

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher wants to explain about conclusion and suggestion of the study in teaching reading comprehension in the narrative text by using story face strategy at the second-grade students of MTs Al-Madaniyah Mataram.

5.1 Conclusion

Based on the result of research, the researcher concludes that:

1. The story face strategy has effected the teaching reading comprehension on the narrative text a proved by table independent test above, the Sig value was obtained. (2-tailed) of $0,101 < 0,05$, it can be concluded that there was a significant effect between the experimental class and the control class; the experimental class gained a higher than the control class. The diviation was 7,527. In the post test control, the minimum value was 25, the maximum value 65, the mean value was 30.58, and the std. The deviation was 8.727, it can be conclude that the research data is usually distributed means that the is normal, so the variance of the post-test experimental class and post-test of the control class was the same homogenous.
2. The teaching reading by using story face strategy has significant effect on the narrative text the table of the paired test shows a T-value of -15.479 with sig. (2 Tailed)= 0,000, where the score Sig. (2 Tailed) = $0,000 < 0,05$. Then from the table of the Independent Test above shows that score of the t-value was 6.966 with sig. (2 Tailed) = 0,009, where the score of

sig. (2 Tailed) = 0,101 < 0,05. It means that using the story Face Strategy affects teaching reading comprehension on the narrative text at the second-grade students of MTs Al-Madaniyah Mataram in the academic year of 2020-2021, so H_a is accepted.

5.2 Suggestion

Some suggestions for teaching and learning English are proposed as follows:

3. To the students

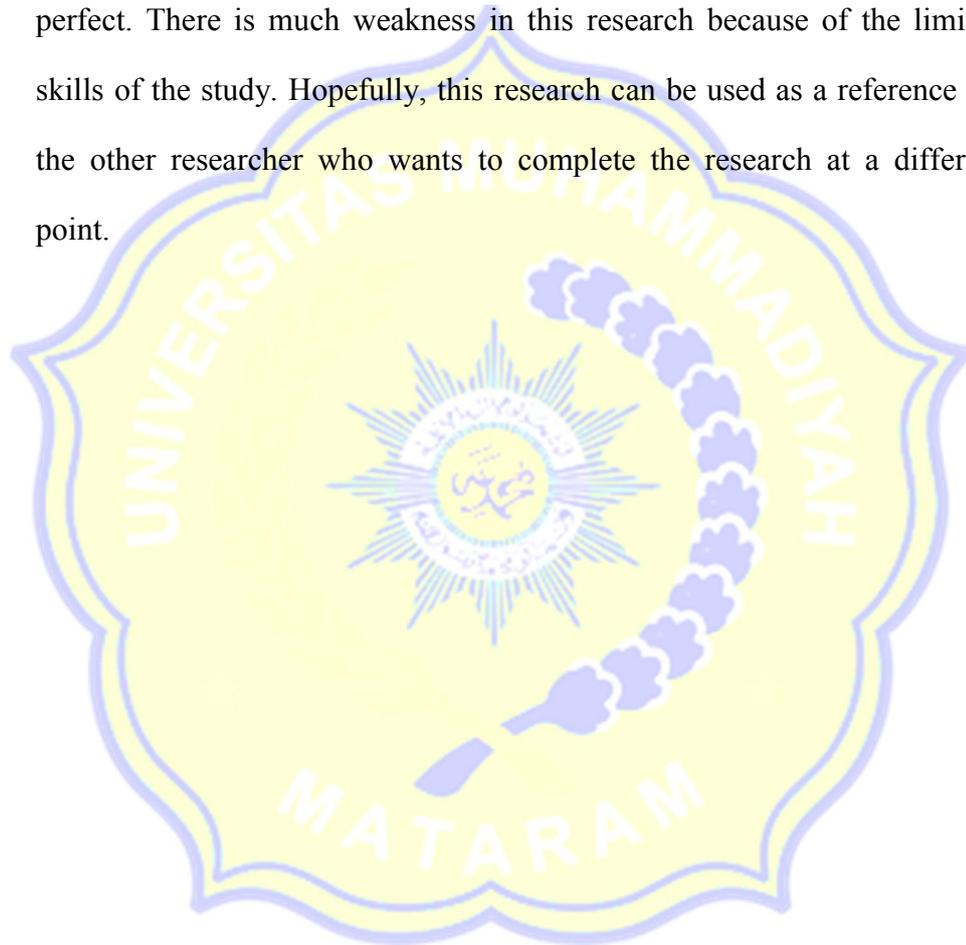
- a. The students have to stay focus on the teacher's direction to be able to practice.
- b. The students must have high motivation to follow the English lesson, especially in reading comprehension.
- c. The students can read the reading text accurately to find difficult words to comprehend the text.
- d. Students should help each other finish the reading task to understand how to do the homework.

4. To the English teacher

- a. Teaching English is difficult, so making the interested student's teacher use various learning processes. The teacher can choose the appropriate strategy according to the situation and topic.
- b. Teachers can use the Story Face strategy to teach reading comprehension and makes students achievement improved.
- c. The English teacher should give motivation to the students in the teaching-learning process.

5. To the other researcher

This research can be used as a reference to the other researcher. The researcher knows that this research paper can not give many contributions, especially in reading comprehension. Hopefully, this research can be developed by the other researcher realize that this research paper is not perfect. There is much weakness in this research because of the limited skills of the study. Hopefully, this research can be used as a reference for the other researcher who wants to complete the research at a different point.



BIBLIOGRAPHY

- Aebersold, J.A and M.L.Field. 1997. *From Reading to Reading Teacher: Issues and Strategies for Second Language Classrooms*. Cambridge: University Press.
- Al-Hameed, AbdTalal Al Odwan. 2012. *The Effect of Directed Reading Thinking Activity through Cooperative Learning on English Secondary Students' Reading Comprehension in Jordan*. International Journal of Humanities and Social Science Vol. 2 No.16.
- Anderson Mark and Kathryn Anderson. 1997. *Text Types in English*. South Yarra: Macmillan Education.
- Arikunto, Suharsimi. 2013. *Prosedur Penelitian*, Jakarta: Rineka Cipta.
- Bedrimiati. 2012. *The Effect of Story Face on Students' Reading Comprehension of Narrative Text in Grade VIII of Islamic Junior High School Nurul Hidayah Pematang Kayu Arang*. Thesis. Faculty of Education and Teacher Training The State Islamic University of Sultan Syarif Kasim Riau Pekanbaru. Published.
- Blachowicz, L Camille & Ogle, Donna. 2008. *Reading Comprehension: Strategies for Independent Learners*. New York: Guilford Publication.
- Brown, H Douglas. 2000. *Principles of Language Learning and Teaching 4th Edition*. San Francisco: Addison Wesley Longman, Inc.
- Brown, H Douglas. 2001. *Teaching by Principles an Interactive Approach to Language pedagogy 2nd*. San Francisco: Addison Wesley Longman, Inc.
- Brown, H Douglas. 2004. *Language Assessment and Principles and Classroom Practice*. San Francisco: Addison Wesley Longman, Inc.
- Brunner, Judy Tilton. 2011. *I Read It but I don't Get It: Helping Students Understand What They Read*. United Kingdom: Rowman & Littlefield Education.
- Carrel, L Patricia., Devine Joane., Eskey E David. 1988. *Introduction: Interactive Approaches to Second Language Reading*. New York: Cambridge University Press.
- Cohen, Luis., Manion, Lawrence & Morrison Keith. 2000. *Research Methods in Education 5th Edition*. London and New York: Routledge.
- Crawford, Alan., Saul, Wendy, Mathews, R. Samuel., Makinster, James. 2005. *Teaching and Learning Strategies for Thinking Classroom*. New York: The International Debate Education Association.

- Cresswell, Jhon. 2014. *Research Design 3rd Edition*. Thousand Oaks California: SAGE Publications.
- Fraenkel, Jack R., Wallen, Norman R., Hyun, Helen H. 2012. *How to Design and Evaluate Research in Education 8th Edition*. New York: McGraw. Inc
- Grellet, Franscoise. 1999. *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. New York: Cambridge University Press.
- Harmer, Jeremy. 1998. *How to Teach English: An Introduction to the Practice of English Language Teaching*. England: Longman.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. Harlow: Pearson Education.
- Hartono, R. 2005. *Genres of Text*. Semarang: Unnes Press.
- Herlina. 2012. *Developing Reading Narrative Text Materials for Eight Graders of Junior High School Implemented with Character Building*: English Education Journal
- Kennedy, Eddie C. 1981. *Method in Teaching Development Reading*. Illinois: F.E. Peacock Publisher. Inc.
- Kern, Richard. 2000. *Literacy and Language Teaching*. New York: Oxford. University Press.
- Klingner, Vaughn & Boardman. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: A Division of Guliford Publication.
- Mary Jo Clark, M. Ed. And Leonore Ganschow. 1995. *Six Reading Strategies for Adult Educators*. Ohio Dept. of Education.
- Mc Neil, Ronald. 1984. *Effective Reading Comprehension*. Jakarta Press.
- Mikulecky, S. Beatrice. 2008. *Teaching Reading in a Second Language*. Pearson Education.
- Nunan, David. 1999. *Second Language Teaching and Learning*. New York: Heinle publishers.
- Nurdwiansyah D., Sada, C., Rosnija E. 2015. *Teaching Reading Comprehension on Narrative Text by Using PowerPoint Animations*. Pontianak: Tanjung Pura University.

- Nurpitriyani, Dewi. 2015. *The Effectiveness of Story Mapping Technique toward Students' Reading Comprehension of Narrative Text (A Quasi Experimental Study at the Tenth Grade Students of SMAN 1 Kota Tangerang Selatan in the Academic Year of 2014/1015)*. Thesis: Department of English Education Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University. Published.
- Nuttal, Christine. 1982. *Teaching Reading Skills in a Foreign Language*. London: Heinemann Educational Books Ltd.
- Purwanto. 2009. *Evaluasi Hasil Belajar*. Yogyakarta: Pustaka Pelajar.
- Richards, J. C., Schmidt, R., Kendricks, H., & Kim, Y. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics (3rd ed)*. London: Pearson Education Limited.
- Solikhah, Imroatus. 2015. *Evaluasi Dalam Pembelajaran Bahasa*. Surakarta: FITK IAIN Surakarta.
- Sugiyono. 2010. *Statistika untuk Penelitian*. Bandung: Alfabeta.
- Sugiyono. 2015. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R & D*. Bandung: Alfabeta.
- Wagner, Patrick and Aleta Baskerville. 2000. *Targeting Text Literature: Narrative Drama dan Poetry*. Sydney: Blake Education.
- Whitten, Esteves & Woodrow. 2009. *RTI. Success Proven Tools and Strategies for School and Classroom*. Minneapolis: Free Spirit Publishing.
- Williams, Eddie. 1999. *Reading in the Language Classroom*. London: Pheonix FLT.







**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Mata Pelajaran : Bahasa Inggris
Kelas : VIII SMP/MTS
Sekolah : MTS Al-Madaniyah Mataram
Materi Pokok : Narrative Text
Alokasi Waktu : 6x30 menit

A. KOMPETENSI INTI (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

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

KI 3: Memahami, menerapkan dan menganalisis pengetahuan, faktual, konseptual, procedural berdasarkan kerangka acuan in tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan perilaku serta norma-norma dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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

B. KOMPETENSI DASAR

- 1.1 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 1.2 Menunjukkan perilaku angungjawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 1.3 Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
- 1.4 Menangkap makna teks naratif lisan dan tulis berbentuk legenda sederhana.

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Siswa dapat menghargai Bahasa Inggris sebagai pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Melaksanakan perilaku kerjasama dalam melaksanakan kerja kelompok dengan teman.
3. Siswa dapat mengidentifikasi gagasan utama, informasi rinci, dan informasi tertentu yang ada dalam cerita rakyat (naratif).
4. Siswa dapat mengidentifikasi karakter yang ada dalam suatu cerita rakyat (teks naratif).
5. Siswa dapat mengidentifikasi setting (latar) cerita.
6. Siswa dapat mengidentifikasi nilai moral yang ada dalam cerita.
7. Siswa dapat mengidentifikasi penggunaan kata-kata khusus dalam cerita.
8. Siswa dapat menjawab pertanyaan terkait dengan teks ceitar akyat yang dibaca.
9. Siswa dapat menceritakan kembali suatu cerita rakyat yang dibaca secara lisan.

D. TUJUAN PEMBELAJARAN

Siswa dapat mengungkapkan makna teks naratif dan tulis berbentuk cerita rakyat sederhana.

E. MATERI PEMBELAJARAN

1. Materi Pembelajaran

a) Basic Material

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 listeners about the story.

Function:

- 1) To entertain the readers.
- 2) To teach or inform.
- 3) To change social opinion.

b) Review the information :

- 1) Setting
- 2) Main characters
- 3) Problem
- 4) Events
- 5) Resolution

c) The kind of narrative texts are :

- 1) Legend: Lake Toba, MalinKundang.
- 2) Fable: Crocodile and Mouse Deer.
- 3) A fairy tale: Snow White, Cinderella, Pinocchio.
- 4) Mystery: Mirror, The Ring, Ghost Ship.
- 5) Science fiction: SpiderMan, Fantastic.

d) Language features

The grammatical features of narrative text are:

- 1) Use of adjectives to build noun groups to describe the people, animals, or things in the story, such as...a nice, diligent and kind-hearted man. Etc.

- 2) Use of time connectives and conjunctions to sequence events through time, such as however, although, later, then.
- 3) Use of adverbs and adverbial phrases to locate the particular events, such as once upon a time, long time ago.
- 4) Use of action verbs to indicate the action, such as stood, explained, provided, smashed.
- 5) Use of saying and thinking verbs to indicate what characters are feeling thinking or saying, such as told, realized, decided.

2. Fungsi Sosial

Meneladani nilai-nilai moral, cerita tanah air, menghargai budaya lain.

3. Topik

Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.

F. Metode pembelajaran

Pendekatan : scientific approach

Media : Kertas manila dan narrative text

G. Langkah-langkah pembelajaran

Pertemuanke 1-6

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> - Guru memberi salam - Guru menyuruh siswa untuk berdo'a - Guru mengabsen siswa - Menjelaskan tujuan pembelajaran 	10 menit
Inti	<p>Pertemuan pertama (1)</p> <p>1). Mengamati (observasi)</p> <ul style="list-style-type: none"> - Guru memancing topik pembelajaran yang terkait pada siswa - Guru menjelaskan materi yang akan di pelajari bagian narrative text dan story face strategy "Cinderella" 	30 menit

	<ul style="list-style-type: none"> - Guru memberikan contoh bagian dari narrative text dan story face strategy <p>2). Menanya</p> <ul style="list-style-type: none"> - Guru membimbing siswa untuk menanyakan tentang hal-hal yang berkaitan dengan materi narrative text dan story face strategy <p>3). Eksplorasi</p> <ul style="list-style-type: none"> - Siswa mempelajari bagian dari narrative text dan story face strategy - Siswa berdiskusi dengan teman sebangku tentang narrative text dan story face strategy. <p>4). Mengasosiasi</p> <ul style="list-style-type: none"> - Membagi siswa menjadi beberapa kelompok - Menunjukkan gambar story face strategy dari narrative text <p>Pertemuan kedua (2)</p> <p>1). Mengamati (observasi)</p> <ul style="list-style-type: none"> - Guru menanyakan kembali pelajaran yang sudah dipelajari pada pertemuan sebelumnya. - Guru menjelaskan materi yang akan dipelajari yaitu bagian dari narrative text dan story face strategy - Guru memberikan contoh narrative text dan story face strategy "Malin kundang" 	
--	--	--

	<p>2). Menanya</p> <ul style="list-style-type: none"> - Guru menanyakan narrative text dan story face strategy yang siswa ketahui. <p>3). Eplorasi</p> <ul style="list-style-type: none"> - Siswa berdiskusi dengan teman sebangku tentang narrative text dan story face strategy - Siswa membaca text dengan teman sebangku - Siswa mencari text yang ada di narrative text untuk melengkapi story face strategy - Siswa berdiskusi dengan teman sebangku tentang narrative text dan story face strategy <p>4). Mengasosiasi</p> <ul style="list-style-type: none"> - Membagi siswa menjadi beberapa kelompok - Menunjukkan gambar story face strategy dari narrative text <p>Pertemuan ketiga (3)</p> <p>1). Mengamati (observasi)</p> <ul style="list-style-type: none"> - Guru menanyakan kembali pelajaran yang sudah di pelajari pada pertemuan sebelumnya. - Guru menjelaskan materi yang akan di pelajari - Guru memberikan contoh narrative text dan story face strategy "The beauty and the beast" <p>2). Menanya</p> <ul style="list-style-type: none"> - Guru menanyakan ulang apa saja bagian dari narrative text of story face strategy
--	--

3). Ekplorasi

- Siswa mencari bagian-bagian narrative text of story face strategy
- Siswa berdiskusi dengan teman sebangku tentang bagian dari narrative of story face strategy

4). Mengasosiasi

- Membagi siswa menjadi beberapa kelompok
- Menunjukkan gambar story face strategy dari narrative text

Pertemuan keempat (4)

1). Mengamati (observasi)

- Guru menanyakan kembali pelajaran yang sudah di pelajari pada pertemuan sebelumnya.
- Guru melanjutkan materi yang akan di pelajari pada narrative text dan story face strategy "sleeping beauty"
- Guru memberikan bagian-bagian dari narrative text of story face strategy

2). Menanya

- Guru menanyakan ulang apa saja materi yang telah di pelajari.

3). Ekplorasi

- Siswa mencari bagian-bagian dari narrative text of story face strategy
- Siswa berdiskusi dengan teman sebangku mencari text yang ada pada narrative text of story face strategy

	<p>4). Mengasosiasi</p> <ul style="list-style-type: none"> - Membagi siswa menjadi beberapa kelompok - Menunjukkan gambar story face strategy dari narrative text <p>Pertemuan kelima (5)</p> <p>1). Mengamati (observasi)</p> <ul style="list-style-type: none"> - Guru menanyakan kembali pelajaran yang sudah dipelajari pada pertemuan sebelumnya. - Guru menjelaskan materi yang akan di pelajari - Guru memberikan contoh narrative text dan story face strategy "Snow White" <p>2). Menanya</p> <ul style="list-style-type: none"> - Guru menanyakan apa saja yang terkait dengan bagian dari narrative text of story face strategy <p>3). Eplorasi</p> <ul style="list-style-type: none"> - Siswa mencari bagian-bagian dari narrative text of story face strategy - Siswa berdiskusi dengan teman sebangku tentang narrative text of story face strategy. <p>4). Mengasosiasi</p> <ul style="list-style-type: none"> - Membagi siswa menjadi beberapa kelompok - Menunjukkan gambar story face strategy dari narrative text 	
--	--	--

	<p>Pertemuan keenam (6)</p> <p>1). Mengamati (observasi)</p> <ul style="list-style-type: none"> - Guru menanyakan kembali pelajaran yang sudah di pelajari pada pertemuan sebelumnya. - Guru menjelaskan materi yang akan di pelajari tentang narrative text dan story face strategy - Guru memberikan contoh narrative text dan story face strategy dari 5 text of narrative text “Cinderella, Malin kundang, The beauty and the Beast, Sleeping beauty, Snow white” <p>2). Menanya</p> <ul style="list-style-type: none"> - Guru menanyakan apa saja bagian dari narrative text of story face strategy <p>3). Eksplorasi</p> <ul style="list-style-type: none"> - Siswa mencari bagian dari narrative text of story face strategy - Siswa berdiskusi dengan teman sebangku tentang bagian-bagian dari narrative text of story face strategy <p>4). Mengasosiasikan.</p> <ul style="list-style-type: none"> - Membagi siswa menjadi beberapa kelompok - Menunjukkan gambar story face strategy dari narrative text 	
Penutup	<ul style="list-style-type: none"> - Guru menjelaskan ulang pelajaran yang di pelajari - Guru memberikan motivasi pada siswa - Guru menutup pelajaran dengan mengucapkan salam 	10 Menit

H. PENILAIAN

Bentuk instrument : Testulis (soal pilihan ganda)

I. RUBRIK PENILAIAN READING

No.	Classification	Range
1.	Excellent	100-90
2.	Very good	89-80
3.	Good	79-70
4.	Fairly	69-60
5.	Fail	50 or lower

Keterangan : pedoman penskoran

a. Untuk testulis:

- untuk setiap jawaban benar = 5

- jawaban salah = 0

$$\text{Nilai} = \frac{\text{Nilai Benar}}{\text{Jumlah Soal}} \times 100$$

- nilai akhir

Cinderella

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters.

The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach. Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

Fira Yuliana

POST-TEST

Mata Pelajaran : Bahasa Inggris
Sekolah : MTS Al-Madaniyah Mataram
Kelas : VIII SMP/MTS

PETUNJUK UMUM

1. Tulis nama dan nomor Anda pada lembar jawaban yang disediakan.
2. Periksa dan bacalah soal dengan teliti sebelum Anda kerjakan.
3. Kerjakanlah soal pada lembar jawaban.
4. Gunakan waktu dengan efektif dan efisien.
5. Periksalah pekerjaan Anda sebelum diserahkan kepada Guru.

70 B = 14

Answer the question by choosing the best answer between a, b, c, d, or e

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female, I will consider you as my sister if you are male, I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy.

Sangkuriang liked hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting, Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his

head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did not know each other. So they fell in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult conditions. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for her honeymoon.

Sangkuriang agreed. With the help of genies and spirits, Sangkuriang tried to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spirits thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, later, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside-down boat.

- ✓ 1. What is the story about?
- A. A wrath son
 - B. West java's tales
 - C. Tumang a Dog husband
 - ✗ D. The legend of Tangkuban Perahu
 - E. Dayang Sumbi's rejection to marry Sangkuriang
- ✓ 2. According to the story, Tumang was....
- A. actually a handsome prince
 - ✗ B. married to Dayang Sumbi
 - C. Sangkuriang pet dog
 - D. good at hunting deer
 - E. in fact Dayang Sumbi's father

- ✓ 3. What did Dayang Sumbi look like?
- A. She liked weaving clothers
 - B. She looked for the heart of a deer
 - ✗ She was beautiful
 - D. She was looking at her fallen tool
 - E. She and her son were alike
- ✓ 4. What made Dayang Sumbi stay young?
- A. She set up conditions in doing things
 - B. A young man fall in love with her
 - C. She married a dog
 - D. She knew how to take care her body
 - ✗ God gave her an eternal beauty
- ✓ 5. Who are the main characters in the story?
- ✗ Dayang Sumbi and Sangkuriang
 - B. The king Dayang Sumbi, the dog and Sangkuriang
 - C. The king, Dayang Sumbi, the dog, Sangkuriang, the ganic, and the spiritis
 - D. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spiritis
 - E. The king, Dayang Sumbi, sister, daughter, the dog, a young man, Sangkuriang, the mount, the boat, the genie, the spiritis and God
- ✓ 6. What moral value can we learn from the story?
- ✗ People must keep their words all the time
 - B. Do not make a promise to easily
 - C. Never be reluctant to do good things
 - D. We should not hate our decendants
 - E. Just do what we have planned
- ✓ 7. "He brought her the falling tool". The underline word "He" refers to.....
- A. Sangkuriang
 - ✗ Tumang
 - C. Dayang Sumbi

- D. The king
- E. Father

✓ 8. "if you are male, I will marry you" (paragraph 2) the sentence mean that the one who helped Dayang Sumbi became her....

- A. Husband
- B. Maid
- C. Boss
- D. Son

E. King

✓ 9. The complication starts when....

- A. Sangkuriang arrived at his own village
- B. Tumang came bringing Dayang Sumbi fallen thing
- C. Dayang Sumbi asked Sangkuriang to find deer's heart
- D. Dayang Sumbi and Sangkuriang fell in love and decided to marry
- E. Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night

✓ 10. "once upon a time, in west java, Indonesia lived a wise king who had beautiful daughter." (paragraph 1). What is the function of the above sentence?

- A. A crisis
- B. A complication
- C. An orientation
- D. A reorientation
- E. A resolution

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest. Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children. She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother

shut the door. 'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

11. The story is about....
- A. Two children went to school for the first time
 - B. A witch who is really kind
 - C. A father who begged a witch for money
 - D. A stepmother who saved her children from a witch
 - E. Two children saved their stepmother from a witch
12. Which statement is FALSE about the witch?
- A. She locked Hansel in a cage
 - B. She planned to eat Hansel & Gretel
 - C. She fell into the ocean
 - D. She hated the children
 - E. She set Gretel to clean the house
13. "The witch fell into the oven and the stepmother shut the door." (Paragraph 4). The underlined word "shut" can be replaced by the word...
- A. Marked
 - B. Painted
 - C. Opened
 - D. Polished
 - E. Closed
14. How did the stepmother find her children?
- A. She walked into the forest
 - B. She got tired and met her children
 - C. She peeped through the window of the witch's cottage
 - D. She fell into the cliff
 - E. She was pushed against the wall

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

- ✓ 15. Where does the story take place?
- A. Indonesia
 - B. Brazil
 - ✗ C. Puerto Rico
 - D. New York
 - E. Jepang
- ✗ 16. From the text we learn that...
- A. We have to follow others
 - ✗ B. We have to respect pet owner
 - C. We have to imitate others
 - D. We are not allowed to force others
 - E. We are not allowed to help others
- ✗ 17. Which statement is false according to the text?
- ✗ A. Catano was the name of the city where the parrot came from
 - B. The man got angry at the parrot
 - C. The parrot couldn't say Catano

- D. The man killed the parrot
- E. The parrot could say Catano

✓ 18. "It was very, very smart". The underlined word "It" refers to...

- A. The chicken
- B. The man
- C. The Catano
- D. The city
- ✗ The bird

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

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

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

The dwarfs said, "What is your name?"

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

Then, Snow White told the dwarfs the whole story.

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

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

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

✓ 19. What type of the text is used by the writer?

- ✗ narrative
- B. report
- C. anecdote
- D. comparative
- E. news item

Haikal arifin

PRE-TEST

Mata Pelajaran : Bahasa Inggris
Sekolah : MTS Al-Madaniyah Mataram
Kelas : VIII SMP/MTS

PETUNJUK UMUM

1. Tulis nama dan nomor Anda pada lembar jawaban yang disediakan.
2. Periksa dan bacalah soal dengan teliti sebelum Anda kerjakan.
3. Kerjakanlah soal pada lembar jawaban.
4. Gunakan waktu dengan efektif dan efisien.
5. Periksalah pekerjaan Anda sebelum diserahkan kepada Guru.

Read the following text to answer questions number 1 to 4.

The Wolf and The Goat

25 B = 5

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

"My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground."

"No, thank you," said the goat.

"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area."

"No, Thank you," said the goat.

"But the grass tastes better down here!" said the exasperated wolf, "Why dine alone?"

"My dear wolf," the goat finally said, "are you quite sure that it is My dinner you are worrying about and not your own?"

- X 1. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
- A. To be his friend
 - B. To graze on the level ground
 - C. To climb up higher
 - D. To be his dinner

X 2. "Aren't you cold up there in the wind?"

The word 'there' refers to

- A. A high cliff
- B. Sheltered area
- C. Grass
- D. Ground

X 3. What can we learn from the story above?

- A. Don't look down to other creatures
- B. Don't easily believe in well behaved creatures
- C. Don't judge others by their appearance
- D. Don't easily beat other creatures

✓ 4. From the story we know

- A. The goat was very hungry
- B. The wolf was a helpful animal
- C. The wolf was eager to eat the goat
- D. The wolf was going to fight with the wolf

Read the following text to answer questions number 5 to 7.

One day a man stopped at a flower shop to order some flowers. He wanted to send it to his mother who lived far in another town through a delivery company. Meanwhile he was looking at sad young girl who was sitting in front of the flower shop. He asked her what was wrong and she replied, "I wanted to buy a red rose for my mother but my money is not enough". The man smiled and said, "Come on in with me I'll buy you a rose." He bought the little girl a rose and he ordered for his own mother flowers too.

After buying a rose flower for the girl the man offered the girl a ride to her home. She said "yes please! You can take me to my mother. She directed him to a cemetery. The girl placed the rose on her mother's fresh grave. Knowing the girl's mother had died the man realized that he must show his love to his mother while she was still alive. Then the man returned to the flower shop. He cancelled the flower delivery order picked up the rose flower and drove to reach his mother's house.

5. We can learn that we have to ...
- A. Show our loves to our mother
 - B. Buy flowers for our mothers
 - C. Keep our mother alive
 - D. Obey to our mother
6. What did the man do after buying the girl a red rose?
- A. He gave her a ride to her home
 - B. He took the girl to her mother's cemetery
 - C. He went to his own home
 - D. He placed the rose on his mother's grave
7. The main idea of the first paragraph is ...
- A. A sad girl was thinking of her mother
 - B. A man helped a girl by buying her a flower
 - C. A girl needed a man to deliver her a flower
 - D. A man bought a flower for a girl

Read the following text to answer questions number 8 to 10.

A Milkmaid had been in the meadow to milk her cows. Now she was returning home with a pail of milk on her hand. She thought, "I will make cream and butter out of this milk."

Then after selling them, I will buy eggs. And when they hatch, I shall have a good poultry farm". She further thought, "I shall sell some of my chickens and buy a fine dress. Seeing it on my body at the party, all the boys will admire me. But I will turn them away". She went on day dreaming; she forgot about the pail on her head. She moved her head suddenly and the pail of milk came tumbling down. It was broken and all the milk split. "Dear, O dear!" she cried, "I have lost mine all"

- X 8. What did the milk-maid carry on her hand?
- A. Some cream
 - B. Some butter
 - C. A pail of milk
 - D. A pail of eggs
- X 9. What does the text tell us about?
- A. Spilt milk
 - B. A pail of milk
 - C. A hardworking girl
 - D. A day dreaming milk-maid
- ✓ 10. What can we learn from the story above?
- A. Don't cry over the split milk
 - B. Don't cry before you are hurt
 - C. Don't dream when you sleep
 - D. Don't count your chickens before they are hatched

Read the following text to answer questions number 11 to 14.

An ant nimbly running in search of food came across a chrysalis that was close its time to change. The chrysalis moved and this attracted the attention of the ant who for the

first time realized that it was a living thing. "Poor, pitiable animal!", cried the ant disdainfully "what a sad fate is yours! While I can run with my pleasure, you lie imprisoned here in your shell". The chrysalis heard all this, but did not try to make any reply.

After a few days, when the ant passed that way again, nothing but the shell remained. Wondering what had happened to its content, he felt himself suddenly shaded and fanned by the gorgeous wings of a beautiful butterfly. "Behold in me," said the butterfly, "your much pitied friend!". So the butterfly rose in the air and lost in the summer breeze.

11. What happened to the chrysalis after few days?

- A. The chrysalis had gone from the shell
- B. The chrysalis had become a butterfly
- C. The ant felt sad about chrysalis death
- D. The ant felt happy for the butterfly

12. What is the main idea of the first paragraph?

- A. Chrysalis is a animal
- B. The chrysalis lie imprisoned
- C. The ant was feeling sorry for the chrysalis
- D. The ant goes around to have fun

13. The text generally tells us about

- A. The adventure of an ant
- B. The ant and the chrysalis
- C. The changing of the chrysalis
- D. The regret of the ant

From the text we can learn that

- A. We have to be arrogant to others
- B. Freedom is everything in life
- C. We have to take revenge
- D. The appearance may be deceptive

Read the following text to answer questions number 15 to 18.

In ancient times, the king placed a boulder on a roadway. Then he hid and watched to see if anyone would remove the huge rock. Some of the king's wealthiest merchants and courtiers came by and simply walked around it. Many loudly blamed the king for not keeping the roads clear, but none did anything to get the big stone out of the ways. Then a peasant came along, carrying a load of vegetables. On approaching the boulder, the peasant laid down his burden and tried to move the stone to the side of the road. After lots of pushing and straining, he finally succeeded. As the peasant picked up his load of vegetables, he noticed a purse lying on the road where the boulder had been. The purse contained a lot of gold coins and a note from the king indicating that the gold was for the person who removed the boulder from the roadway. The peasant learned what many others never understand.

- 15. Why did many people blame the king?
 - A. He did not make good roads for them
 - B. He loved to hide behind the rock
 - C. He showed no care on their roads
 - D. He did not keep the road clear

- 16. What does the last paragraph tell us?
 - A. The roads that people built with the king
 - B. The person who liked keeping the roads well
 - C. The purpose of putting the boulder and purse

- D. The way the peasant removed the boulder on the road
- X 17. From the story, we know that
- ~~X~~ A. Many people liked the peasant
 - B. The peasant was a good man
 - C. The boulder was really small
 - D. The king was very stingy
- X 18. What can we learn from the story?
- A. A problem may be a blessing in disguise
 - ~~X~~ B. There are so many problems in life
 - C. An obstacle may make us stronger
 - D. We have to avoid any problem in our life

Read the following text to answer questions number 19 to 20.

Once upon a time, there was a kingdom in Java that was attacked by another kingdom. The king asked his Queen to save her life. Alas! In the middle of the jungle, the enemy killed all her guards. However, the Queen was lucky because she changed herself into a golden snail and survived.

One day, an old woman saw the snail and took it home. She looked after it. Whenever the old woman was not at home, the snail turned into a human being. She cooked and did the household chores. When the old woman got home, the Queen quickly changed into a snail again. It happened several times and made the old woman curious. One day, the old woman peeped and saw what was going on. She broke in, immediately. She asked, "Why did you change yourself into a snail?". The Queen told her what happened. The old woman was surprised to know that the snail was a Queen. Later, from the head of the village they discovered that the king had won the battle and he was looking for his wife. Then the village head sent a message to the king telling him that his wife was safe. Several days later, the

King and his guards came for the queen. They thanked the villagers for their kindness and brought the old woman to their palace.

- X 19. What happened when the old woman found the snail?
- A. She reported it to the head of the village
 - B. She helped it to find the queen's husband
 - C. It helped cleaning and cooking in her house
 - D. She brought it to her house and took care of it
- X 20. What does the second paragraph tell you about?
- A. The queen lived as a golden snail
 - B. The enemy who attacked the kingdom
 - C. The old woman who looked after a snail
 - D. The king's guards who were killed by enemy

Laki hardi hermawanto

POST-TEST

Mata Pelajaran : Bahasa Inggris
Sekolah : MTS Al-Madaniyah Mataram
Kelas : VIII SMP/MTS

35

B:7

PETUNJUK UMUM

1. Tulis nama dan nomor Anda pada lembar jawaban yang disediakan.
2. Periksa dan bacalah soal dengan teliti sebelum Anda kerjakan.
3. Kerjakanlah soal pada lembar jawaban.
4. Gunakan waktu dengan efektif dan efisien.
5. Periksalah pekerjaan Anda sebelum diserahkan kepada Guru.

Answer the question by choosing the best answer between a, b, c, d, or e

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy.

Sangkuriang liked hunting very much, especially deer. He often hunted to the wood using his arrow. When he went hunting, Tumang was always with him.

One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his

head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did not know each other. So they fell in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was her son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult conditions. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for her honeymoon.

Sangkuriang agreed. With the help of genies and spirits, Sangkuriang tried to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she knew this. So she made lights in the east. Then the spirits thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, later, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside-down boat.

1. What is the story about?
- A. A wrath son
 - B. West java's tales
 - C. Tumang a Dog husband
 - D. The legend of Tangkuban Perahu
 - E. Dayang Sumbi's rejection to marry Sangkuriang
2. According to the story, Tumang was....
- A. actually a handsome prince
 - B. married to Dayang Sumbi
 - C. Sangkuriang pet dog
 - D. good at hunting deer
 - E. in fact Dayang Sumbi's father

3. What did Dayang Sumbi look like?
- A. She liked weaving clothers
 - B. She looked for the heart of a deer
 - C. She was beautiful
 - D. She was looking at her fallen tool
 - E. She and her son were alike
4. What made Dayang Sumbi stay young?
- A. She set up conditions in doing things
 - B. A young man fall in love with her
 - C. She married a dog
 - D. She knew how to take care her body
 - E. God gave her an eternal beauty
5. Who are the main caracters in the story?
- A. Dayang Sumbi and Sangkuriang
 - B. The king Dayang Sumbi, the dog and Sangkuriang
 - C. The king, Dayang Sumbi, the dog, Sangkuriang, the genie, and the spiritis
 - D. The king, Dayang Sumbi, the dog, Sangkuriang, the mount, the boat, the genie, and the spiritis
 - E. The king, Dayang Sumbi, sister, daughter, the dog, a young man, Sangkuriang, the mount, the boat, the genie, the spiritis and God
6. What moral value can we learn from the story?
- A. People must keep their words all the time
 - B. Do not make a promise to easily
 - C. Never be reluctant to do good things
 - D. We should not hate our decendants
 - E. Just do what we have planned
7. "He brought her the falling tool". The underline word "He" refers to.....
- A. Samgkuriang
 - B. Tumang
 - C. Dayang Sumbi

- D. The king
- E. Father

X 8. "if you are male, I will marry you" (paragraph 2). the sentence mean that the one who helped Dayang Sumbi became her....

- A. Husband
- B. Maid
- C. Boss
- D. Son
- X King

X 9. The complication starts when....

- A. Sangkuriang arrived at his own village
- B. Tumang came bringing Dayang Sumbi fallen thing
- X Dayang Sumbi asked Sangkuriang to find deer's heart
- D. Dayang Sumbi and Sangkuriang fell in love and decided to marry
- E. Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night

U 10. "once upon a time, in west java, Indonesia lived a wise king who had beautiful daughter." (paragraph 1). What is the function of the above sentence?

- A. A crisis
- B. A complication
- X An orientation
- D. A reorientation
- E. A resolution

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest. Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children. She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother

shut the door. 'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing. I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

- ✓ 11. The story is about....
- A. Two children went to school for the first time
 - B. A witch who is really kind
 - C. A father who begged a witch for money
 - D. A stepmother who saved her children from a witch
 - E. Two children saved their stepmother from a witch
- ✓ 12. Which statement is FALSE about the witch?
- A. She locked Hansel in a cage
 - B. She planned to eat Hansel & Gretel
 - C. She fell into the ocean
 - D. She hated the children
 - E. She set Gretel to clean the house
- X 13. "The witch fell into the oven and the stepmother shut the door." (Paragraph 4). The underlined word "shut" can be replaced by the word...
- A. Marked
 - B. Painted
 - C. Opened
 - D. Polished
 - E. Closed
- X 14. How did the stepmother find her children?
- A. She walked into the forest
 - B. She got tired and met her children
 - C. She peeped through the window of the witch's cottage
 - D. She fell into the cliff
 - E. She was pushed against the wall

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

- X 15. Where does the story take place?
- A. Indonesia
 - X B. Brazil
 - C. Puerto Rico
 - D. New York
 - E. Jepang
- X 16. From the text we learn that...
- A. We have to follow others
 - B. We have to respect pet owner
 - C. We have to imitate others
 - D. We are not allowed to force others
 - X E. We are not allowed to help others
- X 17. Which statement is false according to the text?
- A. Catano was the name of the city where the parrot came from
 - B. The man got angry at the parrot
 - C. The parrot couldn't say Catano

- D. The man killed the parrot
- The parrot could say Catano

18. "It was very, very smart". The underlined word "It" refers to...

- A. The chicken
- B. The man
- The Catano
- D. The city
- E. The bird

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

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

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

The dwarfs said, "What is your name?"

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

Then, Snow White told the dwarfs the whole story.

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

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

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

19. What type of the text is used by the writer?

- narrative
- B. report
- C. anecdote
- D. comparative
- E. news item

- X 20. To tell the plot, the writers uses...
- A. a rhetorical question and an exclamation
 - X time sequences
 - C. contrastive evidences
 - D. past tense
 - E. concessive conjunctions

Nia Rahmayani

PRE-TEST

Mata Pelajaran : Bahasa Inggris
Sekolah : MTS Al-Madaniyah Mataram
Kelas : VIII SMP/MTS

60

B : 12

PETUNJUK UMUM

1. Tulis nama dan nomor Anda pada lembar jawaban yang disediakan.
2. Periksa dan bacalah soal dengan teliti sebelum Anda kerjakan.
3. Kerjakanlah soal pada lembar jawaban.
4. Gunakan waktu dengan efektif dan efisien.
5. Periksalah pekerjaan Anda sebelum diserahkan kepada Guru.

Read the following text to answer questions number 1 to 4.

The Wolf and The Goat

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

"My dear friend," said the wolf in his sweetest voice, "aren't you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground."

"No, thank you," said the goat.

"Well then," said the wolf, "aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area."

"No, Thank you," said the goat.

"But the grass tastes better down here!" said the exasperated wolf, "Why dine alone?"

"My dear wolf," the goat finally said, "are you quite sure that it is My dinner you are worrying about and not your own?"

- X
1. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
- A. To be his friend
 - B. To graze on the level ground
 - C. To climb up higher
 - D. To be his dinner

✓ 2. "Aren't you cold up there in the wind?"

The word 'there' refers to

- A. A high cliff
- B. Sheltered area
- C. Grass
- D. Ground

✓ 3. What can we learn from the story above?

- A. Don't look down to other creatures
- B. Don't easily believe in well behaved creatures
- C. Don't judge others by their appearance
- D. Don't easily beat other creatures

✓ 4. From the story we know

- A. The goat was very hungry
- B. The wolf was a helpful animal
- C. The wolf was eager to eat the goat
- D. The wolf was going to fight with the wolf

Read the following text to answer questions number 5 to 7.

One day a man stopped at a flower shop to order some flowers. He wanted to send it to his mother who lived far in another town through a delivery company. Meanwhile he was looking at a sad young girl who was sitting in front of the flower shop. He asked her what was wrong and she replied, "I wanted to buy a red rose for my mother but my money is not enough". The man smiled and said, "Come on in with me I'll buy you a rose." He bought the little girl a rose and he ordered for his own mother flowers too.

After buying a rose flower for the girl the man offered the girl a ride to her home. She said "yes please! You can take me to my mother. She directed him to a cemetery. The girl placed the rose on her mother's fresh grave. Knowing the girl's mother had died the man realized that he must show his love to his mother while she was still alive. Then the man returned to the flower shop. He cancelled the flower delivery order picked up the rose flower and drove to reach his mother's house.

- X 5. We can learn that we have to ...
- A. Show our loves to our mother
 - B. Buy flowers for our mothers
 - C. Keep our mother alive
 - D. Obey to our mother
- X 6. What did the man do after buying the girl a red rose?
- A. He gave her a ride to her home
 - B. He took the girl to her mother's cemetery
 - C. He went to his own home
 - D. He placed the rose on his mother's grave
- ✓ 7. The main idea of the first paragraph is ...
- A. A sad girl was thinking of her mother
 - B. A man helped a girl by buying her a flower
 - C. A girl needed a man to deliver her a flower
 - D. A man bought a flower for a girl

Read the following text to answer questions number 8 to 10.

A Milkmaid had been in the meadow to milk her cows. Now she was returning home with a pail of milk on her hand. She thought, "I will make cream and butter out of this milk."

Then after selling them, I will buy eggs. And when they hatch, I shall have a good poultry farm". She further thought, "I shall sell some of my chickens and buy a fine dress. Seeing it on my body at the party, all the boys will admire me. But I will turn them away". She went on day dreaming, she forgot about the pail on her head. She moved her head suddenly and the pail of milk came tumbling down. It was broken and all the milk split. "Dear, O dear!" she cried, "I have lost mine all".

✓ 8. What did the milk-maid carry on her hand?

- A. Some cream
- B. Some butter
- C. A pail of milk
- D. A pail of eggs

X 9. What does the text tell us about?

- A. Spilt milk
- B. A pail of milk
- C. A hardworking girl
- D. A day dreaming milk-maid

✓ 10. What can we learn from the story above?

- A. Don't cry over the split milk
- B. Don't cry before you are hurt
- C. Don't dream when you sleep
- D. Don't count your chickens before they are hatched

Read the following text to answer questions number 11 to 14.

An ant nimbly running in search of food came across a chrysalis that was close its time to change. The chrysalis moved and this attracted the attention of the ant who for the

first time realized that it was a living thing. "Poor, pitiable animal!", cried the ant disdainfully "what a sad fate is yours! While I can run with my pleasure, you lie imprisoned here in your shell". The chrysalis heard all this, but did not try to make any reply.

After a few days, when the ant passed that way again, nothing but the shell remained. Wondering what had happened to its content, he felt himself suddenly shaded and fanned by the gorgeous wings of a beautiful butterfly. "Behold in me," said the butterfly, "your much pitied friend!". So the butterfly rose in the air and lost in the summer breeze.

✓ 11. What happened to the chrysalis after few days?

- A. The chrysalis had gone from the shell
- B. The chrysalis had become a butterfly
- C. The ant felt sad about chrysalis death
- D. The ant felt happy for the butterfly

✗ 12. What is the main idea of the first paragraph?

- A. Chrysalis is a animal
- B. The chrysalis lie imprisoned
- C. The ant was feeling sorry for the chrysalis
- D. The ant goes around to have fun

✗ 13. The text generally tells us about

- A. The adventure of an ant
- B. The ant and the chrysalis
- C. The changing of the chrysalis
- D. The regret of the ant

✗ 14. From the text we can learn that

- A. We have to be arrogant to others
- B. Freedom is everything in life
- C. We have to take revenge
- D. The appearance may be deceptive

Read the following text to answer questions number 15 to 18.

In ancient times, the king placed a boulder on a roadway. Then he hid and watched to see if anyone would remove the huge rock. Some of the king's wealthiest merchants and courtiers came by and simply walked around it. Many loudly blamed the king for not keeping the roads clear, but none did anything to get the big stone out of the way. Then a peasant came along, carrying a load of vegetables. On approaching the boulder, the peasant laid down his burden and tried to move the stone to the side of the road. After lots of pushing and straining, he finally succeeded. As the peasant picked up his load of vegetables, he noticed a purse lying on the road where the boulder had been. The purse contained a lot of gold coins and a note from the king indicating that the gold was for the person who removed the boulder from the roadway. The peasant learned what many others never understand.

- ✓ 15. Why did many people blame the king?
- A. He did not make good roads for them
 - B. He loved to hide behind the rock
 - C. He showed no care on their roads
 - D. He did not keep the road clear
- X 16. What does the last paragraph tell us?
- A. The roads that people built with the king
 - B. The person who liked keeping the roads well
 - C. The purpose of putting the boulder and purse

D. The way the peasant removed the boulder on the road

✓ 17. From the story, we know that

A. Many people liked the peasant

B. The peasant was a good man

C. The boulder was really small

D. The king was very stingy

✓ 18. What can we learn from the story?

A. A problem may be a blessing in disguise

B. There are so many problems in life

C. An obstacle may make us stronger

D. We have to avoid any problem in our life

Read the following text to answer questions number 19 to 20.

Once upon a time, there was a kingdom in Java that was attacked by another kingdom. The king asked his Queen to save her life. Alas! In the middle of the jungle, the enemy killed all her guards. However, the Queen was lucky because she changed herself into a golden snail and survived.

One day, an old woman saw the snail and took it home. She looked after it. Whenever the old woman was not at home, the snail turned into a human being. She cooked and did the household chores. When the old woman got home, the Queen quickly changed into a snail again. It happened several times and made the old woman curious. One day, the old woman peeped and saw what was going on. She broke in, immediately. She asked, "Why did you change yourself into a snail?" The Queen told her what happened. The old woman was surprised to know that the snail was a Queen. Later, from the head of the village they discovered that the king had won the battle and he was looking for his wife. Then the village head sent a message to the king telling him that his wife was safe. Several days later, the

King and his guards came for the queen. They thanked the villagers for their kindness and brought the old woman to their palace.

✓ 19. What happened when the old woman found the snail?

- A. She reported it to the head of the village
- B. She helped it to find the queen's husband
- C. It helped cleaning and cooking in her house
- D. She brought it to her house and took care of it

✓ 20. What does the second paragraph tell you about?

- A. The queen lived as a golden snail
- B. The enemy who attacked the kingdom
- C. The old woman who looked after a snail
- D. The king's guards who were killed by enemy



UNIVERSITAS MUHAMMADIYAH MATARAM
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

E-mail: kip@ummat.ac.id Website: <http://kip.ummat.ac.id>

Jalan KH. Ahmad Dahlan No.1 Telp (0370) 630775 Mataram

Nomor : 0186/11.3.AU/FKIP-UMMat/F/XI/2020
Lamp. : 1 (Satu) Eksemplar
Perihal : **Permohonan Izin Penelitian**

Kepada
Yth. Kepala Sekolah MTs Al-Madaniyah Mataram
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:

Nama : Putri Anggrek Nurjulianti
NIM : 116120012
Jurusan/ Program Studi : Pendidikan/Pend. Bahasa Inggris
Judul : The Effectiveness of Story Face Strategy in Teaching Reading Comprehension at The Second Grade Students of MTs Al-Madaniyah Mataram in Academic Year 2019-2020
Tempat Penelitian : MTs Al-Madaniyah Mataram

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

Wabillahiratfiq Walhidayah
Wassalamu'alaikum Wr. Wb.

Mataram, 27 November 2020

An. Dekan,
Wakil Dekan II


Agus Herianto, S.Pd., M.Pd.
FKNDN/0831128220

Tembusan:

1. Rektor UM Mataram (sebagai laporan)
2. Ketua Jurusan/ Program Studi
3. Yang bersangkutan
4. Arsip



YAYASAN PESANTREN AL-MADANIYAH

MTs. AL-MADANIYAH

Jl. H. Na'im Jempong Barat, Kcl. Jempong Baru, Kec. Sekarbela,
Kota Mataram Telp. (0370) 620 655

SURAT KETERANGAN

Nomor : 36 /MTs-AM/XII /2020

Yang bertanda tangan dibawah ini, Kepala Madrasah Tsanawiyah Al-Madaniyah Jempong Baru Kecamatan Sekarbela Kota Mataram, menerangkan dengan sebenarnya bahwa yang tersebut namanya dibawah ini:

Nama : PUTRI ANGGREK NURJULIANI
Nim : 116120012
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan ilmu Pendidikan

Memang benar telah melaksanakan penelitian di MTs Al-Madaniyah dari Tanggal 27 November s/d 23 Desember 2020. Dengan judul Penelitian : "The Effectiveness of Story Face Strategy in Teaching Reading Comprehension At The Second Grade Students Of Mts. Al - Madaniyah Mataram In Academic Year 2020/2021"

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya

Mataram, 23 Desember 2020
Kepala MTs. Al-Madaniyah



Hj. HAERUNIAH, S.Ag
NIP. 197409132006042023



YAYASAN PESANTREN AL-MADANIYAH

MTs. AL-MADANIYAH

Jl. H. Na'im Jempong Barat, Kel. Jempong Baru, Kec. Sekarbela,
Kota Mataram Telp. (0370) 620 655

SURAT KETERANGAN

Nomor : 36 /MTs-AM/XII /2020

Yang bertanda tangan dibawah ini, Kepala Madrasah Tsanawiyah Al-Madaniyah Jempong Baru Kecamatan Sekarbela Kota Mataram, menerangkan dengan sebenarnya bahwa yang tersebut namanya dibawah ini:

Nama : PUTRI ANGGREK NURJULIANI

Nim :116120012

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Fakultas Keguruan dan ilmu Pendidikan

Memang benar telah melaksanakan penelitian di MTs Al-Madaniyah dari Tanggal 27 November s/d 23 Desember 2020. Dengan judul Penelitian : **"The Effectiveness of Story Face Strategy in Teaching Reading Comprehension At The Second Grade Students Of Mts. Al - Madaniyah Mataram In Academic Year 2020/2021"**

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagsimana mestinya

Mataram, 23 Desember 2020
Kepala MTs. Al-Madaniyah

H. H. APRUNIAH, S.Ag
NIP. 197409132006042023



SKRIPSI 2020-2021 ANGGREK fixxxxxxxxxx.edited

by PremiumApps Shoppe

General metrics

86,787	13,524	1182	54 min 5 sec	1 hr 44 min
characters	words	sentences	reading time	speaking time

Score

99

This text scores better than 99%
of all texts checked by Grammarly

Writing Issues

265	24	241
Issues left	Critical	Advanced

Plagiarism

This text hasn't been checked for plagiarism

Writing Issues

62	Correctness	
8	Improper formatting	
4	Text inconsistencies	
1	Wrong or missing prepositions	
2	Comma misuse within clauses	
12	Incomplete sentences	
3	Determiner use (a/an/the/this, etc.)	
6	Misplaced words or phrases	
11	Closing punctuation	
1	Incorrect verb forms	
11	Misspelled words	
4	Punctuation in compound/complex sentences	
1	Confused words	
38	Delivery	
38	Inappropriate colloquialisms	
159	Clarity	
34	Wordy sentences	
98	Passive voice misuse	
18	Intricate text	
9	Hard-to-read text	
6	Engagement	
5	Word choice	
1	Monotonous sentences	

Unique Words**13%**

Measures vocabulary diversity by calculating the percentage of words used only once in your document

unique words

Rare Words**41%**

Measures depth of vocabulary by identifying words that are not among the 5,000 most common English words.

rare words

Word Length**4.9**

Measures average word length

characters per word

Sentence Length**11.4**

Measures average sentence length

words per sentence