the princess again.

"Only this one. I carved it myself and decorated it with my own hair and my father's old cloth. He already died and this is the only thing he left for me," answered Takatuliang.

The princess was very touched to hear Takatuliang's story. She decided to marry Takatuliang because he had presented everything he had. Together, Takatuliang and the princess lived happily ever after.

1. What is the main idea of paragraph 3?
  - a. Takatuliang found the best tree
  - b. Takatuliang was very poor
  - c. Takatuliang did his best to join the competition
  - d. Takatuliang went into the forest
2. The word “valuable” in par 2 has similar meaning as ....
  - a. precious
  - b. expensive
  - c. worthless
  - d. cheap
3. What did Takatuliang do before attaching his hair to the doll’s head?
  - a. He joined the contest
  - b. He carved the doll
  - c. He went into the forest
  - d. He made a dress for the doll
4. From the text we learn that Takatuliang is ....
  - a. strong willed
  - b. lazy person
  - c. quitter
  - d. not confident
5. Why did Takatuliang carve a doll as a gift?
  - a. That was the only thing that he could do
  - b. He was a poor woodcarver
  - c. His father told him to
  - d. He found the best tree in the forest
6. What can we learn from the story?
  - a. We should relax and take things easily
  - b. We must do our best with whatever we have
  - c. We need to be rich to win a competition
  - d. We must give our valuables to get what we want
7. What might happen if Takatuliang gave the princess jewelries like other contestant?
  - a. The princess would fall in love with him
  - b. The princess might not marry him

- c. Takatuliang would win the competition
- d. Takatuliang and Princess would be happy together

## Text 2

Many years ago, the sea tasted like ordinary rainwater so it was tasteless. The people living in the islands did not have salt for the food but, luckily, they knew about a friendly giant who kept mounds of salt in his cave. People would cross the ocean with their boats to reach the giant's island, and that was how they were able to bring salt back to their villages in order to prepare more delicious meals.

One day the ocean was quite enough for several days so they could not sail out to gather salt. They eventually ran out of salt and the villagers could no longer enjoy their tasteless meals. They wondered how they could get salt again. A child suggested them to ask the giant to stretch out his legs over the ocean so that they could walk on his legs to his island. The kind-hearted giant agreed, and the villagers with empty salt sacks walked along the giant's legs.

Unfortunately, the giant's feet landed on an ant hill, and the dangerous red ants started biting his enormous legs. The giant felt hurt, but they still managed to arrive at the giant's island to get the salt. On their way back home, the giant asked the people to hurry up, but the heavy salt sack slowed them down.

Before the villagers could make it back to the island, the giant cried out and pushed his ant-bitten feet into the ocean. All of the packed salt fell into the plain-water sea and dissolved. The giant saved the people from drowning, but no one was able to get the spilled salt again. From that day, the sea became salty.

8. What is the main idea of paragraph 4?
  - a. The villagers dropped the salt into the sea
  - b. The dropping of the salt into the sea made sea water salty
  - c. The giant could no longer stand the ants' bite
  - d. The giant saved the people but not their salt sacks
9. Where did the giant keep the salt?
  - a. In the ocean
  - b. In his cave
  - c. On the mountain
  - d. On his legs
10. The word dissolved in paragraph 4 has the closest meaning as ....
  - a. melt and mixed with water
  - b. gone
  - c. frozen

- d. evaporated
11. After the ant bit his feet, the giant ....
- Stretched his feet
  - Put his feet into the ocean
  - Threw the salt into the ocean
  - Helped people from drowning
12. What does the text tell us about?
- Why a giant is friendly to people
  - Who the native of the sea was
  - How to get the salt from the sea
  - Why the sea is salty
13. Why did the giant pull his foot off and put in into the ocean?
- His feet was full of villagers
  - His feet was loaded with sacks of salt
  - His feet was bitten by dangerous ants
  - He felt tired of stretching out his feet
14. If the ants did not bite the giant's legs, ....
- People would never taste salt
  - The sea would taste salty
  - The food would be tasty
  - The sea water would remain tasteless
15. What is the writer's purpose in writing the text?
- To entertain the readers
  - To tell that giant is kind
  - To give information why the sea water is salty
  - To describe the giant

### Text 3

Koala (*Phascolarctos Cinereus*) is one of the Australia's unique animals that have pockets like a kangaroo. The name of koala comes from the Aboriginal language which means “not drinking”. It is because koala rarely drinks water. They rely on water contained in eucalyptus leaves. They can be found along the eastern coast of Australia from Adelaide to Cape York Peninsula. They can also be found inside the jungle. They live in areas which have enough rain falls.

They have a distinctive body shape. They have thick and soft fur and white ears. They also have large claws for climbing trees. The body weight is different from one another. For example the males can reach 14 kg, while the females in the northern part weigh only 5 kilograms

They spend all their time at the top of the tree. They are quiet animals and do not like a fuss. They spend 20 hours each day to sleep. However, during the mating season, they become more active. Even the males can emit a loud sound and can be heard up to a radius of 1 kilometer

In the wild, they only eat eucalyptus leaves. They contain low protein phenolic and terpene compounds. These compounds can be toxic to other animals. However, they can neutralize those toxins in their heart. They usually eat at night because during the day, they always fall asleep. They generally spend about 500 grams of eucalyptus leaves per day. They will chew it till smooth before swallowing it.

16. What is the main idea of paragraph 4?
  - a. Eucalyptus leaves contain dangerous compounds.
  - b. Koalas prevent their bodies from toxins in eucalyptus leaves
  - c. Koalas only eat Eucalyptus leaves during the night.
  - d. Koalas have a unique eating habit
17. How can koala survive although they seldom drink?
  - a. They have pockets to keep water
  - b. They get water from eucalyptus leaves.
  - c. They consume water at the top of the tree
  - d. They like sleeping so they do not get thirsty easily
18. The underlined word in “even the males can emit a loud sound.....(paragraph 3)” 3 is closest in meaning to
 

a. Exit.	c. Exhale
b. Escape	d. Produce
19. From the text we can infer that Koalas ....
  - a. are nocturnal

- b. love drinking
- c. are poisonous
- d. active during the day

20. What is the text about?

- a. General description of koalas.
- b. The physical appearance of koalas
- c. The daily behavior of koalas.
- d. An explanation of koala's live

21. If we see koalas during the day, they are most probably ....

- a. Mating
- b. Drinking
- c. Eating
- d. Sleeping

#### Text 4

An iceberg is a great piece of ice floating in the sea. 'Berg' is the German word for 'mountain'. In the coldest parts of the earth, around the North and South Poles, landsea are both covered by layers of ice more than 300 meters deep at the center.

Tongues of ice, called glaciers, stretch out into the open sea. The water melts the bottom parts of these glaciers, then the top part moves into the water with a great noise. The great piece of ice sinks for a short time under the surface, then it rises again, and floats away as a new iceberg. Some iceberg are many miles long, and travel for the thousands of miles and several years before they melt. The part of an Iceberg which can be seenabove the water is only about one-ninth of the total size. The rest is hidden under the waves.

One of the world's worst disasters at sea was in 1912 when the liner Titanic hit an iceberg and sank on her first journey, killing hundreds of passengers.

22. What makes a great noise when glaciers melt?

- a. The glaciers stretch out into the open sea.
- b. The glaciers rise and float away to the Sea.
- c. The top part of glaciers moves into the water.
- d. The bottom part of glacier sinks in a short time.

23. What can we infer from the text?

- a. The bottom part of the iceberg is far bigger than the top part
- b. The bottom part of the iceberg is smaller than the top part
- c. The top part of the iceberg is difficult to see
- d. The bottom part of the iceberg can be seen from the surface

24. What makes the top part falls into the sea?

- a. Titanic hits it
- b. The water melts the bottom part
- c. The waves hide it
- d. The water sinks it

25. What is the writer's intention in writing the text?

- a. To describe iceberg
- b. To give information about iceberg in general
- c. To warn readers about the danger of iceberg
- d. To tell experience about iceberg

## APPENDIX 1.4

## Validity of Pretest and Posttest

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
pre1	14.66	26.233	.391	.836
pre2	14.59	26.184	.404	.836
pre3	14.59	26.249	.391	.836
pre4	14.38	26.758	.366	.837
pre5	14.66	26.168	.403	.836
pre6	14.78	26.241	.405	.836
pre7	14.78	26.370	.378	.837
pre8	14.69	26.415	.355	.838
pre9	14.31	26.931	.380	.837
pre10	14.50	26.323	.397	.836
pre11	14.78	26.499	.352	.838
pre12	14.41	26.507	.402	.836
pre13	14.47	26.322	.410	.836
pre14	14.56	26.190	.408	.836
pre15	14.28	27.047	.390	.837
pre16	14.47	26.451	.382	.837
pre17	14.41	26.636	.373	.837
pre18	14.47	26.451	.382	.837
pre19	14.44	26.448	.397	.836
pre20	14.41	26.572	.388	.837
pre21	14.28	27.047	.390	.837
pre22	14.63	26.371	.364	.837
pre23	14.66	26.168	.403	.836
pre24	14.69	26.286	.381	.837
pre25	14.88	26.629	.358	.838



## Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
post1	15.28	28.854	.405	.865
post2	15.31	28.802	.414	.865
post3	15.13	29.081	.397	.865
post4	14.97	29.644	.383	.865
post5	15.44	28.706	.450	.863
post6	15.50	28.968	.420	.864
post7	15.50	29.097	.394	.865
post8	15.22	28.628	.457	.863
post9	14.97	29.451	.433	.864
post10	15.06	29.157	.414	.864
post11	15.25	28.710	.436	.864
post12	14.94	29.351	.509	.863
post13	15.06	28.964	.456	.863
post14	15.09	28.926	.444	.864
post15	14.94	29.480	.473	.863
post16	15.06	29.351	.372	.866
post17	15.06	29.286	.386	.865
post18	15.16	29.104	.381	.865
post19	15.13	28.758	.463	.863
post20	15.13	28.758	.463	.863
post21	14.97	29.257	.482	.863
post22	15.22	28.564	.470	.863
post23	15.25	28.710	.436	.864
post24	15.38	28.758	.427	.864
post25	15.50	29.161	.381	.865

## APPENDIX 1.5

### Reliability of Pretest

Scale: ALL VARIABLES

**Case Processing Summary**

		N	%
Cases	Valid	32	100.0
	Excluded <sup>a</sup>	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.842	25

### Reliability of Posttest

Scale: ALL VARIABLES

**Case Processing Summary**

		N	%
Cases	Valid	32	100.0
	Excluded <sup>a</sup>	0	.0
	Total	32	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.869	25

## APPENDIX 1.6

### Lesson Plan Experiment Group

#### LESSON PLAN CLASS A & E

Unit	: SMPN 5GRESIK
Subject	: English
Grade/ Semester	: IX/ 2
Topic	: Narrative Text
Time Allocation	: 4 x 40 minutes

#### A. Core Competence :

1. Respect and appreciate the teachings of their religion
2. Respect and appreciate the honest behavior, discipline and responsibility, caring, polite, confident, actively interact effectively with social and natural environment in a range of socially and presence.
3. Understanding, applying knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, arts, culture, related to obvious phenomena
4. Processing, presenting, and reasoning in the realm of concrete (using, parsing, stringing, modifying, and creating) and abstract (writing, reading, calculating, drawing, and composing), related to the development of the self-study in schools and other sources with the same point of view or theory

#### B. Basic Competence and Indicator

4.7.	Capturing contextual meaning related to social function, text structure, and language features of narrative texts, spoken and written, short and simple, related to fairytales.	4.7.1. 4.7.2. 4.7.3. 4.7.4. 4.7.5. 4.7.6. 4.7.7. 4.7.8. 4.7.9.	Finding the main idea Identifying detailed information Determining the meaning of words Determining the sequence of events Making inference Identifying cause and effect relationship Drawing conclusion Making prediction Determining writer's purpose or intention
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#### C. Learning Objectives

- 4.7.1. Given a narrative text, students are able to find the main idea
- 4.7.2. Given a narrative text, students are able to identify detailed information
- 4.7.3. Given a narrative text, students are able to determine the meaning of words
- 4.7.4. Given a narrative text, students are able to determine the sequence of events
- 4.7.5. Given a narrative text, students are able to make inference
- 4.7.6. Given a narrative text, students are able to identify cause and effect relationship
- 4.7.7. Given a narrative text, students are able to draw conclusion
- 4.7.8. Given a narrative text, students are able to make prediction
- 4.7.9. Given a narrative text, students are able to determine writer's purpose or intention

#### D. Learning Material

Short and simple Narrative text related to fairytales

##### ***Social Function***

Entertaining as well as growing appreciation toward values respected by community in the environment such as heroism, loyalty, obedience, and respect to elders, openness and truth, etc

##### ***Text Structure***

(main idea and detailed information)

- a. Introducing character, place, and time of the story (orientation).
- b. Giving evaluation about situation and condition when the story take place
- c. Explain the crisis happen to the main character (complication)
- d. Explain the end of the story, where the crisis ends, either in happy ending or sad ending (resolution)
- e. Give reasons and general comment (reorientation), optional.

##### ***Linguistic elements***

- (1) Grammar: Simple Past tense, Past Continuous Tense
- (2) Direct and indirect sentence
- (3) Vocabularies related to fairytales
- (4) *first, then, after that, before, at last, finally*, etc
- (5) Adverbs of time, prepositional phrase showing time *a long time ago, one day, in the morning, the next day, immediately*, dsb.
- (6) Pronunciation, stress, intonation
- (7) Spelling and punctuation

##### ***Topic***

Fairytales containing moral values about honesty, etc

##### ***Remedial material***

Simple past tense

##### ***Enrichment material***

Retell fairytale with students' own words

#### E. Learning Strategies

Collaborative Strategic Reading (CSR)

#### F. Instructional Sequence (Steps of Learning Activities)

##### **Meeting 1**

Introduction	Time
1. Teacher greets the students, and prepares them physically and mentally, to follow the learning process. 2. Teachers motivates students to learn and explain them the benefits and application of teaching materials in everyday life 3. Teacher explains the objectives or the learning process and the competence to be achieved.	10 minutes

<ol style="list-style-type: none"> <li>4. The teacher conveys the material coverage and activity description according to the syllabus</li> <li>5. Teacher assigns students into several groups so that the groups have similar ability (Class A). Teacher give students freedom to choose their group member (ClassE)</li> <li>6. The groups divide the roles to their members (<i>leader, clunk expert, announcer, encourager, reporter, and time keeper</i>). Each member may have more than one role as needed.</li> </ol>	
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Main Activities	Time
<p>A. Preview</p> <ol style="list-style-type: none"> <li>1. Students observe the picture of Mount TangkubanPerahu</li> <li>2. Teacher asks students what they know about the picture and the story behind it as well as what they expect to learn</li> <li>3. Teacher asks students to read the text for 2 minutes and tell what the text is about. Teacher discusses different answers from each announcer</li> </ol> <p>A. Click and Cluck</p> <ol style="list-style-type: none"> <li>4. Teacher asks students to re read the text and asks them to monitor their understanding.</li> <li>5. Students write the word/sentence they fail to understand and use the fix up strategies :             <ol style="list-style-type: none"> <li>a. rereading the sentence without the word</li> <li>b. rereading the sentence with the clunk and the sentences before or after the clunk looking for clues</li> <li>c. looking for a prefix or suffix in the word</li> <li>d. breaking the word apart and look for smaller words they know</li> </ol> </li> </ol> <p>B. Get the Gist</p> <ol style="list-style-type: none"> <li>6. Students restate the most important point the text using their own words to make sure whether they understood what they have read</li> </ol> <p>C. Wrap Up</p> <ol style="list-style-type: none"> <li>7. Teacher asks student to make questions about the text.</li> <li>8. Students ask questions about significant information in the text they have read and other students answer them. They are also encouraged to make literal questions as well as questions that need higher-level thinking skill. Teacher may add some questions</li> <li>9. Each group answers other group's questions</li> </ol>	60 minutes

Closing	Alokasi Waktu
<ol style="list-style-type: none"> <li>1. Students and teacher reflect on the learning process and the advantages.</li> <li>2. Students pay attention to teacher's explanation about next meeting plan.</li> </ol>	10 minutes

**Meeting 2**

Introduction	Time
<ol style="list-style-type: none"> <li>1. Teacher greets the students, and prepares them physically and mentally, to follow the learning process.</li> <li>2. Teacher tells the students that they will still work in the same group, but they can change their roles. (<i>leader, clunk expert, announcer, encourager, reporter, and time keeper</i>). Each member may have more than one role as needed.</li> <li>3. Teachers motivates students to learn and explain them the benefits and application of teaching materials in everyday life</li> <li>4. Teacher explains the objectives or the learning process and the competence to be achieved.</li> <li>5. The teacher conveys the material coverage and activity description according to the syllabus.</li> </ol>	10 minutes

Main activities	Alokasi Waktu
<p>A. Preview</p> <ol style="list-style-type: none"> <li>1. Teacher shows a picture illustrated the story</li> <li>2. Teacher asks students what they know about the picture and the story behind it as well as what they expect to learn</li> <li>3. Teacher asks students to read the text for 2 minutes and tell what the text is about. Teacher discusses different answers from each announcer</li> </ol> <p>B. Click and Cluck</p> <ol style="list-style-type: none"> <li>5. Teacher asks students to re read the text and asks them to monitor their understanding.</li> <li>6. Students write the word/sentence they fail to understand and use the fix up strategies :             <ol style="list-style-type: none"> <li>a. rereading the sentence without the word</li> <li>b. rereading the sentence with the clunk and the sentences before or after the clunk looking for clues</li> <li>c. looking for a prefix or suffix in the word</li> <li>d. breaking the word apart and look for smaller words they know</li> </ol> </li> </ol> <p>C. Get the Gist</p> <ol style="list-style-type: none"> <li>7. Students restate the most important point the text using their own words to make sure whether they understood what they have read</li> </ol> <p>D. Wrap Up</p> <ol style="list-style-type: none"> <li>8. Teacher asks student to make questions about the text.</li> <li>9. Students ask questions about significant information in the text they have read and other students answer them. They are also encouraged to make literal questions as well as questions that need higher-level thinking skill. Teacher may add some questions</li> <li>10. Each group answers other group's questions</li> </ol>	60 Minutes

Closing	Time
1) Students and teacher reflect on the learning process and the advantages. 2) Students pay attention to teacher's explanation about next meeting plan.	10 minutes

### G. Assessment

a. Assessment Technique : Written test

b. Instrument : Multiple choice question

#### Text 1

##### Takatuliang, The Woodcarver

Long time ago, on the island of Simbau, in the Celebes Sea, lived a king and his beautiful daughter. Not only was the princess beautiful, but so wise and kind

Many Princes wanted to marry the King's daughter and this made the king confused. He, then, announced a contest. Whoever presented the princess with the most valuable gift would marry her.

Takatuliang, a poor woodcarver, wanted to join the contest, but he was so poor that he had nothing to present. Then, he went far into the forest. He chose the best tree and carved it into a doll. Next, he took an old piece of cloth and sewed it into a dress for the doll. After that, he cut his own hair and glued it to the doll's head.

On the contest day, all of the princes gathered before the king and the princess. One by one, they presented their gifts: silk, gold, jewelry, and other expensive gifts. Then came Takatuliang's turn.

"What do you have?" asked the princess.

"I bring only a doll," said Takatuliang softly.

"How many dolls like this do you have?" asked the princess again.

"Only this one. I carved it myself and decorated it with my own hair and my father's old cloth. He already died and this is the only thing he left for me," answered

Takatuliang.

Many years ago, the sea tasted like ordinary rainwater so it was tasteless. The people living in the islands did not have salt for the food but, luckily, they knew about a friendly giant who kept mounds of salt in his cave. People would cross the ocean with their boats to reach the giant's island, and that was how they were able to bring salt back to their villages in order to prepare more delicious meals.

One day the ocean was quite enough for several days so they could not sail out to gather salt. They eventually ran out of salt and the villagers could no longer enjoy their tasteless meals. They wondered how they could get salt again. A child suggested them to ask the giant to stretch out his legs over the ocean so that they could walk on his legs to his island. The kind-hearted giant agreed, and the villagers with empty salt sacks walked along the giant's legs.

Unfortunately, the giant's feet landed on an ant hill, and the dangerous red ants started biting his enormous legs. The giant felt hurt, but they still managed to arrive at the giant's island to get the salt. On their way back home, the giant asked the people to hurry up, but the heavy salt sack slowed them down.

Before the villagers could make it back to the island, the giant cried out and pushed his ant-bitten feet into the ocean. All of the packed salt fell into the plain-water sea and

Indicators	Questions
4.7.1. Finding the main idea	<p>1. (T1) What is the main idea of paragraph 3?</p> <ul style="list-style-type: none"> <li>a. Takatuliang found the best tree</li> <li>b. Takatuliang was very poor</li> <li>c. Takatuliang did his best to join the competition</li> <li>d. Takatuliang went into the forest</li> </ul> <p>7. (T2) What is the main idea of paragraph 4?</p> <ul style="list-style-type: none"> <li>a. The villagers dropped the salt into the sea</li> <li>b. The dropping of the salt into the sea made sea water salty</li> <li>c. The giant could no longer stand the ants' bite</li> <li>d. The giant saved the people but not their salt sacks</li> </ul>
4.7.2. Identifying detailed information	<p>9. (T2) Where did the giant keep the salt?</p> <ul style="list-style-type: none"> <li>a. In the ocean</li> <li>b. In his cave</li> <li>c. On the mountain</li> <li>d. On his legs</li> </ul>
4.7.3. Determining the meaning of words	<p>2. (T1) The word "valuable" in par 2 has similar meaning as ....</p> <ul style="list-style-type: none"> <li>a. precious</li> <li>b. expensive</li> <li>c. worthless</li> <li>d. cheap</li> </ul>



	<p>10.(T2) The word dissolved in paragraph 4 has the closest meaning as ....</p> <ol style="list-style-type: none"> <li>melt and mixed with water</li> <li>gone</li> <li>frozen</li> <li>evaporated</li> </ol>
4.7.4. Determining the sequence of events	<p>3. (T1)What did Takatuliang do before attaching his hair to the doll's head?</p> <ol style="list-style-type: none"> <li>He joined the contest</li> <li>He carved the doll</li> <li>He went into the forest</li> <li>He made a dress for the doll</li> </ol> <p>11.(T2)After the ant bit his feet, the giant ....</p> <ol style="list-style-type: none"> <li>Stretched his feet</li> <li>Put his feet into the ocean</li> <li>Threw the salt into the ocean</li> <li>Helped people from drowning</li> </ol>
4.7.5. Making inference	<p>4. (T1)From the text we learn that Takatuliang is ....</p> <ol style="list-style-type: none"> <li>strong willed</li> <li>lazy person</li> <li>quitter</li> <li>not confident</li> </ol> <p>12.(T2)What does the text tell us about?</p> <ol style="list-style-type: none"> <li>Why a giant is friendly to people</li> <li>Who the native of the sea was</li> <li>How to get the salt from the sea</li> <li>Why the sea is salty</li> </ol>
4.7.6. Identifying cause and effect relationship	<p>5. (T1)Why did Takatuliang carve a doll as a gift?</p> <ol style="list-style-type: none"> <li>That was the only thing that he could do</li> <li>He was a poor woodcarver</li> <li>His father told him to</li> <li>He found the best tree in the forest</li> </ol> <p>13. (T2)Why did the giant pull his foot off and put in into the ocean?</p> <ol style="list-style-type: none"> <li>His feet was full of villagers</li> <li>His feet was loaded with sacks of salt</li> <li>His feet was bitten by dangerous ants</li> <li>He felt tired of stretching out his feet</li> </ol>
4.7.7. Drawing conclusion	<p>6. T1)What can we learn from the story?</p> <ol style="list-style-type: none"> <li>We should relax and take things easily</li> <li>We must do our best with whatever we have</li> <li>We need to be rich to win a competition</li> <li>We must give our valuables to get what we want</li> </ol>
4.7.8. Making prediction	<p>7. (T1)What might happen if Takatuliang gave the princess jewelries like other contestant?</p> <ol style="list-style-type: none"> <li>The princess would fall in love with him</li> <li>The princess might not marry him</li> <li>Takatuliang would win the competition</li> <li>Takatuliang and Princess would be happy</li> </ol>

	<p>together</p> <p>14. (T2) If the ants did not bite the giant's legs, ....</p> <p>a. People would never taste salt</p> <p>b. The sea would taste salty</p> <p>c. The food would be tasty</p> <p>d. The sea water would remain tasteless</p>
4.7.9 Determining writer's purpose or intention	<p>15. (T2) What is the writer's purpose in writing the text?</p> <p>a. To entertain the readers</p> <p>b. To tell that giant is kind</p> <p>c. To give information why the sea water is salty</p> <p>d. To describe the giant</p>

*c. Answer Key and Scoring Guide*

NO	ANSWER KEY	NO	ANSWER KEY	NO	ANSWER KEY
1	C	6	B	11	B
2	A	7	B	12	D
3	D	8	B	13	C
4	A	9	B	14	D
5	A	10	A	15	A

Scoring guide: Each correct number is given a score of 1 (one)

NA =  $\frac{\text{Score obtained}}{\text{Max score}} \times 100\%$

Max score

**F. Learning Resources**

Wachidah, Siti dkk, Bahasa Inggris: Think Globally Act Locally. Penerbit: Puskur dan Perbukuan, Balitbang, kemdikbud.

**G. Learning Media**

*Pictures, Graphic organizers, LCD, Whiteboard*

Acknowledged  
Principal



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NIP. 19640604 199003 1 017

Gresik, January 2020  
Teacher

DiniSitiCholifah, S.P, M.Pd

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**`The text is about**

Setting	Characters
When : _____	_____
Where: _____	_____
_____	_____

Clunks	
Unfamiliar words/phrases	Meaning

**ORIENTATION**

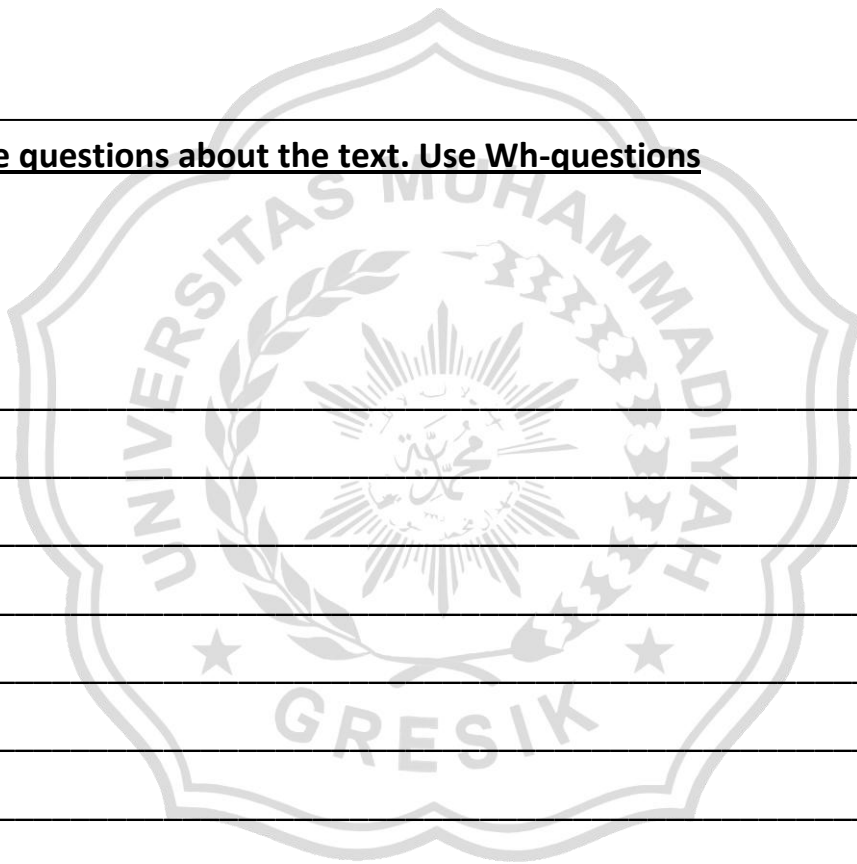
**COMPLICATION**

**RESOLUTION**

**RE ORIENTATION**

**MORAL VALUE**

**Write questions about the text. Use Wh-questions**



### LESSON PLAN CLASS A & E

Unit : SMPN 5GRESIK  
 Subject : English  
 Grade/ Semester : IX/ 2  
 Topic : Report Text  
 Time Allocation : 4 x 40 minutes

#### A. Core Competence :

1. Respect and appreciate the teachings of their religion
2. Respect and appreciate the honest behavior, discipline and responsibility, caring, polite, confident, actively interact effectively with social and natural environment in a range of socially and presence.
3. Understanding, applying knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, arts, culture, related to obvious phenomena
4. Processing, presenting, and reasoning in the realm of concrete (using, parsing, stringing, modifying, and creating) and abstract (writing, reading, calculating, drawing, and composing), related to the development of the self-study in schools and other sources with the same point of view or theory

#### B. Basic Competence and Indicator

4.9.1	Capturing contextual meaning related to social function, text structure, and linguistic features of short and simple, both oral and written information report related to topic of other subjects in grade IX	4.9.1.1	Finding the main idea
		4.9.1.2	Identifying detailed information
		4.9.1.3	Determining the meaning of words
		4.9.1.4	Making inference
		4.9.1.5	Identifying cause and effect relationship
		4.9.1.6	Drawing conclusion
		4.9.1.7	Making prediction
		4.9.1.8	Determining writer's purpose or intention

#### C. Learning Objectives

- 4.9.1.1. Given a report text, students are able to find the main idea
- 4.9.1.2. Given a report text, students are able to identify detailed information
- 4.9.1.3. Given a report text, students are able to determine the meaning of words
- 4.9.1.4. Given a report text, students are able to make inference
- 4.9.1.5. Given a report text, students are able to identify cause and effect relationship
- 4.9.1.6. Given a report text, students are able to draw conclusion
- 4.9.1.7. Given a report text, students are able to make prediction
- 4.9.1.8. Given a report text, students are able to determine writer's purpose or intention

#### D. Learning Material

Short and simple report text

##### *Social Function*

Getting general description about person, animal, thing, natural and social phenomenon objectively and scientifically

##### *Text Structure*

- a. Mentioning the group or species in which the object belong to
- b. Describing the object including the name, parts, characteristics, and general behavior found or seen

##### *Linguistic elements*

- a. Vocabularies about things, animals, plants, scientific terms.
- b. Verbs such as: *be, have, look, need, breed*, etc
- c. Simple Present tense, or Simple Past tense if it is already extinct
- d. Singular and plural nouns, with or without *a, the, this, those, my, their*, etc in noun phrase

##### *Remedial material*

Short and simple report text

##### *Enrichment material*

Write short and simple report text

#### E. Learning Strategies

Collaborative Strategic Reading (CSR)

#### F. Instructional Sequence (Steps of Learning Activities)

##### Meeting 1

Introduction	Time
<ol style="list-style-type: none"> <li>1. Teacher greets the students, and prepares them physically and mentally, to follow the learning process.</li> <li>2. Teachers motivates students to learn and explain them the benefits and application of teaching materials in everyday life</li> <li>3. Teacher explains the objectives or the learning process and the competence to be achieved.</li> <li>4. The teacher conveys the material coverage and activity description according to the syllabus</li> </ol>	10 minutes

<p>5. Teacher assigns students into several groups so that the groups have similar ability (Class A) Teacher give students freedom to choose their group member (Class E)</p> <p>6. The groups divide the roles to their members (<i>leader, clunk expert, announcer, encourager, reporter, and time keeper</i>). Each member may have more than one role as needed.</p>	
--	--

Main Activities	Time
<p>A. Preview</p> <p>7. Students observe the picture illustrating the text</p> <p>8. Teacher asks students what they know about the picture and what they expect to learn</p> <p>9. Teacher asks students to read the text for 2 minutes and tell what the text is about. Teacher discusses different answers from each announcer</p> <p>B. Click and Cluck</p> <p>10. Teacher asks students to re read the text and asks them to monitor their understanding.</p> <p>11. Students write the word/sentence they fail to understand and use the fix up strategies :</p> <p>a. rereading the sentence without the word</p> <p>b. rereading the sentence with the clunk and the sentences before or after the clunk looking for clues</p> <p>c. looking for a prefix or suffix in the word</p> <p>d. breaking the word apart and look for smaller words they know</p> <p>D. Get the Gist</p> <p>12. Students restate the most important point the text using their own words to make sure whether they understood what they have read</p> <p>E. Wrap Up</p> <p>13. Teacher asks student to make questions about the text.</p> <p>14. Students ask questions about significant information in the text they have read and other students answer them. They are also encouraged to make literal questions as well as questions that need higher-level thinking skill. Teacher may add some questions</p> <p>15. Each group answers other group's questions</p> <p>16. Teacher guides students to discuss the answers</p>	60 minutes



Closing	Alokasi Waktu
17. Students and teacher reflect on the learning process and the advantages. 18. Students pay attention to teacher's explanation about next meeting plan.	10 minutes

## Meeting 2

Introduction	Time
1. Teacher greets the students, and prepares them physically and mentally, to follow the learning process. 2. Teacher tells the students that they will still work in the same group, but they can change their roles. ( <i>leader, clunk expert, announcer, encourager, reporter, and time keeper</i> ). Each member may have more than one role as needed. 3. Teachers motivates students to learn and explain them the benefits and application of teaching materials in everyday life 4. Teacher explains the objectives or the learning process and the competence to be achieved. 5. The teacher conveys the material coverage and activity description according to the syllabus.	10 minutes

Main activities	Alokasi Waktu
<p>A. Preview</p> <ol style="list-style-type: none"> <li>6. Teacher shows a picture related to the text</li> <li>7. Teacher asks students what they know about the picture and what they expect to learn from the text</li> <li>8. Teacher asks students to read the text for 2 minutes and tell what the text is about. Teacher discusses different answers from each announcer</li> </ol> <p>A. Click and Cluck</p> <ol style="list-style-type: none"> <li>9. Teacher asks students to re read the text and asks them to monitor their understanding.</li> <li>10. Students write the word/sentence they fail to understand and use the fix up strategies :               <ol style="list-style-type: none"> <li>a. rereading the sentence without the word</li> <li>b. rereading the sentence with the clunk and the sentences before or after the clunk looking for clues</li> <li>c. looking for a prefix or suffix in the word</li> <li>d. breaking the word apart and look for smaller words they know</li> </ol> </li> </ol> <p>B. Get the Gist</p> <ol style="list-style-type: none"> <li>11. Students restate the most important point the text using their own words to make sure whether they understood what they have read</li> </ol> <p>C. Wrap Up</p> <ol style="list-style-type: none"> <li>12. Teacher asks student to make questions about the text.</li> <li>13. Students ask questions about significant information in the text they have read and other students answer them. They are also encouraged to make literal questions as well as questions that need higher-level thinking skill. Teacher may add some questions</li> <li>14. Each group answers other group's questions</li> <li>15. Teacher guide students to discuss the answers</li> </ol>	60 Minutes

Closing	Time
<ol style="list-style-type: none"> <li>16. Students and teacher reflect on the learning process and the advantages.</li> <li>17. Students pay attention to teacher's explanation about next meeting plan.</li> </ol>	10 minutes

### G. Assessment

a. Assessment Technique : Written test

b. Instrument : Multiple choice question

Text 1

Koala (*Phascolarctos Cinereus*) is one of the Australia's unique animals that have pockets like a kangaroo. The name of koala comes from the Aboriginal language which means "not drinking". It is because koala rarely drinks water. They rely on water contained in eucalyptus leaves. They can be found along the eastern coast of Australia from Adelaide to Cape York Peninsula. They can also be found inside the jungle. They live in areas which have enough rain falls.

They have a distinctive body shape. They have thick and soft fur and white ears. They also have large claws for climbing trees. The body weight is different from one another. For example the males can reach 14 kg, while the females in the northern part weigh only 5 kilograms

They spend all their time at the top of the tree. They are quiet animals and do not like a fuss. They spend 20 hours each day to sleep. However, during the mating season, they become more active. Even the males can emit a loud sound and can be heard up to a radius of 1 kilometer

In the wild, they only eat eucalyptus leaves. They contain low protein phenolic and terpene compounds. These compounds can be toxic to other animals. However, they can neutralize those toxins in their heart. They usually eat at night because during the day, they always fall asleep. They generally spend about 500 grams of eucalyptus leaves per day. They will chew it till smooth before swallowing it.

Text 2

An iceberg is a great piece of ice floating in the sea. 'Berg' is the German word for 'mountain'. In the coldest parts of the earth, around the North and South Poles, land and sea are both covered by layers of ice more than 300 meters deep at the center.

Tongues of ice, called glaciers, stretch out into the open sea. The water melts the bottom parts of these glaciers, then the top part moves into the water with a great noise. The great piece of ice sinks for a short time under the surface, then it rises again, and floats away as a new iceberg. Some icebergs are many miles long, and travel for the thousands of miles and several years before they melt. The part of an iceberg which can be seen above the water is only about one-ninth of the total size. The rest is hidden under the waves.

One of the world's worst disasters at sea was in 1912 when the liner Titanic hit an iceberg and sank on her first journey, killing hundreds of passengers.



	b. Drinking d. Sleeping
4.9.1.8. Determining writer's purpose or intention	10. (T2) What is the writer's intention in writing the text? a. To describe iceberg b. To give information about iceberg in general c. To warn readers about the danger of iceberg d. To tell experience about iceberg

*c. Answer Key and Scoring Guide*

NO	ANSWER KEY	NO	ANSWER KEY
1	B	6	D
2	B	7	C
3	D	8	A
4	A	9	B
5	A	10	B

Scoring guide: Each correct number is given a score of 1 (one)

NA =  $\frac{\text{Score obtained}}{\text{Max score}} \times 100\%$

Max score

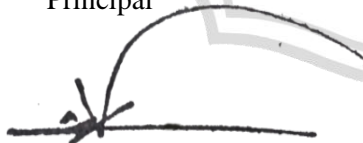
**H. Learning Resources**

Wachidah, Siti dkk, Bahasa Inggris: Think Globally Act Locally. Penerbit: Puskur dan Perbukuan, Balitbang, kemdikbud.

**I. Learning Media**

*Pictures, Graphic organizers, LCD, Whiteboard*

Acknowledged  
Principal



Drs. M. Maftuh, M.Pd

NIP. 19640604 199003 1 017

Gresik, January 2020  
Teacher

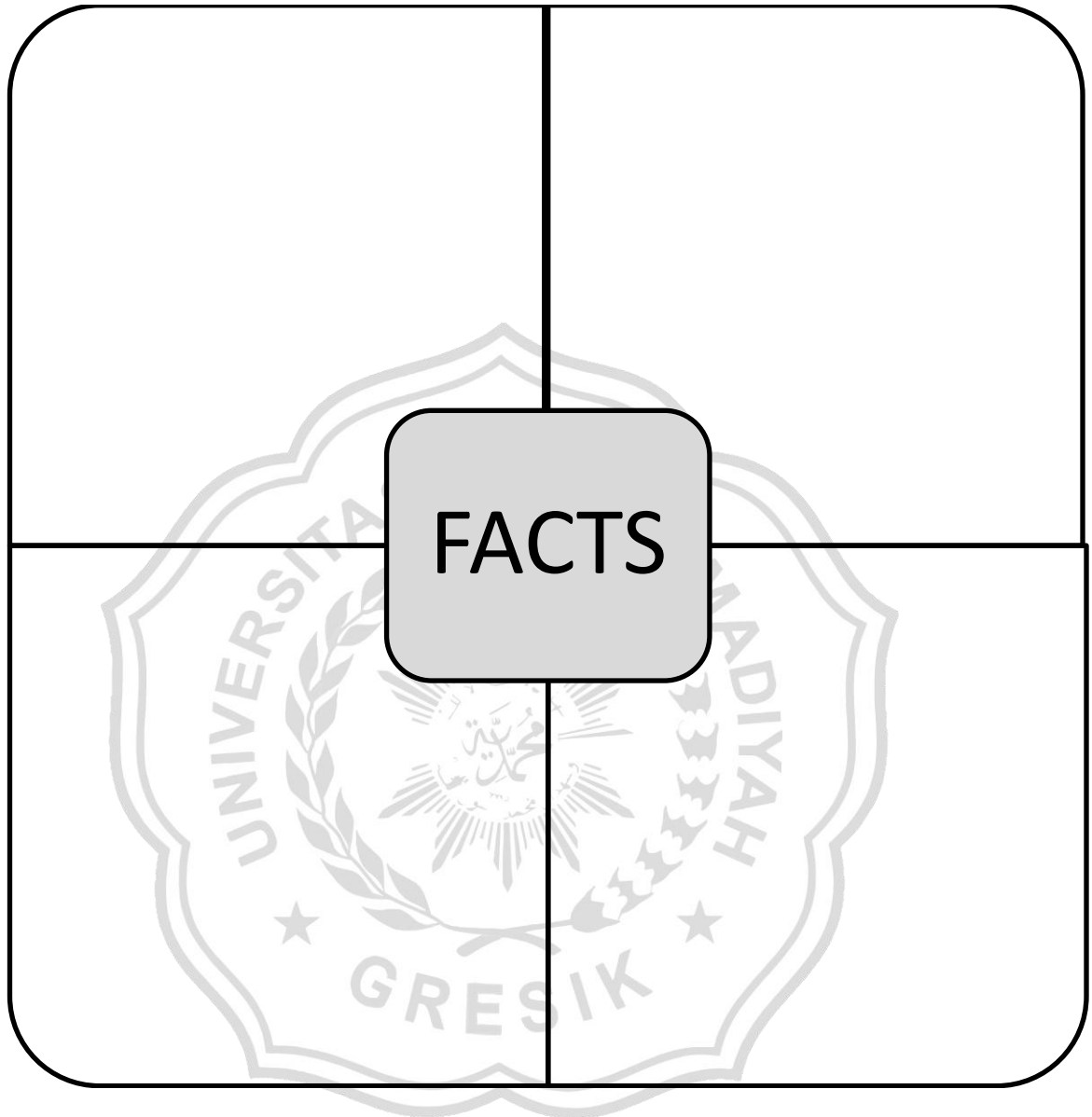
Dini Siti Cholifah, S.P, M.Pd

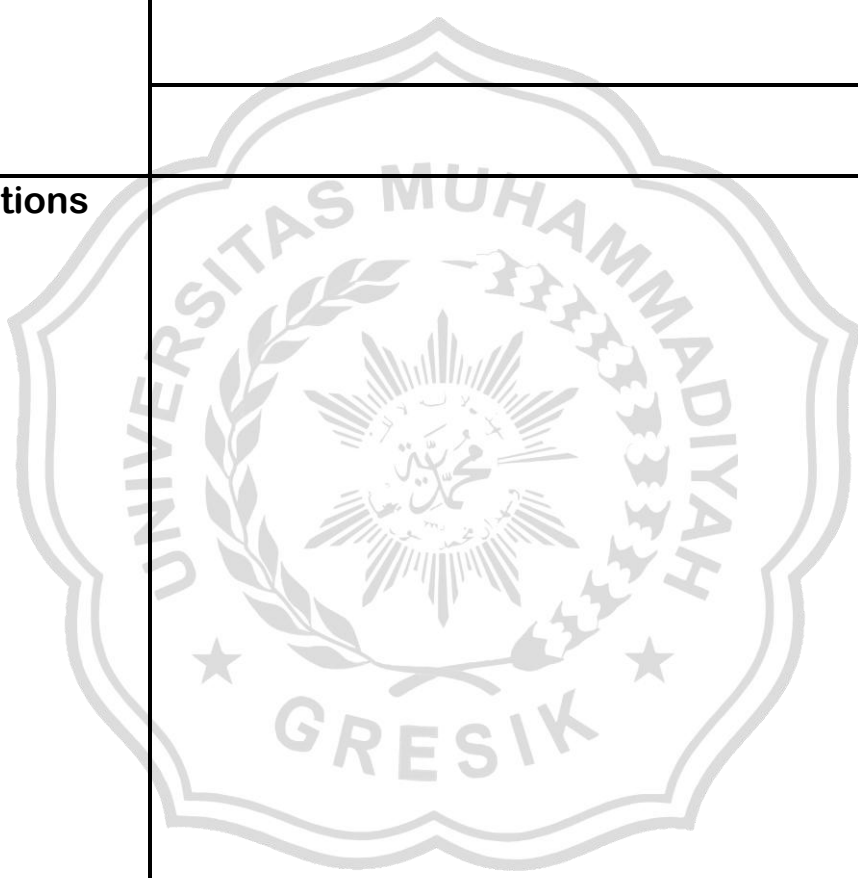
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**Students' worksheet**  
**Report Text**

<b>What the text is about</b>		
<b>Unfamiliar words/ phrases</b>	<b>Words/Phrases</b>	<b>Meanings</b>

Write the important facts from the text



<b>Main ideas of each paragraph</b>	
<b>Questions</b>	



**Card 1**

Baca kalimat tanpa  
kata yang sulit.

Tebaklah kira-kira kata  
apa yang masuk akal

**Card 2**

Baca  
keseluruhan kalimat  
serta kalimat sebelum  
dan sesudahnya untuk  
mendapatkan petunjuk

**Card 3**

Cari lah imbuhan dalam  
kata tersebut yang  
mungkin bisa membantu  
umu

**Card 4**

Pecahlah kata  
tersebut untuk mencari  
kata yang kamu kenal

## APPENDIX 1.7

### Lesson Plan Control Group

#### LESSON PLAN CLASS C

Unit : SMPN 5GRESIK  
 Subject : English  
 Grade/ Semester : IX/ 2  
 Topic : Narrative Text  
 Time Allocation : 4 x 40 minutes

#### A. Core Competence :

- a. Respect and appreciate the teachings of their religion
- b. Respect and appreciate the honest behavior, discipline and responsibility, caring, polite, confident, actively interact effectively with social and natural environment in a range of socially and presence.
- c. Understanding, applying knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, arts, culture, related to obvious phenomena
- d. Processing, presenting, and reasoning in the realm of concrete (using, parsing, stringing, modifying, and creating) and abstract (writing, reading, calculating, drawing, and composing), related to the development of the self-study in schools and other sources with the same point of view or theory

#### B. Basic Competence and Indicator

4.7.	Capturing contextual meaning related to social function, text structure, and language features of narrative texts, spoken and written, short and simple, related to fairytales.	4.7.1. 4.7.2. 4.7.3. 4.7.4. 4.7.5. 4.7.6. 4.7.7. 4.7.8. 4.7.9.	Finding the main idea Identifying detailed information Determining the meaning of words Determining the sequence of events Making inference Identifying cause and effect relationship Drawing conclusion Making prediction Determining writer's purpose or intention
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#### C. Learning Objectives

- 4.7.1. Given a narrative text, students are able to find the main idea
- 4.7.2. Given a narrative text, students are able to identify detailed information
- 4.7.3. Given a narrative text, students are able to determine the meaning of words
- 4.7.4. Given a narrative text, students are able to determine the sequence of events
- 4.7.5. Given a narrative text, students are able to make inference
- 4.7.6. Given a narrative text, students are able to identify cause and effect relationship
- 4.7.7. Given a narrative text, students are able to draw conclusion
- 4.7.8. Given a narrative text, students are able to make prediction
- 4.7.9. Given a narrative text, students are able to determine writer's purpose or intention

#### D. Learning Material

Short and simple Narrative text related to fairytales

##### ***Social Function***

Entertaining as well as growing appreciation toward values respected by community in the environment such as heroism, loyalty, obedience, and respect to elders, openness and truth, etc

##### ***Text Structure***

(main idea and detailed information)

- a. Introducing character, place, and time of the story (orientation).
- b. Giving evaluation about situation and condition when the story take place
- c. Explain the crisis happen to the main character (complication)
- d. Explain the end of the story, where the crisis ends , either in happy ending or sad ending (resolution)
- e. Give reasons and general comment (reorientation), optional.

##### ***Linguistic elements***

- a. Grammar: Simple Past tense, Past Continuous Tense
- b. Direct and indirect sentence
- c. Vocabularies related to fairytales
- d. *first, then, after that, before, at last, finally*, etc
- e. Adverbs of time , prepositional phrase showing time *a long time ago, one day, in the morning, the next day, immediately*, dsb.
- f. Pronunciation, stress, intonation
- g. Spelling and punctuation

##### ***Topic***

Fairytales containing moral values about honesty, etc

##### ***Remedial material***

Simple past tense

##### ***Enrichment material***

Retell fairytale with students' own words

#### C. Learning Strategies

Pre reading-whilst reading- post reading

#### D. Instructional Sequence (Steps of Learning Activities)

##### **Meeting 1**

Introduction	Time
<ol style="list-style-type: none"> <li>1. Teacher greets the students, and prepares them physically and mentally, to follow the learning process.</li> <li>2. Teachers motivates students to learn and explain them the benefits and application of teaching materials in everyday life</li> <li>3. Teacher explains the objectives or the learning process and the competence to be achieved.</li> <li>4. The teacher conveys the material coverage and activity description according to the syllabus</li> </ol>	10 minutes

Main Activities	Time
A. Pre reading 5. Students observe the picture of Mount TangkubanPerahu 6. Teacher asks students what they know about the picture and the story behind it as well as what they expect to learn B. Whilst reading 7. Students read the text and find the meaning of difficult words/phrases/sentences C. Post Reading 8. Students answer the questions based on the text 9. Teacher guides the students to discuss the answers to the questions	60 minutes

Closing	Alokasi Waktu
10. Students and teacher reflect on the learning process and the advantages. 11. Students pay attention to teacher's explanation about next meeting plan.	10 minutes

## Meeting 2

Introduction	Time
5. Teacher greets the students, and prepares them physically and mentally, to follow the learning process. 6. Teachers motivates students to learn and explain them the benefits and application of teaching materials in everyday life 7. Teacher explains the objectives or the learning process and the competence to be achieved. 8. The teacher conveys the material coverage and activity description according to the syllabus.	10 minutes

Main activities	Alokasi Waktu
A. Pre reading 9. Students observe the picture illustrating the story 10. Teacher asks students what they know about the picture and the story behind it as well as what they expect to learn B. Whilst reading 11. Students read the text and find the meaning of difficult words/phrases/sentences C. Post Reading 8. Students answer the questions based on the text 9. Teacher guides the students to discuss the answers to the questions	60 Minutes

Closing	Time
10. Students and teacher reflect on the learning process and the advantages. 11. Students pay attention to teacher's explanation about next meeting plan.	10 minutes

### G. Assessment

- a. Assessment Technique : Written test
- b. Instrument : Multiple choice question

### H. Learning Resources

Wachidah, Siti dkk, Bahasa Inggris: Think Globally Act Locally. Penerbit: Puskur dan Perbukuan, Balitbang, kemdikbud.

### I. Learning Media

*Pictures, Graphic organizers, LCD, Whiteboard*

Acknowledged  
Principal

Gresik, January 2020  
Teacher

Drs. M. Maftuh, M.Pd

NIP. 19640604 199003 1 017

DiniSitiCholifah, S.P. M.Pd

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## LESSON PLAN CLASS C

Unit	: SMPN 5GRESIK
Subject	: English
Grade/ Semester	: IX/ 2
Topic	: Report Text
Time Allocation	: 4 x 40 minutes

**A. Core Competence :**

1. Respect and appreciate the teachings of their religion
2. Respect and appreciate the honest behavior, discipline and responsibility, caring, polite, confident, actively interact effectively with social and natural environment in a range of socially and presence.
3. Understanding, applying knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, arts, culture, related to obvious phenomena
4. Processing, presenting, and reasoning in the realm of concrete (using, parsing, stringing, modifying, and creating) and abstract (writing, reading, calculating, drawing, and composing), related to the development of the self-study in schools and other sources with the same point of view or theory

**B. Basic Competence and Indicator**

4.7.	Capturing contextual meaning related to social function, text structure, and language features of narrative texts, spoken and written, short and simple, related to fairytales.	4.7.1.	Finding the main idea
		4.7.2.	Identifying detailed information
		4.7.3.	Determining the meaning of words
		4.7.4.	Making inference
		4.7.5.	Identifying cause and effect relationship
		4.7.6.	Drawing conclusion
		4.7.7.	Making prediction
		4.7.8.	Determining writer's purpose or intention

**C. Learning Objectives**

- 4.9.1.1. Given a report text, students are able to find the main idea
- 4.9.1.2. Given a report text, students are able to identify detailed information
- 4.9.1.3. Given a report text, students are able to determine the meaning of words
- 4.9.1.4. Given a report text, students are able to make inference
- 4.9.1.5. Given a report text, students are able to identify cause and effect relationship
- 4.9.1.6. Given a report text, students are able to draw conclusion
- 4.9.1.7. Given a report text, students are able to make prediction
- 4.9.1.8. Given a report text, students are able to determine writer's purpose or intention

**D. Learning Material**

Short and simple report text

***Social Function***

Getting general description about person, animal, thing, natural and social phenomenon objectively and scientifically

***Text Structure***

- a. Mentioning the group or species in which the object belong to
- b. Describing the object including the name, parts, characteristics, and general behavior found or seen

***Linguistic elements***

- a. Vocabularies about things, animals, plants, scientific terms.
- b. Verbs such as: *be, have, look, need, breed*, etc
- c. Simple Present tense, or Simple Past tense if it is already extinct
- d. Singular and plural nouns, with or without *a, the, this, those, my, their*, etc in noun phrase

***Remedial material***

Short and simple report text

***Enrichment material***

Write short and simple report text

**E. Learning Strategies**

Pre reading- whilst reading- post reading

**F. Instructional Sequence (Steps of Learning Activities)****Meeting 1**

Introduction	Time
<ol style="list-style-type: none"> <li>1. Teacher greets the students, and prepares them physically and mentally, to follow the learning process.</li> <li>2. Teachers motivates students to learn and explain them the benefits and application of teaching materials in everyday life</li> <li>3. Teacher explains the objectives or the learning process and the competence to be achieved.</li> <li>4. The teacher conveys the material coverage and activity</li> </ol>	10 minutes

description according to the syllabus	
---------------------------------------	--

Main Activities	Time
<p>A. Pre reading</p> <p>5. Students observe the picture given by the teacher</p> <p>6. Teacher asks students what they know about the picture as well as what they expect to learn</p> <p>B. Whilst reading</p> <p>7. Students read the text and find the meaning of difficult words/phrases/sentences</p> <p>C. Post Reading</p> <p>8. Students answer the questions based on the text</p> <p>9. Teacher guides the students to discuss the answers to the questions</p>	60 minutes

Closing	Alokasi Waktu
<p>10. Students and teacher reflect on the learning process and the advantages.</p> <p>11. Students pay attention to teacher's explanation about next meeting plan.</p>	10 minutes

## Meeting 2

Introduction	Time
<p>1. Teacher greets the students, and prepares them physically and mentally, to follow the learning process.</p> <p>2. Teachers motivates students to learn and explain them the benefits and application of teaching materials in everyday life</p> <p>3. Teacher explains the objectives or the learning process and the competence to be achieved.</p> <p>4. The teacher conveys the material coverage and activity description according to the syllabus.</p>	10 minutes

Main activities	Alokasi Waktu
<p>A. Pre reading</p> <p>5. Students observe the picture given by the teacher</p> <p>6. Teacher asks students what they know about the picture and the story behind it as well as what they expect to learn</p> <p>B. Whilst reading</p>	60 Minutes



7. Students read the text and find the meaning of difficult words/phrases/sentences	
C. Post Reading	
8. Students answer the questions based on the text	
9. Teacher guides the students to discuss the answers to the questions	

Closing	Time
10. Students and teacher reflect on the learning process and the advantages.	10
11. Students pay attention to teacher's explanation about next meeting plan.	minutes

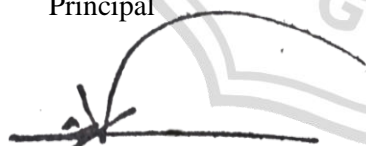
### G. Assessment

- a. Assessment Technique : Written test
- b. Instrument : Multiple choice question

### H. Learning Media

*Pictures, Graphic organizers, LCD, Whiteboard*

Acknowledged  
Principal



Drs. M. Maftuh, M.Pd

NIP. 19640604 199003 1 017

Gresik, January 2020  
Teacher

Dini Siti Cholifah, S.P., M.Pd

NIP. 19820519 200901 2 006

## APPENDIX 1.8

### Normality Test SSG-CSR

## Explore

### Case Processing Summary

Group		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Score	Pretest	35	100,0%	0	,0%	35	100,0%
	Posttest	35	100,0%	0	,0%	35	100,0%

### Descriptives

Group			Statistic	Std. Error
Score	Pretest	Mean	62,06	1,336
		95% Confidence Interval for Mean	59,34	
		Lower Bound	64,77	
		Upper Bound		
		5% Trimmed Mean	62,06	
		Median	64,00	
		Variance	62,467	
		Std. Deviation	7,904	
		Minimum	48	
		Maximum	76	
		Range	28	
		Interquartile Range	12	
		Skewness	-,047	,398
		Kurtosis	-1,017	,778
	Posttest	Mean	78,40	1,393
		95% Confidence Interval for Mean	75,57	
		Lower Bound	81,23	
		Upper Bound		
		5% Trimmed Mean	78,57	
		Median	80,00	
		Variance	67,953	
		Std. Deviation	8,243	
		Minimum	60	
		Maximum	92	
		Range	32	
		Interquartile Range	12	
		Skewness	-,280	,398
		Kurtosis	-,706	,778

### Tests of Normality

Group		Kolmogorov-Smirnov(a)			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Pretest	,178	35	,006	,941	35	,061
	Posttest	,152	35	,041	,956	35	,170

a. Lilliefors Significance Correction



**APPENDIX 1.9****Normality Test TAG-CSR****Explore****Case Processing Summary**

Group		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Score	Pretest	36	100,0%	0	,0%	36	100,0%
	Posttest	36	100,0%	0	,0%	36	100,0%

**Descriptives**

Group			Statistic	Std. Error
Score	Pretest	Mean	62,11	1,385
		95% Confidence Interval for Mean	59,30	
		Lower Bound	64,92	
		Upper Bound	64,92	
		5% Trimmed Mean	61,90	
		Median	60,00	
		Variance	69,016	
		Std. Deviation	8,308	
		Minimum	48	
		Maximum	80	
		Range	32	
		Interquartile Range	11	
		Skewness	,434	
		Kurtosis	-,289	
	Posttest	Mean	84,56	1,382
		95% Confidence Interval for Mean	81,75	
		Lower Bound	87,36	
		Upper Bound	87,36	
		5% Trimmed Mean	84,52	
		Median	84,00	
		Variance	68,711	
		Std. Deviation	8,289	
		Minimum	68	
		Maximum	100	
		Range	32	
		Interquartile Range	15	
		Skewness	,089	
		Kurtosis	-,717	

### Tests of Normality

Group		Kolmogorov-Smirnov(a)			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Pretest	,160	36	,020	,948	36	,092
	Posttest	,127	36	,154	,961	36	,223

a. Lilliefors Significance Correction



**APPENDIX 1.10****Normality Test Control****Explore****Case Processing Summary**

Group		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Score	Pretest	36	100,0%	0	,0%	36	100,0%
	Posttest	36	100,0%	0	,0%	36	100,0%

**Descriptives**

Group			Statistic	Std. Error
Score	Pretest	Mean	60,33	1,356
		95% Confidence Interval for Mean	57,58	
		Lower Bound	63,09	
		Upper Bound	63,09	
		5% Trimmed Mean	60,59	
		Median	60,00	
		Variance	66,171	
		Std. Deviation	8,135	
		Minimum	44	
		Maximum	72	
		Range	28	
		Interquartile Range	15	
		Skewness	-,292	
		Kurtosis	-,757	
	Posttest	Mean	69,78	1,143
		95% Confidence Interval for Mean	67,46	
		Lower Bound	72,10	
		Upper Bound	72,10	
		5% Trimmed Mean	69,73	
		Median	72,00	
		Variance	47,035	
		Std. Deviation	6,858	
		Minimum	56	
		Maximum	88	
		Range	32	
		Interquartile Range	12	
		Skewness	,010	
		Kurtosis	,382	

### Tests of Normality

Group		Kolmogorov-Smirnov(a)			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Pretest	,123	36	,190	,945	36	,074
	Posttest	,155	36	,029	,952	36	,119

a. Lilliefors Significance Correction



**APPENDIX 1.11****Homogeneity Pretest****Oneway****Test of Homogeneity of Variances****PRETEST**

Levene Statistic	df1	df2	Sig.
.780	2	104	.461

**ANOVA****PRETEST**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	76.292	2	38.146	.533	.588
Within Groups	7437.727	104	71.517		
Total	7514.019	106			



**APPENDIX 1.12****Homogeneity Posttest****Oneway****Test of Homogeneity of Variances**

SCORE

Levene Statistic	df1	df2	Sig.
1.238	2	104	.294

**ANOVA**

SCORE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4016.700	2	2008.350	31.101	.000
Within Groups	6715.860	104	64.576		
Total	10732.561	106			

**APPENDIX 1.13****Paired Sample T-Test SSG-CSR****Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	62.06	35	7.904	1.336
	PostTest	78.40	35	8.243	1.393

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	PreTest_PostTest	35	.644	.000

**Paired Samples Test**

		Paired Differences							
				Std. Error Mean	95% Confidence Interval of the Difference				
					Mean	Std. Deviation			
Pair 1	PreTest_Class_E - PostTest_Class_E	-16.343	6.817	1.152	-18.684	-14.001	-14.184	34	.000

**APPENDIX 1.14****Paired Sample T-Test TAG-CSR****Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	62.11	36	8.308	1.385
	Posttest	84.56	36	8.289	1.382

**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 Pretest_Posttest	36	.646	.000

**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
				Std. Error Mean	95% Confidence Interval of the Difference				
					Mean	Std. Deviation			
Pair 1	Pretest_Class_A - Posttest_Class_A	-22.444	6.979	1.163	-24.806	-20.083	-19.295	35	.000

**APPENDIX 1.15****Paired Sample T-Test Control****Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	60.00	36	8.057	1.343
Posttest	69.67	36	6.854	1.142

**Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 Pretest_Posttest	36	.803	.000

**Paired Samples Test**

		Paired Differences					t	df	Sig. (2-tailed)
				Std. Error Mean	95% Confidence Interval of the Difference				
					Mean	Std. Deviation			
Pair 1	Pretest_Class_C - Posttest_Class_C	-9.667	4.817	.803	-11.296	-8.037	-12.042	35	.000

**APPENDIX 1.16****Independent Sample T-Test SSG-CSR & Control****Group Statistics**

	Class	N	Mean	Std. Deviation	Std. Error Mean
PostTest	SSG-CSR	35	78.400	8.2434	1.3934
	Control	36	69.667	6.8536	1.1423

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PostTestScore	Equal variances assumed	2.136	.148	4.860	69	.000	8.7333	1.7970	5.1483	12.3183
	Equal variances not assumed			4.847	66.068	.000	8.7333	1.8017	5.1361	12.3306



**APPENDIX 1.17****Independent Sample T-Test TAG-CSR & Control****Group Statistics**

	Class	N	Mean	Std. Deviation	Std. Error Mean
Posttest	TAG-CSR	36	84.556	8.2892	1.3815
	Control	36	69.667	6.8536	1.1423

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest_Score	Equal variances assumed	1.313	.256	8.306	70	.000	14.8889	1.7926	11.3137	18.4641
	Equal variances not assumed			8.306	67.612	.000	14.8889	1.7926	11.3114	18.4663



**APPENDIX 1.18****Independent Sample T-Test SSG-CSR & TAG-CSR****Group Statistics**

	Group	N	Mean	Std. Deviation	Std. Error Mean
PostTes	SSG-CSR	35	78.400	8.2434	1.3934
	TAG-CSR	36	84.556	8.2892	1.3815

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PostTestScore	Equal variances assumed	.055	.816	-3.137	69	.003	-6.1556	1.9623	-10.0703	-2.2408
	Equal variances not assumed			-3.137	68.963	.003	-6.1556	1.9622	-10.0700	-2.2411



**APPENDIX 1.19****Independent Sample T-Test NGain SSG-CSR & TAG-CSR****Group Statistics**

	Class	N	Mean	Std. Deviation	Std. Error Mean
NGain_Score	SSG-CSR	35	.4334	.17898	.03025
	TAG-CSR	36	.6053	.18832	.03139

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
NGain_Score	Equal variances assumed	.245	.622	-3.939	69	.000	-.17185	.04363	-.25888	-.08482
	Equal variances not assumed			-3.942	68.966	.000	-.17185	.04359	-.25882	-.08488

