

Appendix 1

Lesson Plan for Control Class (Conventional Assessment)

Lesson Plan

Subject : English
Class/Semester : VIII/2
Topic : Narrative Text
Time Allocation : 4 x 40 minutes (2 meetings)

A. Main Competency

KI 1 : Respecting and appreciating of the religion that embraced.

KI 2 : Respecting and appreciating honestly, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within relationships and existence.

KI 3 : Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and real events.

KI 4 : Trying, processing, and presenting in a concrete (using, parsing, arranging, modifying, and making) and abstract (writing, reading, counting, drawing, and making) based on what is learned in the school and other sources in the same perspective/ theory.

B. Basic Competency

3.14 Understanding social functions, text structures, and linguistic elements from fable narrative texts, based on the context use.

3.18 Capturing the meaning of oral and written narrative texts, which are short fable and simple to use.

C. Indicators

3.14.1 Listen and reading the phrase to understand social functions, text structures, and linguistic elements from fable narrative texts, based on the context use.

3.14.2 Identifying the phrase to understand social functions, text structures, and linguistic elements from fable narrative texts, based on the context use.

- 3.18.1 Identifying the phrase to understand oral and written of simple and short fable use.
- 3.18.2 Imitating the phrase to understand oral and written of simple and short fable use.
- 3.18.3 Making short conversations that use the phrase to understand oral and written of simple and short fable use.
- 3.18.4 Using the structure text and linguistics element to understand oral and written of simple and short fable use.
- 3.18.5 Doing the conversation to understand oral and written of simple and short fable use.

D. Learning Objective

1. Students are able to listen and read the phrase to understand social functions, text structures, and linguistic elements from fable narrative texts, based on the context use.
2. Students are able to identify the phrase to understand social functions, text structures, and linguistic elements from fable narrative texts, based on the context use.
3. Students are able to identify the phrase to understand oral and written of simple and short fable use.
4. Students are able to imitate the phrase to understand oral and written of simple and short fable use.
5. Students are able to make short conversations that use the phrase to understand oral and written of simple and short fable use.
6. Students are able to use the structure text and linguistics element to understand oral and written of simple and short fable use.
7. Students are able to do the conversation to understand oral and written of simple and short fable use.

E. Learning Material

1. Definition of Narrative text

Narrative deals with problematic events that lead to crisis or complication which in turn finds resolution, in addition, narrative is intended to entertain or to deal with actual or vicarious experience in different ways.

2. Social function

It is used to entertain and to deal with actual or vicarious experience in different ways.

3. Generic structure

- a. Orientation: setting the scene, introducing the participants or giving necessary background (who, when, and where)
- b. Complication: the problem or complication arises and it creates tension, is carefully written until it finds its climax.
- c. Resolution: finding the end of the narration or the problem is resolved; it can be happy or unhappy ending

4. Linguistic elements

Using simple past tense

5. Narrative Text

A Greedy Dog

A greedy dog stole a large piece of tender meat from a butcher's shop. He grasped the meat tightly between his teeth and ran home with it.

On the way home, he came to a small bridge over a stream. As he was crossing the bridge, he looked down and saw his own reflection in the water below; he thought it was another dog that he saw. In this other dog's mouth he saw another large piece of meat. "If I can get the meat from that other dog, I will have two pieces instead of one," thought the greedy dog.

So, he bent down to get the meat and, as he opened his jaws, the meat fell out and was quickly lost in the water. So, in the end, the dog had nothing. He had been punished by his greed.

The Three Little Piggy

Once upon a time there were three little piggy. One pig built a house of straw while the second pig built his house with sticks. They built their houses very quickly and then sang and danced all day because they were lazy. The third little pig worked hard all day and built his house with bricks.

A big bad wolf saw the two little pigs while they danced and played and thought, "What juicy tender meals they will make!" He chased the two pigs and they ran and hid in their houses. The big bad wolf went to the first house and huffed and puffed and blew the house down in minutes. The frightened little pig ran to the second pig's house that was made of sticks. The big bad wolf now came to this house and huffed and puffed and blew the house down in hardly any time. Now, the two little pigs were terrified and ran to the third pig's house that was made of bricks.

The big bad wolf tried to huff and puff and blow the house down, but he could not. He kept trying for hours but the house was very strong

F. Technique

Scientific approach

G. Learning Resources

1. Students English book
2. Narrative text: <http://shortstoriesshort.com/story/the-three-little-pigs/>
[http://englishstory12.blogspot.com/2012/02/greedy dog.html](http://englishstory12.blogspot.com/2012/02/greedy-dog.html)

H. Learning Activities (Conventional Assessment)

1. First Meeting (2x40 minutes)

Activities	Time
<i>Pre-Activities</i> a. Greeting b. Checking the students' readiness c. Checking students' present list d. Explain learning objectives and competences to be achieved e. Introducing the topic of the lesson	10 minutes
<i>Whilst Activities</i> a. The teacher shows the criteria (conventional assessment criteria) on the screen that will be used to assess students' work. b. The teacher explains about the criteria (conventional assessment criteria) on the screen that will be used to assess students' work.	

Observing and Questioning

60 minutes

a. Recalling students' memory about narrative text,
(*Remembering*)

1. Do you still remember what narrative text is?
2. What are the types of narrative?
3. What do you know about fable?
4. What are the examples of fable?

b. Asking students to observe the video about narrative text on the screen.

<https://www.youtube.com/watch?v=bq9z307KcP4&t=8s>

<https://www.youtube.com/watch?v=BvtG-myN8Lo&t=24s>

c. Asking students to explain about social functions, text structures, and linguistic elements from fable narrative texts. (*Understanding*)

d. Giving narrative text about fable "A Greedy Dog"

e. Students are asked to read the text individually.

Exploring and Associating

- Asking students to identify the social functions, text structures, and linguistic elements from fable narrative texts. (*Applying*)
- The teacher and students discuss about social function, text structures, and linguistic elements from fable narrative texts.

Asking students to assess themselves based on the criteria.

a. The teacher shows the criteria (conventional assessment criteria) on the screen to remind students for assessment criteria.

<p>b. The teacher gives conventional assessment form to each student.</p> <p>c. Students do the assessment.</p> <p>Communicating</p> <p>a. Giving feedback toward students' answers related to social function, text structure, and linguistic elements.</p> <p>b. Giving feedback for students toward self-assessment that had been done.</p> <p>c. Giving reward for those who have good answer and giving motivation for those who have low achievement.</p>	
<p>Post Activities</p> <p>a. The teacher asks some students to give conclusion about the lesson/ material that has been discussed.</p> <p>b. The students make their own reflection of the activities that they have been carrying out.</p> <p>c. The teacher asks students to submit their self-assessment form.</p>	<p>10 minutes</p>

2. *Second Meeting (2x40 minutes)*

Activities	Times
<p>Pre-activities</p> <p>a. Greeting</p> <p>b. Checking the students' readiness</p> <p>c. Checking students' present list</p> <p>d. Explain learning objectives and competences to be achieved</p> <p>e. Introducing the topic of the lesson</p>	<p>10 minutes</p>
<p>Whilst Activities</p> <p>Observing and Questioning</p> <p>a. Asking students to read about the definition and how to find the main idea, specific information, word meaning,</p>	

<p>and textual references of narrative text on the screen.</p> <ol style="list-style-type: none"> b. Asking students to explain about the main idea, specific information, word meaning, and textual references in reading by using their own words. c. Asking students to explain how to find the main idea, specific information, word meaning, and textual references in narrative text by using their own words. d. Giving narrative text about fable “The Three Little Piggy”. e. Students are asked to read the text individually. <p>Exploring and Associating</p> <ul style="list-style-type: none"> • Asking students to analyze the main idea, specific information, word meaning, and textual references from the text. (analyzing) • The teacher and students discuss the main idea, words meaning, specific information, and textual reference in the narrative text. <p><i>Asking students to assess themselves based on the criteria.</i></p> <ol style="list-style-type: none"> a. The teacher shows the criteria (conventional assessment criteria) on the screen to remind students for assessment criteria. b. The teacher gives conventional assessment form to each student. c. Students do the assessment. <p>Communicating</p> <ol style="list-style-type: none"> a. The teacher distribute the first conventional assessment form 	<p>60 minutes</p>
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<ul style="list-style-type: none"> b. The teacher and students compare conventional assessment on the first and the second meeting. c. The teacher and students discuss about the similarities and differences about conventional assessment that had done by assessment guidelines. d. Giving reward for those who have good answer and giving motivation for those who have low achievement. 	
<p><i>Post Activities</i></p> <ul style="list-style-type: none"> a. The teacher asks some students to give conclusion about the lesson/material that has been discussed. b. The students make their own reflection of the activities that they have been carrying out. c. The teachers ask students to submit their conventional assessment form. 	10 minutes

3. *Third Meeting (2x40 minutes)*

Activities	Times
<p><i>Pre-activities</i></p> <ul style="list-style-type: none"> a. Greeting b. Checking the students' readiness c. Checking students' present list d. Explain learning objectives and competences to be achieved e. Introducing the topic of the lesson 	10 minutes
<p><i>Whilst Activities</i></p> <p>Observing and Questioning</p> <ul style="list-style-type: none"> a. Asking students to reread narrative text about fable "The Three Little Piggy". b. Asking the students to find the social function, 	

<p>structure, and linguistic elements of the story.</p> <p>c. Asking students to evaluate about the main idea, specific information, word meaning, and textual references in the story. (<i>Evaluating</i>)</p>	<p>60 minutes</p>
<p>Exploring and Associating</p> <p>The teacher and students discuss about the social function, structure, linguistic elements, main idea, words meaning, specific information, and textual reference in the story.</p> <p><i>Asking students to assess themselves based on the criteria.</i></p> <p>a. The teacher shows the criteria (conventional assessment criteria) on the screen to remind students for assessment criteria.</p> <p>b. The teacher gives conventional assessment form to each student.</p> <p>c. Students do the assessment.</p> <p><i>Asking students to change the resolution based on their imagination. (Creating)</i></p> <p>Communicating</p> <p>a. The teacher gives feedback towards students' answer related to change the resolution based on their imagination.</p> <p>b. The teacher and students compare conventional assessment on the first, the second and third meeting.</p> <p>c. The teacher and students discuss about the similarities and differences about conventional assessment that had done by assessment guidelines.</p> <p>d. The teacher asks students about the result of self-assessment on the first, second, and third meeting.</p>	

<p>e. The teacher asks students to see which indicator has high and low score and he/ she has to give input or recommendation in learning for the students.</p> <p>f. Students are being to confidence in reading comprehension.</p> <p>g. Giving reward for those who have good answer and giving motivation for those who have low achievement.</p>	
<p>Post Activities</p> <p>a. The teacher asks some students to give conclusion about the lesson/material that has been discussed.</p> <p>b. The students make their own reflection of the activities that they have been carrying out.</p> <p>c. The teacher asks students to submit conventional assessment form.</p>	<p>10 minutes</p>

I. Assessment of Learning outcome

Assessment criteria:

1. The level of achievement of social functions text narrative (fable).
2. The level of completeness in mentioning the generic structure.
3. The level of accuracy of linguistic elements.
4. The level of achievement of finding the main idea, words meaning, specific information, and textual reference in the narrative text.

Conventional Assessment Criteria:

- The definition of narrative text.
- The types of narrative text.
- The social function of narrative text.
- The structure of narrative text.

- The linguistic elements of narrative text.
- The main idea of narrative text
- The word meaning of narrative text
- The specific information of narrative text
- The textual references of narrative text



Appendix 2

Lesson Plan for Experimental Class (Self-Assessment)

Lesson Plan

Subject : English
Class/Semester : VIII/2
Topic : Narrative Text
Time Allocation : 6 x 40 minutes (3 meetings)

A. Main Competency

KI 1 : Respecting and appreciating of the religion that embraced.

KI 2 : Respecting and appreciating honestly, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within relationships and existence.

KI 3 : Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and real events.

KI 4 : Trying, processing, and presenting in a concrete (using, parsing, arranging, modifying, and making) and abstract (writing, reading, counting, drawing, and making) based on what is learned in the school and other sources in the same perspective/ theory.

B. Basic Competency

3.14 Understanding social functions, text structures, and linguistic elements from fable narrative texts, based on the context use.

3.18 Capturing the meaning of oral and written narrative texts, which are short fable and simple to use.

C. Indicators

3.14.1 Discussing the social functions, text structures, and linguistic elements from fable narrative texts, based on the context use.

3.14.2 Determining the social functions, text structures, and linguistic elements from fable narrative texts, based on the context use.

3.14.3 Proposing the social functions, text structures, and linguistic elements from fable narrative texts, based on the context use.

3.18.1 Finding the main idea in the narrative text.

3.18.2 Finding words meaning in the narrative text.

3.18.3 Finding specific information in the narrative text.

3.18.4 Finding textual reference in the narrative text.

D. Learning Objective

1. Students are able to discuss the social functions, text structures, and linguistic elements from fable narrative texts, based on the context use.
2. Students are able to determine the social functions, text structures, and linguistic elements from fable narrative texts, based on the context use.
3. Students are able to propose the social functions, text structures, and linguistic elements from fable narrative texts, based on the context use
4. Students are able to find the main idea in the narrative text.
5. Students are able to find words meaning in the narrative text.
6. Students are able to find specific information in the narrative text.
7. Students are able to find textual reference in the narrative text.

E. Learning Material

1. Definition of Narrative text

Narrative deals with problematic events that lead to crisis or complication which in turn finds resolution, in addition, narrative is intended to entertain or to deal with actual or vicarious experience in different ways.

2. Social function

It is used to entertain and to deal with actual or vicarious experience in different ways.

3. Generic structure

- a. Orientation: setting the scene, introducing the participants or giving necessary background (who, when, and where)

- b. Complication: the problem or complication arises and it creates tension, is carefully written until it finds its climax.
 - c. Resolution: finding the end of the narration or the problem is resolved; it can be happy or unhappy ending.
 - d. Reorientation/coda: closing the narration by using personal comment or opinion, it is optional.
4. Linguistic elements

Using simple past tense

5. a. The ability to find out the main idea from the text

Main idea questions ask students to identify the central theme of the selection. These questions may give students some direction toward the nature of the answer.

- b. The ability to find out specific information from the text

In the specific information questions details ask for bits of information covered by the material.

- c. The ability to find out the textual references from the text

In the textual references ask for what does the words refers to. It can include an author's borrowing and transformation of a prior text or to a reader's referencing of one text in reading another.

- d. The ability to find out the words meaning based on the context.

Vocabulary questions check the understanding of the students in terms of word meaning, generally as used in a particular selection. For discussion purposes, a teacher might ask students to produce as many meanings of a specific word as they can, but purpose questions and test questions should ask for the meaning of a word as it is used in the selection being read.

6. Narrative Text

A Greedy Dog

A greedy dog stole a large piece of tender meat from a butcher's shop. He grasped the meat tightly between his teeth and ran home with it.

On the way home, he came to a small bridge over a stream. As he was crossing the bridge, he looked down and saw his own reflection in the water below; he thought it was another dog that he saw. In this other dog's mouth he saw another large piece of meat. "If I can get the meat from that other dog, I will have two pieces instead of one," thought the greedy dog.

So, he bent down to get the meat and, as he opened his jaws, the meat fell out and was quickly lost in the water. So, in the end, the dog had nothing. He had been punished by his greed.



The Three Little Piggy

Once upon a time there were three little piggy. One pig built a house of straw while the second pig built his house with sticks. They built their houses very quickly and then sang and danced all day because they were lazy. The third little pig worked hard all day and built his house with bricks.

A big bad wolf saw the two little pigs while they danced and played and thought, “What juicy tender meals hey will make!” He chased the two pigs and they ran and hid in their houses. The big bad wolf went to the first house and huffed and puffed and blew the house down in minutes. The frightened little pig ran to the second pig’s house that was made of sticks. The big bad wolf now came to this house and huffed and puffed and blew the house down in hardly any time. Now, the two little pigs were terrified and ran to the third pig’s house that was made of bricks.

The big bad wolf tried to huff and puff and blow the house down, but he could not. He kept trying for hours but the house was very strong and the little pigs were safe inside. He tried to enter through the chimney but the third little pig boiled a big pot of water and kept it below the chimney. The wolf fell into it and died.

The two little pigs now felt sorry for having been so lazy. They too built their houses with bricks and lived happily ever after.

F. Technique

Scientific approach

G. Learning Resources

1. Students English book
2. Narrative text: <http://shortstoriesshort.com/story/the-three-little-pigs/>
[http://englishstory12.blogspot.com/2012/02/greedy dog.html](http://englishstory12.blogspot.com/2012/02/greedy-dog.html)

H. Learning Activities (Self-assessment)

1. First Meeting (2x40 minutes)

Activities	Time
<i>Pre-Activities</i>	
a. Greeting	

<ul style="list-style-type: none"> b. Checking the students' readiness c. Checking students' present list d. Explain learning objectives and competences to be achieved e. Introducing the topic of the lesson 	<p>10 minutes</p>
<p><i>Whilst Activities</i></p> <p><u>Stage 1</u></p> <p><i>Conveying the assessment criteria to students clearly.</i></p> <ul style="list-style-type: none"> a. The teacher shows the criteria (self-assessment criteria) on the screen that will be used to assess students' work. b. The teacher explains about the criteria (self-assessment criteria) on the screen that will be used to assess students' work. <p>Observing and Questioning</p> <ul style="list-style-type: none"> .a Recalling students' memory about narrative text, (<i>Remembering</i>) <ul style="list-style-type: none"> 1. Do you still remember what narrative text is? 2. What are the types of narrative? 3. What do you know about fable? 4. What are the examples of fable? c. Asking students to observe the video about narrative text on the screen. <p>https://www.youtube.com/watch?v=bq9z307KcP4&t=8s</p> <p>https://www.youtube.com/watch?v=BvtG-myN8Lo&t=24s</p> <ul style="list-style-type: none"> d. Asking students to explain about social functions, text structures, and linguistic elements from fable narrative texts. (<i>Understanding</i>) e. Giving narrative text about fable "A Greedy Dog" f. Students are asked to read the text individually. 	<p>60 minutes</p>

Exploring and Associating

- Asking students to identify the social functions, text structures, and linguistic elements from fable narrative texts. (Applying)
- The teacher and students discuss about social function, text structures, and linguistic elements from fable narrative texts.

Stage 2

Asking students to assess themselves based on the criteria.

- a. The teacher shows the criteria (self-assessment criteria) on the screen to remind students for assessment criteria.
- b. The teacher gives self-assessment form to each student.
- c. Students do self-assessment.

Communicating

- a. Giving feedback toward students' answers related to social function, text structure, and linguistic elements.
- b. Giving feedback for students toward self-assessment that had been done.
- c. Giving reward for those who have good answer and giving motivation for those who have low achievement.

Post Activities

- a. The teacher asks some students to give conclusion about the lesson/ material that has been discussed.
- b. The students make their own reflection of the activities that they have been carrying out.
- c. The teacher asks students to submit their self-assessment form.

10 minutes

3. *Second Meeting (2x40 minutes)*

Activities	Times
<p><i>Pre-activities</i></p> <ol style="list-style-type: none">GreetingChecking the students' readinessChecking students' present listExplain learning objectives and competences to be achievedIntroducing the topic of the lesson	10 minutes
<p><i>Whilst Activities</i></p> <p>Observing and Questioning</p> <ol style="list-style-type: none">Asking students to read about the definition and how to find the main idea, specific information, word meaning, and textual references of narrative text on the screen.Asking students to explain about the main idea, specific information, word meaning, and textual references in reading by using their own words.Asking students to explain how to find the main idea, specific information, word meaning, and textual references in narrative text by using their own words.Giving narrative text about fable "The Three Little Piggy".Students are asked to read the text individually. <p>Exploring and Associating</p> <ul style="list-style-type: none">Asking students to analyze the main idea, specific information, word meaning, and textual references from the text. (analyzing)The teacher and students discuss the main idea, words meaning, specific information, and textual reference in	60 minutes

<p>the narrative text.</p> <p><i>Asking students to assess themselves based on the criteria.</i></p> <ol style="list-style-type: none"> The teacher shows the criteria (self-assessment criteria) on the screen to remind students for assessment criteria. The teacher gives self-assessment form to each student. Students do self-assessment. <p>Communicating</p> <p><u>Stage 3</u></p> <p>Giving feedback toward students' answer related to main idea, word meaning, specific information, and textual references of the text.</p> <p><i>Giving feedback for students toward self-assessment that had been done.</i></p> <ol style="list-style-type: none"> The teacher distribute the first self-assessment form The teacher and students compare self-assessment on the first and the second meeting. (<i>Self-Judgment</i>) The teacher and students discuss about the similarities and differences about self-assessment that had done by assessment guidelines. Giving reward for those who have good answer and giving motivation for those who have low achievement. 	
<p><i>Post Activities</i></p> <ol style="list-style-type: none"> The teacher asks some students to give conclusion about the lesson/material that has been discussed. The students make their own reflection of the activities that they have been carrying out. The teachers ask students to submit their self-assessment form. 	<p>10 minutes</p>

3. *Third Meeting (2x40 minutes)*

Activities	Times
<p>Pre-activities</p> <ul style="list-style-type: none"> a. Greeting b. Checking the students' readiness c. Checking students' present list d. Explain learning objectives and competences to be achieved e. Introducing the topic of the lesson 	<p>10 minutes</p>
<p>Whilst Activities</p> <p>Observing and Questioning</p> <ul style="list-style-type: none"> a. Asking students to reread narrative text about fable "The Three Little Piggy". b. Asking the students to find the social function, structure, and linguistic elements of the story. c. Asking students to evaluate about the main idea, specific information, word meaning, and textual references in the story. (<i>Evaluating</i>) <p>Exploring and Associating</p> <p>The teacher and students discuss about the social function, structure, linguistic elements, main idea, words meaning, specific information, and textual reference in the story.</p> <p><i>Asking students to assess themselves based on the criteria.</i></p> <ul style="list-style-type: none"> a. The teacher shows the criteria (self-assessment criteria) on the screen to remind students for assessment criteria. b. The teacher gives self-assessment form to each student. c. Students do self-assessment. <p>Asking students to change the resolution based on their imagination. (<i>Creating</i>)</p> <p>Communicating</p>	<p>60 minutes</p>

<p>a. The teacher gives feedback towards students' answer related to change the resolution based on their imagination.</p> <p>b. The teacher and students compare self-assessment on the first, the second and third meeting.</p> <p>c. The teacher and students discuss about the similarities and differences about self-assessment that had done by assessment guidelines.</p> <p><u>Stage 4</u></p> <p><i>Helping students to gain the goals to be achieved and making plan for action.</i></p> <p>a. The teacher asks students about the result of self-assessment on the first, second, and third meeting.</p> <p>b. The teacher asks students to see which indicator have high and low score and he/ she have to give input or recommendation in learning for the students.</p> <p><i>(Self-reaction)</i></p> <p>c. Students are being to confidence in reading comprehension.</p> <p><i>(Self-confidence)</i></p> <p>d. Giving reward for those who have good answer and giving motivation for those who have low achievement.</p>	
<p><i>Post Activities</i></p> <p>a. The teacher asks some students to give conclusion about the lesson/material that has been discussed.</p> <p>b. The students make their own reflection of the activities that they have been carrying out.</p> <p>c. The teacher asks students to submit self-assessment form.</p>	<p>10 minutes</p>

I. Assessment of Learning outcome

Assessment criteria:

1. The level of achievement of social functions text narrative (fable).
2. The level of completeness in mentioning the generic structure.
3. The level of accuracy of linguistic elements.
4. The level of achievement of finding the main idea, words meaning, specific information, and textual reference in the narrative text.

Self-assessment Criteria:

- The definition of narrative text.
- The types of narrative text.
- The social function of narrative text.
- The structure of narrative text.
- The linguistic elements of narrative text.
- The main idea of narrative text
- The word meaning of narrative text
- The specific information of narrative text
- The textual references of narrative text



Appendix 3

Lesson Plan for Experimental Class (Peer Assessment)

Lesson Plan

Subject : English
Class/Semester : VIII/2
Topic : Narrative Text
Time Allocation : 6 x 40 minutes (3 meetings)

A. Main Competency

KI 1 : Respecting and appreciating of the religion that embraced.

KI 2 : Respecting and appreciating honestly, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within relationships and existence.

KI 3 : Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and real events.

KI 4 : Trying, processing, and presenting in a concrete (using, parsing, arranging, modifying, and making) and abstract (writing, reading, counting, drawing, and making) based on what is learned in the school and other sources in the same perspective/ theory.

B. Basic Competency

3.14 Understanding social functions, text structures, and linguistic elements from fable narrative texts, based on the context use.

3.18 Capturing the meaning of oral and written narrative texts, which are short fable and simple to use.

C. Indicators

3.14.1 Discussing the social functions, text structures, and linguistic elements from fable narrative texts, based on the context use.

3.14.2 Determining the social functions, text structures, and linguistic elements from fable narrative texts, based on the context use.

3.14.3 Proposing the social functions, text structures, and linguistic elements from fable narrative texts, based on the context use.

3.18.1 Finding the main idea of each paragraph in the narrative text.

3.18.2 Finding words meaning in the narrative text.

3.18.3 Finding specific information in the narrative text.

3.18.4 Finding textual reference in the narrative text.

D. Learning Objective

1. Students are able to discuss the social functions, text structures, and linguistic elements from fable narrative texts, based on the context use.
2. Students are able to determine the social functions, text structures, and linguistic elements from fable narrative texts, based on the context use.
3. Students are able to propose the social functions, text structures, and linguistic elements from fable narrative texts, based on the context use.
4. Students are able to find the main idea of each paragraph in the narrative text.
5. Students are able to find words meaning in the narrative text.
6. Students are able to find specific information in the narrative text.
7. Students are able to find textual reference in the narrative text.

E. Learning Material

1. Definition of Narrative text

Narrative deals with problematic events that lead to crisis or complication which in turn finds resolution, in addition, narrative is intended to entertain or to deal with actual or vicarious experience in different ways.

2. Social function

It is used to entertain and to deal with actual or vicarious experience in different ways.

3. Generic structure

- a. Orientation: setting the scene, introducing the participants or giving necessary background (who, when, and where)
- b. Complication: the problem or complication arises and it creates tension, is carefully written until it finds its climax.

- c. Resolution: finding the end of the narration or the problem is resolved; it can be happy or unhappy ending.
 - d. Reorientation/coda: closing the narration by using personal comment or opinion, it is optional.
4. Linguistic elements

Using simple past tense

5. a. The ability to find out the main idea from the text

Main idea questions ask students to identify the central theme of the selection. These questions may give students some direction toward the nature of the answer.

- b. The ability to find out specific information from the text

In the specific information questions details ask for bits of information covered by the material.

- c. The ability to find out the textual references from the text

In the textual references ask for what does the words refers to. It can include an author's borrowing and transformation of a prior text or to a reader's referencing of one text in reading another.

- e. The ability to find out the words meaning based on the context.

Vocabulary questions check the understanding of the students in terms of word meaning, generally as used in a particular selection. For discussion purposes, a teacher might ask students to produce as many meanings of a specific word as they can, but purpose questions and test questions should ask for the meaning of a word as it is used in the selection being read.

6. Narrative Text

A Greedy Dog

A greedy dog stole a large piece of tender meat from a butcher's shop. He grasped the meat tightly between his teeth and ran home with it.

On the way home, he came to a small bridge over a stream. As he was crossing the bridge, he looked down and saw his own reflection in the water below; he thought it was another dog that he saw. In this other dog's mouth he saw another large piece of meat. "If I can get the meat from that other dog, I will have two pieces instead of one," thought the greedy dog.

So, he bent down to get the meat and, as he opened his jaws, the meat fell out and was quickly lost in the water. So, in the end, the dog had nothing. He had been punished by his greed.

The Three Little Piggy

Once upon a time there were three little piggy. One pig built a house of straw while the second pig built his house with sticks. They built their houses very quickly and then sang and danced all day because they were lazy. The third little pig worked hard all day and built his house with bricks.

A big bad wolf saw the two little pigs while they danced and played and thought, "What juicy tender meals hey will make!" He chased the two pigs and they ran and hid in their houses. The big bad wolf went to the first house and huffed and puffed and blew the house down in minutes. The frightened little pig ran to the second pig's house that was made of sticks. The big bad wolf now came to this house and huffed and puffed and blew the house down in hardly any time. Now, the two little pigs were terrified and ran to the third pig's house that was made of bricks.

The big bad wolf tried to huff and puff and blow the house down, but he could not. He kept trying for hours but the house was very strong and the little pigs were safe inside. He tried to enter through the chimney but the third little pig boiled a big pot of water and kept it below the chimney. The wolf fell into it and died.

The two little pigs now felt sorry for having been so lazy. They too

F. Technique

Scientific approach

G. Learning Resources

1. Students English book
2. Narrative text: <http://shortstoriesshort.com/story/the-three-little-pigs/>
<http://englishstory12.blogspot.com/2012/02/greedy-dog.html>

H. Learning Activities (*Peer-assessment*)

1. *First Meeting (2x40 minutes)*

Activities	Time
<i>Pre-Activities</i>	
a. Greeting	

<ul style="list-style-type: none"> b. Checking the students' readiness c. Checking students' present list d. Explain learning objectives and competences to be achieved e. Introducing the topic of the lesson 	<p>10 minutes</p>
<p><i>Whilst Activities</i></p> <p><u>Stage 1</u></p> <p><i>Conveying the assessment criteria to students clearly.</i></p> <ul style="list-style-type: none"> a. The teacher shows the criteria (peer-assessment criteria) on the screen that will be used to assess students' work. b. The teacher explains about the criteria (peer-assessment criteria) on the screen that will be used to assess students' work. <p style="text-align: right; margin-right: 50px;">60 minutes</p> <p>Observing and Questioning</p> <ul style="list-style-type: none"> a. Recalling students' memory about narrative text, (<i>Remembering</i>) <ul style="list-style-type: none"> 1. Do you still remember what narrative text is? 2. What are the types of narrative? 3. What do you know about fable? 4. What are the examples of fable? b. Asking students to observe the video about narrative text on the screen. <p>https://www.youtube.com/watch?v=bq9z307KcP4&t=8s</p> <p>https://www.youtube.com/watch?v=BvtG-myN8Lo&t=24s</p> c. Asking students to explain about social functions, text structures, and linguistic elements from fable narrative texts. (<i>Understanding</i>) d. Giving narrative text about fable "A Greedy Dog" 	

e. Students are asked to read the text individually.

Exploring and Associating

- Asking students to identify the social functions, text structures, and linguistic elements from fable narrative texts. (Applying)
- The teacher and students discuss about social function, text structures, and linguistic elements from fable narrative texts.

Stage 2

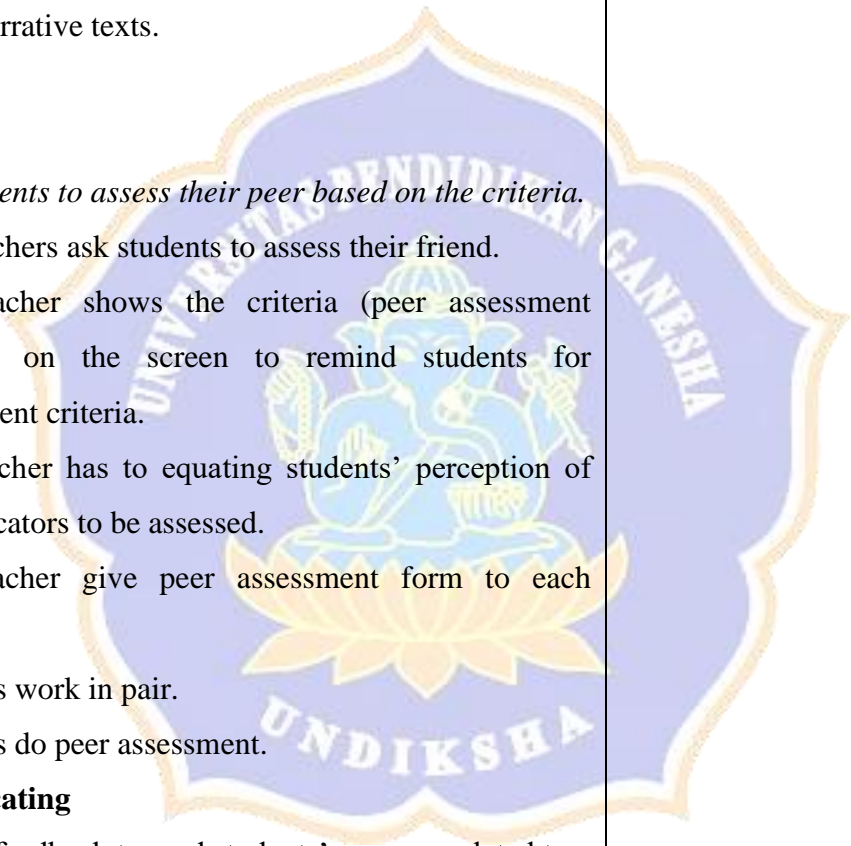
Asking students to assess their peer based on the criteria.

- a. The teachers ask students to assess their friend.
- b. The teacher shows the criteria (peer assessment criteria) on the screen to remind students for assessment criteria.
- c. The teacher has to equating students' perception of the indicators to be assessed.
- d. The teacher give peer assessment form to each students
- e. Students work in pair.
- f. Students do peer assessment.

Communicating

- a. Giving feedback toward students' answers related to social function, text structure, and linguistic elements.
- b. Giving feedback for students toward peer assessment that had been done.
- c. Giving reward for those who have good answer and giving motivation for those who have low achievement.

Post Activities



<ul style="list-style-type: none"> a. The teacher asks some students to give conclusion about the lesson/material that has been discussed. b. The students make their own reflection of the activities that they have been carrying out. c. The teacher asks students to submit their peer assessment form. 	<p>10 minutes</p>
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2. *Second Meeting (2x40 minutes)*

Activities	Times
<p><i>Pre-activities</i></p> <ul style="list-style-type: none"> a. Greeting b. Checking the students' readiness c. Checking students' present list d. Explain learning objectives and competences to be achieved e. Introducing the topic of the lesson 	<p>10 minutes</p>
<p><i>Whilst Activities</i></p> <p>Observing and Questioning</p> <ul style="list-style-type: none"> a. Asking students to read about the definition and how to find the main idea, specific information, word meaning, and textual references of narrative text on the screen. b. Asking students to explain about the main idea, specific information, word meaning, and textual references in reading by using their own words. c. Asking students to explain how to find the main idea, specific information, word meaning, and textual references in narrative text by using their own words. d. Giving narrative text about fable "The Three Little Piggy". e. Students are asked to read the text individually. 	<p>60 minutes</p>

Exploring and Associating

- Asking students to analyze the main idea, specific information, word meaning, and textual references from the text. (analyzing)
- The teacher and students discuss the main idea, words meaning, specific information, and textual reference in the narrative text.

Asking students to assess their peer based on the criteria.

- a. The teacher shows the criteria (peer assessment criteria) on the screen to remind students for assessment criteria.
- b. The teacher gives peer assessment form to each student.
- c. Students work in pair.
- d. Students do peer assessment.

Communicating

Stage 3

Giving feedback toward students' answer related to main idea, word meaning, specific information, and textual references of the text.

Giving feedback for students toward peer assessment that had been done.

- a. The teacher distribute the first peer assessment form
- b. The teacher and students compare peer assessment on the first and the second meeting.
- c. The teacher and students discuss about the similarities and differences about peer assessment that had done by assessment guidelines.

d. Giving reward for those who have good answer and giving motivation for those who have low achievement.	
Post Activities a. The teacher asks some students to give conclusion about the lesson/material that has been discussed. b. The students make their own reflection of the activities that they have been carrying out. c. The teachers ask students to submit their peer assessment form.	10 minutes

3. *Third Meeting (2x40 minutes)*

Activities	Times
Pre-activities a. Greeting b. Checking the students' readiness c. Checking students' present list d. Explain learning objectives and competences to be achieved e. Introducing the topic of the lesson	10 minutes
Whilst Activities Observing and Questioning a. Asking students to reread narrative text about fable "The Three Little Piggy". b. Asking the students to find the social function, structure, and linguistic elements of the story. c. Asking students to evaluate about the main idea, specific information, word meaning, and textual references in the story. (<i>Evaluating</i>)	60 minutes

Exploring and Associating

The teacher and students discuss about the social function, structure, linguistic elements, main idea, words meaning, specific information, and textual reference in the story.

Asking students to assess their peer based on the criteria.

- a. The teacher shows the criteria (peer assessment criteria) on the screen to remind students for assessment criteria.
- b. The teacher gives peer assessment form to each student.
- c. Students work in pair.
- d. Students do peer assessment.

Asking students to change the resolution based on their imagination. (*Creating*)

Communicating

- a. The teacher gives feedback towards students' answer related to change the resolution based on their imagination.
- b. The teacher and students compare peer assessment on the first, the second and third meeting.
- c. The teacher and students discuss about the similarities and differences about peer assessment that had done by assessment guidelines.

Stage 4

Helping students to gain the goals to be achieved and

<p><i>making plan for action.</i></p> <ol style="list-style-type: none"> The teacher asks students about the result of peer assessment on the first, second and third meeting. The teacher asks students to see which indicators have high and low scores and he/she has to give input or recommendation in learning for the students. Giving reward for those who have good answers and giving motivation for those who have low achievement. 	
<p><i>Post Activities</i></p> <ol style="list-style-type: none"> The teacher asks some students to give conclusions about the lesson/material that has been discussed. The students make their own reflections of the activities that they have been carrying out. The teachers ask students to submit their peer assessment forms. 	<p>10 minutes</p>

I. Assessment of Learning outcome

Assessment criteria:

- The level of achievement of social functions text narrative (fable).
- The level of completeness in mentioning the generic structure.
- The level of accuracy of linguistic elements.
- The level of achievement of finding the main idea, words meaning, specific information, and textual reference in the narrative text.

Peer assessment Criteria:

- The definition of narrative text.
- The types of narrative text.

- The social function of narrative text.
- The structure of narrative text.
- The linguistic elements of narrative text.
- The main idea of narrative text
- The word meaning of narrative text
- The specific information of narrative text
- The textual references of narrative text.



Appendix 4

Blue Print of Self-assessment Checklist

Basic Competency	Text Types	Indicators	Items	Total
3.14. Understanding social functions, text structures, and linguistic elements from fable narrative texts, based on the context use.	Narrative Text	The social functions from fable narrative texts.	3	1
		The text structures from fable narrative texts.	4	1
		The linguistic elements from fable narrative texts.	5	1
4.18 Capturing the meaning of oral and written narrative texts, which are short fable and simple to use.	Narrative Text	Main Idea	6	1
		Specific Information	1, 2, 8	3
		Textual Reference	9	1
		Word Meaning	7	1

Appendix 5

Self-Assessment Checklist

Nama :

Kelas :

No :

Petunjuk : Berilah tanda centang (✓) di salah satu kolom respon, berdasarkan pemahaman membaca temanmu!

4 (Sangat setuju), 3 (Setuju), 2 (Tidak setuju), 1 (Sangat tidak setuju)

No	Deskripsi	Respon			
		1	2	3	4
1.	Saya mengerti apa itu teks naratif.				
2.	Saya mengerti jenis-jenis teks naratif.				
3.	Saya mengerti fungsi sosial teks naratif.				
4.	Saya mengerti struktur teks naratif.				
5.	Saya mengerti elemen linguistic teks naratif.				
6.	Saya bisa menemukan ide utama dari teks naratif.				
7.	Saya bisa menemukan arti kata dari teks naratif.				
8.	Saya bisa menemukan informasi spesifik.				
9.	Saya bisa menemukan referensi tekstual.				

Appendix 6

Blue Print of Peer Assessment Checklist

Basic Competency	Text Types	Indicators	Items	Total
a. Understanding social functions, text structures, and linguistic elements from fable narrative texts, based on the context use.	Narrative Text	The social functions from fable narrative texts.	3	1
		The text structures from fable narrative texts.	4	1
		The linguistic elements from fable narrative texts.	5	1
4.18 Capturing the meaning of oral and written narrative texts, which are short fable and simple to use.	Narrative Text	Main Idea	6	1
		Specific Information	1, 2, 8	3
		Textual Reference	9	1
		Word Meaning	7	1

Appendix 7

Peer Assessment Checklist

Nama :

Kelas :

No :

Petunjuk : Berilah tanda centang (✓) di salah satu kolom respon, berdasarkan pemahaman membaca temanmu!

4 (Sangat setuju), 3 (Setuju), 2 (Tidak setuju), 1 (Sangat tidak setuju)

No	Deskripsi	Respon			
		1	2	3	4
1.	Teman saya mengerti apa itu teks naratif.				
2.	Teman saya mengerti jenis-jenis teks naratif.				
3.	Teman saya mengerti fungsi sosial teks naratif.				
4.	Teman saya mengerti struktur teks naratif.				
5.	Teman saya mengerti elemen linguistic teks naratif.				
6.	Teman saya bisa menemukan ide utama dari teks naratif.				
7.	Teman saya bisa menemukan arti kata dari teks naratif.				
8.	Teman saya bisa menemukan informasi spesifik.				
9.	Teman saya bisa menemukan referensi tekstual.				

Appendix 8

Blue Print of Conventional Assessment Checklist

Basic Competency	Text Types	Indicators	Items	Total
1.14 Understanding social functions, text structures, and linguistic elements from fable narrative texts, based on the context use.	Narrative Text	The social functions from fable narrative texts.	3	1
		The text structures from fable narrative texts.	4	1
		The linguistic elements from fable narrative texts.	5	1
4.18 Capturing the meaning of oral and written narrative texts, which are short fable and simple to use.	Narrative Text	Main Idea	6	1
		Specific Information	1, 2, 8	3
		Textual Reference	9	1
		Word Meaning	7	1

Appendix 9

Conventional Assessment Checklist

Nama :

Kelas :

No :

Petunjuk : Berilah tanda centang (✓) di salah satu kolom respon, berdasarkan pemahaman membaca temanmu!

4 (Sangat setuju), 3 (Setuju), 2 (Tidak setuju), 1 (Sangat tidak setuju)

No	Deskripsi	Respon			
		1	2	3	4
1.	Saya mengerti apa itu teks naratif.				
2.	Saya mengerti jenis-jenis teks naratif.				
3.	Saya mengerti fungsi sosial teks naratif.				
4.	Saya mengerti struktur teks naratif.				
5.	Saya mengerti elemen linguistic teks naratif.				
6.	Saya bisa menemukan ide utama dari teks naratif.				
7.	Saya bisa menemukan arti kata dari teks naratif.				
8.	Saya bisa menemukan informasi spesifik.				
9.	Saya bisa menemukan referensi tekstual.				

Appendix 10

Blue Print of the Implementation of Self-Assessment in Teaching Narrative Text

No	Components	Descriptors
1.	The procedure	<ul style="list-style-type: none"> • The teacher shows the criteria (self-assessment criteria) on the screen that will be used to assess students' work. • The teacher explains about the criteria (self-assessment criteria) on the screen that will be used to assess students' work. • Recalling students' memory about narrative text. • Asking students to observe the video about narrative text on the screen. • Asking students to explain about social functions, text structures, and linguistic elements/ the main idea, specific information, word meaning, and textual references from fable. • Giving narrative text about fable. • Asking students to identify the social functions, text structures, and linguistic elements from fable. • Asking students to analyze the main idea, specific information, word meaning, and textual references from fable. • The teacher and students discuss about social function, text structures, and linguistic elements/ the main idea, specific information, word meaning, and textual references from fable. • The teacher shows the criteria (self-assessment criteria) on the screen to remind students for assessment criteria. • The teacher gives self-assessment form to each student. • Students do self-assessment (self-assessment). • Giving feedback for students toward self-assessment that has been done. • Giving reward for those who have good answer and giving motivation for those who have low achievement. • The teacher asks students about the result of self-assessment. • The teacher sees which indicator have high and low score and he/ she has to give input or recommendation in learning for the students (Self-

		<p>reaction)</p> <ul style="list-style-type: none"> • Students are being confident in reading comprehension. (Self-confidence) • Giving reward for those who have good answer and giving motivation for those who have low achievement.
2.	Teacher's activities	<ul style="list-style-type: none"> • Checking the students' readiness • Checking students' present list • Explaining learning objective to be achieve • Introducing the topic • Preparing for the activities • Understanding how to implement self-assessment • Explain about assessment criteria • Giving clear instruction and explanation. • Monitoring, prompt, on hand during the activities. • Observing students' activities when teaching learning process runs • Creating fun atmosphere in learning • Using self-assessment form • Giving feedback for students toward self-assessment. • Giving reward for those who have good answer. • Giving motivation for those who have low achievement. • Asking students to give conclusion about the lesson.
3.	Students' activities	<ul style="list-style-type: none"> • Paying attention when the teacher explaining the learning objective. • Following the rule when using self-assessment form • Asking the teacher when they don't understand about the rule or assessment criteria. • Doing self-assessment • Doing exercise from the teacher
4.	The time when self-assessment is done	<ul style="list-style-type: none"> • Self-assessment is done in pre-activities • Self-assessment is done in whilst activities • Self-assessment is done in post activities
5.	The impacts for students	<ul style="list-style-type: none"> • Students are more active in participation in learning • Students are more confident by themselves • Students learn in fun, friendly and cooperative atmosphere

Appendix 11

Self-Assessment Observation Sheet:

No	Indicators Observed	Yes	No	Qualitative Observation
1.	Self-assessment is used in the learning process.			
2.	Self-assessment is used as formative assessment.			
3.	All of students get self-assessment checklist form in the learning process.			
4.	The procedure in pre-activities of self-assessment in the learning process is appropriately conducted.			
5.	The procedure in whilst activities of self-assessment in the learning process is appropriately conducted.			
6.	The procedure in post-activities of self-assessment in the learning process is appropriately conducted.			
7.	The teacher's activities in implementing self-assessment in the learning process are appropriate.			
8.	Students' activities in implementing self-assessment in the learning process are appropriate.			
9.	Self-assessment is done in appropriate time.			
10.	The impact of self-assessment to students in the learning process is evident.			

Appendix 12

Blue Print of the Implementation of Peer Assessment in Teaching Narrative Text

No	Components	Descriptors
1.	The procedure	<ul style="list-style-type: none"> • The teacher shows the criteria (Peer assessment criteria) on the screen that will be used to assess students' work. • The teacher explains about the criteria (Peer assessment criteria) on the screen that will be used to assess students' work. • Recalling students' memory about narrative text. • Asking students to observe the video about narrative text on the screen. • Asking students to explain about social functions, text structures, and linguistic elements/ the main idea, specific information, word meaning, and textual references from fable. • Giving narrative text about fable. • Asking students to identify the social functions, text structures, and linguistic elements from fable. • Asking students to analyze the main idea, specific information, word meaning, and textual references from fable. • The teacher and students discuss about social function, text structures, and linguistic elements/ the main idea, specific information, word meaning, and textual references from fable. • The teacher shows the criteria (Peer assessment criteria) on the screen to remind students for assessment criteria. • The teacher gives peer assessment form to each student. • Students work in pair. • Students do peer assessment. • Giving feedback for students toward peer assessment that has been done. • Giving reward for those who have good answer and giving motivation for those who have low achievement. • The teacher asks students about the result of peer assessment. • The teacher sees which indicators have high and low score and he/ she has to give input or

		<p>recommendation in learning for the students.</p> <ul style="list-style-type: none"> • Students are being confident in reading comprehension. • Giving reward for those who have good answer and giving motivation for those who have low achievement.
2.	Teacher's activities	<ul style="list-style-type: none"> • Checking the students' readiness • Checking students' present list • Explaining learning objective to be achieve • Introducing the topic • Preparing for the activities • Understanding how to implement peer assessment • Explain about assessment criteria • Giving clear instruction and explanation. • Monitoring, prompt, on hand during the activities. • Observing students' activities when teaching learning process runs • Creating fun atmosphere in learning • Using peer assessment form • Giving feedback for students toward peer assessment. • Giving reward for those who have good answer. • Giving motivation for those who have low achievement. • Asking students to give conclusion about the lesson.
3.	Students' activities	<ul style="list-style-type: none"> • Paying attention when the teacher explaining the learning objective. • Following the rule when using peer assessment form • Asking the teacher when they don't understand about the rule or assessment criteria. • Working in pair • Doing peer assessment • Doing exercise from the teacher
4.	The time when peer assessment is done	<ul style="list-style-type: none"> • Peer assessment is done in pre-activities • Peer assessment is done in whilst activities • Peer assessment is done in post activities
5.	The impacts for students	<ul style="list-style-type: none"> • Students are more active in participation in learning • Students learn in fun, friendly and cooperative atmosphere

Appendix 13

Peer Assessment Observation Sheet:

No	Indicators Observed	Yes	No	Qualitative Observation
1.	Peer assessment is used in the learning process.			
2.	Peer assessment is used as formative assessment.			
3.	All of students get peer assessment checklist form in the learning process.			
4.	The procedure in pre-activities of peer assessment in the learning process is appropriately conducted.			
5.	The procedure in whilst activities of peer assessment in the learning process is appropriately conducted.			
6.	The procedure in post-activities of peer assessment in the learning process is appropriately conducted.			
7.	The teacher's activities in implementing peer assessment in the learning process are appropriate.			
8.	Students' activities in implementing peer assessment in the learning process are appropriate.			
9.	Peer assessment is done in appropriate time.			
10.	The impact of peer assessment to students in the learning process is evident.			

Appendix 14

Blue Print of the Implementation of Conventional Assessment in Teaching Narrative Text

No	Components	Descriptors
1.	The procedure	<ul style="list-style-type: none"> • Students choose one word from vocabulary list that the teacher showed. • Students listen the teacher instruction for the assignment will be given. • Students stand while listen the three little piggy stories and sit down when the teacher mention a word that she/he choose. • Students look back the vocabulary list. • Students mention the word meaning that showed if they know • Students ask the meaning of difficult words. • Students look the questions list. • Students asking about the meaning of the question. • Students listens the story and answer the question individually. • Student discuss about questions in small group. • Students compete rearrange the three little piggy story. • Students observe the sequence and give feedback to other group. • Students rewrite the story that had arranged with good punctuation mark. • Students sit down with their group. • Students discuss with their group based on the task that given • Students read the result of their group discussion • The teacher asks some students to give conclusion about the lesson/material that has been discussed. • The students make their own reflection of the activities that they have been carrying out. • Students imitate the teacher to read with correct pronunciation and intonation. • Students ask the meaning of difficult words. • Students look the questions list. • Students asking about the meaning of the question. • Students answer the question correctly. • Students count the paragraphs in the text. • Students read the statement in the textbook (page 212).

		<ul style="list-style-type: none"> • Students do the task with their group. • Students discuss about the task in the textbook. • Students present the results of the discussion in front of the class. • Other students give feedback. • The teacher asks some students to give conclusion about the lesson/material that has been discussed. • The students make their own reflection of the activities that they have been carrying out.
2.	Teacher's activities	<ul style="list-style-type: none"> • Checking the students' readiness • Checking students' present list • Explaining learning objective to be achieve • Introducing the topic • Preparing for the activities • Understanding how to implement conventional assessment • Giving clear instruction and explanation. • Monitoring, prompt, on hand during the activities. • Observing students' activities when teaching learning process runs • Creating fun atmosphere in learning • Using conventional assessment form • Giving feedback for students toward conventional assessment. • Giving reward for those who have good answer. • Giving motivation for those who have low achievement. • Asking students to give conclusion about the lesson.
3.	Students' activities	<ul style="list-style-type: none"> • Paying attention when the teacher explaining the learning objective. • Following the rule when using conventional assessment form • Asking the teacher when they don't understand about the rule. • Doing conventional assessment • Doing exercise from the teacher
4.	The time when peer assessment is done	<ul style="list-style-type: none"> • Conventional assessment is done in pre-activities • Conventional assessment is done in whilst activities • Conventional assessment is done in post activities
5.	The impacts for students	<ul style="list-style-type: none"> • The result in learning process can motivate students

Appendix 15

Conventional Assessment Observation Sheet:

No	Indicators Observed	Yes	No	Qualitative Observation
1.	Conventional assessment is used in the learning process.			
2.	Conventional assessment is used as summative assessment.			
3.	All of students get conventional assessment checklist form in the learning process.			
4.	The procedure in pre-activities of conventional assessment in the learning process is appropriately conducted.			
5.	The procedure in whilst activities of conventional assessment in the learning process is appropriately conducted.			
6.	The procedure in conventional activities of peer assessment in the learning process is appropriately conducted.			
7.	The teacher's activities in implementing conventional assessment in the learning process are appropriate.			
8.	Students' activities in implementing conventional assessment in the learning process are appropriate.			
9.	Conventional assessment is done in appropriate time.			
10.	The impact of conventional assessment to students in the learning process is evident.			

Appendix 16

Gregory formula used:

$$\text{Content validity} = \frac{D}{A+B+C+D} = \frac{38}{2+0+0+38} = \frac{38}{40} = 0,95$$

From the result of Gregory's formula, it was found that the content validity of the test was 0,95 in which it is the highest amount of validity.



Item	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
2	0	1	0	0	1	1	0	1	1	1	1	0	0	1	1
3	0	1	0	1	1	1	1	0	0	0	0	1	0	1	1
4	0	1	0	0	1	1	1	1	0	0	1	1	1	1	0
5	1	0	1	1	1	0	1	0	1	1	0	0	1	0	1
6	0	0	0	0	1	0	1	1	0	0	1	1	1	1	1
7	1	1	0	0	0	0	1	0	1	0	1	0	1	0	1
8	1	0	0	1	1	0	0	0	0	1	0	0	1	1	0
9	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1
10	0	0	0	1	1	0	0	0	0	0	1	1	1	1	1
11	1	1	0	1	1	0	0	0	0	0	0	0	1	0	0
12	1	0	0	0	0	0	0	1	1	0	1	0	1	1	0
13	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0
14	0	0	0	0	0	1	1	0	0	1	0	0	0	1	0
15	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1
Upper Group	9	7	2	6	9	4	9	5	6	7	9	5	9	9	9
16	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0
17	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1
18	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1
19	0	1	0	0	0	1	0	1	0	0	0	0	0	0	1
20	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0
21	0	0	0	0	1	1	0	0	0	0	0	1	0	0	0
22	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0
23	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0
24	0	0	0	1	0	1	0	1	0	0	0	0	1	0	0
25	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
26	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
27	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1
28	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0
29	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
30	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
Lower Group	0	2	1	1	3	7	4	3	1	1	2	5	1	3	4
Total															
D	0.6	0.3	0.1	0.3	0.4	-0.2	0.3	0.1	0.3	0.4	0.5	0	0.5	0.4	0.3
Conclusion	Very Good	Satisfying	Dropped	Satisfying	Satisfying	Dropped	Satisfying	Dropped	Satisfying	Satisfying	Very Good	Dropped	Very Good	Satisfying	Satisfying

Item	31	32	33	34	35	36	37	38	39	40	yt
1	1	1	1	1	1	1	1	1	0	1	38
2	1	1	1	1	0	1	1	1	1	0	32
3	0	0	1	0	1	1	1	1	1	1	25
4	1	1	1	1	0	1	1	1	1	0	23
5	1	0	1	1	0	1	0	0	1	0	20
6	0	0	1	1	0	0	0	0	0	1	17
7	0	1	1	1	0	1	1	0	0	0	16
8	0	0	1	0	0	1	1	1	1	0	16
9	1	0	1	0	0	1	0	0	1	0	16
10	1	1	1	0	0	1	0	1	1	0	16
11	0	0	1	0	0	0	1	1	1	0	15
12	0	1	1	0	0	1	0	1	1	0	13
13	0	0	1	0	0	1	0	1	0	0	12
14	0	1	1	0	0	1	0	1	0	1	12
15	0	0	1	1	0	0	1	0	1	0	10
Upper Group	6	7	15	7	2	12	8	10	10	4	281
16	0	0	1	1	0	1	0	1	1	0	10
17	1	1	0	1	0	1	1	0	0	0	10
18	0	1	0	1	0	1	0	0	0	0	9
19	0	0	1	0	0	1	0	0	0	0	9
20	1	0	0	0	0	1	1	0	1	0	9
21	0	1	1	0	0	1	0	0	0	0	9
22	0	0	0	0	0	1	1	1	0	0	8
23	1	0	1	0	0	1	0	0	0	0	7
24	0	0	1	0	0	1	0	0	0	0	6
25	0	0	0	0	0	0	0	0	0	0	6
26	0	0	0	1	0	1	0	1	0	0	5
27	0	0	0	0	0	0	0	0	0	0	5
28	0	0	1	0	0	0	0	0	0	0	5
29	0	0	0	0	0	0	0	0	0	0	3
30	0	0	1	0	0	0	0	0	0	0	2
Lower Group	3	3	7	4	0	10	3	3	2	0	103
Total											
D	0.2	0.3	0.5	0.2	0.1	0.1	0.3	0.5	0.5	0.3	
Conclusion	Satisfying	Satisfying	Very Good	Satisfying	Dropped	Dropped	Satisfying	Very Good	Very Good	Satisfying	

Appendix 19

Index of Difficulty of Item in Reading Comprehension Test

Item	1	2	3	4	5	6	7	8	9	10	11	12	13
1	1	1	0	0	0	0	0	1	1	0	1	0	1
2	1	0	0	0	0	0	0	0	1	1	0	0	1
3	1	0	1	1	0	0	1	0	0	0	0	0	0
4	0	0	0	0	1	1	0	0	0	1	0	1	0
5	1	1	1	0	1	1	1	1	0	0	0	1	0
6	0	0	0	1	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0	0
8	1	0	0	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	1	0	0	1	0	0	0
10	0	1	0	1	0	0	0	1	0	0	1	1	0
11	0	0	0	0	1	0	1	0	0	0	0	0	0
12	0	0	0	0	0	0	0	0	0	0	0	0	0
13	0	0	0	0	0	0	0	0	0	0	1	0	0
14	0	0	0	0	0	0	0	0	0	0	0	0	0
15	0	1	0	0	0	0	0	0	0	0	0	0	0
16	0	0	0	0	1	0	0	1	0	0	0	0	0
17	1	0	1	0	0	0	1	0	0	0	0	0	0
18	0	0	0	0	0	1	0	0	1	1	0	0	1
19	0	0	0	1	0	0	0	0	0	0	1	1	0
20	1	1	0	0	0	0	0	1	0	0	0	0	0
21	0	1	1	0	1	0	1	1	0	0	0	0	0
22	1	1	1	0	1	0	1	1	0	1	0	1	1
23	1	1	1	1	1	1	1	1	1	1	1	1	1
24	1	1	1	1	1	1	1	1	1	1	1	0	1
25	0	0	0	1	0	0	0	0	0	1	0	0	0
26	1	1	0	0	0	0	0	0	0	0	0	0	0
27	1	1	0	0	0	0	0	0	0	0	0	1	0
28	0	0	1	0	1	0	0	1	0	0	0	0	1
29	0	0	0	0	0	0	1	1	0	0	0	0	0
30	1	0	0	0	0	0	0	0	1	0	0	0	0
Total	13	11	8	7	9	5	10	11	6	8	7	8	7
I	0.43	0.37	0.27	0.23	0.30	0.17	0.33	0.37	0.20	0.27	0.23	0.27	0.23
Conclusion	Medium	Medium	Difficult	Difficult	Difficult	Difficult	Medium	Medium	Difficult	Difficult	Difficult	difficult	Difficult

Item	14	15	16	17	18	19	20	21	22	23	24	25	26	27
1	0	0	1	0	1	1	1	0	1	0	1	1	0	0
2	0	0	1	1	0	0	0	0	1	0	1	0	1	0
3	0	1	1	0	0	1	1	0	0	0	0	1	0	0
4	0	1	1	0	0	0	0	0	1	0	0	1	1	0
5	0	0	1	0	0	0	0	0	1	0	0	1	0	0
6	1	0	1	0	0	0	0	0	0	1	1	0	1	0
7	1	1	0	0	0	0	0	0	0	0	0	0	1	0
8	0	0	1	1	0	0	0	0	0	0	1	0	1	0
9	0	0	0	0	1	0	0	0	1	0	0	0	1	0
10	0	1	1	1	0	1	1	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	1	0	1	0	0	0
12	0	0	0	0	0	1	0	1	0	1	0	0	0	0
13	0	0	0	1	0	0	0	0	1	0	0	0	0	1
14	0	0	0	0	0	0	0	0	0	0	0	0	0	1
15	0	0	0	0	0	0	0	0	1	0	0	0	0	0
16	0	1	0	1	0	0	0	1	0	1	0	0	0	0
17	0	0	0	0	0	1	1	0	0	0	0	0	1	1
18	1	1	0	0	0	0	1	0	1	1	0	0	1	1
19	0	0	0	0	0	0	0	1	1	0	0	1	0	0
20	0	0	0	0	0	0	0	1	0	0	0	0	0	1
21	0	1	0	1	0	0	1	1	1	1	0	0	1	1
22	0	1	0	1	0	1	1	1	1	0	0	0	0	1
23	1	1	0	1	0	0	1	1	0	1	1	1	1	0
24	1	1	1	1	1	1	1	0	1	1	1	1	1	1
25	0	0	0	0	0	0	0	1	0	1	0	0	0	0
26	0	0	0	0	0	0	1	0	0	0	0	1	0	0
27	0	0	0	0	0	0	1	1	0	0	0	0	0	1
28	1	1	0	0	0	0	1	0	0	0	0	0	0	0
29	0	0	0	0	0	0	0	1	0	0	0	0	0	1
30	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Total	5	10	9	9	3	7	12	11	13	8	7	8	11	10
I	0.17	0.33	0.30	0.30	0.10	0.23	0.40	0.37	0.43	0.27	0.23	0.27	0.37	0.33
Conclusion	Difficult	Medium	Difficult	Difficult	Difficult	Difficult	Medium	Medium	Medium	Difficult	Difficult	Difficult	Medium	Medium

Item	28	29	30	31	32	33	34	35	36	37	38	39	40	yt
1	1	0	1	1	0	1	1	0	1	0	0	1	0	20
2	1	0	1	0	1	1	1	0	1	1	0	0	0	16
3	1	1	0	0	0	1	0	0	1	1	1	1	0	16
4	0	0	0	0	0	1	0	0	1	0	1	0	0	12
5	0	0	1	1	0	1	0	0	1	0	0	1	0	16
6	1	1	0	0	1	1	0	0	1	0	1	1	0	13
7	0	1	0	1	0	1	0	0	1	0	0	0	0	7
8	0	0	1	0	0	1	1	0	0	1	0	1	0	10
9	0	0	1	0	1	0	1	0	1	0	0	0	0	9
10	1	0	0	0	0	1	0	0	0	1	1	1	0	15
11	0	1	0	0	0	1	1	0	1	0	1	1	0	10
12	1	0	0	0	0	1	0	0	1	0	0	0	0	6
13	0	0	1	1	1	0	1	0	1	1	0	0	0	10
14	0	0	0	0	0	1	0	0	0	0	0	0	0	2
15	0	0	0	0	0	0	1	0	1	0	1	0	0	5
16	0	0	1	0	0	1	0	0	1	0	0	0	0	9
17	1	1	1	1	1	1	0	0	1	0	1	1	0	16
18	1	1	1	0	0	1	1	0	0	0	0	0	1	17
19	0	1	0	0	0	1	0	0	1	0	1	0	1	12
20	0	0	0	0	0	0	0	0	1	1	1	0	0	8
21	1	1	0	1	1	1	1	0	1	1	1	1	0	23
22	0	1	1	0	0	1	0	1	1	1	1	1	1	25
23	0	1	1	1	1	1	1	0	1	1	1	1	0	32
24	1	1	1	1	1	1	1	1	1	1	1	0	1	32
25	0	1	0	1	0	0	0	0	1	1	0	1	0	38
26	0	0	1	0	0	0	0	0	0	0	0	0	0	9
27	1	0	0	0	1	1	0	0	1	0	0	0	0	5
28	0	0	0	0	0	0	0	0	0	0	0	0	0	6
29	1	0	0	0	0	1	0	0	0	0	0	0	0	5
30	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Total	10	12	13	9	10	22	11	2	22	11	13	12	4	
I	0.33	0.40	0.43	0.30	0.33	0.73	0.37	0.07	0.73	0.37	0.43	0.40	0.13	
Conclusion	Medium	Medium	Medium	Difficult	Medium	Easy	Medium	difficult	Easy	Medium	Medium	Medium	Difficult	

Appendix 20

Reading Comprehension Test

Subject : English
Class/ Semester : VIII/ II
Time Allotment : 120 minutes

Instruction:

1. Write down your identities on the answer sheet.
 2. After finishing answering the question, submit your answer sheet to the teacher.
-

Read the text carefully and choose the best answer by crossing (X)

a, b, c, or d.

For example:

A	B	C	D
---	---	---	---

This following text is for questions 1 - 5

The Ant and the Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from his net.

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

1. What is the title of the text?
 - a. The Ant
 - b. The Ant and The Dove
 - c. The Dove
 - d. The Hot Day
2. Who climbed up a blade of grass?
 - a. The Ant
 - b. The Ant and The Dove
 - c. The Dove
 - d. The Hot Day
3. What is the main idea of the second paragraph?
 - a. How the dove safe from the accident
 - b. How the ant safe the dove
 - c. How the ant safe from the accident
 - d. How the ant and the dove escape
4. “**She** could have sunk if a dove up a nearby tree had not seen her...” (paragraph 2, line 1) the bold typed word refers to....
 - a. the Ant
 - b. the Ant and the Dove
 - c. the Dove
 - d. the Hot Day
5. She could have sunk if a dove up a “nearby” (paragraph 2, line 1) has similar meaning with....
 - a. far
 - b. next to
 - c. close
 - d. beside

This following text is for questions number 6 -11

Smart Monkey and Dull Crocodile

One day, there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agreed and told the monkey to jump on its back. Then, the crocodile swam down the river with the monkey on his top.

Unlucky, the crocodile was very hungry, he stopped in the middle river and said to the monkey, “my father is very sick. He has to eat the heart of the monkey. So, he will be healthy again”. At the time, the monkey was in dangerous situation and he had to think hard. Then, he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked crocodile. “Because I don’t bring my heart, ”said the monkey. ”I left in under a tree, near some coconuts in the river bank. “The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then, he climbed up to the top of a tree. “Where’s your heart?” asked the crocodile. “You are foolish, “said the monkey to the crocodile. “Now, I’m free and I have my heart.”

Source: Practice Your English Competence

6. The main idea of the first paragraph is....
 - a. How monkey cross the river
 - b. There he saw the crocodile
 - c. There he ask the crocodile
 - d. How crocodile cross the river
7. At the time, the monkey was in “dangerous” situation and he had to think hard (*paragraph 2, line 3*) has similar meaning with

a. hazard	c. quite
b. peaceful	d. easy

8. “**He** has to eat the heart of the monkey.”(*paragraph 2, line 2*). The bold typed word refers to...
 - a. the crocodile
 - b. monkey’s mother
 - c. the monkey
 - d. crocodile’s father
9. “*You are foolish*, “said the monkey to the crocodile”. (*paragraph 2, line 8*), The italic word means.....
 - a. stupid
 - b. smart
 - c. lazy
 - d. diligent
10. Why did the monkey climb up to the top of a tree?
 - a. In order to not to be killed by the crocodile
 - b. To take the heart
 - c. To help the crocodile
 - d. To pick up some fruits
11. What is the purpose of the text?
 - a. To entertain
 - b. To persuade
 - c. To describe
 - d. To show

This following text is for questions 12 –16

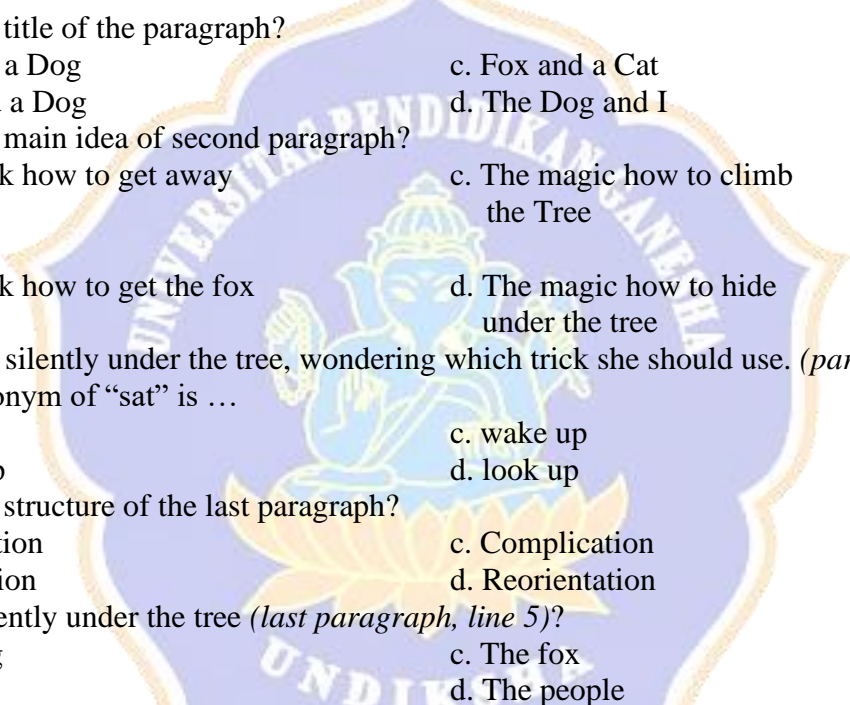
Fox and a Cat

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 someday, 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.

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

- 
12. What is the title of the paragraph?
- a. Cat and a Dog
 - b. Fox and a Dog
 - c. Fox and a Cat
 - d. The Dog and I
13. What is the main idea of second paragraph?
- a. The trick how to get away
 - b. The trick how to get the fox
 - c. The magic how to climb the Tree
 - d. The magic how to hide under the tree
14. The fox **sat** silently under the tree, wondering which trick she should use. (*paragraph 3, line 5*). The antonym of "sat" is ...
- a. get up
 - b. stand up
 - c. wake up
 - d. look up
15. What is the structure of the last paragraph?
- a. Orientation
 - b. Resolution
 - c. Complication
 - d. Reorientation
16. Who sat silently under the tree (*last paragraph, line 5*)?
- a. The dog
 - b. The cat
 - c. The fox
 - d. The people

This following text is for questions 17 – 21

The Man and his Parrot

Once upon a time, a man had wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not to say the name of the place where it was born. The name of the place was Catano.

The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got angry. "you are stupid bird!" pointed the man to the parrot. "Why can't you say the word? Say Catano or I'll kill you" the man said angrily. Although he tried hard to teach, the parrot would not say it. Then, the man

got so angry and shouted to the bird over and over. "Say Catano or I'll kill you". The bird kept not to say the word of Catano.

One day, after he had been trying many times to make the bird say Catano, the man really got very angry. He could not do it. He picked the parrot and threw it in to the chicken house. There were four old chickens for next dinner. "You are as stupid as the chickens. Just stay with them" said the man angrily. Then, he continued to humble; "you know, I will cut the chicken for my meal. Next, it will be your turn, I will eat you too, stupid parrot". After that, he left the chicken house.

Source: Pegangan Guru untuk SMP/MTS oleh Bachtiar Bima Mustriana

17. How many chickens did the man have?
- a. Two
 - b. Four
 - c. Three
 - d. Five
18. "You are **stupid** bird"! (*paragraph 3, line 1*). The antonym of the bold typed word is.....
- a. lazy
 - b. foolish
 - c. diligent
 - d. smart
19. "The man felt excited having the smartest parrot but he could not ..." (*paragraph 2, line 1*). The underlined word refers to
- a. parrot
 - b. the man
 - c. ant
 - d. chicken
20. What is the structure of the first paragraph?
- a. Orientation
 - b. Resolution
 - c. Complication
 - d. Reorientation
21. "Then, he continued to humble. (*paragraph 4, line 4*). The underlined word refers to ...
- a. the man
 - b. the parrot
 - c. the first chicken
 - d. the second chicken

This following text is for questions 22 – 26

The Smart Dog

Once, a farmer and his wife had a flock of sheep. Even after all their efforts, a wolf ate up all the sheep and only one sheep was left. Once, the couple sat talking about selling the remaining sheep. The sheep heard them and thought, "I'd rather live freely than be killed by a butcher."

So the sheep left the farm at night with the guard dog. By chance, the wolf saw them and thought to get the sheep for dinner. But he knew that he could not harm the sheep in the presence of the dog. So he said to the sheep, "Hey sheep! Come here and return the coat that I lent you last week."

The dog understood what the wolf wanted. He saw a trap laid by the farmer near a tree. So he said, "We will believe you, if you touch the holy chain hanging near the tree."

As soon as the wolf went near the tree, his feet got caught in the trap. In the morning, the farmer was happy that the wolf had been caught. So the sheep and the guard dog were needed again. Hence they went back with him.

Source: <http://www.english-for-students.com/The-Smart-Dog.html>

22. The main idea of the first paragraph is....
- a. How the wolf ate one sheep

- b. How the wolf ate all of the sheep
 - c. Only one sheep was left
 - d. Only two sheep was left
23. Who had a flock of sheep in the story?
- a. A husband
 - b. A farmer
 - c. A daughter
 - d. Thieves
24. "By chance, the wolf saw them and thought to get the sheep for dinner" (*paragraph 2, line 1*). The underlined word refers to
- a. All sheep
 - b. All sheep and a dog
 - c. All sheep and wolf
 - d. Wolves
25. "Hey sheep! Come here and return the coat that I lent you last week". (*paragraph 2, line 3*) The underlined word has similar meaning with
- a. bring
 - b. give back
 - c. carry
 - d. not so much
26. The main idea of the last paragraph is
- a. How the wolf had been caught
 - b. How the dog had been caught
 - c. How the sheep had been caught
 - d. How the farmer had been caught

This following text is for questions 27 – 30

Lazy Lion

Once in a village there was a farm. In that place there were plenty of cows. The cows were healthy. There was an old lion that was lazy and hungry. It got an idea to eat the cows. One day lion went to the cows and said that their landlord would send them to slaughter house. Initially the cows did not believe the lion and asked, "How can we trust you?" The lion said that it had become old and before dying it wanted to do well for the cows. The cows believed as the lion had become old and do no harm for them.

The leader requested the lion to save them. The lion told to the leader, "I'll take one by one by so that your landlord will not get doubt" The leader agreed for that and everyday one cow went with lion. After reaching certain distance it used to kill and eat the cow.

The leader of the cows was worried about the flock. The nearby vulture asked the cow, "Why are you worried?" The cow narrated everything which was said by lion. The vulture flew and saw that the bones of the killed cows. The vulture returned and informed the same to the leader of the cows. After listening to those words the leader of the cow sought help from vulture.

The very next day the group of vultures attacked the lion and killed it. Finally the rest of the cows were saved from lazy lion. The moral of the story is that you cannot fool others all the time.

Source: <https://mgshyd.wordpress.com/2010/05/27/lazy-lion-short-story/>

27. Who flew and saw the bones of the killed cows (*paragraph 3, line 11*)?
- a. The Cow
 - b. The Lion
 - c. The Leader
 - d. The Vulture
28. "Once in a village there was a farm. In that place there were *plenty of* cows (*paragraph 1, line 1*). The word "*plenty of*" has a similar meaning to...
- a. many
 - c. a little

b. much

d. some

29. “The leader **agreed** for that and everyday one cow went with lion.” (*paragraph 2, line 2*) The antonym of the bold typed word is...

a. satisfied

c. disagreed

b. dissatisfied

d. agree

30. “One day lion went to the cows and said that **their** landlord would send them to slaughter house” (*paragraph 1, line 3*). The bold typed word refers to ...

a. lion and cow c. vulture and cow

b. lion and vulture

d. leader and lion



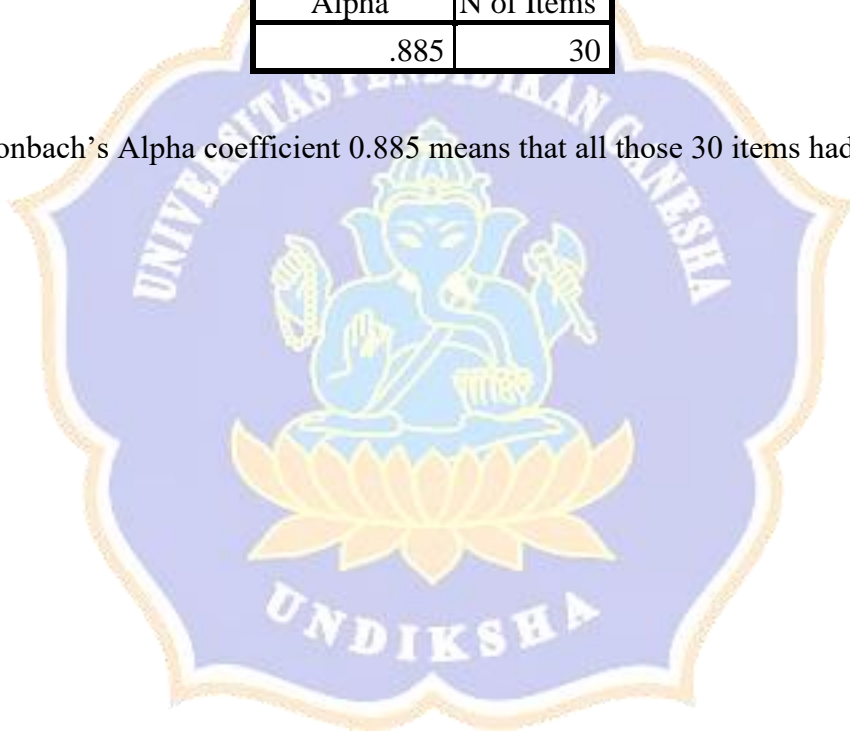
Appendix 21

The Result of Reliability of Reading Comprehension Tests

The reliability of the reading comprehension test in this study was analysed using *SPSS* 22 with the following result.

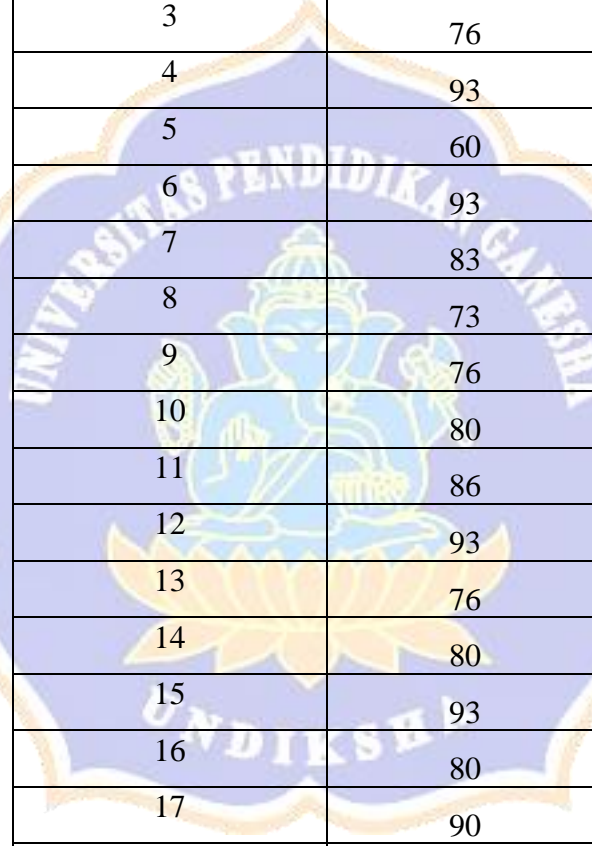
Cronbach's Alpha	N of Items
.885	30

The Cronbach's Alpha coefficient 0.885 means that all those 30 items had very high level of reliability.



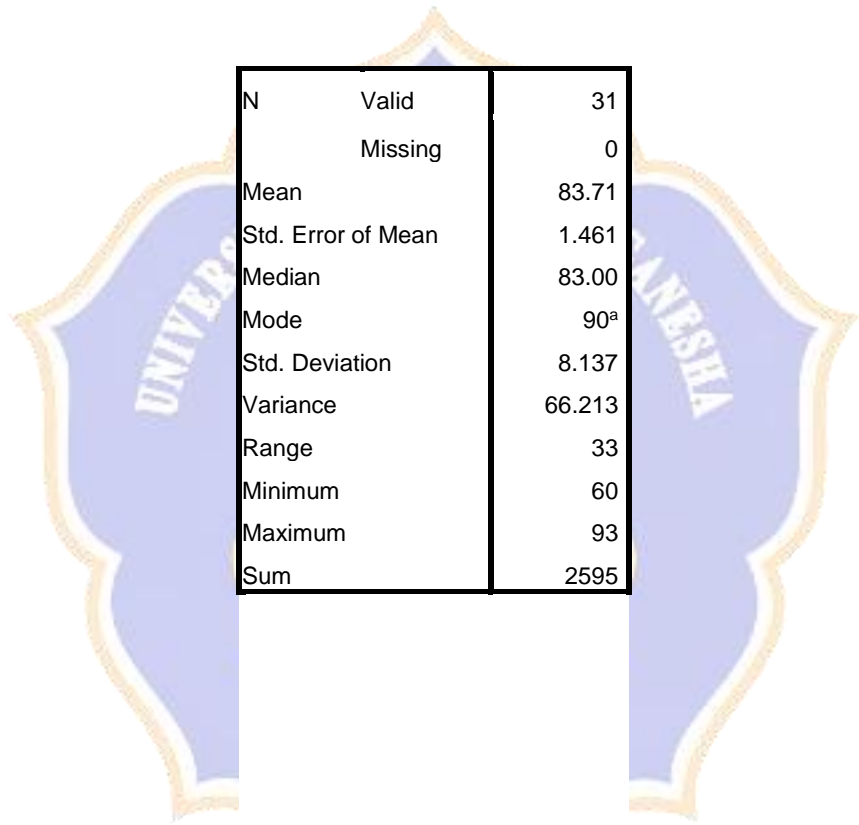
Appendix 22

The Result of Reading Comprehension Test of the Experimental Group 1 (Self-assessment)



Sample	Score
1	83
2	86
3	76
4	93
5	60
6	93
7	83
8	73
9	76
10	80
11	86
12	93
13	76
14	80
15	93
16	80
17	90
18	90
19	83
20	90
21	80
22	73
23	93
24	83

25	93
26	90
27	83
28	90
29	70
30	86
31	90

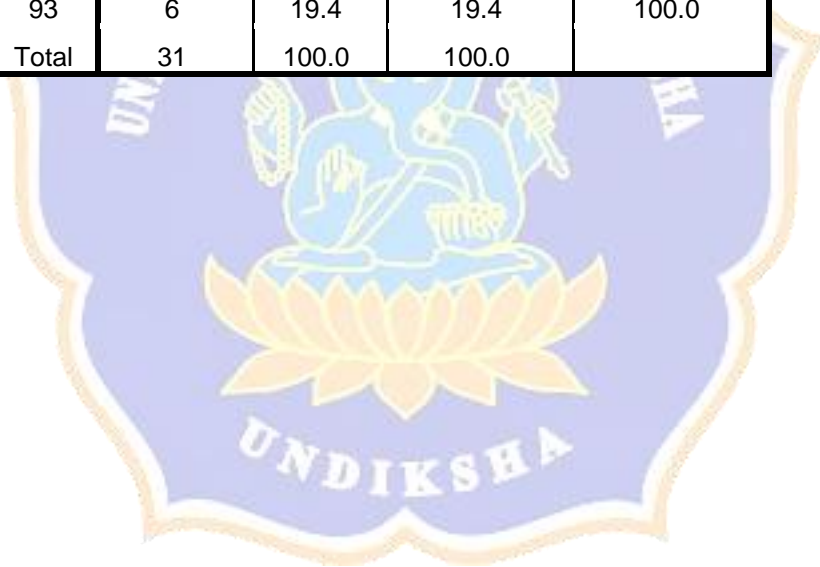


N	Valid	31
	Missing	0
Mean		83.71
Std. Error of Mean		1.461
Median		83.00
Mode		90 ^a
Std. Deviation		8.137
Variance		66.213
Range		33
Minimum		60
Maximum		93
Sum		2595

Appendix 23

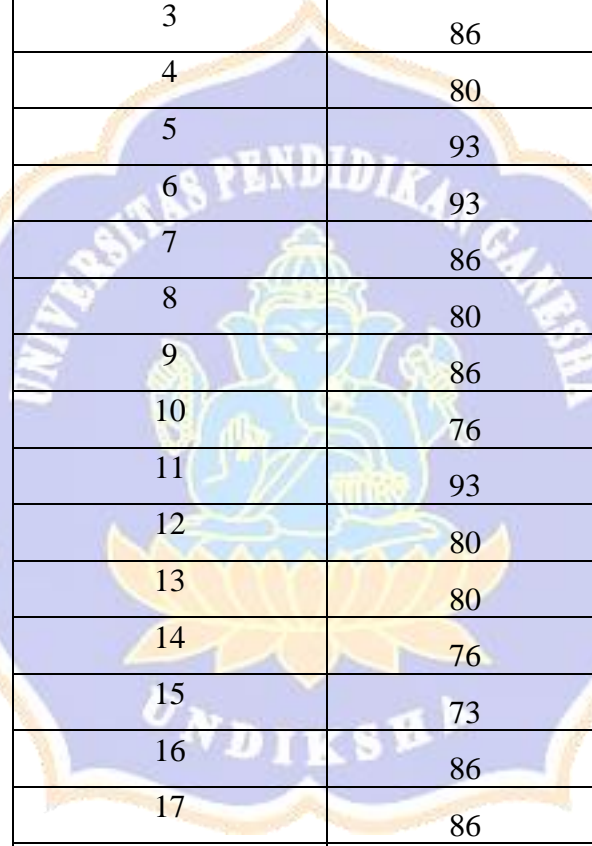
The Result of Reading Comprehension Test of Experimental Group 1 in Percentage (treated by Self-assessment)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	3.2	3.2	3.2
	70	1	3.2	3.2	6.5
	73	2	6.5	6.5	12.9
	76	3	9.7	9.7	22.6
	80	4	12.9	12.9	35.5
	83	5	16.1	16.1	51.6
	86	3	9.7	9.7	61.3
	90	6	19.4	19.4	80.6
	93	6	19.4	19.4	100.0
Total		31	100.0	100.0	



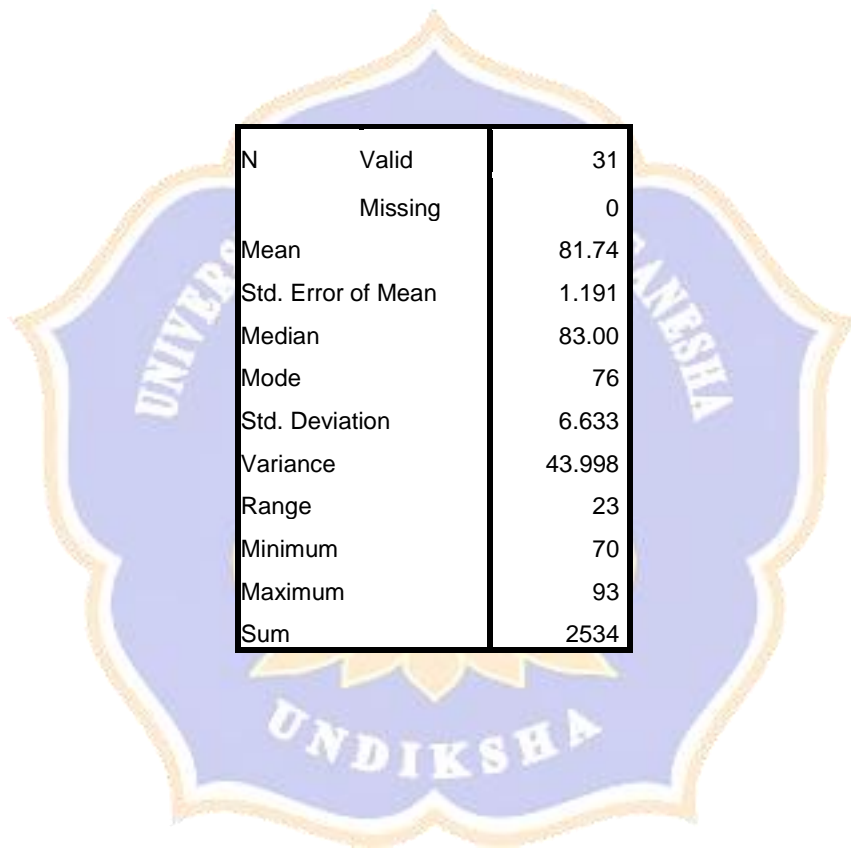
Appendix 24

The Result of Reading Comprehension Test of the Experimental Group (Peer Assessment)



Sample	Score
1	76
2	76
3	86
4	80
5	93
6	93
7	86
8	80
9	86
10	76
11	93
12	80
13	80
14	76
15	73
16	86
17	86
18	86
19	76
20	90
21	76
22	83
23	83
24	76

25	83
26	70
27	93
28	76
29	83
30	83
31	70



N	Valid	31
	Missing	0
Mean		81.74
Std. Error of Mean		1.191
Median		83.00
Mode		76
Std. Deviation		6.633
Variance		43.998
Range		23
Minimum		70
Maximum		93
Sum		2534

Appendix 25

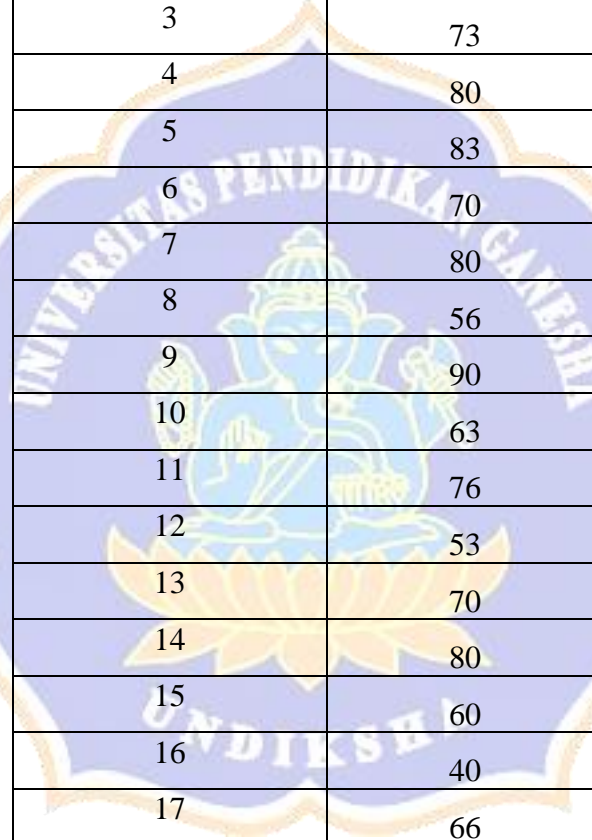
The Result of Reading Comprehension Test of Experimental Group 2 in Percentage (treated by Peer Assessment)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	2	6.5	6.5	6.5
	73	1	3.2	3.2	9.7
	76	8	25.8	25.8	35.5
	80	4	12.9	12.9	48.4
	83	5	16.1	16.1	64.5
	86	6	19.4	19.4	83.9
	90	1	3.2	3.2	87.1
	93	4	12.9	12.9	100.0
	Total	31	100.0	100.0	



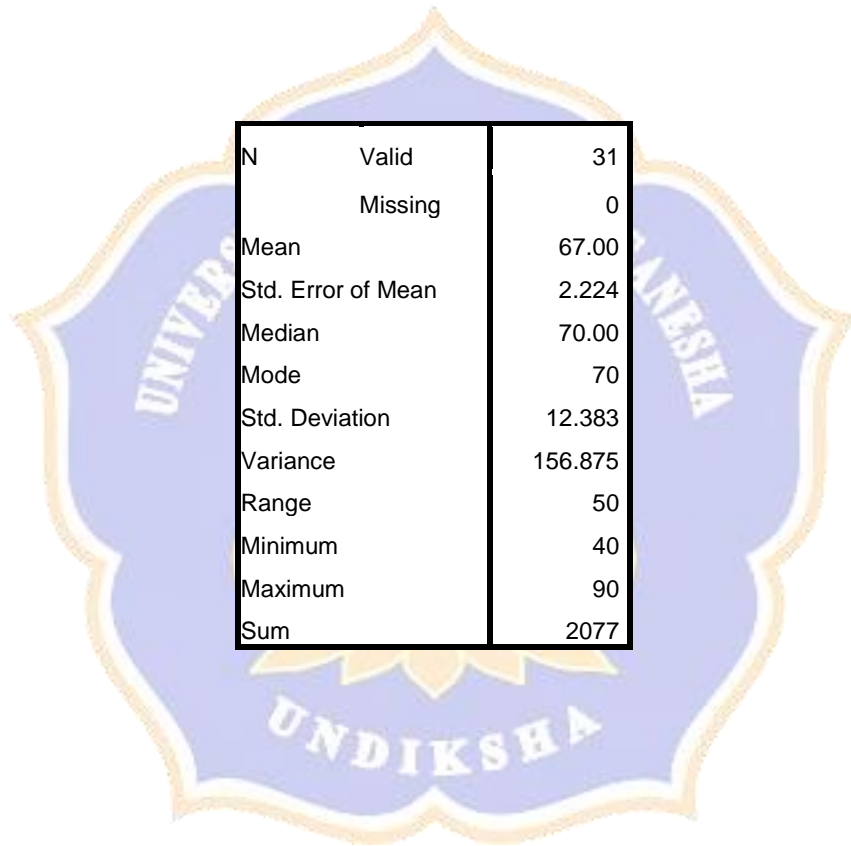
Appendix 26

The Result of Reading Comprehension Test of the Control Group (Conventional Assessment)



Sample	Score
1	50
2	63
3	73
4	80
5	83
6	70
7	80
8	56
9	90
10	63
11	76
12	53
13	70
14	80
15	60
16	40
17	66
18	70
19	86
20	73
21	70
22	46
23	80
24	70

25	60
26	50
27	70
28	50
29	66
30	73
31	60



N	Valid	31
	Missing	0
Mean		67.00
Std. Error of Mean		2.224
Median		70.00
Mode		70
Std. Deviation		12.383
Variance		156.875
Range		50
Minimum		40
Maximum		90
Sum		2077

Appendix 27

The Result of Reading Comprehension Test of Control Group in Percentage (treated by Conventional Assessment)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	3.2	3.2	3.2
	46	1	3.2	3.2	6.5
	50	3	9.7	9.7	16.1
	53	1	3.2	3.2	19.4
	56	1	3.2	3.2	22.6
	60	3	6.7	6.7	32.3
	63	2	6.5	6.5	38.7
	66	2	6.5	6.5	45.2
	70	6	19.4	19.4	64.5
	73	3	9.7	9.7	74.2
	76	1	3.2	3.2	77.4
	80	4	12.9	12.9	90.3
	83	1	3.2	3.2	93.5
	86	1	3.2	3.2	96.8
	90	1	3.2	3.2	100.0
Total		31	100.0	100.0	

