



**THE EFFECT OF ANIMATION VIDEO AS THE LEARNING
MATERIALS OF READING ON THE TENTH GRADE STUDENTS'
READING COMPREHENSION ACHIEVEMENT AT MA AL-MISRI**

RAMBIPUJI

THESIS

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**ENGLISH LANGUAGE PROGRAM
THE LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2018



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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at

the English Education Program, Language and Arts Department,

the Faculty of Teacher Training and Education,

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2018

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Bahrowi and Elis Farida.
2. My beloved sisters, Puji Lestari Riski F and Fina Fachrun N.
3. My beloved friends.

MOTTO

*“The more that you read, the more things you will know. The more that you learn
the more places you'll go.”*

— Dr. Seuss, *I Can Read With My Eyes Shut!* —



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author myself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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CONSULTANTS APPROVAL

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Faculty of Teacher Training and Education, Jember University

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Jember, October 2018

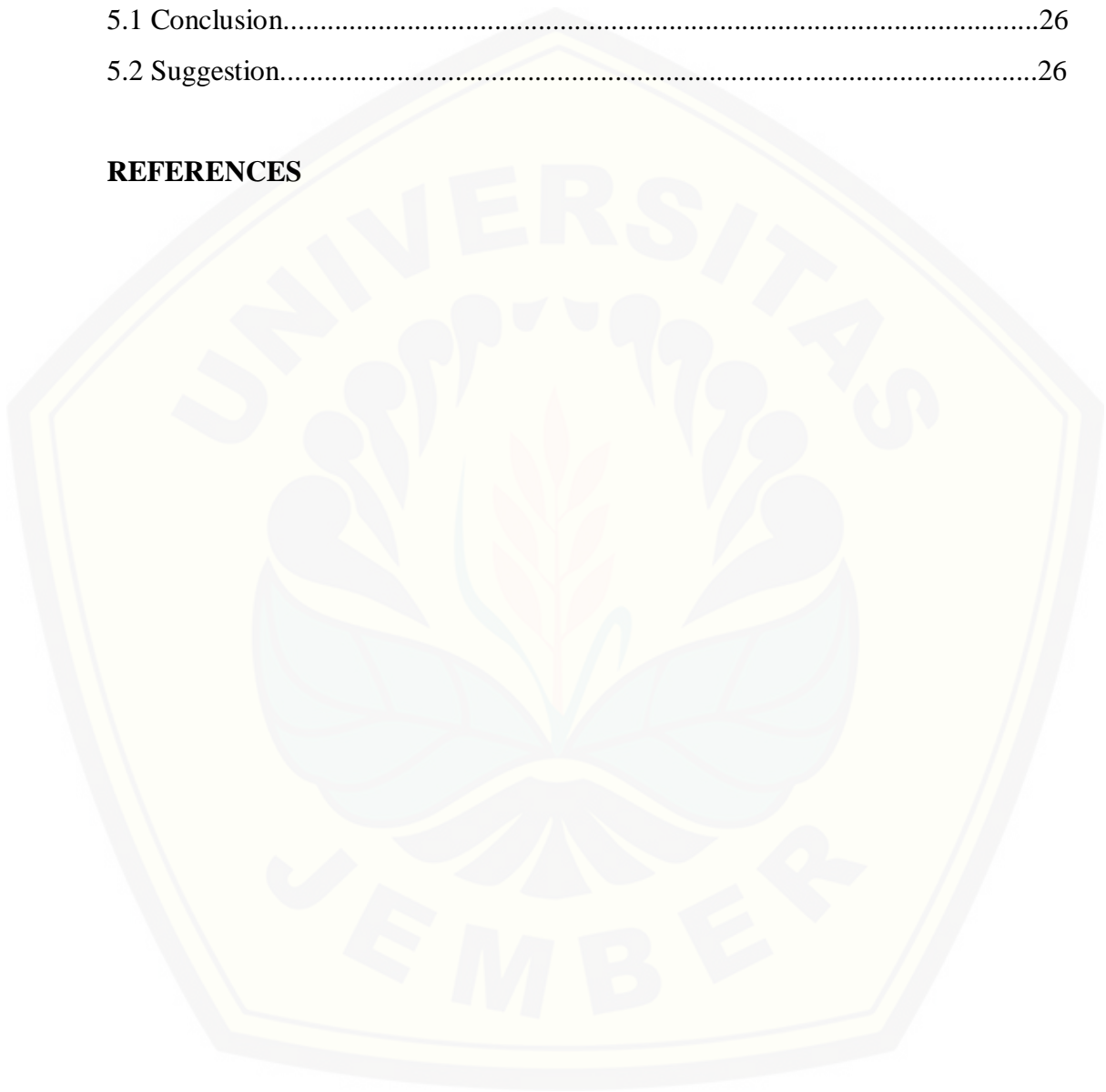
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SUMMARY

THE EFFECT OF ANIMATION VIDEO AS THE LEARNING MATERIALS OF READING ON THE TENTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT AT MA AL-MISRI RAMBIPUJI ; Riska Rochimatul Laili, 140210401003; 2018; 94 Pages; English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Reading is believed as a receptive skill that has an important part in people's live because by reading the reader will get pleasure and information. Reading is an active process that engages the reader's thinking in order to get the ideas of the text. Since reading is considered as the important skill, the English teacher should find the appropriate reading materials that can help the students to improve their reading comprehension achievement. There are some reading materials that can be used in teaching reading skill; one of them is animation video.

Animation video can be very useful and meaningful in language learning process. It can also be used to stimulate the students' interest to the material. Besides, animation video helps to represent the text in visual form. It can also make the viewers of the video easy to understand the message delivered by visual clues provided in the video. With those considerations, the use of animation video is hopefully able to improve the students' reading comprehension achievement.

The purpose of this research was to know whether or not there was a significant effect of using animation video on reading comprehension achievement of the tenth grade students of MA AL-Misri Rambipuji. This research design was quasi experimental. It was begun by undertaking homogeneity test, deciding the experimental and control groups, giving treatment to the experimental group, giving the same post test to the groups, and the last was analyzing the result of the post test by using t-test.

This research was conducted at MA AL-Misri Rambipuji which was chosen because the English teacher never taught reading comprehension by using animation video. Besides, MA AL-Misri Rambipuji has complete facilities that

could support the researcher in doing the research, such as: viewers, computers, etc.

Based on the result of the homogeneity test, classes X IPS 1 and X IPS 2 were chosen as the experimental and the control groups. The experimental group was treated by using animation video, while the control group was treated by using reading text.

The result of the reading post test scores showed that the mean score in the experimental group (74.96 >63.12) was higher compared to the mean score in the control group. Based on the statistical analysis, it was found that the significant value was 0.001 (<0.05) which was lower than 0.05 which means that there was a significant difference between the two groups. In conclusion, the result of data analysis proved that the use of animation video in teaching reading narrative texts significantly affected the students' reading comprehension achievement at MA Al-Misri Rambipuji.

Based on the explanations above, it was concluded that there was a significant effect of using animation video on reading comprehension achievement of the tenth grade students of MA AL-Misri Rambipuji.

It is suggested to the English Teacher of MA AL-Misri Rambipuji to also use animation video in teaching learning activity of the tenth grade classes especially for reading activities. It is also suggested to the next researchers to conduct further research dealing with similar problem by using another research design or language skills and different text type.

CHAPTER 1. INTRODUCTION

This chapter presents some aspects related to the topic of the research. It consists of four parts. They are : research background, research problem, research objective, and research contributions.

1.1 Research Background

Reading is one of the important skills of language which allow the students to get knowledge and increase their academic areas (Al Udaini, 2011). According to Kailani and Muqattash (2008), reading is considered as an additional tool of communication to listening and speaking. People who do not have any opportunity to talk directly with native speakers of the target language can have an access by reading to their literature, journals, and then understand much about their civilization. In this sense, reading is the window through which other cultures can be seen and more general or specific knowledge can be gained. Daniela (2013:1) says that there are some important benefits of reading; they are making smarter, lowering stress, improving the imagination, improving the memory, developing communication skills, improving personal relationships, helping people to contribute for a better world, and improving analytic skills. It means that reading activity has lots of benefits for people and gives a big contribution for people's life in many important ways.

Since reading is an important language skill and a highly-complicated act, students will face difficulty in many subjects without having sufficient reading comprehension skill. Lack of sufficient knowledge in reading comprehension is a serious problem that students suffer from. Moreover, students consider reading as a boring activity in the class because the English teacher only gives the students a reading text with many difficult words and they have to look up words' meanings in the dictionary. What makes matters worse is that after such boring task, the students still fail to comprehend the text.

Based on the preliminary study by interviewing the English teacher, the researcher got information that the students still face difficulty in comprehending the reading texts. Besides that, the English teacher never used animation video as the learning materials in teaching reading skill. The teacher usually uses

traditional learning materials in teaching reading such as using reading texts. The materials of learning are not interesting and sometimes make the students bored and stressed.

Based on the information above, the researcher used animation video to know the significant effect on student's reading comprehension achievement. The reasons will be explained as follows. Video conveys information through two simultaneous sensory channels: aural and visual. Marshall (2002) people will generally remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see. It means the people will remember something more through hear and see. Moreover, Animation is an effective learning material that can help learners understand complex ideas more easily. Both the teacher and the student also find it more comfortable to explain or understand a topic and avoid the boredom. By using animation video in teaching reading skill, the students can easily get the idea by synchronizing what they read and what they watched.

There were some previous studies which showed that animation video was effective learning materials in improving ESL/EFL learners reading comprehension achievement. Some of them will be explained as follows. Torabian and Tajadini (2017) investigated the effect of implementing animation films on developing reading comprehension texts among EFL learners of a language institute in Kerman. Their research result revealed that the animation films group achieved higher degree of reading comprehension achievement than the traditional one. Yildirim and Torun (2014) conducted an experimental research entitled "Exploring the Value of Animated Stories with Young English Language Learners". Their research result showed that animated stories offered teachers opportunities to improve students' reading comprehension achievement and functions of the target language in context through integrating many extension activities related to the story theme. Khalidiyah (2015) investigated by the questionnaire results that showed most of the students gave positive responses toward the use of animated video, which can improve reading comprehension, motivating them, stimulating their interest and increasing their curiosity.

All of the previous studies revealed that the use of animation video has been effective learning materials to improve ESL/EFL learners' reading comprehension achievement. Most of the participants were young learners. To extend the findings of previous studies, the present study investigated the effect of using animation video as the learning materials of reading on the student's reading achievement. Based on the information above, the experimental research entitled "The Effect of Animation Video as The Learning Materials of Reading on the Tenth Grade Students' Reading Comprehension Achievement at MA AL-Misri Rambipuji" was conducted.

1.2 Research Problem

The problem of the research was formulated as follows: Is there any significant effect of using animation video as the learning materials of reading on the tenth grade students' reading comprehension achievement at MA Al-Misri Rambipuji?

1.3 Research Objective

Based on the problem of the research, the objective of the research was to know whether or not there is a significant effect of using animation video as the learning materials of reading on the tenth grade students' reading comprehension achievement at MA Al-Misri Rambipuji.

1.4 Research Contributions

Based on the explanations above, the researcher suggested that this research result will be useful for the following.

1. Empirical contribution

It is suggested, that the result of the research can be useful for future researchers as a reference and information to conduct a further research dealing with a similar problem by using another research design such as a classroom action research with other language skills and different text types.

2. Practical contribution

It is suggested for the English teacher to use the animation video as creative learning materials in teaching learning process more interesting, fun and motivating student in learning reading.

CHAPTER 2. LITERATURE REVIEW

This chapter presents some aspects dealing with the review of related literature of the research. They are : theoretical framework, conceptual review, previous studies of animation video effect on reading skill and research hypothesis.

2.1 Theoretical Framework

2.1.1 Theory of Audio-visual Aid in ELT

Audiovisual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and interesting (Rather,2004). According to Dale (1946) “Audio visual aids are those devices by the use of which communication of ideas between persons and groups in various teaching and training situation is helped. There are also termed as multi sensory materials”. According to Mckean and Roberts, “ Audio visual aids are supplementary device by which the teacher, through utilization or more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciation.” (quoted in Rather 52). To sum up, the audio visual aids that includes, those auditory and visual materials can be used by teachers in order to facilitate the task of teaching/ learning and create more relaxed atmosphere in the classroom.

According to Lonergan (1995:4), audio-visual aid (video film) presents complete communicative situation. The language learners can see the characters and the settings, as well as listen to the dialog among the characters. These help the learners understand what the characters are doing. Based on Hemei (1997), students like audio-visual materials because they are interesting, challenging, and motivating to watch and listen. Furthermore, Tatiana Gorden (2006) has discussed the benefits of technological teaching aids. She has pointed out that these materials build learner’s motivation and construct their interest in learning. Additionally, she has argued that they play a vital role in developing an excited communicative context.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of this research and suggestion for the people. The conclusion was gain from the result of the data analysis by using SPSS while the suggestions are proposed to the English teacher, the students and the future researcher.

5.1 Conclusion

Based on the result of the data analysis of t-test by using SPSS and the discussion in the previous chapter, it could be conclude that there was significant effect of using animation video on the tenth grade students' reading comprehension achievement at MA Al-Misri Rambipuji in the 2018/2019 academic year. It was indicated by the significant value in the independent sample t-test. The significant value was 0,001 which was lower that 0,05. It means that the students who were taught reading by using animation video in the experimental group got better reading test score compared with the students who were taught reading by using reading text in the control group. The experimental group got the significant effect because animation video provided the moving picture and the caption. So, the students could get the message of the video easily. In the other hand, the control group only read by using reading text without any clues like moving picture. It made students got difficulty in comprehending the text.

5.2 Suggestion

Since there is a significant effect of using animation video as reading materials on the tenth grade students reading comprehension achievement, animation video can be used as appropriate reading materials. Thus, the researchers propose some suggestions to the following people:

5.2.1 The English Teacher

It is suggested for the English teacher to use the animation video as creative learning materials in teaching learning process more interesting, fun and motivating student in learning reading.

5.2.2 The Future Researchers

It is suggested, that the result of the research can be useful for future researchers as a reference and information to conduct a further research dealing with a similar problem by using another research design such as a classroom action research with other language skills and different text types.



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Appendix 1

Research matrix

Title	Problems	Variables	Indicators	Data Resources	Research Method	Hypothesis
The Effect of Animation Video as The Learning Materials of Reading on the Tenth Grade Students' Reading Comprehension Achievement at MA Al-Misri Rambipuji	Is there any significant effect of animation video as the learning materials of reading on the tenth grade students' reading comprehension achievement at MA Al-Misri Rambipuji?	<p>Independent Variable Teaching reading through animation video</p> <p>Dependent Variable : The Tenth grade students' reading comprehension achievement</p>	<p>The procedures of teaching reading by using animation video:</p> <ol style="list-style-type: none"> 1. Pre-viewing 2. While-viewing 3. Post-viewing <p>The students' scores of reading comprehension test covering:</p> <ul style="list-style-type: none"> - Finding general information of narrative text by using animation video - Finding specific information of narrative text by using animation video 	<p>Research participant The tenth grade students of MA Al-Misri Jember in the 2017/2018 Academic year.</p> <p>Informant The English teacher of the tenth grade students of MA Al-Misri Rambipuji</p> <p>Document : The names of participants (the experimental group and the control group)</p>	<p>Research Design: Quasi-experimental Research</p> <p>Area Determination Method: Purposive</p> <p>Data Collection Methods:</p> <ol style="list-style-type: none"> a. Primary Data: reading post test b. Supporting data: interview and document <p>Data Analysis Method: The result of the test will be analyzed by using T-test with SPSS(Computerized Statistic)</p>	There is a significant effect of animation video as the learning materials of reading on the tenth grade students' reading comprehension achievement at MA Al-Misri Rambipuji?

Appendix 2

HOMOGENEITY TEST

Pandas are one of species of bear. They are originally from center and western part of China. Pandas certainly are very different in appearance that other species of bear.

Pandas have white thick fur which covers all of their body with black eyes patches, ears, nose, legs, shoulders, and arms. Those black marks make Pandas unique and different. Like other species of bear, pandas have a big head, a short tail, rounded ears, and a long muzzle with a big nose. However, panda's diet is totally different with other species of bear; in which they prefer bamboos than others. 90% of panda's diet consists of bamboos. Besides , pandas also have a big jaw with tough muscles and strong molars to crush bamboos so they can extract the nutrients they need.

(<http://www.belajarbahasainggris.us/2016/07/contoh-descriptive-text-singkat-panda.html>)

Choose the best answer based on the text.

- Where is the Panda originally from?
 - Korea
 - China
 - America
 - Philippines
- What is the color of Panda?
 - White
 - Black
 - White and Black
 - Grey
- Pandas have black color in their body, except...
 - Eyes
 - Mouth
 - Nose
 - Teeth
- What makes Panda unique?
 - The color of their body
 - The size of their body
 - The length of their body
 - The weight of their body
- Pandas have some characteristics, except...
 - A big head
 - Long tail
 - Rounded ears
 - Big nose
- Which statement is incorrect?
 - Pandas are species of bear
 - Pandas have a big muzzle
 - Pandas have colorful body
 - Pandas' diet is Bamboo
- What is dominant diet of Panda?
 - Grass
 - Bamboos
 - Meat
 - Fruit
- Why do Pandas have a big jaw and strong molars?
 - To crush bamboo
 - To eat bone
 - To attack their enemy
 - To drink water

9. How many percent of pandas' diet consist of bamboos?
 - a. 100%
 - b. 50%
 - c. 90%
 - d. 10%
10. How many percent of pandas' diet except bamboos?
 - a. 100%
 - b. 50%
 - c. 90%
 - d. 10%

Answer the questions below!

1. What is the function of pandas' thick fur?
2. Why does panda belong to bear species?
3. Are pandas mammals?
4. What does the second paragraph tell about?
5. What is the purpose of the text?

Distribution of the test items			
No	Level of comprehension	Types of question	Total
1	Literal comprehension	Multiple choice	10
2	Inferential comprehension	Short answer	5
Total			15

ANSWER KEY

I. Multiple Choice

- | | |
|------|-------|
| 1. B | 6. C |
| 2. C | 7. B |
| 3. D | 8. A |
| 4. A | 9. C |
| 5. B | 10. D |

II. Short Answer

1. To protect them from the cool weather
2. Because they have the same characteristic with bear
3. Yes, they are mammals
4. The description of pandas
5. To describe about pandas

SCORING			
No	Exercise	Scoring	Total
1	Multiple choice	Correct answer x 5	50
2	Short answer	Correct answer x 10	50
Total			100

Appendix 3

LESSON PLAN 1
(EXPERIMENTAL AND CONTROL GROUP)

School	: MA AL-Misri Rambipuji
Subject	: English
Class	: X
Material	: Narrative text (legend)
Time allocation	: 2 x 45 minutes

A. Core Competence

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

A. Basic Competence

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	3.8 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.8.1 Identifying the similarities between social function, the text structure, and the language features of an <i>Narrative Text</i> based on context of use. 3.8.2 Analyzing the differences between the social function the text structure, and the language features of an <i>Narrative Text</i> based on context of use.
2	4.8 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	4.8.1 Finding general information of a Narrative text 4.8.2 Finding specific information of a Narrative text

<p>3. Exploring</p> <p>a. Asking the students to make groups of four</p> <p>b. Asking the students to discuss the main point of the story</p> <p>4. Associating</p> <p>a. Playing the video entitled “Malin Kundang”</p> <p>b. Asking the students to do the worksheet individually</p> <p>c. Giving chance to the students to recheck their answers by playing the video once again</p> <p>5. Communicating</p> <p>a. Discussing the answers of the worksheet by playing the video again</p>		<p>3.Exploring</p> <p>a. Asking the students to make groups of four</p> <p>b. Asking the students to discuss the main point of the story</p> <p>4.Associating</p> <p>a. Asking the students to read the narrative text entitled “Malin Kundang” again</p> <p>b. Asking the students to do the worksheet individually</p> <p>c. Giving chance to the students to recheck their answers</p> <p>5.Communicating</p> <p>a. Discussing the answers of the worksheet by playing the video again</p>	<p>20’</p> <p>30’</p>
<p>Post-viewing activity</p> <p>a. Guiding the student to draw the conclusion by giving oral questions about the points</p> <p>b. Parting the students</p>	<p>15’</p>	<p>Post activity</p> <p>a. Guiding the student to draw the conclusion by giving oral questions about the points</p> <p>b. Parting the students</p>	<p>15’</p>

F. Reading materials and Source

a. Reading materials:

- Experimental group: animation video, viewer, sound system, and student’s worksheet.
- Control group: the students’ worksheet and reading text (the transcription of the animation video)

b. Source: <https://youtu.be/PH-hhONcnE0>

G. Assessment

- Technique : reading comprehension tasks
- Forms : multiple choice and short answer

**LEARNING MATERIALS
(EXPERIMENTAL AND CONTROL GROUP)**

1. Pre activity

Leading questions :

- a. Do you know the legend from west Sumatera?
- b. Do you know the story about the man that rebellious to his mother?
- c. Who is the man that cursed to be a stone?

2. Main activities

- a. The definition of Narrative text

A narrative text is a text that retells about the story that happened in the past in order to entertain or to amuse the readers about the story.

- b. Social function of Narrative text

To tell stories or past events and entertain or amuse the readers

- c. Generic structure of Narrative text

- Orientation : tells about who are the characters involved in the story, where and when the events happen.
- Complication : tells series of problems that arise and are experienced by the characters.
- Resolution : tells about how the characters solve the problems.
- Coda : tells about the changes of the characters deed/ feeling and the moral value that can be taken

- d. Language features of Narrative

- Adjective : to build noun groups to describe people, animals or things in the story; big, small, beautiful, etc.
- Time connectives : to sequence through time; after that, a week later, then, etc.
- Past tense action verbs: to indicate the actions in the narrative text; born, lived, told, etc.

(READING MATERIAL FOR THE CONTROL GROUP)**MALIN KUNDANG**

A long time ago, in a small village near the beach in West Sumatra there lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby.

Malin Kundang was a smart boy but sometimes he was naughty, he ever caught a hen until he fell down and his hand hit a rock. So, he injured and the scar on his hand could not be lost.

Malin kundang felt sympathy to her mother and decided to work to another country to become a rich man. Although his mother disagreed with Malin Kundang, he kept in his decision and left his mother alone. In his journey, he faced many obstacles but he succeed to overcome them. Finally, Malin kundang stayed in a village and became a merchant.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He also married with a beautiful woman. Malin kundang's mother missed her son very much. She went to harbor everyday hoped to meet malin kundang but malin never came.

One day, Malin Kundang was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from that village. Malin Kundang's mother also came close to the crowded. Malin Kundang's mother didn't recognize that the rich merchant was Malin Kundang, but after she looked the scar on his hand she believed that he was her son, Malin Kundang.

She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang denied that she was his mother. He felt ashamed to his beautiful wife and his ship crews. She asked Malin Kundang to look at her and admitted that she was his mother. But he kept refusing to do it. Malin Kundang yelled to her "Enough, old woman! I have never had a mother like you, a dirty and an ugly woman!". Malin Kundang's mother was surprise and very sad because his son didn't admit his mother. Finally, she felt anger and she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her.

Suddenly a thunderstorm came in the quiet sea. It was really too late for malin kundang to avoid his curse; he had turned into a stone.

(<http://www.belajaringgris.net/legenda-malin-kundang-dalam-bahasa-inggris-1956.html>)

(THE SCREENSHOOT OF ANIMATION VIDEO FOR EXPERIMENTAL GROUP)

MALIN KUNDANG



1.



2.



3.



4.



5.



6.



7.



8.



Finally, Malin kundang stayed in a village and became a merchant.

9.



Many years later, Malin Kundang became wealthy.

10.



He had a huge ship and a lot of crews who worked loading trading goods.

11.



He also married with a beautiful woman.

12.



In another hand, Malin kundang's mother missed her son very much.

13.



She went to harbor everyday, hoped to meet Malin Kundang but malin never came.

14.



One day, malin kundang was sailing on his trading journey, his ship landed on a coast near a small village.

15.



The local people recognized that it was Malin Kundang, a boy from that village.

16.



17.

Malin Kundang's mother also came close to the crowded.



18.

Malin Kundang's mother did not recognize that the rich merchant was Malin Kundang



19.

but after she looked the scar on his hand she believed that he was her son, Malin Kundang.



20.

She wanted to hug him to release her sadness of being lonely after a long time.



21.

When his mother came near him, Malin Kundang denied that she was his mother.



22.

He felt ashamed to his beautiful wife and his ship crews.



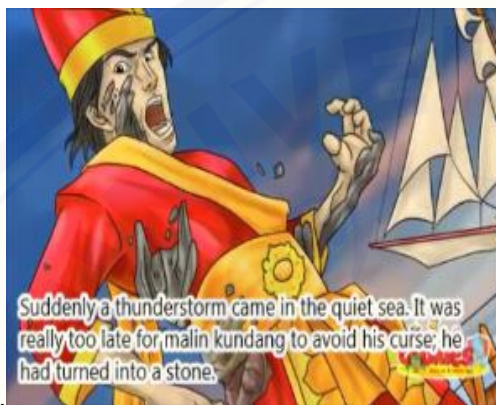
23.

She asked Malin Kundang to look at her and admitted that she was his mother, but he kept refusing to do it.



24.

Malin Kundang yelled to her "Enough, old woman! I have never had a mother like you, a dirty and an ugly woman!"



THE STUDENTS' WORKSHEET
(EXPERIMENTAL AND CONTROL GROUP)

Name :	_____
Number :	_____

I. Multiple Choice

Choose the correct answer based on the story.

1. Why did Malin and his mother have to live hard?
 - a. They sold everything they had
 - b. Malin's mother was sick
 - c. They did not have any job
 - d. Malin's father had passed away
2. Why did Malin leave his mother?
 - a. He did not like his mother
 - b. He wanted to be a rich man
 - c. He wanted to wander around the world
 - d. He felt bored lived in his village
3. How could Malin have a scar?
 - a. Malin ever fell down and hit a rock
 - b. Malin ever fought with his friend
 - c. A hen pecked him
 - d. Malin's mother hit him with a wood
4. What happened to Malin Kundang after he left his mother?
 - a. He never came to his village
 - b. He became a rich man
 - c. He became a poor man
 - d. He got many diseases
5. How did Malin kundang's mother recognize her son?
 - a. She looked the scar on Malin's hand
 - b. She knew the Malin's voice
 - c. She remembered Malin's birthmarks
 - d. Malin came close to her
6. What made Malin Kundang's mother sad and angry?
 - a. Malin did not bring any money
 - b. She missed her son very much
 - c. Malin had married with a woman
 - d. Malin did not admit her mother
7. Why did not Malin kundang admit his mother?

- a. He felt ashamed to his wife and ship crews
 - b. He did not recognize his mother
 - c. He hated his mother
 - d. He missed his mother
8. What did she do when Malin Kundang denied that she was his mother?
 - a. She cried and run
 - b. She hit Malin Kundang
 - c. She cursed Malin Kundang
 - d. She asked Malin Kundang to go away
 9. How did the curse happen?
 - a. A thunderstorm came in the quit sea and Malin turned into a stone.
 - b. Malin Kundang turned into a fish
 - c. Malin mother's turned into a stone
 - d. Malin Kundang turned into a monster
 10. Where was the story located?
 - a. West Sumatera
 - b. West Java
 - c. East Java
 - d. South Kalimantan

Answer the question below!

1. Why did Malin Kundang have to live hard after his father passed away?
2. Why did Malin Kundang's mother disagree if Malin Kundang worked to another country?
3. Based on your opinion, why Malin Kundang never went home?
4. How could Malin Kundang become wealthy?
5. Why was Malin Kundang ashamed to his wife and his crews?
6. What should Malin Kundang feel when he met his mother after a long time?
7. What do you think about Malin Kundang character?
8. What do you think about Malin Kundang's mother's character?
9. What is the purpose of the text?
10. What is the moral of the story?

Distribution of the test items			
No	Level of comprehension	Types of question	Total
1	Literal comprehension	Multiple choice	10
2	Inferential comprehension	Short answer	10
Total			20

ANSWER KEY**II. Multiple Choice**

- | | |
|------|-------|
| 1. D | 6. D |
| 2. B | 7. A |
| 3. A | 8. C |
| 4. B | 9. A |
| 5. A | 10. A |

III. Short Answer

1. Because Malin's father had passed away, so Malin Kundang and his mother had to work by themselves to fulfill their needs.
2. Malin Kundang's mother did not want to live alone
3. He was too focus to get money until he forgot his mother
4. He worked very hard
5. Because his mother was ugly and poor
6. He should feel happy to meet his mother because he never met her for a long time
7. He was a hard worker but he was also a rebellious boy
8. He was a kind and lover mother
9. To entertain the reader
10. We are not allow to be rebellious son

SCORING			
No	Exercise	Scoring	Total
1	Multiple choice	Correct answer x 4	40
2	Short answer	Correct answer x 6	60
Total			100

Appendix 4

LESSON PLAN 2
(EXPERIMENTAL AND CONTROL GROUP)

School	: MA Al-Misri Rambipuji
Subject	: English
Class	: X
Material	: Narrative text (legend)
Time allocation	: 2 x 45 minutes

A. Core Competence

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Basic Competence

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	3.8 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.8.1 Identifying the similarities between social function, the text structure, and the language features of an <i>Narrative Text</i> based on context of use. 3.8.2 Analyzing the differences between the social function the text structure, and the language features of an <i>Narrative Text</i> based on context of use.

<p>2. Questioning</p> <p>a. Guiding the students to ask some questions related to the content of the animation video entitled “Telaga Warna”</p> <p>b. Guiding the students to ask about unfamiliar word or difficult vocabulary</p> <p>3. Exploring</p> <p>a. Asking the students to make groups of four</p> <p>b. Asking the students to discuss the main point of the story</p> <p>4. Associating</p> <p>a. Playing the video entitled “Telaga Warna”</p> <p>b. Asking the students to do the worksheet individually</p> <p>c. Giving chance for the students to recheck their answers by playing the video once again</p> <p>5. Communicating</p> <p>a. Discussing the answers of the worksheet by playing the video again</p>		<p>2. Questioning</p> <p>a. Guiding the students to ask some questions related to the content of the text entitled “Telaga Warna”</p> <p>b. Guiding the students to ask about unfamiliar word or difficult vocabulary</p> <p>3. Exploring</p> <p>a. Asking the students to make groups of four</p> <p>b. Asking the students to discuss the main point of the story</p> <p>4. Associating</p> <p>a. Asking the student to read the narrative text entitled “Telaga Warna”</p> <p>b. Asking the students to do the worksheet individually</p> <p>c. Giving chance for the students to recheck their answers</p> <p>5. Communicating</p> <p>a. Discussing the answers of the worksheet by playing the video again</p>	<p>20’</p> <p>30’</p>
<p>Post-viewing activity</p> <p>a. Guiding the students to draw the conclusion by giving oral questions about the points</p> <p>b. Parting the students</p>	<p>15’</p>	<p>Post activity</p> <p>a. Guiding the student to draw the conclusion by giving oral questions about the points</p> <p>b. Parting the students</p>	<p>15’</p>

G. Reading materials and Source

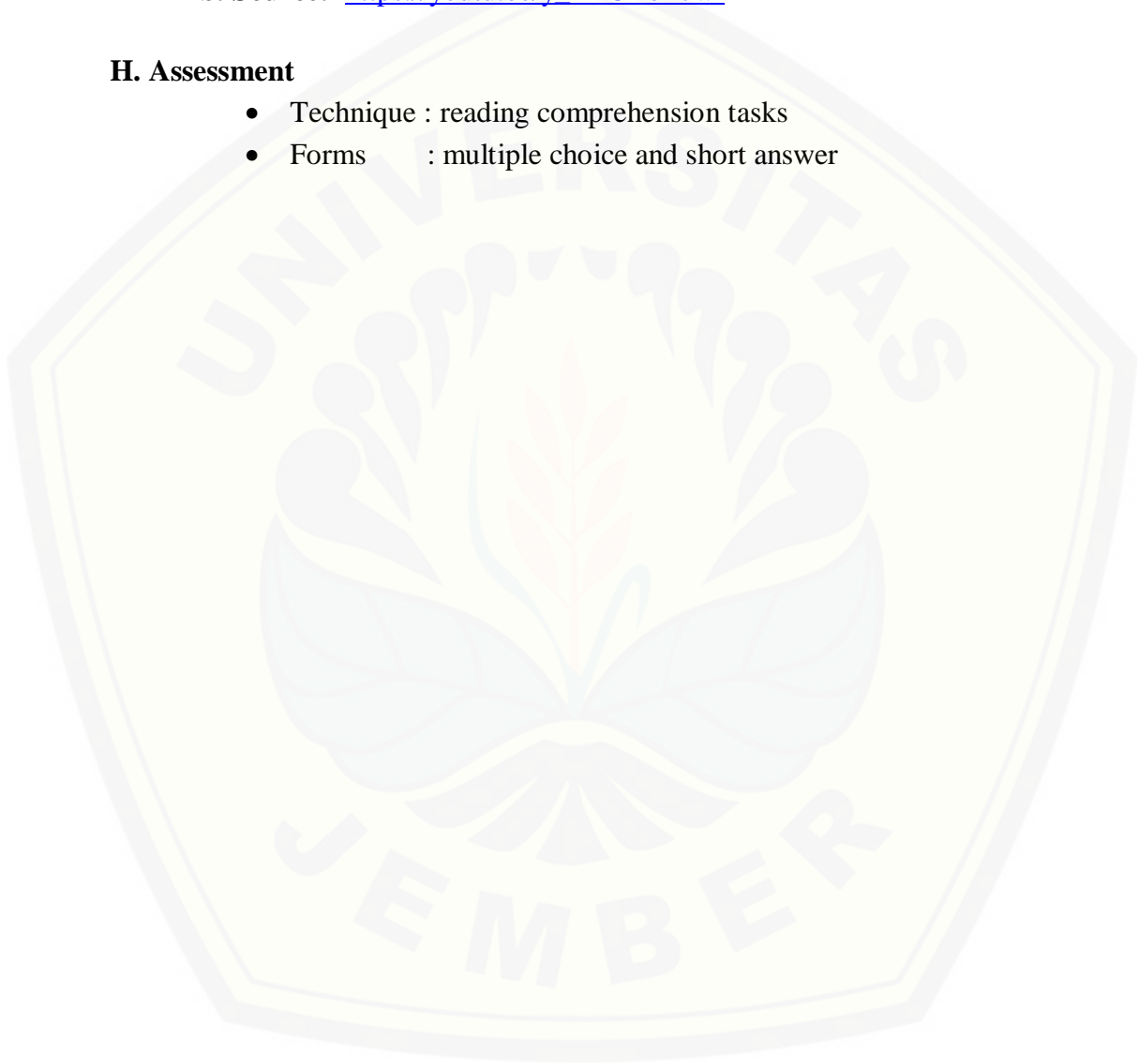
a. Reading materials:

- Experimental group: animation video, viewer, sound system, and student's worksheet.
- Control group: the students' worksheet and reading text (the transcription of the animation video)

b. Source: https://youtu.be/y_HhOEoRJwI

H. Assessment

- Technique : reading comprehension tasks
- Forms : multiple choice and short answer



**LEARNING MATERIALS
(EXPERIMENTAL AND CONTROL GROUP)**

1. Pre-viewing activity

- Leading questions
 1. Do you know what the picture is it?



2. Red, pink, green, yellow, what are they?

2. Main activities

Reviewing the previous materials by giving some questions.

List of the questions:

1. What have we learned in the previous meeting?
2. What is Narrative text? Give the example of Narrative text!
3. What are generic structures of Narrative text?
4. What are the language features of Narrative text?
 - a. Generic structure of Narrative text that will be taught in this meeting covered:

1. The Orientation of “Telaga Warna” story:

Characters: Prabu, Queen, and princess
Place: A kingdom in West Java
Time : A long time ago

2. Complication of “Telaga Warna” story

Princess refused the present from the people, so everybody was sad and crying.

3. Resolution of “Telaga Warna” story:

The kingdom sank and became a lake.

4. Coda/ moral value of “Telaga Warna” story:

We have to appreciate someone’s giving.

- b. Language features of Narrative that will be taught in this meeting covered:

- 1. Adjective :** wise, spoiled, ugly.
- 2. Time connectives and conjunction :** a long time ago, a few months later, a week later.
- 3. Past tense action verbs:** got, loved, gave, made, collected, threw.

(READING MATERIAL FOR THE CONTROL GROUP)**TELAGA WARNA**

A long time ago, there was a kingdom in West Java. The kingdom was ruled by a king named Prabu. He was a kind and a wise king. Unfortunately, Prabu and his queen did not get any children. Therefore, Prabu went to the jungle to pray to God everyday begging for a child.

A few months later, the queen got pregnant and a princess was born. Prabu and Queen loved their beautiful daughter so much. They gave whatever she wanted. It made Princess turn into a very spoiled girl.

A week later, the princess would celebrate her 17th birthday party. The people collected many presents for the princess they loved. They also gave gold and jewels for the princess. Then, Prabu made a colorful necklace from the gold and jewels. On the princess' birthday. Many people came to the palace to celebrate and see the princess wore the colorful necklace.

"My beloved daughter, today is your birthday. People who loved you give this necklace for you. Please, wear this necklace to make them happy" said Prabu. "I don't want to wear it! It's very ugly! I am pretty, it's impossible for me to wear it, Dad." shouted the princess.

Then she threw the necklace. The beautiful necklace was broken. The gold and jewels were spread out on the floor. Everybody was very shocked. In their silence, people heard the queen was crying. Every woman felt sad and began crying too. Then, everybody was crying.

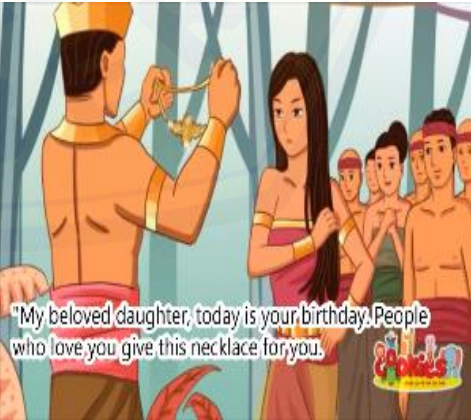
Suddenly, from the underground, a spring appeared. It made a pool of water. Soon, the place became a big lake. The lake finally sank the kingdom.

Nowadays, people called the lake "Telaga Warna". It means "Lake of Color". On a bright day, the lake is full of color. These colors come from shadows of forest, plants, flowers, and sky around the lake. But some people said that the colors are from the princess's necklace, which spreads at the bottom of the lake.

<https://cerita-inggris-indonesia.blogspot.com/2014/08/the-story-of-telaga-warna.html>

(THE SCREENSHOT OF ANIMATION VIDEO FOR THE
EXPERIMENTAL GROUP)
TELAGA WARNA



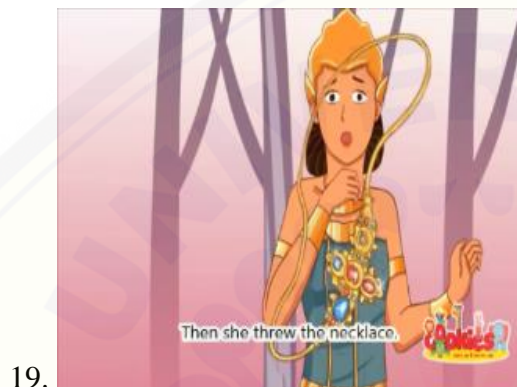




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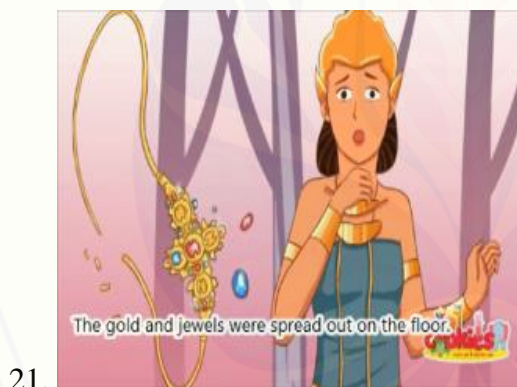
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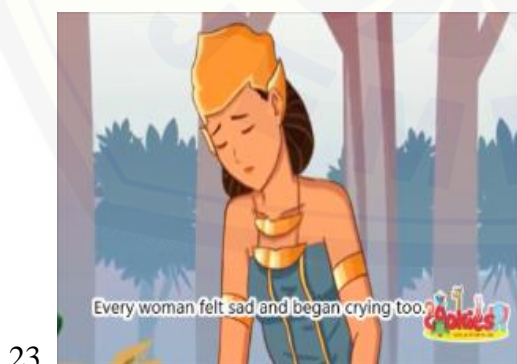
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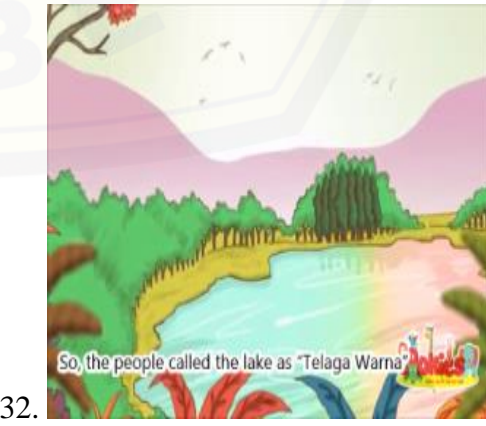
22.



23.



24.



**THE STUDENTS' WORKSHEET
(EXPERIMENTAL AND CONTROL GROUPS)**

Name : _____
Number : _____

I. Multiple Choice

Choose the correct answer based on the story.

1. Why did Prabu pray to God?
 - a. Because he was a pious king
 - b. Because he had many sin
 - c. Because he wanted to have a child
 - d. Because he wanted to be a rich king
2. What made the princess be a spoiled girl?
 - a. The king and the queen gave whatever she wanted
 - b. The king and the queen never got angry to her
 - c. She was the first princess
 - d. All people loved her
3. Why did the people collect many presents?
 - a. King would celebrate his birthday
 - b. Princess would celebrate her birthday
 - c. They would celebrate their kingdom anniversary
 - d. They would sell the present
4. How did the necklace look like?
 - a. the necklace was colorful
 - b. The necklace was ugly
 - c. The necklace was bad
 - d. The necklace looked cheap
5. Why did not the princess wear the necklace?
 - a. She had had a necklace
 - b. She did not like the necklace
 - c. The necklace was cheap
 - d. She wanted a ring
6. What made the color of the lake appear based on people belief?
 - a. The shadow of plants, forest, flower around the lake
 - b. The king spilled the paint on the lake
 - c. The lake was full of colorful fish
 - d. The gold and jewels of the princess' necklace

7. What made the queen cry?
 - a. Because the princess did a bad behave
 - b. Because the queen felt disappointed to the king
 - c. Because the necklace was broken
 - d. Because everybody was crying
8. How was the lake created?
 - a. The dam was broken and sank the kingdom
 - b. There was a hard rain and sank the kingdom
 - c. There was a tsunami and sank the kingdom
 - d. A spring appeared from the ground and sank the kingdom
9. What did the lake look colorful?
 - a. The shadow of plants, forest, flower around the lake
 - b. The king spilled the paint on the lake
 - c. The lake was full of colorful fish
 - d. The gold and jewels of the princess' necklace
10. Where was the story located?
 - a. West Java
 - b. Sumatera
 - c. Kalimantan
 - d. Bali

II. Short Answer

Answer the question below!

1. What is the main idea of the first paragraph?
2. Why did Prabu and queen give whatever princess wanted?
3. Can you describe what is "spoiled" character?
4. Did the birthday party run well? Give your reason!
5. What do you think about the queen's character?
6. What should the princess do when the king gave her a necklace?
7. What was the prove that Prabu was a pious king?
8. Which was the part of this story that describes the princess' arrogant?
9. What is the purpose of the text?
10. What is the moral value of the story?

Distribution of the test items			
No	Level of comprehension	Types of question	Total
1	Literal comprehension	Multiple choice	10
2	Inferential comprehension	Short answer	10
Total			20

ANSWER KEY**I. Multiple choice**

1. C
2. A
3. B
4. A
5. B
6. D
7. A
8. D
9. A
10. D

II. Short Answer

1. The introduction of the king in the kindom
2. Because they loved their daughter so much
3. Spoiled means someone who likes to depend his/her business to others
4. No, it didn't. Princess did not receive people present and made them sad.
5. Queen was kind and lover
6. She had to receive it
7. He prayed to the god everyday begging for a child
8. When the princess refused the necklace
9. To entertain the reader
10. We have to appreciate people gift

SCORING			
No	Exercise	Scoring	Total
1	Multiple choice	Correct answer x 4	40
2	Short answer	Correct answer x 6	60
Total			100

Appendix 5

TRYOUT TEST**SANGKURIANG**

Once upon a time, there lived a wise king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once, she was weaving a cloth, one of her tool fell into the ground. She was very tired at the time so she was too lazy to take it. Then she just shouted aloud.

“Anybody there? Bring me my tool. I will give you a special present. If you are female, I will consider you as my sister. If you are male, I will marry you”

Suddenly a male dog, its name was Tumang, came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had to marry Tumang and left her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and a healthy boy.

One day Dayang Sumbi wanted to have deer’s heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang went to the forest with his arrow and his faithful dog, Tumang. But after several days in the wood Sangkuriang could not find any deer. They were all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father and gave Tumang’s heart to his mother.

“Where is Tumang Sangkuriang? Why does not he come back here?” asked Dayang Sumbi.

Sangkuriang was very shocked. He did not know how to explain it. “I’m really sorry mom, it was Tumang’s heart that you have eaten. I did not mean to do that, please forgive me” said Sangkuriang.

Dayang Sumbi was very angry and she could not control her emotion. She hit Sangkuriang at his head. Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He also renamed his old name to Jaka. He wandered everywhere. One day he arrived at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did not know each other. So they fell in love and then they decided to marry.

One day, Dayang Sumbi saw the scar on Jaka’s head. She shocked and realized that Jaka was Sangkuriang who was her son. Then, Dayang Sumbi gave a mission to Sangkuriang. Dayang sumbi asked Sangkuriang to build a dam accros the river and a giant ark. He had to finish it in one night.

Jaka who was actually Sangkuriang accepted the mission. He asked the spirits to build the dam and the giant ark. When dawn was near, Dayang Sumbi realized the mission almost completed. She prayed to the God to bring sun up early. Then, the cock crowded, the sun rose earlier than usual.

The spirits began to leave Sangkuriang because it was already dawn. Sangkuriang realized that he failed and kicked the giant ark so it flipped over. Today, the ark was known as Tangkuban Perahu Mountain and the dam was known as Lake Bandung.

I. Multiple Choice

Choose the best answer based on the text.

1. Who was Dayang Sumbi?
 - a. Sangkuriang's sister
 - b. Sangkuriang's mother
 - c. Sangkuriang's niece
 - d. Sangkuriang's grandmother
2. What did Dayang Sumbi like?
 - a. Swimming
 - b. Cooking
 - c. Weaving
 - d. Gardening
3. Why did Dayang Sumbi marry Tumang?
 - a. Because Tumang brought her weaving tool
 - b. Because Tumang was her lovely dog
 - c. Because Tumang was very kind dog
 - d. Because Tumang eat her weaving tool
4. What did Dayang Sumbi ask Sangkuriang to hunt?
 - a. Bird
 - b. Deer
 - c. Dog
 - d. Lion
5. Why did Sangkuriang kill Tumang?
 - a. Because Tumang hunt with Sangkuriang
 - b. Because there was no animal
 - c. Because Sangkuraing hated Tumang
 - d. Because Sangkuriang did not want to disappoint her mother
6. How did Sangkuriang get a scar of his head?
 - a. He ever fell when he was hunting
 - b. Tumang ever hit him
 - c. Dayang Sumbi hit Sangkuriang's head with a spoon
 - d. Sangkuriang ever fought with Tumang and injured his head
7. What did Sangkuriang do after leaving his mother?
 - a. He became a wanderer
 - b. He became a fisherman
 - c. He went to the another village
 - d. He stayed in his home
8. Why was Dayang Sumbi not getting old?
 - a. She did special treatment for her beauty

- b. God gave her an eternal beauty
 - c. She had a magic
 - d. She used a masker
9. How did Dayang Sumbi realize Jaka was Sangkuriang?
- a. The Jaka's voice was same with Sangkuriang
 - b. The Jaka's appearance was like Sangkuriang
 - c. Dayang Sumbi never forgot Sangkuriang
 - d. Dayang Sumbi saw the scar on Jaka's head
10. What mission did Dayang Sumbi ask to Sangkuriang?
- a. Sangkuriang had to build a dam and some giant arks
 - b. Sangkuriang had to build some dams and a giant ark
 - c. Sangkuriang had to a dam and a giant ark
 - d. Sangkuriang had to build a giant boat
11. How long did the mission have to be completed?
- a. A week
 - b. A month
 - c. An hour
 - d. A night
12. Why did Sangkuriang fail to finish the mission?
- a. The dawn came
 - b. The spirits went away
 - c. The sun disappear
 - d. Sangkuriang was tired
13. Who helped Sangkuriang to complete the mission?
- a. God
 - b. Spirits
 - c. People
 - d. Dayang Sumbi
14. Who was Sangkuriang's father?
- a. A king
 - b. A prince
 - c. Tumang
 - d. Spirits
15. How did Sangkuriang kill Tumang?
- a. Sangkuriang shot Tumang with his bow and arrow
 - b. Sangkuriang hit Tumang with an axe
 - c. Sangkuriang hit Tumang with a stone
 - d. Sangkuriang kicked Tumang with his foot
16. Sangkuriang renamed his old name to....
- a. Tumang
 - b. Jaka
 - c. Beni
 - d. Surya
17. Why did the spirit leave their work?
- a. Because Sangkuriang asked them to leave
 - b. Because the sun set
 - c. Because Dayang Sumbi prayed to the God
 - d. Because the sun rised
18. How can the cock crowd earlier?
- a. Dayang Sumbi woke them up

- b. Dayang Sumbi prayed to the god
 - c. Dayang Sumbi asked them to crowd earlier
 - d. Dayang Sumbi made a noise
19. What is Tangkuban Perahu?
- a. A river
 - b. A lake
 - c. A mountain
 - d. A beach
20. Where was the story located?
- a. South Sumatera
 - b. West Java
 - c. North Kalimantan
 - d. East Sulawesi

II. Short Answer

Answer the question below!

1. What is the main idea of the fourth paragraph?
2. Why did not Dayang Sumbi tell Sangkuriang that Tumang was his father?
3. What do you think about the Sangkuriang character?
4. Why did Dayang Sumbi require the impossible mission to Sangkuriang?
5. Why did the mission Sangkuring had to build a dam and a giant ark?
6. Why was the lake named as “Lake Bandung”?
7. Why did Sangkuriang kick the giant ark?
8. Did Sangkuriang marry Dayang sumbi? Give your reason!
9. What is the purpose of the text?
10. What is the moral of the story?

Distribution of the test items			
No	Level of comprehension	Types of question	Total
1	Literal comprehension	Multiple choice	20
2	Inferential comprehension	Short answer	10
Total			30

ANSWER KEY**I. Multiple choice**

- | | |
|-------|-------|
| 1. B | 11. D |
| 2. C | 12. A |
| 3. A | 13. B |
| 4. B | 14. C |
| 5. D | 15. B |
| 6. C | 16. B |
| 7. A | 17. D |
| 8. B | 18. B |
| 9. D | 19. C |
| 10. C | 20. B |

II. Short answer

1. Sangkuriang killed Tumang
2. Dayang Sumbi didn't want to make Sangkuriang sad
3. Confident, honest and enthusiastic
4. Dayang Sumbi didn't want to marry Sangkuriang
5. A dam and a giant ark were difficult to build in one night.
6. It was located in Bandung city
7. He felt angry because he fail to build the dam and ark
8. No, he didn't. because Sangkuriang failed to complete his mission
9. To entertain the reader
10. We have to tell the truth although it is painful

SCORING			
No	Exercise	Scoring	Total
1	Multiple choice	Correct answer x 2	40
2	Short answer	Correct answer x 6	60
Total			100

Appendix 6

POST TEST**SANGKURIANG**

Once upon a time, there lived a wise king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once, she was weaving a cloth, one of her tool fell into the ground. She was very tired at the time so she was too lazy to take it. Then she just shouted aloud.

“Anybody there? Bring me my tool. I will give you a special present. If you are female, I will consider you as my sister. If you are male, I will marry you”

Suddenly a male dog, its name was Tumang, came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had to marry Tumang and left her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and a healthy boy.

One day Dayang Sumbi wanted to have deer’s heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang went to the forest with his arrow and his faithful dog, Tumang. But after several days in the wood Sangkuriang could not find any deer. They were all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father and gave Tumang’s heart to his mother.

“Where is Tumang Sangkuriang? Why does not he come back here?” asked Dayang Sumbi.

Sangkuriang was very shocked. He did not know how to explain it. “I’m really sorry mom, it was Tumang’s heart that you have eaten. I did not mean to do that, please forgive me” said Sangkuriang.

Dayang Sumbi was very angry and she could not control her emotion. She hit Sangkuriang at his head. Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He also renamed his old name to Jaka. He wandered everywhere. One day he arrived at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did not know each other. So they fell in love and then they decided to marry.

One day, Dayang Sumbi saw the scar on Jaka’s head. She shocked and realized that Jaka was Sangkuriang who was her son. Then, Dayang Sumbi gave a mission to Sangkuriang. Dayang sumbi asked Sangkuriang to build a dam accros the river and a giant ark. He had to finish it in one night.

Jaka who was actually Sangkuriang accepted the mission. He asked the spirits to build the dam and the giant ark. When dawn was near, Dayang Sumbi realized the mission almost completed. She prayed to the God to bring sun up early. Then, the cock crowed, the sun rose earlier than usual.

The spirits began to leave Sangkuriang because it was already dawn. Sangkuriang realized that he failed and kicked the giant ark so it flipped over. Today, the ark was known as Tangkuban Perahu Mountain and the dam as known as Lake Bandung.

(<http://www.belajaringgris.net/cerita-rakyat-sangkuriang-dalam-bahasa-inggris-1216.html>)

I. Multiple Choice

Choose the best answer based on the text.

1. Who was Dayang Sumbi?

c. Sangkuriang's sister	c. Sangkuriang's niece
d. Sangkuriang's mother	d. Sangkuriang's grandmother
2. What did Dayang Sumbi like?

c. Swimming	c. Weaving
d. Cooking	d. Gardening
3. Why did Dayang Sumbi marry Tumang?
 - a. Because Tumang brought her weaving tool
 - b. Because Tumang was her lovely dog
 - c. Because Tumang was very kind dog
 - d. Because Tumang eat her weaving tool
4. What did Dayang Sumbi ask Sangkuriang to hunt?

c. Bird	c. Dog
d. Deer	d. Lion
5. Why did Sangkuriang kill Tumang?
 - b. Because Tumang hunt with Sangkuriang
 - c. Because there was no animal
 - d. Because Sangkuraing hated Tumang
 - e. Because Sangkuriang did not want to disappoint her mother
6. How did Sangkuriang get a scar of his head?
 - a. He ever fell when he was hunting
 - b. Tumang ever hit him
 - c. Dayang Sumbi hit Sangkuriang's head with a spoon
 - d. Sangkuriang ever fought with Tumang and injured his head
7. What did Sangkuriang do after leaving his mother?

a. He became a wanderer	c. He went to the another village
b. He became a fisherman	d. He stayed in his home

8. Why was Dayang Sumbi not getting old?
 - a. She did special treatment for her beauty
 - b. God gave her an eternal beauty
 - c. She had a magic
 - d. She used a masker
9. How did Dayang Sumbi realize Jaka was Sangkuriang?
 - a. The Jaka's voice was same with Sangkuriang
 - b. The Jaka's appearance was like Sangkuriang
 - c. Dayang Sumbi never forgot Sangkuriang
 - d. Dayang Sumbi saw the scar on Jaka's head
10. What mission did Dayang Sumbi ask to Sangkuriang?
 - a. Sangkuriang had to build a dam and some giant arks
 - b. Sangkuriang had to build some dams and a giant ark
 - c. Sangkuriang had to a dam and a giant ark
 - d. Sangkuriang had to build a giant boat
11. How long did the mission have to be completed?
 - a. A week
 - b. A month
 - c. An hour
 - d. A night
12. Why did Sangkuriang fail to finish the mission?
 - a. The dawn came
 - b. The spirits went away
 - c. The sun disappear
 - d. Sangkuriang was tired
13. Who helped Sangkuriang to complete the mission?
 - a. God
 - b. Spirits
 - c. People
 - d. Dayang Sumbi
14. Who was Sangkuriang's father?
 - a. A king
 - b. A prince
 - c. Tumang
 - d. Spirits
15. How did Sangkuriang kill Tumang?
 - a. Sangkuriang shot Tumang with his bow and arrow
 - b. Sangkuriang hit Tumang with an axe
 - c. Sangkuriang hit Tumang with a stone
 - d. Sangkuriang kicked Tumang with his foot
16. Sangkuriang renamed his old name to....
 - a. Tumang
 - b. Jaka
 - c. Beni
 - d. Surya
17. Why did the spirit leave their work?
 - a. Because Sangkuriang asked them to leave
 - b. Because the sun set
 - c. Because Dayang Sumbi prayed to the God
 - d. Because the sun rised

18. How can the cock crowd earlier?
 - a. Dayang Sumbi woke them up
 - b. Dayang Sumbi prayed to the god
 - c. Dayang Sumbi asked them to crowd earlier
 - d. Dayang Sumbi made a noise
19. What is Tangkuban Perahu?
 - a. A river
 - b. A lake
 - c. A mountain
 - d. A beach
20. Where was the story located?
 - a. South Sumatera
 - b. West Java
 - c. North Kalimantan
 - d. East Sulawesi

II. Short Answer

Answer the question below!

11. What is the main idea of the fourth paragraph?
12. Why did not Dayang Sumbi tell Sangkuriang that Tumang was his father?
13. Why did the mission Sangkuring had to build a dam and a giant ark?
14. What is the purpose of the text?
15. What is the moral of the story?

Distribution of the test items			
No	Level of comprehension	Types of question	Total
1	Literal comprehension	Multiple choice	20
2	Inferential comprehension	Short answer	5
Total			25

ANSWER KEY**I. Multiple choice**

- | | |
|-------|-------|
| 1. B | 11. D |
| 2. C | 12. A |
| 3. A | 13. B |
| 4. B | 14. C |
| 5. D | 15. B |
| 6. C | 16. B |
| 7. A | 17. D |
| 8. B | 18. B |
| 9. D | 19. C |
| 10. C | 20. B |

II. Short answer

11. Sangkuriang killed Tumang
12. Dayang Sumbi did't want to make Sangkuriang sad
13. A dam and a giant ark were difficult to build in one night.
14. To entertain the reader
15. We have to tell the truth although it is painful

SCORING			
No	Exercise	Scoring	Total
1	Multiple choice	Correct answer x 4	80
2	Short answer	Correct answer x 4	20
Total			100

Appendix 7

Coefficient of odd numbers (X)

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Total	
X1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	29	
X3	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	31	
X5	0	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	0	0	1	1	1	1	0	1	1	0	1	0	0	1	21	
X7	1	0	0	0	0	0	1	1	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	0	7	
X9	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	29	
X11	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	30
X13	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	0	0	0	0	0	1	1	1	0	0	21	
X15	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	8	
X17	0	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	0	1	1	1	0	0	20	
X19	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	31	
X21	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	
X23	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	28	
X25	0	1	0	1	1	0	0	0	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	1	1	0	0	0	0	16	
X27	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	28	
X29	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	4	
Total	8	12	6	12	11	11	13	12	3	10	11	12	10	9	11	11	10	11	6	10	11	11	8	8	7	8	11	8	10	10	7	8	306	

Appendix 8

Coefficient of even numbers (Y)

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	Total	
Y2	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	29		
Y4	1	1	0	1	1	1	1	1	0	0	1	1	0	0	1	1	0	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	23	
Y6	0	1	0	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	0	0	0	1	0	0	0	0	1	1	1	1	1	0	18	
Y8	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	28	
Y10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	
Y12	1	1	0	1	1	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	1	0	1	1	1	1	1	1	0	0	0	0	1	14
Y14	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	29	
Y16	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	31	
Y18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	3	
Y20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	32	
Y22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Y24	1	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	1	1	0	1	11	
Y26	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	1	1	1	0	0	0	0	20	
Y28	0	0	1	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	20	
Y30	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total	8	9	3	9	9	8	7	6	4	8	9	9	7	8	9	10	8	9	7	8	8	9	9	8	6	10	10	9	10	10	6	9	259	

Appendix 9

The division of odd and even numbers

No	X	Y	X ²	Y ²	XY
1	8	8	64	64	64
2	12	9	144	81	108
3	6	3	36	9	18
4	12	9	144	81	108
5	11	9	121	81	99
6	11	8	121	64	88
7	13	7	169	49	91
8	12	6	144	36	72
9	3	4	9	16	12
10	10	8	100	64	80
11	11	9	121	81	99
12	12	9	144	81	108
13	10	7	100	49	70
14	9	8	81	64	72
15	11	9	121	81	99
16	11	10	121	100	110
17	10	8	100	64	80
18	11	9	121	81	99
19	6	7	36	49	42
20	10	8	100	64	80
21	11	8	121	64	88
22	11	9	121	81	99
23	8	9	64	81	72
24	8	8	64	64	64
25	7	6	49	36	42
26	8	10	64	100	80
27	11	10	121	100	110
28	8	9	64	81	72
29	10	10	100	100	100
30	10	10	100	100	100
31	7	6	49	36	42
32	8	9	64	81	72
Total	306	259	3078	2183	2540

Appendix 10

The difficulty index of each items and its interpretation

Number of items	JJB	JPT	P	Criteria	Status
1	29	32	0,91	Easy	Used
2	29	32	0,91	Easy	Used
3	23	32	0,72	Fair	Used
4	23	32	0,72	Fair	Used
5	21	32	0,66	Fair	Used
6	18	32	0,56	Fair	Used
7	7	32	0,22	Fair	Used
8	28	32	0,88	Easy	Used
9	29	32	0,91	Fair	Used
10	1	32	0,03	Difficult	Used
11	30	32	0,94	Easy	Used
12	14	32	0,44	Fair	Used
13	21	32	0,66	Fair	Used
14	29	32	0,91	Easy	Used
15	8	32	0,25	Fair	Used
16	31	32	0,97	Easy	Used
17	20	32	0,63	Fair	Used
18	3	32	0,09	Difficult	Used
19	31	32	0,97	Easy	Used
20	32	32	1,00	Easy	Used
21	3	32	0,09	Difficult	Used
22	0	32	0,00	Difficult	Used
23	28	32	0,88	Easy	Deleted
24	11	32	0,34	Fair	Deleted
25	16	32	0,50	Fair	Used
26	20	32	0,63	Fair	Deleted
27	28	32	0,88	Easy	Deleted
28	20	32	0,63	Fair	Deleted
29	4	32	0,13	Difficult	Used
30	0	32	0,00	Difficult	Used

Appendix 11

The scores of respondents of the experimental class

NO	NAME	SCORE	NO	NAME	SCORE
1	DI	70	17	MO	80
2	EO	70	18	RD	84
3	FA	70	19	SAA	80
4	FAP	78	20	SI	70
5	FDO	78	21	SIK	70
6	FK	78	22	SK	78
7	HA	80	23	SK	78
8	HS	70	24	SKS	75
9	LBP	76	25	SM	70
10	LH	60	26	TFA	70
11	LK	75	27	TP	70
12	LN	70	28	UM	78
13	LTH	75	29	VHA	80
14	LZ	70	30	YA	78
15	MH	80	31	YS	80
16	MK	80	32	ZK	78

The scores of respondents of the control class

NO	NAME	SCORE	NO	NAME	SCORE
1	AHD	66	14	MLA	66
2	ANS	66	15	MKA	56
3	ASH	66	16	MNZ	58
4	AS	68	17	MS	64
5	FMT	66	18	MZA	66
6	FT	56	19	RA	62
7	LD	68	20	REA	60
8	MAW	60	21	RR	64
9	MAW	60	22	SH	62
10	MAG	56	23	MYP	64
11	MF	66	24	WYY	66
12	MH	68	25	WZ	58
13	MIY	66			

Appendix 12

Respondents Post Test Scores

80

POST TEST

Name : <i>Xeni Sulistyawati</i>	Class: <i>X IPS 2</i>
Number:	Time:

I. Multiple Choice

Choose the best answer based on the text.

1. Who was Dayang Sumbi?
 a. Sangkuriang's sister
 b. Sangkuriang's mother
 c. Sangkuriang's niece
 d. Sangkuriang's grandmother
2. What did Dayang Sumbi like?
 a. Swimming
 b. Weaving
 c. Cooking
 d. Gardening
3. Why did Dayang Sumbi marry Tumang?
 a. Because Tumang brought her weaving tool
 b. Because Tumang was her lovely dog
 c. Because Tumang was very kind dog
 d. Because Tumang eat her weaving tool
4. What did Dayang Sumbi ask Sangkuriang to hunt?
 a. Bird
 b. Dog
 c. Deer
 d. Lion
5. Why did Sangkuriang kill Tumang?
 a. Because Tumang hunt with Sangkuriang
 b. Because there was no animal
 c. Because Sangkuriang hated Tumang
 d. Because Sangkuriang did not want to disappoint her mother
6. How did Sangkuriang get a scar of his head?
 a. He ever fell when he was hunting
 b. Tumang ever hit him
 c. Dayang Sumbi hit Sangkuriang's head with a spoon
 d. Sangkuriang ever fought with Tumang and injured his head
7. What did Sangkuriang do after leaving his mother?
 a. He became a wanderer
 b. He became a fisherman
 c. He went to the another village
 d. He stayed in his home

70

POST TEST

Name : TRIA FEBRI ANI

Class: X IPS 2

Number:

Time:

I. Multiple Choice

Choose the best answer based on the text.

1. Who was Dayang Sumbi?

- a. Sangkuriang's sister
 b. Sangkuriang's mother
 c. Sangkuriang's niece
 d. Sangkuriang's grandmother

2. What did Dayang Sumbi like?

- a. Swimming
 b. Cooking
 c. Weaving
 d. Gardening

3. Why did Dayang Sumbi marry Tumang?

- a. Because Tumang brought her weaving tool
 b. Because Tumang was her lovely dog
 c. Because Tumang was very kind dog
 d. Because Tumang eat her weaving tool

4. What did Dayang Sumbi ask Sangkuriang to hunt?

- a. Bird
 b. Deer
 c. Dog
 d. Lion

5. Why did Sangkuriang kill Tumang?

- a. Because Tumang hunt with Sangkuriang
 b. Because there was no animal
 c. Because Sangkuriang hated Tumang
 d. Because Sangkuriang did not want to disappoint her mother

6. How did Sangkuriang get a scar of his head?

- a. He ever fell when he was hunting
 b. Tumang ever hit him
 c. Dayang Sumbi hit Sangkuriang's head with a spoon
 d. Sangkuriang ever fought with Tumang and injured his head

7. What did Sangkuriang do after leaving his mother?

- a. He became a wanderer
 b. He became a fisherman
 c. He went to the another village
 d. He stayed in his home

POST TEST

Bahasa Inggris

Name : Muhammad ferdi M.

Class: X IPS 1

Number: -

Time: -

I. Multiple Choice

Choose the best answer based on the text.

1. Who was Dayang Sumbi?
 - a. Sangkuriang's sister
 - b. Sangkuriang's mother
 - c. Sangkuriang's niece
 - d. Sangkuriang's grandmother
2. What did Dayang Sumbi like?
 - a. Swimming
 - b. Cooking
 - c. Weaving
 - d. Gardening
3. Why did Dayang Sumbi marry Tumang?
 - a. Because Tumang brought her weaving tool
 - b. Because Tumang was her lovely dog
 - c. Because Tumang was very kind dog
 - d. Because Tumang eat her weaving tool
4. What did Dayang Sumbi ask Sangkuriang to hunt?
 - a. Bird
 - b. Deer
 - c. Dog
 - d. Lion
5. Why did Sangkuriang kill Tumang?
 - a. Because Tumang hunt with Sangkuriang
 - b. Because there was no animal
 - c. Because Sangkuriang hated Tumang
 - d. Because Sangkuriang did not want to disappoint her mother
6. How did Sangkuriang get a scar of his head?
 - a. He ever fell when he was hunting
 - b. Tumang ever hit him
 - c. Dayang Sumbi hit Sangkuriang's head with a spoon
 - d. Sangkuriang ever fought with Tumang and injured his head
7. What did Sangkuriang do after leaving his mother?
 - a. He became a wanderer
 - b. He became a fisherman
 - c. He went to the another village
 - d. He stayed in his home

POST TEST

68

Name : achenad subali

Class: X IPA 1

Number:

Time:

I. Multiple Choice

Choose the best answer based on the text.

1. Who was Dayang Sumbi?
- a. Sangkuriang's sister
b. Sangkuriang's mother
c. Sangkuriang's niece
d. Sangkuriang's grandmother
2. What did Dayang Sumbi like?
- a. Swimming
b. Cooking
c. Weaving
d. Gardening
3. Why did Dayang Sumbi marry Tumang?
- a. Because Tumang brought her weaving tool
b. Because Tumang was her lovely dog
c. Because Tumang was very kind dog
d. Because Tumang eat her weaving tool
4. What did Dayang Sumbi ask Sangkuriang to hunt?
- a. Bird
b. Deer
c. Dog
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5. Why did Sangkuriang kill Tumang?
- a. Because Tumang hunt with Sangkuriang
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c. Because Sangkuraing hated Tumang
d. Because Sangkuriang did not want to disappoint her mother
6. How did Sangkuriang get a scar of his head?
- a. He ever fell when he was hunting
b. Tumang ever hit him
c. Dayang Sumbi hit Sangkuriang's head with a spoon
d. Sangkuriang ever fought with Tumang and injured his head
7. What did Sangkuriang do after leaving his mother?
- a. He became a wanderer
b. He became a fisherman
c. He went to the another village
d. He stayed in his home

Appendix 13

Permission Letter for Conducting the Research



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: 0331- 334988, 330738 Faks: 0331-332475
Laman: www.fkip.unej.ac.id

Nomor: 47.37./UN25.1.5/LT/2018

Lampiran :-

Perihal : Permohonan Izin Penelitian

05 JUL 2018

Yth. Kepala MA AL-MISRI
di Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Riska Rochimatul Laili
NIM : 140210401003
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di sekolah MA AL-MISRI dengan judul: "The Effect of Animation Video as The Learning Materials of Reading on The Tenth Grade Students' Reading Comprehension Achievement at MA AL-MISRI. Sehubungan dengan hal tersebut, mohon pihak sekolah berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian pemberitahuan dari kami, atas izin dan kerjasamanya kami sampaikan terima kasih.



a.n. Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M. Si.
NIP.19670625 199203 1 003

Appendix 14

Statement Letter for Accomplishing the Research

**MADRASAH ALIYAH****“ AL MISRI ”**

CURAHMALANG - RAMBIPUJI – JEMBER

Jalan Pesantren No. 01 Telepon 082140687073 Kode Pos 68152

SURAT PERNYATAAN

Nomor : 044/MA.AM/SK/VIII/2018

Yang bertanda tangan di bawah ini:

Nama : Moh. Anas, M.Pd.I
Alamat : Jl. Pesantren No.01 Curahmalang – Rambipuji - Jember
Jabatan : Kepala Madrasah

Menerangkan dengan sebenarnya bahwa :

Nama : Riska Rochimatul laili
Tempat & Tanggal Lahir : Jember, 25 Februari 1997
NIM : 140210401003
Jurusan : pendidikan bahasa dan seni
Program study : pendidikan bahasa inggris

Adalah benar-benar telah melaksanakan penelitian di Madrasah Aliyah Almisri tahun pelajaran 2018/2019 terhitung sejak 19 Juli s/d 30 Juli 2018 dalam rangka penyusunan skripsi dengan judul:

“The Effect Of Animation Video As The Learning Materials Of Reading On The Tenth Grade Student’s Reading Comprehension Achievement At Madrasah Aliyah Almisri Rambipuji - Jember.”

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

Jember, 11 Agustus 2018

Kepala Madrasah

Moh. Anas, M.Pd.I