

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is concerned with the conclusion and suggestion. The writer goes to a general conclusion about the effectiveness of story grammar strategy in second- graders' reading skill at the second of SMPN 3 Narmada in academic year 2018/2019.

5.1 CONCLUSION

Based on the findings and the interpretation before, the result of the students' score in the experimental and control groups can be seen from the t-test. The t-test showed that the score was 0.000 was less than of significance value ($0.000 < 0.05$). So the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It could be concluded that it has effect to teaching reading of narrative text by using story grammar strategy for the second-grade students of SMPN 3 Narmada.

5.2 SUGGESTION

After teaching the reading of narrative text using story grammar strategy to the second-grade students of SMPN 3 Narmada, the writer found some finding in applying this method. One of the findings was the students' achievement in learning the reading of narrative text using story grammar strategy. Therefore the suggestions are given to the English teachers and the students.

a. Teacher of English

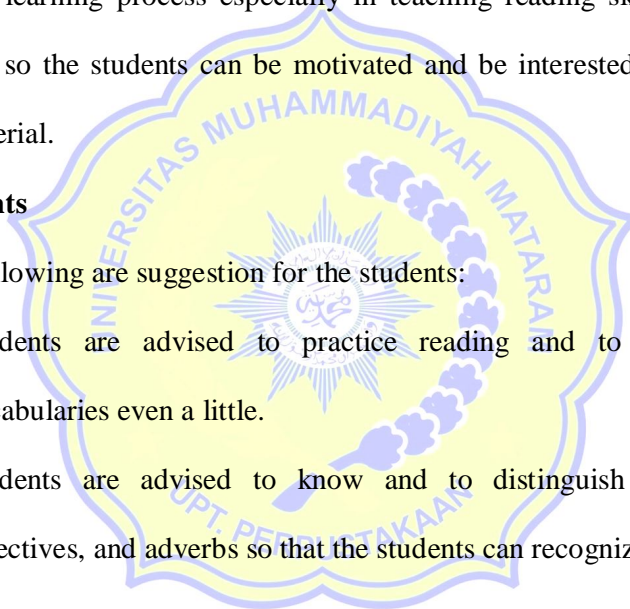
The teachers of English are suggested to:

1. Develop the students' ability in reading skill of narrative text using story grammar strategy and give the students' motivation in learning English, especially in reading.
2. Identify the students' difficulties in reading narrative text.
3. Be more creative to find and to choose a suitable method in teaching and learning process especially in teaching reading skill of narrative text so the students can be motivated and be interested in reading the material.

b. Students

The following are suggestion for the students:

1. Students are advised to practice reading and to recognize the vocabularies even a little.
2. Students are advised to know and to distinguish verbs, nouns, adjectives, and adverbs so that the students can recognize the grammar.



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RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMPN 3 Narmada
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester/ Kompetensi Keahlian	: VIII / II
Materi Pokok	: Narrative text
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan dan menganalisis pengetahuan factual, konseptual, dan procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab Fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.
4. Mengolah, menalar, mengkaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.

3. Menganalisis fungsi social, struktur teks, dan unsure kebahasaan pada teks narrative sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
4. Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.V

C. Indikator

1. Mensyukuri anugerah Tuhan akan keberadaan bahasa inggris dan menggunakannya sesuai dengan kaidah dan konteks untuk komunikasi international.
2. Memiliki sikap tanggung jawab, peduli, responsive, dan santun dalam menggunakan bahasa inggris dalam menyampaikan harapan dan cita-cita.
3. Mendeskripsikan harapan dan cita-cita dengan tepat sesuai dengan konteks penggunaannya.
4. Menanyakan tentang harapan dan cita-cita dengan teat sesuai dengan konteks penggunaannya.
5. Menanyakan tentang harapan dan cita-cita secara tepat dengan memperhatikan fungsi social, struktur teks dan unsure kebahasaannya.

D. Tujuan Pembelajaran

1. Menunjukkan kesungguhan belajar bahasa inggris terkait teks naratif.
2. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks naratif.
3. Mengidentifikasi fungsi social, struktur teks dan unsure kebahasaan pada teks naratif.
4. Merespon makna dalam teks naratif, lisan dan tulisan, sederhana tentang teks naratif.

E. Materi Pembelajaran

1. Definition of Narrative Text

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listener about the story.

2. Grammatical Features

- Use of adjective
- Time connectives and conjunction
- Past tense
- Using adverbs and adverbial phrase
- Use action verbs
- Use of saying and thinking verbs

3. Generic Structure

- Orientation
- Complication
- Resolution

F. Metode Pembelajaran :

- a. Pendekatan : Scientific Approach
- b. Model : Discovery Learning
- c. Teknik : Role Play
- d. Strategy : Story Grammar Strategy

Procedure of Story Grammar Strategy

- Read the text loudly or silently
- Find and recognize the word on the text that students don't know
- Analyze the word for recognizable grammatical
- Think of a possible meaning based upon the parts of the word
- Check the meaning of the word in dictionary

G. Media, Alat, dan Sumber Pembelajaran

- Buku cerita kumpulan cerita rakyat
- Suara guru
- Buku Bahasa Inggris, When English rings the bell/ Kementrian Pendidikan dan Kebudayaan.- Edisi Revisi Jakarta: Hal.127-148
- Internet
- Kamus
- Papan tulis, spidol

H. Kegiatan Pembelajaran

Pertemuan 1

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none">- Guru memberi salam- Guru menyiapkan siswa untuk berdoa- Guru mengabsen siswa- Guru mempersiapkan siswa untuk mengikuti proses pembelajaran- Menjelaskan tujuan pembelajaran	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none">- Guru menjelaskan pengetahuan umum tentang teks naratif kepada siswa guna memberikan background knowledge agar siswa lebih mudah mencerna teks yang dijelaskan.- Siswa menyimak contoh teks naratif yang diperdengarkan guru- Guru menjelaskan penerapan pembelajaran Story grammar strategy dalam pembelajaran membaca- Guru membagikan teks naratif kepada siswa- Siswa membaca narrative text dan mencari kosa kata yang sulit dalam bacaan- Guru menjelaskan pada siswa apa dan bagaimana cara memahami kosa kata yang sulit dengan menggunakan story grammar strategy- Siswa mendiskusikan karakter dan setting cerita yang disajikan guru- Siswa mengamati nilai moral dari cerita tersebut. <p>Bertanya (asking question)</p> <ul style="list-style-type: none">- Guru membimbing siswa untuk menanyakan tentang hal-hal yang berkaitan dengan materi <p>Mengumpulkan Informasi (exploring)</p> <ul style="list-style-type: none">- Meminta siswa untuk membentuk menjadi 2QWWQa beberapa kelompok- Meminta siswa untuk membuka pemahaman tentang nilai yang terkandung dalam naratif teks <p>Mengkomunikasi</p> <ul style="list-style-type: none">- Meminta siswa untuk menjelaskan berbagai arti kata yang suli yang ditemukan dalam text (grammatical function)- Menjelaskan kepada siswa berbagai arti kata yang sulit yang ditemukan dalam text (grammatical function)- Menanyakan beberapa pertanyaan yang berkaitan dengan Story grammar strategy	60 menit

Penutup	<ul style="list-style-type: none"> - Guru meriview kembali materi yang telah dipelajari - Guru dan siswa berdoa bersama-sama sebelum meninggalkan kelas 	10 menit
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Pertemuan ke-2

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru memberi salam - Guru menyuruh siswa untuk berdoa - Guru mengabsen siswa - Guru mempersiapkan siswa untuk mengikuti proses pembelajaran - Menjelaskan tujuan pembelajaran 	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> - Guru mereview hasil pembelajaran sebelumnya - Siswa menyimak contoh teks naratif yang diperdengarkan guru - Guru menjelaskan penerapan pembelajaran Story grammar strategy dalam pembelajaran membaca - Guru membagikan teks naratif kepada siswa - Guru menjelaskan pada siswa apa dan bagaimana cara menentukan dan memahami kosa kata yang sulit dengan menggunakan story grammar strategy dalam text bacaan yang disajikan - Siswa mendiskusikan karakter dan setting cerita yang disajikan guru - Siswa mengamati nilai moral dari cerita tersebut - Guru meminta siswa membaca hasil pengamatan tentang nilai yang terkandung dalam text bacaan <p>Bertanya (asking question)</p> <ul style="list-style-type: none"> - Guru membimbing siswa untuk menanyakan tentang hal-hal yang berkaitan dengan materi <p>Mengumpulkan Informasi (exploring)</p> <ul style="list-style-type: none"> - Meminta siswa untuk membentuk menjadi beberapa kelompok - Meminta siswa untuk membuka pemahaman tentang makna dan pesan yang terkandung dalam naratif teks - Meminta siswa untuk menjelaskan makna dan pesan yang terkandung dalam naratif teks <p>Mengkomunikasi</p> <ul style="list-style-type: none"> - Meminta siswa untuk menjelaskan berbagai 	60 menit

	<p>arti kata yang suli yang ditemukan dalam text (grammatical function)</p> <ul style="list-style-type: none"> - Menjelaskan kepada siswa berbagai arti kata yang sulit yang ditemukan dalam text (grammatical function) - Menanyakan beberapa pertanyaan yang berkaitan dengan Story grammar strategy 	
Penutup	<ul style="list-style-type: none"> - Guru meriview kembali materi yang telah dipelajari - Guru dan siswa berdoa bersama-sama sebelum meninggalkan kelas 	10 menit

I. Penilaian

1. Jenis/teknik penilaian

a. Aspek Pengetahuan

- Jenis/teknik penilaian : Tes tulis

b. Aspek keterampilan

- Jenis penilaian : Unjuk kerja

2. Bentuk Instrumen

- Tes tulis

3. Table Reading Score

No	Degree	Qualification
6.	80 - 100	Excellent
7.	70 - 79	Good
8.	60 - 69	Fair
9.	50 - 59	Poor
10.	0 - 49	Very Poor

The table above means that :

If the score 80 to 100 is classified “Excellent”

If the score 70 to 79 is classified “Good”

If the score 60 to 69 is classified “Fair”

If the score 50 to 59 is classified “Poor”

If score is 0 to 49 is classified “Very Poor”

(Arikunto, 2010:120)

4. Pedoman Penskoran

Tes tulis

- Untuk setiap jawaban benar : 5
- Untuk setiap jawaban salah : 0
- Nilai akhir

Nilai = $\frac{\text{Jumlah score}}{\text{Score maksimal}} \times 100$

Score maksimal



Materi Pembelajaran

Pertemuan 1-2

A. NARRATIVE TEXT

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3. Generic Structure

- Orientation
- Complication
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My Trip to the Beach
By Anna Claire Flood

A long time ago I went to the beach. Before we left we loaded all our beach gear into the car. Continuing down the road my sister and two brothers and I sang songs to keep from falling into the depths of boredom. Deciding where to stop for dinner was a real challenge. Everyone wanted to eat at a different restaurant. Finally Dad stopped at Cracker Barrel. I chose green beans, potatoes, and steak for my dinner. We all drank hot cocoa and whipped cream for dessert. Initially we had hoped to reach our destination, Pensacola, before midnight, but it seemed impossible.

Just after we crossed the Georgia/Florida border my dad stopped at a hotel. Keeping quiet not to wake the others staying at the hotel, we tiptoed out at 6:00 A.M.

Later the next morning, we arrived at the house in Pensacola. My mom's friend and her family were staying with us. Never is there a dull moment when we are together. Of course we were very tired from our trip, so we rested all day.

Plenty of fun in the sun was in store for us the next day. Ready to get out on the beach I had forgotten something very important. Quite sunburned was I by the end of that day. Sunscreen had not been applied! Too sunburned was I to go out and have fun. Unmovable, I lay on the couch, watching television. Very unhappy about this terrible mishap I whined and complained.

While I rested, I dreamed of the fun I was missing. Extremely bored, with only one day left until we went home, I prayed I would get better. Yet I was already healed. Zooming off of the couch, I hopped into my suit and enjoyed my last day on the beach.

B. STORY GRAMMAR STRATEGY

Story grammar strategy is a beginning reading comprehension strategy that provides students with a plan for identifying important story information of narrative text on short story such as main character, problem, plot, setting, and resolution of story by asking the five w and h question, giving them a color-coded sticky tabs to mark information and giving them story grammar graphic organizer to write the answer of question.

Example of task breakdown for the story grammar strategy

Strategy	Skills
Basic reading skills	Ability to read content material with sufficient fluency Knowledge of and ability to identify story components Ability to check for understanding Ability to recall information that has been read
Who is the main character?	Knowledge of story characters and how
Where and when did the story take place?	they are sometimes presented in texts Knowledge of story setting
What did the main character do?	Knowledge of story sections
How did the main character feel?	Knowledge of emotional and how they are presented in text
How did they story end?	Knowledge of story endings/resolution

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D. Tujuan Pembelajaran

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F. Metode Pembelajaran :

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H. Kegiatan Pembelajaran

Pertemuan ke-3

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none">- Guru memberi salam- Guru menyiapkan siswa untuk berdoa- Guru mengabsen siswa- Guru mempersiapkan siswa untuk mengikuti proses pembelajaran- Menjelaskan tujuan pembelajaran	10 menit
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Penutup	<ul style="list-style-type: none"> - Guru meriview kembali materi yang telah dipelajari - Guru dan siswa berdoa bersama-sama sebelum meninggalkan kelas 	10 menit
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Pertemuan ke-4

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru memberi salam - Guru menyuruh siswa untuk berdoa - Guru mengabsen siswa - Guru mempersiapkan siswa untuk mengikuti proses pembelajaran - Menjelaskan tujuan pembelajaran 	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> - Guru mereview hasil pembelajaran sebelumnya - Siswa menyimak contoh teks naratif yang diperdengarkan guru - Guru menjelaskan penerapan pembelajaran Story grammar strategy dalam pembelajaran membaca - Guru membagikan teks naratif kepada siswa - Guru menjelaskan pada siswa apa dan bagaimana cara menentukan dan memahami kosa kata yang sulit dengan menggunakan story grammar strategy dalam text bacaan yang disajikan - Siswa mendiskusikan karakter dan setting cerita yang disajikan guru - Siswa mengamati nilai moral dari cerita tersebut - Guru meminta siswa membaca hasil pengamatan tentang nilai yang terkandung dalam text bacaan <p>Bertanya (asking question)</p> <ul style="list-style-type: none"> - Guru membimbing siswa untuk menanyakan tentang hal-hal yang berkaitan dengan materi <p>Mengumpulkan Informasi (exploring)</p> <ul style="list-style-type: none"> - Meminta siswa untuk membentuk menjadi beberapa kelompok - Meminta siswa untuk membuka pemahaman tentang makna dan pesan yang terkandung dalam naratif teks - Meminta siswa untuk menjelaskan makna dan pesan yang terkandung dalam naratif teks <p>Mengkomunikasi</p> <ul style="list-style-type: none"> - Meminta siswa untuk menjelaskan berbagai 	60 menit

	<p>arti kata yang sulit yang ditemukan dalam text (grammatical function)</p> <ul style="list-style-type: none"> - Menjelaskan kepada siswa berbagai arti kata yang sulit yang ditemukan dalam text (grammatical function) - Menanyakan beberapa pertanyaan yang berkaitan dengan Story grammar strategy 	
Penutup	<ul style="list-style-type: none"> - Guru meriview kembali materi yang telah dipelajari - Guru dan siswa berdoa bersama-sama sebelum meninggalkan kelas 	10 menit

I. Penilaian

5. Jenis/teknik penilaian

c. Aspek Pengetahuan

- Jenis/teknik penilaian : Tes tulis

d. Aspek keterampilan

- Jenis penilaian : Unjuk kerja

6. Bentuk Instrumen

- Tes tulis

7. Table Reading Score

No	Degree	Qualification
11	80 - 100	Excellent
12	70 - 79	Good
13	60 - 69	Fair
14	50 - 59	Poor
15	0 - 49	Very Poor

The table above means that :

If the score 80 to 100 is classified “Excellent”

If the score 70 to 79 is classified “Good”

If the score 60 to 69 is classified “Fair”

If the score 50 to 59 is classified “Poor”

If score is 0 to 49 is classified “Very Poor”

(Arikunto, 2010:120)

8. Pedoman Penskoran

Tes tulis

- Untuk setiap jawaban benar : 5
- Untuk setiap jawaban salah : 0
- Nilai akhir

Nilai = $\frac{\text{Jumlah score}}{\text{Score maksimal}} \times 100$

Score maksimal



Materi Pembelajaran

Pertemuan 3-4

The Book

By Trudy Ann Brotherson

Kate skimmed through, with her fingers, all the books in the library. She was in a hurry because she had to have this done before class started again.

"I've looked at every one of the books in the library." I said out loud. "Shhh." The librarian took her index finger up to her lips. "Sorry," I apologized, as I shrugged my shoulders. She soon went back at reading her book and I went back to complaining, in my head, of course.

I glimpsed at a stack of books I've never seen before. They must be the new books, I thought. I went over to have a good look at them. One of the bigger ones glittered in the sunlight. I tried to take it out to look at it but my fingers slipped so I tried again. The book seemed to be stuck. I stomped my foot in grief.

I picked my one-month-old gum out of my mouth and stuck it behind my ear. Tried once again to tug the book out but just like me it was very stubborn and didn't want to leave. I felt something gushy on my shoe. I was losing my patience. I had no time for this. I gritted my teeth and lifted up my foot. Can you believe it, it was my GUM! I put my shoe back down on the ground. They can send me the bill when I have time.

Aside from being brilliant and bright I was also stubborn, as I mentioned before. I tugged at it one more time. I had made up my mind that I was leaving with that book no matter what, even if I had to take the shelf with me!

CREEK! I glanced up and saw as the bookcase went down, down, and did I mention down some more? CRASH! They finally stopped. I bent my head down in embarrassment. What can I do besides play it cool.

I strutted up to the librarian and shut her mouth with my hand, slammed the book down on her desk, and said, "Dude, can I check out this book?" She glared at me and took me by my ear, dragged me down the hall, and backed me up into the principal's office.

"Sit down and explain yourself." He looked troubled. That's where the story ends because what I was about to tell him you just heard and I don't want to be a skeleton by the time I'm still blabbing about this story. But in case you want to know I will be mopping the floors in the hall for the rest of my life. Well, I've got to go, my old friend the mop's calling me.



RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	: SMPN 3 Narmada
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester/ Kompetensi Keahlian	: VIII / II
Materi Pokok	: Narrative text
Alokasi Waktu	: 2 x 40 menit

A. Kompetensi Inti

9. Menghayati dan mengamalkan ajaran agama yang dianutnya.
10. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
11. Memahami, menerapkan dan menganalisis pengetahuan factual, konseptual, dan procedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab Fenomena dan kejadian dalam bidang kerja yang spesifik untuk memecahkan masalah.
12. Mengolah, menalar, mengkaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

9. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
10. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.

11. Menganalisis fungsi social, struktur teks, dan unsure kebahasaan pada teks narrative sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
12. Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.

C. Indikator

11. Mensyukuri anugerah Tuhan akan keberadaan bahasa inggris dan menggunakannya sesuai dengan kaidah dan konteks untuk komunikasi international.
12. Memiliki sikap tanggung jawab, peduli, responsive, dan santun dalam menggunakan bahasa inggris dalam menyampaikan harapan dan cita-cita.
13. Mendeskripsikan harapan dan cita-cita dengan tepat sesuai dengan konteks penggunaannya.
14. Menanyakan tentang harapan dan cita-cita dengan tepat sesuai dengan konteks penggunaannya.
15. Menanyakan tentang harapan dan cita-cita secara tepat dengan memperhatikan fungsi social, struktur teks dan unsure kebahasaannya.

D. Tujuan Pembelajaran

9. Menunjukkan kesungguhan belajar bahasa inggris terkait teks naratif.
10. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks naratif.
11. Mengidentifikasi fungsi social, struktur teks dan unsure kebahasaan pada teks naratif.
12. Merespon makna dalam teks naratif, lisan dan tulisan, sederhana tentang teks naratif.

E. Materi Pembelajaran

7. Definition of Narrative Text

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listener about the story.

8. Grammatical Features

- Use of adjective
- Time connectives and conjunction
- Past tense
- Using adverbs and adverbial phrase
- Use action verbs
- Use of saying and thinking verbs

9. Generic Structure

- Orientation
- Complication
- Resolution

F. Metode Pembelajaran :

- i. Pendekatan : Scientific Approach
- j. Model : Discovery Learning
- k. Teknik : Role Play
- l. Strategy : Story Grammar Strategy

Procedure of Story Grammar Strategy

- Read the text loudly or silently
- Find and recognize the word on the text that students don't know
- Analyze the word for recognizable grammatical
- Think of a possible meaning based upon the parts of the word
- Check the meaning of the word in dictionary

G. Media, Alat, dan Sumber Pembelajaran

- Buku cerita kumpulan cerita rakyat
- Suara guru
- Buku Bahasa Inggris, When English rings the bell/ Kementrian Pendidikan dan Kebudayaan.- Edisi Revisi Jakarta: Hal.127-148
- Internet
- Kamus
- Papan tulis, spidol

H. Kegiatan Pembelajaran

Pertemuan ke-5

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none">- Guru memberi salam- Guru menyiapkan siswa untuk berdoa- Guru mengabsen siswa- Guru mempersiapkan siswa untuk mengikuti proses pembelajaran- Menjelaskan tujuan pembelajaran	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none">- Guru menjelaskan pengetahuan umum tentang teks naratif kepada siswa guna memberikan background knowledge agar siswa lebih mudah mencerna teks yang dijelaskan.- Siswa menyimak contoh teks naratif yang diperdengarkan guru- Guru menjelaskan penerapan pembelajaran Story grammar strategy dalam pembelajaran membaca- Guru membagikan teks naratif kepada siswa- Siswa membaca narrative text dan mencari kosa kata yang sulit dalam bacaan- Guru menjelaskan pada siswa apa dan bagaimana cara memahami kosa kata yang sulit dengan menggunakan story grammar strategy- Siswa mendiskusikan karakter dan setting cerita yang disajikan guru- Siswa mengamati nilai moral dari cerita tersebut. <p>Bertanya (asking question)</p> <ul style="list-style-type: none">- Guru membimbing siswa untuk menanyakan tentang hal-hal yang berkaitan dengan materi <p>Mengumpulkan Informasi (exploring)</p> <ul style="list-style-type: none">- Meminta siswa untuk membentuk menjadi beberapa kelompok- Meminta siswa untuk membuka pemahaman tentang nilai yang terkandung dalam naratif teks <p>Mengkomunikasi</p> <ul style="list-style-type: none">- Meminta siswa untuk menjelaskan berbagai arti kata yang sulit yang ditemukan dalam text (grammatical function)- Menjelaskan kepada siswa berbagai arti kata yang sulit yang ditemukan dalam text (grammatical function)- Menanyakan beberapa pertanyaan yang berkaitan dengan Story grammar strategy	60 menit

Penutup	<ul style="list-style-type: none"> - Guru meriview kembali materi yang telah dipelajari - Guru dan siswa berdoa bersama-sama sebelum meninggalkan kelas 	10 menit
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Pertemuan ke-6

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru memberi salam - Guru menyuruh siswa untuk berdoa - Guru mengabsen siswa - Guru mempersiapkan siswa untuk mengikuti proses pembelajaran - Menjelaskan tujuan pembelajaran 	10 menit
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> - Guru mereview hasil pembelajaran sebelumnya - Siswa menyimak contoh teks naratif yang diperdengarkan guru - Guru menjelaskan penerapan pembelajaran Story grammar strategy dalam pembelajaran membaca - Guru membagikan teks naratif kepada siswa - Guru menjelaskan pada siswa apa dan bagaimana cara menentukan dan memahami kosa kata yang sulit dengan menggunakan story grammar strategy dalam text bacaan yang disajikan - Siswa mendiskusikan karakter dan setting cerita yang disajikan guru - Siswa mengamati nilai moral dari cerita tersebut - Guru meminta siswa membaca hasil pengamatan tentang nilai yang terkandung dalam text bacaan <p>Bertanya (asking question)</p> <ul style="list-style-type: none"> - Guru membimbing siswa untuk menanyakan tentang hal-hal yang berkaitan dengan materi <p>Mengumpulkan Informasi (exploring)</p> <ul style="list-style-type: none"> - Meminta siswa untuk membentuk menjadi beberapa kelompok - Meminta siswa untuk membuka pemahaman tentang makna dan pesan yang terkandung dalam naratif teks - Meminta siswa untuk menjelaskan makna dan pesan yang terkandung dalam naratif teks <p>Mengkomunikasi</p> <ul style="list-style-type: none"> - Meminta siswa untuk menjelaskan berbagai arti kata yang suli yang ditemukan dalam text 	60 menit

	(grammatical function) - Menjelaskan kepada siswa berbagai arti kata yang sulit yang ditemukan dalam text (grammatical function) - Menanyakan beberapa pertanyaan yang berkaitan dengan Story grammar strategy	
Penutup	- Guru meriview kembali materi yang telah dipelajari - Guru dan siswa berdoa bersama-sama sebelum meninggalkan kelas	10 menit

I. Penilaian

9. Jenis/teknik penilaian

e. Aspek Pengetahuan

- Jenis/teknik penilaian : Tes tulis

f. Aspek keterampilan

- Jenis penilaian : Unjuk kerja

10. Bentuk Instrumen

- Tes tulis

11. Table Reading Score

No	Degree	Qualification
16.	80 - 100	Excellent
17.	70 – 79	Good
18.	60 – 69	Fair
19.	50 – 59	Poor
20.	0 – 49	Very Poor

The table above means that :

If the score 80 to 100 is classified “Excellent”

If the score 70 to 79 is classified “Good”

If the score 60 to 69 is classified “Fair”

If the score 50 to 59 is classified “Poor”

If score is 0 to 49 is classified “Very Poor”

(Arikunto, 2010:120)

12. Pedoman Penskoran

Tes tulis

- Untuk setiap jawaban benar : 5
- Untuk setiap jawaban salah : 0
- Nilai akhir

Nilai = $\frac{\text{Jumlah score} \times 100}{\text{Score maksimal}}$

Score maksimal



Materi Pembelajaran

Pertemuan 5-6

The Sporty Boy and the Lazy Mother

By Seth Woods

Once upon a time, there lived a sporty boy named Michael Jordan. And his mother, Mrs. Wright, and she was even lazier than a fat pot-belly pig. And Michael was always treated like a slave. He made lunch, dinner, and breakfast. He was always working even though he's only three years old. He couldn't have a one second rest. But when he was fourteen he worked until Wednesday and the day after Wednesday he said "mother, please will you try and lose 18 pounds, because you are really lazy,"

His mother said "if you don't like working you can do anything you like, but you have to let me tidy up." So he went up stairs he made a giant mess. He grabbed his basketball and went to his mother and told her that he couldn't find his ball, but now I found it. Then he went outside and his mother tidied up the mess in his bedroom. Then went to play some sports with Michael after lunch Michael's mother said "can I play sports with you." Michael said "yes, you can!"

So they lived happily ever after.

Nama: Ahmaedi Hamdi
elas : VIII C

(75)

PRE-TEST

Circle the best answer on the following question based on the text!

(Question for number 1-10)

My Trip to the Beach

By Anna Claire Flood

A long time ago I went to the beach. Before we left we loaded all our beach gear into the car. Continuing down the road my sister and two brothers and I sang songs to keep from falling into the depths of boredom. Deciding where to stop for dinner was a real challenge. Everyone wanted to eat at a different restaurant. Finally Dad stopped at Cracker Barrel. I chose green beans, potatoes, and steak for my dinner. We all drank hot cocoa and whipped cream for dessert. Initially we had hoped to reach our destination, Pensacola, before midnight, but it seemed impossible.

Just after we crossed the Georgia/Florida border my dad stopped at a hotel. Keeping quiet not to wake the others staying at the hotel, we tiptoed out at 6:00 A.M.

Later the next morning, we arrived at the house in Pensacola. My mom's friend and her family were staying with us. Never is there a dull

moment when we are together. Of course we were very tired from our trip, so we rested all day.

Plenty of fun in the sun was in store for us the next day. Ready to get out on the beach I had forgotten something very important. Quite sunburned was I by the end of that day. Sunscreen had not been applied! Too sunburned was I to go out and have fun. Unmovable, I lay on the couch, watching television. Very unhappy about this terrible mishap I whined and complained.

While I rested, I dreamed of the fun I was missing. Extremely bored, with only one day left until we went home, I prayed I would get better. Yet I was already healed. Zooming off of the couch, I hopped into my suit and enjoyed my last day on the beach.

Choose the correct answer by crossing a, b, c, or d.

- The main idea in paragraph one is about
 - Go to the beach
 - Deciding stop for dinner
 - Stopped at Cracker Barrel
 - Sang and songs
- "Very unhappy about this terrible mishap I whined and complained." The underline word mean is.....
 - Sad
 - Happy
 - Bad
 - Good
- "Of course we were very tired from our trip, so we rested all day" (paragraph 3) The antonym of the underlined word is
 - Fresh
 - Bored
 - Unhappy
 - Sad
- Where did they stop to dinner?
 - Cracker Barrel
 - Hotel
 - Pensacola
 - Beach

5. Who were staying in Pensacola with them?
 A. Mom's friend
 B. Family
 C. Dad's friend and family
 D. Mom's friend and family
6. How did the story end?
 A. She got terrible mishap for holiday
 B. She was very happy for holiday
 C. She was very tired for holiday
 D. She forgotten bring something for holiday
7. The main idea in paragraph three is about....
 A. There were her mom's friend
 B. They arrived at the house in Pensacola
 C. They were very tired for their trip
 D. Her family were staying with them
8. Where did the story happen?
 A. Pensacola
 B. The trip to the beach
 C. Cracker Barrel
 D. Georgia
9. " Everyone wanted to eat at different restaurant"
 The underlined word mean is, except....
 A. The place to drink and eat food
 B. The place to take a bath
 C. The place to eat the delicious food
 D. The place to order another food
10. " Finally Dad stopped at Cracker Barrel" (Paragraph 1)
 The underline word mean is.....
 A. Continue
 B. Stay
 C. Stand
 D. Finally

The Book

By Trudy Ann Brother son

(Question number 11-20)

Kate skimmed through, with her fingers, all the books in the library. She was in a hurry because she had to have this done before class started again.

"I've looked at every one of the books in the library." I said out loud. "Shhh." The librarian took her index finger up to her lips. "Sorry," I apologized, as I shrugged my shoulders. She soon went back at reading her book and I went back to complaining, in my head, of course.

I glimpsed at a stack of books I've never seen before. They must be the new books, I thought. I went over to have a good look at them. One of the bigger ones glittered in the sunlight. I tried to take it out to look at it but my fingers slipped so I tried again. The book seemed to be stuck. I stomped my foot in grief.

I picked my one-month-old gum out of my mouth and stuck it behind my ear. Tried once again to tug the book out but just like me it was very stubborn and didn't want to leave. I felt something gushy on my shoe. I was losing my patience. I had no time for this. I gritted my teeth and lifted up my foot. Can you believe it, it was my GUM! I put my shoe back down on the ground. They can send me the bill when I have time.

Aside from being brilliant and bright I was also stubborn, as I mentioned before. I tugged at it one more time. I had made up my mind that I was leaving with that book no matter what, even if I had to take the shelf with me!

CREEK! I glanced up and saw as the bookcase went down, down, and did I mention down some more? CRASH! They finally stopped. I bent my head down in embarrassment. What can I do besides play it cool.

I strutted up to the librarian and shut her mouth with my hand, slammed the book down on her desk, and said, "Dude, can I check out this book?" She glared at me and took me by my ear, dragged me down the hall, and backed me up into the principal's office.

"Sit down and explain yourself." He looked troubled. That's where the story ends because what I was about to tell him you just heard and I don't want to be a skeleton by the time I'm still blabbing about this story. But in case you want to know I will be mopping the floors in the hall for the rest of my life. Well, I've got to go, my old friend the mop's calling me.

11. "I glanced up and saw as the bookcase went down, down and did I mention down some more' (Paragraph 6)
The antonym of the underlined word is....
- | | |
|----------|----------|
| A. Up | C. Below |
| B. There | D. Those |
12. Where did story happen?
- | | |
|---------------|-------------------|
| A. The Market | C. The Library |
| B. The Beach | D. The Restaurant |
13. " But in case you want to know I will be mopping the floors in the hall for the rest of my life."
The synonym of the underlined word is....
- | | |
|-------------|---------------|
| A. Confused | C. Remember |
| B. Change | D. Understand |
14. Who was take finger up to lips when she said out loud?
- | | |
|------------------|----------------|
| A. The teacher | C. The student |
| B. The librarian | D. The woman |
15. " Kate skimmed through, with her fingers, through all the books in the library "
What does the underlined word mean?
- | |
|--|
| A. The place to order foods |
| B. The place to sleep |
| C. The place to buy books |
| D. The place to lend and read the book |
16. Who was name of main character in the story?
- | | |
|----------|----------|
| A. Jimmy | C. Julie |
| B. Kate | D. Petra |
17. " Sit down and explain yourself." He looked troubled
What was the word underlined refers to....
- | | |
|----------|------------|
| A. Happy | C. Problem |
| B. Enjoy | D. Scare |

18. The main idea in paragraph three is about....

- A. She said loudly
B. She got the new book
C. She had a problem in library
D. The librarian was angry with her

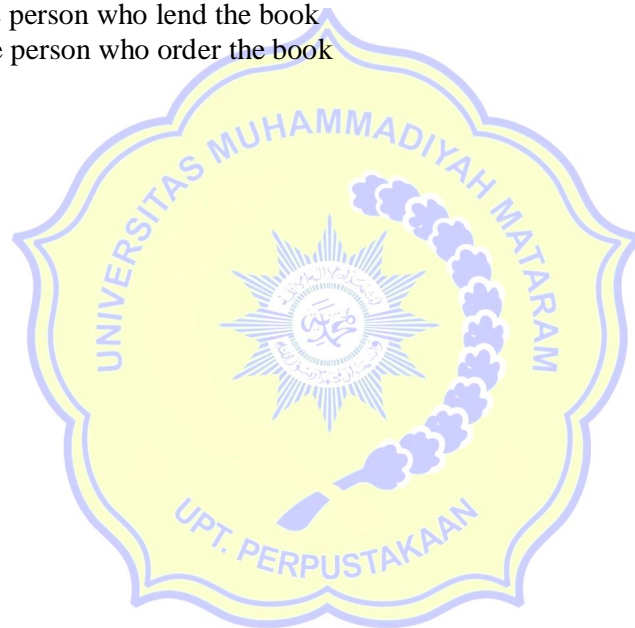
19. What happen when Kate said out loud in the library?

- A. The librarian was angry and took their index finger up to their lips
B. The librarian was confused
C. The librarian given an advice
D. The librarian saw her confusedly

20. " The librarian took her index finger up to her lips."

What was the word underlined mean?

- A. The person who sell book
B. The person who in charge of a library
C. The person who lend the book
D. The person who order the book



Nama : Ahmadil Hamdi
Kelas : VIII C

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POST-TEST

Circle the best answer on the following question based on the text!

(Question for number 1-10)

The Sporty Boy and the Lazy Mother

By Seth Woods

Once upon a time, there lived a sporty boy named Michael Jordan. And his mother, Mrs. Wright, and she was even lazier than a fat pot-belly pig. And Michael was always treated like a slave. He made lunch, dinner, and breakfast. He was always working even though he's only three years old. He couldn't have a one second rest. But when he was fourteen he worked until Wednesday and the day after Wednesday he said "mother, please will you try and lose 18 pounds, because you are really lazy,"

His mother said "if you don't like working you can do anything you like, but you have to let me tidy up." So he went up stairs he made a giant mess. He grabbed his basketball and went to his mother and told her that he couldn't find his ball, but now I found it. Then he went outside and his mother tidied up the mess in his bedroom. Then went to play some sports with Michael after lunch Michael's mother said "can I play sports with you." Michael said "yes, you can!"

So they lived happily ever after.

1. "She was even lazier than a fat pot-belly pig" (Paragraph 1)
The antonym of the underlined word is..
- A. Stupid
 - B. Bad
 - C. Clever
 - D. Diligent
2. Who was always treated like a slave in the story?
- A. Mrs. Wright
 - B. Michael Jordan
 - C. His friend
 - D. Mrs. Wright's friend
3. "He made lunch, dinner, and breakfast."
The synonym of the underlined word is....
- A. Cook
 - B. Save
 - C. Take
 - D. Fried
4. Where did the story happen?
- A. The market
 - B. The office
 - C. Michael Jordan's house
 - D. The restaurant
5. The main idea in paragraph one is about....
- A. Mrs. Wright' activity
 - B. Michael Jordan's activity
 - C. His friend's activity
 - D. His mother's activity
6. How did the story end?
- A. They lived happily ever after
 - B. They left the home
 - C. Mrs. Wright didn't speak his son
 - D. Michael Jordan left his home
7. The main idea in paragraph two is about....
- A. Mrs. Wright angry with his son
 - B. Michael Jordan went out from his home
 - C. Mrs. Wright wanted to play sport with his son
 - D. Michael Jordan played some sport alone
8. " Once upon a time, there lived a sporty boy named Michael Jordan"
What was the word underlined refers to....
- A. Die
 - B. Alive
 - C. Move
 - D. Left
9. What happened when Jordan said "Mother, please will you try and lose 18 pounds, because you are really lazy"?
- A. Mrs. Wright was angry with him
 - B. Mrs. Wright didn't hear him
 - C. Mrs. Wright only said let me tidy up
 - D. Mrs. Wright said you can do anything you like but let me tidy up
10. "If you don't like working you can do anything you like"
The antonym of underlined word is....
- A. Alike
 - B. See
 - C. Want
 - D. Dislike

Tom and Adam

(Question for number 11-20)

Tom and Adam were close friends. They always did everything together. One day, they had a walk in the woods. Tom and Adam were very happy. They enjoyed walking in the woods very much. After walking for several hours, they got tired.

Tom said, "Let's have a rest under that tree". Adam agreed. They took a rest under a big tree. Adam was so tired that soon he fell asleep.

Suddenly, Tom saw a bear came out of the bushes. He was terrified. He quickly climbed up the tree and left Adam alone. The bear came closer. It sniffed Adam's face. Adam woke up and was very shocked to know that a bear was sniffing his ear. He was stiffed and could not move.

"I'm going to die. It's going to kill me," he thought. He was lying on the ground quietly. After a few seconds, the bear moved away. It disappeared to the bushes. After that, Adam hurriedly climbing down the tree and approached Tom. Tom opened his eyes. He was surprised to see that the bear didn't hurt Adam.

He asked Adam, "What did the bear whisper to your ears?"

Adam frowned and he said angrily, "The bear told me that a person who thinks only of himself cannot be a good friend."

11. The main idea in paragraph one is about....
- A. They got tired
 - B. They were closed
 - C. They had a walk in the woods
 - D. They always did together
12. " Suddenly, Tom saw a bear came out of the bushes"
What was the word underlined mean?
- A. A doll animal
 - B. Heavy wild animal with thick furr and sharp claws
 - C. A sweet animal
 - D. A clever animal
13. The main idea in paragraph two is about....
- A. They continue their up
 - B. They stopped to drink
 - C. They took a rest under a big tree
 - D. They saw the big bear
14. " I'm going to die. It's going to kill m." he thought" (Paragraph 4)
The antonym of underlined word is....
- A. Move
 - B. Dead
 - C. Live
 - D. Stay
15. Who was saw a bear came out of the bushes?
- A. Adam
 - B. Tom
 - C. Adam's friend
 - D. Tom's friend
16. " Tom said, "Let's have a rest under that tree, Adam agreed"
The synonym of underlined word is....
- A. Below
 - B. On
 - C. Above
 - D. Over
17. Where did the story happen?
- A. In Jungle
 - B. In Tom's house
 - C. In Wood
 - D. Adam's house
18. "He quickly climbed up the tree and left Adam alone"
What was the word underlined refers to....
- A. Slowly
 - B. Lowly
 - C. Faster
 - D. Lately

19. How did the story end?
- A. Adam was angry with Tom because he is not a goof fiend
 - B. Adam was die
 - C. Adam and Tom was best friend
 - D. Adam and Tom save their body from the big bear
20. Where did they take a rest?
- A. Near a river
 - B. A small house
 - C. Under the tree
 - D. In the street



(55)

Bayu Maulana

Kelas : VII C

PRE-TEST

Cycle the best answer on the following question based on the text!

(Question for number 1-10)

My Trip to the Beach

By Anna Claire Flood

A long time ago I went to the beach. Before we left we loaded all our beach gear into the car. Continuing down the road my sister and two brothers and I sang songs to keep from falling into the depths of boredom. Deciding where to stop for dinner was a real challenge. Everyone wanted to eat at a different restaurant. Finally Dad stopped at Cracker Barrel. I chose green beans, potatoes, and steak for my dinner. We all drank hot cocoa and whipped cream for dessert. Initially we had hoped to reach our destination, Pensacola, before midnight, but it seemed impossible.

Just after we crossed the Georgia/Florida border my dad stopped at a hotel. Keeping quiet not to wake the others staying at the hotel, we tiptoed out at 6:00 A.M.

Later the next morning, we arrived at the house in Pensacola. My mom's friend and her family were staying with us. Never is there a dull

moment when we are together. Of course we were very tired from our trip, so we rested all day.

Plenty of fun in the sun was in store for us the next day. Ready to get out on the beach I had forgotten something very important. Quite sunburned was I by the end of that day. Sunscreen had not been applied! Too sunburned was I to go out and have fun. Unmovable, I lay on the couch, watching television. Very unhappy about this terrible mishap I whined and complained.

While I rested, I dreamed of the fun I was missing. Extremely bored, with only one day left until we went home, I prayed I would get better. Yet I was already healed. Zooming off of the couch, I hopped into my suit and enjoyed my last day on the beach.

Choose the correct answer by crossing a, b, c, or d.

- The main idea in paragraph one is about
 - Go to the beach
 - Deciding stop for dinner
 - Stopped at Cracker Barrel
 - Sang and songs
- "Very unhappy about this terrible mishap I whined and complained." The underline word mean is.....
 - Sad
 - Happy
 - Bad
 - Good
- "Of course we were very tired from our trip, so we rested all day" (paragraph 3) The antonym of the underlined word is
 - Fresh
 - Bored
 - Unhappy
 - Sad
- Where did they stop to dinner?
 - Cracker Barrel
 - Hotel
 - Pensacola
 - Beach

5. Who were staying in Pensacola with them?
 A. Mom's friend
 B. Family
 C. Dad's friend and family
 D. Mom's friend and family
6. How did the story end?
 A. She got terrible mishap for holiday
 B. She was very happy for holiday
 C. She was very tired for holiday
 D. She forgotten bring something for holiday
7. The main idea in paragraph three is about....
 A. There were her mom's friend
 B. They arrived at the house in Pensacola
 C. They were very tired for their trip
 D. Her family were staying with them
8. Where did the story happen?
 A. Pensacola
 B. The trip to the beach
 C. Cracker Barrel
 D. Georgia
9. " Everyone wanted to eat at different restaurant"
 The underlined word mean is, except....
 A. The place to drink and eat food
 B. The place to take a bath
 C. The place to eat the delicious food
 D. The place to order another food
10. " Finally Dad stopped at Cracker Barrel" (Paragraph 1)
 The underline word mean is.....
 A. Continue
 B. Stay
 C. Stand
 D. Finally

The Book

By Trudy Ann Brother son

(Question number 11-20)

Kate skimmed through, with her fingers, all the books in the library. She was in a hurry because she had to have this done before class started again.

"I've looked at every one of the books in the library." I said out loud. "Shhh." The librarian took her index finger up to her lips. "Sorry," I apologized, as I shrugged my shoulders. She soon went back at reading her book and I went back to complaining, in my head, of course.

I glimpsed at a stack of books I've never seen before. They must be the new books, I thought. I went over to have a good look at them. One of the bigger ones glittered in the sunlight. I tried to take it out to look at it but my fingers slipped so I tried again. The book seemed to be stuck. I stomped my foot in grief.

I picked my one-month-old gum out of my mouth and stuck it behind my ear. Tried once again to tug the book out but just like me it was very stubborn and didn't want to leave. I felt something gushy on my shoe. I was losing my patience. I had no time for this. I gritted my teeth and lifted up my foot. Can you believe it, it was my GUM! I put my shoe back down on the ground. They can send me the bill when I have time.

Aside from being brilliant and bright I was also stubborn, as I mentioned before. I tugged at it one more time. I had made up my mind that I was leaving with that book no matter what, even if I had to take the shelf with me!

CREEK! I glanced up and saw as the bookcase went down, down, and did I mention down some more? CRASH! They finally stopped. I bent my head down in embarrassment. What can I do besides play it cool.

I strutted up to the librarian and shut her mouth with my hand, slammed the book down on her desk, and said, "Dude, can I check out this book?" She glared at me and took me by my ear, dragged me down the hall, and backed me up into the principal's office.

"Sit down and explain yourself." He looked troubled. That's where the story ends because what I was about to tell him you just heard and I don't want to be a skeleton by the time I'm still blabbing about this story. But in case you want to know I will be mopping the floors in the hall for the rest of my life. Well, I've got to go, my old friend the mop's calling me.

11. "I glanced up and saw as the bookcase went down, down and did I mention down some more' (Paragraph 6)
The antonym of the underlined word is....
- | | |
|----------|----------|
| A. Up | C. Below |
| B. There | D. Those |
12. Where did story happen?
- | | |
|---------------|-------------------|
| A. The Market | C. The Library |
| B. The Beach | D. The Restaurant |
13. " But in case you want to know I will be mopping the floors in the hall for the rest of my life."
The synonym of the underlined word is....
- | | |
|-------------|---------------|
| A. Confused | C. Remember |
| B. Change | D. Understand |
14. Who was take finger up to lips when she said out loud?
- | | |
|------------------|----------------|
| A. The teacher | C. The student |
| B. The librarian | D. The woman |
15. " Kate skimmed through, with her fingers, through all the books in the library "
What does the underlined word mean?
- | |
|--|
| A. The place to order foods |
| B. The place to sleep |
| C. The place to buy books |
| D. The place to lend and read the book |
16. Who was name of main character in the story?
- | | |
|----------|----------|
| A. Jimmy | C. Julie |
| B. Kate | D. Petra |
17. " Sit down and explain yourself." He looked troubled
What was the word underlined refers to....
- | | |
|----------|------------|
| A. Happy | C. Problem |
| B. Enjoy | D. Scare |

18. The main idea in paragraph three is about....

- A. She said loudly
B. She got the new book
C. She had a problem in library
D. The librarian was angry with her

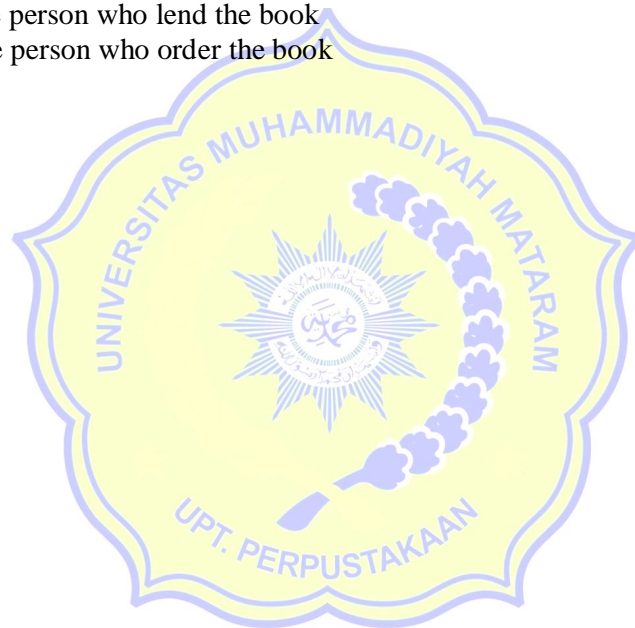
19. What happen when Kate said out loud in the library?

- A. The librarian was angry and took their index finger up to their lips
B. The librarian was confused
C. The librarian given an advice
D. The librarian saw her confusedly

20. " The librarian took her index finger up to her lips."

What was the word underlined mean?

- A. The person who sell book
B. The person who in charge of a library
C. The person who lend the book
D. The person who order the book



Bayu Maulana
kelas : VIII c

(65)

POST-TEST

Circle the best answer on the following question based on the text!

(Question for number 1-10)

The Sporty Boy and the Lazy Mother

By Seth Woods

Once upon a time, there lived a sporty boy named Michael Jordan. And his mother, Mrs. Wright, and she was even lazier than a fat pot-belly pig. And Michael was always treated like a slave. He made lunch, dinner, and breakfast. He was always working even though he's only three years old. He couldn't have a one second rest. But when he was fourteen he worked until Wednesday and the day after Wednesday he said "mother, please will you try and lose 18 pounds, because you are really lazy,"

His mother said "if you don't like working you can do anything you like, but you have to let me tidy up." So he went up stairs he made a giant mess. He grabbed his basketball and went to his mother and told her that he couldn't find his ball, but now I found it. Then he went outside and his mother tidied up the mess in his bedroom. Then went to play some sports with Michael after lunch Michael's mother said "can I play sports with you." Michael said "yes, you can!"

So they lived happily ever after.

1. "She was even lazier than a fat pot-belly pig" (Paragraph 1)
The antonym of the underlined word is..
- A. Stupid
B. Bad
C. Clever
D. Diligent
2. Who was always treated like a slave in the story?
- A. Mrs. Wright
B. Michael Jordan
C. His friend
D. Mrs. Wright's friend
3. "He made lunch, dinner, and breakfast."
The synonym of the underlined word is....
- A. Cook
B. Save
C. Take
D. Fried
4. Where did the story happen?
- A. The market
B. The office
C. Michael Jordan's house
D. The restaurant
5. The main idea in paragraph one is about....
- A. Mrs. Wright' activity
B. Michael Jordan's activity
C. His friend's activity
D. His mother's activity
6. How did the story end?
- A. They lived happily ever after
B. They left the home
C. Mrs. Wright didn't speak his son
D. Michael Jordan left his home
7. The main idea in paragraph two is about....
- A. Mrs. Wright angry with his son
B. Michael Jordan went out from his home
C. Mrs. Wright wanted to play sport with his son
D. Michael Jordan played some sport alone
8. " Once upon a time, there lived a sporty boy named Michael Jordan"
What was the word underlined refers to....
- A. Die
B. Alive
C. Move
D. Left
9. What happened when Jordan said "Mother, please will you try and lose 18 pounds, because you are really lazy"?
- A. Mrs. Wright was angry with him
B. Mrs. Wright didn't hear him
C. Mrs. Wright only said let me tidy up
D. Mrs. Wright said you can do anything you like but let me tidy up
10. "If you don't like working you can do anything you like"
The antonym of underlined word is....
- A. Alike
B. See
C. Want
D. Dislike

Tom and Adam

(Question for number 11-20)

Tom and Adam were close friends. They always did everything together. One day, they had a walk in the woods. Tom and Adam were very happy. They enjoyed walking in the woods very much. After walking for several hours, they got tired.

Tom said, "Let's have a rest under that tree". Adam agreed. They took a rest under a big tree. Adam was so tired that soon he fell asleep.

Suddenly, Tom saw a bear came out of the bushes. He was terrified. He quickly climbed up the tree and left Adam alone. The bear came closer. It sniffed Adam's face. Adam woke up and was very shocked to know that a bear was sniffing his ear. He was stiffed and could not move.

"I'm going to die. It's going to kill me," he thought. He was lying on the ground quietly. After a few seconds, the bear moved away. It disappeared to the bushes. After that, Adam hurriedly climbing down the tree and approached Tom. Tom opened his eyes. He was surprised to see that the bear didn't hurt Adam.

He asked Adam, "What did the bear whisper to your ears?"

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11. The main idea in paragraph one is about....
- A. They got tired
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 - C. They had a walk in the woods
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What was the word underlined mean?
- A. A doll animal
 - B. Heavy wild animal with thick furr and sharp claws
 - C. A sweet animal
 - D. A clever animal
13. The main idea in paragraph two is about....
- A. They continue their up
 - B. They stopped to drink
 - C. They took a rest under a big tree
 - D. They saw the big bear
14. " I'm going to die. It's going to kill m." he thought" (Paragraph 4)
The antonym of underlined word is....
- A. Move
 - B. Dead
 - C. Live
 - D. Stay
15. Who was saw a bear came out of the bushes?
- A. Adam
 - B. Tom
 - C. Adam's friend
 - D. Tom's friend
16. " Tom said, "Let's have a rest under that tree, Adam agreed"
The synonym of underlined word is....
- A. Below
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17. Where did the story happen?
- A. In Jungle
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18. "He quickly climbed up the tree and left Adam alone"
What was the word underlined refers to....
- A. Slowly
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19. How did the story end?
- A. Adam was angry with Tom because he is not a goof fiend
 - B. Adam was die
 - C. Adam and Tom was best friend
 - D. Adam and Tom save their body from the big bear
20. Where did they take a rest?
- A. Near a river
 - B. A small house
 - C. Under the tree
 - D. In the street





ZUL UMAM

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PRE-TEST

Circle the best answer on the following question based on the text!

(Question for number 1-10)

My Trip to the Beach

By Anna Claire Flood

A long time ago I went to the beach. Before we left we loaded all our beach gear into the car. Continuing down the road my sister and two brothers and I sang songs to keep from falling into the depths of boredom. Deciding where to stop for dinner was a real challenge. Everyone wanted to eat at a different restaurant. Finally Dad stopped at Cracker Barrel. I chose green beans, potatoes, and steak for my dinner. We all drank hot cocoa and whipped cream for dessert. Initially we had hoped to reach our destination, Pensacola, before midnight, but it seemed impossible.

Just after we crossed the Georgia/Florida border my dad stopped at a hotel. Keeping quiet not to wake the others staying at the hotel, we tiptoed out at 6:00 A.M.

Later the next morning, we arrived at the house in Pensacola. My mom's friend and her family were staying with us. Never is there a dull

moment when we are together. Of course we were very tired from our trip, so we rested all day.

Plenty of fun in the sun was in store for us the next day. Ready to get out on the beach I had forgotten something very important. Quite sunburned was I by the end of that day. Sunscreen had not been applied! Too sunburned was I to go out and have fun. Unmovable, I lay on the couch, watching television. Very unhappy about this terrible mishap I whined and complained.

While I rested, I dreamed of the fun I was missing. Extremely bored, with only one day left until we went home, I prayed I would get better. Yet I was already healed. Zooming off of the couch, I hopped into my suit and enjoyed my last day on the beach.

Choose the correct answer by crossing a, b, c, or d.

- The main idea in paragraph one is about
 - Go to the beach
 - Deciding stop for dinner
 - Stopped at Cracker Barrel
 - Sang and songs
- "Very unhappy about this terrible mishap I whined and complained." The underline word mean is.....
 - Sad
 - Happy
 - Bad
 - Good
- "Of course we were very tired from our trip, so we rested all day" (paragraph 3) The antonym of the underlined word is
 - Fresh
 - Bored
 - Unhappy
 - Sad
- Where did they stop to dinner?
 - Cracker Barrel
 - Hotel
 - Pensacola
 - Beach

5. Who were staying in Pensacola with them?
 A. Mom's friend
 B. Family
 C. Dad's friend and family
 D. Mom's friend and family
6. How did the story end?
 A. She got terrible mishap for holiday
 B. She was very happy for holiday
 C. She was very tired for holiday
 D. She forgotten bring something for holiday
7. The main idea in paragraph three is about....
 A. There were her mom's friend
 B. They arrived at the house in Pensacola
 C. They were very tired for their trip
 D. Her family were staying with them
8. Where did the story happen?
 A. Pensacola
 B. The trip to the beach
 C. Cracker Barrel
 D. Georgia
9. " Everyone wanted to eat at different restaurant"
 The underlined word mean is, except....
 A. The place to drink and eat food
 B. The place to take a bath
 C. The place to eat the delicious food
 D. The place to order another food
10. " Finally Dad stopped at Cracker Barrel" (Paragraph 1)
 The underline word mean is.....
 A. Continue
 B. Stay
 C. Stand
 D. Finally

The Book

By Trudy Ann Brother son

(Question number 11-20)

Kate skimmed through, with her fingers, all the books in the library. She was in a hurry because she had to have this done before class started again.

"I've looked at every one of the books in the library." I said out loud. "Shhh." The librarian took her index finger up to her lips. "Sorry," I apologized, as I shrugged my shoulders. She soon went back at reading her book and I went back to complaining, in my head, of course.

I glimpsed at a stack of books I've never seen before. They must be the new books, I thought. I went over to have a good look at them. One of the bigger ones glittered in the sunlight. I tried to take it out to look at it but my fingers slipped so I tried again. The book seemed to be stuck. I stomped my foot in grief.

I picked my one-month-old gum out of my mouth and stuck it behind my ear. Tried once again to tug the book out but just like me it was very stubborn and didn't want to leave. I felt something gushy on my shoe. I was losing my patience. I had no time for this. I gritted my teeth and lifted up my foot. Can you believe it, it was my GUM! I put my shoe back down on the ground. They can send me the bill when I have time.

Aside from being brilliant and bright I was also stubborn, as I mentioned before. I tugged at it one more time. I had made up my mind that I was leaving with that book no matter what, even if I had to take the shelf with me!

CREEK! I glanced up and saw as the bookcase went down, down, and did I mention down some more? CRASH! They finally stopped. I bent my head down in embarrassment. What can I do besides play it cool.

I strutted up to the librarian and shut her mouth with my hand, slammed the book down on her desk, and said, "Dude, can I check out this book?" She glared at me and took me by my ear, dragged me down the hall, and backed me up into the principal's office.

"Sit down and explain yourself." He looked troubled. That's where the story ends because what I was about to tell him you just heard and I don't want to be a skeleton by the time I'm still blabbing about this story. But in case you want to know I will be mopping the floors in the hall for the rest of my life. Well, I've got to go, my old friend the mop's calling me.

11. "I glanced up and saw as the bookcase went down, down and did I mention down some more' (Paragraph 6)
The antonym of the underlined word is....
- | | |
|----------|----------|
| A. Up | C. Below |
| B. There | D. Those |
12. Where did story happen?
- | | |
|---------------|-------------------|
| A. The Market | C. The Library |
| B. The Beach | D. The Restaurant |
13. " But in case you want to know I will be mopping the floors in the hall for the rest of my life."
The synonym of the underlined word is....
- | | |
|-------------|---------------|
| A. Confused | C. Remember |
| B. Change | D. Understand |
14. Who was take finger up to lips when she said out loud?
- | | |
|------------------|----------------|
| A. The teacher | C. The student |
| B. The librarian | D. The woman |
15. " Kate skimmed through, with her fingers, through all the books in the library "
What does the underlined word mean?
- | |
|--|
| A. The place to order foods |
| B. The place to sleep |
| C. The place to buy books |
| D. The place to lend and read the book |
16. Who was name of main character in the story?
- | | |
|----------|----------|
| A. Jimmy | C. Julie |
| B. Kate | D. Petra |
17. " Sit down and explain yourself." He looked troubled
What was the word underlined refers to....
- | | |
|----------|------------|
| A. Happy | C. Problem |
| B. Enjoy | D. Scare |

18. The main idea in paragraph three is about....

- A. She said loudly
B. She got the new book
C. She had a problem in library
D. The librarian was angry with her

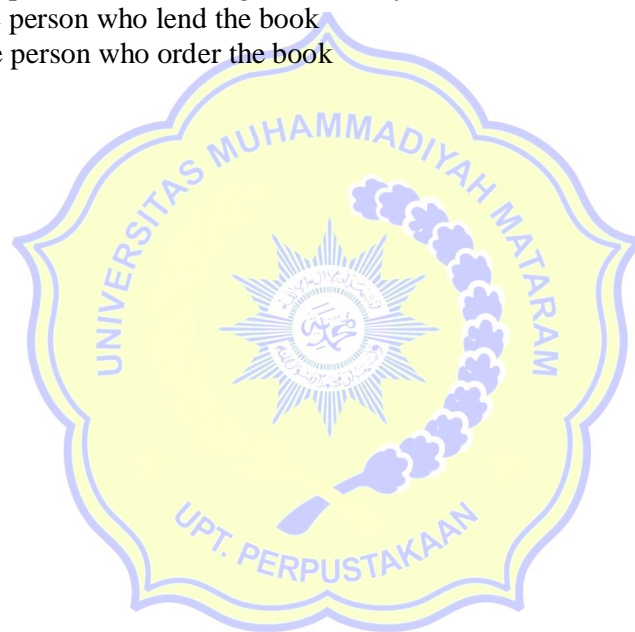
19. What happen when Kate said out loud in the library?

- A. The librarian was angry and took their index finger up to their lips
B. The librarian was confused
C. The librarian given an advice
D. The librarian saw her confusedly

20. " The librarian took her index finger up to her lips."

What was the word underlined mean?

- A. The person who sell book
B. The person who in charge of a library
C. The person who lend the book
D. The person who order the book



LUL UMAN
VII C

70

POST-TEST

Circle the best answer on the following question based on the text!

(Question for number 1-10)

The Sporty Boy and the Lazy Mother

By Seth Woods

Once upon a time, there lived a sporty boy named Michael Jordan. And his mother, Mrs. Wright, and she was even lazier than a fat pot-belly pig. And Michael was always treated like a slave. He made lunch, dinner, and breakfast. He was always working even though he's only three years old. He couldn't have a one second rest. But when he was fourteen he worked until Wednesday and the day after Wednesday he said "mother, please will you try and lose 18 pounds, because you are really lazy,"

His mother said "if you don't like working you can do anything you like, but you have to let me tidy up." So he went up stairs he made a giant mess. He grabbed his basketball and went to his mother and told her that he couldn't find his ball, but now I found it. Then he went outside and his mother tidied up the mess in his bedroom. Then went to play some sports with Michael after lunch Michael's mother said "can I play sports with you." Michael said "yes, you can!"

So they lived happily ever after.

1. "She was even lazier than a fat pot-belly pig" (Paragraph 1)
The antonym of the underlined word is..
- A. Stupid
B. Bad
C. Clever
D. Diligent
2. Who was always treated like a slave in the story?
- A. Mrs. Wright
B. Michael Jordan
C. His friend
D. Mrs. Wright's friend
3. "He made lunch, dinner, and breakfast."
The synonym of the underlined word is....
- A. Cook
B. Save
C. Take
D. Fried
4. Where did the story happen?
- A. The market
B. The office
C. Michael Jordan's house
D. The restaurant
5. The main idea in paragraph one is about....
- A. Mrs. Wright' activity
B. Michael Jordan's activity
C. His friend's activity
D. His mother's activity
6. How did the story end?
- A. They lived happily ever after
B. They left the home
C. Mrs. Wright didn't speak his son
D. Michael Jordan left his home
7. The main idea in paragraph two is about....
- A. Mrs. Wright angry with his son
B. Michael Jordan went out from his home
C. Mrs. Wright wanted to play sport with his son
D. Michael Jordan played some sport alone
8. " Once upon a time, there lived a sporty boy named Michael Jordan"
What was the word underlined refers to....
- A. Die
B. Alive
C. Move
D. Left
9. What happened when Jordan said "Mother, please will you try and lose 18 pounds, because you are really lazy"?
- A. Mrs. Wright was angry with him
B. Mrs. Wright didn't hear him
C. Mrs. Wright only said let me tidy up
D. Mrs. Wright said you can do anything you like but let me tidy up
10. "If you don't like working you can do anything you like"
The antonym of underlined word is....
- A. Alike
B. See
C. Want
D. Dislike

Tom and Adam

(Question for number 11-20)

Tom and Adam were close friends. They always did everything together. One day, they had a walk in the woods. Tom and Adam were very happy. They enjoyed walking in the woods very much. After walking for several hours, they got tired.

Tom said, "Let's have a rest under that tree". Adam agreed. They took a rest under a big tree. Adam was so tired that soon he fell asleep.

Suddenly, Tom saw a bear came out of the bushes. He was terrified. He quickly climbed up the tree and left Adam alone. The bear came closer. It sniffed Adam's face. Adam woke up and was very shocked to know that a bear was sniffing his ear. He was stiffed and could not move.

"I'm going to die. It's going to kill me," he thought. He was lying on the ground quietly. After a few seconds, the bear moved away. It disappeared to the bushes. After that, Adam hurriedly climbing down the tree and approached Tom. Tom opened his eyes. He was surprised to see that the bear didn't hurt Adam.

He asked Adam, "What did the bear whisper to your ears?"

Adam frowned and he said angrily, "The bear told me that a person who thinks only of himself cannot be a good friend."

11. The main idea in paragraph one is about....
- A. They got tired
 - B. They were closed
 - C. They had a walk in the woods
 - D. They always did together
12. " Suddenly, Tom saw a bear came out of the bushes"
What was the word underlined mean?
- A. A doll animal
 - B. Heavy wild animal with thick furr and sharp claws
 - C. A sweet animal
 - D. A clever animal
13. The main idea in paragraph two is about....
- A. They continue their up
 - B. They stopped to drink
 - C. They took a rest under a big tree
 - D. They saw the big bear
14. " I'm going to die. It's going to kill m." he thought" (Paragraph 4)
The antonym of underlined word is....
- A. Move
 - B. Dead
 - C. Live
 - D. Stay
15. Who was saw a bear came out of the bushes?
- A. Adam
 - B. Tom
 - C. Adam's friend
 - D. Tom's friend
16. " Tom said, "Let's have a rest under that tree, Adam agreed"
The synonym of underlined word is....
- A. Below
 - B. On
 - C. Above
 - D. Over
17. Where did the story happen?
- A. In Jungle
 - B. In Tom's house
 - C. In Wood
 - D. Adam's house
18. "He quickly climbed up the tree and left Adam alone"
What was the word underlined refers to....
- A. Slowly
 - B. Lowly
 - C. Faster
 - D. Lately

19. How did the story end?
- A. Adam was angry with Tom because he is not a goof fiend
 - B. Adam was die
 - C. Adam and Tom was best friend
 - D. Adam and Tom save their body from the big bear
20. Where did they take a rest?
- A. Near a river
 - B. A small house
 - C. Under the tree
 - D. In the street





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TITLE

THE EFFECTIVENESS OF STORY GRAMMAR STRATEGY TO IMPROVE SECOND GRADERS' READING SKILL OF SMPN 3 NARMADA IN ACADEMIC YEAR 2018/2019.

NO.	DATE	Guidance	Consultant		Expl
			1	2	
1.	July 27 th 2019	Findings & Discussion (ch. iv)		off	
2.	July 4 th 2019	ch. iv & ch. v		off	
3.	July 16 th 2019	ch. iv & v		off	
4.	July 20 th 2019	ch. v		off	
1	July, 5 th	prepare cover, line cut	off	off	} prepare binder
2	July, 14 th	prepare abstract / content	off	off	
3	July, 20 th	Methodology of research make clear of aims	off	off	
4	Agst, 1 st 19	complete your paper I, II, III & IV	off	off	off

Mataram,
 Ketua Program Study,

Hidayati, M. Hum
 NIDN.0820047301



PEMERINTAH KABUPATEN LOMBOK BARAT
DINAS PENDIDIKAN DAN KEBUDAYAAN
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SURAT PERNYATAAN

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Memang benar telah melaksanakan penelitian di SMP Negeri 3 Narmada tahun pelajaran 2018/2019 terhitung sejak 13 sampai 24 Mei 2019 dalam rangka penyusunan skripsi dengan judul: "*The Effectiveness of Story Grammar Strategy at the Second Grades' Reading Skill of SMPN 3 Narmada in Academic Year 2018/2019*"

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.



Narmada, 5 Agustus 2019

Kepala sekolah,

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Kepada
Yth. Kepala Sekolah SMPN 3 Narmada
di
Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat, mohon kiranya mahasiswa yang tersebut namanya di bawah ini dapat diberikan izin penelitian dalam rangka penulisan Skripsinya dengan penjelasan sebagai berikut:

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Judul : **The Effectiveness Of Story Grammar Strategy To Improve Second Graders' Reading Skill Of SMPN 3 Narmada In Academic Year 2018/2019**
Tempat Penelitian : SMPN 3 Narmada

Demikian untuk maklum dan atas kerjasama yang baik diucapkan terima kasih.

Wabillahirtaufiq Walhidayah
Wassalamu'alaikum Wr. Wb.

Mataram, 03 Mei 2019

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Tembusan:

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2. Ketua Jurusan/ Program Studi
3. Yang bersangkutan
4. Arsip



