



**THE EFFECT OF USING ANIMATION VIDEO ON THE TENTH GRADE
STUDENTS' READING COMPREHENSION ACHIEVEMENT**

THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English
Education Study Program, Language and Arts Department, Faculty of Teacher
Training and Education, The University of Jember

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2019

STATEMENT OF THESIS AUTHENCITY

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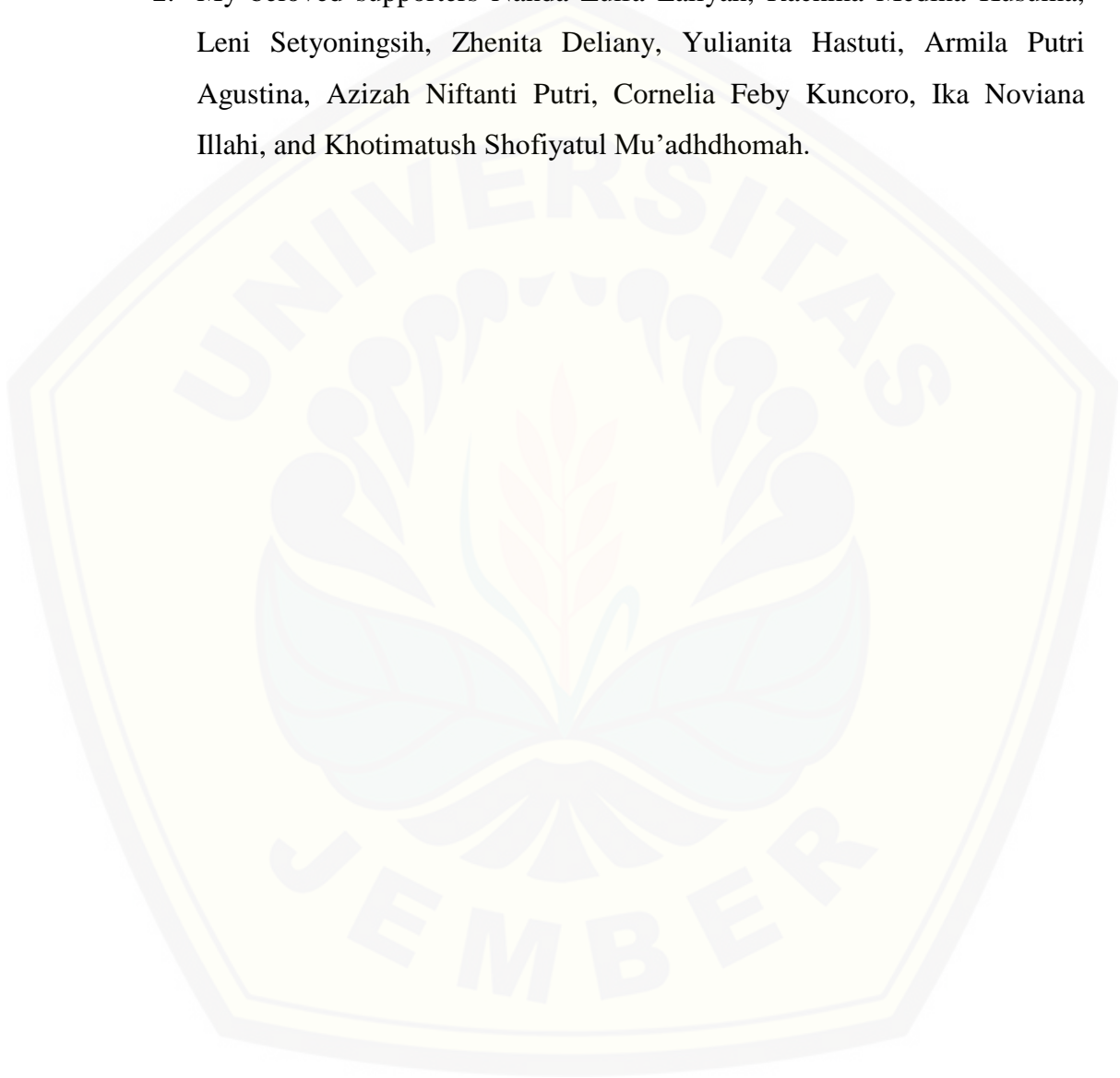
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DEDICATION

I proudly dedicate this thesis to:

1. My parents, Suwaji and Ponirah
2. My beloved supporters Nanda Zulfa Lailyah, Rachma Medina Kusuma, Leni Setyoningsih, Zhenita Deliany, Yulianita Hastuti, Armila Putri Agustina, Azizah Niftanti Putri, Cornelia Feby Kuncoro, Ika Noviana Illahi, and Khotimatush Shofiyatul Mu'adhdhomah.



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)

“Allah will make a way when there seems to be no way”

(Wafiq Raza)



CONSULTANT'S APPROVAL

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ACKNOWLEDGEMENT

First of all, I would like to thank Allah SWT for all His guidance and blessing, therefore I could finish my thesis entitled “The Effect of Using Animation Video on the Tenth Grade Students’ Reading Comprehension Achievement”.

Secondly, I would like to express my deepest appreciation and gratitude to this following people.

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The chairperson of the Language and Arts Department.
3. The chairperson of English Language Education Study Program.
4. My consultants, Dra. Zakiyah Tasnim, M. A. and Dra. Made Adi Andayani T, M.Ed., for their valuable guidance, patience, and motivation in helping me to finish this thesis.
5. My examination committees, Dra. Wiwiek Eko Bindarti, M.Pd. and Drs. Bambang Arya Wija Putra, Dip.Ed., Ph.D.
6. The principal, the English teacher, and the tenth grade students of SMKN 5 Jember for giving me the opportunity, help, and support to conduct this research.

Finally, I hope this thesis provide some advantages to the researcher and the readers. Any criticism and suggestions are respectfully welcomed and appreciated for the sake of the better development for this thesis.

The Researcher

Dewi Purwanti

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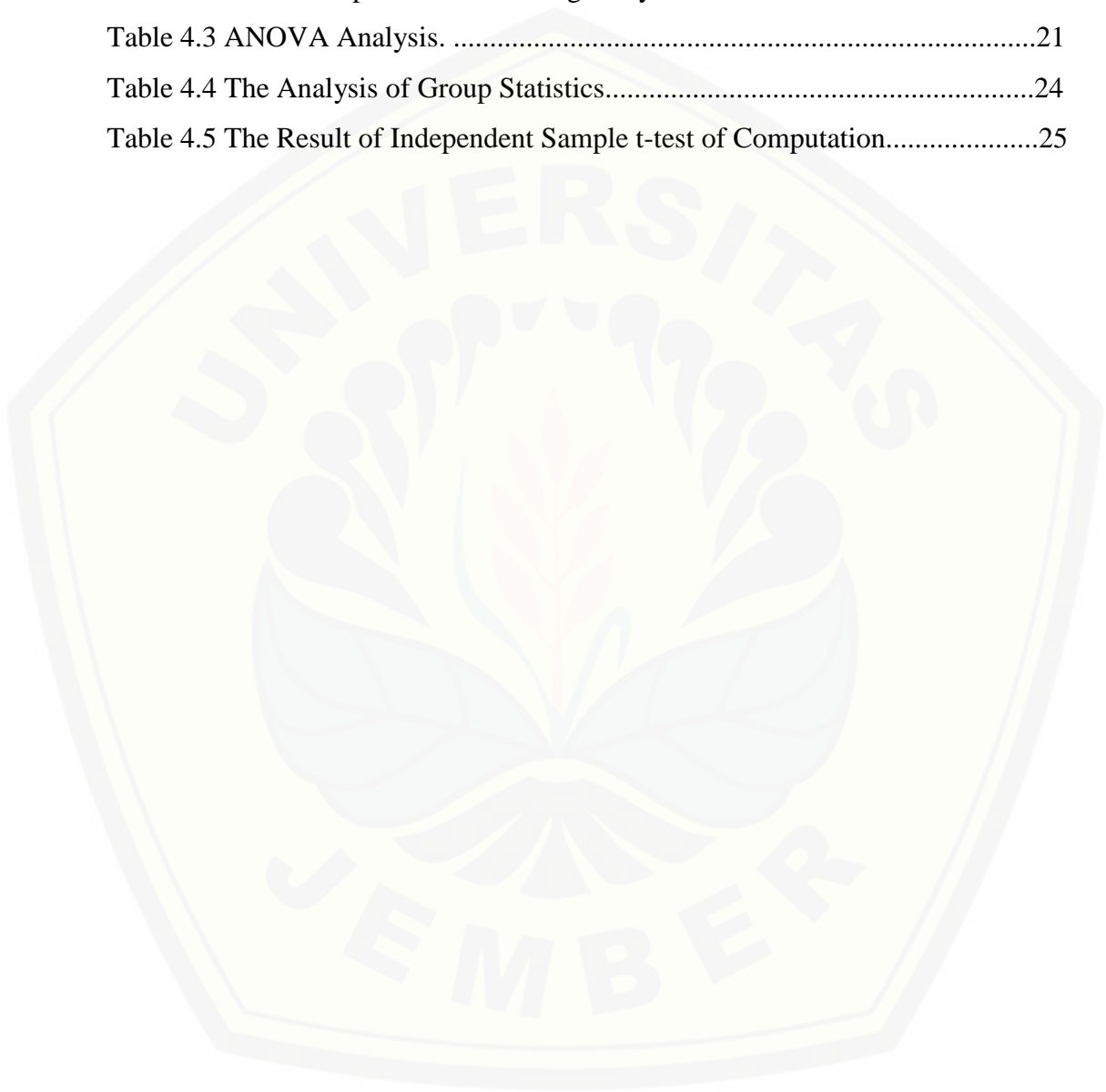
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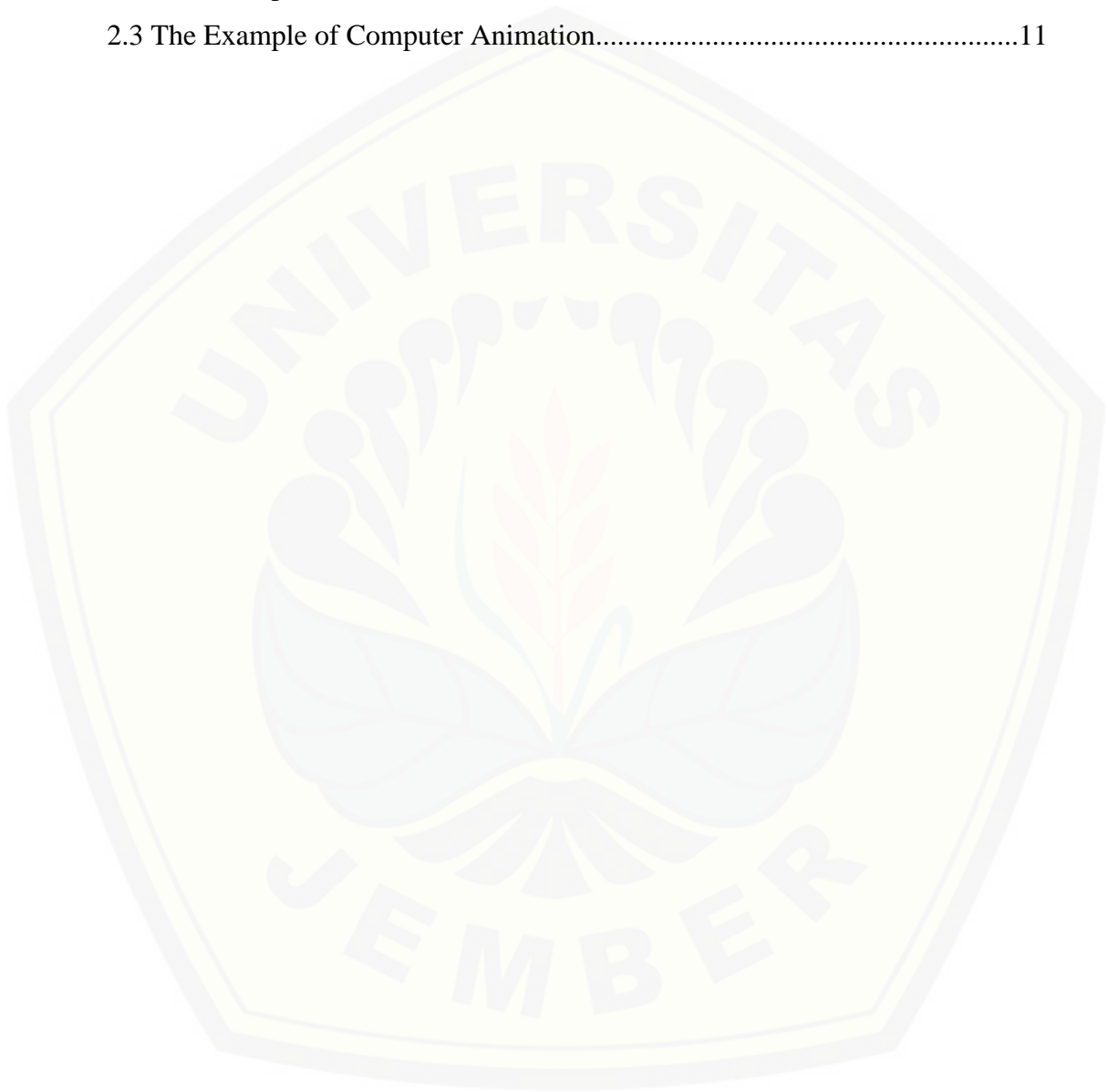
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SUMMARY

The Effect of Using Animation Video on the Tenth Grade Students' Reading Comprehension Achievement; Dewi Purwanti; 130210401057; 2019; 83 pages; English Language Education Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

This research was an experimental research that was conducted to know the effect of using animation video on the tenth grade students' reading comprehension achievement. This research was conducted at SMKN 5 Jember and the participants of this research were two classes of *Agribisnis Pengolahan Hasil Pertanian (AHP)* of the tenth grade students. They were X AHP 1 and X AHP 2. The result of One Way ANOVA showed that the population was homogeneous. Therefore, the experimental group and the control group were chosen by lottery. As the result, X AHP 1 was selected as the experimental group and X AHP 2 was selected as the control group.

In this research, the researcher taught each group twice in two weeks by using different treatment. The experimental group was taught by using animation video, while the control group was taught by printed media. Both the experimental and the control groups did the same reading comprehension post-test.

Try-Out test was conducted before conducting the post-test. It was conducted to X AHP 3 which belonged to neither as the experimental group nor the control group to know the validity, the reliability, and the difficulty index of the test items. After analyzing the test items of try out test, the post-test was conducted. The post-test results were analyzed by using t-test in SPSS program to know the significant mean difference of both groups.

Based on the calculation of the students' reading comprehension post-test scores, the significance value was 0.004. This value was less than 0.05. It means that the null hypothesis (H_0) saying that there was no significant effect of using animation video on the students' reading comprehension achievement was rejected and the alternative hypothesis (H_a) saying that there was a significant

effect of using animation video on the students' reading comprehension achievement was accepted. Finally, It can be concluded that there was a significant effect of using animation video on the tenth grade students' reading comprehension achievement at SMKN 5 Jember in the 2018/2019 academic year.



CHAPTER I. INTRODUCTION

This chapter presents background of the research, problem of the research, objective of the research and research contribution. Each point is presented in the following parts.

1.1 Background of The Research

Reading is an important part of the language skills that must be taught by the teacher to the students. Reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it (Grellet, 1999). Reading is a form of communication (Harris, 1980). It means that from the beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. In reading, there is a communication between the reader and the writer. The reader will try to understand what the writer actually wants to deliver to the reader.

According to Al-Qatawneh (2007), the purpose of reading is to make meaning from the words that are presented. In reading, the readers will use background knowledge, vocabulary, grammatical knowledge and experience with text to help them understand the meaning of the text. Reading can not be separated from students' learning process. The students have to comprehend the text that they read.

Many students make lots of mistakes in reading comprehension. Most of their problems are in vocabularies, complicated sentence structures, or long texts which may cause the difficulty of reading comprehension. Therefore, the teachers need to use interesting media such as visual aid in the teaching and learning process of reading. One of the media that can be applied in teaching reading is animation video. According to Nugent (2005) in Smaldino (2011:404), many teachers use video to introduce a topic, to present a content, to provide repair, and to increase enrichment. It means that video is suitable for any purposes of teaching and learning process.

Some researches confirmed the positive effects of the implementation of animation video. Ouda (2012) investigated the effectiveness of animation films in developing Gaza Governorate schools for sixth graders' reading comprehension skills particularly in scanning, skimming and inferencing of short stories. The experimental group scores were better than the control group scores meaning that the use of animation film was effective in teaching reading comprehension.

Lin and Tseng (2012) conducted a study about video and animation for vocabulary learning. The participants were the seventh grade students of a junior high school in northern Taiwan. The result of the research revealed significant differences between the three groups' scores, in which the video group scores outperformed the other two groups' scores. It means that using video and text was more effective than using text-only or text and picture for teaching vocabulary.

Woottipong (2014) also implemented video materials in the teaching of listening skills for university students. The result of the research showed that the experimental group scores were higher than the control group scores. It means that the use of video was effective in teaching listening skills.

Another study was done by Kurniati (2016) who examined the effectiveness of the implementation of animation video on the students' speaking achievement. This research was intended to investigate the effect of animation video in teaching speaking on the seventh grade students. The finding showed that the experimental group scores were higher than the control group scores. It means that using animation video was effective in teaching speaking.

There was a similarity between the previous researches and the present one. This present research used the same media that was animation video. There were also several differences between the previous researches and the present one. First, the previous researches above implemented experimental research with pre-test and post-test design, while this present research used experimental research with post-test only design. Second, the participants of the previous researches were the seventh grade students, the sixth grade students, and the English major students in the second semester of University level, while this present research used the tenth grade students as the participants. Third, the previous researches

above focused on speaking, listening, and vocabulary, while the present research focused on reading. Last, the previous researches used descriptive text as the text genre, while this present research used narrative text as the text genre.

To fill in the gap, the researcher conducted an experimental research entitled "**The Effect of Using Animation Video on the Tenth Grade Students' Reading Comprehension Achievement**".

1.2 Problem of The Research

Based on the research background, the problem of the research was formulated as follow: "Was there any significant effect of using animation video on the tenth grade students' reading comprehension achievement?"

1.3 Objective of The Research

The objective of the research was to find out whether or not there was a significant effect of using animation video on the tenth grade students' reading comprehension achievement.

1.4 Research Contribution

This research will be beneficial to provide useful information as the following.

a. Theoretical Contribution

The result of this research is expected to strengthen the theory of animation video if the results are relevant

b. Empirical Contribution

The result of this research is expected to help future researchers as one of their references in conducting the research dealing with the use of animation video either by using different research design or different students' level. It can also help them to avoid some weaknesses that can be faced by them.

c. Practical Contribution

The result of this research is expected to give consideration to the English teachers to apply animation video in their teaching and learning process, especially in teaching reading comprehension.



CHAPTER II. RELATED LITERATURE REVIEW

This chapter presents theoretical framework, conceptual review and the review of the previous study. Each point is presented below.

2.1 Theoretical Framework

Using media is very important to motivate the students in learning English. The use of media is important and it is impossible to coordinate teaching and learning without using media (Li-Ling, 1996). The use of media in teaching reading comprehension is needed to attract students' attention and to make teaching- learning activities more interesting. One of the media is animation video. It is the rapid of a sequence of images of 2D or 3D artwork or model positions in order to create an illusion of movement (Taylor, 1996:4).

Animation video is considered as one of the examples of audiovisual media that is created by an animator. It can be used in teaching reading comprehension. Besides, it can increase students' attention, so they can be motivated to learn reading. Watching animation video could help the students guess the definitions of the words which eventually made the students more independent and autonomous (Notion, 2001). By watching animation video, the students will be interested in learning a narrative text. When the students are able to comprehend the text, it is expected that they can do the test successfully. There are three major types of animation: traditional animation, full animation, and computer animation. Rammal (2005) suggests three steps in implementing animation video. They are pre-viewing activities, while-viewing activities, and post-viewing activities.

2.2 Conceptual Review

This subchapter presents reading comprehension, kinds of reading comprehension, narrative text, types of animation video, the advantages and disadvantages of animation video, the implementation of animation video in teaching reading, review of previous study, and research hypothesis. Each point is presented below.

2.2.1 Reading Comprehension

Reading is one of the most important skills that must be involved in the teaching and learning process and also in the daily activities. For example, understanding what an article is all about needs reading. Reading is done for a purpose, to achieve some ends (Scroenbach et al, 2012). The readers read for one or more purposes. It includes interest and prior knowledge. Smith (2004) adds that readers read in order to gain meaning from the text. Some reading activities have effect to increase the knowledge the readers have and to give the knowledge the readers do not have. Reading can be done as a class activity but reading activities can also be devised to individualize students' work at home (Grellet, 1999). The students not only read in the classroom but they also have to read at home to improve their reading ability and to evaluate what they have done in the classroom.

Comprehension is a part of reading activity. Comprehension is a constructive process in which students create meaning based on their background knowledge (Gunning, 2010). It helps students to enrich their background knowledge and experiences in reading. Comprehension does not occur by simply extracting meaning from text (Scroenbach et al, 2012), but it also needs understanding the meaning of the text. Thus, reading comprehension is the process of making meaning from text to gain an overall understanding of what is described in the text rather than to obtain the meaning from isolated words or sentences (Woolley, 2011). During the reading process, the students try to understand the information in the text and the writer's idea.

2.2.2 Kinds of Reading Comprehension

According to McWhorther (2006), the students' reading comprehension achievement can be indicated from the students' performance in reading comprehension dealing with comprehending words, sentences, paragraph and text. This research used animation video which did not have any paragraphs. Therefore, word comprehension, sentence comprehension, and text comprehension were the focus in this research. Paragraph comprehension was not included here because animation video did not have paragraph. Each level of reading comprehension is explained in the following parts.

a. *Word Comprehension*

Comprehending word is the basic key in reading comprehension. It can help the reader understand the text they read. When the reader faces unfamiliar words in the text, the reader needs to know the meaning of the words in comprehending the text that she/he reads. Grellet (1999) claims that inability to understand the meaning of unknown elements, whether these are ideas or simple words, often causes discouragement and apprehension to the students when they read a reading text. So, it is important for the reader to comprehend the words in order to avoid misunderstanding. Here is the example of word comprehension. (See the reading text on App. 2)

Question:

What is the meaning of the word "foolish?"

- | | |
|-------------|-----------|
| a. diligent | c. stupid |
| b. smart | d. clever |

Answer: The answer for the question above is (c) stupid.

b. *Sentence Comprehension*

The next level in the reading comprehension is to comprehend sentences. Wood (1991:151) says that a sentence is the smallest unit in the material you read that expresses a complete idea. Grellet (1999) supports that it is better to understand the meaning of some words constructed in sentences than to understand the meaning of word by word. The reader has to know the sentence

meaning because every sentence expresses one idea. Sometimes translating word by word can make misunderstanding about the sentence.

In conclusion, sentence comprehension is to understand every sentence meaning. Here is the example of sentence comprehension. (See the reading text on App. 2)

Question:

What did crocodile want to?

- a. It wanted the nose of the monkey
- b. It wanted the heart of the monkey
- c. It wanted the hand of the monkey
- d. It wanted the eye of the monkey

Answer: The answer for the question above is (b) He wanted the heart of the monkey.

c. *Text Comprehension*

Comprehending text is the aim of the reading process which is to understand the whole text. Wood (1991:125) states that one way to accomplish this goal is to recognize and to understand the parts first, the small units of meaning, and then to combine them to understand the whole. In comprehending text, the reader has to comprehend all parts of text, including word, sentence, and paragraph meaning. McWhorter (1989:115) notes that the whole text consists of words, sentences, and paragraphs in the text. Thus, for comprehending the whole text, text comprehension covers word comprehension, sentence comprehension, and paragraph comprehension. Here is the example of text comprehension. (See the reading text on App. 2)

Question:

What is the purpose of the story?

- a. to persuade the readers
- b. to inform about a smart monkey
- c. to entertain the readers
- d. to explain about a smart monkey

Answer: The answer for the question above is (c) to entertain the readers.

2.2.3 Narrative Text

The type of text used in this research is narrative text. Narrative text is one of the text genres taught to Senior High School students based on the revised English Curriculum 2013 (K-13). Anderson et al (1997) state that narrative is a text that tells a story to entertain the reader. Wiratno (2003) adds that a narrative text has function as a medium in reconstructing the past experience. So, a narrative text is a kind of text that presents the past experience and it is aimed to entertain the reader. There are some types of narrative text. They are legend, fable, fairy tale, and science fiction.

Derewianka (1990) states the generic structures of a narrative text are orientation, complication, and resolution.

1. Orientation is the first part of the story which tells the reader about the characters, the places, and the times when the action happened in the story.
2. Complication is about a series of event during the problems to arise.
3. Resolution is the final part of the story which tells the complication that may be resolved for better or for worse.

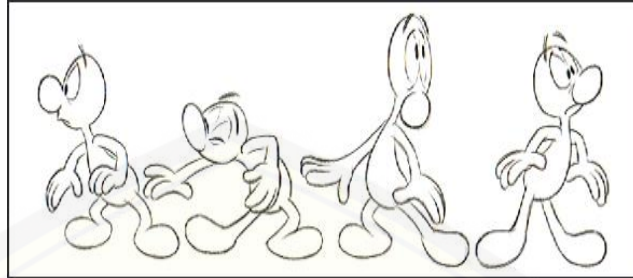
In addition, Widyaningsih (2013:26) adds the language features of narrative text are as follows: 1) using simple past tense, 2) using temporal conjunction, 3) using saying verbs, example: asked, told, and said, and 4) using action verbs, example: swam, stopped, jumped, and climbed. The example of narrative text can be seen in App. 2.

2.2.4 Types of Animation Video

According to Ouda et al (2012), there are three major types of animation video: traditional animation, full animation, and computer animation. They are explained below.

1. Traditional animation is the individual frames of a traditionally animated video that is photographs of drawing. This kind of animation can create the illusion of movement. It is the main process which can be used for the most

animated film of the 20th century (Thomson, 2003). Here is the example of traditional animation.



Picture 2.1 The example of traditional animation

2. Full animation refers to the process of producing high quality traditionally animated video, which has regular use, detailed drawing and visible movement. Full animation can be made in a variety of styles, from more realistically animated works to cartoon styles. Here is the example of full animation.



Picture 2.2 The example of full animation

3. Computer animation is the digital pictures which are digitally created. Bancroft and Keane (2006) define computer animation as a program which uses animations' software to create and to copy individual frames. It can manipulate the images' characters, movements, and interactions. Here is the example of computer animation.



Picture 2. 3 The example of computer animation

The animation video in this research was computer animation that was taken from the internet in Youtube Videos because there were many animation videos that were suitable for learning media. The animation video also contained the reading text.

2.2.5 The Advantages and Disadvantages of Animation Video

According to Wang (2014), there are four advantages of using animation video in teaching English, as the following.

1. Teaching English by using animation video can stimulate students' autonomy and proactivity.
2. Animation video enriches classroom activities, motivates students' passion for learning English and helps them to hold their attention in the classroom.
3. Animation video for language teaching is mostly portrait for realistic situations in life.
4. Teaching English by using animation video provides the students with a direct access to narrative speakers' culture.

Although animation video provides some advantages, it also has some disadvantages as well. According to Harmer (2006) animation video has some disadvantages, as the following.

1. Poor quality video will make the students get problem to see how the language is used in real context of communication. So, the researcher tried to choose high quality video.

2. Poor viewing condition can affect the effectiveness of using video. When using video in the class, the researcher ensured that the students could watch the video clearly.
3. The length of the video used in the classroom shouldn't be too long. It is not going to be effective if the duration of the video takes too long, they may lose their attention. The researcher used short videos which took about 6 minutes.
4. Technical problems might appear during the teaching and learning activities. The researcher got familiar with all the tools used to support the classroom activities.

2.2.6 The Implementation of Animation Video in Teaching Reading

Implementing animation video must have a clear procedure to make the students comfortable. In this research, the researcher applied the procedures in teaching reading by using animation video (Rammal, 2005) as follows.

- a. Pre-viewing was used to stimulate the students' motivation and interest in which they did and prepared them to do it successfully. In this activity, the teacher gave the students some leading questions.
- b. While-viewing was used to make the students focus on the animation video. The teacher asked the students to pay attention on the animation video to get the meaning. The students watched the video provided with the reading text. So the teacher didn't distribute the printed media. In this activity, the students did a discussion about the main points that they got while watching the animation video and doing the exercises prepared by the teacher.
- c. Post-viewing was used to encourage the students to discuss their answers. The discussion was used to measure the students' ability on reading comprehension. The teacher also asked the questions related to the materials that the students had learnt. Then, the teacher guided the students to draw a conclusion.

2.3 Review of Previous Study

The use of animation video was investigated by some researchers previously. Ouda (2012) investigated the effectiveness of animation films in developing Gaza Governorate school sixth grade students' reading comprehension achievement particularly scanning, skimming and inferencing of short stories. The design of the research was a quasi-experimental with pre-test and post-test design. The research sought to differentiate between the experimental group who received treatment on reading comprehension skills through using animation films and the control group who received reading comprehension classes through using printed media. The experimental group scores outperformed the control group scores which mean that the use of animation film was effective in developing reading comprehension skills.

Lin and Tseng (2012) conducted a research about video and animation for vocabulary learning. The design of the research was a quasi-experimental with pre-test and post-test design. This research was intended to investigate the effect of using video on the students' vocabulary mastery. They adopted a three-group immediate posttest and delayed posttest quasi-experimental design. Ten target words were selected and embedded in a reading text, each of which was annotated by three annotation types: text-only, text and picture, and text and video. The participants were the seventh grade students of a junior high school in northern Taiwan. They were randomly assigned to one of the three groups. The result of the research revealed significant differences between the three groups' scores, in which the video group scores' outperformed the other two groups' scores. It means that using video and text was more effective than using text-only and using text and picture for teaching vocabulary.

Another research was done by Woottipong (2014) who implemented video materials in the teaching of listening skills for university students. The design of the research was a quasi-experimental with pre-test and post-test design. The result of the research showed that the experimental group scores were higher than the control group scores. It means that the use of video was effective in teaching listening skills.

Kurniati (2016) examined the effectiveness of the implementation of animation video on the seventh grade students' speaking achievement. This research was intended to investigate the effect of animation video in teaching speaking on the seventh grade students. The design of the research was a quasi-experimental with pre-test and post-test design. The finding showed that the experimental group scores were higher than the control group scores. It means that using animation video in teaching speaking was effective.

2.4 Research Hypothesis

Considering the above review of related literature and based on the findings of the previous researches, the research hypothesis was formulated as the following: There was a significant effect of using animation video on the students' reading comprehension achievement.

CHAPTER IV. RESULT AND DISCUSSION

This chapter reports the result of the research. It includes the schedule of conducting the research, the homogeneity test, the try out test, the post test, the hypothesis verification, and discussion.

4.1 The Schedule of Conducting the Research

As stated in Chapter 3, the experimental group was taught reading comprehension by using of animation video, whereas the control group was taught reading comprehension by using printed media. Both groups were taught twice in two weeks with 90 minutes for each meeting. The following is the schedule of conducting the research.

Table 4.1 The Schedule of Conducting the Research

No.	Activities	Dates
1	Taking the semester test scores for the homogeneity test	January 29 th , 2019
2	The teaching and learning process of the experimental group	February 5 th and February 12 th , 2019 at 07.00-08.30
3	The teaching and learning process of the control group	February 5 th and February 12 th , 2019 at 10.30-12.00
4	The try out test	February 12 th , 2019 at 12.00-13.30
5	The post test	February 19 th , 2019 at 07.00-08.30 and at 10.30-12.00

4.2 The Homogeneity Test

This research used the semester test scores from the English teacher for the homogeneity test. The scores were from three classes of the tenth grade students. Their scores were analyzed statistically by using One-way ANOVA provided in SPSS program. The result of the calculation is presented in the following table.

Table 4.2 The Description of the Homogeneity Result

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
X AHP 1	36	84,7778	5,32976	,88829	82,9744	86,5811	75,00	94,00
X AHP 2	35	85,4571	7,23286	1,22258	82,9726	87,9417	60,00	95,00
X AHP 3	36	86,3333	6,48515	1,08086	84,1391	88,5276	60,00	94,00
Total	107	85,5234	6,36077	,61492	84,3042	86,7425	60,00	95,00

From the table above, N column showed the number of the students. The total number of the participants was 107. Mean column showed the mean of each class. The total mean of the whole class was 85.5234.

Table 4.3 ANOVA Analysis

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	43,784	2	21,892	,536	,586
Within Groups	4244,908	104	40,816		
Total	4288,692	106			

Based on the ANOVA table above, the value of significant column is 0.586 which is higher than 0.05. It means that there was no statistically difference among the classes, so the population was homogeneous. Therefore, the experimental group and the control group were chosen by lottery. As the result, X AHP 1 was selected as the experimental group and X AHP 2 was selected as the control group. The initial names of the participants are enclosed in App. 5.

4.3 The Try Out Test

The try out test was conducted on February 12th, 2019. It was conducted to the class which belonged to neither as the experimental group nor the control group. The chosen class was X AHP 3 consisting 36 students. The analysis of the try out test in this research covered the analysis of test validity, item difficulty, and reliability.

a. The Analysis of the Test Validity

Considering the validity of the test, the researcher used content validity. The test was constructed based on the material included in the revised 2013 English Curriculum (*K-13*) covering core competence and basic competence for reading comprehension. From those competences, the indicators were developed (see App. 6 and 7). Based on this reason, the test can be said to fulfill the requirement of content validity.

b. The Analysis of the Difficulty Index of Test Item

The difficulty index showed the difficulty level of each test item. The try out test had 46 test items with four options for each item. After analyzing the difficulty index, the writer found out that 45 items were categorized as fair and 1 item was easy (see App. 12). Since the researcher planned to have 40 items for the post test, 6 items were eliminated. Both the experimental and the control groups were given post test with 40 test items. The composition of post-test items consisted of 39 fair items and 1 easy item.

Dealing with the instruction, all the students understood the test instruction well. Dealing with the time allocation of the test, the students were able to do the test within the available time, which was 60 minutes. Therefore, the writer did not lengthen or shorten the time allocation of the test.

c. The Analysis of the Reliability Coefficient

The researcher applied Split half technique in estimating the value of the reliability coefficient. The researcher marked (X) for the odd numbers and (Y) for

the even numbers (see App. 9 and 10). The obtained correlation of odd-even numbers (r_{xy}) was put into Spearman-Brown Formula in order to gain the reliability of the test. The reliability coefficient was calculated as follows:

$$r_{xy} = r_{\frac{1}{2}} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2} \sqrt{N \sum Y^2 - (\sum Y)^2}}$$

$$r_{xy} = \frac{36(11125) - (614)(648)}{\sqrt{36(10614) - (614)^2} \sqrt{36(11794) - (648)^2}}$$

$$r_x = \frac{400500 - 397872}{\sqrt{(382104 - 376996)(424584 - 419904)}}$$

$$r_{xy} = \frac{2628}{\sqrt{(5108)(4680)}}$$

$$r_{xy} = \frac{2628}{\sqrt{23905440}}$$

$$r_{xy} = \frac{2628}{4889,32} = 0,54$$

Notes:

- r_{xy} : reliability coefficient
- $\sum XY$: the number of odd item and even item
- $\sum X$: the number of odd item
- $\sum Y$: the number of even item
- N : the number of the test taker

(Bachman, 2004)

The result of the reliability coefficient was 0.54. In order to find the reliability of the whole test, the following calculation was done.

$$\text{Reliability of the test} = \frac{2 \times \text{reliability of half test}}{1 + \text{reliability of half test}}$$

$$r = \frac{2 \times 0,54}{1 + 0,54} = \frac{1,08}{1,54} = 0.7$$

(Frankael and Wallen: 2006)

From the calculation above, the reliability coefficient of the whole test was 0.7. It was reported that the test items were reliable as the result was at least 0.70 (Fraenkel and Wallen: 2006). Therefore, the researcher did not need to make any changes of the test items as it was considered as a reliable test.

4.4 The Post Test

The post-test was conducted to both the experimental group and the control group after teaching both groups twice by using different treatment. The time allocation of the post-test was 60 minutes for both groups and the test consisted of 40 test items in the form of multiple choice. Each correct answer was scored 2.5 and the total score of the correct answer was 100. The result of the post-test can be seen in App. 14.

The researcher analyzed the results of post test by using Independent sample t-test in SPSS program to reveal the mean difference between the two groups. The researcher used 5% significant level to interpret the data. The output of the post-test analysis could be seen in the following table.

Table 4.4 The Analysis of Group Statistics

Group Statistics					
	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Nilai	Experimental Group	34	81,838	7,3420	1,2591
	Control Group	35	76,643	7,2746	1,2296

The table above presented the scores of post-test along with its standard deviation. It could be seen that the mean score of the experimental group was 81.838 with standard deviation 7.3420, and the mean score of the control group was 76.643 with 7.2746 as its standard deviation. The standard error mean of each group were 1.2591 and 1.2296. The result showed that the mean score of the experimental group was higher than the mean score of the control group. The following was the analysis of the primary data by using Independent sample t-test with SPSS computing system.

Table 4.5 The Result of Independent Sample of t-test Computation

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variances assumed	,007	,934	2,952	67	,004	5,1954	1,7597	1,6830	8,7078
	Equal variances not assumed			2,952	66,900	,004	5,1954	1,7600	1,6824	8,7084

Based on the table above, the value of significance column of Levene's Test was 0.934, which meant that it was higher than the significant degree of 0.05. Therefore, the first row of t-test column should be read by the researcher. The significant value was 0.004. It was lower than 0.05 and it could be understood that there was a significant difference between the experimental group and the control group.

4.5 The Hypothesis Verification

After analyzing the post test scores, the hypothesis was needed to be verified to find out whether or not it was accepted or rejected. Before hypothesis verification was done, the alternative hypothesis (H_a) saying that there was a significant effect of using animation video on the students' reading comprehension achievement was changed into the null hypothesis (H_0) saying that there was no significant effect of using animation video on the students' reading comprehension achievement. It was done to avoid the bias of hypothesis verification result. From the data analysis, it showed that the value of independent sample t-test significant level was 0.004. This value was less than 0.05 which was believed that there was a significant mean difference from both the experimental and the control groups. It means that the null hypothesis (H_0) saying that there was no significant effect of using animation video on the students' reading comprehension achievement was rejected and the alternative hypothesis (H_a) saying that there was a significant effect of using animation video on the students'

reading comprehension achievement was accepted. So, it can be concluded that there was a significant effect of using animation video on the tenth grade students' reading comprehension achievement at SMKN 5 Jember.

4.6 Discussion

Based on the data analysis results, it was known that there was a significant effect of using animation video on the tenth grade students' reading comprehension achievement. In addition, it was proved by the result of computation that the mean score of the experimental group was higher than the mean score of the control group ($81.838 > 76.643$). The evidence proved that the students of the experimental group who were taught reading comprehension by using animation video got better scores than the students of the control group who were only taught reading comprehension by using printed media. It also proved that animation video was effective to teach reading comprehension.

Based on the teaching and learning process in the first and the second meetings in the experimental group, the students were interested in learning reading comprehension through the animation video. The students learned in enjoyable learning environment as they also gained knowledge at the same time because the atmosphere was fun and conducive in learning. They paid attention to the animation video when the researcher played the animation video about narrative text. They focused and enjoyed doing the tasks well. The finding was relevant to Woottipong (2014) who claimed that using animation video can make the class more attentive and the students are more interested in following the lesson. When researcher asked about the difficulties they faced, they asked without hesitation what they didn't understand. Notion (2001) stated that watching animation video could help the students guess the definitions of the words which eventually made the students more independent and autonomous. The finding supported the theory proposed by Wang (2014) that animation video enriches classroom activities, motivates students' passion for learning English and helps them to hold their attention in the classroom.

In contrast to the experimental group, the students in the control group for both in the first and in the second meetings were not motivated in learning the materials as they were given the similar media commonly used by their English teacher. They were taught by using printed media. It was quite difficult for them to understand the material given.

Based on the discussion above, it can be concluded that the use animation video was effective for teaching reading comprehension. In addition, the finding of this research supported the previous researches which reported the similar results dealing with the positive effect of animation video on the students achievement using different research design, levels, skills, and genre text (Ouda , 2012; Lin and Tseng, 2012; Woottipong, 2014; Kurniati, 2016). Therefore, it can be concluded that animation video gave a significant effect on the tenth grade students' reading comprehension achievement at a vocational high school.

CHAPTER V. CONCLUSION AND SUGGESTIONS

This chapter deals with the conclusion of the research and the suggestions. Each point is presented respectively in the following sections.

5.1 Conclusion

Based on the data analysis, hypothesis verification and discussion in the previous chapter, it could be concluded that there was a significant effect of using animation video on the tenth grade students' reading comprehension achievement at SMKN 5 Jember.

5.2 Suggestions

Dealing with the conclusion, the researcher would like to give some suggestions to the following people:

5.2.1 The English Teacher

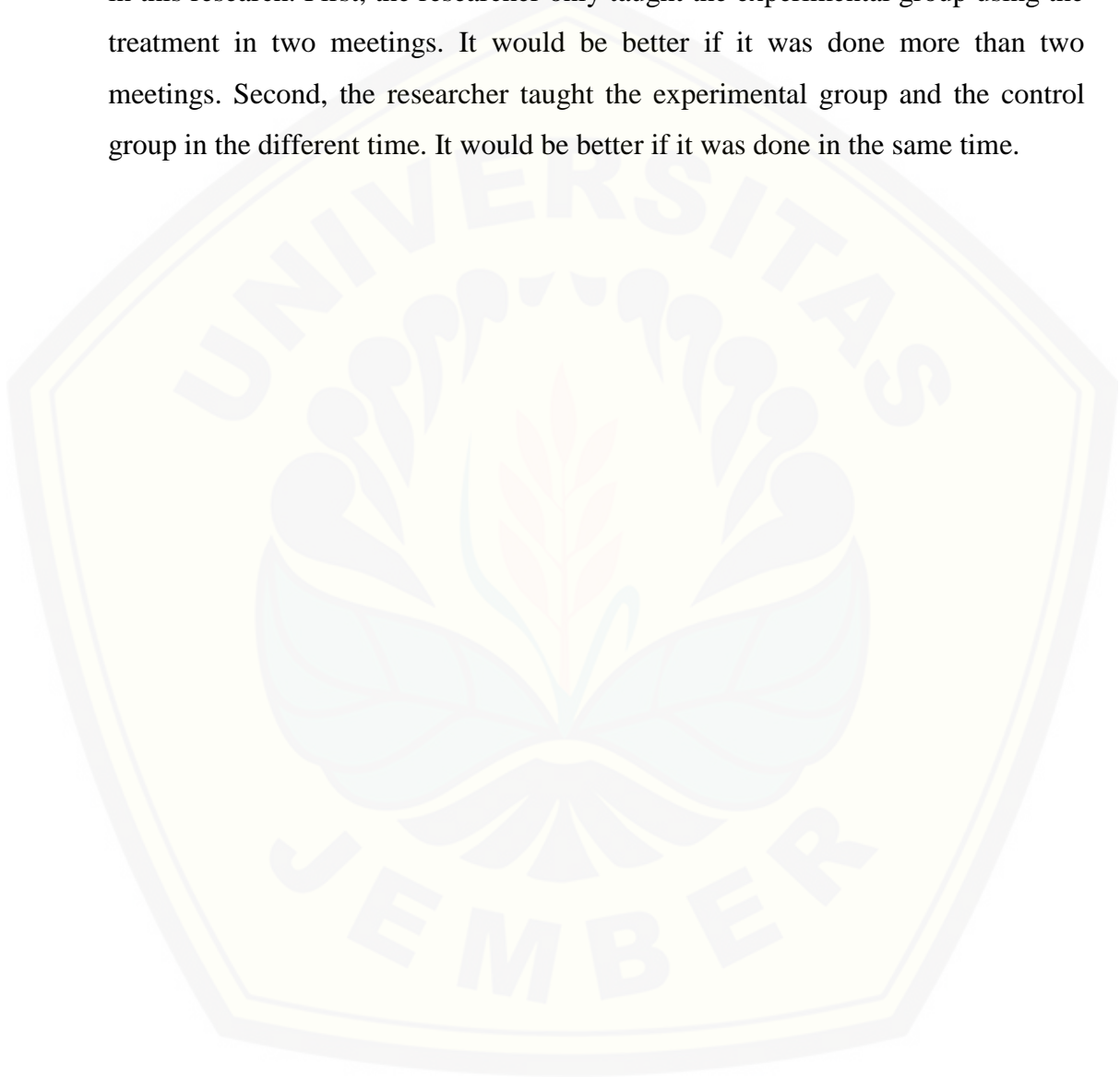
The English teacher is suggested to use animation video in teaching reading comprehension to stimulate the students' motivation and to make the learning process more interesting. To avoid some disadvantages, the teacher should choose high quality video, ensure the students to watch the video clearly, use short video that is less than 7 minutes, get familiar with all the tools in the classroom activities.

5.2.2 The Students

Based on the finding that animation video could give a significant effect on the students' reading comprehension achievement, the students are suggested to get involved deeply in the teaching learning process of reading comprehension because the media can help them to understand the reading text easily.

5.2.3 The Future Researchers

The future researchers are suggested to use this research result as consideration to conduct other research dealing with similar topic by using different research area and different research design. There were two limitations in this research. First, the researcher only taught the experimental group using the treatment in two meetings. It would be better if it was done more than two meetings. Second, the researcher taught the experimental group and the control group in the different time. It would be better if it was done in the same time.



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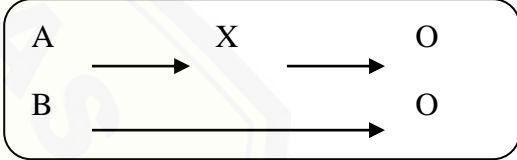
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Appendix 1

RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Methods	Hypothesis
The Effect of Using Animation Video on the Tenth Grade Students' Reading Comprehension Achievement at SMKN 5 Jember in the 2018-2019 academic year	Was there any significant effect of using animation video on the tenth grade students' reading comprehension achievement at SMKN 5 Jember?	1. Independent Variable : The application of Animation Video 2. Dependent Variable: The students' Reading Comprehension Achievement	1. Animation Video: a. Animation Video b. Text 2. The score of a reading comprehension achievement test covering the materials of : a. Word comprehension b. Sentence comprehension c. Text comprehension	1. Research population: The Tenth Grade Students of SMKN 5 Jember in the 2018-2019 academic year 2. Informant: The English Teacher of the Tenth Grade Students of SMKN 5 Jember 3. Documents: The names of the tenth grade students of SMKN 5 Jember	1. Research Design Quasi Experimental Post- test Only Design  <pre> graph LR A --> X X --> O1((O)) B --> O2((O)) </pre> Note : A : The Experimental Group B : The Control Group X : Treatment O : Post-test (Creswell, 2012: 310) 2. Area Determination Method: Purposive Method 3. Subject Determination Method: Cluster Random Sampling 4. Data Collection Method: A Reading Comprehension Test 5. Data Analysis Method: The data were analyzed using t-test formula by using SPSS.	There was a significant effect of using animation video on the tenth grade students' reading comprehension achievement at SMKN 5 Jember in the 2018-2019 academic year

Appendix 2

The Story of 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 back.

Unluckily, the crocodile was very hungry, he stopped in the middle of the 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 the crocodile. “Because I don’t bring my heart” said the monkey. “I left it 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 is your heart?”, asked the crocodile. “You are foolish”, said the monkey to the crocodile. “Now I am free and I have my heart”.

Taken from: <http://ummiahaddiyah.blogspot.co.id/2012/06/narrative-text-and-question.html>

Appendix 3

The Homogeneity Test Scores

Students Number	X AHP 1	X AHP 2	X AHP 3
1	89	91	87
2	81	75	87
3	93	87	77
4	82	91	82
5	88	93	83
6	90	88	92
7	90	89	93
8	78	84	86
9	81	79	86
10	87	78	77
11	80	79	91
12	85	86	89
13	90	86	93
14	83	90	85
15	85	91	84
16	94	87	89
17	88	87	93
18	90	91	90
19	75	95	60
20	90	81	85
21	76	85	89
22	84	89	91
23	76	93	94
24	89	77	83
25	77	68	88
26	89	90	90
27	78	60	91
28	81	87	83
29	88	86	93
30	84	83	85
31	84	88	89
32	93	90	85
33	83	90	90
34	81	88	75
35	90	89	88
36	80		85

Appendix 4

The Output of Homogeneity Test

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					X AHP 1	36		
X AHP 2	35	85,4571	7,23286	1,22258	82,9726	87,9417	60,00	95,00
X AHP 3	36	86,3333	6,48515	1,08086	84,1391	88,5276	60,00	94,00
Total	107	85,5234	6,36077	,61492	84,3042	86,7425	60,00	95,00

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	43,784	2	21,892	,536	,586
Within Groups	4244,908	104	40,816		
Total	4288,692	106			

Appendix 5

Initial Names of Research Participants

No.	Names	
	Experimental Group	Control Group
1	AAY	AAA
2	AIL	AES
3	AU	AHH
4	DPS	AKN
5	DAF	AE
6	DF	AAK
7	EBP	AMS
8	FS	AP
9	FDD	DA
10	FM	DSY
11	FN	DR
12	FA	FIW
13	GTS	FDS
14	HN	INA
15	HS	KSK
16	LR	MH
17	LRD	NAR
18	MAL	NF
19	MAW	NAN
20	NJ	NFA
21	NA	NL
22	NW	PA
23	NL	QA
24	OCD	QRA
25	RUF	RMF
26	RH	RMJ
27	RDM	RTY
28	RA	SAP
29	SNA	SP
30	SR	SMS
31	SA	TMD
32	SNA	UUR
33	TAF	VAK
34	WD	VAH
35	YP	YTA
36	YIM	

Appendix 6

**Lesson Plan
(The 1st meeting)**

School : SMKN 5 Jember
Subject : English
Grade/Semester : X/ 2
Language Skill : Reading
Text Type : Narrative Text
Time Allocation : 1 meeting (2 X 45 minutes)

A. CORE COMPETENCE

Core Competence 3	Core Competence 4
<p>3. Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian/kerja Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.</p>	<p>4. Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja Bahasa Inggris. Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.</p>

B. BASIC COMPETENCE AND INDICATORS

Basic Competence	Indicators
<p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p>3.8.1 Stating the generic structure of narrative text.</p>

<p>beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.</p>	<p>3.8.2 Mentioning the language features of narrative text. 3.8.3 Finding the word meaning of narrative text by doing multiple choice. 3.8.4 Finding the sentence meaning of narrative text by doing multiple choice. 3.8.5 Finding the text meaning of narrative text by doing multiple choice.</p>
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C. Learning Objectives

- a. Students are able to state the generic structure of narrative text.
- b. Students are able to mention the language features of narrative text.
- c. Students are able to find the word meaning of narrative text by doing multiple choice.
- d. Students are able to find the sentence meaning of narrative text by doing multiple choice.
- e. Students are able to find the text meaning of narrative by doing multiple choice.

D. Learning Material

Enclosed

E. Learning Method

- 1. Method: Individually work for both experimental and control group, discussion.

F. Teaching Learning Activity

Sequences	Description (Experimental Group)	Description (Control Group)	Time
Set Induction	1. The teacher greets and checks the students' attendance. <i>Pre-viewing</i> 2. The teacher gives some leading questions. 3. The teacher states learning objectives.	1. The teacher Greets and checks students' attendance. 2. The teacher gives some leading questions. 3. The teacher states learning objectives.	15'
Main Activity	<i>While-viewing</i> Observing 1. The students observe the example of the animation video 1 about narrative entitled "The Mouse Deer and The Tiger".	Observing 1. The students observe the example of the narrative text entitled "The Mouse Deer and The Tiger".	70'

	<p>Questioning</p> <ol style="list-style-type: none"> The students are guided by the teacher to ask questions about unfamiliar words from the animation video 1. The students are guided by the teacher to ask questions about narrative text, its generic structures, and its language features from the animation video 1. <p>Exploring</p> <ol style="list-style-type: none"> The students are guided by the teacher to state the generic structure and the language features from the animation video 2 entitled “The Lion and The Mouse”. <p>Associating</p> <ol style="list-style-type: none"> Doing the tasks in the form of multiple choices to find the word meaning, sentence meaning, and text meaning. <p>Post-viewing Communicating</p> <ol style="list-style-type: none"> Discussing the answer of the task given to the class. 	<p>Questioning</p> <ol style="list-style-type: none"> The students are guided by the teacher to ask questions about unfamiliar words from the text. The students are guided by the teacher to ask questions about narrative text, its generic structures, and its language features from text 1. <p>Exploring</p> <ol style="list-style-type: none"> The students are guided by the teacher to state the generic structure and the language features from the narrative text 2 entitled “The Lion and The Mouse”. <p>Associating</p> <ol style="list-style-type: none"> Doing the tasks in the form of multiple choices to find the word meaning, sentence meaning, and text meaning. <p>Communicating</p> <ol style="list-style-type: none"> Discussing the answer of the task given to the class. 	
Closure	<ol style="list-style-type: none"> Drawing conclusion about the material given. Parting the students. 	<ol style="list-style-type: none"> Drawing conclusion about the material given. Parting the students. 	5'

G. Media and Resources

- Media : picture, laptop, power point presentation, worksheet and animation video.
- Resources :
 - <https://www.learnenglish.de/grammar/tensesimpast.html>
 - <http://englishadmin.com/2015/09/9-contoh-narrative-text-fable-lengkap.html>
 - <https://www.youtube.com/watch?v=QYkRuHeqXPU>

H. ASSESSMENT**The scoring of test items**

The Indicators of Reading Comprehension	Correct	Wrong
Word Comprehension	5	0
Sentence Comprehension	5	0
Text Comprehension	5	0

The Formula to Calculate the Students' Scores

$$\text{Final Score} = \frac{n}{N} \times 100$$

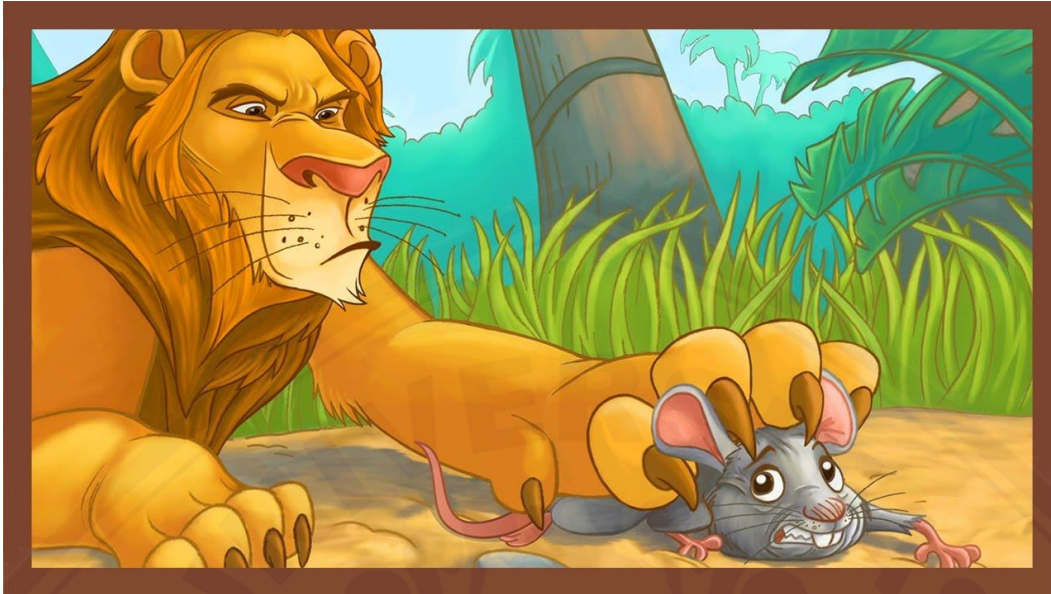
Notes :

N : The obtained score

N : The maximum score of the test

Jember,
The researcher,

Dewi Purwanti
NIM. 130210401057

MATERIALS**A. Leading Questions
(Picture)**

1. I am a brave animal. I'm the king of the jungle but I don't have a crown. Who am I?
2. I am a small animal. I like cheese very much. I'm very popular as Jerry in the Tom and Jerry movie. Who am I?

NARRATIVE TEXT**a. Definition**

Narrative is a kind of text that presents past experience and it is aimed to entertain the reader.

b. The text structure

1. Orientation is the first part of the story which tells the reader about the characters, the places, and the times when the action happened in the story.
2. Complication is about a series of event during the problems to arise.
3. Resolution is the final part of the story which tells the complication that may be resolved for better or for worse.

c. The language features

1. Using simple past tense
2. Using temporal conjunction (while, before, after)
3. Using saying verbs (said, answered, told, shouted)
4. Using action verbs (opened, broke, begun, built)

The example of narrative text:

The Mouse Deer And The Tiger	
Orientation	One day, there was a mouse deer. He was thirsty so he wanted to drink on the river.
Complication	When the mouse deer came next to the river, a tiger approached him and wanted to eat him. Of course the mouse deer tried to escape, but the tiger run faster and caught him. In that dangerous situation the mouse deer thought hard how to escape the tiger. Then he got idea and said to the tiger, “Listen! Your mightiness and toughness are all great! But I have my own king. He has a greater strength than yours! I am sure that nobody can match his powers!” Because the tiger felt taunted, he declared that he would challenge the mouse deer’s king. Next the mouse led the tiger to the river, and said, “Now Look at the water. You will see my king” Foolishly the tiger looked in the river and surely saw another tiger in the water. Then he growled, but the tiger in the river imitated to growl too. Because of his too high self pride, the tiger jumped into the water, and wanted to fight. He was believing there was another tiger in the water.
Resolution	The mouse deer took that opportunity to escape. After fighting with himself in the river, the tiger realized that he was fooled by the mouse deer.

(Adapted from <http://englishadmin.com/2015/09/9-contoh-narrative-text-fable-lengkap.html>)

SIMPLE PAST TENSE

Simple past tense is used to talk about finished actions that happened at a specific time in the past.

Formula :

Jenis Kalimat	Rumus
positif (+)	S + Verb-2 (past tense) S + be(was/were)
negatif (-)	S + did + not + bare infinitive S + be(was/were) + not
interogatif (?)	Did + S + bare infinitive be(was/were) + S

B. Main Activities

1. Experimental Group (Animation video with subtitle-silent viewing)

Watch the video carefully!



2. Control Group

Read the text below!

The Lion and The Mouse

Once in a huge forest, there lived a lion. All the beasts and birds of the jungle were scared of the Lion. No one even dared to go near the cave of the Lion. One day, a little mouse was playing hide and seek with his friends in the forest. "This time you can not catch me", the little mouse said to his friends. "You should not go beyond the tree, alright?", asked one of his friends. "Ok", he answered and they started the game.

The white mouse closed his eyes and all the mice ran in different directions. "Let me run away from the tree and come back when they start searching", said the little mouse. He ran as fast as he could and reached the Lion's cave. He did not notice the den and went straight to the place where the Lion was sleeping. He didn't realize that he touched the Lion's paws. "What is this? So sharp", he talked to his self. Suddenly he realized that he touched Lion's paws. "Oh my god. It's a Lion", the mouse said. He screamed and the Lion woke up. The little mouse was trapped between the legs of the Lion. The Lion saw the mouse. "Hey, little one, you are my evening snack today. Good. I don't need to go out", said the Lion. The mouse trembled with fear.

"Dear King, please leave me. I will help you some day", said the little mouse hopefully. The lion laughed and said "You? You? Are you going to help me?". "Please, king. Please, leave me. I will certainly help you one day", said the little mouse. The lion was in a mood to sleep and so he did not bother the mouse much. I want to sleep now. You better get away from here. "Thank you, my lord", said the little mouse happily. The mouse went as fast as he could to the forest.

A few days passed. As usual the little mouse was playing hide and seek with his friends. The little mouse ran and finally reached a tree where he wanted to hide. He was surprised to see the lion trapped in a net. He went running to the lion. There were tears from the eyes of the lion. There was no one nearby. "Great king, what happened? Who has got you snared in this net?", asked the little mouse anxiously. The lion was surprised to see the little mouse. "Hi, little one. Look at me. The hunters have caught me and have gone to bring their vehicle", answered the lion sadly. "Great King, don't worry. I will cut this net and make you free", said the little mouse. "Can you?", answered the lion. The mouse didn't answer the lion's question and he wasted no time. He frantically gnawed away at the net and released the lion.

"Hurray. You have saved me. You are correct. Even small friends can be more useful, somewhere, someday. Thank you, my friend", said the lion happily and he hugged the little mouse.

Choose the correct answer by crossing (x) a, b, c, or d on the answer sheet provided!

1. What is the type of the text above?
 - a. Recount
 - b. Narrative
 - c. Descriptive
 - d. Spoof
2. What is the type of narrative text above?
 - a. Science fiction
 - b. Fairy Tale
 - c. Fable
 - d. Myth
3. How many characters are there in this story?
 - a. 2
 - b. 3
 - c. 4
 - d. 5
4. Where did the story happen?
 - a. Forest
 - b. River
 - c. Beach
 - d. Sea
5. What were all the beasts and birds scared of?
 - a. Mouse
 - b. Lion
 - c. Crocodile
 - d. Tiger
6. What did a little mouse do with his friends in the forest?
 - a. Playing hide and seek
 - b. Playing football
 - c. Playing hide and run
 - d. Hunting some foods
7. Who closed his eyes first?
 - a. All the mice
 - b. The little mouse
 - c. The white mouse
 - d. The black mouse
8. The closest meaning of the word "Run away" is
 - a. Back
 - b. Escape
 - c. Open
 - d. Come
9. Where did the little mouse hide?
 - a. In the Mouse's cave
 - b. In the river
 - c. In the Lion's cave
 - d. In the tree
10. What is synonym of word "worry"?
 - a. Anxiety
 - b. Joy
 - c. Cheer
 - d. Comfort

11. "The mouse was trapped" . What is the synonym of the underlined word?
 - a. Killed
 - b. Hit
 - c. Caught
 - d. Run
12. What was a little mouse's promise?
 - a. He will help the lion some day.
 - b. He will back soon.
 - c. He will run in the river.
 - d. He won't help the lion some day.
13. Why did the Lion let the mouse go?
 - a. Because he was hungry
 - b. Because he was sick
 - c. Because he was angry
 - d. Because he was in a mood to sleep
14. How was a little mouse's reaction when he saw the lion trapped in a net?
 - a. He was happy
 - b. He was glad
 - c. He was surprised
 - d. He was sad
15. Who had caught the lion?
 - a. The mouse
 - b. The tiger
 - c. The snake
 - d. The hunters
16. How could the mouse help the lion?
 - a. The mouse climbed the tree.
 - b. The mouse gnawed away at the net.
 - c. The mouse run to the river.
 - d. The mouse called all of his friends.
17. Who cried when he trapped in a net?
 - a. Lion
 - b. All the mice
 - c. The little mouse
 - d. The tiger
18. What is the antonym of the word "bother"?
 - a. Help
 - b. Harass
 - c. Annoy
 - d. Give trouble
19. What is the synonym of word "get away"?
 - a. Leave
 - b. Stay
 - c. Arrive
 - d. Wait
20. What is the antonym of word "fear"?
 - a. Scare
 - b. Worry
 - c. Anxiety
 - d. Happiness

Answer Key

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

The distribution of exercise items

The Aspects of Reading Comprehension	Items	Number
Word Comprehension	6	8, 10, 11, 18, 19, 20
Sentence Comprehension	8	4, 5, 6, 7, 9, 14, 15, 17
Text Comprehension	6	1, 2, 3, 12, 13, 16

Appendix 7

Lesson Plan
(The 2nd meeting)

School	: SMKN 5 Jember
Subject	: English
Grade/Semester	: X/ 2
Language Skill	: Reading
Text Type	: Narrative Text
Time Allocation	: 1 meeting (2 X 45 minutes)

A. CORE COMPETENCE

Core Competence 3	Core Competence 4
<p>3. Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian/kerja Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.</p>	<p>4. Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian/kerja Bahasa Inggris.</p> <p>Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja.</p> <p>Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.</p> <p>Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.</p>

B. BASIC COMPETENCE AND INDICATORS

Basic Competence	Indicators
3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis	3.8.1 Stating the generic structure of narrative text. 3.8.2 Mentioning the language

dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya.	<p>features of narrative text.</p> <p>3.8.3 Finding the word meaning of narrative text by doing multiple choice.</p> <p>3.8.4 Finding the sentence meaning of narrative text by doing multiple choice.</p> <p>3.8.5 Finding the text meaning of narrative text by doing multiple choice.</p>
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C. Learning Objectives

- a. Students are able to state the generic structure of narrative text.
- b. Students are able to mention the language features of narrative text.
- c. Students are able to find the word meaning of narrative text by doing multiple choice.
- d. Students are able to find the sentence meaning of narrative text by doing multiple choice.
- e. Students are able to find the text meaning of narrative text by doing multiple choice.

D. Learning Material

Enclosed

E. Learning Method

Method: Individually work for both experimental and control group, discussion.

F. Teaching Learning Activity

Sequences	Description (Experimental Group)	Description (Control Group)	Time
Set Induction	<p>1. The teacher greets and checks students' attendance.</p> <p><i>Pre-viewing</i></p> <p>2. The teacher gives some leading questions.</p> <p>3. The teacher states learning objectives.</p>	<p>1. The teacher greets and checks students' attendance.</p> <p>2. The teacher gives some leading questions.</p> <p>3. The teacher states learning objectives.</p>	15'
Main Activity	<p><i>While-viewing</i></p> <p>Observing</p> <p>1. The students observe the example of the animation video 1 about narrative</p>	<p>Observing</p> <p>1. The students observe the example of the narrative text entitled "The Smart</p>	70'

	<p>entitled “The Smart Monkey And The Dull Crocodile”.</p> <p>Questioning</p> <ol style="list-style-type: none"> 1. The students are guided by the teacher to ask questions about unfamiliar words from the animation video 1. 2. The students are guided by the teacher to ask questions about narrative text, its generic structures, and its language features from the animation video 1. <p>Exploring</p> <ol style="list-style-type: none"> 1. The students are guided by the teacher to state the generic structure and the language features from the animation video 2 entitled “The Grasshopper and The Ants”. <p>Associating</p> <ol style="list-style-type: none"> 1. Doing the tasks in the form of multiple choices to find the word meaning, sentence meaning, and text meaning. <p><i>Post-viewing</i> Communicating</p> <ol style="list-style-type: none"> 1. Discussing the answer of the task given to the class. 	<p>Monkey And The Dull Crocodile”.</p> <p>Questioning</p> <ol style="list-style-type: none"> 1. The students are guided by the teacher to ask questions about unfamiliar words from the text. 2. The students are guided by the teacher to ask questions about narrative text, its generic structures, and its language features from text 1. <p>Exploring</p> <ol style="list-style-type: none"> 1. The students are guided by the teacher to state the generic structure and the language features from the animation video 2 entitled “The Grasshopper and The Ants”. <p>Associating</p> <ol style="list-style-type: none"> 1. Doing the tasks in the form of multiple choices to find the word meaning, sentence meaning, and text meaning. <p>Communicating</p> <ol style="list-style-type: none"> 1. Discussing the answer of the task given to the class. 	
Closure	<ol style="list-style-type: none"> 1. Drawing conclusion about the material given. 2. Parting the students. 	<ol style="list-style-type: none"> 1. Drawing conclusion about the material given. 2. Parting the students. 	5’

G. Media and Resources

1. Media : picture, laptop, power point presentation, worksheet and animation video.

2. Resources :

1. <https://www.learnenglish.de/grammar/tensesimpast.html>
2. <http://englishadmin.com/2015/09/9-contoh-narrative-text-fable-lengkap.html>
3. <https://www.youtube.com/watch?v=ripQ9jJnw1c>

H. ASSESSMENT**The scoring of test items**

The Indicators of Reading Comprehension	Correct	Wrong
Word Comprehension	5	0
Sentence Comprehension	5	0
Text Comprehension	5	0

The Formula to Calculate the Students' Scores

$$\text{Final Score} = \frac{n}{N} \times 100$$

Notes :

N : The obtained score

N : The maximum score of the test

Jember,
The researcher,

Dewi Purwanti
NIM. 130210401057

MATERIALS

**A. Leading Questions
(Picture)**



1. I jump on the meadows when grass is green and tall and make a cheerful chirping sound in summer, spring and fall. What am I?
2. I am a small insect. I'm sometimes a soldier. I'm also a part of an army with antennae on my head. I can't fly.

NARRATIVE TEXT

a. Definition

Narrative is a kind of text that presents past experience and it is aimed to entertain the reader.

b. The text structure

1. Orientation is the first part of the story which tells the reader about the characters, the places, and the times when the action happened in the story.
2. Complication is about a series of event during the problems to arise.
3. Resolution is the final part of the story which tells the complication that may be resolved for better or for worse.

c. The language features

1. Using simple past tense
2. Using temporal conjunction (while, before, after)
3. Using saying verbs (said, answered, told, shouted)
4. Using action verbs (opened, broke, begun, built)

The example of narrative text:

The Smart Monkey And The Dull Crocodile	
Orientation	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.
Complication	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. Unluckily, the

	<p>crocodile was very hungry, he stopped in the middle of the 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.”</p> <p>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 the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”</p> <p>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.</p>
Resolution	<p>“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”</p>

(Adapted from <http://englishadmin.com/2015/09/9-contoh-narrative-text-fable-lengkap.html>)

SIMPLE PAST TENSE

Simple past tense is used to talk about finished actions that happened at a specific time in the past.

Formula :

Jenis Kalimat	Rumus
positif (+)	S + Verb-2 (past tense) S + be(was/were)
negatif (-)	S + did + not + bare infinitive S + be(was/were) + not
interogatif (?)	Did + S + bare infinitive be(was/were) + S

B. Main Activities

1. Experimental Group (Animation video with subtitle-silent viewing)

Watch the video carefully!



2. Control Group

Read the text below!

The Grasshopper and The Ants

One warm spring day, a grasshopper was playing in a grassy green field.

When he noticed a line of ants marching along carrying some seeds, “Where are you going with that big load?”, the grasshopper asked one of them. “We’re taking these seeds to our nest,” squeaked the ant. “But it’s such a beautiful day,” said the grasshopper. “Come and have fun with me”. “No”, said the ant. “I think you should come to work with us”. “It’s going to be a long winter with lots of snow. You had better start storing your food now!” “Why worry about the winter? It’s only spring, and there is lots of food everywhere”, said the grasshopper as he chewed on a large blade of grass. All through the spring, the grasshopper did nothing but eats, sleeps, and plays. He became quite fat.

One day, during the summer, the grasshopper saw the long line of ants again. They were carrying grains of wheat. “Where are you going with all that wheat?” the grasshopper asked. “We are taking it to our nest to save for winter,” said one of the ants. “You should gather some wheat, too. It’s going to be a long winter with lots of snow. “I have all the food that I need right now”, said the grasshopper. “Why worry about winter? It’s still summer!” All summer the grasshopper did nothing but eats, sleeps, and plays. He became even fatter.

One day, the grasshopper noticed that leaves were falling from the trees. Autumn had come. Among the leaves he again saw the long line of ants all carrying kernels of corn. “Where are you going with that corn?” the grasshopper asked one of the ants. The ants replied, “We are taking it to our nest to save for winter. You should gather some corn, too. It’s going to be a long winter with lots of snow”. “That’s too much work”, said the grasshopper. “Winter is not here yet, and when it comes, I am sure I will be able to find some food”

A few weeks later, winter came and the snow began to fall. Just as the ants predicted, the snow was very deep. This was not a problem for the ants, though. They were all snug in their net with lots of good food to eat. The grasshopper, however, had trouble finding food. He was very hungry and very miserable all winter. By the time winter had ended, the grasshopper had learned a valuable lesson. It is important to prepare for the future.

Choose the correct answer by crossing (x) a, b, c, or d on the answer sheet provided!

1. What is the type of the text above?
 - a. Recount
 - b. Narrative
 - c. Descriptive
 - d. Spoof
2. What is the type of the narrative text above?
 - a. Science fiction
 - b. Fairy Tale
 - c. Fable
 - d. Myth
3. Where did the story happen?
 - a. Forest
 - b. Field
 - c. Beach
 - d. Sea
2. What did a grasshopper notice in a grassy green field?
 - a. The lion
 - b. The ants
 - c. The birds
 - d. The cow
3. What did the ants carry first?
 - a. Some seeds
 - b. Some stones
 - c. Books
 - d. Sand
4. Where were the ants taking the seeds to?
 - a. The cave
 - b. Their nest
 - c. The tree
 - d. The grasshopper's home
7. The closest meaning of the word "Noticed" is....
 - a. Observed
 - b. Gathered
 - c. Slept
 - d. Ate
8. Why did the ants store many foods?
 - a. Because it was going to the rainy
 - b. Because it was going to the winter
 - c. Because it was going to the summer
 - d. Because it was going to the autumn
9. What were the ants carrying during the summer?
 - a. Grins of wheat
 - b. Some seeds
 - c. Kernels of corn
 - d. Leaves
10. What is the antonym of the word "gather"?
 - a. Harvest
 - b. Throw away
 - c. Pick
 - d. Collect
11. What were the ants carrying during the autumn?
 - a. Grins of wheat
 - b. Some seeds
 - c. Kernels of corn
 - d. Leaves

12. What is the synonym of the word “predicted”?
 - a. Guess
 - b. Ignore
 - c. Measure
 - d. Misunderstand
13. What did the grasshopper do during the summer?
 - a. He slept, ate, gathered some foods.
 - b. He slept, ate, and played.
 - c. He slept, helped the ants, and played.
 - d. He gathered some foods, ate, played.
14. What is the synonym of the word “miserable”?
 - a. Happy
 - b. Sad
 - c. Glad
 - d. Fun
15. How was the grasshopper all winter?
 - a. He was very sleepy.
 - b. He was not hungry and sleepy.
 - c. He was very hungry and very miserable.
 - d. He played all the times.
16. What is the antonym of the word “valuable”?
 - a. Important
 - b. Invaluable
 - c. Valueless
 - d. Benefit
17. What is the moral value of the text above?
 - a. It is important to eat some food.
 - b. It is important to prepare for the future.
 - c. It is important to sleep during the winter.
 - d. It is important to help our friends.
18. What is the antonym of the word “snug”?
 - a. Comfy
 - b. Easy
 - c. Close
 - d. Uncomfortable
19. What does “Winter is not here yet” mean?
 - a. The winter will come soon.
 - b. The winter is still in another part of world.
 - c. The winter is not coming now.
 - d. The winter will not come forever.
20. What is the synonym of the word “prepare”?
 - a. Arrange
 - b. Ignore
 - c. Break
 - d. Forget

Answer Key

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

The distribution of exercise items

The Aspects of Reading Comprehension	Items	Number
Word Comprehension	7	7, 10, 12, 14, 16, 18, 20
Sentence Comprehension	7	3, 4, 5, 6, 9, 11, 15
Text Comprehension	6	1, 2, 8, 13, 17, 19

Appendix 8

Reading Comprehension Test

Try Out-Test

Subject	: English
Grade/Semester	: X / 2
Language Skill	: Reading
Text Type	: Narrative Text
Time Allocation	: 60 minutes

Read the following text and choose the best answer by crossing a, b, c, or d on this worksheet to the questions that follow!

The following text is for questions 1-5

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once, Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

"Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting. They lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

1. Where did Sura and Baya live before fighting?
 - a. in the river
 - b. in the jungle
 - c. in the zoo
 - d. in the sea
2. What did Sura and Baya fight for?
 - a. A tiger
 - b. A goat
 - c. A lion
 - d. A deer
3. What did Sura and Baya promise?
 - a. They lived in the different places.
 - b. They lived together in the sea.
 - c. They would never eat the goat.
 - d. They would eat the goat together.
4. Where did Sura look for some food?
 - a. in the river
 - b. in the jungle
 - c. in the sea
 - d. in the zoo
5. Who broke the promise?
 - a. Sura
 - b. Baya
 - c. Sura and Baya
 - d. The goat

The following text is for questions 6-11**Kiai Gede**

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted the seeds. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbors came to the couple to ask for some pari seeds, but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me". Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.

6. Where did Kiai Gede live?
 - a. in the Penanggungan Mountain
 - b. in the Pendalungan Mountain
 - c. in the Bromo Mountain
 - d. in the Penanggungan Beach
7. What did Jaka Pandelengan and his wife do to be rich?
 - a. Helped poor people
 - b. Had a great power
 - c. Planted pari seeds
 - d. Built a temple
8. Why did Kiai Gede become very angry?
 - a. Because they ignored him
 - b. Because her wife passed away
 - c. Because his daughter passed away
 - d. Because they didn't want to live with him
9. The couple became temples because....
 - a. They were rich
 - b. Kiai Gede said so
 - c. Kiai Gede liked them
 - d. They were good people
10. "... , an incredible thing happened." The underlined word mean....
 - a. untouchable
 - b. unbelievable
 - c. common
 - d. usual

11. What can we learn from the story?
- We should live separately from our parents.
 - We have to listen to our parent's advice.
 - We have to prepare a good paddy field.
 - We should refuse other people's help.

The following text is for questions 12-16

An ant went to the river to get a drink. The water rushed so fast that he was washed off from the bank into the river.

"I shall drown" he cried. "Help! Help! Help!", but his voice was so tiny that it couldn't be heard. A dove was sitting on the tree hanging over the water. She saw the ant struggling and quickly nipped off a leaf and let it fall into the water.

The ant climbed upon it and floated down the river until the leaf was washed upon the bank of the river. The ant called out in its tiny voice. "Thank you, kind dove, you have saved my life", but of course the dove couldn't hear him.

Several days afterward, the dove was again sitting on the tree, a hunter crept carefully up to the tree. His gun was pointed at the dove and he was about to shoot. When he was bitten in the leg by an ant, he cried out with pain and dropped his gun. This frightened the dove, and she flew away. "Thank you, kind ant" cooed the dove. The ant heard it and happy that he could help her.

12. Why did the ant go to the river?
- He wanted to meet the dove.
 - He wanted to get drink.
 - He wanted to eat fish.
 - He wanted to find his friends.
13. "...so tiny that it couldn't be heard." What is the antonym of the underlined word?
- | | |
|----------|-----------|
| a. Small | c. Little |
| b. Huge | d. Mini |
14. Why did the hunter cry out with pain?
- | | |
|------------------------------|-------------------------------------|
| a. His gun was dropped down. | c. His leg was bitten by the ant |
| b. His gun was exploded. | d. His head was bitten by the dove. |
15. What is the synonym of the word "drown"?
- | | |
|---------|----------|
| a. Sink | c. Help |
| b. Dry | d. Float |
16. What can we learn from the story?
- Thanking each other for kindness is dangerous.
 - Helping each other is the best way in life.
 - Supporting each other in the crime.
 - Sharing each other, making wealthy life.

The following text is for questions 17-21

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him until he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, milk and blackberries for supper.

17. Who was the naughtiest rabbit?
- | | |
|-----------|----------------|
| a. Flopsy | c. Peter |
| b. Mopsy | d. Cotton-tail |
18. What is the meaning of the word "accident"?
- | | |
|----------------------|--------------|
| a. Undesirable event | c. Intention |
| b. Blessing | d. Plan |
19. What did Peter lose while he was running?
- | | |
|---------------------|--------------|
| a. One of his shoes | c. Vegetable |
| b. A pair of shoes | d. Medicine |
20. Why did Peter get sick?
- | | |
|---------------------------|--------------------|
| a. He caught a cold | c. He was so tired |
| b. He was eating too much | d. He was naughty |
21. Whom did Peter meet at the garden?
- | | |
|-----------------|------------------|
| a. His mother | c. Flopsy |
| b. Mr. McGregor | d. Mrs. McGregor |

The following text is for questions 22-31

The Story of Siti Masyitoh

On Prophet Muhammad's journey in al-Isra' and al-Mi'raj, the Prophet smelled a very nice odor. He asked Jibril about this pleasant scent and Jibril informed him this good smell was coming from the grave of the woman whose duty used to be to comb Pharaoh's daughter's hair. This woman was a good pious believer. One day, as she was combing Pharaoh's daughter's hair, the comb fell from her hand. At this she said, "Bismillah" Pharaoh's daughter asked her, "Do you have a God other than my father?" The woman said, "Yes, My Lord and the Lord of your father is Allah."

Pharaoh's daughter told her father what had happened. Pharaoh demanded this woman to leave Islam, but she refused. At that, Pharaoh threatened her to kill her children. He brought a great pot of water and built a great fire under it. When the water boiled, Pharaoh brought her children and started to drop them into that pot one after the other. Throughout all this, the woman remained steadfast to Islam, even when Pharaoh reached her youngest little boy that is still breast feeding, but she felt pity for him. At that, Allah enabled this child to speak. He said to his mother, "Oh Mother, be patient. The torture of the hereafter is far more severe than the torture of this life, and do not be reluctant, because you are right".

At this the woman requested Pharaoh to collect her bones and the bones of her children and to bury them in the same grave. Pharaoh promised her that then dropped her into that boiling water. She died as a martyr (Shaheedah). The

good odor the Prophet smelled coming from her grave is an indication of her high the Day of Judgment. And May Allah strengthen our Iman and make us stronger in defending the Religion of Islam. Allah knows best.

22. Who is Siti Masyitoh?
- Comber of pharaoh's daughter
 - Princess
 - Pharaoh daughter
 - Pharaoh's wife
23. What is the communicative purpose of the story?
- To entertain the readers
 - To describe the way things
 - To retell an event with humorous twist
 - To describe particular person, place or things
24. What is the synonym of the word "threatened"?
- Endangered
 - Protected
 - Safe
 - Guarded
25. What did she say when the comb fell from her hand?
- Alhamdulillah
 - Subhanallah
 - Bismillah
 - Masya Allah
26. What kind of text is it?
- Descriptive
 - Narrative
 - Recount
 - Report
27. What did Pharaoh's daughter do?
- Protect Siti
 - Cry
 - Smile
 - Told her father
28. What is the synonym of the word "Steadfast"?
- Faithful
 - False
 - Weak
 - Disloyal
29. What is the antonym of the word "defend"?
- Guard
 - Save
 - Secure
 - Attack
30. Why did Allah enable Siti Masyitoh's child to speak?
- Because she was afraid
 - Because she didn't want into the boiling water
 - Because she felt pity for her child
 - Because pharaoh was angry
31. What did Siti Masyitoh ask with Pharaoh?
- Saving their bone
 - Burying their bone in the same grave
 - Throwing their bone
 - Burying their bone into palace

The following text is for questions 32-36

The legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there were a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a Baby. Every time they prayed to the Gods, asking for a child.

Once day, there was a loud voice in the sky when they were praying. "You are going to born baby, and later you will give birth to many

children. But I have a requirement for you to obey, if you really want to have children”, said the voice.

“Whatever you ask, my Lord”, the couple answered, ”We will do it”, “You must sacrifice your first so for the goals”.

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kusuma very much. The wife gave birth to eleven more children after Kesuma and they forgot their promise to sacrifice their first son to the God.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more horrific, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. “I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods”. Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

32. How was Kesuma's personal characteristic?
- Melancholic
 - Heroic
 - Tragic
 - Fearful
33. What problem was faced by Kesuma's parents?
- They had to give sacrifice for the Gods
 - They couldn't get a baby after getting married for a long time
 - They couldn't bring their children to the Gods to be scarified
 - The villagers would force to sacrifice themselves
34. How was the couple's effort to get a baby?
- They took another baby from other parents
 - They mediated and prayed to their Gods
 - They gave sacrifices to the God
 - They asked other people to give them a baby
35. What is the synonym of the word “requirement”?
- Necessity
 - Extra
 - Plenty
 - Auxiliary
36. “The baby grew up into a handsome, taught man”. What is the antonym of the underlined word?
- Strong
 - Ugly
 - Hard
 - Very Firm

The following text is for questions 37-40

Once there lived a widow in a village on Tanimbar Island, Maluku. She had two children; a boy and a girl. They were both very mean and spoiled. Their mother took care of them and did all the household chores. The two children treated their mother like a slave.

One day, the two lazy children woke up late. There was no food served on the table. The food was still being cooked on the stove. Their mother was nowhere to be seen. The children got so angry that they smashed the cooking pots on the floor.

Then, they went out looking for their mother. They soon found her scrubbing their dirty clothes on a river stone. They went to her and they started to beat her up viciously. The mother cried piteously and begged for mercy, but the two wicked children didn't pay attention to her cries. They hit her again and again.

Suddenly she stopped crying and her body went limp. The children hurt her. She said, "from now on, you are no longer my children. You are the incarnation of the devil himself. I won't go back to our home. Do whatever you want, I don't care."

After she had said this, she dragged herself to a big boulder on the riverbank and said, "Dear big stone, please open yourself. Let me come inside you. Let me become a white, sweet-smelling jasmine." Suddenly the big stone opened up and the woman went inside. Slowly the stone closed over her.

A few days later a small beautiful plant started to grow from under the big stone. It had plenty of leaves and its flowers were white and had sweet smell. The villagers called the big stone Batu Badaung.

What about the two wicked children? The angry villagers threw them out of the village.

37. What does the story mainly talk about?
- The bad children
 - The widow
 - The big stone
 - The legend of Batu Badaung
38. What did the old lady asked after she was been hurt?
- To finish her cooking
 - To go into rock
 - To chased away her children
 - To crush her wicked children to become a white flower
39. "The children hurt...". What does the underlined word mean?
- Killed
 - Damaged
 - Offended
 - Injured
40. What is the moral value of the story?
- You must keep your words
 - You have to tell someone before going
 - You must love your parents
 - You have to be an independent person

The following text is for questions 41-46

Xu Fu

Long time ago, there lived a powerful King in China. He was successful to bring greatness to his kingdom. He did a lot of military conquests. Then, his success made him worried of his life. He realized that one day he would get older and finally die. So, he wanted eternal life. He gave order to all of his people to help him live forever. Those who disobeyed the order would be punished severely. This made everybody in kingdom was afraid of him.

The king had a military advisor, named Xu Fu. Xu Fu was very concerned with the situation. He wanted to find a way to save the people. One day, Xu Fu came to the palace. He told the king that there was special grass that could make the king live eternally. The grass could be found in the farthest east island. Xu Fu offered himself to find the grass in condition that the king gave 3,000 girls, 3,000 boys to go with him and enough food for 3 years. The emperor granted the request immediately and let Xu Fu went to east. The king gave him two big ships.

Two months later, Xu Fu and the 6,000 children departed to the east. The king prepared a big party at the departure day. Soon, the king stopped ordering innocent citizens. He had already dreamt about living eternally. Day by day, he was waiting for Xu Fu's return.

After five years of hoping Xu Fu's return, the king fell sick and died. Xu Fu and 6,000 children never returned to China. They landed on a big island and stayed there. When they were grew up, they married each other and they became a big nation. The nation now is known as Japan.

41. What is the purpose of the text?
 - a. To show that the emperor couldn't live forever
 - b. To describe the richness of the father
 - c. To entertain the readers about the king and his military advisor
 - d. To tell the readers that the military advisor is a liar
42. What did Xu Fu request to king?
 - a. He wanted to live forever
 - b. He wanted to save the people
 - c. He wanted to find the magical grass
 - d. He wanted to bring 3,000 boys and 3,000 girls
43. "... make the king live eternally". What is the antonym of the underlined word?
 - a. Temporarily
 - b. Forever
 - c. Evermore
 - d. Always
44. "The emperor granted the request immediately ..." What is the synonym of the underlined word?
 - a. Gave
 - b. Threw
 - c. Refused
 - d. Offended
45. What is the antonym of the word "depart"?
 - a. Leave
 - b. Go
 - c. Start
 - d. Arrive
46. "Those who disobeyed the order....". What is the antonym of the underlined word?
 - a. Obey
 - b. Dare
 - c. Decline
 - d. Disagree

Answer Key

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

The distribution of exercise items

The Aspects of Reading Comprehension	Items	Number
Word Comprehension	14	10, 13, 15, 18, 24, 28, 29, 35, 36, 39, 43, 44, 45, 46
Sentence Comprehension	16	2, 3, 4, 5, 6, 9, 12, 17, 19, 20, 21, 25, 27, 31, 38, 42
Text Comprehension	16	1, 7, 8, 11, 14, 16, 22, 23, 26, 30, 32, 33, 34, 37, 40, 41

Appendix 9

The Analysis of the Odd (X) Numbers of the Try Out Test Items

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	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	
3	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
5	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	
7	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	
9	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	0	1	
11	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	
13	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	
15	0	1	1	0	0	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
17	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	1	1	1	1	1	0	1	
19	1	1	0	0	1	0	0	1	1	0	1	1	0	1	0	0	0	0	1	1	1	1	0	0	1	1	1	0	0	1	1	
21	1	1	0	0	1	0	0	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	
23	0	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	0	0	1	1	0	1	1	1	0	1	1	0	0	0	0	
25	1	1	0	0	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	
27	0	0	0	0	1	1	0	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	1	
29	0	0	0	0	0	0	0	0	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	0	0	
31	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	
33	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	1	1	1	
35	1	0	1	0	1	1	0	0	1	0	0	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	1	0	0	1	0	
37	0	0	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	1	0	0	1	0	
39	1	1	1	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	0	0	0	1
41	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	
43	1	0	1	0	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	
45	1	0	1	1	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	
Σ	18	16	16	11	17	18	12	15	16	19	20	18	16	18	19	16	18	18	19	18	18	20	18	14	18	17	18	17	15	17	17	

No.	32	33	34	35	36	Σ
1	0	1	1	0	1	31
3	1	1	1	1	1	32
5	1	1	1	1	1	29
7	1	1	1	1	1	32
9	1	1	0	1	0	28
11	0	1	0	0	1	27
13	1	1	0	1	0	31
15	1	1	1	1	1	29
17	0	0	1	1	0	27
19	0	0	1	0	1	20
21	1	0	1	1	1	25
23	1	1	1	1	1	23
25	1	1	1	1	1	26
27	0	1	1	1	1	24
29	1	1	1	1	0	21
31	1	1	1	0	1	27
33	1	1	1	0	0	26
35	1	0	1	1	1	22
37	1	1	1	1	0	22
39	1	1	0	1	0	30
41	1	0	0	1	0	27
43	1	1	1	1	1	28
45	1	1	0	1	0	26
Σ	19	18	17	19	14	

Appendix 10

The Analysis of the Even (Y) Numbers of the Try Out Test Items

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
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1
4	1	1	0	1	1	1	0	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	0	0	0	0	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1
8	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1
10	1	0	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0
12	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	0	1	1	0
14	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
16	1	1	0	0	0	0	0	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	1
18	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1
20	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
22	0	0	0	0	1	0	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1
24	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1
26	1	1	0	0	1	1	0	0	1	0	1	0	0	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1
28	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	0	1	1	0
30	0	0	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	0
32	1	1	1	0	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0
34	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1
36	1	0	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1
38	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0
40	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	0	1	0
42	0	1	1	0	1	1	1	1	0	1	1	0	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0
44	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1
46	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
Σ	15	14	16	14	17	17	17	15	17	19	20	18	20	22	21	17	19	18	19	19	18	21	21	17	18	19	16	19	18	20	16

No.	32	33	34	35	36	Σ
2	1	1	1	1	0	33
4	1	1	0	1	1	30
6	1	0	1	1	0	25
8	0	1	1	0	1	30
10	1	1	0	1	1	28
12	1	1	1	1	1	28
14	1	1	0	1	1	32
16	1	1	1	1	1	27
18	1	1	1	1	1	29
20	1	1	1	1	1	32
22	1	1	1	1	1	26
24	0	1	1	0	0	26
26	1	1	1	1	0	25
28	0	1	1	1	1	27
30	1	1	1	1	1	26
32	1	1	1	1	1	28
34	1	1	1	0	1	30
36	0	0	1	1	1	27
38	1	1	1	1	1	30
40	1	1	0	1	1	27
42	1	0	0	0	1	24
44	0	1	1	1	1	28
46	1	0	1	0	0	28
Σ	18	19	18	18	18	

Appendix 11

The Calculation of Each Odd (X) and Even (Y) Numbers

No.	Initial Name	X	Y	XY	X ²	Y ²
1	AJA	18	15	270	324	225
2	AA	16	14	224	256	196
3	AAG	16	16	256	256	256
4	CP	11	14	154	121	196
5	DK	17	17	289	289	289
6	DSR	18	17	306	324	289
7	DW	12	17	204	144	289
8	ESD	15	15	225	225	225
9	EA	16	17	272	256	289
10	ESD	19	19	361	361	361
11	EIP	20	20	400	400	400
12	FS	18	18	324	324	324
13	FIS	16	20	320	256	400
14	IDH	18	22	396	324	484
15	ISV	19	21	399	361	441
16	LM	16	17	272	256	289
17	MM	18	19	342	324	361
18	MET	18	18	324	324	324
19	MW	19	19	361	361	361
20	MAS	18	19	342	324	361
21	NQA	18	18	324	324	324
22	PM	20	21	420	400	441
23	RSI	18	21	378	324	441
24	RA	14	17	238	196	289
25	R	18	18	324	324	324
26	SNA	17	19	323	289	361
27	SM	18	16	288	324	256
28	SRP	17	19	323	289	361
29	SMR	15	18	270	225	324
30	SHR	17	20	340	289	400
31	SRQ	17	16	272	289	256
32	SK	19	18	342	361	324
33	SMH	18	19	342	324	361
34	TR	17	18	306	289	324
35	VI	19	18	342	361	324
36	YPR	14	18	252	196	324
TOTAL		614	648	11125	10614	11794

Appendix 12

The Difficulty Index of the Try Out Test Items

Question No.	N	R	FV	Criteria
1	46	31	0,67	Fair
2	46	33	0,72	Easy
3	46	32	0,7	Fair
4	46	30	0,65	Fair
5	46	29	0,63	Fair
6	46	25	0,54	Fair
7	46	32	0,7	Fair
8	46	30	0,65	Fair
9	46	28	0,61	Fair
10	46	28	0,61	Fair
11	46	27	0,59	Fair
12	46	28	0,61	Fair
13	46	31	0,67	Fair
14	46	32	0,7	Fair
15	46	29	0,63	Fair
16	46	27	0,59	Fair
17	46	27	0,59	Fair
18	46	29	0,63	Fair
19	46	20	0,43	Fair
20	46	32	0,7	Fair
21	46	25	0,54	Fair
22	46	26	0,57	Fair
23	46	23	0,5	Fair
24	46	26	0,57	Fair
25	46	26	0,57	Fair
26	46	25	0,54	Fair
27	46	24	0,52	Fair
28	46	27	0,59	Fair
29	46	21	0,46	Fair
30	46	26	0,57	Fair
31	46	27	0,59	Fair
32	46	28	0,61	Fair
33	46	26	0,57	Fair
34	46	30	0,65	Fair
35	46	22	0,48	Fair

36	46	27	0,59	Fair
37	46	22	0,48	Fair
38	46	30	0,65	Fair
39	46	30	0,65	Fair
40	46	27	0,59	Fair
41	46	27	0,59	Fair
42	46	24	0,52	Fair
43	46	28	0,61	Fair
44	46	28	0,61	Fair
45	46	26	0,57	Fair
46	46	28	0,61	Fair



Appendix 13

Reading Comprehension Test

Post Test

Subject	: English
Grade/Semester	: X / 2
Language Skill	: Reading
Text Type	: Narrative Text
Time Allocation	: 60 minutes

Read the following text and choose the best answer by crossing a, b, c, or d on this worksheet to the questions that follow!

The following text is for questions 1-5

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once, Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

"Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting. They lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

- Where did Sura and Baya live before fighting?
 - in the river
 - in the jungle
 - in the zoo
 - in the sea
- What did Sura and Baya fight for?
 - A tiger
 - A goat
 - A lion
 - A deer
- What did Sura and Baya promise?
 - They lived in the different places.
 - They lived together in the sea.
 - They would never eat the goat.
 - They would eat the goat together.
- Where did Sura look for some food?
 - in the river
 - in the jungle
 - in the sea
 - in the zoo
- Who broke the promise?
 - Sura
 - Baya
 - Sura and Baya
 - The goat

The following text is for questions 6-11**Kiai Gede**

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband. One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted the seeds. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbors came to the couple to ask for some pari seeds, but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede. Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me". Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.

6. Where did Kiai Gede live?
 - a. in the Penanggungan Mountain
 - b. in the Pendalungan Mountain
 - c. in the Bromo Mountain
 - d. in the Penanggungan Beach
7. What did Jaka Pandelengan and his wife do to be rich?
 - a. Helped poor people
 - b. Had a great power
 - c. Planted pari seeds
 - d. Built a temple
8. Why did Kiai Gede become very angry?
 - a. Because they ignored him
 - b. Because her wife passed away
 - c. Because his daughter passed away
 - d. Because they didn't want to live with him
9. The couple became temples because....
 - a. They were rich
 - b. Kiai Gede said so
 - c. Kiai Gede liked them
 - d. They were good people
10. "... , an incredible thing happened." The underlined word mean....
 - a. untouchable
 - b. unbelievable
 - c. common
 - d. usual

11. What can we learn from the story?
- We should live separately from our parents.
 - We have to listen to our parent's advice.
 - We have to prepare a good paddy field.
 - We should refuse other people's help.

The following text is for questions 12-16

An ant went to the river to get a drink. The water rushed so fast that he was washed off from the bank into the river.

"I shall drown" he cried. "Help! Help! Help!", but his voice was so tiny that it couldn't be heard. A dove was sitting on the tree hanging over the water. She saw the ant struggling and quickly nipped off a leaf and let it fall into the water.

The ant climbed upon it and floated down the river until the leaf was washed upon the bank of the river. The ant called out in its tiny voice. "Thank you, kind dove, you have saved my life", but of course the dove couldn't hear him.

Several days afterward, the dove was again sitting on the tree, a hunter crept carefully up to the tree. His gun was pointed at the dove and he was about to shoot. When he was bitten in the leg by an ant, he cried out with pain and dropped his gun. This frightened the dove, and she flew away. "Thank you, kind ant" cooed the dove. The ant heard it and happy that he could help her.

12. Why did the ant go to the river?
- He wanted to meet the dove.
 - He wanted to get drink.
 - He wanted to eat fish.
 - He wanted to find his friends.
13. "...so tiny that it couldn't be heard." What is the antonym of the underlined word?
- Small
 - Huge
 - Little
 - Mini
14. Why did the hunter cry out with pain?
- His gun was dropped down.
 - His gun was exploded.
 - His leg was bitten by the ant
 - His head was bitten by the dove.
15. What is the synonym of the word "drown"?
- Sink
 - Dry
 - Help
 - Float
16. What can we learn from the story?
- Thanking each other for kindness is dangerous.
 - Helping each other is the best way in life.
 - Supporting each other in the crime.
 - Sharing each other, making wealthy life.

The following text is for questions 17-21

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly,

he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him until he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, milk and blackberries for supper.

17. Who was the naughtiest rabbit?
- | | |
|-----------|----------------|
| a. Flopsy | c. Peter |
| b. Mopsy | d. Cotton-tail |
18. What is the meaning of the word “accident”?
- | | |
|----------------------|--------------|
| a. Undesirable event | c. Intention |
| b. Blessing | d. Plan |
19. What did Peter lose while he was running?
- | | |
|---------------------|--------------|
| a. One of his shoes | c. Vegetable |
| b. A pair of shoes | d. Medicine |
20. Why did Peter get sick?
- | | |
|---------------------------|--------------------|
| a. He caught a cold | c. He was so tired |
| b. He was eating too much | d. He was naughty |
21. Whom did Peter meet at the garden?
- | | |
|-----------------|------------------|
| a. His mother | c. Flopsy |
| b. Mr. McGregor | d. Mrs. McGregor |

The following text is for questions 22-31

The Story of Siti Masyitoh

On Prophet Muhammad’s journey in al-Isra’ and al-Mi’raj, the Prophet smelled a very nice odor. He asked Jibril about this pleasant scent and Jibril informed him this good smell was coming from the grave of the woman whose duty used to be to comb Pharaoh’s daughter’s hair. This woman was a good pious believer. One day, as she was combing Pharaoh’s daughter’s hair, the comb fell from her hand. At this she said, “Bismillah” Pharaoh’s daughter asked her, “Do you have a God other than my father?” The woman said, “Yes, My Lord and the Lord of your father is Allah.”

Pharaoh’s daughter told her father what had happened. Pharaoh demanded this woman to leave Islam, but she refused. At that, Pharaoh threatened her to kill her children. He brought a great pot of water and built a great fire under it. When the water boiled, Pharaoh brought her children and started to drop them into that pot one after the other. Throughout all this, the woman remained steadfast to Islam, even when Pharaoh reached her youngest little boy that is still breast feeding, but she felt pity for him. At that, Allah enabled this child to speak. He said to his mother, “Oh Mother, be patient. The torture of the hereafter is far more severe than the torture of this life, and do not be reluctant, because you are right”.

At this the woman requested Pharaoh to collect her bones and the bones of her children and to bury them in the same grave. Pharaoh promised her that then dropped her into that boiling water. She died as a martyr (Shaheedah). The good odor the Prophet smelled coming from her grave is an indication of her high the Day of Judgment. And May Allah strengthen our Iman and make us stronger in defending the Religion of Islam. Allah knows best.

22. Who is Siti Masyitoh?
- Comber of pharaoh's daughter
 - Princess
 - Pharaoh daughter
 - Pharaoh's wife
23. What is the communicative purpose of the story?
- To entertain the readers
 - To describe the way things
 - To retell an event with humorous twist
 - To describe particular person, place or things
24. What is the synonym of the word "threatened"?
- Endangered
 - Protected
 - Safe
 - Guarded
25. What did she say when the comb fell from her hand?
- Alhamdulillah
 - Subhanallah
 - Bismillah
 - Masya Allah
26. What kind of text is it?
- Descriptive
 - Narrative
 - Recount
 - Report
27. What did Pharaoh's daughter do?
- Protect Siti
 - Cry
 - Smile
 - Told her father
28. What is the synonym of the word "Steadfast"?
- Faithful
 - False
 - Weak
 - Disloyal
29. What is the antonym of the word "defend"?
- Guard
 - Save
 - Secure
 - Attack
30. Why did Allah enable Siti Masyitoh's child to speak?
- Because she was afraid
 - Because she didn't want into the boiling water
 - Because she felt pity for her child
 - Because pharaoh was angry
31. What did Siti Masyitoh ask with Pharaoh?
- Saving their bone
 - Burying their bone in the same grave
 - Throwing their bone
 - Burying their bone into palace

The following text is for questions 32-35

Once there lived a widow in a village on Tanimbar Island, Maluku. She had two children; a boy and a girl. They were both very mean and spoiled. Their mother took care of them and did all the household chores. The two children treated their mother like a slave.

One day, the two lazy children woke up late. There was no food served on the table. The food was still being cooked on the stove. Their mother was nowhere to be seen. The children got so angry that they smashed the cooking pots on the floor.

Then, they went out looking for their mother. They soon found her scrubbing their dirty clothes on a river stone. They went to her and they started to beat her up viciously. The mother cried piteously and begged for mercy, but the

two wicked children didn't pay attention to her cries. They hit her again and again.

Suddenly she stopped crying and her body went limp. The children hurt her. She said, "from now on, you are no longer my children. You are the incarnation of the devil himself. I won't go back to our home. Do whatever you want, I don't care."

After she had said this, she dragged herself to a big boulder on the riverbank and said, "Dear big stone, please open yourself. Let me come inside you. Let me become a white, sweet-smelling jasmine." Suddenly the big stone opened up and the woman went inside. Slowly the stone closed over her.

A few days later a small beautiful plant started to grow from under the big stone. It had plenty of leaves and its flowers were white and had sweet smell. The villagers called the big stone Batu Badaung.

What about the two wicked children? The angry villagers threw them out of the village.

32. What does the story mainly talk about?
- The bad children
 - The widow
 - The big stone
 - The legend of Batu Badaung
33. What did the old lady asked after she was been hurt?
- To finish her cooking
 - To go into rock
 - To chased away her children
 - To crush her wicked children to become a white flower
34. "The children hurt...". What does the underlined word mean?
- Killed
 - Damaged
 - Offended
 - Injured
35. What is the moral value of the story?
- You must keep your words
 - You have to tell someone before going
 - You must love your parents
 - You have to be an independent person

The following text is for questions 36-40

Xu Fu

Long time ago, there lived a powerful King in China. He was successful to bring greatness to his kingdom. He did a lot of military conquests. Then, his success made him worried of his life. He realized that one day he would get older and finally die. So, he wanted eternal life. He gave order to all of his people to help him live forever. Those who disobeyed the order would be punished severely. This made everybody in kingdom was afraid of him.

The king had a military advisor, named Xu Fu. Xu Fu was very concerned with the situation. He wanted to find a way to save the people. One day, Xu Fu came to the palace. He told the king that there was special grass that could make the king live eternally. The grass could be found in the farthest east island. Xu Fu offered himself to find the grass in condition that the king gave 3,000 girls, 3,000 boys to go with him and enough food for 3 years. The emperor

granted the request immediately and let Xu Fu went to east. The king gave him two big ships.

Two months later, Xu Fu and the 6,000 children departed to the east. The king prepared a big party at the departure day. Soon, the king stopped ordering innocent citizens. He had already dreamt about living eternally. Day by day, he was waiting for Xu Fu's return.

After five years of hoping Xu Fu's return, the king fell sick and died. Xu Fu and 6,000 children never returned to China. They landed on a big island and stayed there. When they were grew up, they married each other and they became a big nation. The nation now is known as Japan.

36. What is the purpose of the text?
- To show that the emperor couldn't live forever
 - To describe the richness of the father
 - To entertain the readers about the king and his military advisor
 - To tell the readers that the military advisor is a liar
37. What did Xu Fu request to king?
- He wanted to live forever
 - He wanted to save the people
 - He wanted to find the magical grass
 - He wanted to bring 3,000 boys and 3,000 girls
38. "... make the king live eternally". What is the antonym of the underlined word?
- | | |
|----------------|-------------|
| a. Temporarily | c. Evermore |
| b. Forever | d. Always |
39. "The emperor granted the request immediately ...". What is the synonym of the underlined word?
- | | |
|----------|-------------|
| a. Gave | c. Refused |
| b. Threw | d. Offended |
40. What is the antonym of the word "depart"?
- | | |
|----------|-----------|
| a. Leave | c. Start |
| b. Go | d. Arrive |

Answer Key

11. D	11. B	21. B	31. B
12. B	12. B	22. A	32. D
13. A	13. B	23. A	33. B
14. A	14. C	24. A	34. D
15. A	15. A	25. C	35. C
16. A	16. B	26. B	36. C
17. C	17. C	27. D	37. D
18. A	18. A	28. A	38. A
19. B	19. B	29. D	39. A
20. B	20. C	30. C	40. D

The distribution of exercise items

The Aspects of Reading Comprehension	Items	Number
Word Comprehension	11	10, 13, 15, 18, 24, 28, 29, 34, 38, 39,40
Sentence Comprehension	16	2, 3, 4, 5, 6, 9, 12, 17, 19, 20, 21, 25, 27, 31, 33, 37
Text Comprehension	13	1, 7, 8, 11, 14,16, 22, 23, 26, 30, 32, 35,36,

Appendix 14

The Post Test Score

No.	Experimental Group	Scores	Control Group	Scores
1	AAV	80	AAA	75
2	AIL	82,5	AES	85
3	AU	85	AHH	77,5
4	DPS	85	AKN	65
5	DAF	75	AE	75
6	DF	87,5	AAK	80
7	EBP	77,5	AMS	75
8	FS	75	AP	82,5
9	FDD	90	DA	75
10	FM	85	DSY	80
11	FN	75	DR	77,5
12	FA	75	FIW	72,5
13	GTS	60	FDS	87,5
14	HN	77,5	INA	85
15	HS	85	KSK	67,5
16	LR	62,5	MH	80
17	LRD	80	NAR	77,5
18	MAL	92,5	NF	70
19	MAW		NAN	62,5
20	NJ	90	NFA	85
21	NA	80	NL	75
22	NW	82,5	PA	80
23	NL	85	QA	77,5
24	OCD	87,5	QRA	75
25	RUF	80	RMF	87,5
26	RH	85	RMJ	80
27	RDM	80	RTY	85
28	RA	87,5	SAP	65
29	SNA	90	SP	80
30	SR	92,5	SMS	87,5
31	SA	80	TMD	75
32	SNA	80	UUR	60
33	TAF	90	VAK	75
34	WD	77,5	VAH	65
35	YP	85	YTA	80
36	YIM			



**PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
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JEMBER

68151

SURAT KETERANGAN

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Yang bertanda tangan dibawah ini :

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Perguruan Tinggi : Universitas Jember

Telah selesai melaksanakan penelitian guna penyusunan skripsi dengan judul "THE EFFECT OF USING ANIMATION VIDEO ON THE TENTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT" pada tanggal 29 Januari S/D 19 Februari 2019 di SMK Negeri 5 Jember.

Demikian surat ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 22 April 2019

Kepala Sekolah,



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