

## Appendix 1. Research Permission Letter



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI  
**UNIVERSITAS PENDIDIKAN GANESHA**

**FAKULTAS BAHASA DAN SENI**  
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 Telepon (0362) 21541 Fax. (0362) 27561  
 Laman: fbs.undiksha.ac.id

Nomor : 266/UN48.7.1/DT/2023

6 Februari 2023

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMA Negeri 1 Selemadeg  
 di Tabanan

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Ari Nugraha
NIM	: 1912021167
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2022/2023
Judul	: The Effect of Using Picture Series In Students Reading Comprehension In Eleventh Grade Students of SMA N 1 Selemadeg

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,  
 Wakil Dekan I,

*(Signature)*  
**Dr. Dewa Putu Ramendra, S.Pd., M.Pd.**  
 NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS



## Appendix 2

### Blue Print of Try-Out Test

Basic Competence	Indicators	Level of Cognitive and Knowledge Dimension				Materi
		C1		C2		
		K1	K2	K1	K2	
Understand the social function, text structure, and linguistic elements of a narrative text in the form of a fable, according to the context of its use.	Identify the main idea of the narrative story	1	42	11	20	Narrative text
		2	43	12	21	
		3	45	46	23	
		4	47		44	
		5				
		24				
		25				
		26				
		29				
		30				
		31				
		41				

Identify the meaning of words in the text		10	15	6
		28		7
		37		8
				16
				22
Recalling the specific information from the picture series				39
	17	13	19	9
	18		34	32
	36		38	48
Interpreting the textual reference of the text in the picture series	40		50	49
	33	35		14



### Appendix 3

#### Try-Out Test

Baca dan pahami instruksi di bawah ini!

1. Semua soal merupakan pilihan ganda
2. Pilihlah salah satu jawaban yang menurut anda paling benar dengan memberikan tanda silang pada huruf a, b, c, dan d
3. Ini adalah tes pemahaman membaca. Jadi anda harus benar-benar membaca dengan seksama
4. Jika ada hal yang kurang dipahami tanyakanlah pada pengawas sebelum tes berlangsung
5. Anda diberikan waktu selama 2 x 40 menit untuk menyelesaikan tes

The text for question number 1-10

#### Lost the Key

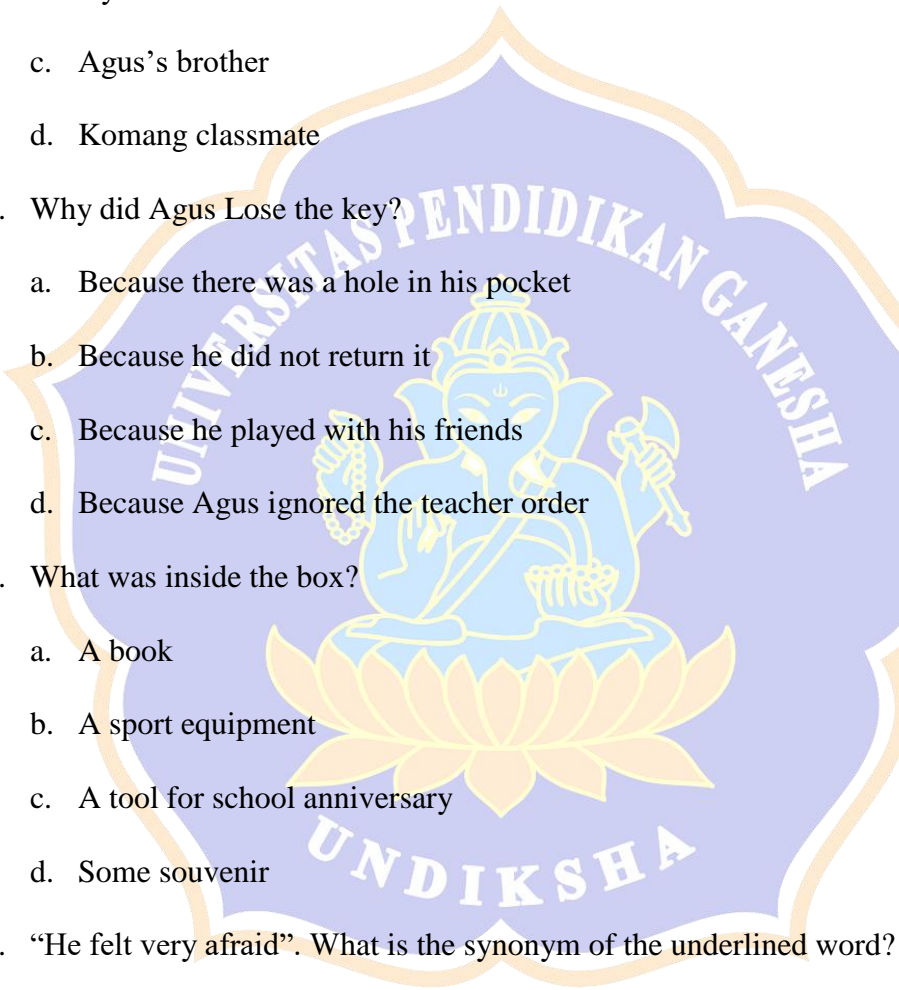
In the morning, there was a boy named Agus. He was a smart and friendly student in his school. Together with his best friend named Komang, they usually went to school together.

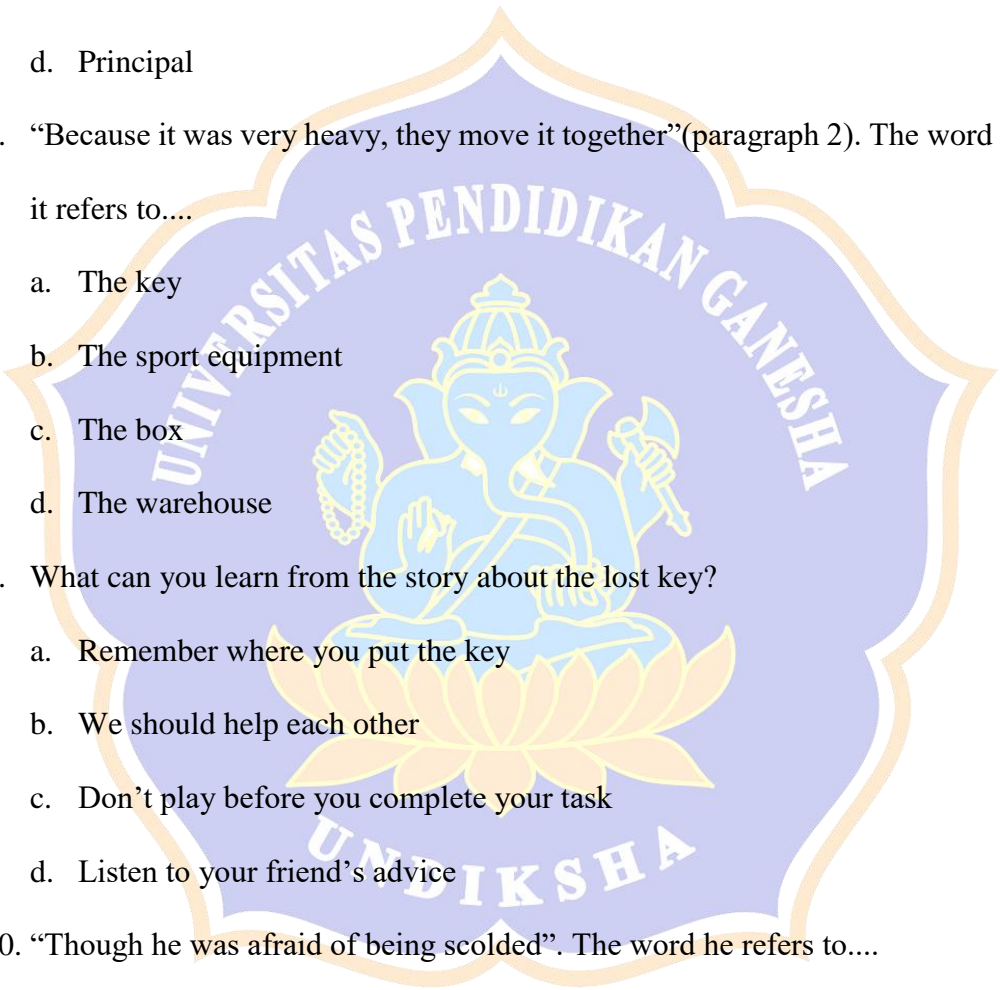
The next morning, their school was preparing for the school anniversary. Komang as usual went to school with Agus. Before preparing for the anniversary, the

principal asked the students to gather in the schoolyard. He gave an announcement to all of the students. Komang, Agus, and his classmate named Putra were assigned to move some boxes from the library to the warehouse. The box contains sports equipment. Because it was very heavy, they move it together. After finishing, the teacher asked Agus to return the key to the teacher's room. But Agus did not directly return the key. He went straight to the cafeteria with his friends. He did not realize there was a hole in his pocket. After they returned to the classroom, Agus realized that the key was missing from his pocket. He then sought the key all over the places in the school. But none of his friends found it.

Because of despair, Komang suggested Agus report it to the teacher. Though he was afraid of being scolded, the three of them decided to report the incident to the teacher. Mr. Puja was very angry with Agus. But, a female student came with a key that Agus was looking for. Her name is Ayu. She said the key fell near the school cafeteria. Agus felt guilty and grateful to Ayu.

1. What is the story about?
  - a. Adi and the friends
  - b. The preparation for the school anniversary
  - c. The lost of key
  - d. How Adi spent time with his friends
2. How did the character solve the problem?
  - a. By going to the cafeteria
  - b. By calling the girl named Ayu

- c. By telling the teacher about the incident
- d. By seeking for the key together
3. Who was Agus?
- a. Adi's close friend
- b. Ayu's classmate
- c. Agus's brother
- d. Komang classmate
4. Why did Agus Lose the key?
- a. Because there was a hole in his pocket
- b. Because he did not return it
- c. Because he played with his friends
- d. Because Agus ignored the teacher order
5. What was inside the box?
- a. A book
- b. A sport equipment
- c. A tool for school anniversary
- d. Some souvenir
6. "He felt very afraid". What is the synonym of the underlined word?
- a. Fall
- b. Find
- c. Sense
- d. Afraid
- 

7. In the second paragraph, “He gave announcement to students”. The underlined word refers to....
- Agus
  - Teacher
  - Staff
  - Principal
8. “Because it was very heavy, they move it together”(paragraph 2). The word it refers to....
- The key
  - The sport equipment
  - The box
  - The warehouse
9. What can you learn from the story about the lost key?
- Remember where you put the key
  - We should help each other
  - Don't play before you complete your task
  - Listen to your friend's advice
10. “Though he was afraid of being scolded”. The word he refers to....
- Puja
  - Agus
  - Putra
  - Komang
- 

The text for question number 11-16

### **The Rabbit and The Turtle**

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

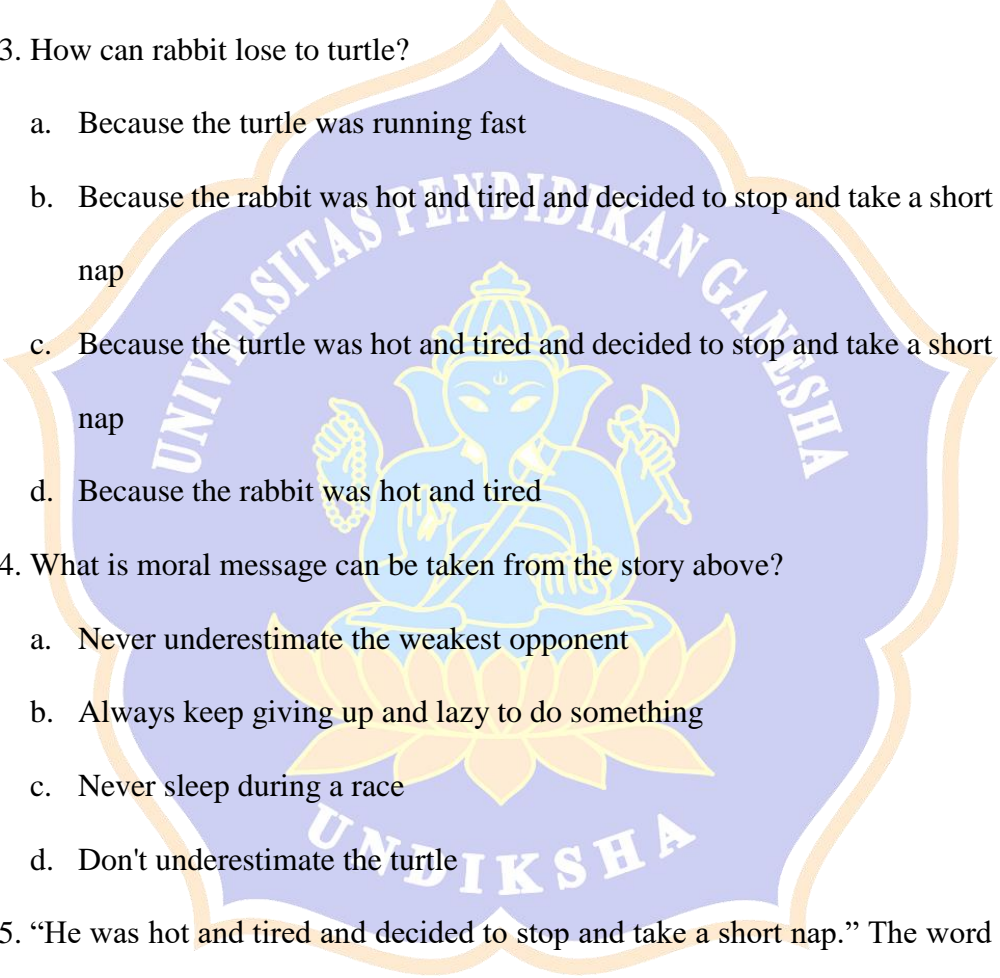
The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. Even if the turtle passed him, he would be able to race to the finish line ahead of him. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full speed to the finish line but found the turtle there waiting for him.

Source : <https://www.moralstories.org/the-rabbit-and-the-turtle/>

11. What does the story about?
- The road
  - The slowness of the turtle running
  - How fast does the rabbit run
  - The turtle and the rabbit



12. Who is challenging for the running race?
- The turtle
  - The rabbit
  - The fox
  - The wolf
13. How can rabbit lose to turtle?
- Because the turtle was running fast
  - Because the rabbit was hot and tired and decided to stop and take a short nap
  - Because the turtle was hot and tired and decided to stop and take a short nap
  - Because the rabbit was hot and tired
14. What is moral message can be taken from the story above?
- Never underestimate the weakest opponent
  - Always keep giving up and lazy to do something
  - Never sleep during a race
  - Don't underestimate the turtle
15. "He was hot and tired and decided to stop and take a short nap." The word he refers to....
- The turtle
  - The rabbit
  - The fox
- 

d. The wolf

16. “The rabbit slept longer than he had thought and woke up.” What is the antonym of the underlined word?

a. Wake up

b. Sleep

c. Fall

d. Afraid

The text for question number 17-22

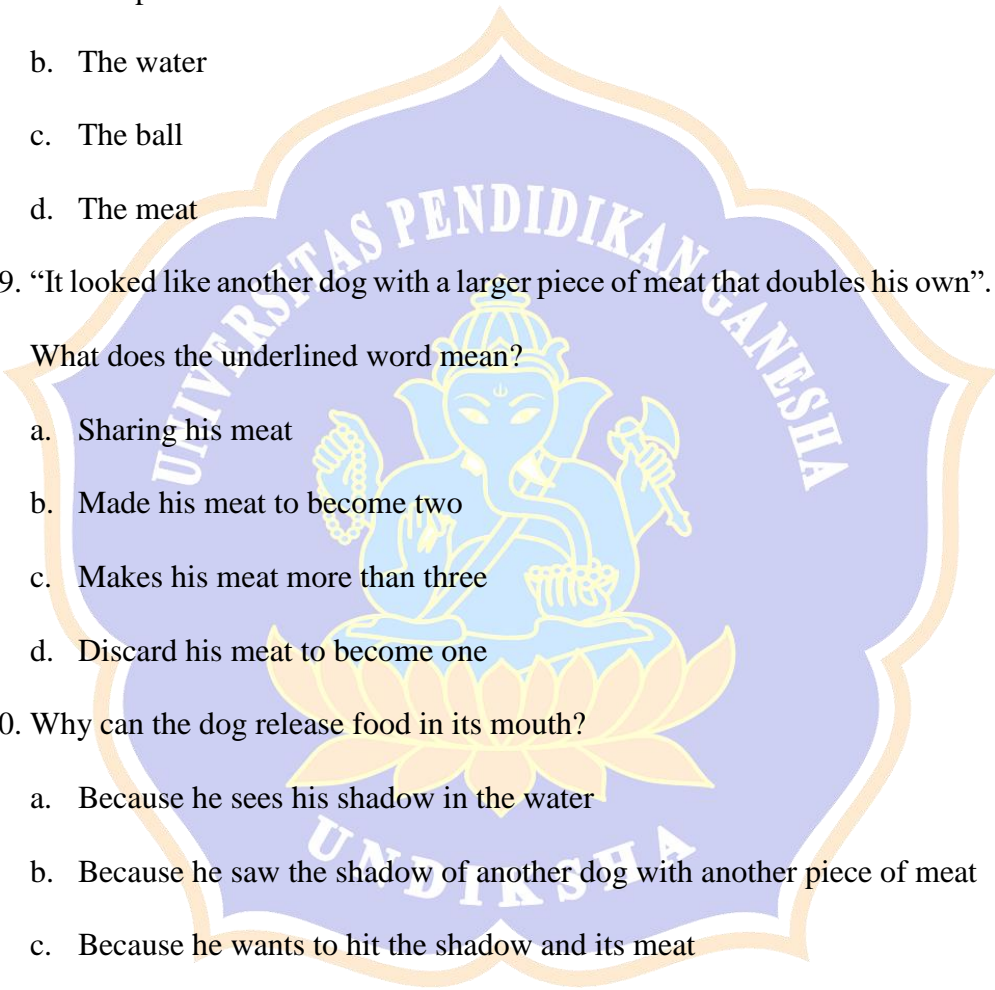
One sunny day, a dog was walking home with a piece of meat in his mouth. On the way, the dog crossed a plank bridge over a stream and saw his own reflection in the water. It looked like another dog with a larger piece of meat that doubles his own. “Why should he get such good meat?” thought the dog greedily. “I want that piece too, it should be mine.”

Without thinking any longer, the dog opened his mouth to bite the larger piece of meat, and instantly he dropped his meat into the stream and disappears. When the greedy dog saw his meat sank into the water, he felt so foolish. The dog put his tail between his legs and slunk away.

Source : <https://www.contohtext.com/2018/06/story-telling-pendek-fabel-greedy-dog.html>

17. What is the appropriate title of the story?

a. A greedy dog

- b. A hungry dog
- c. An angry dog
- d. A good Dog
18. What do dogs carry?
- a. The pizza
- b. The water
- c. The ball
- d. The meat
19. “It looked like another dog with a larger piece of meat that doubles his own”.
- What does the underlined word mean?
- a. Sharing his meat
- b. Made his meat to become two
- c. Makes his meat more than three
- d. Discard his meat to become one
20. Why can the dog release food in its mouth?
- a. Because he sees his shadow in the water
- b. Because he saw the shadow of another dog with another piece of meat
- c. Because he wants to hit the shadow and its meat
- d. Because he wants to swim
21. How is the character of the dog in the story above?
- a. Greedy
- b. Good
- 

- c. Humble
  - d. Stubborn
22. "I want that piece too, it should be mine" The word it refers to....
- a. The dog
  - b. The shadow
  - c. Another dog
  - d. The meat

The text for question number 23-29

One day, a stupid man went to the market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way, he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful.

Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

Source: <http://englishjuniorhighschool.blogspot.com/2012/04/stupid-man-and-his-cows-one-day-stupid.html>

23. What does the story tell about?
- The man bought five cows
  - A stupid man and his cows
  - The missing cow
  - A stupid woman and her cows
24. Why did a stupid man only look at the five cows he had bought?
- Because a stupid men don't count the cows they ride
  - Because a stupid man only bought five cows
  - Because the cow that was bought has disappeared
  - Because a stupid man forgot to buy six cows
25. Why is a stupid man afraid of being scolded by his wife when he comes home?
- Because he lost one of his cows
  - Because he bought six cows
  - Because his wife waited a long time
  - Because he doesn't bring cows home
26. "He was afraid that he would be scolded by his wife". What is the synonym of the underlined word?
- Hungry
  - Angry
  - Afraid
  - Confused



27. What is the main idea of the first paragraph?
- a. A stupid man lost one cow
  - b. A stupid man went to market
  - c. A stupid man getting scolded by his wife
  - d. A stupid man trip to his house
28. "He could only see five of them". The underlined word refers to....
- a. A stupid boy
  - b. His wife
  - c. Cows
  - d. Goats
29. "Then, his wife asked him how many cows he bought." The word "him" refers to....
- a. His wife
  - b. A stupid man
  - c. Cow
  - d. Seller

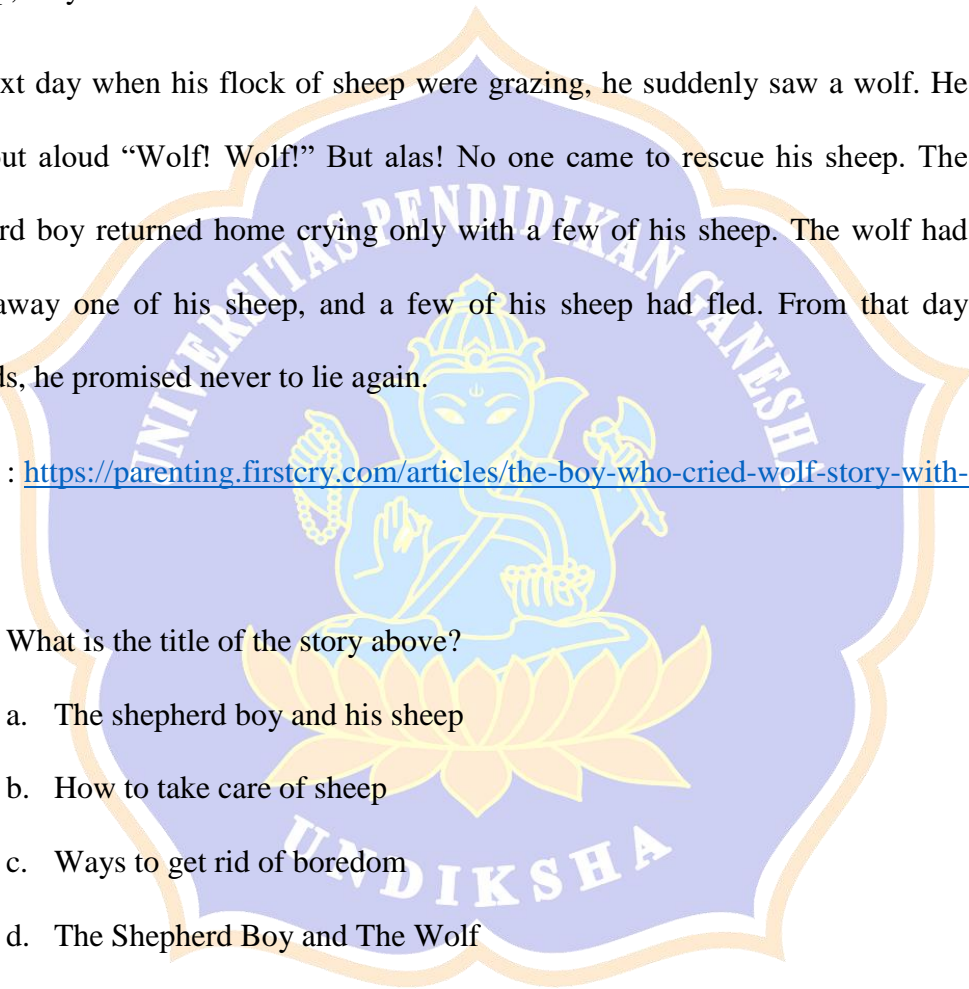
The text for question number 30-40

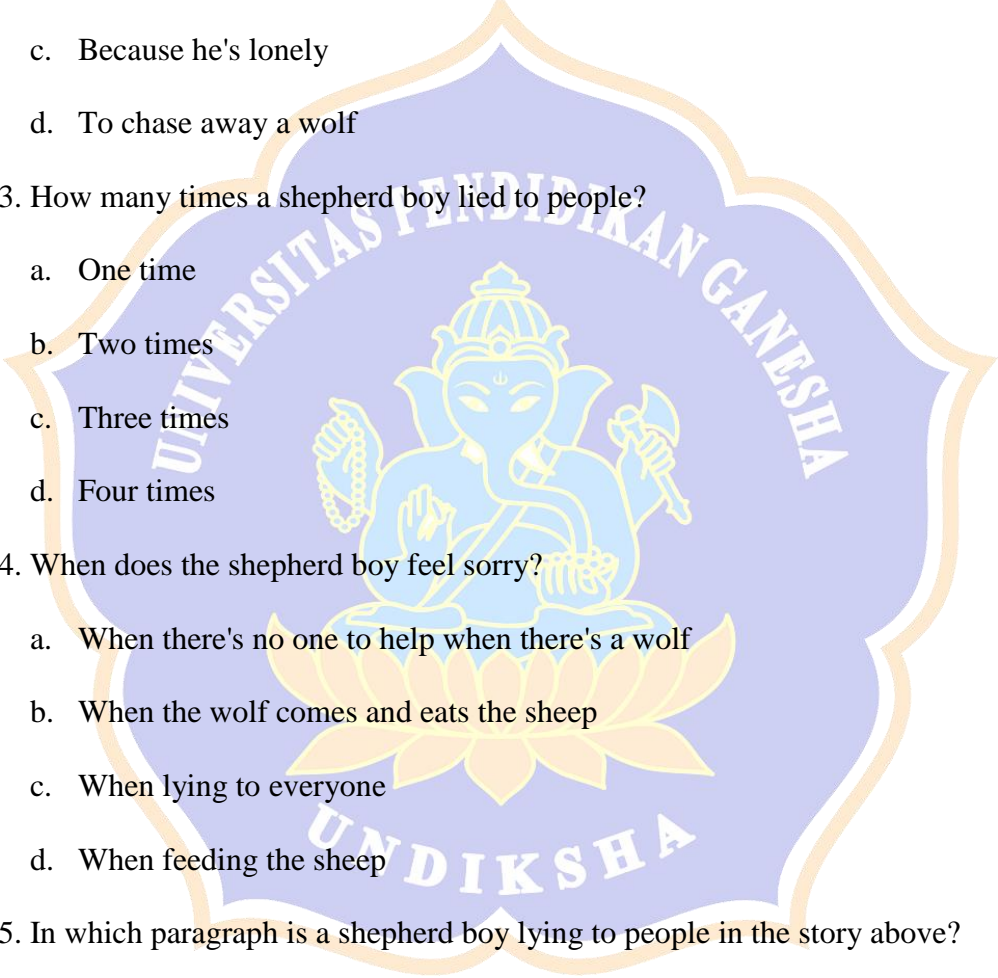
Once upon a time, there was a shepherd boy who used to take his flock of sheep to the hill to graze on the fresh green grass. Sitting there, he had nothing to do the whole day. One day, an idea struck him. To overcome his boredom, he cried out, "wolf! Wolf!" All the men came running with their sticks and to their dismay found no wolf! The boy laughed.

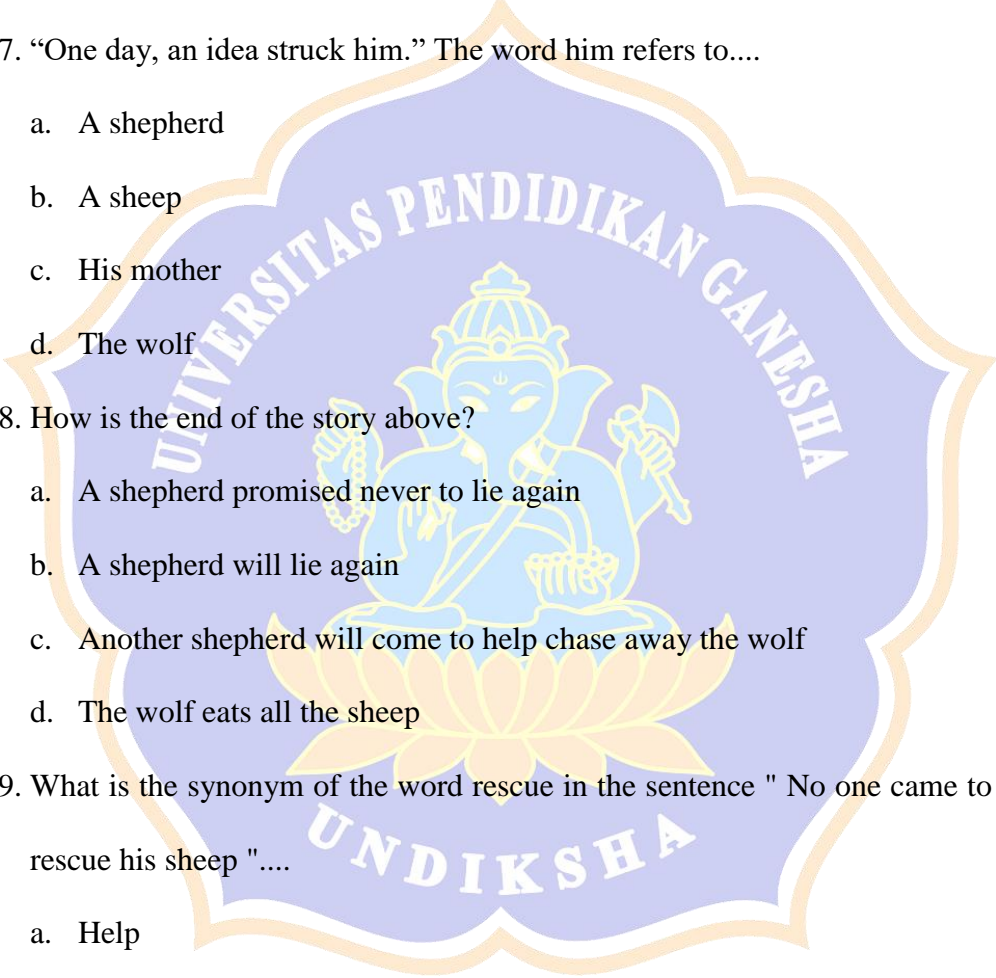
Again after a few days, he cried out, “wolf! Wolf!” and the villagers again came running up the hill only to find that the shepherd boy had fooled them. He laughed and laughed, seeing that he had succeeded in fooling them again. However, this time, the villagers were very angry, and they told him that the next time he cries out for help, they would not come.

The next day when his flock of sheep were grazing, he suddenly saw a wolf. He cried out aloud “Wolf! Wolf!” But alas! No one came to rescue his sheep. The shepherd boy returned home crying only with a few of his sheep. The wolf had taken away one of his sheep, and a few of his sheep had fled. From that day onwards, he promised never to lie again.

Source : <https://parenting.firstcry.com/articles/the-boy-who-cried-wolf-story-with-moral/>

- 
30. What is the title of the story above?
- The shepherd boy and his sheep
  - How to take care of sheep
  - Ways to get rid of boredom
  - The Shepherd Boy and The Wolf
31. Who takes the flock to the hills to look for grass?
- A farmer
  - A gardener
  - A shepherd

- d. A police
32. In the first paragraph, why does a shepherd boy say “wolf! wolf!” even though there were no wolves there?
- a. To summon a wolf
  - b. Because he wants to prank other shepherds
  - c. Because he's lonely
  - d. To chase away a wolf
33. How many times a shepherd boy lied to people?
- a. One time
  - b. Two times
  - c. Three times
  - d. Four times
34. When does the shepherd boy feel sorry?
- a. When there's no one to help when there's a wolf
  - b. When the wolf comes and eats the sheep
  - c. When lying to everyone
  - d. When feeding the sheep
35. In which paragraph is a shepherd boy lying to people in the story above?
- a. 1 and 3
  - b. 2 and 3
  - c. 1 and 2
  - d. 3 only
- 

36. Why are people angry with a shepherd boy?
- Because he has lied to everyone
  - Because he has stolen the sheep
  - Because he chased the wolves
  - Because he brought the wolf
37. "One day, an idea struck him." The word him refers to....
- A shepherd
  - A sheep
  - His mother
  - The wolf
38. How is the end of the story above?
- A shepherd promised never to lie again
  - A shepherd will lie again
  - Another shepherd will come to help chase away the wolf
  - The wolf eats all the sheep
39. What is the synonym of the word rescue in the sentence " No one came to rescue his sheep "....
- Help
  - Advise
  - Rebuke
  - Lie
40. Why did the shepherd boy return home crying?
- 

- a. Because no one came
- b. Because the wolf has eaten the sheep
- c. Because the wolf has come
- d. Because the sheep have run away

**The text for question number 41-50**

On Saturday, there was a girl named Diana, she is a student in grade eight. She has a best friend named Diah. In the school, they have a plan for a holiday. The plan is to go to the beach tomorrow. But, another friend named Yudi knows their's plan and he wants to join. However, Diana and Sari don't want Yudi to come along and tell Yudi to go on vacation to another place.

The next day, Diana and Diah go to Sanur beach. Arriving at the beach, Diana wants to invite Diah to swim but Diah can't swim. Diana saw a boy using a life jacket to swim, Diana also invited Diah to rent a life jacket to float in the water. When renting a life jacket, Diah paid the rent of Rp. 10.000 and get a change of Rp. 2.000. They play while swimming on the beach. When they swim, Diana saw a beautiful starfish and she wanted to take and show it to Diah. But, in another place, Diah saw the sea urchins. When Diah wants to take the sea urchin, Yudi comes and forbids Diah to hold the sea urchin, because it has poison. Yudi used a stick to keep the sea urchin away. However, Diana thought that Yudi was beating Diah with a stick. Soon she came and scolded Yudi. Then, Diah explained the truth to Diana



Diana and Diah apologized because they had misjudged Yudi, even though he just wanted to play together. After that, the three of them played with felt happy together.

41. What is the appropriate title of the story?

- a. Holliday to Sanur beach
- b. Go to swim on Sanur beach
- c. Planning to holiday
- d. Playing with friends in Sanur beach

42. Who is Diana's best friend?

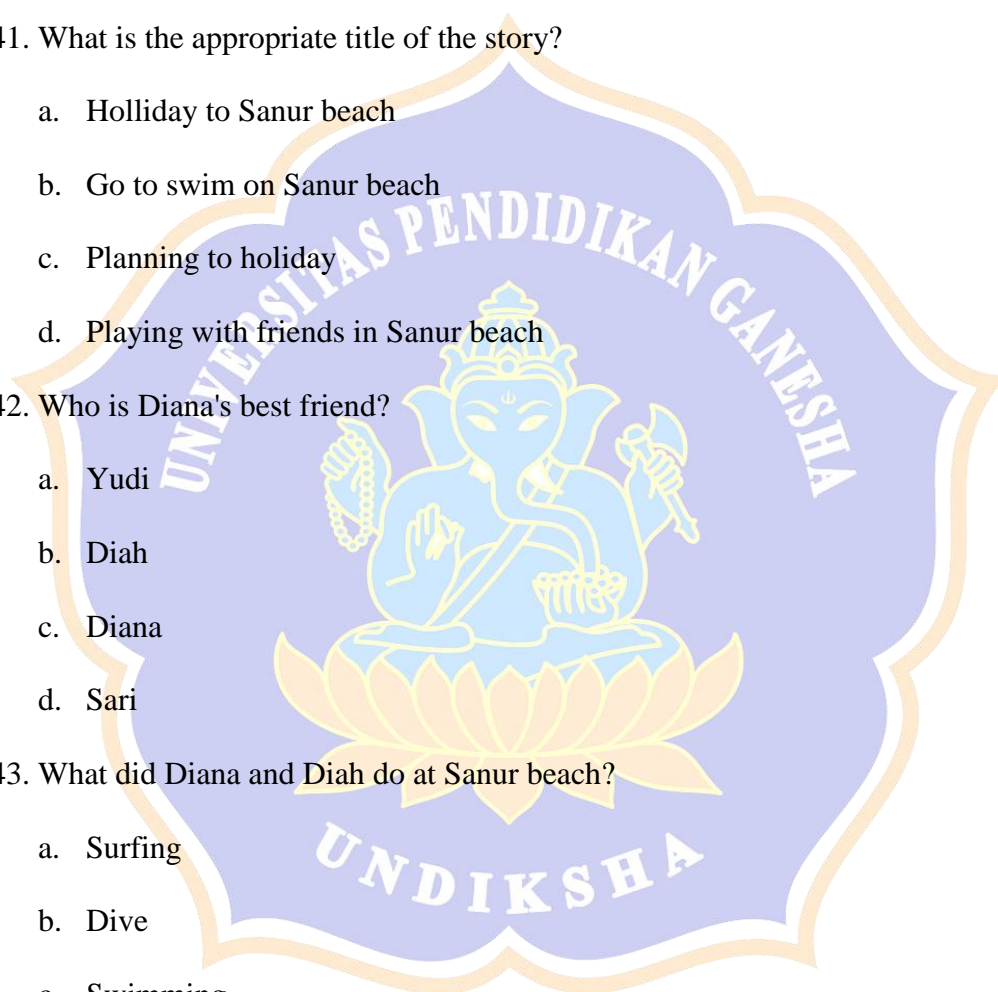
- a. Yudi
- b. Diah
- c. Diana
- d. Sari

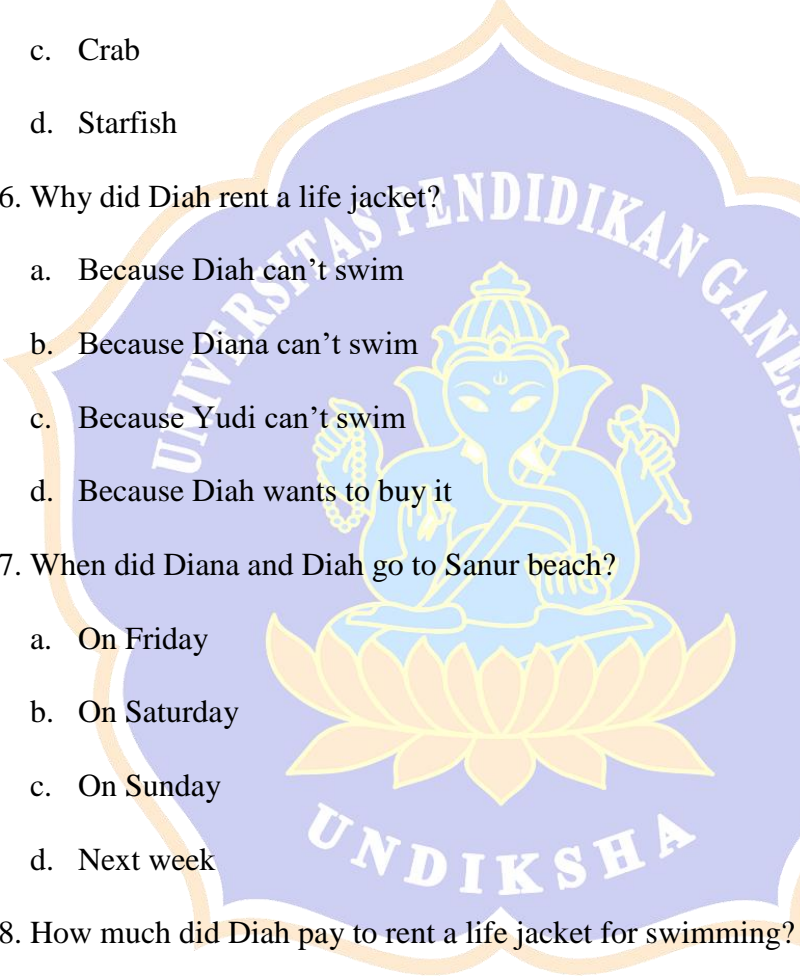
43. What did Diana and Diah do at Sanur beach?

- a. Surfing
- b. Dive
- c. Swimming
- d. Fishing

44. How is Yudi's character in the story above?

- a. Kind
- b. Wicked



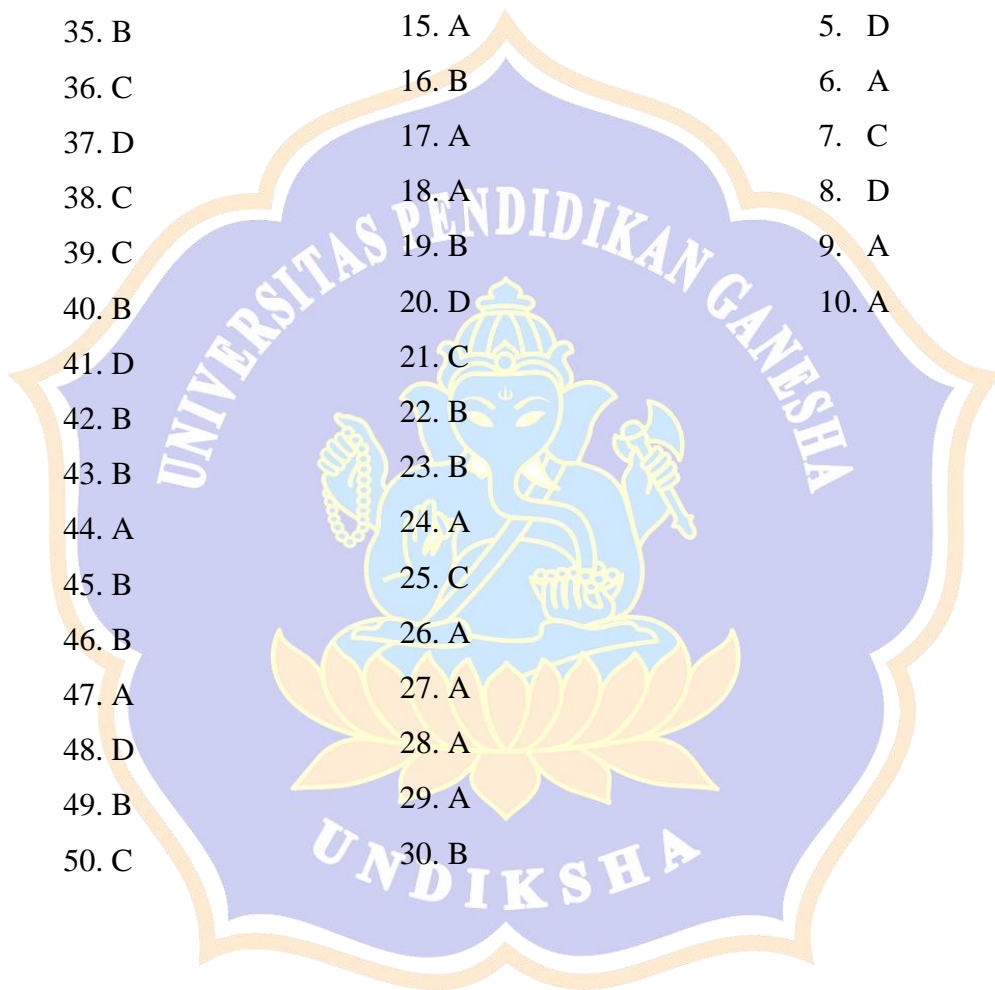
- c. Stubborn
- d. Bully
45. What did Diana see while swimming?
- a. Sea urchins
- b. Squid
- c. Crab
- d. Starfish
46. Why did Diah rent a life jacket?
- a. Because Diah can't swim
- b. Because Diana can't swim
- c. Because Yudi can't swim
- d. Because Diah wants to buy it
47. When did Diana and Diah go to Sanur beach?
- a. On Friday
- b. On Saturday
- c. On Sunday
- d. Next week
48. How much did Diah pay to rent a life jacket for swimming?
- a. Rp 10.000
- b. Rp 5.000
- c. Rp 7.000
- d. Rp 8.000
- 

49. What does Yudi want from Diana and Diah?
- a. He just wants to play together
  - b. He wants to prank them
  - c. He just wants to save Diah
  - d. He wants to play alone
50. What moral message can be taken from the story above?
- a. Don't think badly of friends
  - b. Don't invite friends who can't swim
  - c. Invite all friends for a vacation
  - d. Don't play on the beach



**Answer of pre-test**

- |       |       |       |
|-------|-------|-------|
| 31. C | 11. A | 1. A  |
| 32. C | 12. D | 2. B  |
| 33. D | 13. B | 3. C  |
| 34. A | 14. A | 4. A  |
| 35. B | 15. A | 5. D  |
| 36. C | 16. B | 6. A  |
| 37. D | 17. A | 7. C  |
| 38. C | 18. A | 8. D  |
| 39. C | 19. B | 9. A  |
| 40. B | 20. D | 10. A |
| 41. D | 21. C |       |
| 42. B | 22. B |       |
| 43. B | 23. B |       |
| 44. A | 24. A |       |
| 45. B | 25. C |       |
| 46. B | 26. A |       |
| 47. A | 27. A |       |
| 48. D | 28. A |       |
| 49. B | 29. A |       |
| 50. C | 30. B |       |



## Appendix 4

### Blue Print of Post-Test

Basic Competence	Indicators	Level of Cognitive and Knowledge Dimension				Materi
		C1		C2		
		K1	K2	K1	K2	
Understand the social function, text structure, and linguistic elements of a narrative text in the form of a fable, according to the context of its use	Identify the main idea of the narrative story	1, 3, 4, 5, 25, 26, 29, 30	43, 45, 47	11	21, 23	Narrative text
	Identify the meaning of words in the text		28		7, 8, 22, 39	
	Recalling the specific information from the picture series	17, 18, 36	13	38, 50	32, 48	



	Interpreting the textual reference of the text in the picture series	33	35		14	



## Appendix 5

### Post-Test

Baca dan pahami instruksi di bawah ini!

1. Semua soal merupakan pilihan ganda
2. Pilihlah salah satu jawaban yang menurut anda paling benar dengan memberikan tanda silang pada huruf a, b, c, dan d
3. Ini adalah tes pemahaman membaca. Jadi anda harus benar-benar membaca dengan seksama
4. Jika ada hal yang kurang dipahami tanyakanlah pada pengawas sebelum tes berlangsung
5. Anda diberikan waktu selama 2 x 40 menit untuk menyelesaikan tes

The text for question number 1-6

#### Lost the Key

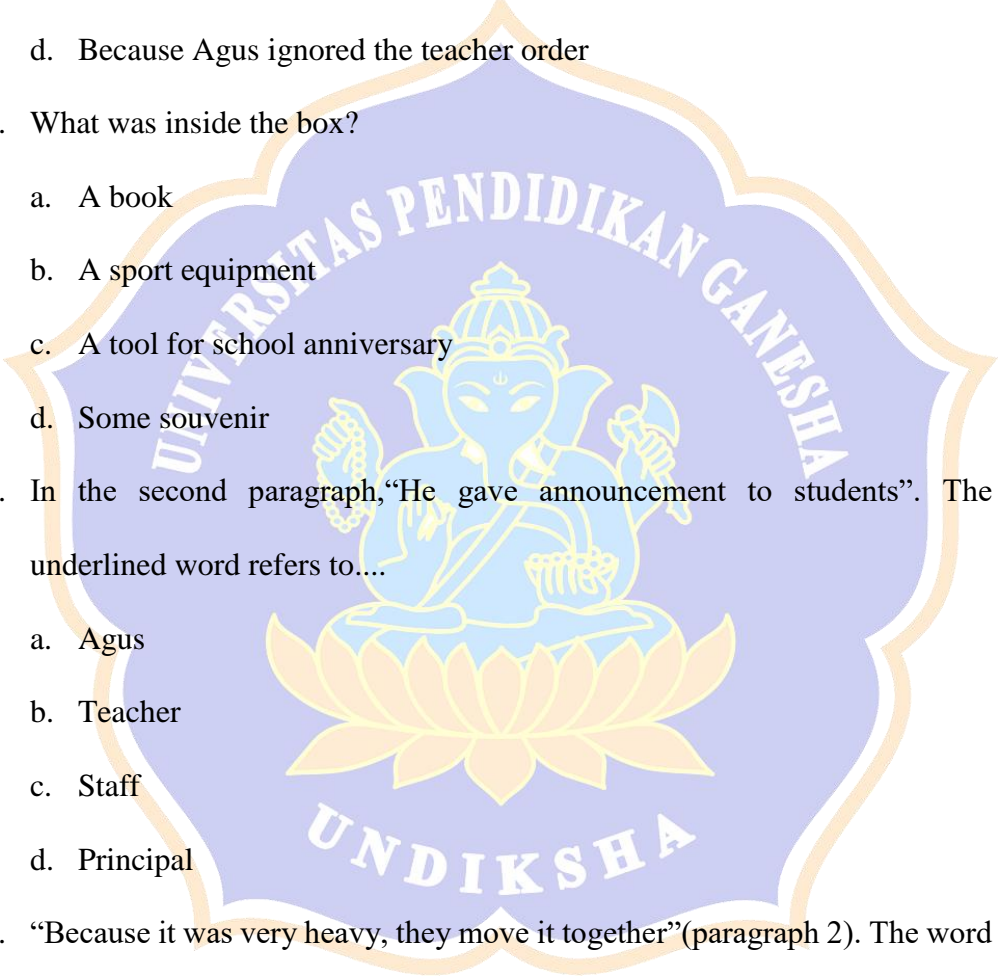
In the morning, there was a boy named Agus. He was a smart and friendly student in his school. Together with his best friend named Komang, they usually went to school together.

The next morning, their school was preparing for the school anniversary. Komang as usual went to school with Agus. Before preparing for the anniversary, the principal asked the students to gather in the schoolyard. He gave an announcement

to all of the students. Komang, Agus, and his classmate named Putra were assigned to move some boxes from the library to the warehouse. The box contains sports equipment. Because it was very heavy, they move it together. After finishing, the teacher asked Agus to return the key to the teacher's room. But Agus did not directly return the key. He went straight to the cafeteria with his friends. He did not realize there was a hole in his pocket. After they returned to the classroom, Agus realized that the key was missing from his pocket. He then sought the key all over the places in the school. But none of his friends found it.

Because of despair, Komang suggested Agus report it to the teacher. Though he was afraid of being scolded, the three of them decided to report the incident to the teacher. Mr. Puja was very angry with Agus. But, a female student came with a key that Agus was looking for. Her name is Ayu. She said the key fell near the school cafeteria. Agus felt guilty and grateful to Ayu.

1. What is the story about?
  - a. Adi and the friends
  - b. The preparation for the school anniversary
  - c. The lost of key
  - d. How Adi spent time with his friends
  
2. Who was Agus?
  - a. Adi's close friend
  - b. Ayu's classmate
  - c. Agus's brother

- d. Komang classmate
3. Why did Agus Lose the key?
- a. Because there was a hole in his pocket
  - b. Because he did not return it
  - c. Because he played with his friends
  - d. Because Agus ignored the teacher order
4. What was inside the box?
- a. A book
  - b. A sport equipment
  - c. A tool for school anniversary
  - d. Some souvenir
5. In the second paragraph,“He gave announcement to students”. The underlined word refers to....
- a. Agus
  - b. Teacher
  - c. Staff
  - d. Principal
6. “Because it was very heavy, they move it together”(paragraph 2). The word it refers to....
- a. The key
  - b. The sport equipment
  - c. The box
- 

- d. The warehouse

The text for question number 7-9

### **The Rabbit and The Turtle**

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought.

The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap. Even if the turtle passed him, he would be able to race to the finish line ahead of him. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going.

However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full speed to the finish line but found the turtle there waiting for him.

Source : <https://www.moralstories.org/the-rabbit-and-the-turtle/>

7. What does the story about?
- The road
  - The slowness of the turtle running




- c. How fast does the rabbit run
  - d. The turtle and the rabbit
8. How can rabbit lose to turtle?
- a. Because the turtle was running fast
  - b. Because the rabbit was hot and tired and decided to stop and take a short nap
  - c. Because the turtle was hot and tired and decided to stop and take a short nap
  - d. Because the rabbit was hot and tired
9. What is moral message can be taken from the story above?
- a. Never underestimate the weakest opponent
  - b. Always keep giving up and lazy to do something
  - c. Never sleep during a race
  - d. Don't underestimate the turtle

The text for question number 10-13

One sunny day, a dog was walking home with a piece of meat in his mouth. On the way, the dog crossed a plank bridge over a stream and saw his on reflection in the water. It looked like another dog with a larger piece of meat that doubles his own. “Why should he get such good meat?” thought the dog greedily. “I want that piece too, it should be mine.”

Without thinking any longer, the dog opened his mouth to bite the larger piece of meat, and instantly he dropped his meat into the stream and disappears. When the greedy dog saw his meat sank into the water, he felt so foolish. The dog put his tail between his legs and slunk away.

Source : <https://www.contohtext.com/2018/06/story-telling-pendek-fabel-greedy-dog.html>

- 
10. What is the appropriate title of the story?
    - a. A greedy dog
    - b. A hungry dog
    - c. An angry dog
    - d. Good Dog
  11. What do dogs carry?
    - a. The pizza
    - b. The water
    - c. The ball
    - d. The meat
  12. How is the character of the dog in the story above?
    - a. Greedy
    - b. Good
    - c. Humble
    - d. Stubborn

13. "I want that piece too, it should be mine" The word it refers to....
- a. The dog
  - b. The shadow
  - c. Another dog
  - d. The meat

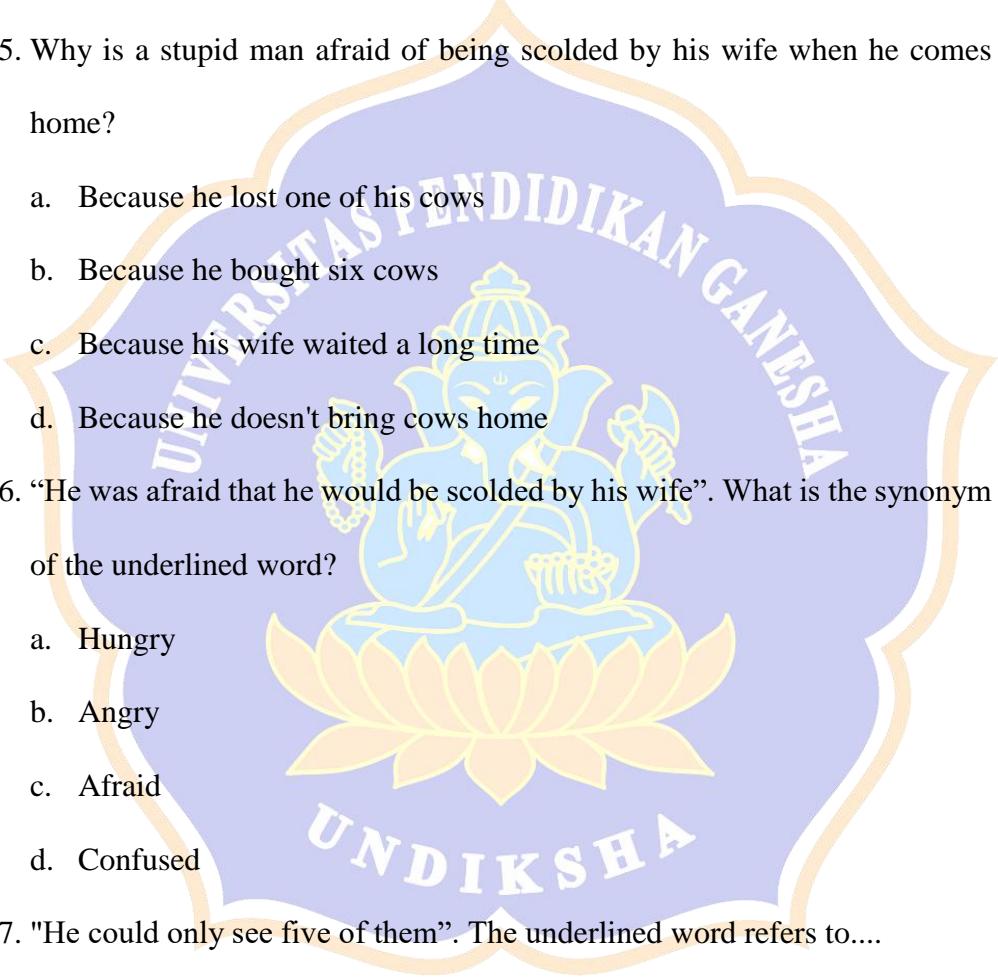
The text for question number 14-18

One day, a stupid man went to the market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way, he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful.

Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

Source: <http://englishjuniorhighschool.blogspot.com/2012/04/stupid-man-and-his-cows-one-day-stupid.html>

14. What does the story tell about?
- The man bought five cows
  - A stupid man and his cows
  - The missing cow
  - A stupid woman and her cows
15. Why is a stupid man afraid of being scolded by his wife when he comes home?
- Because he lost one of his cows
  - Because he bought six cows
  - Because his wife waited a long time
  - Because he doesn't bring cows home
16. "He was afraid that he would be scolded by his wife". What is the synonym of the underlined word?
- Hungry
  - Angry
  - Afraid
  - Confused
17. "He could only see five of them". The underlined word refers to....
- A stupid boy
  - His wife
  - Cows
  - Goats
- 

18. "Then, his wife asked him how many cows he bought." The word "him" refers to....
- His wife
  - A stupid man
  - Cow
  - Seller

The text for question number 19-25

Once upon a time, there was a shepherd boy who used to take his flock of sheep to the hill to graze on the fresh green grass. Sitting there, he had nothing to do the whole day. One day, an idea struck him. To overcome his boredom, he cried out, "wolf! Wolf!" All the men came running with their sticks and to their dismay found no wolf! The boy laughed.

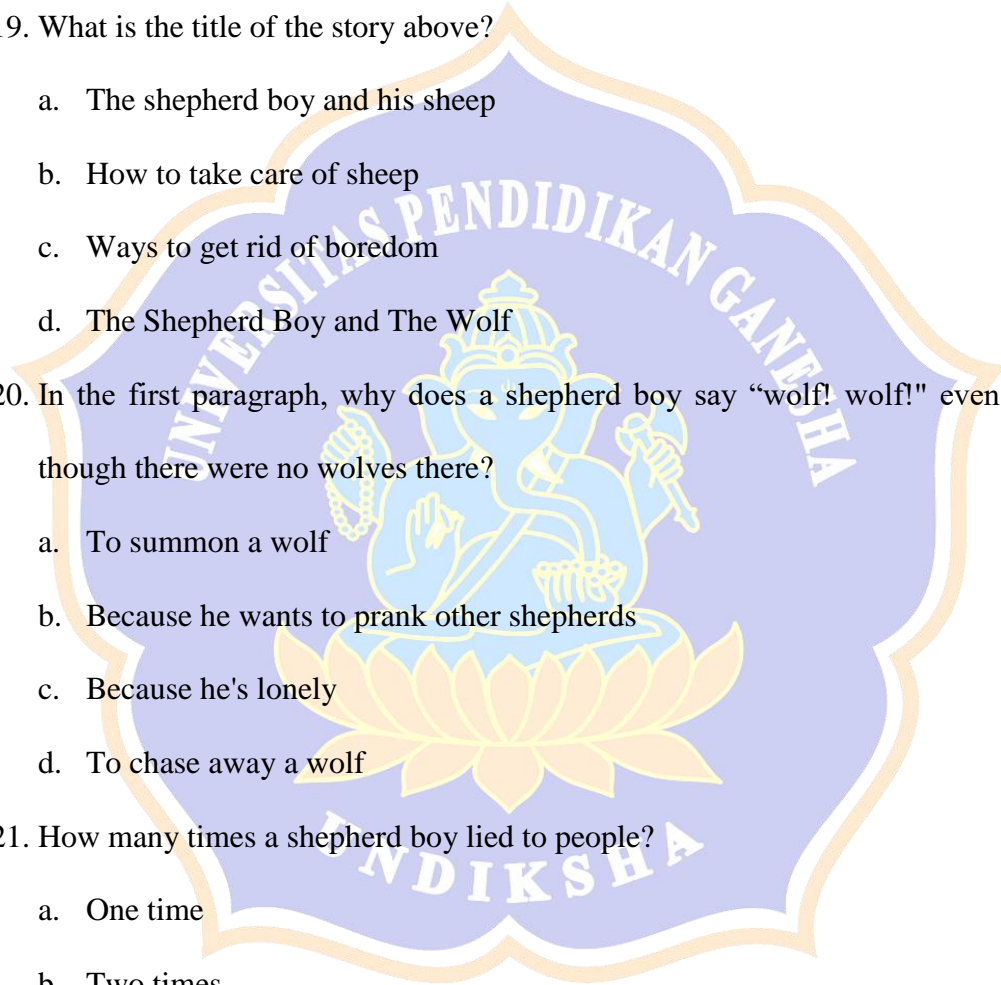
Again after a few days, he cried out, "wolf! Wolf!" and the villagers again came running up the hill only to find that the shepherd boy had fooled them. He laughed and laughed, seeing that he had succeeded in fooling them again. However, this time, the villagers were very angry, and they told him that the next time he cries out for help, they would not come.

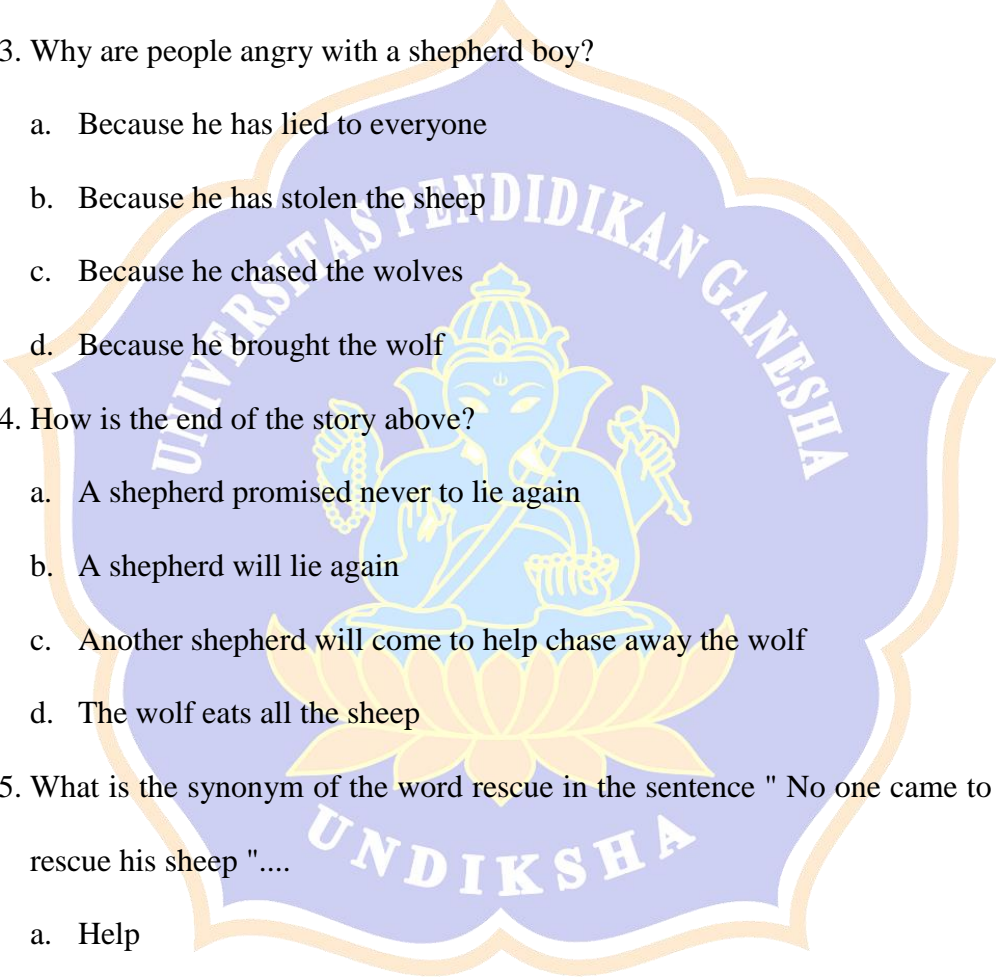
The next day when his flock of sheep were grazing, he suddenly saw a wolf. He cried out aloud "Wolf! Wolf!" But alas! No one came to rescue his sheep. The shepherd boy returned home crying only with a few of his sheep. The wolf had



taken away one of his sheep, and a few of his sheep had fled. From that day onwards, he promised never to lie again

Source : <https://parenting.firstcry.com/articles/the-boy-who-cried-wolf-story-with-moral/>

- 
19. What is the title of the story above?
- The shepherd boy and his sheep
  - How to take care of sheep
  - Ways to get rid of boredom
  - The Shepherd Boy and The Wolf
20. In the first paragraph, why does a shepherd boy say “wolf! wolf!” even though there were no wolves there?
- To summon a wolf
  - Because he wants to prank other shepherds
  - Because he's lonely
  - To chase away a wolf
21. How many times a shepherd boy lied to people?
- One time
  - Two times
  - Three times
  - Four times

22. In which paragraph is a shepherd boy lying to people in the story above?
- 1 and 3
  - 2 and 3
  - 1 and 2
  - 3 only
23. Why are people angry with a shepherd boy?
- Because he has lied to everyone
  - Because he has stolen the sheep
  - Because he chased the wolves
  - Because he brought the wolf
24. How is the end of the story above?
- A shepherd promised never to lie again
  - A shepherd will lie again
  - Another shepherd will come to help chase away the wolf
  - The wolf eats all the sheep
25. What is the synonym of the word rescue in the sentence " No one came to rescue his sheep "....
- Help
  - Advise
  - Rebuke
  - Lie
- 

The text for question number 26-30

On Saturday, there was a girl named Diana, she is a student in grade eight. She has a best friend named Diah. In the school, they have a plan for a holiday. The plan is to go to the beach tomorrow. But, another friend named Yudi knows their's plan and he wants to join. However, Diana and Sari don not want Yudi to come along and tell Yudi to go on vacation to another place.

The next day, Diana and Diah go to Sanur beach. Arriving at the beach, Diana wants to invite Diah to swim but Diah can not swim. Diana saw a boy using a life jacket to swim, Diana also invited Diah to rent a life jacket to float in the water. When renting a life jacket, Diah paid the rent of Rp. 10.000 and get a change of Rp. 2.000. They play while swimming on the beach. When they swim, Diana saw a beautiful starfish and she wanted to take and show it to Diah. But, in another place, Diah saw the sea urchins. When Diah wants to take the sea urchin, Yudi comes and forbids Diah to hold the sea urchin, because it has poison. Yudi used a stick to keep the sea urchin away. However, Diana thought that Yudi was beating Diah with a stick. Soon she came and scolded Yudi. Then, Diah explained the truth to Diana

Diana and Diah apologized because they had misjudged Yudi, even though he just wanted to play together. After that, the three of them played with felt happy together.

26. What did Diana and Diah do at Sanur beach?

- a. Surfing
- b. Dive
- c. Swimming
- d. Fishing

27. What did Diana see while swimming?

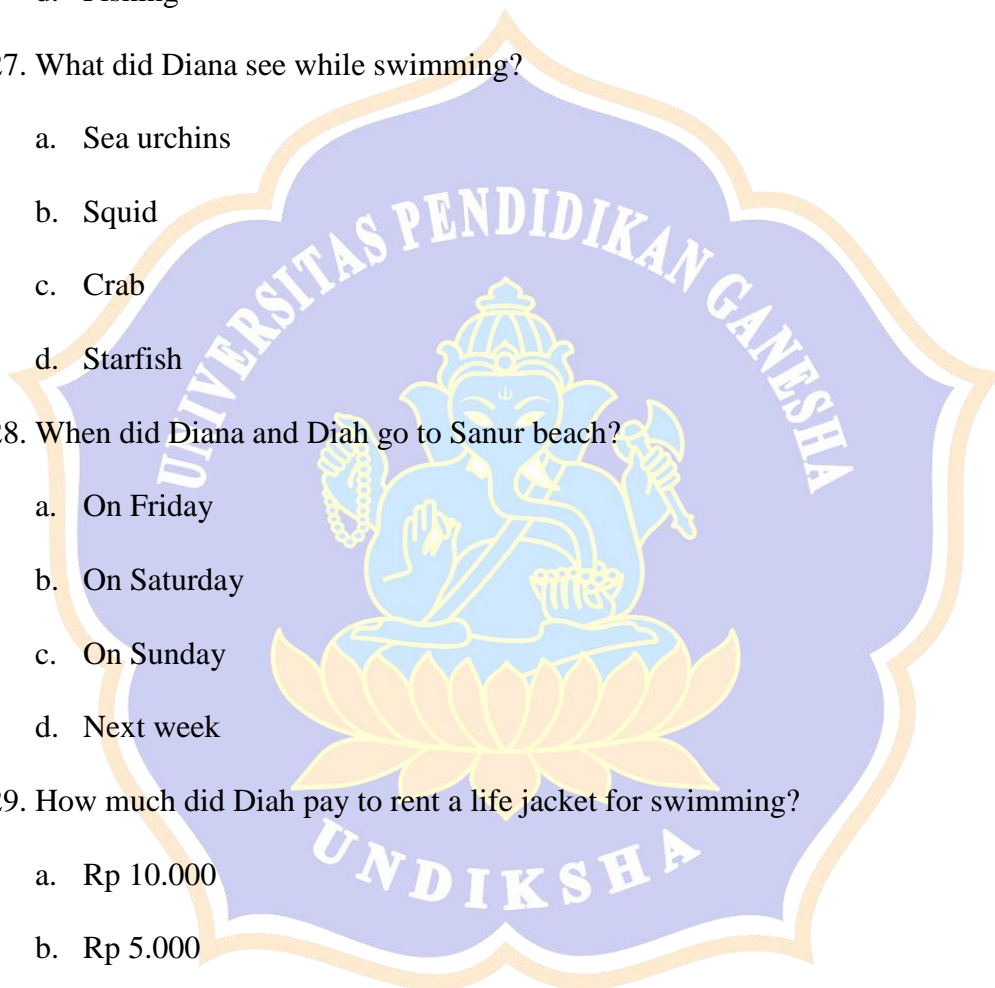
- a. Sea urchins
- b. Squid
- c. Crab
- d. Starfish

28. When did Diana and Diah go to Sanur beach?

- a. On Friday
- b. On Saturday
- c. On Sunday
- d. Next week

29. How much did Diah pay to rent a life jacket for swimming?

- a. Rp 10.000
- b. Rp 5.000
- c. Rp 7.000
- d. Rp 8.000



30. What moral message can be taken from the story above?

- a. Don't think badly of friends
- b. Don't invite friends who can't swim
- c. Invite all friends for a vacation
- d. Don't play on the beach





**Answer of Post-test**

- |       |       |       |
|-------|-------|-------|
| 21. C | 11. D | 1. B  |
| 22. D | 12. A | 2. C  |
| 23. A | 13. D | 3. A  |
| 24. B | 14. B | 4. A  |
| 25. D | 15. A | 5. A  |
| 26. C | 16. B | 6. C  |
| 27. D | 17. A | 7. D  |
| 28. B | 18. B | 8. C  |
| 29. A | 19. D | 9. D  |
| 30. A | 20. B | 10. A |



## Appendix 6

Students' Name of Try-Out Test

No	Name	Sex
1	Anak Agung Kimi Makinen	L
2	Anindita Shahira Parman	P
3	AYU JULI KRISNAYANTI	P
4	DEWA AYU KADEK IKA JULIARTINI	P
5	Dwi Yudha Pamungkas	L
6	FEBRIANTORO BASUKI	L
7	GUSTI MADE AYU SUCI ARININGSIH	P
8	I Gede Rama Adinata	L
9	I Gusti Agung Ayu Anisa Purnami	P
10	I GUSTI NGURAH BAGUS RADITYA ADIGUNA	L
11	I Gusti Putu Prema Santhya Artha Wibawa	L
12	I KOMANG LEO ADI WIGUNA	L
13	I KOMANG RIYAN PRANATA	L
14	I Made Brani Anggara Jati	L
15	I MADE WIRA SANDI YASA	L
16	I PUTU BAGUS SATRIA WIGUNA	L

17	Putu Ferdi Pratama	L
18	Kadek Bintang Amelia	P
19	MEILANI WULAN SARI	P
20	Ni Gusti Ayu Putu Eka Sawitri	P
21	Ni Kadek Tara Swari Raharja	P
22	NI KOMANG SURYANI	P
23	Ni Luh Gede Diana Lestari	P
24	Ni Luh Gede Sri Ekayanti	P
25	Ni Nengah Sutra Dewi	P
26	Ni Putu Ayu Dilla Puspita Sari	P
27	NI PUTU CITRA LESTARI	P
28	NI PUTU ERLIN CHANDRA	P
29	Ni Putu Wahyu Wulandari	P
30	Pande Ni Komang Ayu Puja Sinta Dewi	P
31	Putu Listia Indra Yani	P
32	PUTU SASTRA ARIWIGUNA	L

## Appendix 7

Students' Name of Experimental Group

### Class XI MIPA2

No	Name MIPA 2	Sex
1	Dewa Made Satria Pinandito	L
2	GUSTI AYU PUTU CINTYA	P
3	PRADNYADEWI	L
4	I Dewa Putu Raditya Rama Putra Wibawa	L
5	I Gede Angga Rispayana	L
6	I Gede Dimas Eka Sastrawan	L
7	I GEDE NANDA ARTA PRIA DIPTA	L
8	I Kadek Andika Putra	L
9	I Made Listiawan Putra	L
10	I Made Rika Dwinata	L
11	I Made Satriana Agus Laksmana	L
12	I Made Yogi Sudiartawan	L
13	I Putu Fio Jayana Putra	L
14	Luh Gede Angel Loviana Eka Yani	P
15	Luhde Nimas Gita Pradnyasuari	P

16	Ni Gusti Ayu Putu Intan Prasetia Dewi	P
17	Ni Kadek Ayu Winda Putri	P
18	Ni Kadek Suryantini Dwita Utari	P
19	NI LUH PUTU ANGGUN PUTRI ARTAWAN	P
20	Ni Luh Putu Sinta Purnama Sari	P
21	Ni Made Ayu Dinda Aryani	P
22	Ni Made Dinda Dwi Lestari	P
23	Ni Made Serli Widiarini	P
24	Ni Putu Anggita Pradnya Swari	P
25	Ni Putu Anik Anugrah Putri	P
26	Ni Putu Jesika	P
27	Ni Putu Nadin Trisyani	P
28	Ni Putu Ririn Eka Riyanti	P
39	Ni Putu Swasty Artania	L
30	PANDE MADE RAMA SUYASA PUTRA	P



## Appendix 8

Students's Name of Control Group

### Class XI MIPA 3 Control Group

No	Name MIPA 3	Sex
1	Anak Agung Ayu Kadek Wanda Apriliani	P
2	I GEDE ANDHIKA PRATAMA	L
3	I Gede Darma Wiguna	L
4	I Gusti Ayu Made Bulantari	P
5	I GUSTI NGURAH PUTU ERWIN DARMAWAN	L
6	I Kadek Diva Mahendra	L
7	I Komang Hans Andika Bani	L
8	I Made Aldy Putra Artana	L
9	I Made Bayu Dwi Kurniawan	L
10	I Made putra Harta Yasa	L
11	I Made Yuda Prasmestia Giri	L
12	I Nyoman Agus Restu Wiana Putra	L
13	I Nyoman Arif Palaguna	L
14	I PUTU ADE PRATAMA	L
15	I Wayan Wirya Adi Ajnyana	L

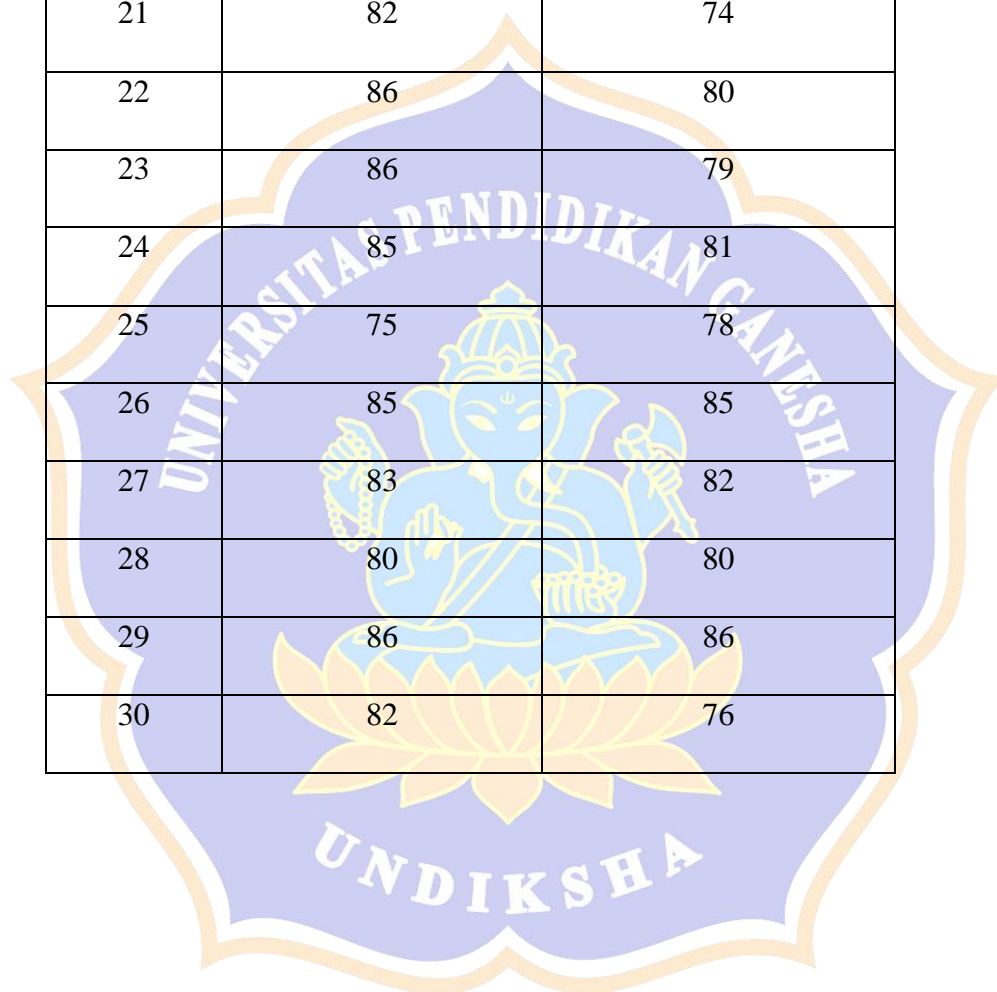
16	KOMANG RATIH PURNAMA SARI	P
17	MADE ELI ERMA WATI	P
18	Ni Gusti Ayu Made Citra Kumala Dewi	P
19	Ni Gusti Ayu Putu Shinta Pinari	P
20	NI GUSTI AYU PUTU TEDI ANTARI	P
21	Ni Kadek Elisabet	P
22	NI LUH GEDE DELA SURYAWARDANI	P
23	Ni Made Putri Wulandari	P
24	NI MADE DEVIA ANDISA SARI	P
25	Ni Putu Chandra Juliana Dewi	P
26	NI PUTU INTAN PRADNYA MAHADEWI	P
27	NI PUTU WINDI BELLA PUTRI NAYASIH	P
28	Ni Wayan Juli Astiti	P
29	NI WAYAN WIDYA ARNELI	P
30	Tu De Adi Saputra	L

**Appendix 9**

## Students' Summative Score

No	MIPA_2	MIPA_3
1	78	81
2	84	76
3	74	75
4	77	75
5	74	76
6	76	71
7	80	81
8	76	85
9	75	79
10	80	74
11	75	75
12	74	85
13	78	74
14	85	74
15	83	73
16	88	76

17	76	73
18	82	81
19	83	78
20	82	77
21	82	74
22	86	80
23	86	79
24	85	81
25	75	78
26	85	85
27	83	82
28	80	80
29	86	86
30	82	76



## Appendix 10

Students' Reading Comprehension Post-Test

### POST TEST READING COMPREHENSION

#### Class XI MIPA 2 Experimental Group

No	Name MIPA 2	MIPA 2
1	Dewa Made Satria Pinandito	90
2	GUSTI AYU PUTU CINTYA	80
3	PRADNYADEWI	76
4	I Dewa Putu Raditya Rama Putra Wibawa	73
5	I Gede Angga Rispayana	86
6	I Gede Dimas Eka Sastrawan	73
7	I GEDE NANDA ARTA PRIA DIPTA	83
8	I Kadek Andika Putra	76
9	I Made Listiawan Putra	83
10	I Made Rika Dwinata	90
11	I Made Satriana Agus Laksana	80
12	I Made Yogi Sudiartawan	66
13	I Putu Fio Jayana Putra	86

14	Luh Gede Angel Loviana Eka Yani	76
15	Luhde Nimas Gita Pradnyasuari	86
16	Ni Gusti Ayu Putu Intan Prasetia Dewi	80
17	Ni Kadek Ayu Winda Putri	76
18	Ni Kadek Suryantini Dwita Utari	70
19	NI LUH PUTU ANGGUN PUTRI ARTAWAN	86
20	Ni Luh Putu Sinta Purnama Sari	90
21	Ni Made Ayu Dinda Aryani	86
22	Ni Made Dinda Dwi Lestari	70
23	Ni Made Serli Widiarini	90
24	Ni Putu Anggita Pradnya Swari	76
25	Ni Putu Anik Anugrah Putri	90
26	Ni Putu Jesika	80
27	Ni Putu Nadin Trisyani	70
28	Ni Putu Ririn Eka Riyanti	83
39	Ni Putu Swasty Artania	76
30	PANDE MADE RAMA SUYASA PUTRA	80



**Class XI MIPA 3 Control Group**

No	Name MIPA 3	Score
1	Anak Agung Ayu Kadek Wanda Apriliani	86
2	I GEDE ANDHIKA PRATAMA	80
3	I Gede Darma Wiguna	70
4	I Gusti Ayu Made Bulantari	76
5	I GUSTI NGURAH PUTU ERWIN DARMAWAN	80
6	I Kadek Diva Mahendra	70
7	I Komang Hans Andika Bani	76
8	I Made Aldy Putra Artana	66
9	I Made Bayu Dwi Kurniawan	90
10	I Made putra Harta Yasa	80
11	I Made Yuda Prasmestia Giri	76
12	I Nyoman Agus Restu Wiana Putra	70
13	I Nyoman Arif Palaguna	76
14	I PUTU ADE PRATAMA	80
15	I Wayan Wirya Adi Ajnyana	80
16	KOMANG RATIH PURNAMA SARI	76
17	MADE ELI ERMA WATI	66
18	Ni Gusti Ayu Made Citra Kumala Dewi	70

19	Ni Gusti Ayu Putu Shinta Pinari	90
20	NI GUSTI AYU PUTU TEDI ANTARI	86
21	Ni Kadek Elisabet	76
22	NI LUH GEDE DELA SURYAWARDANI	60
23	Ni Made Putri Wulandari	83
24	NI MADE DEVIA ANDISA SARI	73
25	Ni Putu Chandra Juliana Dewi	73
26	NI PUTU INTAN PRADNYA MAHADEWI	73
27	NI PUTU WINDI BELLA PUTRI NAYASIH	73
28	Ni Wayan Juli Astiti	80
29	NI WAYAN WIDYA ARNELI	73
30	Tu De Adi Saputra	76



## APPENDIX 11

Lesson Plan for Experimental Group

### LESSON PLAN 1

**School** : SMA Negeri 1 Selemadeg

**Subject** : English

**Class** : XI

**Time allotment** : 2 x 40 minutes

#### A. Basic Competence

3.14 Understand the social function, text structure, and linguistic elements of a narrative text in the form of a fable, according to the context of its use.

#### B. Indicator

1. Identifying the main idea and theme of the narrative story
2. Identifying the meaning of the words in the text
3. Recalling the specific information from the picture series

#### C. Objectives

At the end of the lesson, the students are able to :

1. Find the main idea and theme of the narrative story
2. Find the specific information from the picture series
3. Find the information from the text appropriately

#### **D. Learning Material**

Narrative text is a text telling story focusing specific participants. Its social function is to tell stories or past events and entertain the readers

Generic structure :

1. Orientation : it is about the opening paragraph where the characters of the story are introduced.
2. Complication : where the problem in the story developed
3. Resolution : where the problem in the story is solved

#### **STORY**

Picture series: Swimming in the pool

#### **E. Learning Method**

1. Method : Three-Phase technique
2. Technique : discussion, question-answer.

#### **F. Learning activity**

No	Stages	Activities	Time allocation
1	<b>Pre-activities</b>	<ul style="list-style-type: none"> <li>a. Teacher greets the students by saying good morning or good afternoon students.</li> <li>b. Together with the students to have short pray</li> <li>c. Checks the students' attendant list</li> </ul>	<b>10 minutes</b>
2	<b>Whilst-activities</b>	<p><b>Observation</b></p> <ul style="list-style-type: none"> <li>a. Asks the students about the stories they have read</li> <li>b. Introduce the picture series</li> <li>c. Students are given guidance on an example of a narrative text in the form of a picture series to read by students.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>a. Students are given time to ask various things that have not been understood related to the story in</li> </ul>	<b>60 minutes</b>

		<p>the form of a picture series that has been given.</p> <p>b. If there's no students want to ask questions, the teacher will ask students to find out the difficult words in the text in the picture series, ask students to write down the difficult words into their book.</p> <p><b>Exploring</b></p> <p>a. Students form groups to discuss the given picture series</p> <p>b. Students explore each other related to difficult words in the picture series.</p> <p>c. Students are guided to identify characteristics (text structure)</p> <p><b>Assosiating</b></p> <p>a. Students compare the results of group discussions with other groups.</p> <p>b. Students get feedback from the teacher and other groups about the</p>	
--	--	--	--



		<p>characteristics and linguistic elements used in the story in the form of a picture series.</p> <p><b>Communicating</b></p> <p>a. Students are given questions related to the picture series</p> <p>b. Asks the students to answer the questions in pair</p> <p>c. Together with students answer the question</p> <p>d. Asks the students about things that students don't understand</p>	
<b>3</b>	<b>Post-activities</b>	<p>a. Concludes the material and the process of the teaching and learning</p> <p>b. Pray together before end the class</p> <p>c. Says great thanks, and close the teaching and learning process</p>	<b>10 minutes</b>

### G. Leaning Media

1. Worksheet
2. Handout

## H. Assessment Structure

- a. Find difficult words in the picture series
- b. Answer the question from the teacher

## I. Assessment ;

- a. Technique : Reading test
- b. Form ; essay
- c. Questions :

1. What is the story tell about?
2. How many characters are in the story?
3. Why did his father give money to Wahyu and Yoga?
4. How much does it cost to rent a swimming ring?
5. Why did Wahyu rent two swimming tires?

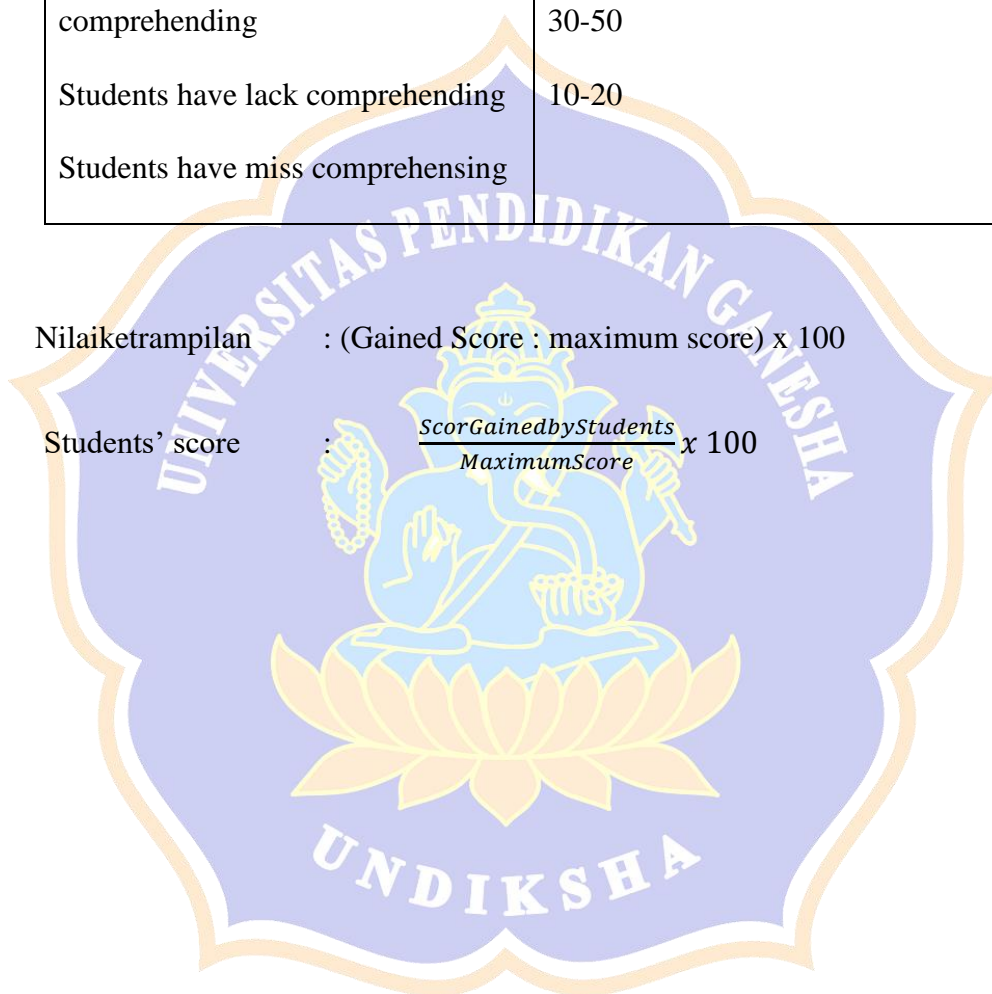
### Expected answers :

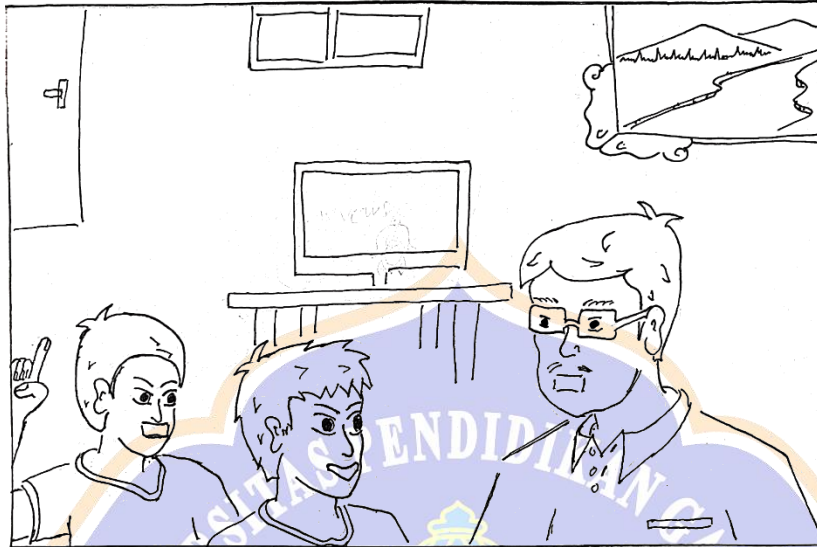
1. The story is told holliday swimming in the poll.
2. There are three characters in the story. They are Wahyu, Yoga, and they father.
3. Because they have to pay for tickets to enter the swimming pool.
4. Wahyu rents a swimming ring for Rp. 10,000.
5. Because Wahyu wanted to save his young brother (Yoga) who couldn't swim.

Criteria	Score Range
Students have full comprehending	90-100
Students have partial comprehending	60-80 30-50
Students have lack comprehending	10-20
Students have miss comprehending	

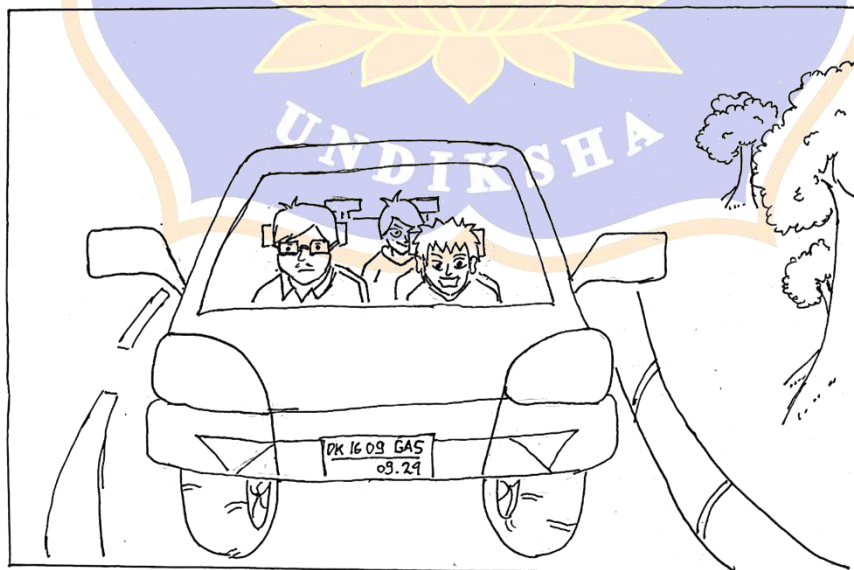
Nilai ketrampilan : (Gained Score : maximum score) x 100

Students' score :  $\frac{\text{Score Gained by Students}}{\text{Maximum Score}} \times 100$

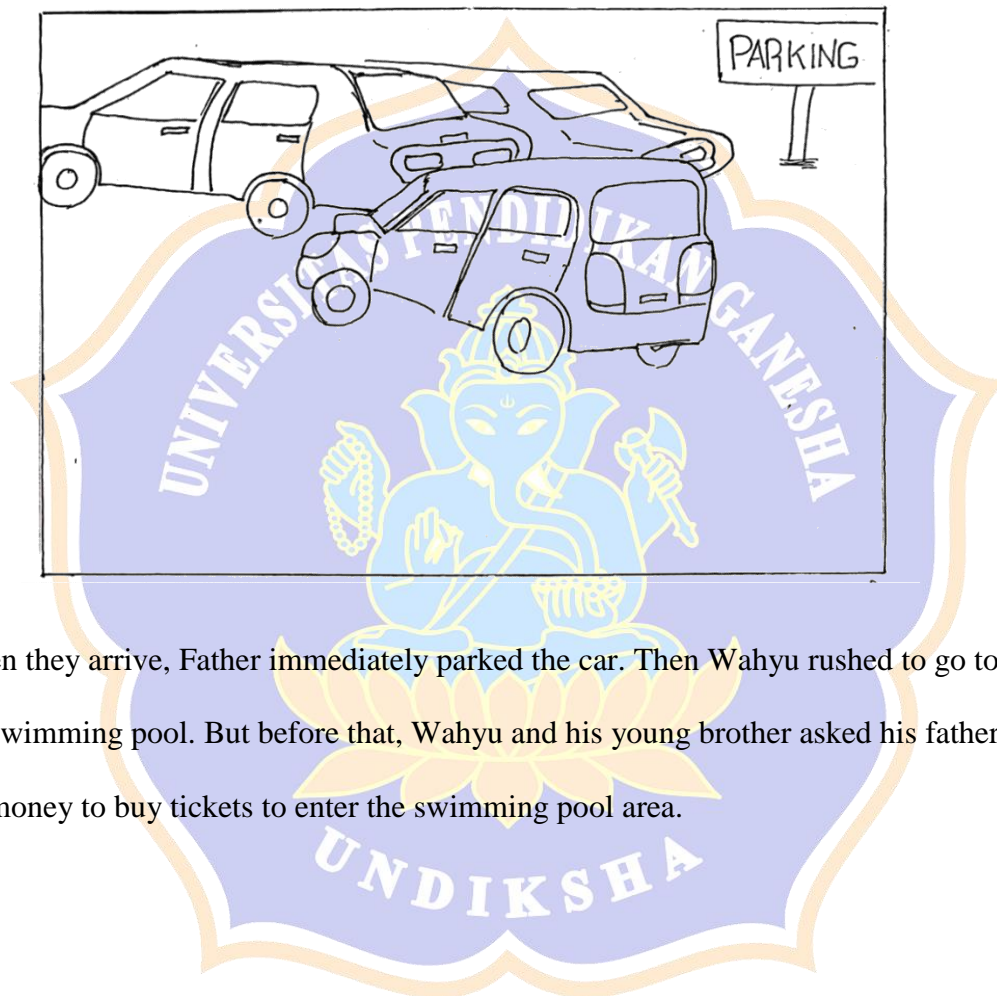


**Material;**

One Sunday, at a house where there are father and his two children named Wahyu and Yoga were watching TV. But, because they were bored, his father invited Wahyu to go to the swimming pool and Yoga wanted to join him by raising one of his hands. And that made Yoga invited by his father too.

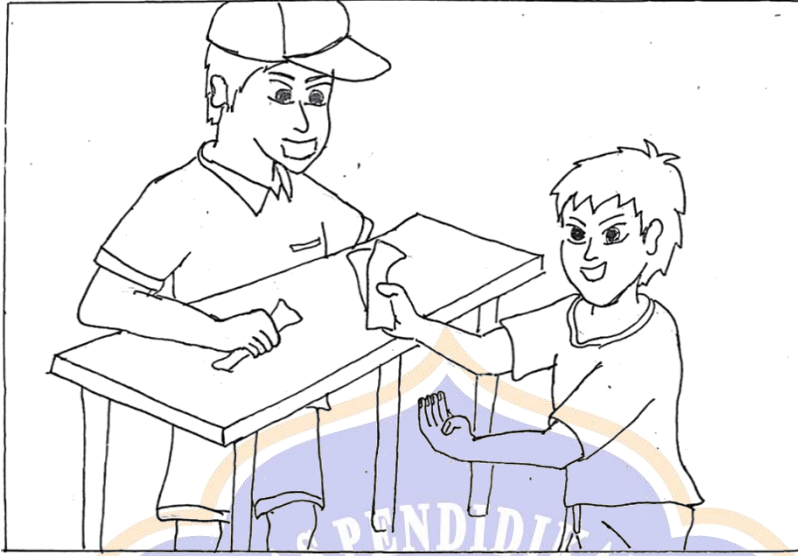


They left by driving a car. Where their father was driving the car and Wahyu was in beside him and Yoga was in the back seat. On their way, they saw many trees and beautiful views. They also saw a very high mountain. They really enjoyed the view.

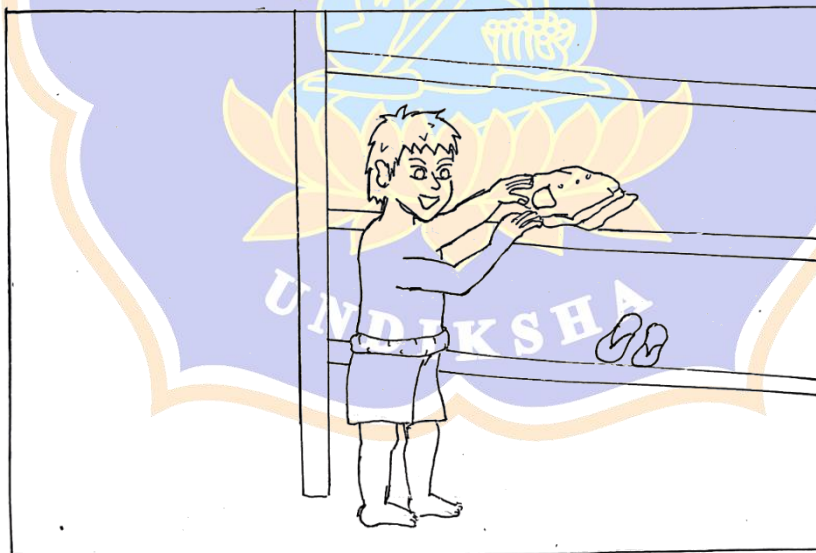


When they arrive, Father immediately parked the car. Then Wahyu rushed to go to the swimming pool. But before that, Wahyu and his young brother asked his father for money to buy tickets to enter the swimming pool area.



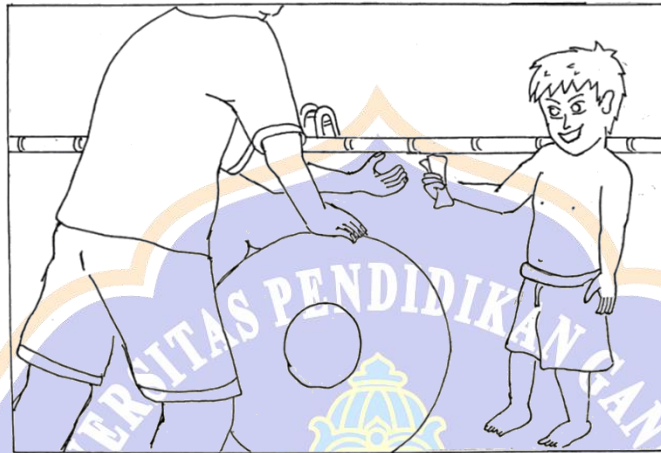


At the ticket purchase point, there is a guard who serves visitors who will enter the swimming pool. Then, Wahyu bought two tickets for himself and his brother before entering the swimming pool area

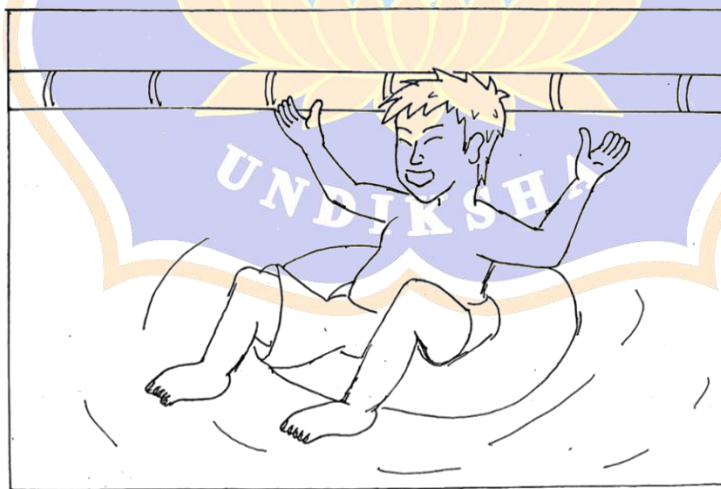




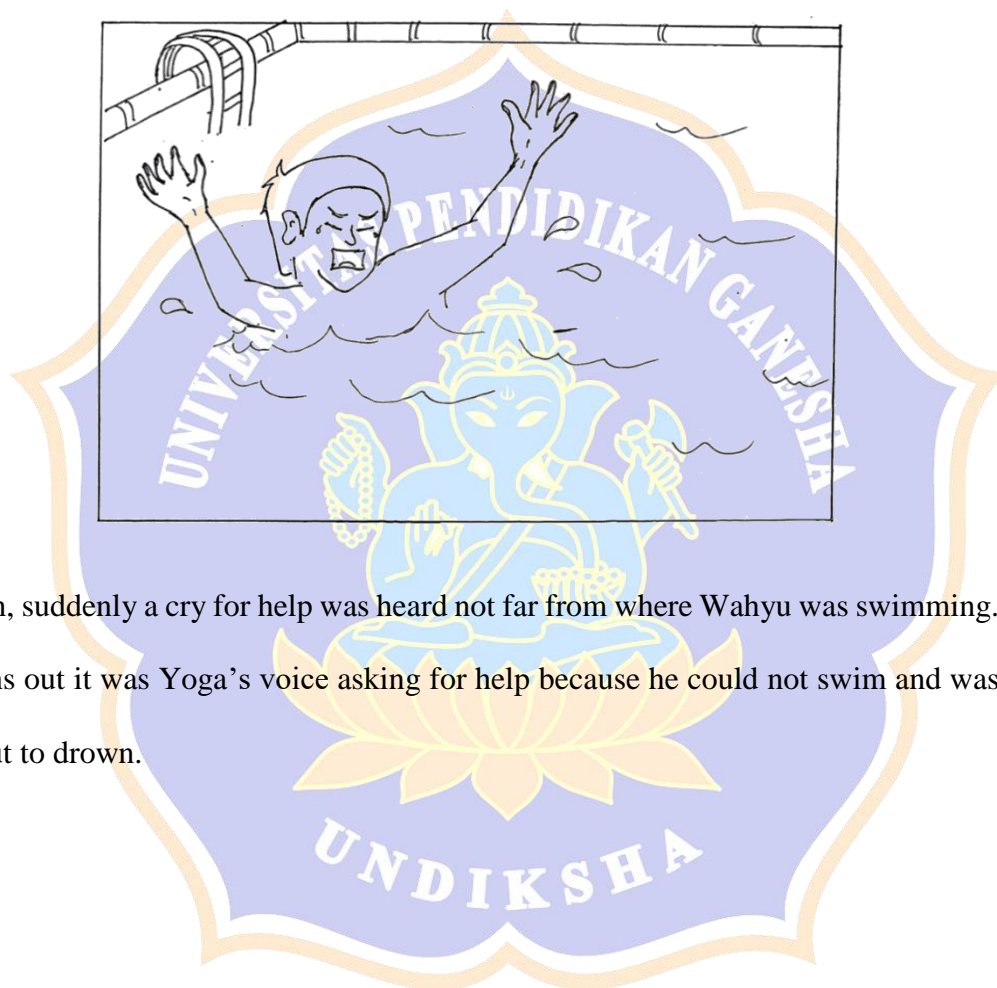
After that, Wahyu changed his clothes alone, because his young brother had changed his clothes first, when his brother bought a ticket. Wahyu folded his clothes neatly, so as not to be confused with other people's clothes.



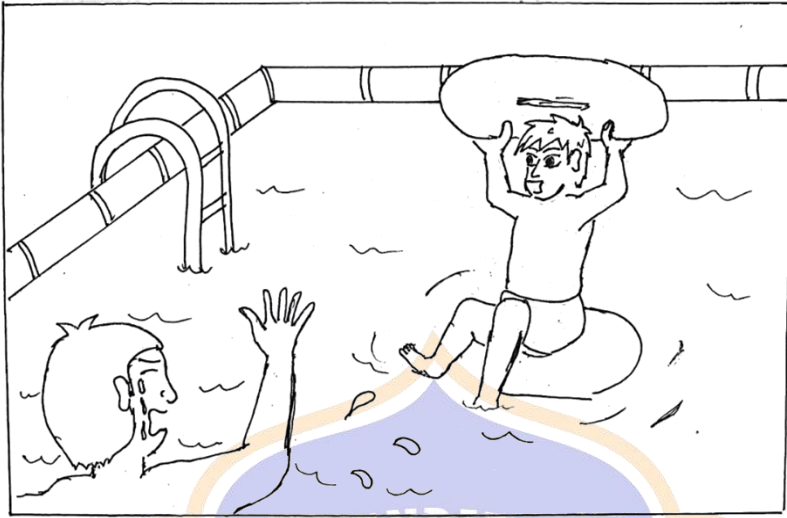
But, before entering the pool, Wahyu rented a swimming tires using the money he had saved. It aims, so that he can float in the water while swimming. He paid Rp. 20,000 for the swimming tires and got Rp. 10,000 in cash back.



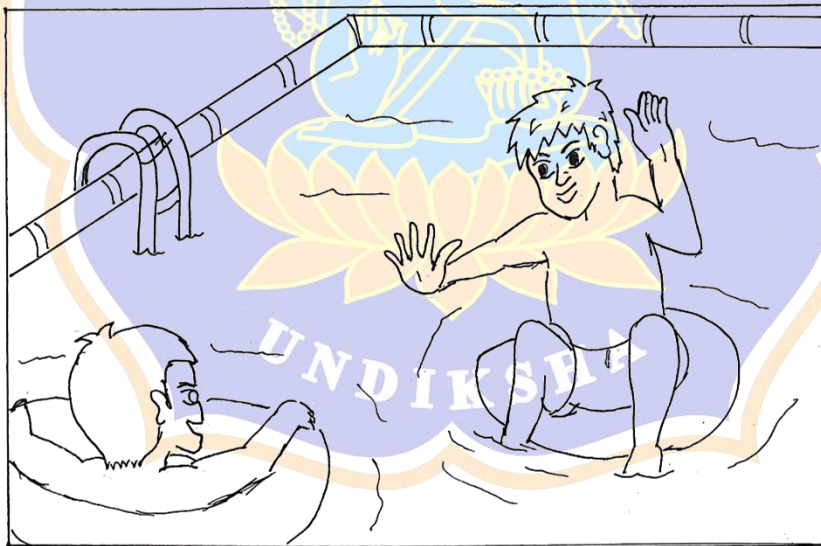
Wahyu plays with these tires. He really likes to play in the water using a swimming tires as a means of floating himself. However, he had forgotten that his younger brother also couldn't swim.



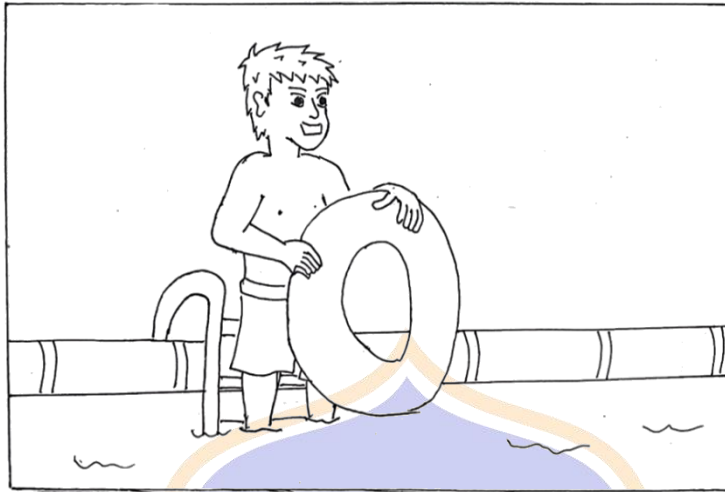
Then, suddenly a cry for help was heard not far from where Wahyu was swimming. Turns out it was Yoga's voice asking for help because he could not swim and was about to drown.



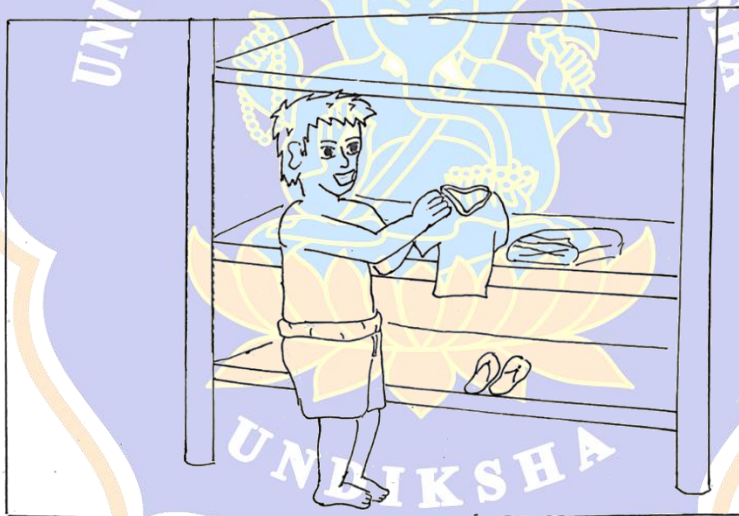
Wahyu immediately rented another swimming tires to help Yoga. After renting a swimming tires, he immediately ran and threw the swimming tires at Yoga so he would not drown.



After Wahyu saves Yoga, they talked for a while. While they talked, Wahyu asked his young brother to think about it before swimming. And also told Yoga to see the depth of the pool first, before entering the pool.



After they talked, Wahyu went to return the swimming tires that he had rented. Because he is satisfied playing and swimming using the swimming tires.



Then Wahyu and Yoga changed their clothes and got ready to return to their homes. Wahyu was very happy because his father had invited he to go on vacation to the swimming pool. He really enjoyed his vacation, even though there was incident that he did not want.

**LESSON PLAN 2****School** : SMA Negeri 1 Selemadeg**Subject** : English**Class** : XI**Time allotment** : 2 x 40 minutes**A. Basic Competence**

3.14 Understand the social function, text structure, and linguistic elements of a narrative text in the form of a fable, according to the context of its use.

**B. Indicator**

1. Identifying the main idea and theme of the narrative story
2. Identifying the meaning of the words in the text
3. Recalling the specific information from the picture series
4. Retelling the content of the picture series

**C. Objectives**

At the end of the lesson, the students are able to:

1. Find the main idea and theme of the narrative story
2. Find the specific information from the picture series
3. Find the information from the text appropriately
4. Make a monolog text about the story of picture series



## D. Learning Material

Narrative text is a text telling story focusing specific participants. Its social function is to tell stories or past events and entertain the readers

Generic structure :

1. Orientation : it is about the opening paragraph where the characters of the story are introduced.
2. Complication : where the problem in the story developed
3. Resolution : where the problem in the story is solved

## STORY

Picture series: Homework

## E. Learning Method

1. Method : Three-Phase technique
2. Technique : discussion, question-answer.

## F. Learning activity

No	Stages	Activities	Time allocation
1	Pre-activities	<ol style="list-style-type: none"> <li>a. Teacher greets the students by saying good morning or good afternoon students.</li> <li>b. Together with the students to have short pray</li> <li>c. Checks the students' attendant list</li> </ol>	10 minutes



2	<b>Whilst-activities</b>	<p><b>Observation</b></p> <ul style="list-style-type: none"> <li>a. Asks the students about the stories they have read</li> <li>b. Students are given guidance on an example of a narrative text in the form of a picture series to be seen, read and understood by students.</li> <li>c. Students are asked to analyze from the narrative text about the problem that students want to know.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>a. Students are given time to ask various things that have not been understood related to the story in the form of a picture series that has been given.</li> <li>b. If there's no students want to ask questions, the teacher will ask students to find out the difficult words in the text in the picture series, ask students to write down the difficult words into their book, and ask them to find out the main idea of the text.</li> </ul> <p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>a. Students form groups to discuss the given picture series</li> </ul>	<b>60 minutes</b>
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		<p>b. Students explore each other related to difficult words in the picture series.</p> <p>c. Students are guided to identify characteristics (text structure and linguistic elements)</p> <p><b>Associating</b></p> <p>a. Students compare the results of group discussions with other groups.</p> <p>b. Students get feedback from the teacher and other groups about the characteristics and linguistic elements used in the story in the form of a picture series.</p> <p><b>Communicating</b></p> <p>a. Asks students to retell the story</p> <p>b. Asks the students about things that students don't understand</p>	
3	<b>Post-activities</b>	<p>a. Concludes the material and the process of the teaching and learning.</p> <p>b. Pray together before end the class</p> <p>c. Says great thanks, and close the teaching and learning process</p>	<b>10 minutes</b>

## G. Learning Media

1. Worksheet
2. Handout

## H. Assessment Structure

1. Find difficult words in the picture series
2. Retell picture series's storyline
3. Answer the question from the teacher

## I. Assessment ;

1. Technique : Reading test
2. Form ; essay
3. Questions :
  1. What is the story tell about?
  2. How many characters are in the story?
  3. What is the problem in the story?
  4. Why is Adi forgot to do his homework?
  5. What happened at the end of the story?

### Expected answers:

1. The story is about Adi who forgot to do his homework
2. There are two characters in the story. They are Adi and Ayu.
3. The problem in the story is Adi forgot his homework because he spend his time to played a game.

4. Because Adi played in the internet cafe rental till late night and played his phone.
5. At the end of the story, Adi studies hard to do the assignment from the teacher, so he doesn't get punished again.

#### 4. Rubric 1-5

##### Content

- 4: Relevant with the text
- 3: Fill clear but incomplete arrangement
- 2: Content and incomplete designations
- 1: Not relevant with the text

##### Language

- 4: Almost no errors
- 3: There was a bit of fault
- 2: Many errors
- 1: Nearly all wrong

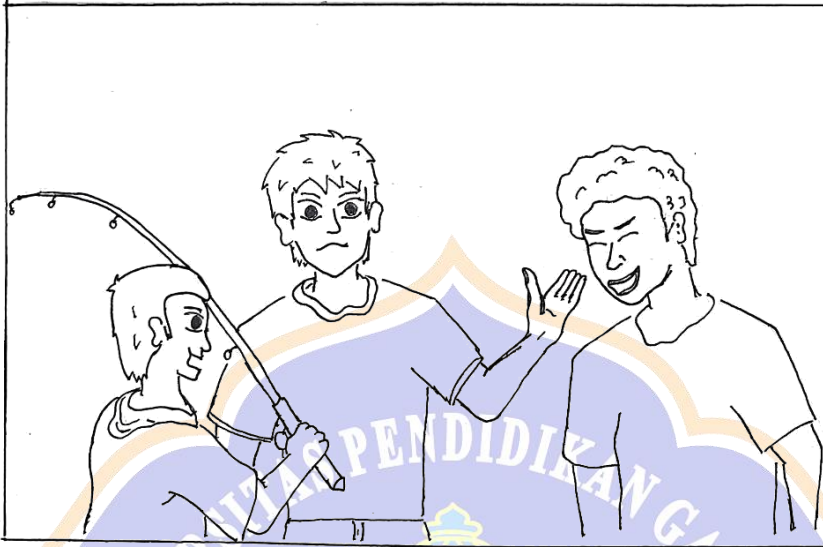
Criteria	Score Range
Students has full comprehending	90-100
Students has partial comprehending	60-80

Students has lack comprehending	30-50
Students has miss comprehending	10-20

Nilai ketrampilan : (Gained Score : maximum score) x 100

Students' score :  $\frac{\text{ScorGainedbyStudents}}{\text{MaximumScore}} \times 100$



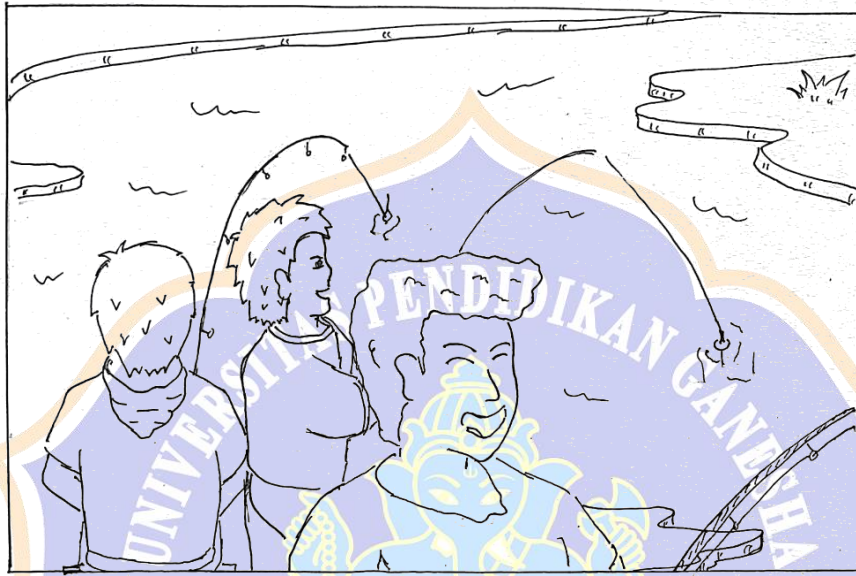
**Material;**

One day, there was a boy named Bayu and his two friends named Eka and Rama who wanted to invite Bayu to go fishing in the river. There, Bayu agreed to the invitation of his two friends

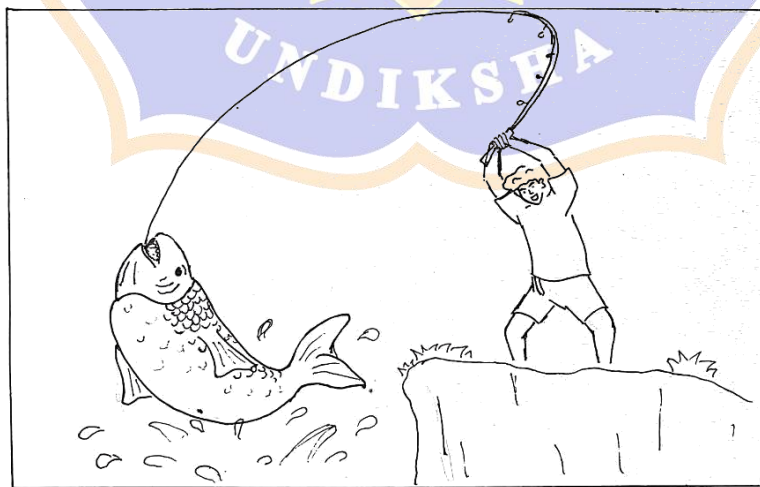




On the way, Bayu shows a good place to fishing, where there are lots of fish. However, before fishing they give an offerings with a Canang at a sacred place that near the river in the hopethat they will catch many fish in that place



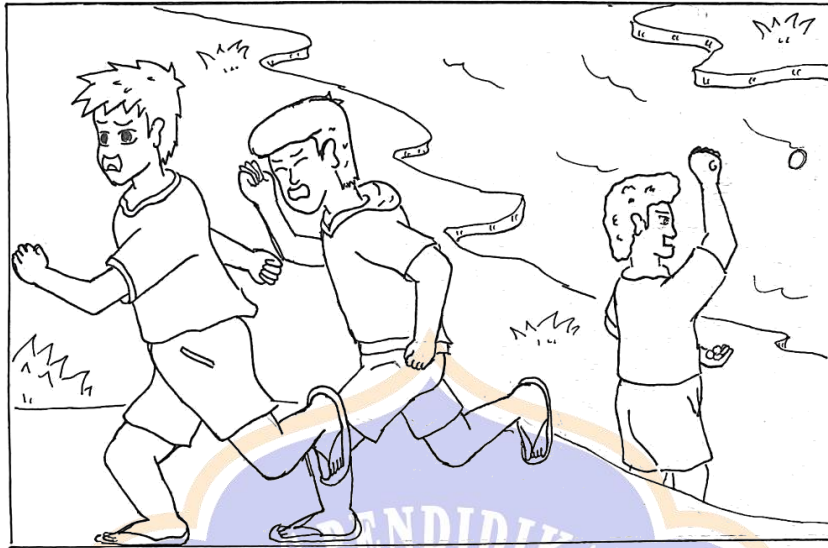
After that, they immediately prepared their fishing rods and threw the rod into the river and hoped to get lots of fish. When the fishing, they are busy fishing while talking



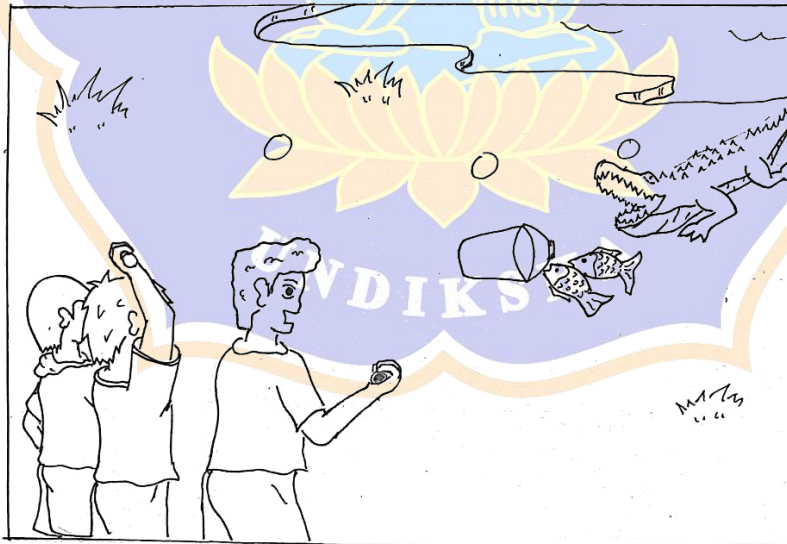
While they were busy talking, they caught some pretty big fish. Then, a few moments later, Bayu caught a big fish. He pulled with such force that the rod curved hard. And finally he got the fish. Here, Bayu, Eka and Rama so happy because they are get lots of fish.



After Bayu got a big fish. One of his friends named Eka saw a crocodile approaching them. And he called his friend to be on the lookout. That made his friend shocked and immediately ran from that place. So that, they threw away their fishing rods because they were so afraid



The large crocodile made Bayu's two friends panic and ran away. But it was different from Bayu who instead attacked the crocodile by throwing stones at the crocodile.



However, because Eka and Rama are Bayu's best friends, they choose to return to help Bayu to drive away or defeat the crocodile. They tried so hard to chase away the crocodile which wanted to eat the fish that they got. They threw stones at the crocodile, which made the crocodile give up and leave from that place.



After the crocodile left, Bayu immediately picked up the fish that had come out of the fishbucket. In the end, they got back the fish they caught. Then, they left from there and returned to their respective homes safely.

**LESSON PLAN 3****School** : SMA Negeri 1 Selemadeg**Subject** : English**Class** : XI**Time allotment** : 2 x 40 minutes**A. Basic Competence**

3.14 Understand the social function, text structure, and linguistic elements of a narrative text in the form of a fable, according to the context of its use.

**B. Indicator**

1. Identifying the main idea and theme of the narrative story
2. Identifying the meaning of the words in the text
3. Recalling the specific information from the picture series

**C. Objectives**

At the end of the lesson, the students are able to :

1. Find the main idea and theme of the narrative story
2. Find the specific information from the picture series
3. Find the information from the text appropriately



#### D. Learning Material

Narrative text is a text telling story focusing specific participants. Its social function is to tell stories or past events and entertain the readers

Generic structure:

1. Orientation: it is about the opening paragraph where the characters of the story are introduced.
2. Complication : where the problem in the story developed
3. Resolution : where the problem in the story is solved

#### STORY

Picture series: Fishing

#### E. Learning Method

1. Method : Three-Phase technique
2. Technique: discussion, question-answer.

#### F. Learning activity

No	Stages	Activities	Time allocation
1	Pre-activities	<ol style="list-style-type: none"> <li>a. Teacher greets the students by saying good morning or good afternoon students.</li> <li>b. Together with the students to have short pray</li> <li>c. Checks the students' attendant list</li> </ol>	10 minutes



2	<b>Whilst-activities</b>	<p><b>Observation</b></p> <ul style="list-style-type: none"> <li>a. Asks the students about the stories they have read</li> <li>b. Students are given guidance on an example of a narrative text in the form of a picture series to be seen, read, observed and understood by students.</li> <li>c. Students are asked to analyze from the narrative text about the problem that students want to know.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>a. Students are given time to ask various things that have not been understood related to the story in the form of a picture series that has been given.</li> <li>b. If there's no students want to ask questions, the teacher will ask students to find out the difficult words in the text in the picture series, ask students to write down the difficult words into their book, and ask them to find out the main idea of the text.</li> </ul> <p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>a. Students form groups to discuss the given picture series</li> </ul>	<b>60 minutes</b>
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		<p>b. Students explore each other related to difficult words in the picture series.</p> <p>c. Students are guided to identify characteristics (text structure and linguistic elements)</p> <p><b>Associating</b></p> <p>a. Students compare the results of group discussions with other groups.</p> <p>b. Students get feedback from the teacher and other groups about the characteristics and linguistic elements used in the story in the form of a picture series.</p> <p><b>Communicating</b></p> <p>a. Students are given questions related to the picture series</p> <p>b. Asks the students to answer the questions in pair</p> <p>c. Together with students answer the question</p> <p>d. Asks the students about things that students don't understand</p>	
<b>3</b>	<b>Post-activities</b>	<p>a. Concludes the material and the process of the teaching and learning</p> <p>b. Pray together before end the class</p>	<b>10 minutes</b>

		c. Says great thanks, and close the teaching and learning process	
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### G. Learning Media

1. Worksheet
2. Handout

### H. Assessment Structure

1. Find difficult words in the picture series
2. Answer the question from the teacher

### I. Assessment ;

1. Technique : written test
2. Form ; essay
3. Questions :
  1. Retell the story using your own words in one paragraph!

### J. Rubric

Content

- 4: The contents and structure very clearly
- 3: Fill clear but incomplete arrangement
- 2: Content and incomplete designations
- 1: The contents and structure are unclear

### Organization

4: Sentence and the other one interconnected and coherent

3: Sentence and the other one has been in touch but there are some that have not been coherently

2: Sentence one and the other interrelated but many are not coherent

1: Sentence and the other one is not interconnected and are not coherently

### Grammar

4: Almost no errors

3: There was a bit of fault

2: Many errors

1: Nearly all wrong

### Vocabulary

4: Many kind words and most of all true

3: There are several types and almost all words correctly

2: There are very few words and a lot of mistakes

1: There is no variation of the word and almost all wrong

### Mechanic

4: Almost no errors in spelling, punctuation and capitalization

3: There are a few mistakes in spelling, punctuation and capitalization

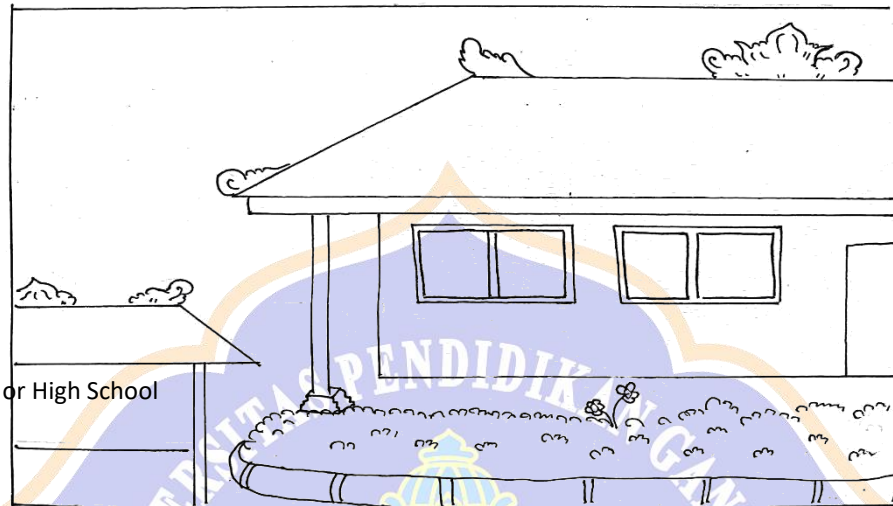
2: There are many errors in spelling, punctuation and capitalization

1: Almost all spelling, punctuation and capitalization wrong writing

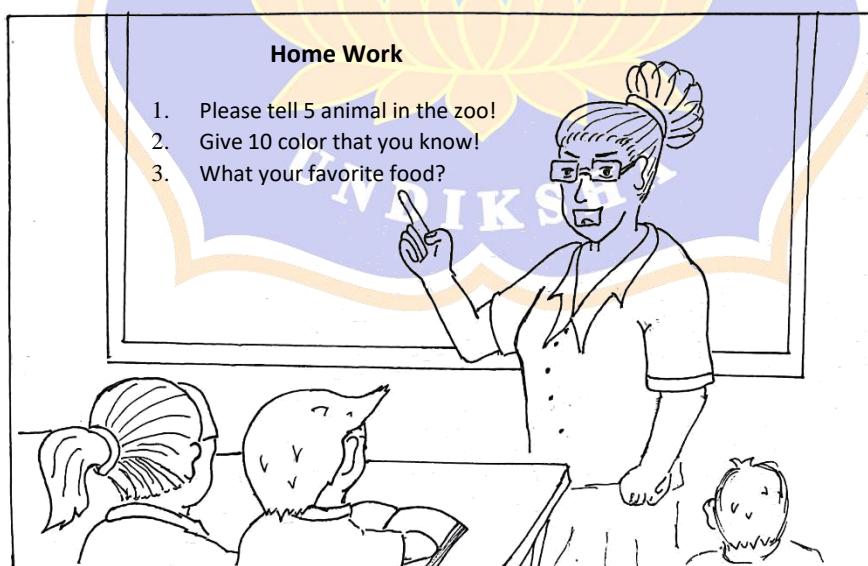
Nilai ketrampilan : (Gained Score : maximum score) x 100

Students' score :  $\frac{\text{Score Gained by Students}}{\text{Maximum Score}} \times 100$



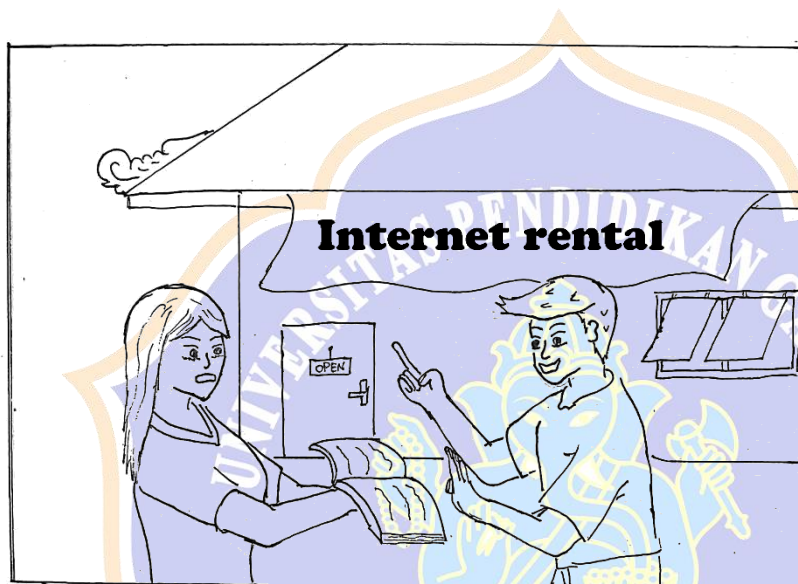
**Material;**

On Monday, in a junior high school with Balinese buildings and there are gardens around the school. As usual, students study at school with the teacher.

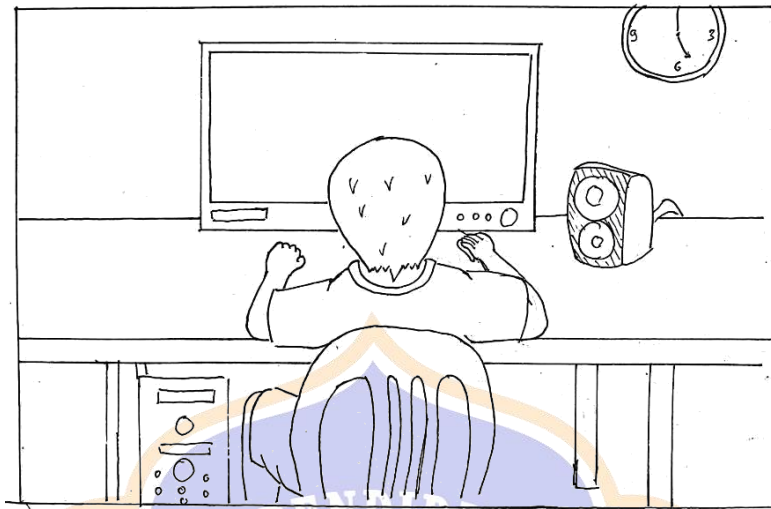




In one of the eleventh grade, there was a naughty student named Adi. In class, Adi sat next to Ayu. Ayu is a diligent and kind student. On that day, before the school bell rang, the teacher gave students homework to do at home and finished it before class started the next day.



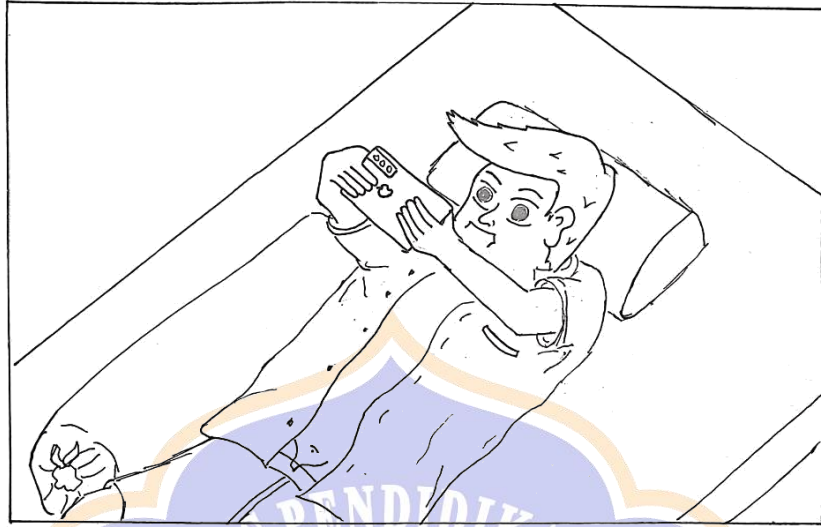
After school, Adi wants to stop in the internet cafe rental to play games and watch Narutocartoons. However, he was seen by Ayu and Ayu told Adi to do the homework that the teacher had given him first. But, because Adi thinks that there is still time tonight to do the homework, so Adi insists on going to the internet cafe rental.



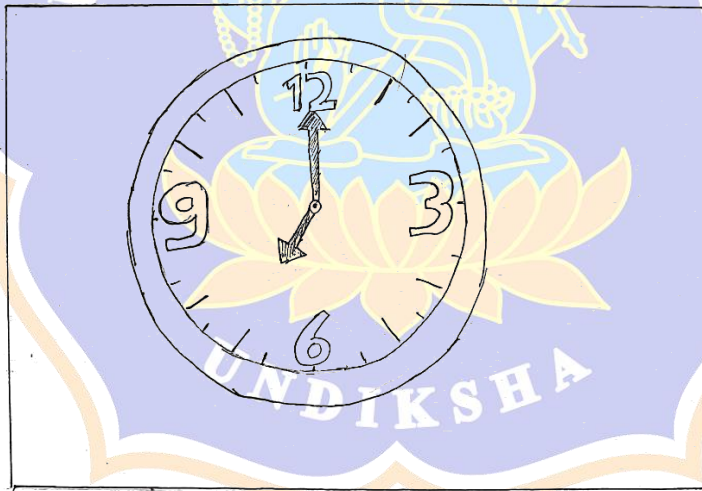
At the internet cafe rental, Adi plays shooting games, war games, and watches Naruto cartoons. Adi played without knowing the time, but because it was getting close to night. He went home soon.



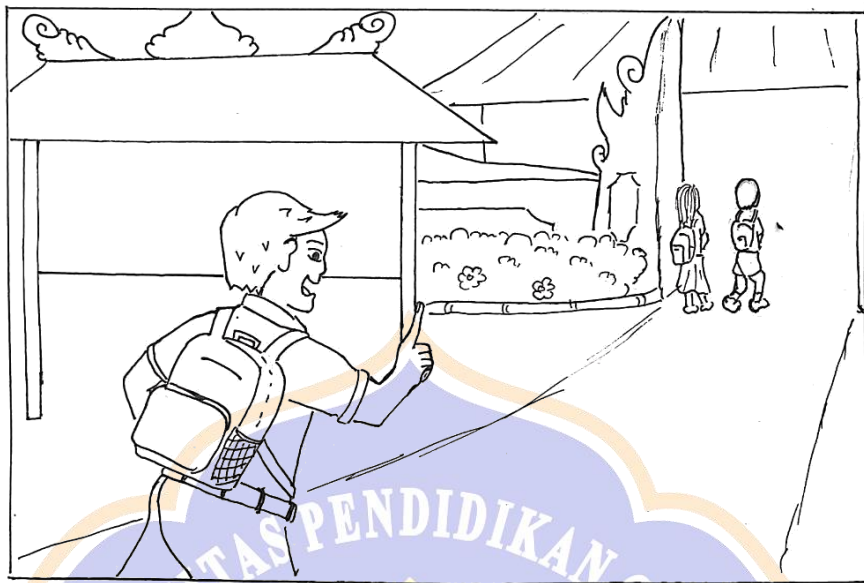
At Adi's house, after dinner, he went to his room to rest and watch TV. Because he was bored watching TV, Adi played with his cellphone while lying down. Adi really enjoys playing on his hand phone, so he forgets the time.



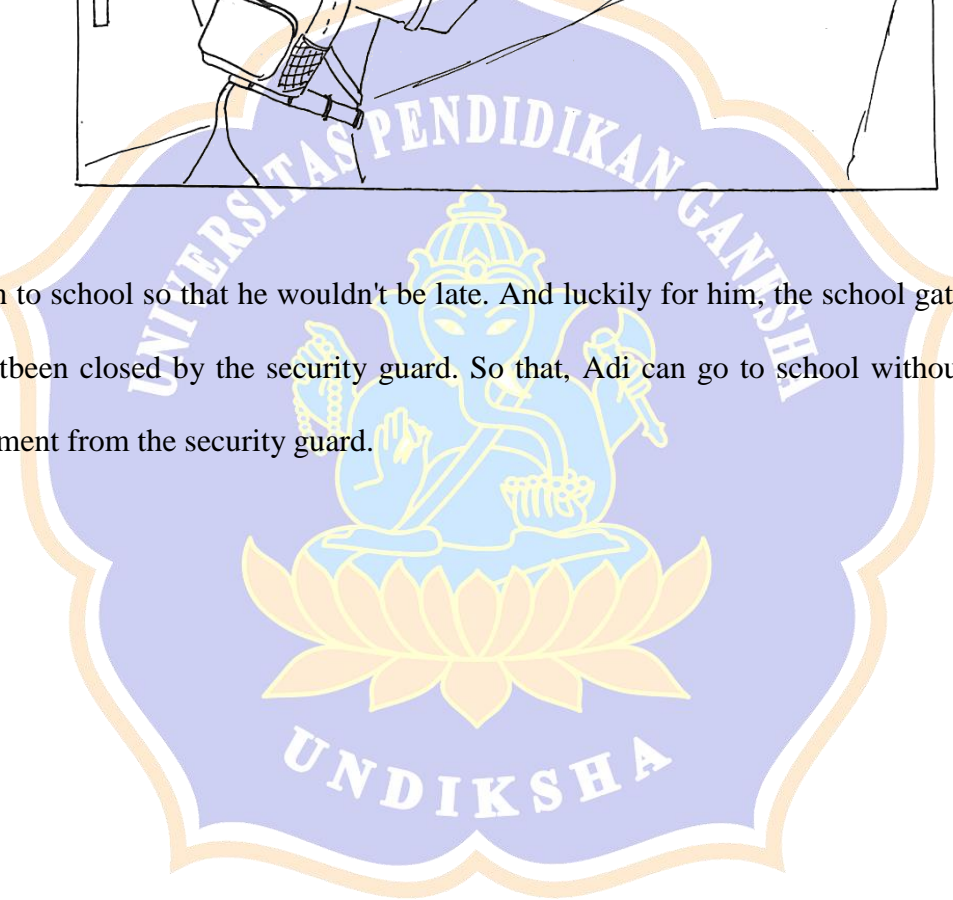
Because he was too busy playing on his handphone Adi felt tired, so Adi fell asleep until he forgot to do the homework which was his teacher had given him at school.



In the next day, Adi wakes up late. He woke up at 7 am. That make Adi panic, so that Adi quickly got ready to go to school.



Adi ran to school so that he wouldn't be late. And luckily for him, the school gate had not been closed by the security guard. So that, Adi can go to school without punishment from the security guard.





But, when arriving at class, the teacher asks for the results of the homework that was given yesterday. However, Adi didn't do it because he was busy playing on his handphone until he fell asleep. So the teacher scolded him and told Adi to stand in front of the flagpole as punishment.



Then from that day, Adi didn't want to waste any time playing, before finishing the homework given by his teacher. Adi studies so hard to do the assignments given, so he doesn't get punished again.



**LESSON PLAN 4****School** : SMA Negeri 1 Selemadeg**Subject** : English**Class** : XI**Time allotment** : 2 x 40 minutes**A. Basic Competence**

3.14 Understand the social function, text structure, and linguistic elements of a narrative text in the form of a fable, according to the context of its use.

**B. Indicator**

1. Identifying the main idea and theme of the narrative story
2. Identifying the meaning of the words in the text
3. Recalling the specific information from the picture series
4. Retelling the content of the picture series

**C. Objectives**

At the end of the lesson, the students are able to :

1. Find the main idea and theme of the narrative story
2. Find the specific information from the picture series
3. Find the information from the text appropriately
4. Make a monolog text about the story of picture series



#### D. Learning Material

Narrative text is a text telling story focusing specific participants. Its social function is to tell stories or past events and entertain the readers

Generic structure:

1. Orientation : it is about the opening paragraph where the characters of the story are introduced.
2. Complication : where the problem in the story developed
3. Resolution : where the problem in the story is solved

#### STORY

Picture series: Played kite

#### E. Learning Method

1. Method : Three-Phase technique
2. Technique : discussion, question-answer.

#### F. Learning activity

No	Stages	Activities	Time allocation
1	Pre-activities	<ol style="list-style-type: none"> <li>a. Teacher greets the students by saying good morning or good afternoon students.</li> <li>b. Together with the students to have short pray</li> <li>c. Checks the students' attendant list</li> </ol>	10 minutes

2	<b>Whilst-activities</b>	<p><b>Observation</b></p> <ul style="list-style-type: none"> <li>a. Asks the students about the stories they have read</li> <li>b. Students are given guidance on an example of a narrative text in the form of a picture series to be seen, read, observed and understood by students.</li> <li>c. Students are asked to analyze from the narrative text about the problem that students want to know.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>a. Students are given time to ask various things that have not been understood related to the story in the form of a picture series that has been given.</li> <li>b. If there's no students want to ask questions, the teacher will ask students to find out the difficult words in the text in the picture series, ask students to write down the difficult words into their book, and ask them to find out the main idea of the text.</li> </ul> <p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>a. Students form groups to discuss the given picture series</li> </ul>	<b>60 minutes</b>
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		<p>b. Students explore each other related to difficult words in the picture series.</p> <p>c. Students are guided to identify characteristics (text structure and linguistic elements)</p> <p><b>Associating</b></p> <p>a. Students compare the results of group discussions with other groups.</p> <p>b. Students get feedback from the teacher and other groups about the characteristics and linguistic elements used in the story in the form of a picture series.</p> <p><b>Communicating</b></p> <p>a. Asks students to retell the story</p> <p>b. Asks the students about things that students don't understand</p>	
3	<b>Post-activities</b>	<p>a. Concludes the material and the process of the teaching and learning</p> <p>b. Pray together before end the class</p> <p>c. Says great thanks, and close the teaching and learning process</p>	<b>10 minutes</b>

### G. Learning Media

1. Worksheet
2. Handout

### H. Assessment Structure

1. Find difficult words in the picture series
2. Retell picture series's storyline
3. Answer the question from the teacher

### I. Assessment ;

1. Technique : Reading test
2. Form ; essay
3. Questions :
  1. What is the story tell about?
  2. What material does Budi need to make a kite?
  3. Where Budi plays kite?
  4. Why did Budi's kite string break?
  5. What happened at the end of the story?

#### Expected answers:

1. The story is about Budi played the kite
2. There are bamboo, knife, and rope.
3. Budi is playing a kite in the field.

4. Because there was a tornado that hit Budi's kite, causing Budi's kite to break up.
5. At the end of the story, Budi gets his kite back using wood.

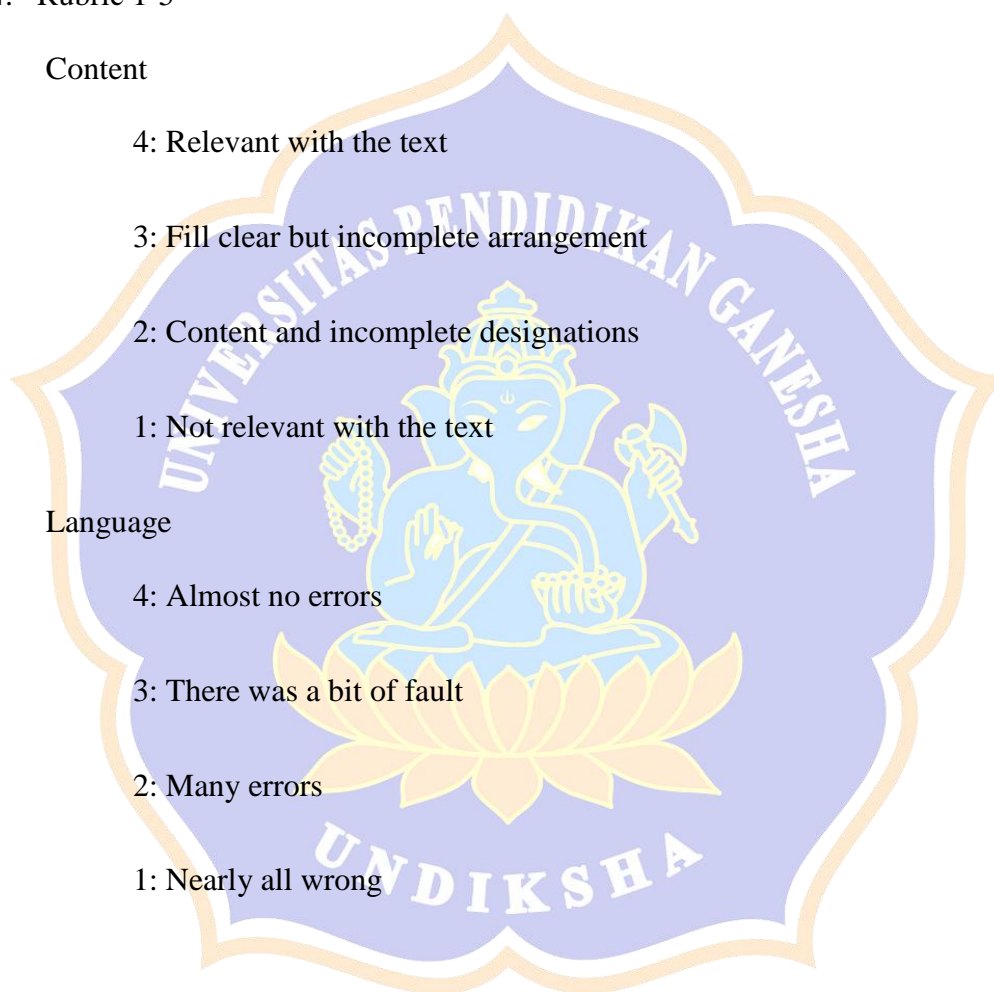
#### 4. Rubric 1-5

##### Content

- 4: Relevant with the text
- 3: Fill clear but incomplete arrangement
- 2: Content and incomplete designations
- 1: Not relevant with the text

##### Language

- 4: Almost no errors
- 3: There was a bit of fault
- 2: Many errors
- 1: Nearly all wrong



Criteria	Score Range
Students has full comprehending	90-100
Students has partial comprehending	60-80

Students has lack comprehending	30-50
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Nilai ketrampilan : (Gained Score : maximum score) x 100

Students' score :  $\frac{\text{ScorGainedbyStudents}}{\text{MaximumScore}} \times 100$



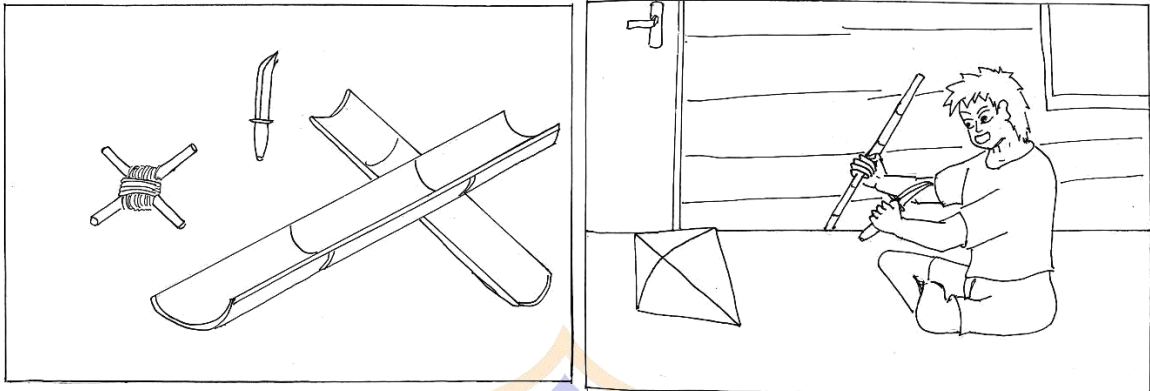


**Material;**

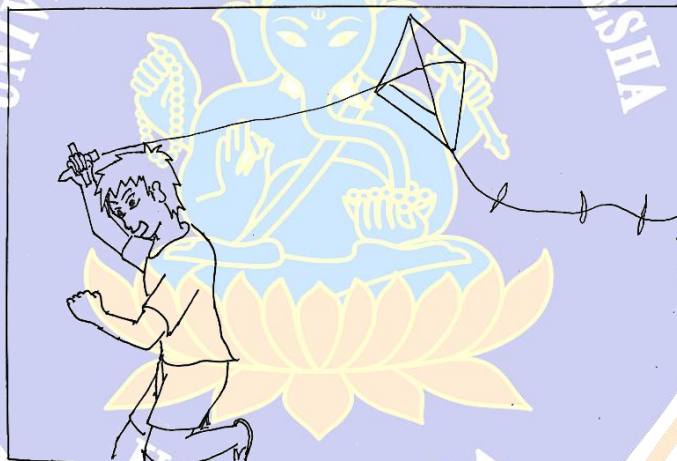
Once upon a time, there was a person named Budi. He was taking a walk with a very beautiful mountain view and with a fairly strong wind. On the way because the wind was quite strong and good for playing kites, he thought of making a kite.



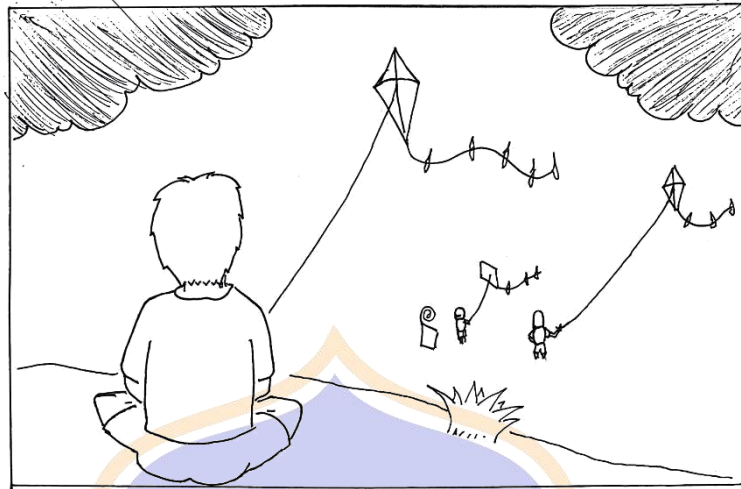
Then, he immediately went to look for the materials he needed. First he looked for bamboo near his house. He chops the bamboo with an axe.



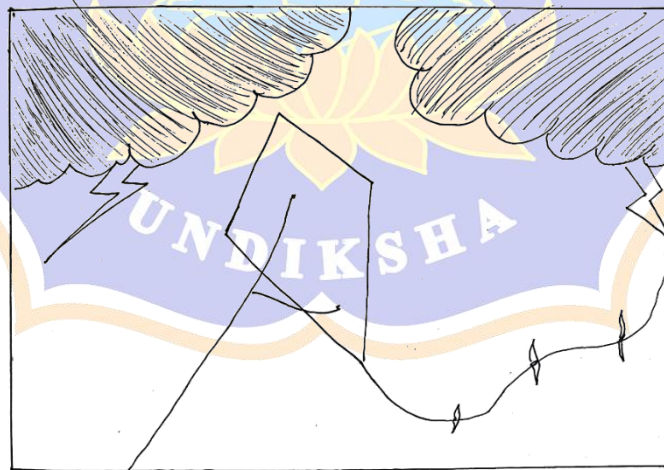
And Budi also prepares other materials such as, ropes for tying and knives for cutting or slicing bamboo. After that, he sat in front of his house and he started assembling or making the kites.



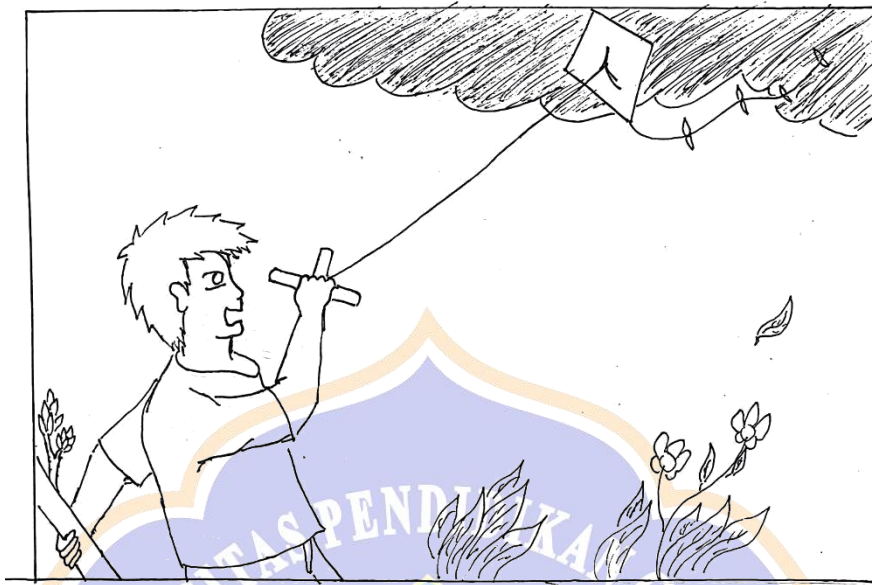
After his kite was finished, Budi immediately played his kite in the field. He ran pretty fast, so that his kite would get wind and make it could fly high up



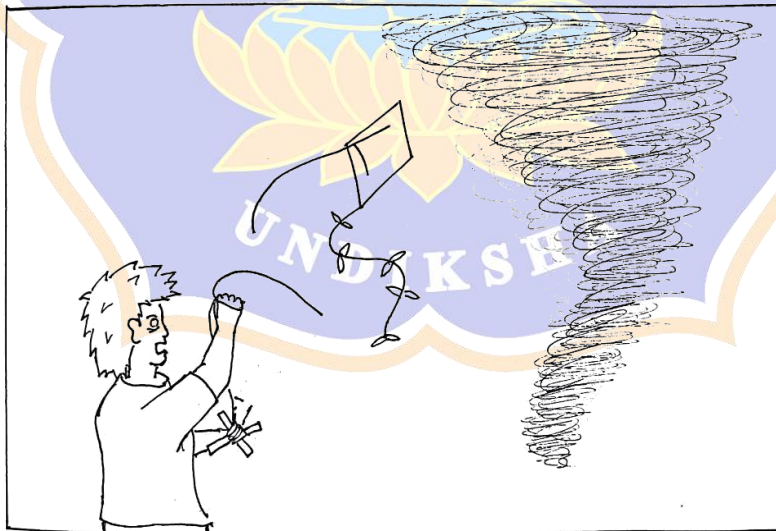
Then, after the kite flew so high. Suddenly there was a black cloud that came closer to him. This made the people who were flying kites, lower their kites because they were afraid it would rain. But, Budi didn't want to lower his kite, because he didn't think there would be rain



Because he didn't lower his kite, there was only Budi's kite flying in the sky with black clouds filled with lightning.



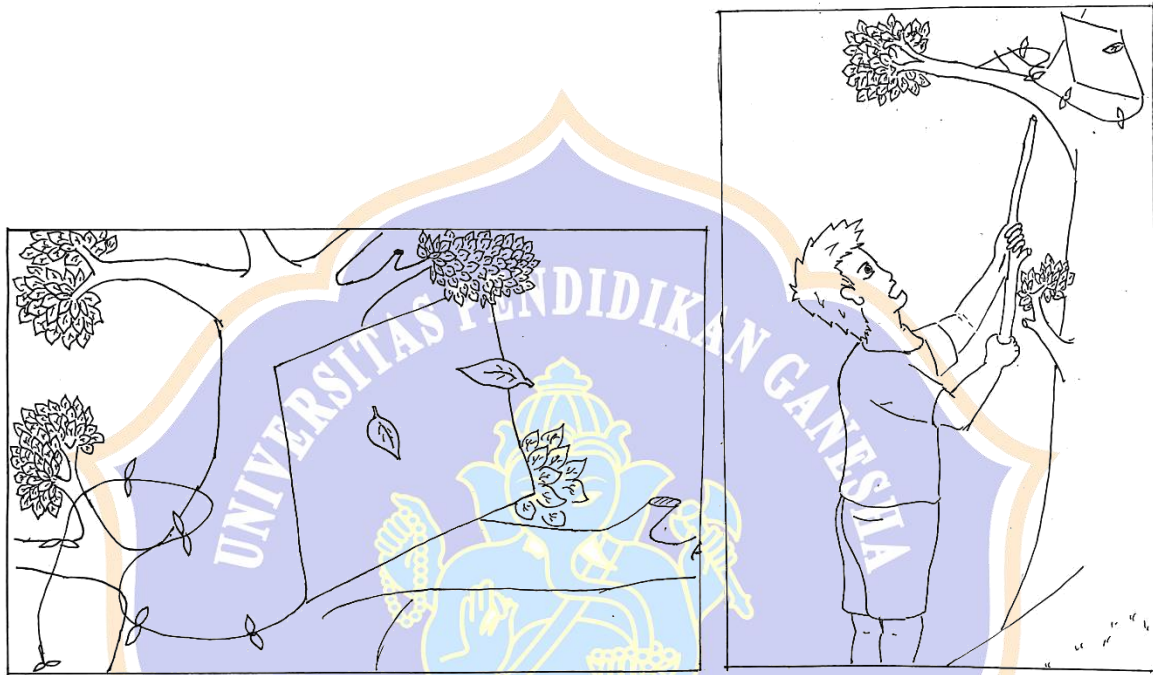
The strong wind started to make Budi's kite fly higher. Budi started to feel scared because of the dark sky and very strong wind. It seemed as if Budi would also fly with the wind, so he held onto one of the trees that was nearby



Suddenly there was a tornado which was not far from Budi's kite. The



wind was so strong that Budi's kite broke and flew away. And that also made Budi go to save himself until the tornado disappeared. Then, when the tornado disappeared, sadly Budi went to look for his missing kite.



Budi looks for kites here and there. And finally he found his kite stuck in one of the tall trees. He was trying to get his kite back. Then, he tried using a wooden stick. So he can get his kite back and go home

**Appendix 12**

Lesson Plan for Control Group

**LESSON PLAN 1****School : SMA Negeri 1 Selemadeg****Subject : English****Class : XI****Time allotment : 2 x 40 minutes****A. Basic Competence**

3.27 Analyzing the social function, text structure, and linguistic elements of narrative text in the form of short stories, according to the context of their use.

**B. Indicator**

1. Identifying the main idea and theme of the narrative story
2. Identifying the meaning of the words in the text
3. Recalling the specific information from the text



### C. Objectives

At the end of the lesson, the students are able to :

1. Find the main idea and theme of the narrative story
2. Find the specific information from the text
3. Find the information from the text appropriately

### D. Learning Material

Narrative text is a text telling story focusing specific participants. Its social function is to tell stories or past events and entertain the readers

Generic structure :

1. Orientation : it is about the opening paragraph where the characters of the story are introduced.
2. Complication : where the problem in the story developed
3. Resolution : where the problem in the story is solved

### STORY

#### A Rabbit and A Wolf

One day when a rabbit was walking in the forest, he heard someone crying out, "Help! Help!". He looked around and finally he saw a wolf. A great stone had fallen on his back so that he could not get up. He asked the rabbit for help and said that he would die if nobody helps him.

The rabbit worked very hard and finally managed to get the big stone of the wolf's back. Then the wolf jumped out and caught the rabbit in his mouth. The rabbit cried and asked for mercy, but the wolf insisted on killing him for his meal. Then the rabbit said, "No good person to kill someone who has helped him. It is not fair. You can ask the duck, who is very fair and knows everything."

So, both of them went to the duck. He listened to the story, and then said, "Show me the stone." Then they went to the stone. "Now let me be sure about this," said the duck. "Put the stone on the wolf's back exactly as it was when you found him." So the wolf lay down, and with much effort the stone was put on his back again.

<http://maliaphiaphia.blogspot.com/2012/07/narrative-text.html>

#### E. Learning Method

1. Method : Three-Phase technique
2. Technique : discussion, question-answer.

#### F. Learning activity

No	Stages	Activities	Time allocation
1	Pre-activities	<ol style="list-style-type: none"> <li>a. Teacher greets the students by saying good morning or good afternoon students.</li> <li>b. Together with the students to have short pray</li> </ol>	10 minutes

		c. Checks the students' attendant list	
2	<b>Whilst-activities</b>	<p><b>Observation</b></p> <ul style="list-style-type: none"> <li>a. Asks the students about the stories they have read</li> <li>b. Introduce the story that will be read</li> <li>c. Students are given guidance on an example of a narrative text to read by students.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>a. Students are given time to ask various things that have not been understood related to the story that has been given.</li> <li>b. If there's no students want to ask questions, the teacher will ask students to find out the difficult words in the text.</li> </ul> <p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>a. Students form groups to discuss the given the story.</li> <li>b. Students explore each other related to difficult words.</li> <li>c. Students are guided to identify characteristics (text structure)</li> </ul> <p><b>Assosiating</b></p>	<b>60 minutes</b>

		<p>a. Students compare the results of group discussions with other groups.</p> <p>b. Students get feedback from the teacher and other groups about the characteristics and linguistic elements used in the story.</p> <p><b>Communicating</b></p> <p>a. Students are given some of questions.</p> <p>b. Asks the students to answer the questions in pair</p> <p>c. Together with students answer the question</p> <p>d. Asks the students about things that students don't understand</p>	
<b>3</b>	<b>Post-activities</b>	<p>a. Concludes the material and the process of the teaching and learning</p> <p>b. Pray together before end the class</p> <p>c. Says great thanks, and close the teaching and learning process.</p>	<b>10 minutes</b>

### G. Leaning Media

1. Worksheet
2. Handout

## H. Assessment Structure

1. Find difficult words in the picture series
2. Answer the question from the teacher

## I. Assessment ;

1. Technique : Reading test
2. Form ; essay
3. Questions :
  1. What is the story tell about?
  2. How many characters are in the story?
  3. Where does the incident in the story take place?
  4. Why was the wolf crying for help to the rabbit?
  5. What is the moral value of the story?

Criteria	Score Range
Students have full comprehending	90-100
Students have partial comprehending	60-80
Students have lack comprehending	30-50
Students have miss comprehending	10-20

Nilai ketrampilan : (Gained Score : maximum score) x 100

Students' score :  $\frac{\text{ScorGainedbyStudents}}{\text{MaximumScore}} \times 100$

## LESSON PLAN 2

**School** : SMA Negeri 1 Selemadeg

**Subject** : English

**Class** : XI

**Time allotment** : 2 x 40 minutes

### A. Basic Competence

3.27 Analyzing the social function, text structure, and linguistic elements of narrative text in the form of short stories, according to the context of their use.

### B. Indicator

1. Identifying the main idea and theme of the narrative story
2. Identifying the meaning of the words in the text
3. Recalling the specific information from the text

### 4. Objectives

At the end of the lesson, the students are able to :

1. Find the main idea and theme of the narrative story
2. Find the specific information from the text
3. Find the information from the text appropriately



## 5. Learning Material

Narrative text is a text telling story focusing specific participants. Its social function is to tell stories or past events and entertain the readers

Generic structure:

1. Orientation: it is about the opening paragraph where the characters of the story are introduced.
2. Complication : where the problem in the story developed
3. Resolution : where the problem in the story is solved

### STORY

#### Best Friend?

Once upon a time, there were two close friends named Andi and Doni. On Saturday, at school they usually play with other friends. Then, one of his friends named Nino had a plan to invite Andi and Doni to go fishing in the river. Andi and Doni agree to go fishing with Nino. The next day, they went to the river with fishing equipment.

Arriving at the river, they prepare their fishing rods. However, the two friends realized that there was something odd about the river. Because they saw very calm water. They continued to fish in the river. When Nino caught the fish, it turned out that there were two crocodiles who followed the fish and saw Andi, Doni and Nino. When the crocodile chased Andi with his friends and wanted to eat them.

Andi, Doni and Nino took different paths to escape the crocodile attack. However, the two crocodiles only chased Andi who ran away from his two friends. Andi ran and tried to climb a tree, so the crocodile couldn't eat it. But the two crocodiles were still waiting for Andi under the tree. In another place, Nino kept running, leaving his friend. But Doni looked back and saw that the two crocodiles wanted to eat Andi, who was up in the tree. He also chose to turn around to help Andi. There, Doni threw stones at the crocodile. The two crocodiles left in pain. Then, Andi thanked Doni for not leaving his friends. Andi also considers Doni as his best friend and Doni also considers Andi as his best friend too.

### 6. Learning Method

- 1 Method : Three-Phase technique
- 2 Technique : discussion, question-answer.

### 3. Learning activity

No	Stages	Activities	Time allocation
1	Pre-activities	<ol style="list-style-type: none"> <li>a. Teacher greets the students by saying good morning or good afternoon students.</li> <li>b. Together with the students to have short pray</li> <li>c. Checks the students' attendant list</li> </ol>	10 minutes
2	Whilst-activities	Observation	60 minutes

		<p>a. Asks the students about the stories they have read</p> <p>b. Students are given guidance on an example of a narrative text to read by students.</p> <p>c. Students are asked to analyze from the narrative text about the problem that students want to know.</p> <p><b>Questioning</b></p> <p>a. Students are given time to ask various things that have not been understood related to the story that has been given.</p> <p>b. If there's no students want to ask questions, the teacher will ask students to find out the difficult words in the text.</p> <p><b>Exploring</b></p> <p>a. Students form groups to discuss the given the story.</p> <p>b. Students explore each other related to difficult words.</p> <p>c. Students are guided to identify characteristics (text structure and linguistic elements)</p> <p><b>Assosiating</b></p>	
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		<p>a. Students compare the results of group discussions with other groups.</p> <p>b. Students get feedback from the teacher and other groups about the characteristics and linguistic elements used in the story.</p> <p><b>Communicating</b></p> <p>a. Asks students to retell the story has been read</p> <p>b. Asks the students about things that students don't understand</p>	
<b>3</b>	<b>Post-activities</b>	<p>a. Concludes the material and the process of the teaching and learning</p> <p>b. Pray together before end the class</p> <p>c. Says great thanks, and close the teaching and learning process.</p>	<b>10 minutes</b>

## 7. Leaning Media

1. Worksheet
2. Handout

## 8. Assessment Structure

- a. Find difficult words in the picture series
- b. Answer the question from the teacher

## 9. Assessment ;

1. Technique : Reading test
2. Form ; essay
3. Questions :
  1. What is the story tell about?
  2. How many characters are in the story?
  3. Where did Nino see the crocodile?
  4. Why does Andi climb a tree?
  5. What is the moral value of the story?

Criteria	Score Range
Students have full comprehending	90-100
Students have partial comprehending	60-80
Students have lack comprehending	30-50
Students have miss comprehending	10-20

Nilai ketampilan : (Gained Score : maximum score) x 100

Students' score :  $\frac{\text{Score Gained by Students}}{\text{Maximum Score}} \times 100$



**LESSON PLAN 3**

**School** : SMA Negeri 1 Selemadeg

**Subject** : English

**Class** : XI

**Time allotment** : 2 x 40 minutes

**A. Basic Competence**

3.27 Analyzing the social function, text structure, and linguistic elements of narrative text in the form of short stories, according to the context of their use.

**B. Indicator**

1. Identifying the main idea and theme of the narrative story
2. Identifying the meaning of the words in the text
3. Recalling the specific information from the text
4. Retelling the content of the text

**C. Objectives**

At the end of the lesson, the students are able to :

1. Find the main idea and theme of the narrative story
2. Find the specific information from the text
3. Find the information from the text appropriately
4. Make a monolog text about the story of text

#### D. Learning Material

Narrative text is a text telling story focusing specific participants. Its social function is to tell stories or past events and entertain the readers

Generic structure:

1. Orientation: it is about the opening paragraph where the characters of the story are introduced.
2. Complication : where the problem in the story developed
3. Resolution : where the problem in the story is solved

#### STORY

##### Kind Boy

One day, a student named Momo. He's a poor kid. Because of that, all students don't want to be friends with Momo. However, there is one student who wants to be friends with him. The name is Agna. They get along well, even though many of the other students make fun of them.

Once upon a time the school held a cleaning activity in the school environment. Momo found a gold in the floor. Then, he wanted to give the gold to the teacher, but because her condition, the gold was kept by Momo. Beside that, there are students who are confused looking for something. The student's name is Dayu, she is a rich student. Momo sees Dayu, but she doesn't tell Dayu that she has found her gold.

Day by day passed, Momo kept the gold. But because Momo is a good kid. He kept thinking about returning the gold. Until Momo always had bad dreams about the gold. One day he thought of selling the gold. While on the way he experienced strange events such as almost being hit by a car until all the gold shops were closed, as if he was forbidden to sell the gold. So tell it with Agna. Agna tells Momo to return the gold to Dayu. Because of all the events that he experienced, Momo agreed to return the gold to Dayu.

The next day, Momo accompanied by his best friend went to return the gold he had found to Dayu. There Dayu was very happy because the gold was a legacy from his grandmother. Then, because of her kindness, Momo was no longer shunned by her classmates and they became happy friends.

#### E. Learning Method

1. Method : Three-Phase technique
2. Technique : discussion, question-answer.

#### F. Learning activity

No	Stages	Activities	Time allocation
1	Pre-activities	<ol style="list-style-type: none"> <li>a. Teacher greets the students by saying good morning or good afternoon students.</li> <li>b. Together with the students to have short pray</li> </ol>	10 minutes

		c. Checks the students' attendant list	
2	<b>Whilst-activities</b>	<p><b>Observation</b></p> <ul style="list-style-type: none"> <li>a. Asks the students about the stories they have read</li> <li>b. Students are given guidance on an example of a narrative text to read by students.</li> <li>c. Students are asked to analyze from the narrative text about the problem that students want to know.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>a. Students are given time to ask various things that have not been understood related to the story that has been given.</li> <li>b. If there's no students want to ask questions, the teacher will ask students to find out the difficult words in the text, ask students to write down the difficult words into their book, and ask them to find out the main idea of the text.</li> </ul> <p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>a. Students form groups to discuss the given the story.</li> <li>b. Students explore each other related to difficult words.</li> </ul>	<b>60 minutes</b>

		<p>c. Students are guided to identify characteristics (text structure and linguistic elements)</p> <p><b>Assosiating</b></p> <p>a. Students compare the results of group discussions with other groups.</p> <p>b. Students get feedback from the teacher and other groups about the characteristics and linguistic elements used in the story.</p> <p><b>Communicating</b></p> <p>a. Asks students to retell the story has been read</p> <p>b. Asks the students about things that students don't understand</p>	
<b>3</b>	<b>Post-activities</b>	<p>a. Concludes the material and the process of the teaching and learning</p> <p>b. Pray together before end the class</p> <p>c. Says great thanks, and close the teaching and learning process.</p>	<b>10 minutes</b>

### G. Leaning Media

1. Worksheet
2. Handout



## H. Assessment Structure

- a. Find difficult words in the text
- b. Retell the storyline
- c. Answer the question from the teacher

## I. Assessment ;

- a. Technique : written test
- b. Form ; essay
- c. Questions :
  1. Retell the story using your own words in one paragraph!
  2. Where did Momo find gold?
  3. Who actually has the gold?
  4. Why didn't Momo report the gold findings to the teacher?
  5. How many characters are in the story?

### 1. Rubric

#### Content

4: The contents and structure very clearly

3: Fill clear but incomplete arrangement

2: Content and incomplete designations

1: The contents and structure are unclear

### Organization

- 4: Sentence and the other one interconnected and coherent
- 3: Sentence and the other one has been in touch but there are some that have not been coherently
- 2: Sentence one and the other interrelated but many are not coherent
- 1: Sentence and the other one is not interconnected and are not coherently

### Grammar

- 4: Almost no errors
- 3: There was a bit of fault
- 2: Many errors
- 1: Nearly all wrong

### Vocabulary

- 4: Many kind words and most of all true
- 3: There are several types and almost all words correctly
- 2: There are very few words and a lot of mistakes
- 1: There is no variation of the word and almost all wrong

### Mechanic

4: Almost no errors in spelling, punctuation and capitalization

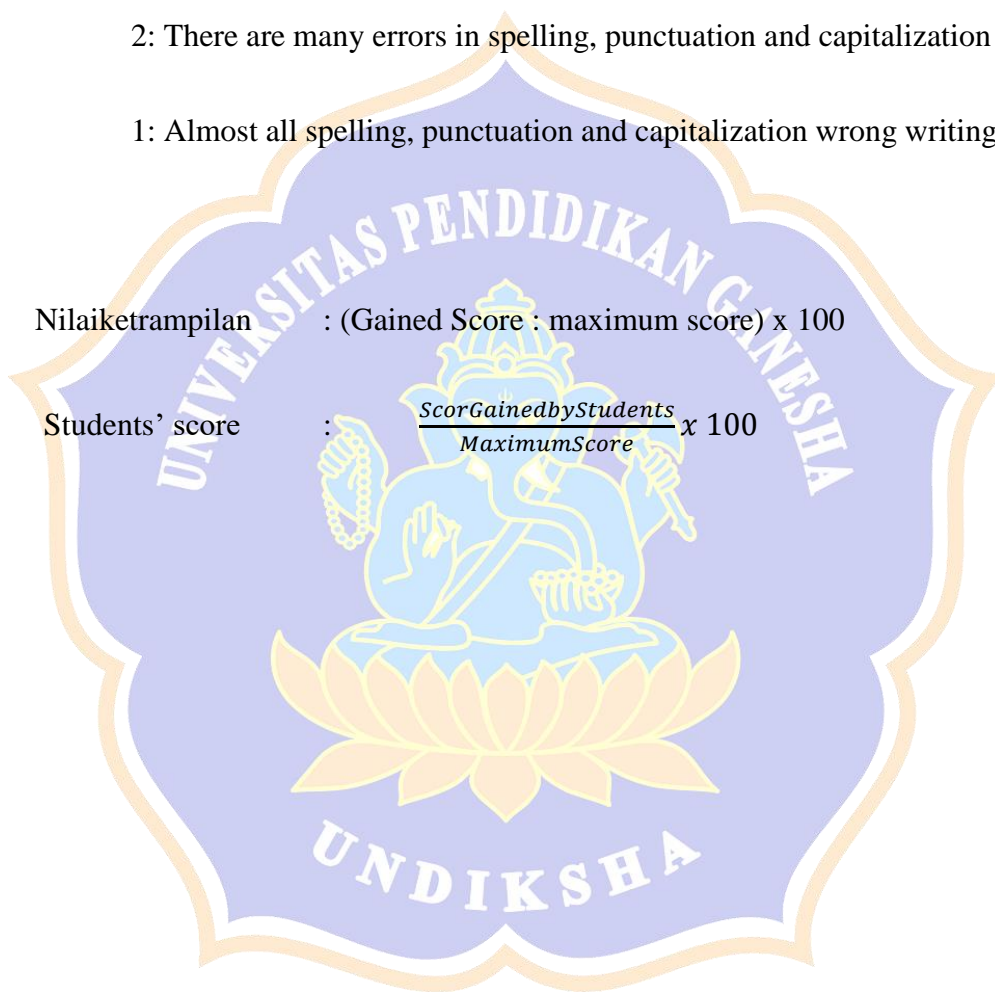
3: There are a few mistakes in spelling, punctuation and capitalization

2: There are many errors in spelling, punctuation and capitalization

1: Almost all spelling, punctuation and capitalization wrong writing

Nilai ketrampilan : (Gained Score : maximum score) x 100

Students' score :  $\frac{\text{Score Gained by Students}}{\text{Maximum Score}} \times 100$



**LESSON PLAN 4**

**School** : SMA Negeri 1 Selemadeg

**Subject** : English

**Class** : XI

**Time allotment** : 2 x 40 minutes

**A. Basic Competence**

3.27 Analyzing the social function, text structure, and linguistic elements of narrative text in the form of short stories, according to the context of their use.

**B. Indicator**

1. Identifying the main idea and theme of the narrative story
2. Identifying the meaning of the words in the text
3. Recalling the specific information from the text

**C. Objectives**

At the end of the lesson, the students are able to:

1. Find the main idea and theme of the narrative story
2. Find the specific information from the text
3. Find the information from the text appropriately

## D. Learning Material

Narrative text is a text telling story focusing specific participants. Its social function is to tell stories or past events and entertain the readers

Generic structure:

1. Orientation: it is about the opening paragraph where the characters of the story are introduced.
2. Complication : where the problem in the story developed
3. Resolution : where the problem in the story is solved

### STORY

#### Fox and A Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said.

'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!'

'Well, maybe some day, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance.

The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its



branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?'

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

Moral : A single plan that works is better than a hundred doubtful plans.

<https://www.englishiana.com/2016/03/10-contoh-narative-text-pendek-bahasa.html>

#### E. Learning Method

1. Method : Three-Phase technique.
2. Technique : discussion, question-answer.

#### F. Learning activity

No	Stages	Activities	Time allocation
1	Pre-activities	<ol style="list-style-type: none"> <li>a. Teacher greets the students by saying good morning or good afternoon students.</li> <li>b. Together with the students to have short pray</li> <li>c. Checks the students' attendant list</li> </ol>	10 minutes

2	<b>Whilst-activities</b>	<p><b>Observation</b></p> <ul style="list-style-type: none"> <li>a. Asks the students about the stories they have read</li> <li>b. Students are given guidance on an example of a narrative text to be seen, read, observed and understood by students.</li> <li>c. Students are asked to analyze from the narrative text about the problem that students want to know.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>a. Students are given time to ask various things that have not been understood related to the story that has been given.</li> <li>b. If there's no students want to ask questions, the teacher will ask students to find out the difficult words in the text, ask students to write down the difficult words into their book, and ask them to find out the main idea of the text.</li> </ul> <p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>a. Students form groups to discuss the given the story.</li> <li>b. Students explore each other related to difficult words.</li> </ul>	<b>60 minutes</b>
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		<p>c. Students are guided to identify characteristics (text structure and linguistic elements)</p> <p><b>Assosiating</b></p> <p>a. Students compare the results of group discussions with other groups.</p> <p>b. Students get feedback from the teacher and other groups about the characteristics and linguistic elements used in the story.</p> <p><b>Communicating</b></p> <p>a. Students are given some of questions.</p> <p>b. Asks the students to answer the questions in pair</p> <p>c. Together with students answer the question</p> <p>d. Asks the students about things that students don't understand</p>	
<b>3</b>	<b>Post-activities</b>	<p>a. Concludes the material and the process of the teaching and learning</p> <p>b. Pray together before end the class</p> <p>c. Says great thanks, and close the teaching and learning process.</p>	<b>10 minutes</b>

### G. Leaning Media

1. Worksheet
2. Handout

### H. Assessment Structure

- a. Find difficult words in the picture series
- b. Answer the question from the teacher

### I. Assessment :

Technique: Reading test

Form: essay

Questions:

1. What is the story tell about?
2. How many characters are in the story?
3. How the cat escape from the dog?
4. Why the fox stay silent after the dog come?
5. What is the moral value of the story?

Criteria	Score Range
Students have full comprehending	90-100
Students have partial comprehending	60-80 30-50
Students have lack comprehending	10-20

Students have miss comprehending	
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Nilai ketrampilan : (Gained Score : maximum score) x 100

Students' score :  $\frac{\text{ScorGainedbyStudents}}{\text{MaximumScore}} \times 100$





## APPENDIX 13

### Documentation





## RIWAYAT HIDUP



Ari Nugraha lahir di Sulawesi Tengah (Palu) pada tanggal 16 September 2000. Penulis lahir dari pasangan suami istri Bapak I Ketut Mertayasa dan Ibu Ni Wayan Walik. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Jalan Pahlawan, Desa Gadungan, Kecamatan Selemadeg Timur, Kabupaten Tabanan, Bali.

Penulis menyelesaikan pendidikan dasar di SD Negeri 3 Gadungan dan lulus pada tahun 2012. Kemudian, penulis melanjutkan di SMP Negeri 3 Selemadeg Timur dan lulus pada tahun 2015. Pada tahun 2018, penulis lulus dari SMA Negeri 1 Selemadeg Jurusan IPA dan melanjutkan ke Sarjana 1 Jurusan Bahasa Asing di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2023, penulis telah menyelesaikan Tugas Akhir yang berjudul “The Effect Of Using Picture Series In Students Reading Comprehension In Eleventh Grade Students Of SMA N 1 Selemadeg”. Selanjutnya, mulai tahun 2023 sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa Program S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.