THE EFFECTIVENESS OF USING STUDENT TEAM ACHIEVEMENT DIVISION (STAD) ON STUDENT'S READING COMPREHENSION AT 8TH GRADE OF SMPN 9 PURWOKERTO

AN UNDERGRADUATE THESIS

Submitted to the Faculty of Tarbiya and Teacher Training of State Islamic University prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of Requirement for Sarjana Pendidikan (S.Pd.) Degree

by

FAIZANATUN AMANDA
Student Number. 2017404113

ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2025

STATEMENT OF ORGINALITY

Here with I,

Name	: Faizanatun Amanda
Student Number/ S.N	: 2017404113
Grade	: Undergraduate
Faculty	: Tarbiyah and Teacher Training
Study Program	: English Education Study Program

Declare that the thesis I have compiled with the title, **"The Effectiviness of Using Student Team Achievement Division (STAD) on Student's Reading Comprehension at 8th Grade of SMPN 9 Purwokerto"** is truly my own work and is not a plagiarsm of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later my statement is not true, then I am willing to accept applicable academic sanctions (revocations of graduation predicate and bachelor degree).

Purwokerto, April 10, 2025
I Who Declared,

Faizanatun Amanda
S. N. 2017404113

ii

KEMENTERIANAGAMAREPUBLIKINDONESIA
UNIVERSITASISLAMNEGERI
PROFESORKIAIHAJISAIFUDDINZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JalanJenderalA. YaniNo.40APurwokerto53126
Telepon (0281) 635624Faksimili (0281) 636553
www.uinsaizu.ac.id

APPROVAL SHEET

This thesis, entitled:

THE EFFECTIVENESS OF USING STUDENT TEAM ACHIEVEMENT DIVISION (STAD) ON STUDENT'S READING COMPREHENSION AT 8TH GRADE OF SMPN 9 PURWOKERTO

Written by Faizanatun Amanda (Student Number 2017404113) English Educational study program, Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, was examined on April, 17 2025 and declared qualified for achieving the Sarjana Pendidikan (S.Pd) Degree.

Purwokerto, April 22 2025

Approved by:

Examiners I/Head of Examiners/Supervisiors,	Examiner II/Secretary,
Agus Husein As-Sabiq, M.Pd.	**Khairunnisa Dwinalida, M.Pd.**
NIP. 19870811 202012 1 006	**NIP. 19921115 201903 2 034**

The Main Examiner

Yulian Purnama, M.Hum
NIP. 19760710 200801 1 030

Legalized by:

The Head of Education Departement, ,

Dr. Maria Ulpah, M.Si.
NIP. 198011[illegible] 200501 2 004

iii

KEMENTRIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Jenderal A. Yani No. 40A, Karanganjing, Purwanegara, Kec. Purwokerto Utara,
Kabupaten Banyumas, Jawa Tengah 53126 Telpon (0281) 635624

NOTA DINAS PEMBIMBING

Hal : Pengajuan Munaqosyah Skripsi Sdri. Faizanatun Amanda
Lampiran : 3 Eksemplar

Kepada Yth.
Ketua Jurusan Tadris
UIN Prof. K.H. Saifuddin Zuhri Purwokerto
Di Purwokerto

Assalamua'alaikum Wr. Wb.

Setelah melakukan bimbingan, telaah, dan koreksi, maka melalui surat ini saya sampaikan bahwa:

Nama : Faizanatun Amanda
NIM : 2017404113
Jurusan : Tadris
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul : The Effectiveness of Using Student Team Achievement Division (STAD) on Student's Reading Comprehension at 8th Grade of SMPN 9 Purwokerto

Sudah dapat diajukan kepada Ketua Jurusan Tadris Fakultas Tarbiyah dan Ilmu Keguruan, UIN Prof. K.H. Saifuddin Zuhri Purwokerto untuk dimunaqasyahkan dalam rangka memperoleh gelar Sarjana Pendidikan (S.Pd.). Demikian atas perhatiannya, saya mengucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Purwokerto, 10 April 2025
Yang Menyatakan,

Agus Husen As-Sabiq, M.Pd.
NIP. 19870811 202012 1 006

MOTTO

هَلۡ جَزَآءُ ٱلۡإِحۡسَٰنِ إِلَّا ٱلۡإِحۡسَٰنُ

“Is there any reward for goodness except goodness?”

(Q.S Ar-Rahman:60)

Long strory short, I survived !

UIN PROF. KH. SAIFUDDIN ZUHRI

DEDICATION

I dedicate this thesis to :

My beloved parents

My beloved family

Myself

And all the redears

ACKNOWLEDGEMENT

In the name of Allah, the most graceful, the most. Praise be to Allah, for blessing me with his mercy and guidance to finish this thesis entitle " The Effectiveness of Using Student Team Achievement Division (STAD) on Student's Reading Comprehension at 8th grade of SMPN 9 Purwokerto" could be completed.

This thesis presented as partial fulfillment of the requirement for obtaining the undergraduate degree of the Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K. H. Saifuddin Zuhri Purwokerto. The writer would like to express the deep gratitude and appreciation to:

1. Prof. Dr. H. Fauzi, M.Ag., as the Dean Faculty of Tarbiya and Teacher Training, State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
2. Prof. Dr. Suparjo, S. Ag., as the 1 Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
3. Dr. Nurfuadi, M.Pd.I., as the II Deputy Dean Faculty of Tarbiya and Teacher Training, State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
4. Prof. Dr. H. Subur, M.Ag., as the III Deputy Dean Faculty of Tarbiya and Teacher Training. State Islamic University of Profesor Kini Haji Saifuddin Zuhri Purwookerto.
5. Desi Wijayanti Ma'rufah, M. Pd., as Coordinator of English Education Study Program in Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
6. Agus Husein As Sabiq M.Pd S.Pd., as my academic advisory who always give supports, wide knowledge, motivation, and suggestions for finishing thesis.
7. All of the lectures in Faculty Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
8. All of the staff and official of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto

9. Drs. Dwi Cipto Setyanto, M.Pd., as the headmaster of SMP N 9 Purwokerto.
10. Lely Rokhisa Cahyani, S.Pd.,as the English Teacher of SMP N 9 Purwokerto who has given me chance and guidance to do experiments in the class.
11. All of the staffs of SMP N 9 Purwokerto.
12. All of the students of the 8th grade of SMP N 9 Purwokerto who give me the chance and support to do the experiments.
13. My beloved parents, Rasmo and Badriyah who loved me, supported me, and prayed for the best of me.
14. All of my big family who always give their attention and love for me.
15. My beloved room mate, Vivi Apriliani who always provides support and prayers for me.
16. All of my classmates of TBI C 2020, who shared memories and given togetherness.
17. Everyone who has contributed and supported the researcher to finish this research.
18. Last but not least, to myself, thank you for choosing not to give up, keep trying and working hard. Let's keep fighting for the future.

The researcher is aware that there are several errors and inadequacies in this thesis. As a consequence, comments and criticism are always welcome. Hopefully, the thesis will be useful to the readers. *Aamiin.*

Purwokerto, 10 April 2025.
The researcher,

Faizanatun Amanda
N.S 2017404113

THE EFFECTIVENESS OF USING STUDENT TEAM ACHIEVEMENT DIVISION (STAD) ON STUDENT'S READING COMPREHENSION AT 8TH GRADE OF SMPN 9 PURWOKERTO

FAIZANATUN AMANDA

S.N 2017404113

ABSTRACT

This study aims to determine the effect of using the STAD learning method on reading comprehension skills of students in grade VIII SMP N 9 Purwokerto. This study used quantitative research method with quasi experimental design. The population of this study amounted to 284 students. Sampling was done by simple random sampling and the sample taken was 70 students. Class 8 F as the experimental class and class 8 C as the control class. Data collection used pre-test and post-test instruments in the form of multiple choice of 40 questions. The results showed that the average value of the pre-test score in the experimental class was 47.85 and the average value of the post-test was 75.92. The value in the control class for the pre-test average was 46.85 and for the post-test average value was 62.78. The results of hypothesis testing using independent sample t-test showed a significant difference in post-test scores between the experimental and control classes with a sig (2-tailed) value of 0.000 <0.005. It can be concluded that the use of Student Team Achievement Division (STAD) effectively improves reading comprehension in class VIII students of SMP N 9 Purwokerto.

Keyword: *Student Team Achievement Division (STAD), Reading Comprehension, Quasi-Experimental*

TABLE OF CONTENT

COVER ..... **i**
STATEMENT OF ORGINALITY ..... **ii**
APPROVAL SHEET ..... **iii**
OFFICIAL NOTE OF SUPERVISIOR ..... **iv**
MOTTO ..... **v**
DEDICATION ..... **vi**
ACKNOWLEDGMENT ..... **vii**
ABSTRACK ..... **ix**
TABLE OF CONTENT ..... **x**
LIST OF TABLE ..... **xii**
LIST OF APPENDICES ..... **xiii**
CHAPTER I **1**
INTRODUCTION **1**
A. Background of Study 1
B. Oprational Definition 5
C. Research Question 7
D. Objectives and Significances of The Research 7
E. Structure of The Research 8
CHAPTER II **10**
LITERATURE REVIEW **10**
A. Theoritical Framework 10
B. Review of previous Study 21
C. Hypothesis 23
CHAPTER III **24**
METHODOLOGY **24**
A. Type of the Research 24
B. Place and Time of the Research 25
C. Population and Sample of the Research 26
D. Variable of the Research 27

E. Technique of Data Collection 28
F. Validity and Reability of Instrument 29
G. Technique of Data Analysis 36
CHAPTER IV 38
FINDINGS AND DISCUSSION 38
A. Findings 38
B. Data Analysis 45
C. Discussion 53
CHAPTER V 57
CONCLUSSION AND SUGGESTION 57
A. Conclusion 57
B. Limitation of the study 57
C. Suggestion 58
REFERENCE 59
APPENDICES 65
BIOGRAPHY 184

LIST OF TABLE

Table 3.1 ***Research Design*** **24**
Table 3.2 ***Time of the research*** **25**
Table 3.3 ***The Population of the research*** **27**
Table 3.4 ***Indicators of Pre-Test and Post-test Before Pilot Test*** **30**
Table 3.5 ***The Result of Pre-test Validity*** **31**
Table 3.6 ***The Result of Post-test Validity*** **33**
Table 3.7 ***The Result of Reliability Test (Pre-test)*** **35**
Table 3.8 ***The Result of Reliability Test (Post-test)*** **36**
Table 4.1 ***The Score of the Pre-test and Post-test Experimental Class*** **42**
Table 4.2 ***The Score of the Pre-test and Post-test Control Class*** **43**
Table 4.3 ***The Result of Normality Test*** **45**
Table 4.4 ***The Result of Homogeneity Test*** **46**
Table 4.5 ***Paired Sample Statistic of Experimental Class*** **47**
Table 4.6 ***Paired Sample Test of Experimental Class*** **47**
Table 4.7 ***Paired Sample Statistic of Control Class*** **48**
Table 4.8 ***Paired Sample Test of Control Class*** **49**
Table 4.9 ***Group Statistic Pre-test Control and Experiment Class*** **50**
Table 4.10 ***Independent Sample Test of Pre-test*** **50**
Table 4.11 ***Group Statistic Post-test Control and Experiment Class*** **51**
Table 4.10 ***Independent Sample Test of Post-test*** **52**

LIST OF APPENDICES

Appendix 1. ***Certificate of The Reasearch*** **66**
Appendix 2. ***Instrument Validity Expert*** **67**
Appendix 3. ***Research Instrument (Pre-Test) Pilot Test*** **68**
Appendix 4. ***Research Instrument (Post-Test) Pilot Test*** **77**
Appendix 5. ***Pre-test Sheet*** **88**
Appendix 6. ***Post-test Sheet*** **96**
Appendix 7. ***Pre-test Sheet of Experimental Class*** **105**
Appendix 8. ***Pre-test Sheet of Control Class*** **119**
Appendix 9. ***Post-test Sheet of Experimental Class*** **133**
Appendix 10. ***Post-test Sheet of Control Class*** **147**
Appandex 11. ***Lesson plan*** **161**
Appendix 12. ***Nilai Kelompok*** ***180***
Appendix 13.***Documentation of Teaching and learning Activity*** **181**

CHAPTER I
INTRODUCTION

This chapter explains background of study, conceptual definition, research question, objective and significances of the research, and structure of the paper.

A. Background of Study

Reading is one of the English language skills that is considered important for students' growth as individuals in various aspects of life (Muliana, 2020). Furthermore, reading comprehension is the ability to comprehend, analyze, and interpret texts read, as well as integrate information from various sources (Woolley, 2019). Reading comprehension involves complex cognitive processes, including decoding, word comprehension, background knowledge, and inferential reasoning (Cairns & Adams, 1991). In the context of education, reading comprehension is very important because it affects students' academic achievement in various subjects (Snow, 2002). Therefore, there is a positive correlation between reading ability and general academic success (Torgesen & Hudson, 2006).

Reading comprehension is one of the difficult topics for second language learners, including English learners (Grabe & Stoller, 2020). For instance, many students struggle with understanding complex reading texts, such as articles and short stories (Widyastuti, 2021). While many students can read these texts fluently, they often find it challenging to grasp the meaning, context, and messages contained within them (Sahmadan & Ajam, 2020). This difficulty is reflected in their low ability to identify main ideas, draw conclusions, and interpret the content of the texts (Dwiningtiyas et al., 2020). As a result, students frequently absorb only limited information and are unable to make deeper inferences or deductions from the readings (Wahyudi & Firmansyah, 2023). Furthermore, students who struggle to identify important information or draw conclusions often feel less motivated and less interested in reading (Antoro, 2017).

In order to solve this issue and encourage students to improve their reading comprehension skills, it is essential to implement effective teaching

approaches. Specifically, teachers should use reading comprehension strategies that have been proven to help students understand texts better (Klingner & Vaughn, 1998). Moreover, to enhance students' motivation in learning the target language, teachers can provide appropriate learning materials, strategies, or teaching methods that facilitate the learning process (Dwinalida & Setiaji, 2020). In addition, employing various instructional strategies, such as cooperative learning and interactive discussions, can engage students more actively in the reading process. This approach not only enhances comprehension but also creates a collaborative learning environment where students can share insights and perspectives (Johnson & Johnson, 2017). Therefore, effective teaching strategies are crucial for developing students' reading skills.

The Student Teams Achievement Divisions (STAD) model is one of the various innovative methods for enhancing reading comprehension that may be applied to include students in the educational process and increase their comprehension of reading materials (Serjali & Halim, 2020). This strategy provides a cooperative learning approach where students work in small groups to help each other understand the text (Johnson & Johnson, 2009). In this way, students not only learn independently but also collaborate in discussing and analyzing the reading, thereby enhancing their understanding (Kagan, 2013). The advantage of STAD lies in its ability to enhance student motivation, as they feel more engaged and have a sense of responsibility towards the group's success (Slavin, 2011). Furthermore, this learning strategy encourages social interaction that strengthens skills and cooperation among students (Nurjanah, 2022).

Several previous studies have discussed the use of STAD as a learning method that aids English language learning. Research conducted by Raihan & Zaki (2023), indicates that the implementation of the STAD (Student Teams-Achievement Divisions) model positively affects students' motivation in learning and enhances their speaking skills. Additionally, findings from Albiansyah and Hardiyanti (2021), indicate that the interactive activities

incorporated within the STAD framework not only increase student interest but also facilitate deeper engagement with English learning materials. Therefore, the STAD model proves to be effective in enhancing speaking abilities while also capturing students' attention and creating a more dynamic learning environment.

Based on this context, this research focuses on the use of Student Team Achievement Division (STAD) to improve students' reading comprehension. The use of co-operative learning methods such as Student Teams Achievement Division (STAD) has been an interesting subject of research in the context of teaching reading in schools. STAD is designed to enhance collaboration between students in achieving specific learning objectives, including text comprehension and overall reading ability. This research investigated the effectiveness of Student Team Achievement Division (STAD) on students' reading comprehension. The findings from this research are used as a guideline for other schools to develop teaching with various strategies. Therefore, the researcher conducted a research entitled ***"The Effectiveness of Using Student Team Achievement Division (STAD) on Student's Reading Comprehension at 8th Grade of SMPN 9 Purwokerto"***.

B. Operational Definition

In order to limit the study and to make it easy in searching the data there is some term that able to describe as follows:

1. Reading Comprehension

Reading is the process of associating the reader's background knowledge with information in the text in order to comprehend the meaning of the text (Sabiq & Ardiana, 2020). Comprehension is the interpretation of information in a text, the use of prior knowledge to interpret the information presented. It creates a clear picture in the reader's mind of the content of the text (Smith, 2012). Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002). Readers

will gain information or knowledge from the text after they read. Therefore that they understand the information from a text.

According to Elleman & Oslund (2019), reading comprehension is the result of complex interplay between the text's qualities and what readers contribute to the reading experience. Meanwhile, Klingner and Vaugh (1998) define reading comprehension as the act of creating meaning through the coordination of a number of complicated processes such as world knowledge, and fluency. Reading comprehension can be defined as the process by which the reader separates linguistic signals and reconstructs them into a meaningful whole as intended by the author.

2. Student Team Achievement Division (STAD)

The term "Student Team Achievement Division" (STAD) refers to a cooperative learning strategy developed by Slavin and his colleagues (1995). Cooperative learning methods are a very effective and enjoyable way of boosting the achievement of learners as a whole, not just individually (Slavin, 2015). According to Johnson and Johnson (2013), the goals of cooperative learning techniques like STAD are to promote constructive interdependence, personal responsibility, direct promotional engagement, appropriate use of social skills, and group processing. It emphasizes individual accountability within a supportive team structure, aiming to foster both collaborative skills and individual mastery of academic content (Gillies, 2016).

Student Team Achievement Division (STAD) cooperative learning model is the simplest type of cooperative learning, and is suitable for teachers who are just starting to use cooperative learning (Slavin, 2015). Students are placed in learning teams of four or five who are mixed according to performance level, gender and ethnicity (Johnson & Johnson, 2013). In STAD, the teacher first presents the lesson, and then students work together in their teams to help one another learn the material (Kagan & Kagan, 2009). At the end of the lesson, all students are quizzed on the

material, but they are not allowed to help each other during the quiz (Slavin, 2015).

C. Research Question

Based on the background of the problem above, the research question in this research is " Is the use of Student Team Achievement Division (STAD) effective on reading comprehension skill at 8th grade of SMP N 9 Purwokerto? ”

D. Objective and Significant of the Research

The objective and significance of the research can be described as follows:

1. Objective of the research

Based on the research question, the objective of this research is to measure the effectiveness of using Student Team Achievement Division (STAD) strategy on students reading comprehension skill at 8th grade of SMP N 9 Purwokerto.

2. Significance of The Research

The significance of the research is intended to provide benefits and knowledge. Hopefully, this study will be able to:

a. Theoretical

This study has theoretical benefits, such as being able to provide new perspectives for teachers and other researchers regarding the use of Student Team Achievement Division (STAD) as a teaching approach to improve students' abilities.

b. Practical

This research has practical significance as follows:

1) For the Teachers

This research enriches knowledge and provides many references for English teachers in using some strategies in teaching reading. This research is also expected to motivate teachers to improve the teaching and learning process through the use of

learning strategies that can encourage students to be more active and participate in learning.

2) For the School

This research is expected to provide some information and contribute in teaching reading at SPM 9 Purwokerto. The research findings on the use of Student Team Achievement Division (STAD) in this school can be used to improve educational quality and to enhance teachers' teaching and learning processes.

3) For the Others Researchers

The findings of this study are expected to contribute to the advancement of knowledge, especially those directly related to the use of Student Team Achievement Division (STAD) strategies in learning. This study is also expected to inspire other researchers to conduct similar research or even further research related to the teaching of reading comprehension.

E. Structure of the Research

The research structure is a framework for conducting research that provides guidance on the topics to be discussed. This research's systematic writing is divided into five chapters, each of which includes the following information:

Chapter I, is the introduction. It comprises the research background, conceptual definitions, research questions, research objectives and significance, and writing systematics.

Chapter II, is the theoretical frameworks. This chapter explains the theories used in this study including theories about reading comprehension and Student Team Achievement Division (STAD).

Chapter III, is the methodology. This chapter discusses the type of research, place and time of research, population and research sample, variables and research indicators, data collection techniques, and data analysis techniques.

Chapter IV, is the research results. This chapter includes presentation and analysis of research.

Chapter V, is the conclusions and suggestions. This chapter contains conclusions, research limitations, and suggestions.

CHAPTER II
LITERATURE REVIEW

This chapter explains the definition and theories related to the research and the variables of this research. Other theoretical sources are needed to support this research, besides that some previous of the research will be explained in this section.

A. Theoretical Framework

1. Reading Comprehension

a. Definition of Reading

Reading is an interactive process between the reader, text, and context that involves cognitive and metacognitive activities to understand the meaning of a text (Snow, 2002). Reading as a complex process that includes the ability to understand, interpret, and use the information contained in the text, both literally and inferentially (Guthrie & Klauda, 2014). Reading is a constructive process in which the reader interacts with the text to construct meaning (Anderson et al., 1985). In addition, Oakhill et al., (2014), explained that reading is a process that involves comprehension, interpretation, and reflection on the text. From these various definitions, it can be concluded that reading is a complex process that not only involves decoding skills, but also the ability to understand, interpret, and use the information contained in the text effectively.

b. Definition of Reading Comprehension

Reading comprehension is the ability to understand and interpret the text read (Snow, 2002). This process involves word recognition, understanding of meaning, and the ability to connect new information with existing knowledge (Pressley, 2006). According to Kintsch (2003), reading comprehension does not only depend on decoding skills, but also requires critical and analytical thinking skills that enable readers to evaluate and respond to information. Effective readers can capture the main idea, make inferences, and summarize

information, so reading comprehension is a great help for academic success (Duke & Pearson, 2009).

c. The Importance of Reading Comprehension

Reading is one of the most important skills that must be mastered by junior high school students. (Sabiq, 2017). Reading comprehension is a crucial basic skill in education and students' daily lives (Snow, 2002). The ability to comprehend text well directly affects students' academic success in various subjects, as much of the learning material is delivered through reading (Duke & Pearson, 2009). In addition, good reading comprehension also enables individuals to participate in an increasingly complex society, where information is often conveyed in the form of text (Kintsch, 2003). Therefore, the development of reading comprehension should be the main focus of literacy instruction at all levels of education.

The main purpose of reading class is to provide students with opportunities to learn from various English-language sources (Mualim & Aziez, 2020). In this context, teachers can implement effective learning strategies to improve students' reading comprehension (Kusumawanti & Bharati, 2018). When students develop strong reading comprehension skills, they will be better able to build arguments, make decisions, and understand others' points of view (Oakhill et al., 2014). Thus, improved reading comprehension not only contributes to students' academic success, but also prepares them to face various practical challenges in everyday life (Biancarosa & Snow, 2004).

d. Types of Reading

There are different types of reading activities, these types of reading have different objectives and approaches, but complement each other in developing comprehensive reading skills in learners (Grabe & Stoller, 2020). According to Grabe & Stoller (2020), some types of reading are as follows:

1) Oral reading

Oral reading is the process of reading text aloud that allows the reader to convey information orally to the listener. This activity not only improves reading skills but also helps in the development of speaking and listening skills. One of the important components of oral reading is fluency. In an educational context, oral reading is often used to improve students' fluency, comprehension, and engagement with reading material.

2) Silent reading

Silent reading involves not pronouncing the words aloud while concentrating on comprehending the text's meaning. This activity not only increases reading speed, but also helps readers internalize information and make connections with prior knowledge. Concentration is very important in silent reading activities so that readers can easily achieve understanding. The aim is to learn and understand the information contained in the text.

3) Reading comprehension

Reading comprehension is the process of reading a text with the intention of comprehending, analyzing, and considering its content. Reading comprehension involves a complex cognitive process, where the reader must not only recognize words, but also integrate new information with existing knowledge. Readers will make a determination to comprehend the concepts or ideas that are provided in this text. Reading comprehension abilities are crucial because they facilitate critical thinking, decision-making, and successful communication.

4) Critical reading

The goal of critical reading is to improve comprehension by the use of particular methods, models, questions, and theories. Critical reading is a more in-depth process of analyzing and evaluating a text, which allows the reader to understand not only

what is written, but also how and why the author conveys the information. Reading with a critical attitude, analysing and evaluating the information, arguments and viewpoints presented in the text. The aim is to develop critical thinking skills.

5) Creative reading

Creative reading is an approach to reading that encourages readers to actively interact with the text, using their imagination and creativity. Reading with the purpose of generating new ideas, developing innovative thinking, and solving problems. Readers use imagination and creativity in understanding the text. Reading for the goal of solving issues, imaginative thinking, and idea generation. In order to comprehend the material, readers employ their ingenuity and imagination.

6) Functional reading

Functional reading refers to the reading skills needed to understand and use information in the context of daily life. Reading with a practical purpose, such as reading instructions, schedules, forms, or instructions. Reading and understanding community signs and recipes are two instances of functional reading exercises. The aim is to obtain information needed in daily life.

e. Aspect of Reading Comprehension

Reading comprehension has several aspects. Aspects of reading include various elements that contribute to overall reading comprehension. According to Grabe (2009), the aspects of reading comprehension are as follows:

1) Determining the main idea of the text

Determining the main idea of a text is an important step in reading comprehension. The main idea is the central statement or idea that explains what the author wants to convey (Duke & Pearson, 2009). To identify the main idea, readers should take

several steps, such as pre-reading to recognize the general topic, reading carefully about the author's purpose, and reflecting on the information read to ensure proper understanding (Grabe, 2009). In addition, readers need to pay attention to supporting details that are relevant to the main idea, as these details provide context and strengthen understanding of the whole text.

2) Identifying Reference

References often appear in the form of pronouns, demonstratives, or possessive adjectives that refer to nouns or ideas mentioned earlier (Snow, 2002). Readers must understand the pronouns used in the text, such as singular or plural, place, person, and situations typically used in the text (Elleman & Oslund, 2019). Readers also need to pay attention to the sentence context and text structure to help identify references (Grabe, 2009). Knowing the references used in a text is very important because references are often used to avoid subject repetition.

3) Finding the Meaning of Vocabulary in Context

Finding the meaning of vocabulary in context is a crucial skill in reading comprehension that enables readers to deduce the meanings of unfamiliar words based on the surrounding text (Biemiller, 2006). This process involves using context clues, which are hints provided within the text that can help clarify the meaning of a word (Bilici & Subasi, 2022). Context clues can come in various forms, including definitions, synonyms, antonyms, examples, or descriptions that appear before or after the unfamiliar word. In addition, vocabulary mastery is very important because it can help readers in the process of learning reading comprehension.

4) Finding Factual Information

Factual information is information that is directly stated in the text (Reutzel & Cooter, 2019). Factual information includes data, statistics, names, dates, and other facts that can support the

argument or idea presented by the writer (Snow, 2002). Factual information can be displayed through descriptions, dialog, and character actions that provide the context and details needed to follow the storyline (Muliana, 2020). This allows the reader to not only recognize the information presented, but also connect those details to the broader context of the reading.

5) Making inference

Inference, or the ability to draw conclusions, is a crucial aspect of reading comprehension. This process involves the reader using information implied in the text to make assumptions or judgments that are not explicitly stated (Biancarosa & Snow, 2004). In reading, readers sometimes draw conclusions about certain details (Duke & Pearson, 2009). Inference involves using clues from the text, such as dialog, descriptions, and character actions, to understand the motivations, emotions, and relationships between characters (Alpian & Yatri, 2022). The ability to make inferences not only improves text comprehension, but also enhances critical and analytical thinking skills, which are essential in analyzing and evaluating information.

f. Techniques of Reading Comprehension

The use of reading techniques can help students understand the content of the text more deeply and improve their reading comprehension skills. According to Reutzel & Cooter (2019), here are some techniques in reading comprehension:

1) Making Predictions

Predicting is a technique where the reader makes guesses about the content of the text before reading it. Looking at the title, image, and subtitle, readers can estimate what they will read. Making predictions involves using information from the text, combined with the reader's own background knowledge, to anticipate what might happen next in the text. Steps that can be

taken in predicting reading include reviewing the title, subtitles, and visuals in the text being read.

2) Identifying Main Ideas

The main idea is the central, most important idea that the author wants to convey about the topic. The main idea is the core discussion of a paragraph. Usually, the main idea is found at the beginning or the end of a paragraph. Identifying main idea is an important technique in reading comprehension that helps readers recognize the core or main idea of a text. This technique involves reading carefully to find the main sentence or phrase that summarizes the essence of the text.

3) Drawing Conclusions

Drawing conclusions involves using information from the text, combined with the reader's own background knowledge, to arrive at a logical inference that is not directly stated in the text. This technique often involves analyzing characters, situations and outcomes that are not explicitly stated in the text. Readers can also write a summary of the main sentence to make it easier to draw conclusions. After that, readers can draw conclusions to connect the important points in the reading.

4) Monitoring Comprehension

Monitoring comprehension involves the reader's awareness of his or her own understanding of the text and the ability to identify when meaning breaks down. Whether or if the reader comprehends what they have read is referred to as monitoring comprehension. This can be done by looking up definitions of unfamiliar words or summarizing information in their minds. Techniques can build reflective habits that are important for long-term literacy development.

5) Explaining

Explaining is an important technique in reading comprehension that involves the reader's ability to explain information, ideas and concepts from the text clearly and in detail. By explaining the content of the text, readers can deepen their understanding. Explaining involves the reader's ability to articulate his or her understanding of the text in their own words. By explaining in their own language, readers will find it easier to grasp the content contained in the reading. In addition, explaining can also train readers to provide important insights into the text being read.

6) Generating Questions

Generating questions involves the reader's ability to create their own questions about the text, which can help deepen their understanding and engagement with the text. This technique encourages readers to think critically and analytically. Generating questions can also develop broader literacy skills. With this technique, readers can enhance their analytical abilities in reading comprehension. Readers who are trained to generate questions will be able to understand important information contained in the text.

2. Student Team Achievement Division (STAD)

a. Definition of Student Team Achievement Division (STAD)

Student Teams-Achievement Divisions (STAD) is one of the cooperative learning models developed by Robert Slavin and his colleagues at Johns Hopkins University in the 1980s (Slavin, 1995). He emphasizes that, STAD is the simplest cooperative learning model and is often used in the learning process. In the STAD model, students are divided into small groups of 4-5 members with heterogeneous abilities. Each group member is responsible for learning the material provided, helping each other understand the material, and ensuring that all group members have mastered the material.

For a more focused understanding of the method, 'Student Team Achievement Division' (STAD) is a subset of cooperative learning methods designed to improve students' social skills and academic understanding through teamwork (Kagan & Kagan, 2009). It relies on heterogeneous groups of students with varying abilities to share information and work together to complete a given task (Slavin, 1995). Each group member in STAD has an important role in the success of the group, where success is measured through individual quiz scores which are then combined into a group score.

b. Steps in the Learning Process Using STAD

According to Slavin (1995), the steps in the learning process using the Student Teams-Achievement Divisions (STAD) model are as follows:

1) The team

The first step in the STAD model is to form learning teams consisting of 4-6 students with various academic backgrounds. These teams are formed to ensure diversity, so that each student can support each other and utilize each other's expertise. The teams work together to review the teaching materials presented, engage in discussions, compare answers, and address misconceptions among group members. This collaborative strategy encourages individual and collective responsibility, ensuring that all team members have a solid understanding of the learning material.

2) The class presentation

After the teams are formed, the teacher gives instructions on the subject matter to be learned. Teaching can be done through lectures, instructional videos, discussions or demonstrations. In this stage, it is important for the teacher to convey information in a clear and interesting way, so that students can understand the concepts being taught. Students are encouraged to actively

participate by asking questions and sharing opinions during the learning process.

3) Learning Activities in Teams

After the teaching, students work in teams to discuss the material they have learned. In this step, each team member has the opportunity to explain their understanding and help each other. This discussion aims to strengthen students' understanding of the material, as well as provide an opportunity for students who understand less to get help from their peers. This interaction also improves communication and collaboration skills.

4) The individual quiz

After the discussion session, students take individual assessments to gauge their understanding of the material. This assessment is usually a quiz or test designed to assess students' understanding individually. During this phase, they are not allowed to seek help from their peers. This component emphasizes individual accountability, as each student is responsible for their own learning and performance on the worksheet.

5) Calculation of Team Score

After the individual assessment, the score obtained by each team member is calculated to determine the overall team score. This team score is based on the improvement achieved by each member compared to their previous performance. In this way, students are motivated to help each other, as their success as a team depends on each individual's progress.

6) Team Recognition

The final step is to award the teams that achieve the best results based on the calculated scores. These awards can be in the form of praise, certificates or small prizes. Awards not only serve

as motivation, but also strengthen the sense of community and cooperation among team members.

c. Advantages and Disadvantages of the STAD

The following are the advantages and disadvantages of the STAD (Student Teams-Achievement Divisions) cooperative learning model:

1) Advantages of STAD

According to Perwitasari et al., (2018), the following are some of the advantages of STAD strategies:

a) It can increase cooperation and interaction between students in the group.
b) It can increase students' sense of responsibility for their own learning and team learning.
c) It can improve student achievement, because students learn not only for themselves but are also responsible for the learning of their group members.
d) It can encourage students to be actively involved in the learning process.
e) The STAD strategy provides group rewards based on the improved performance of each group member, thus motivating students to help each other.

2) Disadvantages of STAD

According to Chotimah, & Rukmini (2017), the following are some of the disadvantages of STAD strategies:

a) It takes a long time to prepare and implement.
b) It is possible that not all students enjoy working in groups.
c) It is not easy to assess the individual contribution of students in the group.
d) The learning process with the STAD model may require more time than other methods.
e) In the STAD strategy, teachers must prepare everything from materials, media, worksheets, and others carefully.

B. Previous Studies

There are relevant previous studies to show the originality of this research. Many researchers have conducted research in the field of improving reading comprehension by using Student Team Achievement Division (STAD). The first research came from Damaik & Handayani (2023), with the title "*The Implementation of Student Teams Achievement Division (STAD) Technique To Improve Student's Reading Comprehension*". The focus of this study is to solve students' problems in reading comprehension by applying the STAD technique. This thesis used quantitative descriptive method with descriptive study design, to describe the implementation of STAD technique in reading comprehension. To collect the data, the researcher implemented STAD technique in the class through the process, then, giving the test to see the students' achievement. The last was giving the questionnaire to see the students' response towards the implementation of STAD technique. Based on the research finding, it states that the Student Teams Achievement Division (STAD) technique was implemented well in teaching learning process from teaching materials, assigning students to teams, determining base score and team building.

The similarity between previous research and this research is using the STAD strategy. The method used for the previous study was descriptive quantitative, while this study used quasi-experiment. The purpose of the previous study was to solve students' problems in reading comprehension by applying the STAD technique. While this study aims to measure the effectiveness of using STAD strategy in reading comprehension.

The second research was conducted by Raihan & Zaki (2023), with the title "*The Implementation of STAD Implementing Student Teams Achievement Divisions (STAD) for Increasing Students' Speaking Skill*". The purpose of this study was to investigate the impact of the STAD technique in improving students'speaking skill in grade 9 of the second semester in one of school in Southern Thailand. The method used in this research is classroom action research (CAR). The findings of the study revealed that the use of

STAD has impacted on students' motivation towards learning and improved their speaking ability. A comparison of the pre-test and post-test results demonstrated that the average score in the post-test was higher than in the pre-test.

The previous research and this research have the same methodology, namely STAD. The method used for that study was CAR while this study used quasi-experimentation. The purpose of the previous study was to determine the impact of the STAD technique in improving students' speaking skills. Whereas, this study aims to measure the effectiveness of using STAD strategy in learning reading comprehension in class VIII SMP N 9 Purwokerto.

Then the other research was conducted by Albiansyah & Hardiyanti (2021), with title "*A Correlational Study Investigating Students' Activities in STAD Model and Their Interest in Learning English*". The purpose of this study was to find out the significant correlation between students' activity in STAD model and their interest in learning English. This study was a correlational study designed to determine whether and how a set of variables had related to each other. The instruments used in this study were observation sheet and questionnaire. The null hypothesis was rejected because r table is lower than r observation whether at 5% (0,279) or at 1 % (0,361) level of significance, meaning that there was a significant correlation between students' activities in STAD model and their interest in learning English. So, it can be concluded that activities in STAD model can influence students' interest because, in STAD model, students can learn the English learning material better.

The similarities in the previous study and the current study focus on the STAD model. However, they differ in approach and purpose. While Albiansyah & Hardiyanti examined the correlation between students' activities in the STAD model and their interest in learning English, this study used an experimental design to assess the effectiveness of STAD in improving reading comprehension. The two studies provide valuable insights into the application

of the STAD model, but this study provides a more direct assessment of its impact on reading ability.

C. Hypothesis

The research hypothesis used in this study relates to the effectiveness of Student Team Achievement Division (STAD) on students' reading comprehension.

1. Null Hypothesis (Ho)

There is no effect of using Student Team Achievement Division (STAD) on students' reading comprehension at 8th grade of SMP N 9 Purwokerto.

2. Alternative Hypothesis (Ha)

There is an effect of using Student Team Achievement Division (STAD) on students' reading comprehension at 8th grade of SMP N 9 Purwokerto.

If the test results show a p-value equal to or greater than 0.05, then the null hypothesis (H_0) is accepted and the alternative hypothesis (Ha) is rejected, which means there is no significant effect of using STAD on the reading comprehension of 8th-grade students at SMP N 9 Purwokerto.On the other hand, if the result is less than 0.05, then H_0 is rejected and Ha is accepted, indicating that there is a significant effect of using STAD on the reading comprehension of students at SMP N 9 Purwokerto.

CHAPTER III
METHODOLOGY

The procedure for addressing the research questions is explained in this chapter. It contains type of the research, time and place, population and sample, variables of the research, collecting data and data analysis.

A. Type of The Research

This research uses quantitative methods, using a quasi-experimental study as the research design. Quantitative research is a research approach that focuses on collecting and analyzing numerical data to understand certain phenomena. According to Creswell (2019), quantitative research is an approach to testing objective theories by examining the relationships between variables. These variables, in turn, can be measured, usually with instruments, so that numerical data can be analyzed using statistical procedures.

In order to see the comparison of the effect of a treatment with another treatment, experimental research is used. In experimental studies, two groups are usually conducted: an experimental group and a control group (Taniredja & Mustafidah, 2012). In conclusion, quantitative research is characterised by the use of numerical data, statistical analysis, and hypothesis testing to explain phenomena or seek relationships between variables. This research method is appropriate for this research because the purpose of this research is to measure whether the use of Student Achievement Division (STAD) is effective to teach reading comprehension in class. The quasi-experimental design is describe in the following table:

Table 3.1 Experimental Research Design

Class	Pre Test	Treatment	Post Test
F	O_{F1}	X	O_{F2}
C	O_{C1}	-	O_{C2}

F : Experimental class

C : Control class

O_{F1} : Pre-test experimental class

O_{F2} : Post-test experimental class

O_{C1} : Pre-test control class

O_{C2} : Post-test control class

B. Place and Time of The Research

The place and time in this research are explained as follows:

1. Place of the Research

This research was conducted at SMP Negeri 9 Purwokerto which is located at Jalan Jatisari No.25, Karangmiri, Sumampir, Kec. Purwokerto Utara, Banyumas Regency, Central Java. This school was selected because it is anticipated to provide an answer to the study's research question, which is that students are still having difficulty with reading comprehension. STAD strategy has also never been applied in reading comprehension learning in this school. Moreover, the STAD strategy has never been implemented in reading comprehension instruction at this school. Preliminary research conducted by the researcher on May 17, 2024, at SMPN 9 Purwokerto revealed that the 8th-grade students still struggle with understanding English texts due to a lack of motivation and interest in reading. Therefore, this study focuses on 8th grade as the research subject because it represents a transitional stage from basic learning to more advanced concepts that require deeper understanding.

2. Time of the Research

This quasi-experimental study was conducted from 21 January to 25 February 2025. In 22 January 2025, data was collected by giving a pre-test to the control group and the experimental group. After that, treatment was given to the experimental group using the STAD strategy, while the control group continued learning without the STAD strategy. In 25 February 2025, a post-test was conducted to measure the difference in learning outcomes between the two groups.

Table 3.2 Time of the Research

No	Class	Meeting	Time
1	VIII D	Pilot Test for Pre-test	Tuesday, 21st January 2025.

2	VIII D	Pilot test for Post Test	Thursday, 23rd January 2025.
3	VIII C	Pre test	Wednesday, 22nd January 2025.
4	VIII F	Pre test	Wednesday, 22nd January 2025.
5	VIII C	Treatment 1	Wednesday, 5th February 2025.
6	VIII F	Treatment 1(Using STAD)	Wednesday, 5th February 2025.
7	VIII C	Treatment 2	Wednesday, 12th February 2025.
8	VIII F	Treatment 2 (Using STAD)	Wednesday, 12th February 2025.
9	VIII C	Treatment 3	Thursday, 13th February 2025.
10	VIII F	Treatment 3 (Using STAD)	Thursday, 13th February 2025.
11	VIII C	Treatment 4	Wednesday, 19th February 2025.
12	VIII F	Treatment 4 (Using STAD)	Wednesday, 19th February 2025.
13	VIII C	Post test	Tuesday, 25th February 2025.
14	VIII F	Post test	Tuesday, 25th February 2025.

C. Population and Sample of The Research

The population and sample of the research are explained as follows:

1. Population of the Research

According to Creswell (2019), population in research is defined as a group of individuals or objects that have common characteristics that are the focus of research. Populations can consist of people, objects, or observable events. Creswell (2014), explains that the population is the target of the generalization of research results, so the selection of the right population is important in the research process. Population is a larger group and is the target of the generalization of research results.

Choosing the right population can allow the research to draw valid conclusions that can be applied to a wider group. Grade eight was chosen

as the subject because students should be able to understand academic texts at this point in their reading comprehension development. Furthermore, grade 8 is an important transition year for students between elementary school and secondary school, where reading comprehension skills become crucial for academic achievement (Abdullah et al., 2021).

Table 3.3 The Population of the Research

Class	Population
8 A	35
8 B	35
8 C	35
8 D	35
8 E	36
8 F	35
8 G	36
8 H	37
Total	**284**

Based on table there are eight classes for grade eight at SMP N 9 Purwokerto, with 35 to 37 students in each class. Thus, the population of this study is approximately 284 students.

2. Sample of the Research

The sample in this study was selected using random sampling techniques to determine the sample. This research uses simple random sampling because every member of the population has the same opportunity to be selected (Creswell, 2019). In addition, the division of classes in this school is not based on high and low scores, so each class is divided evenly. The minimum sample size used in quasi-experimental research on the effectiveness of learning strategies is usually 30-50 students per class (Cohen et al., 2022). In this study, a sample of 70 students was taken, 8 F as an experimental class with 35 students and 8 C as a control class with 35 students. In conclusion, in this research took 2 classes randomly using spinners to be used as experimental and control classes.

D. Variables of the research

According to Creswell (2014), variables are characteristics or attributes of individuals, objects, or phenomena that can be measured or observed. In research, variables are used to understand and explain the relationship between the phenomena under study. The two categories of variables used in this research are as follows:

1. Independent variable

According to Creswell (2014), independent variables are variables that influence or cause changes in other variables. Independent variables are variables that influence, modify, or cause the dependent variable to arise. The independent variable is called variable X. In this research, the independent variable is reading instruction using Student Team Achievement Division (STAD).

2. Dependent variable

According to Creswell (2014), dependent variables are variables that are influenced or become the result of independent variables. The dependent variable is the variable that is affected or produced by the independent variable. The dependent variable is called variable Y. In this study, the dependent variable is the reading comprehension of eighth grade students of SMP N 9 Purwokerto.

E. The Techniques of Data Collection

The research uses data that is in accordance with the problem system to obtain more accurate data in this study. Researchers used pre-test and post-test in this study. Tests are data collection tools used to measure the ability, knowledge, or skills of respondents. Tests can be conducted before (pre-test) and after (post-test) treatment is given.

1. Pre-test

According to Sugiyono (2017), the pre-test is an initial measurement (baseline) taken before treatment is given. The pre-test is used to determine the initial condition of the research subject. The pre-test was given before the treatment. The pre-test is used to provide an accurate

assessment of students' reading comprehension before the subject receives treatment. The pre-test is focused in the form of multiple-choice questions, consisting of 40 questions based on 7 narrative texts.The allocated time for the pre-test is 60 minutes. Narrative text material was chosen because it is in accordance with reading learning in grade 8 in the second semester. This activity was carried out on January 22, 2025. The control class (8 C) was held at 09.15 to 10.15 while the experimental class (8F) was held at 12.40 to 13.20.

2. Treatment

Treatment was conducted after the pre-test was administrated. The treatment will be conducted four times, the experimental class is taught using the STAD strategy to determine the effectiveness of students' reading comprehension. Meanwhile, the control group was taught without using the STAD strategy. The first meeting focused on the meaning, type and structure of narrative text. The second meeting discussed how to identify the main idea or topic and detailed information in the narrative text. The third meeting focused on language features such as finding the meaning of vocabulary context and pronouns in narrative text. The fourth meeting learns how to make inferences, look for implied information and conclude the moral value in the narrative text.

3. Post-Test

The post-test aims to measure changes or differences that occur in the group after being given treatment or intervention (Creswell, 2014). The post-test is given to measure students' progress in reading comprehension after they have received the treatment. The post-test was given to the experimental group and the control group after the treatment. The post-test consisted of 40 multiple choice questions with a time allocation of 60 minutes. The questions were derived from seven narrative texts, which were different from those utilized in the pre-test. Furthermore, the questions underwent a validation process, ensuring their relevance to the narrative material. This activity was carried out on

February 25, 2025. The experimental class (8 F) was carried out at 07.40 to 08.20. In the control class (8C) was carried out at 09.15 to 10.15.

F. Validity and Reliability of Instrument

In quasi-experimental research, validity and reliability are two aspects that must be considered so that the research results can be trusted and accurate. The research instrument was expertly validated by Prof K.H. Saifuddin Zuhri Purwokerto UIN lecturer as an expert judgement. Furthermore, the pilot test was conducted on students of class VIII D SMP N 9 Purwokerto to determine the validity of the question items. In this study, the development of research instruments in accordance with the aspects and indicators that refer to reading comprehension. The reading comprehension test indicators were adopted from Grabe (2009), as follows:

Table 3.4 Indicators of Pre-test and Post-test Before Pilot Test

No	Indicators	Total Items	Numbers of Items	
			Pre-test	Post-test
1	Determining the main idea or topic of the text	7	1, 8, 16, 23, 30, 37, 44	1, 8, 15, 21, 28, 36, 48
2	Identifying Reference	8	6, 11, 18, 20, 28, 31, 42, 48	4, 11, 13, 17, 24, 34, 41, 47
3	Finding the Meaning of Vocabulary in Context	10	5, 12, 19, 26, 27, 34, 35, 41, 47, 49	5, 12, 18, 25, 32, 33, 39, 40, 45, 46
4	Finding Detail and Factual Information	16	2, 3, 9, 10, 13, 14, 17, 21, 24, 25, 32, 33, 38, 39, 45, 46,	2, 3, 6, 9, 10, 16, 22, 23, 29, 30, 31, 37, 38, 42, 44, 48
5	Making Inference	9	4, 7, 15, 22, 29, 36, 40, 43, 50	7, 14, 19, 20, 26, 27, 35, 49, 50

The results of the pilot test were analyzed from 50 multiple choice questions, invalid and unreliable questions were discarded. The results of valid and reliable questions were distributed for pre-test and post-test in experimental and control classes. The following is an explanation of validity and reliability in this study:

1. Validity Test

Validity is defined as the extent to which a concept is accurately measured in a quantitative study. High validity is very important because it provides assurance that the research results are reliable and relevant for the intended purpose (Fraenkel & Wallen, 2012). Therefore, ensuring validity is a crucial step in quantitative research and its results can be accurately interpreted. The tests analyzed using the formula of product moment correlation technique by Pearson as follow:

$$rxy = \frac{n\,(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{(n(\Sigma\, x^2)\,(n(\Sigma y^2) - (\Sigma y)^2}}$$

Explanation :

r : Coefficient correlation

X : Item score

Y : Total score item

N : Total amount of respondents

Judgement :

If r count ≥ r table =Valid

If r count ≤ r table = Invalid

There are two main criteria used to determine whether an instrument is valid or not. If the calculated r value is greater than or equal to the r table value, then the measuring instrument is considered valid. However, if the calculated r value is smaller than the r table value, then the instrument is considered invalid.

The results of the pre-test and post-test instrument validity tests that have been carried out using IBM SPSS V 27 are described in the following table:

a. Validity Test by IBM SPSS of Pre-test

Table 3.5 The Result of Pre-test Validity

Number of Items	Value of R table Df=(n-2)	Value of R Count	Category
1	0,3338	0,236	INVALID
2	0,3338	-0,056	INVALID
3	0,3338	0,264	INVALID
4	0,3338	0,431	VALID
5	0,3338	0,564	VALID
6	0,3338	0,485	VALID
7	0,3338	0,116	INVALID
8	0,3338	0,312	INVALID
9	0,3338	0,276	INVALID
10	0,3338	0,178	INVALID
11	0,3338	0,737	VALID
12	0,3338	0,421	VALID
13	0,3338	0,321	INVALID
14	0,3338	0,409	VALID
15	0,3338	0,605	VALID
16	0,3338	0,156	INVALID
17	0,3338	0,701	VALID
18	0,3338	0,342	VALID
19	0,3338	0,429	VALID
20	0,3338	0,439	VALID
21	0,3338	0,336	VALID
22	0,3338	0,617	VALID
23	0,3338	0,531	VALID
24	0,3338	0,667	VALID
25	0,3338	0,502	VALID
26	0,3338	0,627	VALID
27	0,3338	0,788	VALID
28	0,3338	0,258	INVALID
29	0,3338	0,750	VALID
30	0,3338	0,845	VALID
31	0,3338	0,468	VALID
32	0,3338	0,843	VALID
33	0,3338	0,523	VALID
34	0,3338	0,738	VALID
35	0,3338	0,804	VALID
36	0,3338	0,703	VALID
37	0,3338	0,696	VALID
38	0,3338	0,733	VALID
39	0,3338	0,845	VALID
40	0,3338	0,806	VALID

41	0,3338	0,650	VALID
42	0,3338	0,716	VALID
43	0,3338	0,727	VALID
44	0,3338	0,672	VALID
45	0,3338	0,353	VALID
46	0,3338	0,524	VALID
47	0,3338	0,610	VALID
48	0,3338	0,718	VALID
49	0,3338	0,720	VALID
50	0,3338	0,647	VALID

Based on the results of the validity calculation, there are 10 out of 50 questions that are declared invalid. The number of questions that satisfy the validation criteria was 40 questions. After eliminating invalid questions, valid questions were used as a pre-test for the control and experimental classes.

b. Validity Test by IBM SPSS 27 of Post-test

Table 3.6 The Result of Post-test Validity

Number of Items	Value of R table Df=(n-2)	Value of R Count	Category
1	0,3338	0,378	VALID
2	0,3338	0,506	VALID
3	0,3338	0,365	VALID
4	0,3338	0,452	VALID
5	0,3338	0,407	VALID
6	0,3338	0,407	VALID
7	0,3338	0,336	VALID
8	0,3338	0,298	INVALID
9	0,3338	0,122	INVALID
10	0,3338	0,255	INVALID
11	0,3338	0,083	INVALID
12	0,3338	0,111	INVALID
13	0,3338	0,243	INVALID
14	0,3338	0,224	INVALID
15	0,3338	0,183	INVALID
16	0,3338	0,536	VALID
17	0,3338	0,656	VALID
18	0,3338	0,400	VALID
19	0,3338	0,338	VALID
20	0,3338	0,453	VALID
21	0,3338	0,377	VALID

22	0,3338	0,691	VALID
23	0,3338	0,522	VALID
24	0,3338	0,664	VALID
25	0,3338	0,783	VALID
26	0,3338	0,714	VALID
27	0,3338	0,461	VALID
28	0,3338	0,341	VALID
29	0,3338	0,559	VALID
30	0,3338	0,700	VALID
31	0,3338	0,518	VALID
32	0,3338	0,743	VALID
33	0,3338	0,496	VALID
34	0,3338	0,682	VALID
35	0,3338	0,736	VALID
36	0,3338	0,536	VALID
37	0,3338	0,404	VALID
38	0,3338	0,452	VALID
39	0,3338	0,815	VALID
40	0,3338	0,431	VALID
41	0,3338	0,736	VALID
42	0,3338	0,753	VALID
43	0,3338	0,161	INVALID
44	0,3338	0,736	VALID
45	0,3338	0,329	INVALID
46	0,3338	0,605	VALID
47	0,3338	0,796	VALID
48	0,3338	0,630	VALID
49	0,3338	0,696	VALID
50	0,3338	0,696	VALID

From the results above, there are 10 questions that are not eligible for validity so that the questions are invalid. The valid questions are 40 questions, these questions can be used as a post-test for the control class and experimental class.

2. Reability Test

Reliability is an important concept in research that reflects the extent to which a measuring instrument provides consistent and stable results. According to George and Mallery (2010), reliability can be assessed through several methods, including test-retest reliability, which measures the consistency of results when the same instrument is used at two

different times. A high level of reliability indicates that the instrument can be relied upon to produce accurate and consistent data, thereby enhancing the validity of the research findings (Field, 2015). For the reliability test, the Cronbach's Alpha method was used as follows:

$$r_{count} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\Sigma\ \sigma^{2b}}{\sigma_t^2}\right)$$

Explanation :

r_{count} : instrument reability

k : number of items/ question

$\Sigma\ \sigma_b^a$: item variant number

σ_t^2 : total of variants

Judgement :

If the result of Cronbach's Alpha value ≥ 0,60 = reliable

If the rseult of Cronbach's Alpha value ≤ 0,60 = unreliable

If the Cronbach's Alpha score reaches 0.60 or more, the instrument is considered reliable. This indicates that the items in the instrument have a good correlation and consistency when tested, so the results can be evaluated. Conversely, if the Cronbach's Alpha value is below 0.60, the instrument is considered unreliable.

The results of the pre-test and post-test instrument reliability are described in the following table:

a. Reliability Test of Pre-test

Table 3.7 The Result of Reliability Test (Pre-test)

Reliability Statistics

Cronbach's Alpha	N of Items
.952	50

The results of the analysis using Cronbach's Alpha showed a reliability value of 0.952. This shows that the pre-test question instrument has a very strong internal consistency. With a value above 0.6, it can be concluded that the multiple choice items in the pre-test instrument have good accuracy and stability to measure students' reading comprehension.

b. Reliability Test of Post-test

Table 3.8 The Result of Reliability Test (Post-test)

Reliability Statistics	
Cronbach's Alpha	N of Items
.931	50

Based on the table above, the Cronbach's Alpha result is 0.931. With the reliability test criteria >0.6, the calculation results are classified as reliable. It can be concluded that this post-test instrument is reliable and can be used in research to measure students' reading comprehension.

G. The Techniques of Data analysis

After conducting the pre-test, then treatment, and post-test, the next step is to analyse the data. Before being given treatment, students are given a pre-test to measure students' reading comprehension ability. After giving treatment, a post-test was given to students to determine students' reading comprehension skills. This test is used to determine the results of students' reading comprehension before and after treatment. In the next stage, the pre-test and post-test data were analyzed to determine the effectiveness of the use of Student Team Achievement Division (STAD) on students' reading comprehension at 8th grade of SMPN 9 Purwokerto.

1. **Normality Test**

In quantitative research, normality test is one of the basic assumptions that must be met before conducting further data analysis (Creswell, 2014). The purpose of the normality test is to determine whether or not the study's data set is regularly distributed. Statistical tests used the Kolmogorov-Smirnov and Shapiro-Wilk test with the help of SPSS 27 software with a significant $\alpha = 0.05$.

The criteria for accepting the null hypothesis (H0) are as follows:

a. If the Sig. (p-value) in the normality test > 0.05, then the data is normally distributed and H0 is accepted.
b. If the Sig. (p-value) in the normality test <0.05, then the data is not normally distributed and H0 is rejected.

2. **Homogeneity Test**

Homogeneity testing is carried out to determine whether the data obtained is homogeneous or not (Levine, 2008). The results of the pre-test and post-test is used to determine homogeneity (Field, 2015). If the results of the two tests are the same, then the data is said to be homogeneous. According to the SPSS program, homogeneous data is if the significance level shows 0.000 - 0.05.

The criteria that determine homogeneity are as follows:

a. If the Sig. (p-value) in the homogeneity test > 0.05, then the data variance is homogeneous and H0 is accepted.
b. If the Sig. (p-value) on the homogeneity test < 0.05, then the data variance is not homogeneous and H0 is rejected.

3. **Hypothesis Test**

Hypothesis test aims to determine changes that occur in students' pre-test and post-test scores between two groups, a hypothesis test is conducted if the assumptions of normality and homogeneity are met (Field, 2015). The statistical analysis test used to test the hypothesis in this study is the t-test. Data were analysed using the t-test formula, as follows:

$$\frac{M_{2-M_2}}{\sqrt{\left[\frac{dX^{2+dY^2}}{Nx+Ny-2}\right]\left[\frac{1}{Nx}+\frac{1}{Ny}\right]}}$$

Where:

t = total score

Mx = means of the experimental group

My = means of the control group

Nx = number of students in the experimental group

Ny = number of students in the control group

Dx = standard deviation of the experimental group

Dy = standard deviation of the control group

UIN PROF. KH. SAIFUDDIN ZUHRI

CHAPTER IV
FINDINGS AND DISCUSSION

The findings and discussion of this study are explained in this chapter.

A. Findings

1. Data Description

This research was conducted at SMP N 9 Purwokerto in the academic year 2024/2025 and used a quasi-experimental design. The purpose of this study was to see the effect of using STAD strategy on students' reading comprehension. The pre-test was given to measure students' reading comprehension ability before treatment. After the treatment, students were given a post-test to see if there was a difference from the previous test results. The results of the comparison between the pre-test and post-test helped to determine whether the strategy used had an impact on students' reading comprehension.

The participants in this study were 8th grade students of SMP N 9 Purwokerto and used random sampling random sampling techniques to determine the sample. Class 8 F was used as an experimental class with 35 students. Class 8 C was used as the control class with 35 students. To measure the effectiveness of STAD, the pre-test and post-test data of the two classes were compared. The experimental class was taught using STAD, while the control class was taught without using STAD. The aim was to find out whether students who were taught using STAD as a learning strategy performed more effectively than students who were not taught with STAD.

The pre-test and post-test instruments consist of 40 questions that have met the validity criteria. The processing time for the questions is 60 minutes. The pre-test was given to the experimental and control classes to measure students' reading comprehension before being given treatment. The treatment using STAD was only carried out in the experimental class. Furthermore, the post-test was given to the experimental and control classes to see the difference.

To analyze the results of pre-test and post-test data, IMB SPSS V 27 was used. Paired sample t test was used to test the effect of using STAD strategy on students' reading comprehension. Furthermore, independent sample t test was used to see the comparison between the experimental class and the control class.

2. Treatment Description

In this study, the treatment was conducted in four meetings with narrative text material. Learning using STAD was conducted in the experimental class, while the control class was conducted without STAD. The treatment was conducted from January 22, 2025 to February 19, 2025.

a. Experimental Class

The experimental class was given a pre-test on Wednesday, January 22, 2025. Class VIII F as the experimental class was treated using STAD with narrative text material. The learning activities carried out in the experimental class are described as follows:

1) First Meeting

The first meeting was held on Wednesday, 5th February 2025. In this meeting, students were initially informed about the principles of STAD type learning that will be used in several meetings. Then the researcher gave an explanation of the narrative text material. Students were divided into groups of 4-5 students. Students were given time to discuss the type, purpose, and structure of narrative text. After discussing, students were given Quiz 1 which was done individually. In this quiz, students are asked to identify various information in the narrative text. The difficulty encountered at the first meeting was that there was one child who still had difficulty learning in groups. Then the time available was only enough to do quiz 1 by the students so the teacher had to correct the students' work.

2) Second Meeting

The second meeting was held on Wednesday, February 12, 2025. In this meeting, the researcher explained the main idea and detailed information in narrative text. Students are still learning with their previous groups. Students are given a video about "The Legend of Crying Stone". Students in groups discuss what information is in the video. After the discussion, one of the groups presented the information they got. Then students are given Quiz 2 which is done individually. This quiz contained questions about the main idea and detailed information from the narrative text. Although done individually, the scores obtained by students will be accumulated with other students in the group. The group with the highest score received appreciation and awards. The second meeting showed some progress in student learning. It was easy for students to learn in groups and there was enough time to implement so that the steps of STAD could be implemented.

3) Third Meeting

The third meeting was held on Thursday, February 13th, 2025. The third meeting learned about language features, unknown vocabulary, and pronouns in narrative text. Members who have understood the material are given the opportunity to explain the material to other members for 15 minutes. Students in groups discussed and worked on the given Quiz 3. In the Quiz 3, students are directed to identify unknown vocabulary and pronouns in narrative texts. Each student is responsible for finding unfamiliar vocabulary and looking for its similarities and antonyms. They also had to identify one pronoun in the narrative text. After completing the task, the group with the highest score will receive appreciation and awards.

4) Last meeting

The last meeting was held on Wednesday, February 19, 2025. The last meeting learned about implicit information and moral values in narrative texts. Students in groups discuss and work on the LKPD given. In the LKPD, students are directed to find implicit information and moral messages in the narrative text. After the discussion, students are given Quiz 4. This quiz contains questions about values in the narrative text. This quiz is in the form of multiple choice of 5 questions. Then calculate the improvement score between quiz 4 and the previous quiz. The last activity is to give awards to groups based on the achievement of the average score in a group.

b. Control Class

Before being given treatment, the control class was given a pre-test on Wednesday, January 22, 2025. Class VIII C as the control class was given learning without using STAD. The learning activities carried out in the control class are described as follows:

1) First Meeting

The first meeting was held on Wednesday, 5th February 2025. The material given was the type, purpose, and structure of narrative text. The lesson begins by observing a narrative text. Learners are directed to identify what is in the narrative text.

2) Second Meeting

The second meeting was held on Wednesday, February 12, 2025. The material studied at this meeting was about how to identify the main idea and detailed/specific information in narrative text. The students were given LKPD which contained several questions about the main idea and detailed/specific information in the narrative text on the worksheet.

3) Third Meeting

The third meeting was held on Thursday, February 13th, 2025. In this meeting, learners learned about language features in narrative text. They also identify unfamiliar words and identify references (pronouns) in narrative text. Students write down some new vocabulary and they look up the meaning using a dictionary.

4) Last Meeting

The last meeting was held on Wednesday, February 19, 2025. In this meeting students learned about the implied information and moral message of narrative text. Students are given several examples of narrative texts and identify the implied information and moral message of the text. Furthermore, students are given LKPD which contains questions about the narrative text material that has been learned from the beginning to the end.

3. The Result Data of Pre-test and Post-test

The results data of the pre-test and post-test of the experimental and control classes are explained as follows:

a. Pre-test and Post-test Data of Experimental Class

The experimental class in this study consisted of 35 students. Class VIII F as the experimental class was taught narrative text using STAD strategy. The results of the pre-test and post-test in the experimental class are described below:

Table 4.1 The score of the Pre-test and Post-test Experimental Class

No	Students Code	Experimental Class	
		Pre-Test	Post-Test
1	F1	60	85
2	F2	70	90
3	F3	37.5	77,5
4	F4	40	67,5
5	F5	50	77,5
6	F6	60	87,5
7	F7	62.5	90
8	F8	55	72,5

9	F9	25	55
10	F10	40	70
11	F11	32.5	77,5
12	F12	60	85
13	F13	60	92,5
14	F14	37.5	67,5
15	F15	30	57,5
16	F16	75	95
17	F17	50	85
18	F18	50	82,5
19	F19	35	60
20	F20	55	75
21	F21	47.5	80
22	F22	72.5	87,5
23	F23	30	62,5
24	F24	32.5	67,5
25	F25	60	80
26	F26	65	85
27	F27	37.5	65
28	F28	40	75
29	F29	52.5	87,5
30	F30	42.5	72,5
31	F31	60	80
32	F32	32.5	60
33	F33	40	67,5
34	F34	40	75
35	F35	37.5	62,5
	Mean	**47,85**	**75,92**
	Score Minimum	**25**	**55**
	Score Maximum	**72,5**	**95**

Table 4.1 shows the experimental class data on pre-test and post-test, the average value of the pre-test of 35 students is 47.85 while the average value of the post-test is 75,92. The lowest score on the pre-test was 25 and the highest score on the pre-test was 72,5. While the post-test score in the experimental class, the lowest score was 55 and the highest score was 95. The data results show that there is a difference in student scores before and after the test. In conclusion, their scores increased after the researchers conducted the treatment by

using Student Team Achievement Division (STAD) in reading comprehension learning.

b. Pre-test and Post-test Data of Control Class

Class VIII C consisted of 35 students and served as the control class. The control class focused on narrative text but the learning was conducted without using the STAD strategy. The results of the pre-test and post-test of the control class are described below:

Table 4.2 The Scores of Pre-test and Post-test Control Class

No	Students Code	Control Class	
		Pre-Test	Post-Test
1	C1	55	62,5
2	C2	45	60
3	C3	70	92,5
4	C4	30	52,5
5	C5	35	60
6	C6	52.5	70
7	C7	40	60
8	C8	40	45
9	C9	50	62,5
10	C10	37.5	52,5
11	C11	55	70
12	C12	30	52,5
13	C13	65	70
14	C14	60	72,5
15	C15	70	82,5
16	C16	37.5	50
17	C17	60	70
18	C18	25	47,5
19	C19	40	50
20	C20	60	77,5
21	C21	25	45
22	C22	40	50
23	C23	40	62,5
24	C24	75	95
25	C25	37.5	40
26	C26	57.5	72,5
27	C27	62.5	70
28	C28	30	57,5
29	C39	60	85
30	C30	50	65
31	C31	47.5	70

32	C32	35	50
33	C33	60	70
34	C34	37.5	60
35	C35	25	45
	Mean	**46,85**	**62,78**
	Score Minimum	**25**	**40**
	Score Maximum	**75**	**95**

Table 4.2 shows that the average pre-test score of the 32 control class students was 46,85. Meanwhile, the average post-test score was 62,78. In addition, the data from the pre-test showed the lowest score was 25 and the highest score was 75. Meanwhile, the post-test showed the lowest score was 40 and the highest score was 95. According to the data, student learning outcomes have increased both before and after the test, but they are still greater in the experimental class that was given the Student Team Achievement Division (STAD) technique.

B. Data Analysis

1. Normality Test

This test aims to determine whether the data is normally distributed or not. IBM SPSS v 27 Statistic with *Kolmogorov-Smirnov and Shapiro-Wilk* method is used in this study with the assumption that the data is normally distributed if the results obtained are more than the significance value, with a significance value of 0.05. The results of the calculation of normality test are as follows:

Table 4.3 The Result of Normality Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Learning Outcomes	Pre-test Control Class	.172	35	.010	.951	35	.124
	Pre-test Experimental Class	.177	35	.007	.948	35	.102

a. Lilliefors Significance Correction

Based on the table 4.3, the significance value of *Shapiro-Wilk* test on the Control class pre-test result was 0.124 and the Experiment class pre-test result was 0.102. Based on the decision-making criteria in the Shapiro-Wilk test, the significance value of both is above the significance level of 0.05. This means that H_a is rejected and H_0 is accepted. It can be concluded that the experimental and control class data are normally distributed.

2. Homogeneity Test

The results of the pre-test and post-test is used to determine homogeneity (Field, 2015). If the results of the two tests are the same, then the data is said to be homogeneous. If the obtained result is greater than the significance value, which is set at 0.05, then it is assumed to be homogenous. The following are the outcomes of the homogeneity calculations:

Table 4.4 The Result of Homogeneity Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Learning Outcomes	Based on Mean	.118	1	68	.732
	Based on Median	.095	1	68	.759
	Based on Median and with adjusted df	.095	1	67.424	.759
	Based on trimmed mean	.119	1	68	.732

From the test results above, based on the mean value, a significance value of 0.732 is obtained for the homogeneity test. Based on the median value, a significant value of 0.759 is obtained. Pre-test of control class and experiment class data had significant values greater than 0.05. Based on the obtained results, H_a is rejected and H_0 is accepted. It can be concluded that the pre-test data of the experimental class and the control class are homogeneous or the same in their reading comprehension abilities.

3. Hypothesis Test

The t test can be carried out after knowing whether the data under study is normally distributed or not. In this study, a paired sample t test was conducted to see the average before and after treatment in the same group. Furthermore, an independent sample t test was conducted to see the comparison of the mean scores of the experimental and control classes. The following are the results of the calculation:

a. Paired Sample T-test of Experimental Class

To identify the difference in students' reading comprehension using STAD strategies, a t-test is used between the pre-test and post-test in the experimental group. The table below displays the t-test results for the experimental class's pre-test and post-test:

Table 4.5 Paired Sample Statistic of Experimental Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Experimental Class	47.857	35	13.4649	2.2760
	Post-test Experimental Class	75.929	35	10.8140	1.8279

Based on the table, the experimental class has an average pre-test score of 47.857 and an average post-test score of 75.929. The N value indicates the total number of participants, and the number is 35 students. The standard deviation was calculated by comparing the pre-test and post-test of the experimental class, which was 13.4649 in the pre-test and 10.8140 in the post-test. It can be concluded that there is a difference in pre-test and post-test scores after treatment.

Table 4.6 Paired Sample Test of Experimental Class

Paired Samples Test

Paired Differences	T	Df	Sig. (2-

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			tailed)
Pair 1	Pre-test Experimental Class - Post-test Experimental Class	-28.0714	6.5889	1.1137	-30.3348	-25.8081	-25.205	34	.000

According to Table 4.6, the average paired difference is -28.0714. This value shows the difference in average pre-test and post-test scores for the experimental class, as shown in the table above. This could be represented as (47.857-75.929= -15.9286), and the difference runs between -30.3348 and -25.8081 (95% confidence interval for the lower and upper difference). The paired sample test in the experimental class showed t = -25.205 with df = 35 at a significance level of 0.05. This negative t count occurs because the average pre-test score exceeds the average post-test score. Therefore, Sig (2-tailed) = 0.000 < 0.05. Thus, H0 is rejected and Ha is accepted. This suggests that there is a significant difference in the experimental group's reading comprehension before and after learning using Student Team Achievement Division (STAD).

b. Paired Sample T-test of Control Class

To identify the difference in students' reading comprehension using conventional strategies, a t-test is used between the pre-test and post-test in the control group. The table below displays the t-test results for the control class's pre-test and post-test:

Table 4.7 Paired Sample Statistic of Control Class

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean

Pair 1	Pre-test Control Class	46.857	35	14.0945	2.3824
	Post-test Control Class	62.786	35	13.6227	2.3027

Based on the table, the control class has an average pre-test score of 46.857 and an average post-test score of 62.786. The N value indicates the total number of participants, and the number is 35 students. The standard deviation was calculated by comparing the pre-test and post-test of the control class, which was 14.0945 in the pre-test and 13.6227 in the post-test.

Table 4.8 Paired Sample Test of Control Class

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-test Control Class - Post-test Control Class	-15.9286	6.4764	1.0947	-18.1533	-13.7039	-14.551	34	.000

According to Table 4.10, the average paired difference is -15.9286. This value shows the difference in average pre-test and post-test scores for the control class, as shown in the table above. This could be represented as (46.857 - 62.786= -15.9286), and the difference runs between -18.1533 and -13.7039 (95% confidence interval for the lower and upper difference). The paired sample test in the control class showed t = -14.967 with df = 35 at a significance level of 0.05. Therefore, Sig (2-tailed) = 0.000 < 0.05. Thus, H0 is rejected and Ha is accepted. This suggests that there is a significant difference in the control group's reading comprehension before and after learning using the conventional way.

c. Independent Sample T-test of Pre-test

The independent sample test compares the pre-test scores of the control and experimental classes. The t-test choice is based on a 2-tailed value < 0.05, which rejects H0 and accepts H1. Here are the calculated results:

Table 4.9 Group Statistic Pre-test Control and Experiment Class

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Learning Outcomes	Pre-test Control Class	35	46.857	14.0945	2.3824
	Pre-test Experimental Class	35	47.857	13.4649	2.2760

Table 4.9 shows that the average pre-test score for the control group is 46.857, whereas the average score for the experimental class is 47.857. As a result, the experimental class outperformed the control group in terms of reading comprehension results. N represents the number of data points as 35 students. The standard deviation used to calculate the degree of risk, specifically in the pre-test of the control class group, is 14.0945, whereas the standard deviation in the pre-test of the experimental class group is 13.4969. The average pre-test results across the control and experimental class groups different only slightly. In addition, to determine whether the difference is significant, we must interpret the findings of the independent sample test from the pre-test. The interpretive outcomes are as follows:

Table 4.10 Independent Sample Test of Pre-test

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
Learning Outcomes	Equal variances assumed	.118	.732	-.304	68	.762	-1.0000	3.2948	-7.5747	5.5747
	Equal variances not assumed			-.304	67.858	.762	-1.0000	3.2948	-7.5750	5.5750

Based on the table above, the significance value (2-tailed) is 0.762 which is $0.762 \geq 0.05$ so that H_1 is rejected and otherwise H_0 is accepted. This shows that both sample classes have the same initial ability towards students' reading comprehension skills.

The information above indicates that the experimental and control classes are not significantly different. As a result, it can be concluded that the experimental and control classes have identical initial abilities. Thus, learning using Student Team Achievement Division (STAD) can be employed in class VIII F as the experimental class and class VIII C as the control class that does not use STAD.

d. Independent Sample T-test of Post-test

The independent sample T-test compares the post-test scores of the control and experimental classes. The t-test choice is based on a 2-tailed value < 0.05, which rejects H0 and accepts H1. Here are the calculated results:

Table 4.11 Group Statistic Post-test of Control and Experiment Class

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Learning Outcomes	Post-test Control Class	35	62.786	13.6227	2.3027

	Post-test Experimental Class	35	75.929	10.8140	1.8279

According to Table 4.9, the average post-test score for the control group is 62.786, whereas the experimental class has an average score of 75.929. As a result, the experimental class outperformed the control group in terms of reading comprehension scores. N stands for the number of data points, which is 35 students. The standard deviation used to compute the risk level, specifically in the post-test of the control class group, is 13.6227, whereas the post-test of the experimental class group has 10. 8140. The average post-test results for the control class group and the experimental class group differ significantly. Furthermore, to establish whether the difference is significant, we must evaluate the pre-test's independent sample t-test results. The interpretive outcomes are as follows:

Table 4.12 Independent Sample Test of Post-test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Learning Outcomes	Equal variances assumed	1.251	.267	-4.470	68	.000	-13.1429	2.9400	-19.0095	-7.2762
	Equal variances not assumed			-4.470	64.671	.000	-13.1429	2.9400	-19.0150	-7.2708

The following are the findings of the independent sample test of the post-test data in the experimental class and the control class, as

shown in the above table: F had a value of 1.251. The difference between the experimental and control classes was homogenous, or equal, according to the Sig. of 0.267, which is greater than 0.05. The df value was 68, the tcount was -4.470. 0.000<0.05 is the 2-tailed significance level. The standard error difference was 2.9400, while the mean difference was 13.14. The 95% confidence interval of the lowest and higher difference was -19.0095 to -7.2708.

In conclucion, the significance (2-tailed) obtained is 0.000 < 0.05, indicating that *H0* is rejected and *H*1 is accepted. This means there is a difference between the experimental class using the STAD learning strategy and the control class using conventional learning. It can be stated that the use of Student Team Achievement Division (STAD) is effective in improving students' reading comprehension.

C. Discussion

The goal of this study was to determine whether using the STAD technique had a significant impact on the reading comprehension of grade VIII students at SMP Negeri 9 Purwokerto. The method adopted was quasi-experimental. The results were obtained by comparing the difference in reading comprehension between students in class VIII F (the experimental class) with 35 students and in class VIII C (the control class) with 35 students. Data collection strategies included pre-test, treatment, and post-testing. The data analysis technique employed the normality, homogeneity, and hypothesis tests. The hypothesis test in this study included both an independent sample t-test and a paired sample t-test.

The IBM SPSS 27 application was used to perform normality analysis. The significance value of the Shapiro-Wilk test on the control class pre-test results is 0.124, whereas the experimental class pre-test data are 0.102. According to the Shapiro-Wilk test's decision-making criteria, the significance values are both greater than 0.05. This means that *H*a is refused, but *H*0 is approved. The data for the experimental and control classes can be concluded to be regularly distributed.

A homogeneity test is also required. Based on the average value, a significance value of 0.732 was obtained for the homogeneity test. Based on the median value, a significant value of 0.759 was obtained. Pre-test data have a significant value greater than 0.05. Based on the results obtained, *H*a is rejected and *H*0 is accepted. It can be concluded that the pre-test data of the experimental class and control class are homogeneous or the same in reading comprehension ability.

The experimental class paired sample test results showed a paired mean difference of -28.0714. This statistic represents the average difference between pre-test and post-test scores for the experimental class. This can be expressed as (47.857-75.929= -15.9286), with the difference ranging from -30.3348 to -25.8081 (95% confidence interval for lower and upper differences). The paired sample test for the experimental class obtained t = -25.205 with df = 35 at the 0.05 level of significance. This negative t value arises when the average pre-test score exceeds the average post-test score. So, Sig (2-tailed) = 0.000 < 0.05. Thus, H0 is rejected, while Ha is approved. This negative t value occurs because the average pre-test score is greater than the average post-test score. Therefore, Sig (2-tailed) = 0.000 < 0.05. Therefore, H0 is rejected and Ha is accepted. The conclusion is that the experimental class's value learning differs between pre-test and post-test.

The paired sample test in the control class yielded an average paired difference of -15.9286. This can be represented as (46.857 - 62.786= -15.9286), with the difference ranging from -18.1533 to -13.7039 (95% confidence interval for lower and upper differences). The paired sample test on the control class revealed t = -14.967 with df = 35 at a significance level of 0.05. Thus, Sig (2-tailed) = 0.000 < 0.05. Thus, H0 is rejected, while Ha is approved. This demonstrates that there is a considerable difference in reading comprehension between pre-test and post-test.

Furthermore, the results showed that the average value of the pre-test in the experimental class was 47.857, while the control class was slightly lower at 46.857, which indicated that there was no significant difference between the

two groups before treatment. However, after the treatment, the average value of the post-test in the experimental class increased significantly to 75.925, while the control class only reached 62.875. This significant increase shows that the method applied in the experimental class was effective in improving students' reading comprehension. Supporting these findings, Berzener & Deneme (2021), noted that students in the experimental group made greater progress, highlighting that the STAD method is an effective approach in teaching English as a foreign language. In this regard, the results of this study indicate that the STAD teaching strategy can have a great impact on students' learning outcomes.

The results of the independent sample t-test on the post-test data from both the experimental and control classes revealed a significance (2-tailed) value of 0.000, which is less than 0.05. This indicates that the null hypothesis ($H0$) is rejected and the alternative hypothesis (Ha) is accepted, confirming that there is a significant difference between the post-test scores of the experimental and control classes ($H1$: $\mu 1 \neq \mu 2$). Specifically, the experimental class demonstrated higher scores than the control class, suggesting that the Student Team Achievement Division (STAD) method positively influences the reading comprehension of eighth-grade students at SMP N 9 Purwokerto. In line with this, Damaik & Handayani (2023), indicated that STAD is an effective teaching strategy in improving student learning outcomes in English as a foreign language. The significant post-test scores in the experimental class further confirmed that the use of STAD provides a more effective learning approach, leading to improved educational outcomes.

In addition, the findings from this study are consistent with several previous studies, which reinforce the effectiveness of the Student Team Achievement Division (STAD) technique in teaching reading comprehension. Chotimah & Rukmini (2017), showed that the use of STAD to teach narrative text significantly improved students' reading comprehension, leading to recommendations for wider application in reading instruction. Similarly, Nurjanah (2022), reported that the STAD method specifically improved

reading outcomes for seventh grade students in junior high school, as evidenced by a marked increase in their post-test scores. These studies collectively highlight the potential of the STAD approach to encourage better academic performance in reading, emphasizing the importance of adopting effective teaching strategies to enhance students' learning experience.

In this study, the adoption of Student Team Achievement Division (STAD) can increase learning outcomes through entertaining group learning. These results are in line with the theory put forward by Dewi (2020), by placing students as the center of the learning process, the STAD type cooperative model encourages students to compete in understanding the subject matter, practice voicing opinions, practice discipline, and be responsible for both the group and themselves. Furthermore, Ramasari (2020), said that the application of STAD is effective to motivate students to improve their reading skills, increase student interaction with friends, and make the teaching and learning process more interesting and fun. Therefore, the results of this study provide evidence that the STAD method is effective in improving students' reading comprehension skills in various English learning contexts.

In addition, STAD (Student Teams-Achievement Divisions) method not only helps students understand the material more deeply but also develops communication skills and teamwork. As explained by Welianti et al., (2018), in their research, engaging in discussions makes students more cooperative and improves their communication skills. Furthermore, active discussions and group work within the STAD framework strengthen long-term memory and conceptual understanding, positively impacting student learning outcomes. Moreover, this finding aligns with the theory proposed by Perwitasari et al., (2018), that the long-term benefits of using this method include improved academic outcomes, the development of social skills, and the formation of more adaptive and cooperative student characters.

This research also found that the STAD approach creates an interactive and fun learning atmosphere, which encourages students to participate more

actively in the learning process. Through increasing students' motivation, STAD not only helps them master the material, but also builds their confidence and greater interest in English. Furthermore, Welianti et al., (2021) corroborated these findings by showing that the application of Student Team Achievement Division (STAD) method in learning not only contributed to the improvement of students' academic ability, but also significantly increased their motivation to learn English. Therefore, the results of this study indicate that the use of the STAD method has a broad positive impact, not only on the aspect of academic achievement, but also encourages students to continue learning and developing.

The application of the STAD model in learning, especially in reading comprehension, often faces various difficulties. Time constraints in learning are one of the biggest obstacles and can make group collaboration difficult. This is in line with research by Chotimah & Rukmini (2017), that limited learning time also makes it difficult for students to collaborate effectively. Students with reading difficulties also tend to be less motivated to participate. On the other hand, teachers have difficulty in assessing each student's contribution due to challenges in the assessment process. All these difficulties show that although STAD is a novel approach, successful implementation requires focus and appropriate tactics.

In conclusion, the use of the Student Team Achievement Division (STAD) method significantly affects the reading comprehension of students at SMP N 9 Purwokerto, as supported by the reasons and statistical results discussed. This approach actively involves students in the development of group learning skills, training in expressing opinions, and a sense of personal and collective responsibility. Moreover, teaching reading at SMP N 9 Purwokerto through the STAD method yields positive results, as it employs an innovative approach with meaningful discoveries. This research demonstrates that the study not only contributes to existing literature but also adds significant value to previous research.

CHAPTER V
CONCLUSION AND SUGGESTION

The conclusion and some recommendations for English teachers, students, and other researchers are explained in this chapter.

A. Conclusion

This study aims to determine the effect of Student Team Achievement Division (STAD) on Reading Comprehension of 8th grade students of SMP N 9 Purwokerto in the academic year 2024/2025. This study used a quasi-experimental method by using an experimental class and a control class. The experimental class (VIII F) with 35 students and the control class (VIII C) with 35 students.

Based on the pre-test and post-test data calculations, the average value on the experimental class pretest was 47.857, while the average value on the posttest was 75.925. The mean value for the control class was 46.857, while the mean value for the post-test was 62.786. The conclusion is that the experimental class scores have a higher increase. In addition, the independent T test shows that the significance (2-tailed) obtained is 0.000 < 0.05, which indicates that H_0 is rejected and H_a is accepted.

In conclusion, the findings showed a significant increase in scores when Student Team Achievement Division (STAD) was used for reading comprehension learning. The average post-test score of the experimental class which is higher than the average post-est score of the control class shows that learning using Student Team Achievement Division (STAD) is effective in learning reading comprehension in class VIII SMP N 9 Purwokerto.

B. Limitation

The limited implementation time is one of the shortcomings of this study. Learning using the STAD strategy requires a considerable amount of time for its implementation to be more evenly distributed. This study only consisted of four meetings due to the time constraints given by the school. Reading comprehension exercises are still unfamiliar to the students so the learning outcomes are not maximized. Some of these constraints may affect

the research data collection. Therefore, the treatment given has not been fully optimized and this study still has less than optimal results.

C. Suggestions

Based on the research that has been conducted, the researcher would like to provide the following advice:

1. For Teacher

   In learning reading comprehension, teachers are expected to create interesting learning so that students are motivated to read more in English. Therefore, teachers need to find strategies that can build students' interest in learning. One of the strategies that can be used is Student Team Achievement Division (STAD), this strategy can encourage students to be active and can develop students' reading comprehension.

2. For the School

   This research is expected to be one of the reference strategies that can be used in learning. Schools can also apply STAD learning strategies and other strategies that are in accordance with learning objectives. The use of appropriate learning strategies will help students be more active and build fun learning.

3. For Other Researcher

   To conduct research in the same field, future researchers should use the Student Team Achievement Division (STAD) technique in other subjects beyond reading comprehension instruction. When conducting comparable research in the future, this study can serve as a reference. The researcher hopes that other researchers will conduct better research and further optimize the use of this learning technique.

REFERENCES

Abdullah Alzahrani, S., Fung Yong, M., Jalaluddin, I., Md Rashid, S., Mei Fung, Y., & Putra, U. (2021). Reading Comprehension Difficulties: A Case Study on Saudi High School EFL Learners. In Turkish Online Journal of Qualitative Inquiry (TOJQI) (Vol. 12, Issue 6).

Albiansyah, A., & Hardiyanti, E. (2021). A Correlational Study Investigating Students' Activities in STAD Model and Their Interest in Learning English. International Journal of Educational Research and Social Sciences, 1(1), 28-39.

Alpian, V. S., & Yatri, I. (2022). Analisis Kemampuan Membaca Pemahaman pada Siswa Sekolah Dasar. Edukatif: Jurnal Ilmu Pendidikan, 4(4). https://doi.org/10.31004/edukatif.v4i4.3298

Anderson, R. C., Hiebert, E. H., Scott, J. A., & Wilkinson, I. A. G. (1985). Becoming a nation of readers: The report of the commission on reading Washington. DC: National Institute of Education.

Antoro, B. (2017). Gerakan Literasi Sekolah Dari Pucuk Hingga Akar Sebuah Refleksi. Paper Knowledge . Toward a Media History of Documents.

Aslan Berzener, Ü., & Deneme, S. (2021). The Effect of Cooperative Learning on EFL Learners' Success of Reading Comprehension: An Experimental Study Implementing Slavin's STAD Method. TOJET: The Turkish Online Journal of Educational Technology, 20(4).

Biancarosa, G., & Snow, C. E. (2004). Reading Next:A Vision for Action and Research in Middle and High School Literacy: A Report to Carnegie Corporation of Network. Alliance for Excellent Education.

Biemiller, A. (2006). Vocabulary development and instruction: A prerequisite for school learning. Handbook of Early Literacy Research, 2.

Bilici, O. U., & Subasi, G. (2022). EFL Learners' Metacognitive Awareness of Global Reading Strategies and L2 Reading Comprehension Skills: The Efficacy of Reciprocal Teaching. Reading Matrix: An International Online Journal, 22(2).

Cain, K., & Oakhill, J. V. (2007). Reading comprehension diffculties: correlates, causes and consequences. In Children's Comprehension Problems in Oral and Written Language: A Cognitive Perspective.

Cairns, C., & Adams, M. J. (1991). Beginning to Read: Thinking and Learning about Print. Language, 67(2). https://doi.org/10.2307/415121

Chotimah, N., & Rukmini, D. (2017). The Effectiveness of Students Team Achievement Division (STAD) and Group Investigation (GI) Techniques to Teach Reading Comprehension With High and Low Motivation. English education journal, 7(1), 47-53. https://doi.org/10.15294/eej.v7i1.14685

Cohen, L., Manion, L., & & Morrison, K. (2022). Research Methods in Education (8th ed.). London: Routledge. European University Institute, 2.

Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. In SAGE Publications, Inc.

Creswell, J. W. (2019). Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran (Terjemahan). In Jakarta: Pustaka Pelajar.

D. Ray Reutzel, Robert B. Cooter, J. (2019). Strategies for Helping Every Child and Instruction: Reading Assessment Succeed. Article.

Damanik, I. J., & Maria Handayani. (2023). The Implementation Of Student Teams Achievvement Division (STAD) Technique To Improve Student's Reading Comprehension. Bilingual : Jurnal Pendidikan Bahasa Inggris, 5(1). https://doi.org/10.36985/jbl.v5i1.716

Dewi, L. M. S., Wibawa, I. M. C., & Tri Agustiana, I. G. A. (2020). Improving Science Learning Outcomes through Student Team Achievement Division (STAD). International Journal of Elementary Education, 4(3), 329–336. https://doi.org/10.23887/ijee.v4i3.25917

Duke, N. K., & Pearson, P. D. (2009). Effective Practices for Developing Reading Comprehension. Journal of Education, 189(1–2). https://doi.org/10.1177/002205740918900l-208

Dwinalida, K., & Setiaji, S. (2020). The Correlation between Learners' Motivation and Language Learning Strategies in EFL Context. JEPAL (Journal of English Pedagogy and Applied Linguistics), 1(1), 38–48. https://doi.org/10.32627/jepal.v1i1.45

Dwiningtiyas, G. N., Sofyan, D., & Puspita, H. (2020). Teachers' Strategies in Teaching Reading Comprehension. JALL (Journal of Applied Linguistics and Literacy), 4(2). https://doi.org/10.25157/jall.v4i2.3682

Dymock, S., & Nicholson, T. (2010). "High 5!" Strategies to Enhance Comprehension of Expository Text. The Reading Teacher, 64(3). https://doi.org/10.1598/rt.64.3.2

Elleman, A. M., & Oslund, E. L. (2019). Reading Comprehension Research:

Implications for Practice and Policy. Policy Insights from the Behavioral and Brain Sciences, 6(1). https://doi.org/10.1177/2372732218816339

Field, A. (2015). Discovering Statistics Using IBM SPSS Statistics. In Lavoisier.Fr (5th ed.). Angewandte Chemie International Edition, 6(11), 951–952.

Fraenkel, J. R., & Wallen, N. E. (2012). The Basic of Educational Research. In How to design and evaluate resaerch in education with PowerWeb.

George, D., & Mallery, P. (2010). SPSS for Windows Step by Step: A Simple Guide and Reference Fourth Edition. Boston: Pearson Education.

Gillies, R. M. (2016). Cooperative learning: Review of research and practice. In Australian Journal of Teacher Education (Vol. 41, Issue 3). https://doi.org/10.14221/ajte.2016v41n3.3

Grabe, W. (2009). Teaching and testing reading. The handbook of language teaching, 441-462.

Grabe, W., & Stoller, F. L. (2019). Teaching and researching reading, third edition. In Teaching and Researching Reading. https://doi.org/10.4324/9781315726274

Grabe, W., & Stoller, F. L. (2020). Teaching Reading: Foundations and Practices. In The Encyclopedia of Applied Linguistics. https://doi.org/10.1002/9781405198431.wbeal1174.pub2

Guthrie, J. T., & Klauda, S. L. (2014). Effects of classroom practices on reading comprehension, engagement, and motivations for adolescents. Reading Research Quarterly, 49(4). https://doi.org/10.1002/rrq.81

Herjayanto, F. A. (2018). Student team achievement divisions technique to improve students' behaviour engagement. JELE (Journal of English Language and Education), 4(2). https://doi.org/10.26486/jele.v4i2.380

Johnson, D. W., & Johnson, R. T. (2013). Cooperative, Competitive, and Individualistic Learning Environments. In International Guide to Student Achievement. https://doi.org/10.4324/9780203850398-123

Kagan, S., & Kagan, M. (2009). Kagan Cooperative Learning. Co-Operative Learning.

Kintsch, W. (2003). The Construction – Integration Model of text comprehension and its implications comprehension: A paradigm for cognition. Comprehension: A Paradigm for Cognition, 2013.

Klingner, J. K., & Vaughn, S. (1998). Using Collaborative Strategic Reading. TEACHING Exceptional Children, 30(6). https://doi.org/10.1177/004005999803000607

Kusumawanti, W. D., & Bharati, D. A. L. (2018). The effectiveness of close and explicit reading instructions to enhance reading comprehension to highy and lowly motivated students. English Education Journal, 8(1), 1-9. https://doi.org/10.15294/eej.v8i1.21995

Lamb, M. (2007). The impact of school on EFL learning motivation: An indonesian case study. TESOL Quarterly, 41(4). https://doi.org/10.1002/ j.1545- 7249.2007.tb00102.x

Mualim, M., & Aziez, F. (2020). Reading Portofolio as a Supplementary Activity to Leverage Student's Reading Competency. Jurnal Basis, 7(2), 245-256. https://doi.org/10.33884/basisupb.v7i2.1850

Muliana, I. N. (2020). Mengatasi Kesulitan dalam Berbahasa Inggris. Linguistic Community Services Journal, 1(2). https://doi.org/10.55637/licosjournal. 1.2.2659.56-63

Musthafa, B. (2015). Communicative Language Teaching in Indonesia: Issues of Theoretical Assumptions and Challenges in the Classroom Practice. TEFLIN Journal - A Publication on the Teaching and Learning of English, 12(2). https://doi.org/10.15639/teflinjournal.v12i2/184-193

Nation, K., & Snowling, M. J. (2004). Beyond phonological skills: Broader language skills contribute to the development of reading. Journal of Research in Reading, 27(4). https://doi.org/10.1111/j.1467-9817.2004.00238.x

Nurjanah, N. (2022). The Effectiveness of Using STAD in Junior High Student Reading Comprehension. SIGEH ELT : Journal of Literature and Linguistics, 2(1). https://doi.org/10.36269/sigeh.v2i1.770

Nurkamto, J., Drajati, N. A., Ngadiso, & Karlina, Y. (2021). Teachers' beliefs and practices in teaching reading at Islamic secondary schools in Indonesia. Indonesian Journal of Applied Linguistics, 10(3). https://doi.org/10.17509/ijal.v10i3.31753

Oakhill, J., Cain, K., & Elbro, C. (2014). Understanding and teaching reading comprehension: A handbook. In Understanding and Teaching Reading Comprehension: A handbook. https://doi.org/10.4324/9781315756042

Perfetti, C. A., Landi, N., & Oakhill, J. (2008). The Acquisition of Reading Comprehension Skill. In The Science of Reading: A Handbook.

https://doi.org/10.1002/9780470757642.ch13

Perwitasari, C. A., Setiyadi, A. B., & Putrawan, G. E. (2018). The implementation of jigsaw technique and Student Team Achievement Division (STAD) in teaching reading. Aksara, 19(1), 241025.

Pratiwi, A. (2022). The Relationship between Learning Strategies and Learning Style Preferences toward Learners' Reading Comprehension. Sustainable Jurnal Kajian Mutu Pendidikan, 5(1). https://doi.org/10.32923/kjmp.v5i1.2293

Pressley, M. (2006). Reading instruction that works: The case for balanced teaching, 3rd ed. In Reading instruction that works: The case for balanced teaching, 3rd ed.

Raihan, M., & Zaki, L. B. (2023). Implementing Student Teams Achievement Divisions (STAD) for Increasing Students' Speaking Skill. Journal of English Language and Education, 8(1), 41-49.

Ramasari, M. (2020). The Use of Student Team chievement Division to Facilitate Students in Reading Comprehension. JELLT (Journal of English Language and Language Teaching), 4(2), 18-24

Sabiq, A. H. A. (2017). Improving Students' Motivation and Reading Skills in ELT Through Audio Visual Media. Journal: DIKSI, 25(1).

Sabiq, A. H. A., & Ardiana, A. P. (2020). Hots-Based Analysis on English Reading Comprehension Formative Assessment. Tarling: Journal of Language Education, 4(1), 19-36.

Sahmadan, S., & Ajam, A. (2020). Investigating Learners Obstacles in Second Language Reading Comprehension. Jurnal Bilingual, 10(2). https://doi.org/10.33387/j.bilingual.v10i2.2530

Serjali, N. A. A., & Abdul Halim, H. (2020). The effectiveness of 'Student Team Achievement Divisions' (STAD) model towards students' achievement in the Principles of Accounting subject. International Business Education Journal, 13. https://doi.org/10.37134/ibej.vol13.sp.1.2020

Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A Practice guide (NCEE 2010-4038). In What Works Clearinghouse Practice Guide.

Slavin, R. E. (2015). Cooperative Learning Teori, Riset dan Praktik. In Nusa Media.

Smith, F. (2012). Understanding Reading. In Understanding Reading. https://doi.org/10.4324/9780203142165

Snow, C. (2002). Reading for understanding: toward a R&R program in reading comprehension.

Sugiyono. (2015). Metode Penelitian Kuantitatif Dan Kualitatif Dan R&D. In Bandung. Penerbit: CV Alfa Beta.

Taniredja, T., & Mustafidah, H. (2012). Penelitian Kuantitatif,(sebuah Pengantar), Bandung: CV.

Torgesen, J. K., & Hudson, R. F. (2006). Reading fluency: Critical issues for struggling readers. What Research Has to Say about Fluency Instruction.

Wahyudi, M. A., & Firmansyah, I. (2023). The Effectiveness Extensive Reading Strategy on the Students' Ability in Reading Comprehension. Journal on Education, 05(04).

Welianti, V., Sukirlan, M., & Sudirman. (2021). The Effectiveness Student Reading Comprehension of Narrative Text By Using Student Team Achievement Division (Stad) Method. ELang| An English Language

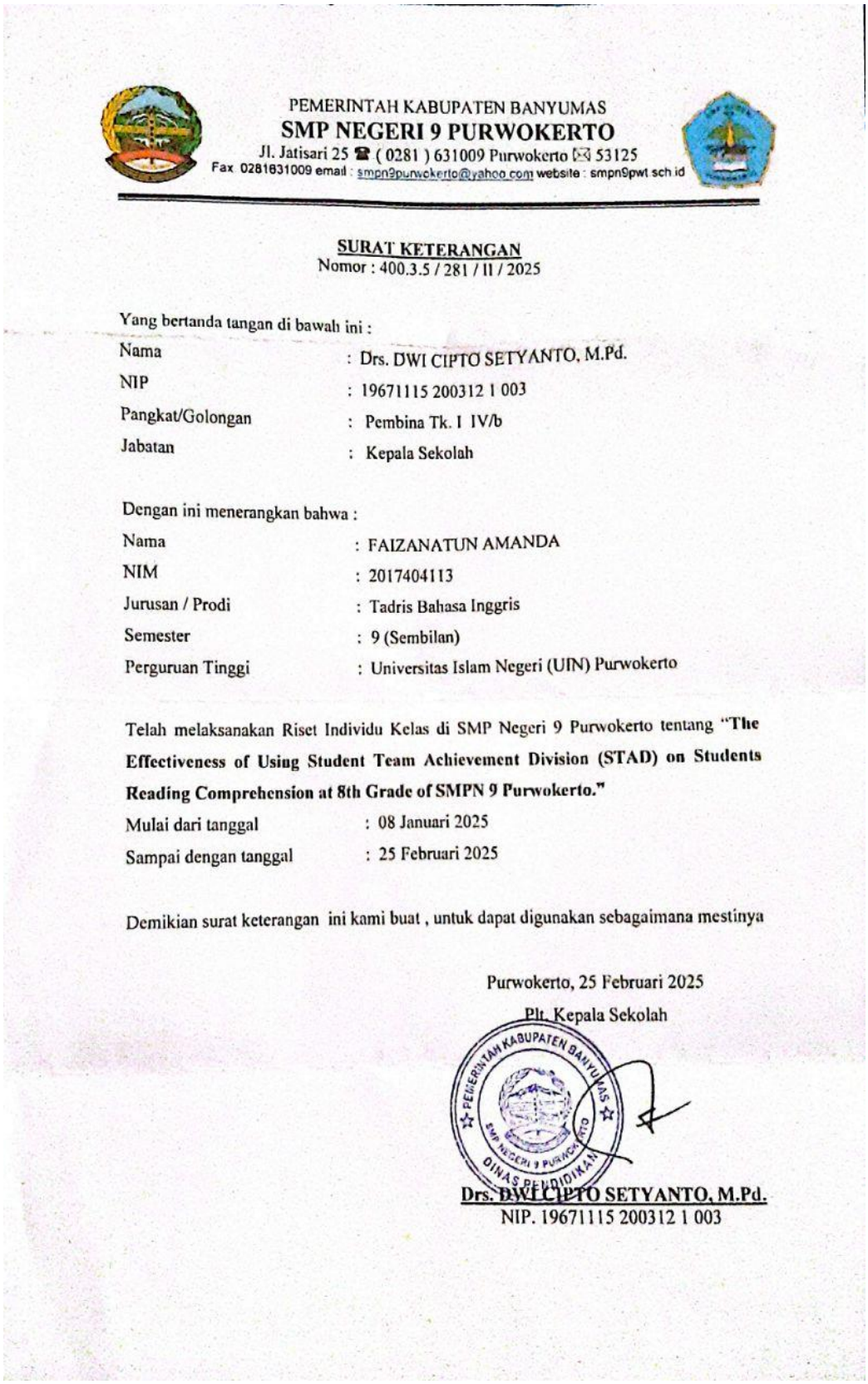
Widyastuti, E., Anggoro, F. T., & Rukmini, D. (2021). Investigating the English Reading Comprehension Ability of Indonesian Secondary School Students. Indonesian Journal of Applied Linguistics, 11(1), 212-222. https://doi.org/10.17509/ijal.v11i1.34543

Wigfield, A., Lutz, S. L., & Wagner, A. L. (2005). Early Adolescents' Development across the Middle School Years: Implications for School Counselors. Professional School Counseling, 9(2). https://doi.org/10.1177/2156759x0500900206

Yanti, N., & Helmi, R. (2023). The Implementation of STAD in Improving Students' Reading Skill. Journal of English Teaching and Linguistics, 4(1).

APPENDICES

Appendix 1. Certificate of The Research



PEMERINTAH KABUPATEN BANYUMAS
SMP NEGERI 9 PURWOKERTO
Jl. Jatisari 25 ☎ (0281) 631009 Purwokerto ✉ 53125
Fax 0281631009 email : smpn9purwokerto@yahoo.com website : smpn9pwt.sch.id

SURAT KETERANGAN
Nomor : 400.3.5 / 281 / II / 2025

Yang bertanda tangan di bawah ini :

Nama	: Drs. DWI CIPTO SETYANTO, M.Pd.
NIP	: 19671115 200312 1 003
Pangkat/Golongan	: Pembina Tk. I IV/b
Jabatan	: Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama	: FAIZANATUN AMANDA
NIM	: 2017404113
Jurusan / Prodi	: Tadris Bahasa Inggris
Semester	: 9 (Sembilan)
Perguruan Tinggi	: Universitas Islam Negeri (UIN) Purwokerto

Telah melaksanakan Riset Individu Kelas di SMP Negeri 9 Purwokerto tentang "**The Effectiveness of Using Student Team Achievement Division (STAD) on Students Reading Comprehension at 8th Grade of SMPN 9 Purwokerto.**"

Mulai dari tanggal	: 08 Januari 2025
Sampai dengan tanggal	: 25 Februari 2025

Demikian surat keterangan ini kami buat , untuk dapat digunakan sebagaimana mestinya

Purwokerto, 25 Februari 2025
Plt. Kepala Sekolah

PEMERINTAH KABUPATEN BANYUMAS
SMP NEGERI 9 PURWOKERTO
DINAS PENDIDIKAN

Drs. DWI CIPTO SETYANTO, M.Pd.
NIP. 19671115 200312 1 003

Appendix 2. Instrument Validity Expert

SURAT KETERANGAN VALIDASI INSTRUMENT

Yang bertanda tangan dibawah ini:

Nama : Agus Husein As Sabiq, M.Pd.

NIP : 198708112020121006

Setelah membaca, menelaah dan mencermati instrument berupa pre-test dan post-test yang akan digunakan untuk penelitian dengan judul "**THE EFFECTIVENES OF USING STUDENT TEAM ACHIEVEMENT DIVISION (STAD) ON STUDENT'S READING COMPREHENSION AT 8TH GRADE OF SMPN 9 PURWOKERTO**" yang dibuat oleh:

Nama : Faizanatun Amanda

NIM : 2017404113

Jurusan : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa lembar instrumen penelitian tersebut,

✓	Layak digunakan
	Layak digunakan dengan revisi
	Tidak layak digunakan

Catatan (bila perlu)

Kurangi soal menjadi 50 soal

Demikian keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Purwokerto, 20 Januari 2025

Validator

Agus Husein As Sabiq, M.Pd.

NIP.198708112020121006

Appendix 3. Research Instrument (Pre-Test) Pilot Test

PRE-TEST

Name :

Class :

Choose the correct answer by giving cross (X) on the word A,B,C and D.

Text 1: Read the text to answer the question number 1-7.

True Friends

Once upon a time, two close friends were walking through the forest. They knew that anything **dangerous** can happen any time in the forest. **They** promised each other that they would always be together in any case of danger.

Suddenly, they spotted a large bear approaching. One friend quickly climbed a nearby tree, while the other, unable to climb, lay down on the ground and pretended to be dead. The bear sniffed him and eventually left, thinking he was dead.

Afterward, the friend in the tree came down and asked what the bear had whispered. The other friend replied, "The bear advised me not to trust a false friend."

1. What is the story about ?
   A. A big bear looking for food.
   B. A man who was killed by a large bear.
   C. Two close friends with a promise to be together.
   D. Two close friends who tried to climb a tree.
2. Where does the story take place ?
   A. In the forest.
   B. In the three.
   C. In the caves.
   D. In a river.
3. Why did the bear leave the man?
   A. Bears do not want to climb trees.
   B. Bear thought that he was dead.
   C. The bear has already killed the creature.
   D. The bear is already friends with them.
4. How did they feel after spotting the big bear approaching?
   A. Happy
   B. Glad
   C. Scared
   D. Upset
5. "...anything **<u>dangerous</u>** can happen" (Paragraph 1). The underlined word has similar meaning to …

A. Safe.
B. Secure.
C. Unique.
D. Unsafe.

6. "**They** promised each other".(Paragraph 1) **They** refers to…
   A. The mans.
   B. The bear.
   C. The trees.
   D. The forest
7. From the story above, we can learn that…..
   A. We have to save our self.
   B. True friend will distance themselves from us.
   C. True friends are always by our side in all situations.
   D. We have to learn how to climb.

Text 2: Read the text to answer the question number 8-15.

One day, a cat and a fox were talking. The fox, an arrogant animal, boasted about her **intelligence**. "Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs." The cat replied, "I know only one trick to escape dogs. You should teach me some of yours!" The fox responded, "Well, maybe someday, when I have the time."

Suddenly, they heard the barking of a pack of dogs in the distance. As the barking grew louder, the cat quickly ran to the nearest tree and climbed into its branches, saying, "This is the trick I told you about, the only one I know. Which one of your hundred tricks are you going to use?"

The fox sat silently under the tree, unsure of which trick to use. Before she could decide, the dogs arrived and fell upon the fox, tearing **her** to pieces.

8. What is the main idea of the text?
   A. The cat and fox are friends.
   B. The fox has many tricks but fails to use them effectively.
   C. Dogs are dangerous animals.
   D. Cats are better at climbing trees than foxes
9. Who are the characters of the story above ?
   A. The fox, the cat and the dog.
   B. The dog and the fox.
   C. The cat and the dog.
   D. The fox.
10. What does the cat do when the dog comes ?
    A. The cat ran away from the dog.
    B. The cat ran to a distant tree and climbed it.
    C. The cat ran to the nearest tree and climbed it.

D. The cat ran to the tree with the fox.

11. "tearing **her** to pieces."(Paragraph 3). The underlined word refers to …
    A. The dog.
    B. The cat.
    C. The fox.
    D. The tree.
12. The synonym for the word "**intelligence**" in the story is?
    A. Stupid
    B. Smart
    C. Ignorance
    D. Diligent
13. Which statement is **TRUE** according to the text ?
    A. The fox was not safe because it only had one trick.
    B. The cat survived by using just one trick it had.
    C. The fox survived using the hundred tricks it had.
    D. The cat didn't survive because it only had one trick.
14. What happened to the fox in the end of story?
    A. The fox was dead.
    B. The fox was safe.
    C. The fox was alive.
    D. The fox disappeared.
15. From the story above, we can learn that…..
    A. Cats are better than foxes.
    B. Having many skills is always beneficial.
    C. One simple solution is more effective than complex skills.
    D. It's important to brag about your abilities.

Text 3: Read the text to answer the question number 16-22.

The Elephant and The Ants

There was once a proud elephant who constantly **bullied** smaller animals. **He** would go to the anthill near his home and spray water at the ants.

The ants, with their size, could do nothing but cry. The elephant just laughed and threatened the ants that he would crush them to death. One day, the ants had enough and decided to teach the elephant a lesson.

They went straight into the elephant's trunk and started biting him. The elephant could only howl in pain. He realized his mistake and apologized to the ants and all the animals he bullied.

16. What is the main idea of the story?
    A. The elephant loves to play with the ants.
    B. The ants teach the elephant a lesson about bullying.
    C. The elephant is afraid of the ants.
    D. The ants are bigger than the elephant.
17. What did the elephant do to the ants?
    A. He helped them build their anthill.
    B. He played with them.
    C. He protected them from predators.
    D. He sprayed water at them.
18. “**He** would go to the anthill near his home” (Paragraph 1). What does "**he**" refer to?
    A. The ants
    B. The elephant
    C. The anthill
    D. The other animals
19. "Who constantly **bullied** smaller animals" (Paragraph 1). What does "**bullied**" mean?
    A. To intimidate
    B. To help
    C. To play with
    D. To ignore
20. “**They** went straight into the elephant's trunk” (Paragraph 3). What does "**they**" refer to?
    A. The elephant
    B. The anthill
    C. The ants
    D. The other animals
21. What was the elephant's reaction after being bitten by the ants?
    A. He chased the ants away.
    B. He continued to bully other animals.
    C. He howled in pain.
    D. He laughed.
22. What lesson can be learned from the story?
    A. Size does not determine strength or courage.
    B. It's okay to bully smaller animals.
    C. Elephants are the strongest animals.
    D. Ants should avoid elephants.

Text 4: Read the text to answer the question number 23-29.

The Legend of Surabaya

A long time ago, there were two animals named Sura and Baya. Sura was a shark, and Baya was a crocodile. One day, while looking for food, Baya saw a goat and said, "Yummy, this is my lunch!" Sura replied, "No way! This is my lunch. You are **greedy**!" They started to fight over the goat for a long time until they were very tired.

Feeling tired from fighting, **they** decided to live in different places—Sura in the water and Baya on land, with the beach as their border. One day, Sura went to the land to look for food in the river. When Baya found out, he got very **angry** because Sura broke their promise.

They fought again and hit each other. Sura bit Baya's tail, and Baya bit Sura back very hard. Finally, Sura gave up and went back to the sea, while Baya felt happy.

23. What is the story about ?
    A. The relationship between animals and humans
    B. The importance of having power
    C. The food chain in the ocean
    D. The conflict between a shark and a crocodile
24. What caused the argument between Sura and Baya ?
    A. A goat
    B. A beach
    C. A river
    D. A fish
25. What made Baya angry?
    A. Sura took his food.
    B. Sura didn't want to fight.
    C. Sura broke their promise.
    D. Baya was hungry.
26. In the sentence "He got very **angry**," what does "**angry**" mean?
    A. Excited
    B. Sad
    C. Upset or mad
    D. Indifferent
27. In the sentence "You are **greedy**". What does the word "**greedy**" mean ?
    A. Wanting another happiness.
    B. Wanting more than one needs.
    C. Eager to share.
    D. Happy to help.
28. "**They** decided to lived in different places"(Paragraph 2). What does "**they**" refer to?
    A. Sura and the goat
    B. Sura and Baya

UIN PROF. KH. SAIFUDDIN ZUHRI

C. Baya and the hunter

D. Sura and the sea

29. What lessons can we learn at the end of story ?

A. Greed can lead to conflict and broken promises.

B. Fighting is always the best solution.

C. Animals should never leave their habitats.

D. Sharks are stronger than crocodiles.

Text 5: Read the text to answer the question number 30-36.

Timun Mas

Once upon a time, in a small village, there lived a kind woman who longed for a child. One day, she found a magical cucumber and planted **it**. To her surprise, out came a beautiful girl named Timun Mas!

As Timun Mas grew up, she became smart and brave. One day, an **evil** giant heard about her and wanted to **capture** her. To protect Timun Mas, her mother gave her magical seeds, which could help her escape.

When the giant came to take her, Timun Mas threw the seeds on the ground. They turned into trees, a river, and even a giant cucumber! The giant got stuck and couldn't catch her. Timun Mas ran home safely, and together with her mother, they lived happily ever after.

30. What is the main idea of the story?

A. The giant captures Timun Mas.

B. Timun Mas finds a magical cucumber and became rich.

C. Timun Mas escape from an evil giant using cleverness and magic.

D. Timun Mas goes on an adventure with her family.

31. "She found a magical cucumber and planted **it** "(Paragraph 1). What does "**it**" refer to?

A. A child

B. A seed

C. A magical cucumber

D. A tree

32. Which of the following statements is **FALSE** about Timun Mas?

A. Timun Mas chose to live with the giant.

B. Timun Mas was born from a magical cucumber.

C. Timun Mas's mother wanted a child for many years.

D. Timun Mas used magical seeds to escape.

33. How did Timun Mas escape from the giant?
    A. By climbing a mountain
    B. By using his speed to run from the giant
    C. By throwing magical seeds that created obstacles
    D. By hiding in a cave
34. What is the **antonym** of "**evil**" in the context of the giant?
    A. Powerful
    B. Dangerous
    C. Dark
    D. Kind
35. "The giant wanted to **capture** Timun Mas"(Paragraph 2). What does "capture" mean?
    A. To help
    B. To protect
    C. To lose
    D. To catch and hold
36. What is the moral of the story?
    A. Magic can solve all problems.
    B. Bravery and cleverness can overcome problems.
    C. Mom always doesn't want to protect her children.
    D. Giants are always evil.

Text 6: Read the text to answer the question number 37-43.

Once upon a time, there was a boy named Tom who loved to tell lies. He thought it was funny to trick the villagers. One day, he shouted, "Help! A wolf is coming!" The villagers rushed to help, but when they arrived, there was no wolf. Tom laughed and said, "I was just joking!"

A few days later, Tom did it again. He cried, "Help! A wolf!" The villagers ran to save him, but once more, there was no wolf. They were **angry** at Tom for wasting their time.

Then, one day, a real wolf appeared! Tom shouted for help, but this time, the villagers didn't believe him. **They** thought he was lying again. The wolf chased Tom, and he ran away in fear.

37. What is the main idea of the story?
    A. Lying can lead to serious consequences.
    B. Tom becomes a hero by saving the villagers.
    C. Villagers enjoy helping each other.
    D. Wolves are dangerous animals.
38. What happened when Tom first shouted for help?
    A. Tom got hurt by the wolf.
    B. The villagers ignored him.
    C. They found a wolf and chased it away.

D. The villagers rushed to help but found no wolf.

39. What happened when a real wolf appeared?
    A. The villagers saved Tom.
    B. Tom ran away in fear.
    C. Tom caught the wolf.
    D. The villagers believed Tom immediately.
40. What can be inferred about Tom's character when he continues to play tricks despite the consequences?
    A. He is very wise and thoughtful.
    B. He is concerned about others' feelings.
    C. He is very cautious and avoids risks.
    D. He is immature and does not learn from his mistakes.
41. Which word is a synonym for "**angry**"?
    A. Furious
    B. Happy
    C. Sad
    D. Excited
42. "**They** thought he was lying again" what does "**they**" refer to?
    A. Tom's friends
    B. The villagers
    C. The wolves
    D. Tom's family
43. What is the moral of the story?
    A. Always play jokes on your friends.
    B. Lying can destroy trust and lead to danger.
    C. Villagers should always help each other.
    D. Wolves are not to be feared.

Text 7: Read the text to answer the question number 44-50.

Malin Kundang

Once upon a time, in a small village by the sea, there lived a young boy named Malin Kundang. He was kind and hardworking, helping his mother every day. One day, he decided to sail away to seek his **fortune**.

After many years, Malin returned home as a rich man. But when he saw his mother, he was embarrassed and denied her as his mother. Heartbroken, **his** mother **prayed** for a storm to come.

Suddenly, dark clouds filled the sky, and a fierce storm arose. Malin's ship was tossed about, and he was turned into stone. From that day on, **he** stood as a reminder to always respect and love your family. Malin learned that wealth means nothing without love and kindness.

44. What is the topic of the story?
    A. The adventures of a sailor.
    B. The life of a poor boy.
    C. The consequences of disrespect.
    D. The beauty of the sea.
45. What did Malin Kundang decide to do one day?
    A. Sail away to seek his fortune
    B. Help his mother more
    C. Become a fisherman
    D. Stay in his village
46. What was the final outcome for Malin Kundang?
    A. He turned into stone.
    B. He became a sailor forever.
    C. He found his fortune.
    D. He returned to his mother.
47. "To seek his **fortune**" (Paragraph 1). What does "fortune" mean ?
    A. A type of food
    B. Wealth or success
    C. A family heirloom
    D. A place to live
48. "**His** mother prayed for a storm to come,"(Paragraph 2). What does "**his**" refer to?
    A. The mother
    B. The village
    C. The sea
    D. Malin Kundang
49. "His mother **prayed** for a storm to come" Which word is a synonym for "**prayed**"?
    A. Asked
    B. Cried
    C. Yelled
    D. Laughed
50. What lesson can be learned from Malin Kundang's story?
    A. Hard work always leads to wealth.
    B. Family is not important.
    C. It is okay to deny your family for wealth.
    D. Kindness and love are more valuable than riches

Appendix 4. Research Instrument (Post-Test) Pilot Test

POST-TEST

Name :

Class :

Choose the correct answer by giving cross (X) on the word A,B,C and D.

Text 1: Read the text to answer the question number 1-7.

Once upon a time, in a beautiful farmyard a mother duck waited for her eggs to hatch. Out came the **fluffy** ducklings, all yellow and cute except for one, who was gray and larger. The others called him "ugly," making him feel sad and rejected.

Feeling out of place, **the ugly duckling** decided to leave the farmyard and wandered through the countryside. **He** faced many challenges and was teased by other animals for his appearance, searching for a place where he belonged.

As time passed, the ugly duckling grew into a beautiful swan. One day, he returned to the farmyard and was amazed by his graceful transformation. The other animals admired his beauty, and at last, he found acceptance and happiness.

1. What is the main idea of the story?
   A. A mother duck has many ducklings.
   B. An ugly duckling transforms into a beautiful swan.
   C. Animals in the farmyard are not friendly.
   D. A duckling learns to swim in the pond.
2. What was different about the ugly duckling?
   A. He could not swim.
   B. He was the first to hatch.
   C. He was smaller than the others.
   D. He had a different color and was larger.
3. What did the ugly duckling become as he grew up?
   A. A beautiful duck
   B. A farmyard chicken
   C. A large goose
   D. A beautiful swan
4. "**He** faced many challenges and was teased.."(Paragraph 2) What does "**he**" refer to?
   A. The ugly duckling
   B. The other animals
   C. The ducklings
   D. The mother duck

5. What does the word "**fluffy**" (Paragraph 1) mean in the context of the story?
   A. Smooth and shiny
   B. Soft and dark
   C. Heavy and rough
   D. Dark and dull
6. Which statement is **FALSE** according to the text ?
   A. The ugly duckling found acceptance from the other animals.
   B. The ugly duckling transformed into a swan.
   C. The ugly duckling left the farmyard because he was happy.
   D. The ugly duckling was the biggest of the ducklings.
7. What is the moral message of the story?
   A. Beauty is limited to skin and appearance.
   B. Everyone should conform to societal standards.
   C. True beauty comes from within and should be recognized.
   D. It is important to be the same as others.

Text 2: Read the text to answer the question number 8-14.

Snow White

Once upon a time, there was a **lovely** princess named Snow White. She had skin as white as snow and lips as red as roses. Her stepmother, the wicked queen, was jealous of her beauty.

One day, the queen ordered a huntsman to take Snow White far away and kill her. But the kind huntsman couldn't do it. He let her go, and Snow White ran into the forest. There, she found a cozy cottage and met seven **friendly** dwarfs.

Snow White lived happily with the dwarfs, but the queen discovered she was still alive. The queen disguised herself and tricked Snow White into eating a poisoned apple. Snow White fell into a deep sleep.

But true love's kiss from a handsome prince woke her up! **They got married** and lived happily ever after.

8. What is the main idea of the story?
   A. A queen is jealous of her stepdaughter.
   B. Snow White finds friendship with the seven dwarfs.

C. A beautiful princess overcomes danger and finds true love.
D. A huntsman saves a princess from danger.

9. Where did Snow White go to hide?
   A. A cave
   B. A castle
   C. A small cottage
   D. The forest
10. What did the Queen order the huntsman to do?
    A. Bring Snow White back.
    B. Kill Snow White.
    C. Hide Snow White.
    D. Capture the dwarfs.
11. "Seven **friendly** dwarfs" (Paragraph 2). What is the **antonym** of "**friendly**"?
    A. Unkind
    B. Polite
    C. Pleasant
    D. Smart
12. "There was a **lovely** princess named Snow White". The underlined word has similar meaning to…
    A. Fool
    B. Ugly
    C. Beautiful
    D. Clever
13. "**They got married**"(Paragraph 4). What does "**they**" refer to ?
    A. The dwarfs and the huntsman
    B. Snow White and the prince
    C. The Queen and the huntsman
    D. The animals in the forest
14. From the story above, we can learn that….
    A. Jealousy can lead to a beautiful heart.
    B. Always trust strangers in our life.
    C. True beauty is found in kindness and love.
    D. Magic can solve all problems.

Text 3: Read the text to answer the question number 15-20.

The Legend of Toba Lake

Once upon a time in Batak Land, a fisherman named Batara Guru Sahala caught a talking fish that begged for freedom. After he set **it** free, the fish transformed into a beautiful woman, and Sahala fell in love with her. They married, but she warned him never to reveal her secret of being a fish, and **he** promised to keep it.

They had two daughters, and every morning, Sahala went fishing. One day,

the daughters brought him lunch but ended up eating it themselves. When Sahala discovered this, he angrily shouted, “You behave like the daughters of the fish!” Confused, the girls asked their mother about the comment, which **upset** her greatly.

Though Sahala apologized, his wife could not forgive him for breaking his promise. Suddenly, the earth shook, and a volcano erupted, creating a massive hole that became Toba Lake.

15. What is the story about?
    A. How the volcano erupted.
    B. How a fisherman caught a fish.
    C. How the lake Toba was created.
    D. How the fish changed to a beautiful girl.
16. Who is Batara Guru Sahala?
    A. A sailor.
    B. A tailor.
    C. A farmer.
    D. A fisherman.
17. “…and **he** promised to keep it."(Paragraph 1). What does "**He**" refer to?
    A. The fish
    B. Batara Guru Sahala
    C. The daughters
    D. The mother
18. What does "**upset**" mean when describing the mother’s feelings?
    A. Happy
    B. Angry
    C. Indifferent
    D. Excited
19. What can be inferred about the mother's feelings after Sahala's outburst?
    A. She felt proud of her daughters.
    B. She was touched by Sahala's apology.
    C. She felt betrayed and hurt.
    D. She was happy to have a secret.
20. From the text, we can learn that…
    A. Never keep a secret.
    B. Don’t break your promise.
    C. Never angry to your children.
    D. Don’t eat your father’s lunch.

Text 4: Read the text to answer the question number 21-27.

On a hot summer day, a lion and a pig arrived at a small well to drink, but they began to argue about who should go first. Their disagreement quickly escalated into a fierce fight.

When they rested from their arguing, they saw some vultures in the distance. The birds were waiting for one of **them** to die so they could to eat. The vultures were looking and anticipating eagerly. They were more than five vultures ready to grab any **victims** from the fight.

Understanding the situation, the lion said, "Look at those vultures; they can't wait to eat us if we die. Let's stop fighting." The pig agreed, "You're right. It's better to be friends than to become food for the vultures." They decided to work together instead.

21. What is the topic of the story?
    A. It is better to make friends than to fight.
    B. The importance of water in summer.
    C. The behavior of vultures.
    D. Friendship between pig and vultures.
22. Who are the characters of the story above ?
    A. The lion and the pig.
    B. The vultures.
    C. The pig and the well.
    D. The lion, the pig and the vultures.
23. Why did the lion and the pig come to the well?
    A. The lion and the pig wanted to drink.
    B. The lion wanted to eat pig.
    C. The lion wanted to hunt the vultures.
    D. The pig wanted to argue with the lion.
24. "The vultures were waiting for one of **them** to die," what does "**them**" refer to?
    A. The vultures
    B. The people
    C. The animals in the forest
    D. The lion and the pig
25. "Ready to grab any **victims** from the fight"(Paragraph 2). The underlined word have same meaning with…
    A. Winners
    B. Participants
    C. Prey
    D. Survivors

26. What conclusion can be drawn from the lion and pig's decision to stop fighting?
    A. They realized that their conflict was pointless.
    B. They wanted to impress the vultures.
    C. They were afraid of the vultures.
    D. They don't want to be friends.

27. What is the moral message of the story?
    A. Fighting can lead to dangerous situations.
    B. Animals should always drink together.
    C. Vultures are always waiting for their chance.
    D. It's important to stay competitive.

Text 5: Read the text to answer the question number 28-35.

The Ant and Grasshopper

Once upon a time, there was a **cheerful** grasshopper who loved to sing and dance all summer long. Nearby, an ant worked hard, gathering food and preparing for winter.

The grasshopper laughed at the ant, saying, " How **dull**! Why are you working so much? Come and enjoy the sunshine with me!" But the ant replied, "I'm getting ready for winter. You should do the same!"

When winter came, the grasshopper found himself hungry and cold. **He** knocked on the ant's door, asking for help. The ant kindly shared some food but reminded the grasshopper to prepare for the future.

From that day on, the grasshopper learned the importance of hard work and planning ahead. He promised never to be lazy again and became good friends with the ant!

28. What is the main idea of the story?
    A. The grasshopper enjoys life without worries.
    B. Ants are boring compared to grasshoppers.
    C. Winter is the hardest season for animals.
    D. Ants that work hard to prepare for winter.

29. What did the grasshopper do in the summer?
    A. The grasshopper collected food.
    B. The grasshopper worked during summer.

C. The grasshopper sing and danced.
D. The grasshopper gathered grains.

30. Who worked in the summer?
A. The grasshopper.
B. The ants.
C. The winter.
D. The lion.

31. What happened when the winter came?
A. There grasshopper were hungry.
B. There were much food.
C. The grasshopper was cheerful.
D. The ants were hungry.

32. "There was a **cheerful** grasshopper" (Paragraph 1). The underlined word means….
A. Sad
B. Happy
C. Angry
D. Tired

33. "How **dull**! Why are you working so much?" (paragraph 2). The underlined word means…
A. Interesting
B. Boring
C. Fascinating
D. Compulsive

34. "**He** knocked on the ant's door.." What does "he" refer to?
A. The ant
B. The winter
C. The food
D. The grasshopper

35. What can be inferred about the grasshopper's attitude toward work?
A. He believes work is essential for survival.
B. He thinks work is boring and unnecessary.
C. He enjoys working with the ants.
D. He plans to work hard in the future

Text 6: Read the text to answer the question number 36-42.

Once upon a time, in a small village, a kind woman named Maria married a widower with two children, Tom and Lily. At first, the children were unsure about her, fearing she might be strict. However, Maria was determined to show them her love.

Maria created a **warm** home, cooking delicious meals, helping Tom with his homework, and taking Lily on nature walks. Gradually, the children began to see her as a loving and supportive stepmother.

One day, when Tom fell **ill**, Maria stayed by his side, caring for him with stories and soup. When he recovered, Tom and Lily surprised Maria with a homemade picture frame to show their appreciation. Overjoyed, Maria felt their bond grow stronger, and **they** became a happy family.

36. What is the main topic of the story?
    A. Maria struggles to connect with her stepchildren.
    B. A loving stepmother can create a happy family.
    C. Tom and Lily do not like their new home.
    D. Cooking is the most important skill for a parent.
37. What happened when Tom fell ill?
    A. Tom went to the doctor alone.
    B. Maria ignored him.
    C. Lily took care of him instead.
    D. Maria stayed by his side and took care of him.
38. What surprise did Tom and Lily prepare for Maria?
    A. A party
    B. A homemade gift
    C. A trip to the city
    D. A new pet
39. "Maria created a **warm** home,"(Paragraph 2). What does "**warm**" imply?
    A. High temperature
    B. Lacking heat
    C. Brightly colored
    D. Cozy and welcoming
40. "One day, when Tom fell **ill**," (Paragraph 3). What is the **antonym** of **"ill"** ?
    A. Healthy
    B. Weak
    C. Tired
    D. Sad
41. "and **they** became a happy family" (Paragraph 3). What does "**they**" refer to?
    A. Maria and Tom
    B. Maria and her children
    C. The children and their friends
    D. Maria and her husband
42. Why do you think Maria chose to help Tom with his homework?
    A. She wanted to build a trusting relationship.
    B. She wanted to show off her knowledge.
    C. She did not want him to fail.
    D. She preferred Tom over Lily

Text 7: Read the text to answer the question number 43-50.

Cinderella

Once upon a time, there was a kind girl named Cinderella. She lived with her mean stepmother and stepsisters, who treated her poorly. One day, the king announced a grand ball. Cinderella wanted to go, but her family wouldn't let her.

With the help of her fairy godmother, Cinderella got a beautiful dress and glass slippers. At the ball, everyone **admired** her, especially the prince! But when the clock struck midnight, she had to hurry home and lost one glass slipper.

The prince searched the kingdom for the girl who fit the slipper. When he found Cinderella, they were so happy! **They** danced together and lived happily ever after.

43. What is the topic of the story?
    A. Cinderella is punished for being kind.
    B. A girl's kindness and hope lead to her happiness.
    C. The prince is searching for a lost slipper.
    D. A fairy godmother helps everyone.
44. What happened when the clock struck midnight?
    A. Cinderella fell asleep.
    B. The prince left the ball.
    C. The fairy godmother appeared.
    D. She had to leave the ball.
45. "Who treated her **poorly**" (Paragraph 1). What is the **antonym** of "**poorly**" ?
    A. Bad
    B. Well
    C. Harshly
    D. Unkindly
46. "Everyone **admired** her, especially the prince!"(Paragraph 2) What does "**admired**" mean?
    A. Bored and uninterested
    B. Confused and surprised
    C. Fascinated and amazed
    D. Disappointed and unhappy
47. "**They** danced together"(Paragraph 3). What does "**they**" refer to?
    A. The stepsisters and the prince
    B. Cinderella and her fairy godmother
    C. The king and his guests
    D. Cinderella and the prince
48. What did Cinderella lose while leaving the ball?
    A. Her gown
    B. A glass slipper
    C. A necklace
    D. Her crown

49. What can be inferred about Cinderella's character based on the story?
    A. She is a strong and resilient person.
    B. She does not care about her appearance.
    C. She often rebels against authority.
    D. She is unhappy and wishes for more power.

50. What is the moral message of the story?
    A. Kindness can be rewarded in unexpected ways.
    B. It is important to conform to societal expectations.
    C. Beauty is the most important quality.
    D. Hard work always leads to success.

UIN PROF. KH. SAIFUDDIN ZUHRI

Kunci Jawaban Pre-test

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

Kunci Jawaban Post-test

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

Appendix 5. Pre-test Sheet

PRE-TEST

Name :

Class/No :

Choose the correct answer by giving cross (X) on the word A,B,C and D.

Text 1: Read the text to answer the question number 1-3.

True Friends

Once upon a time, two close friends were walking through the forest. They knew that anything **dangerous** can happen any time in the forest. **They** promised each other that they would always be together in any case of danger.

Suddenly, they spotted a large bear approaching. One friend quickly climbed a nearby tree, while the other, unable to climb, lay down on the ground and pretended to be dead. The bear sniffed him and eventually left, thinking he was dead.

Afterward, the friend in the tree came down and asked what the bear had whispered. The other friend replied, "The bear advised me not to trust a false friend."

1. How did they feel after spotting the big bear approaching?
   A. Happy
   B. Glad
   C. Scared
   D. Upset
2. "...anything **<u>dangerous</u>** can happen" (Paragraph 1). The underlined word has similar meaning to …
   A. Safe.
   B. Secure.
   C. Unique.
   D. Unsafe.
3. "**They** promised each other". (Paragraph 1) **They** refers to…
   A. The mans.
   B. The bear.
   C. The trees.
   D. Theforest.

Text 2: Read the text to answer the question number 4-7.

One day, a cat and a fox were talking. The fox, an arrogant animal, boasted about her **intelligence**. "Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs." The cat replied, "I know only one trick to escape dogs. You should teach me some of yours!" The fox responded, "Well, maybe someday, when I have the time."

Suddenly, they heard the barking of a pack of dogs in the distance. As the

barking grew louder, the cat quickly ran to the nearest tree and climbed into its branches, saying, "This is the trick I told you about, the only one I know. Which one of your hundred tricks are you going to use?"

The fox sat silently under the tree, unsure of which trick to use. Before she could decide, the dogs arrived and fell upon the fox, tearing **her** to pieces.

4. "tearing **her** to pieces."(Paragraph 3). The underlined word refers to …
   A. The dog.
   B. The cat.
   C. The fox.
   D. The tree.
5. The synonym for the word "**intelligence**" in the story is?
   A. Stupid
   B. Smart
   C. Ignorance
   D. Diligent
6. What happened to the fox in the end of story?
   A. The fox was dead.
   B. The fox was safe.
   C. The fox was alive.
   D. The fox disappeared.
7. From the story above, we can learn that…..
   A. Cats are better than foxes.
   B. Having many skills is always beneficial.
   C. One simple solution is more effective than complex skills.
   D. It's important to brag about your abilities

Text 3: Read the text to answer the question number 8-13.

The Elephant and The Ants

There was once a proud elephant who constantly **bullied** smaller animals. **He** would go to the anthill near his home and spray water at the ants.

The ants, with their size, could do nothing but cry. The elephant just laughed and threatened the ants that he would crush them to death. One day, the ants had enough and decided to teach the elephant a lesson.

They went straight into the elephant's trunk and started biting him. The elephant could only howl in pain. He realized his mistake and apologized to the ants and all the animals he bullied.

8. What did the elephant do to the ants?
   A. He helped them build their anthill.
   B. He played with them.
   C. He protected them from predators.
   D. He sprayed water at them.

9. “**He** would go to the anthill near his home” (Paragraph 1). What does "**he**" refer to?
   A. The ants
   B. The elephant
   C. The anthill
   D. The other animals
10. "Who constantly **bullied** smaller animals" (Paragraph 1). What does "**bullied**" mean?
   A. To intimidate
   B. To help
   C. To play with
   D. To ignore
11. “**They** went straight into the elephant's trunk” (Paragraph 3). What does "**they**" refer to?
   A. The elephant
   B. The anthill
   C. The ants
   D. The other animals
12. What was the elephant's reaction after being bitten by the ants?
   A. He chased the ants away.
   B. He continued to bully other animals.
   C. He howled in pain.
   D. He laughed.
13. What lesson can be learned from the story?
   A. Size does not determine strength or courage.
   B. It's okay to bully smaller animals.
   C. Elephants are the strongest animals.
   D. Ants should avoid elephants.

Text 4: Read the text to answer the question number 14-19.

The Legend of Surabaya

A long time ago, there were two animals named Sura and Baya. Sura was a shark, and Baya was a crocodile. One day, while looking for food, Baya saw a goat and said, "Yummy, this is my lunch!" Sura replied, "No way! This is my lunch. You are **greedy**!" They started to fight over the goat for a long time until they were very tired.

Feeling tired from fighting, **they** decided to live in different places—Sura in the water and Baya on land, with the beach as their border. One day, Sura went to the land to look for food in the river. When Baya found out, he got very **angry** because Sura broke their promise.

They fought again and hit each other. Sura bit Baya's tail, and Baya bit Sura back very hard. Finally, Sura gave up and went back to the sea, while Baya felt happy.

14. What is the story about ?
    A. The relationship between animals and humans
    B. The importance of having power
    C. The food chain in the ocean
    D. The conflict between a shark and a crocodile
15. What caused the argument between Sura and Baya ?
    A. A goat
    B. A beach
    C. A river
    D. A fish
16. What made Baya angry?
    A. Sura took his food.
    B. Sura didn't want to fight.
    C. Sura broke their promise.
    D. Baya was hungry.
17. In the sentence "He got very **angry**," what does "**angry**" mean?
    A. Excited
    B. Sad
    C. Upset or mad
    D. Indifferent
18. In the sentence "You are **greedy**". What does the word "**greedy**" mean ?
    A. Wanting another happiness.
    B. Wanting more than one needs.
    C. Eager to share.
    D. Happy to help.
19. What lessons can we learn at the end of story ?
    A. Greed can lead to conflict and broken promises.
    B. Fighting is always the best solution.
    C. Animals should never leave their habitats.
    D. Sharks are stronger than crocodiles.

Text 5: Read the text to answer the question number 20-26.

Timun Mas

Once upon a time, in a small village, there lived a kind woman who longed for a child. One day, she found a magical cucumber and planted **it**. To her surprise, out came a beautiful girl named Timun Mas!

As Timun Mas grew up, she became smart and brave. One day, an **evil** giant heard about her and wanted to **capture** her. To protect Timun Mas, her mother

gave her magical seeds, which could help her escape.

When the giant came to take her, Timun Mas threw the seeds on the ground. They turned into trees, a river, and even a giant cucumber! The giant got stuck and couldn't catch her. Timun Mas ran home safely, and together with her mother, they lived happily ever after.

20. What is the main idea of the story?
    A. The giant captures Timun Mas.
    B. Timun Mas finds a magical cucumber and became rich.
    C. Timun Mas escape from an evil giant using cleverness and magic.
    D. Timun Mas goes on an adventure with her family.
21. "She found a magical cucumber and planted **it** "(Paragraph 1). What does "**it**" refer to?
    A. A child
    B. A seed
    C. A magical cucumber
    D. A tree
22. Which of the following statements is **FALSE** about Timun Mas?
    A. Timun Mas chose to live with the giant.
    B. Timun Mas was born from a magical cucumber.
    C. Timun Mas's mother wanted a child for many years.
    D. Timun Mas used magical seeds to escape.
23. How did Timun Mas escape from the giant?
    A. By climbing a mountain
    B. By using his speed to run from the giant
    C. By throwing magical seeds that created obstacles
    D. By hiding in a cave
24. What is the **antonym** of "**evil**" in the context of the giant?
    A. Powerful
    B. Dangerous
    C. Dark
    D. Kind
25. "The giant wanted to **capture** Timun Mas"(Paragraph 2). What does "capture" mean?
    A. To help
    B. To protect
    C. To lose
    D. To catch and hold
26. What is the moral of the story?
    A. Magic can solve all problems.
    B. Bravery and cleverness can overcome problems.

C. Mom always doesn't want to protect her children.

D. Giants are always evil.

Text 6: Read the text to answer the question number 27-33.

Once upon a time, there was a boy named Tom who loved to tell lies. He thought it was funny to trick the villagers. One day, he shouted, "Help! A wolf is coming!" The villagers rushed to help, but when they arrived, there was no wolf. Tom laughed and said, "I was just joking!"

A few days later, Tom did it again. He cried, "Help! A wolf!" The villagers ran to save him, but once more, there was no wolf. They were **angry** at Tom for wasting their time.

Then, one day, a real wolf appeared! Tom shouted for help, but this time, the villagers didn't believe him. **They** thought he was lying again. The wolf chased Tom, and he ran away in fear.

27. What is the main idea of the story?
    A. Lying can lead to serious consequences.
    B. Tom becomes a hero by saving the villagers.
    C. Villagers enjoy helping each other.
    D. Wolves are dangerous animals.
28. What happened when Tom first shouted for help?
    A. Tom got hurt by the wolf.
    B. The villagers ignored him.
    C. They found a wolf and chased it away.
    D. The villagers rushed to help but found no wolf.
29. What happened when a real wolf appeared?
    A. The villagers saved Tom.
    B. Tom ran away in fear.
    C. Tom caught the wolf.
    D. The villagers believed Tom immediately.
30. What can be inferred about Tom's character when he continues to play tricks despite the consequences?
    A. He is very wise and thoughtful.
    B. He is concerned about others' feelings.
    C. He is very cautious and avoids risks.

D. He is immature and does not learn from his mistakes.

31. Which word is a synonym for "**angry**"?
    A. Furious
    B. Happy
    C. Sad
    D. Excited
32. "**They** thought he was lying again" what does "**they**" refer to?
    A. Tom's friends
    B. The villagers
    C. The wolves
    D. Tom's family
33. What is the moral of the story?
    A. Always play jokes on your friends.
    B. Lying can destroy trust and lead to danger.
    C. Villagers should always help each other.
    D. Wolves are not to be feared.

Text 7: Read the text to answer the question number 34-40.

Malin Kundang

Once upon a time, in a small village by the sea, there lived a young boy named Malin Kundang. He was kind and hardworking, helping his mother every day. One day, he decided to sail away to seek his **fortune**.

After many years, Malin returned home as a rich man. But when he saw his mother, he was embarrassed and denied her as his mother. Heartbroken, **his** mother **prayed** for a storm to come.

Suddenly, dark clouds filled the sky, and a fierce storm arose. Malin's ship was tossed about, and he was turned into stone. From that day on, **he** stood as a reminder to always respect and love your family. Malin learned that wealth means nothing without love and kindness.

34. What is the topic of the story?
    A. The adventures of a sailor.
    B. The life of a poor boy.
    C. The consequences of disrespect.
    D. The beauty of the sea.
35. What did Malin Kundang decide to do one day?
    A. Sail away to seek his fortune
    B. Help his mother more
    C. Become a fisherman
    D. Stay in his village
36. What was the final outcome for Malin Kundang?
    A. He turned into stone.
    B. He became a sailor forever.
    C. He found his fortune.
    D. He returned to his mother.

37. "To seek his **fortune**" (Paragraph 1). What does "fortune" mean ?
    A. A type of food
    B. Wealth or success
    C. A family heirloom
    D. A place to live
38. "**His** mother prayed for a storm to come,"(Paragraph 2). What does "**his**" refer to?
    A. The mother
    B. The village
    C. The sea
    D. Malin Kundang
39. "His mother **prayed** for a storm to come" Which word is a synonym for "**prayed**"?
    A. Asked
    B. Cried
    C. Yelled
    D. Laughed
40. What lesson can be learned from Malin Kundang's story?
    A. Hard work always leads to wealth.
    B. Family is not important.
    C. It is okay to deny your family for wealth.
    D. Kindness and love are more valuable than riches.

Appendix 6. Post-test Sheet

POST-TEST

Name :

Class/No :

Choose the correct answer by giving cross (X) on the word A,B,C and D.

Text 1: Read the text to answer the question number 1-7.

Once upon a time, in a beautiful farmyard a mother duck waited for her eggs to hatch. Out came the **fluffy** ducklings, all yellow and cute except for one, who was gray and larger. The others called him "**ugly**," making him feel sad and rejected.

Feeling out of place, **the ugly duckling** decided to leave the farmyard and wandered through the countryside. **He** faced many challenges and was teased by other animals for his appearance, searching for a place where he belonged.

As time passed, the ugly duckling grew into a beautiful swan. One day, he returned to the farmyard and was amazed by his graceful transformation. The other animals admired his beauty, and at last, he found acceptance and happiness.

1. What is the main idea of the story?
   A. A mother duck has many ducklings.
   B. An ugly duckling transforms into a beautiful swan.
   C. Animals in the farmyard are not friendly.
   D. A duckling learns to swim in the pond.
2. What was different about the ugly duckling?
   A. He could not swim.
   B. He was the first to hatch.
   C. He was smaller than the others.
   D. He had a different color and was larger.
3. What did the ugly duckling become as he grew up?
   A. A beautiful duck
   B. A farmyard chicken
   C. A large goose
   D. A beautiful swan
4. "**He** faced many challenges and was teased.."(Paragraph 2) What does "**he**" refer to?
   A. The ugly duckling
   B. The other animals
   C. The ducklings
   D. The mother duck

5. What does the word "**fluffy**" (Paragraph 1) mean in the context of the story?
   A. Smooth and shiny
   B. Soft and dark
   C. Heavy and rough
   D. Dark and dull
6. Which statement is **FALSE** according to the text ?
   A. The ugly duckling found acceptance from the other animals.
   B. The ugly duckling transformed into a swan.
   C. The ugly duckling left the farmyard because he was happy.
   D. The ugly duckling was the biggest of the ducklings.
7. What is the moral message of the story?
   A. Beauty is limited to skin and appearance.
   B. Everyone should conform to societal standards.
   C. True beauty comes from within and should be recognized.
   D. It is important to be the same as others.

Text 2: Read the text to answer the question number 8-12.

The Legend of Toba Lake

Once upon a time in Batak Land, a fisherman named Batara Guru Sahala caught a talking fish that begged for freedom. After he set **it** free, the fish transformed into a beautiful woman, and Sahala fell in love with her. They married, but she warned him never to reveal her secret of being a fish, and **he** promised to keep it.

They had two daughters, and every morning, Sahala went fishing. One day, the daughters brought him lunch but ended up eating it themselves. When Sahala discovered this, he angrily shouted, “You behave like the daughters of the fish!” Confused, the girls asked their mother about the comment, which **upset** her greatly.

Though Sahala apologized, his wife could not forgive him for breaking his promise. Suddenly, the earth shook, and a volcano erupted, creating a massive hole that became Toba Lake.

8. Who is Batara Guru Sahala?
   A. A sailor.
   B. A tailor.
   C. A farmer.
   D. A fisherman.

9. "…and **he** promised to keep it."(Paragraph 1). What does "**He**" refer to?
   A. The fish
   B. Batara Guru Sahala
   C. The daughters
   D. The mother
10. What does "**upset**" mean when describing the mother's feelings?
   A. Happy
   B. Angry
   C. Indifferent
   D. Excited
11. What can be inferred about the mother's feelings after Sahala's outburst?
   A. She felt proud of her daughters.
   B. She was touched by Sahala's apology.
   C. She felt betrayed and hurt.
   D. She was happy to have a secret.
12. From the text, we can learn that…
   A. Never keep a secret.
   B. Don't break your promise.
   C. Never angry to your children.
   D. Don't eat your father's lunch.

Text 3: Read the text to answer the question number 13-19.

On a hot summer day, a lion and a pig arrived at a small well to drink, but they began to argue about who should go first. Their disagreement quickly escalated into a fierce fight.

When they rested from their arguing, they saw some vultures in the distance. The birds were waiting for one of **them** to die so they could to eat. The vultures were looking and anticipating eagerly. They were more than five vultures ready to grab any **victims** from the fight.

Understanding the situation, the lion said, "Look at those vultures; they can't wait to eat us if we die. Let's stop fighting." The pig agreed, "You're right. It's better to be friends than to become food for the vultures." They decided to work together instead.

13. What is the topic of the story?
   A. It is better to make friends than to fight.
   B. The importance of water in summer.
   C. The behavior of vultures.
   D. Friendship between pig and vultures.

14. Who are the characters of the story above ?
    A. The lion and the pig.
    B. The vultures.
    C. The pig and the well.
    D. The lion, the pig and the vultures.
15. Why did the lion and the pig come to the well?
    A. The lion and the pig wanted to drink.
    B. The lion wanted to eat pig.
    C. The lion wanted to hunt the vultures.
    D. The pig wanted to argue with the lion.
16. "The vultures were waiting for one of **them** to die," what does "**them**" refer to?
    A. The vultures
    B. The people
    C. The animals in the forest
    D. The lion and the pig
17. "Ready to grab any **victims** from the fight"(Paragraph 2). The underlined word have same meaning with…
    A. Winners
    B. Participants
    C. Prey
    D. Survivors
18. What conclusion can be drawn from the lion and pig's decision to stop fighting?
    A. They realized that their conflict was pointless.
    B. They wanted to impress the vultures.
    C. They were afraid of the vultures.
    D. They don't want to be friends.
19. What is the moral message of the story?
    A. Fighting can lead to dangerous situations.
    B. Animals should always drink together.
    C. Vultures are always waiting for their chance.
    D. It's important to stay competitive.

Text 4: Read the text to answer the question number 20-27.

The Ant and Grasshopper

Once upon a time, there was a **cheerful** grasshopper who loved to sing and dance all summer long. Nearby, an ant worked hard, gathering food and preparing for winter.

The grasshopper laughed at the ant, saying, " How **dull**! Why are you working so much? Come and enjoy the sunshine with me!" But the ant replied, "I'm getting ready for winter. You should do the same!"

When winter came, the grasshopper found himself hungry and cold. **He** knocked on the ant's door, asking for help. The ant kindly shared some food but reminded the grasshopper to prepare for the future.

From that day on, the grasshopper learned the importance of hard work and planning ahead. He promised never to be lazy again and became good friends with the ant!

20. What is the main idea of the story?
    A. The grasshopper enjoys life without worries.
    B. Ants are boring compared to grasshoppers.
    C. Winter is the hardest season for animals.
    D. Ants that work hard to prepare for winter.
21. What did the grasshopper do in the summer?
    A. The grasshopper collected food.
    B. The grasshopper worked during summer.
    C. The grasshopper sing and danced.
    D. The grasshopper gathered grains.
22. Who worked in the summer?
    A. The grasshopper.
    B. The ants.
    C. The winter.
    D. The lion.
23. What happened when the winter came?
    A. There grasshopper were hungry.
    B. There were much food.
    C. The grasshopper was cheerful.
    D. The ants were hungry.
24. "There was a **cheerful** grasshopper" (Paragraph 1). The underlined word means….
    A. Sad
    B. Happy
    C. Angry
    D. Tired
25. "How **dull**! Why are you working so much?" (paragraph 2). The underlined word means…
    A. Interesting
    B. Boring
    C. Fascinating
    D. Compulsive

26. "**He** knocked on the ant's door.." What does "he" refer to?
    A. The ant
    B. The winter
    C. The food
    D. The grasshopper
27. What can be inferred about the grasshopper's attitude toward work?
    A. He believes work is essential for survival.
    B. He thinks work is boring and unnecessary.
    C. He enjoys working with the ants.
    D. He plans to work hard in the future

Text 5: Read the text to answer the question number 28-34.

Once upon a time, in a small village, a kind woman named Maria married a widower with two children, Tom and Lily. At first, the children were unsure about her, fearing she might be strict. However, Maria was determined to show them her love.

Maria created a **warm** home, cooking delicious meals, helping Tom with his homework, and taking Lily on nature walks. Gradually, the children began to see her as a loving and supportive stepmother.

One day, when Tom fell **ill**, Maria stayed by his side, caring for him with stories and soup. When he recovered, Tom and Lily surprised Maria with a homemade picture frame to show their appreciation. Overjoyed, Maria felt their bond grow stronger, and **they** became a happy family.

28. What is the main topic of the story?
    A. Maria struggles to connect with her stepchildren.
    B. A loving stepmother can create a happy family.
    C. Tom and Lily do not like their new home.
    D. Cooking is the most important skill for a parent.
29. What happened when Tom fell ill?
    A. Tom went to the doctor alone.
    B. Maria ignored him.
    C. Lily took care of him instead.
    D. Maria stayed by his side and took care of him.
30. What surprise did Tom and Lily prepare for Maria?
    A. A party
    B. A homemade gift
    C. A trip to the city
    D. A new pet

31. “Maria created a **warm** home,"(Paragraph 2). What does "**warm**" imply?
    A. High temperature
    B. Lacking heat
    C. Brightly colored
    D. Cozy and welcoming
32. “One day, when Tom fell **ill**,” (Paragraph 3). What is the **antonym** of **“ill”** ?
    A. Healthy
    B. Weak
    C. Tired
    D. Sad
33. “and **they** became a happy family” (Paragraph 3). What does "**they**" refer to?
    A. Maria and Tom
    B. Maria and her children
    C. The children and their friends
    D. Maria and her husband
34. Why do you think Maria chose to help Tom with his homework?
    A. She wanted to build a trusting relationship.
    B. She wanted to show off her knowledge.
    C. She did not want him to fail.
    D. She preferred Tom over Lily

Text 6: Read the text to answer the question number 35-40.

Cinderella

Once upon a time, there was a kind girl named Cinderella. She lived with her mean stepmother and stepsisters, who treated her poorly. One day, the king announced a grand ball. Cinderella wanted to go, but her family wouldn’t let her.

With the help of her fairy godmother, Cinderella got a beautiful dress and glass slippers. At the ball, everyone **admired** her, especially the prince! But when the clock struck midnight, she had to hurry home and lost one glass slipper.

The prince searched the kingdom for the girl who fit the slipper. When he found Cinderella, they were so happy! **They** danced together and lived happily ever after.

35. What happened when the clock struck midnight?
    A. Cinderella fell asleep.
    B. The prince left the ball.
    C. The fairy godmother appeared.
    D. She had to leave the ball.
36. “Everyone **admired** her, especially the prince!”(Paragraph 2) What does "**admired**" mean?
    A. Bored and uninterested
    B. Confused and surprised
    C. Fascinated and amazed
    D. Disappointed and unhappy

37. "**They** danced together"(Paragraph 3). What does "**they**" refer to?
    A. The stepsisters and the prince
    B. Cinderella and her fairy godmother
    C. The king and his guests
    D. Cinderella and the prince
38. What did Cinderella lose while leaving the ball?
    A. Her gown
    B. A glass slipper
    C. A necklace
    D. Her crown
39. What can be inferred about Cinderella's character based on the story?
    A. She is a strong and resilient person.
    B. She does not care about her appearance.
    C. She often rebels against authority.
    D. She is unhappy and wishes for more power.
40. What is the moral message of the story?
    A. Kindness can be rewarded in unexpected ways.
    B. It is important to conform to societal expectations.
    C. Beauty is the most important quality.
    D. Hard work always leads to success.

Kunci Jawaban Pre-test

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

Kunci Jawaban Post-test

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

Nilai = Jumlah soal benar x 10 : 4

Appendix 7. Pre-test Sheet of Experimental Class

PRE-TEST

70
B= 28

Name : Anaqu Maurarayap.

Class/No : 8 F/02

Choose the correct answer by giving cross (X) on the word A,B,C and D.

Text 1: Read the text to answer the question number 1-3.

True Friends

Once upon a time, two close friends were walking through the forest. They knew that anything **dangerous** can happen any time in the forest. **They** promised each other that they would always be together in any case of danger.

Suddenly, they spotted a large bear approaching. One friend quickly climbed a nearby tree, while the other, unable to climb, lay down on the ground and pretended to be dead. The bear sniffed him and eventually left, thinking he was dead.

Afterward, the friend in the tree came down and asked what the bear had whispered. The other friend replied, "The bear advised me not to trust a false friend."

1. How did they feel after spotting the big bear approaching?
   A. Happy
   B. Glad
   C. Scared
   D. Upset
2. "...anything **dangerous** can happen" (Paragraph 1). The underlined word has similar meaning to …
   A. Safe.
   B. Secure.
   C. Unique.
   D. Unsafe.
3. "**They** promised each other". (Paragraph 1) **They** refers to…
   A. The mans.
   B. The bear.
   C. The trees.
   D. The forest.

Text 2: Read the text to answer the question number 4-7.

One day, a cat and a fox were talking. The fox, an arrogant animal, boasted about her **intelligence**. "Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs." The cat replied, "I know only one trick to escape dogs. You should teach me some of yours!" The fox responded, "Well, maybe someday, when I have the time."

Suddenly, they heard the barking of a pack of dogs in the distance. As the barking grew

louder, the cat quickly ran to the nearest tree and climbed into its branches, saying, "This is the trick I told you about, the only one I know. Which one of your hundred tricks are you going to use?"

The fox sat silently under the tree, unsure of which trick to use. Before she could decide, the dogs arrived and fell upon the fox, tearing **her** to pieces.

4. "tearing **her** to pieces."(Paragraph 3). The underlined word refers to …
   A. The dog.
   B. The cat.
   C. The fox.
   D. The tree.

5. The synonym for the word "**intelligence**" in the story is?
   A. Stupid
   B. Smart
   C. Ignorance
   D. Diligent

6. What happened to the fox in the end of story?
   A. The fox was dead.
   B. The fox was safe.
   C. The fox was alive.
   D. The fox disappeared.

7. From the story above, we can learn that…..
   A. Cats are better than foxes.
   B. Having many skills is always beneficial.
   C. One simple solution is more effective than complex skills.
   D. It's important to brag about your abilities.

Text 3: Read the text to answer the question number 8-13.

The Elephant and The Ants

There was once a proud elephant who constantly **bullied** smaller animals. **He** would go to the anthill near his home and spray water at the ants.

The ants, with their size, could do nothing but cry. The elephant just laughed and threatened the ants that he would crush them to death. One day, the ants had enough and decided to teach the elephant a lesson.

They went straight into the elephant's trunk and started biting him. The elephant could only howl in pain. He realized his mistake and apologized to the ants and all the animals he bullied.

8. What did the elephant do to the ants?
   A. He helped them build their anthill.
   B. He played with them.
   C. He protected them from predators.
   D. He sprayed water at them.

9. "**He** would go to the anthill near his home" (Paragraph 1). What does "**he**" refer to?
   A. The ants
   B. The elephant
   C. The anthill
   D. The other animals

10. "Who constantly **bullied** smaller animals" (Paragraph 1). What does "**bullied**" mean?
   A. To intimidate
   B. To help
   C. To play with
   D. To ignore

11. "**They** went straight into the elephant's trunk" (Paragraph 3). What does "**they**" refer to?
   A. The elephant
   B. The anthill
   C. The ants
   D. The other animals

12. What was the elephant's reaction after being bitten by the ants?
   A. He chased the ants away.
   B. He continued to bully other animals.
   C. He howled in pain.
   D. He laughed.

13. What lesson can be learned from the story?
   A. Size does not determine strength or courage.
   B. It's okay to bully smaller animals.
   C. Elephants are the strongest animals.
   D. Ants should avoid elephants.

Text 4: Read the text to answer the question number 14-19.

The Legend of Surabaya

A long time ago, there were two animals named Sura and Baya. Sura was a shark, and Baya was a crocodile. One day, while looking for food, Baya saw a goat and said, "Yummy, this is my lunch!" Sura replied, "No way! This is my lunch. You are **greedy**!" They started to fight over the goat for a long time until they were very tired.

Feeling tired from fighting, **they** decided to live in different places—Sura in the water and Baya on land, with the beach as their border. One day, Sura went to the land to look for food in the river. When Baya found out, he got very **angry** because Sura broke their promise.

They fought again and hit each other. Sura bit Baya's tail, and Baya bit Sura back very hard. Finally, Sura gave up and went back to the sea, while Baya felt happy.

14. What is the story about ?
   A. The relationship between animals and humans
   B. The importance of having power
   C. The food chain in the ocean
   D. The conflict between a shark and a crocodile

15. What caused the argument between Sura and Baya ?

A. A goat
B. A beach
C. A river
D. A fish

16. What made Baya angry?

A. Sura took his food.
B. Sura didn't want to fight.
C. Sura broke their promise.
D. Baya was hungry.

17. In the sentence "He got very **angry**," what does "**angry**" mean?

A. Excited
B. Sad
C. Upset or mad
D. Indifferent

18. In the sentence "You are **greedy**". What does the word "**greedy**" mean ?

A. Wanting another happiness.
B. Wanting more than one needs.
C. Eager to share.
D. Happy to help.

19. What lessons can we learn at the end of story ?

A. Greed can lead to conflict and broken promises.
B. Fighting is always the best solution.
C. Animals should never leave their habitats.
D. Sharks are stronger than crocodiles.

Text 5: Read the text to answer the question number 20-26.

Timun Mas

Once upon a time, in a small village, there lived a kind woman who longed for a child. One day, she found a magical cucumber and planted **it**. To her surprise, out came a beautiful girl named Timun Mas!

As Timun Mas grew up, she became smart and brave. One day, an **evil** giant heard about her and wanted to **capture** her. To protect Timun Mas, her mother gave her magical seeds, which could help her escape.

When the giant came to take her, Timun Mas threw the seeds on the ground. They turned into trees, a river, and even a giant cucumber! The giant got stuck and couldn't catch her. Timun Mas ran home safely, and together with her mother, they lived happily ever after.

20. What is the main idea of the story?

A. The giant captures Timun Mas.
B. Timun Mas finds a magical cucumber and became rich.
C. Timun Mas escape from an evil giant using cleverness and magic.
D. Timun Mas goes on an adventure with her family.

21. "She found a magical cucumber and planted **it** "(Paragraph 1). What does "**it**" refer to?

A. A child
B. A seed
C. A magical cucumber
D. A tree

22. Which of the following statements is **FALSE** about Timun Mas?

A. Timun Mas chose to live with the giant.
B. Timun Mas was born from a magical cucumber.
C. Timun Mas's mother wanted a child for many years.
D. Timun Mas used magical seeds to escape.

23. How did Timun Mas escape from the giant?

A. By climbing a mountain
B. By using his speed to run from the giant
C. By throwing magical seeds that created obstacles
D. By hiding in a cave

24. What is the **antonym** of "**evil**" in the context of the giant?

A. Powerful
B. Dangerous
C. Dark
D. Kind

25. "The giant wanted to **capture** Timun Mas"(Paragraph 2). What does "capture" mean?

A. To help
B. To protect
C. To lose
D. To catch and hold

26. What is the moral of the story?

A. Magic can solve all problems.
B. Bravery and cleverness can overcome problems.
C. Mom always doesn't want to protect her children.
D. Giants are always evil.

Text 7: Read the text to answer the question number 27-33.

Once upon a time, there was a boy named Tom who loved to tell lies. He thought it was funny to trick the villagers. One day, he shouted, "Help! A wolf is coming!" The villagers rushed to help, but when they arrived, there was no wolf. Tom laughed and said, "I was just joking!"

A few days later, Tom did it again. He cried, "Help! A wolf!" The villagers ran to save him, but once more, there was no wolf. They were **angry** at Tom for wasting their time.

Then, one day, a real wolf appeared! Tom shouted for help, but this time, the villagers didn't believe him. **They** thought he was lying again. The wolf chased Tom, and he ran away in fear.

27. What is the main idea of the story?
   A. Lying can lead to serious consequences.
   B. Tom becomes a hero by saving the villagers.
   C. Villagers enjoy helping each other.
   D. Wolves are dangerous animals.

28. What happened when Tom first shouted for help?
   A. Tom got hurt by the wolf.
   B. The villagers ignored him.
   C. They found a wolf and chased it away.
   D. The villagers rushed to help but found no wolf.

29. What happened when a real wolf appeared?
   A. The villagers saved Tom.
   B. Tom ran away in fear.
   C. Tom caught the wolf.
   D. The villagers believed Tom immediately.

30. What can be inferred about Tom's character when he continues to play tricks despite the consequences?
   A. He is very wise and thoughtful.
   B. He is concerned about others' feelings.
   C. He is very cautious and avoids risks.
   D. He is immature and does not learn from his mistakes.

31. Which word is a synonym for "**angry**"?
   A. Furious
   B. Happy
   C. Sad
   D. Excited

32. "**They** thought he was lying again" what does "**they**" refer to?
   A. Tom's friends
   B. The villagers
   C. The wolves
   D. Tom's family

33. What is the moral of the story?
   A. Always play jokes on your friends.
   B. Lying can destroy trust and lead to danger.
   C. Villagers should always help each other.
   D. Wolves are not to be feared.

Text 8: Read the text to answer the question number 34-40.

Malin Kundang

Once upon a time, in a small village by the sea, there lived a young boy named Malin Kundang. He was kind and hardworking, helping his mother every day. One day, he decided to sail away to seek his **fortune**.

After many years, Malin returned home as a rich man. But when he saw his mother, he was embarrassed and denied her as his mother. Heartbroken, **his** mother **prayed** for a storm

to come.

Suddenly, dark clouds filled the sky, and a fierce storm arose. Malin's ship was tossed about, and he was turned into stone. From that day on, **he** stood as a reminder to always respect and love your family. Malin learned that wealth means nothing without love and kindness.

34. What is the topic of the story?
   A. The adventures of a sailor.
   B. The life of a poor boy.
   C. The consequences of disrespect.
   D. The beauty of the sea.

35. What did Malin Kundang decide to do one day?
   A. Sail away to seek his fortune
   B. Help his mother more
   C. Become a fisherman
   D. Stay in his village

36. What was the final outcome for Malin Kundang?
   A. He turned into stone.
   B. He became a sailor forever.
   C. He found his fortune.
   D. He returned to his mother.

37. "To seek his **fortune**" (Paragraph 1). What does "fortune" mean ?
   A. A type of food
   B. Wealth or success
   C. A family heirloom
   D. A place to live

38. "**His** mother prayed for a storm to come,"(Paragraph 2). What does "**his**" refer to?
   A. The mother
   B. The village
   C. The sea
   D. Malin Kundang

39. "His mother **prayed** for a storm to come" Which word is a synonym for "**prayed**"?
   A. Asked
   B. Cried
   C. Yelled
   D. Laughed

40. What lesson can be learned from Malin Kundang's story?
   A. Hard work always leads to wealth.
   B. Family is not important.
   C. It is okay to deny your family for wealth.
   D. Kindness and love are more valuable than riches.

PRE-TEST

75

Name : Izha Tegar. S.

B : 30

Class/No : 8F/16

Choose the correct answer by giving cross (X) on the word A,B,C and D.

Text 1: Read the text to answer the question number 1-3.

True Friends

Once upon a time, two close friends were walking through the forest. They knew that anything **dangerous** can happen any time in the forest. **They** promised each other that they would always be together in any case of danger.

Suddenly, they spotted a large bear approaching. One friend quickly climbed a nearby tree, while the other, unable to climb, lay down on the ground and pretended to be dead. The bear sniffed him and eventually left, thinking he was dead.

Afterward, the friend in the tree came down and asked what the bear had whispered. The other friend replied, "The bear advised me not to trust a false friend."

1. How did they feel after spotting the big bear approaching?
   A. Happy
   B. Glad
   X. Scared
   D. Upset
2. "...anything **dangerous** can happen" (Paragraph 1). The underlined word has similar meaning to …
   A. Safe.
   B. Secure.
   C. Unique.
   X. Unsafe.
3. "**They** promised each other". (Paragraph 1) **They** refers to…
   X. The mans.
   B. The bear.
   C. The trees.
   D. The forest.

Text 2: Read the text to answer the question number 4-7.

One day, a cat and a fox were talking. The fox, an arrogant animal, boasted about her **intelligence**. "Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs." The cat replied, "I know only one trick to escape dogs. You should teach me some of yours!" The fox responded, "Well, maybe someday, when I have the time."

Suddenly, they heard the barking of a pack of dogs in the distance. As the barking grew

louder, the cat quickly ran to the nearest tree and climbed into its branches, saying, "This is the trick I told you about, the only one I know. Which one of your hundred tricks are you going to use?"

The fox sat silently under the tree, unsure of which trick to use. Before she could decide, the dogs arrived and fell upon the fox, tearing **her** to pieces.

4. "tearing **her** to pieces."(Paragraph 3).
   The underlined word refers to …
   A. The dog.
   B. The cat.
   C. The fox.
   D. The tree.

5. The synonym for the word **"intelligence"** in the story is?
   A. Stupid
   B. Smart
   C. Ignorance
   D. Diligent

6. What happened to the fox in the end of story?
   A. The fox was dead.
   B. The fox was safe.
   C. The fox was alive.
   D. The fox disappeared.

7. From the story above, we can learn that…..
   A. Cats are better than foxes.
   B. Having many skills is always beneficial.
   C. One simple solution is more effective than complex skills.
   D. It's important to brag about your abilities.

Text 3: Read the text to answer the question number 8-13.

The Elephant and The Ants

There was once a proud elephant who constantly **bullied** smaller animals. **He** would go to the anthill near his home and spray water at the ants.

The ants, with their size, could do nothing but cry. The elephant just laughed and threatened the ants that he would crush them to death. One day, the ants had enough and decided to teach the elephant a lesson.

They went straight into the elephant's trunk and started biting him. The elephant could only howl in pain. He realized his mistake and apologized to the ants and all the animals he bullied.

8. What did the elephant do to the ants?
   A. He helped them build their anthill.
   B. He played with them.
   C. He protected them from predators.
   D. He sprayed water at them.

9. "**He** would go to the anthill near his home" (Paragraph 1). What does "**he**" refer to?
   A. The ants
   B. The elephant
   C. The anthill
   D. The other animals
10. "Who constantly **bullied** smaller animals" (Paragraph 1). What does "**bullied**" mean?
   A. To intimidate
   B. To help
   C. To play with
   D. To ignore
11. "**They** went straight into the elephant's trunk" (Paragraph 3). What does "**they**" refer to?
   A. The elephant
   B. The anthill
   C. The ants
   D. The other animals
12. What was the elephant's reaction after being bitten by the ants?
   A. He chased the ants away.
   B. He continued to bully other animals.
   C. He howled in pain.
   D. He laughed.
13. What lesson can be learned from the story?
   A. Size does not determine strength or courage.
   B. It's okay to bully smaller animals.
   C. Elephants are the strongest animals.
   D. Ants should avoid elephants.

Text 4: Read the text to answer the question number 14-19.

The Legend of Surabaya

A long time ago, there were two animals named Sura and Baya. Sura was a shark, and Baya was a crocodile. One day, while looking for food, Baya saw a goat and said, "Yummy, this is my lunch!" Sura replied, "No way! This is my lunch. You are **greedy**!" They started to fight over the goat for a long time until they were very tired.

Feeling tired from fighting, **they** decided to live in different places—Sura in the water and Baya on land, with the beach as their border. One day, Sura went to the land to look for food in the river. When Baya found out, he got very **angry** because Sura broke their promise.

They fought again and hit each other. Sura bit Baya's tail, and Baya bit Sura back very hard. Finally, Sura gave up and went back to the sea, while Baya felt happy.

14. What is the story about ?
   A. The relationship between animals and humans
   B. The importance of having power
   C. The food chain in the ocean
   D. The conflict between a shark and a crocodile

15. What caused the argument between Sura and Baya ?

A. A goat
B. A beach
C. A river
D. A fish

16. What made Baya angry?

A. Sura took his food.
B. Sura didn't want to fight.
C. Sura broke their promise.
D. Baya was hungry.

17. In the sentence "He got very **angry**," what does "**angry**" mean?

A. Excited
B. Sad
C. Upset or mad
D. Indifferent

18. In the sentence "You are **greedy**". What does the word "**greedy**" mean ?

A. Wanting another happiness.
B. Wanting more than one needs.
C. Eager to share.
D. Happy to help.

19. What lessons can we learn at the end of story ?

A. Greed can lead to conflict and broken promises.
B. Fighting is always the best solution.
C. Animals should never leave their habitats.
D. Sharks are stronger than crocodiles.

Text 5: Read the text to answer the question number 20-26.

Timun Mas

Once upon a time, in a small village, there lived a kind woman who longed for a child. One day, she found a magical cucumber and planted **it**. To her surprise, out came a beautiful girl named Timun Mas!

As Timun Mas grew up, she became smart and brave. One day, an **evil** giant heard about her and wanted to **capture** her. To protect Timun Mas, her mother gave her magical seeds, which could help her escape.

When the giant came to take her, Timun Mas threw the seeds on the ground. They turned into trees, a river, and even a giant cucumber! The giant got stuck and couldn't catch her. Timun Mas ran home safely, and together with her mother, they lived happily ever after.

20. What is the main idea of the story?

A. The giant captures Timun Mas.
B. Timun Mas finds a magical cucumber and became rich.
C. Timun Mas escape from an evil giant using cleverness and magic.
D. Timun Mas goes on an adventure with her family.

21. "She found a magical cucumber and planted **it** "(Paragraph 1). What does "**it**" refer to?

A. A child
B. A seed
C. A magical cucumber
D. A tree

22. Which of the following statements is **FALSE** about Timun Mas?

A. Timun Mas chose to live with the giant.
B. Timun Mas was born from a magical cucumber.
C. Timun Mas's mother wanted a child for many years.
D. Timun Mas used magical seeds to escape.

23. How did Timun Mas escape from the giant?

A. By climbing a mountain
B. By using his speed to run from the giant
C. By throwing magical seeds that created obstacles
D. By hiding in a cave

24. What is the **antonym** of "**evil**" in the context of the giant?

A. Powerful
B. Dangerous
C. Dark
D. Kind

25. "The giant wanted to **capture** Timun Mas"(Paragraph 2). What does "capture" mean?

A. To help
B. To protect
C. To lose
D. To catch and hold

26. What is the moral of the story?

A. Magic can solve all problems.
B. Bravery and cleverness can overcome problems.
C. Mom always doesn't want to protect her children.
D. Giants are always evil.

Text 7: Read the text to answer the question number 27-33.

Once upon a time, there was a boy named Tom who loved to tell lies. He thought it was funny to trick the villagers. One day, he shouted, "Help! A wolf is coming!" The villagers rushed to help, but when they arrived, there was no wolf. Tom laughed and said, "I was just joking!"

A few days later, Tom did it again. He cried, "Help! A wolf!" The villagers ran to save him, but once more, there was no wolf. They were **angry** at Tom for wasting their time.

Then, one day, a real wolf appeared! Tom shouted for help, but this time, the villagers didn't believe him. **They** thought he was lying again. The wolf chased Tom, and he ran away in fear.

27. What is the main idea of the story?
   A. Lying can lead to serious consequences.
   B. Tom becomes a hero by saving the villagers.
   C. Villagers enjoy helping each other.
   D. Wolves are dangerous animals.

28. What happened when Tom first shouted for help?
   A. Tom got hurt by the wolf.
   B. The villagers ignored him.
   C. They found a wolf and chased it away.
   D. The villagers rushed to help but found no wolf.

29. What happened when a real wolf appeared?
   A. The villagers saved Tom.
   B. Tom ran away in fear.
   C. Tom caught the wolf.
   D. The villagers believed Tom immediately.

30. What can be inferred about Tom's character when he continues to play tricks despite the consequences?
   A. He is very wise and thoughtful.
   B. He is concerned about others' feelings.
   C. He is very cautious and avoids risks.
   D. He is immature and does not learn from his mistakes.

31. Which word is a synonym for "**angry**"?
   A. Furious
   B. Happy
   C. Sad
   D. Excited

32. "**They** thought he was lying again" what does "**they**" refer to?
   A. Tom's friends
   B. The villagers
   C. The wolves
   D. Tom's family

33. What is the moral of the story?
   A. Always play jokes on your friends.
   B. Lying can destroy trust and lead to danger.
   C. Villagers should always help each other.
   D. Wolves are not to be feared.

Text 8: Read the text to answer the question number 34-40.

Malin Kundang

Once upon a time, in a small village by the sea, there lived a young boy named Malin Kundang. He was kind and hardworking, helping his mother every day. One day, he decided to sail away to seek his **fortune**.

After many years, Malin returned home as a rich man. But when he saw his mother, he was embarrassed and denied her as his mother. Heartbroken, **his** mother **prayed** for a storm

to come.

Suddenly, dark clouds filled the sky, and a fierce storm arose. Malin's ship was tossed about, and he was turned into stone. From that day on, **he** stood as a reminder to always respect and love your family. Malin learned that wealth means nothing without love and kindness.

34. What is the topic of the story?

A. The adventures of a sailor.

B. The life of a poor boy.

C. The consequences of disrespect.

D. The beauty of the sea.

35. What did Malin Kundang decide to do one day?

A. Sail away to seek his fortune

B. Help his mother more

C. Become a fisherman

D. Stay in his village

36. What was the final outcome for Malin Kundang?

A. He turned into stone.

B. He became a sailor forever.

C. He found his fortune.

D. He returned to his mother.

37. "To seek his **fortune**" (Paragraph 1). What does "fortune" mean ?

A. A type of food

B. Wealth or success

C. A family heirloom

D. A place to live

38. "**His** mother prayed for a storm to come,"(Paragraph 2). What does "**his**" refer to?

A. The mother

B. The village

C. The sea

D. Malin Kundang

39. "His mother **prayed** for a storm to come" Which word is a synonym for "**prayed**"?

A. Asked

B. Cried

C. Yelled

D. Laughed

40. What lesson can be learned from Malin Kundang's story?

A. Hard work always leads to wealth.

B. Family is not important.

C. It is okay to deny your family for wealth.

D. Kindness and love are more valuable than riches.

Appendix 8. Pre-test Sheet of Control Class

PRE-TEST

60

B=29

Name : Khanza fiska Al fachri

Class/No : 8C 17

Choose the correct answer by giving cross (X) on the word A,B,C and D.

Text 1: Read the text to answer the question number 1-3.

True Friends

Once upon a time, two close friends were walking through the forest. They knew that anything **dangerous** can happen any time in the forest. **They** promised each other that they would always be together in any case of danger.

Suddenly, they spotted a large bear approaching. One friend quickly climbed a nearby tree, while the other, unable to climb, lay down on the ground and pretended to be dead. The bear sniffed him and eventually left, thinking he was dead.

Afterward, the friend in the tree came down and asked what the bear had whispered. The other friend replied, "The bear advised me not to trust a false friend."

X. How did they feel after spotting the big bear approaching?

A. Happy
B. Glad
C. Scared
X D. Upset

2. "...anything **dangerous** can happen" (Paragraph 1). The underlined word has similar meaning to …

A. Safe.
B. Secure.
C. Unique.
X D. Unsafe.

3. "**They** promised each other". (Paragraph 1) **They** refers to…

X A. The mans.
B. The bear.
C. The trees.
D. The forest.

Text 2: Read the text to answer the question number 4-7.

One day, a cat and a fox were talking. The fox, an arrogant animal, boasted about her **intelligence**. "Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs." The cat replied, "I know only one trick to escape dogs. You should teach me some of yours!" The fox responded, "Well, maybe someday, when I have the time."

Suddenly, they heard the barking of a pack of dogs in the distance. As the barking grew

louder, the cat quickly ran to the nearest tree and climbed into its branches, saying, "This is the trick I told you about, the only one I know. Which one of your hundred tricks are you going to use?"

The fox sat silently under the tree, unsure of which trick to use. Before she could decide, the dogs arrived and fell upon the fox, tearing **her** to pieces.

4. "tearing **her** to pieces."(Paragraph 3). The underlined word refers to …
   A. The dog.
   B. The cat.
   C. The fox.
   D. The tree.

5. The synonym for the word "**intelligence**" in the story is?
   A. Stupid
   B. Smart
   C. Ignorance
   D. Diligent

6. What happened to the fox in the end of story?
   A. The fox was dead.
   B. The fox was safe.
   C. The fox was alive.
   D. The fox disappeared.

7. From the story above, we can learn that…..
   A. Cats are better than foxes.
   B. Having many skills is always beneficial.
   C. One simple solution is more effective than complex skills.
   D. It's important to brag about your abilities.

Text 3: Read the text to answer the question number 8-13.

The Elephant and The Ants

There was once a proud elephant who constantly **bullied** smaller animals. **He** would go to the anthill near his home and spray water at the ants.

The ants, with their size, could do nothing but cry. The elephant just laughed and threatened the ants that he would crush them to death. One day, the ants had enough and decided to teach the elephant a lesson.

They went straight into the elephant's trunk and started biting him. The elephant could only howl in pain. He realized his mistake and apologized to the ants and all the animals he bullied.

8. What did the elephant do to the ants?
   A. He helped them build their anthill.
   B. He played with them.
   C. He protected them from predators.
   D. He sprayed water at them.

9. "**He** would go to the anthill near his home" (Paragraph 1). What does "**he**" refer to?
   A. The ants
   B. The elephant
   C. The anthill
   D. The other animals
10. "Who constantly **bullied** smaller animals" (Paragraph 1). What does "**bullied**" mean?
   A. To intimidate
   B. To help
   C. To play with
   D. To ignore
11. "**They** went straight into the elephant's trunk" (Paragraph 3). What does "**they**" refer to?
   A. The elephant
   B. The anthill
   C. The ants
   D. The other animals
12. What was the elephant's reaction after being bitten by the ants?
   A. He chased the ants away.
   B. He continued to bully other animals.
   C. He howled in pain.
   D. He laughed.
13. What lesson can be learned from the story?
   A. Size does not determine strength or courage.
   B. It's okay to bully smaller animals.
   C. Elephants are the strongest animals.
   D. Ants should avoid elephants.

Text 4: Read the text to answer the question number 14-19.

The Legend of Surabaya

A long time ago, there were two animals named Sura and Baya. Sura was a shark, and Baya was a crocodile. One day, while looking for food, Baya saw a goat and said, "Yummy, this is my lunch!" Sura replied, "No way! This is my lunch. You are **greedy**!" They started to fight over the goat for a long time until they were very tired.

Feeling tired from fighting, **they** decided to live in different places—Sura in the water and Baya on land, with the beach as their border. One day, Sura went to the land to look for food in the river. When Baya found out, he got very **angry** because Sura broke their promise.

They fought again and hit each other. Sura bit Baya's tail, and Baya bit Sura back very hard. Finally, Sura gave up and went back to the sea, while Baya felt happy.

14. What is the story about ?
   A. The relationship between animals and humans
   B. The importance of having power
   C. The food chain in the ocean
   D. The conflict between a shark and a crocodile

15. What caused the argument between Sura and Baya ?

A. A goat

B. A beach

C. A river

D. A fish

16. What made Baya angry?

A. Sura took his food.

B. Sura didn't want to fight.

C. Sura broke their promise.

D. Baya was hungry.

17. In the sentence "He got very **angry**," what does "**angry**" mean?

A. Excited

B. Sad

C. Upset or mad

D. Indifferent

18. In the sentence "You are **greedy**". What does the word "**greedy**" mean ?

A. Wanting another happiness.

B. Wanting more than one needs.

C. Eager to share.

D. Happy to help.

19. What lessons can we learn at the end of story ?

A. Greed can lead to conflict and broken promises.

B. Fighting is always the best solution.

C. Animals should never leave their habitats.

D. Sharks are stronger than crocodiles.

Text 5: Read the text to answer the question number 20-26.

Timun Mas

Once upon a time, in a small village, there lived a kind woman who longed for a child. One day, she found a magical cucumber and planted **it**. To her surprise, out came a beautiful girl named Timun Mas!

As Timun Mas grew up, she became smart and brave. One day, an **evil** giant heard about her and wanted to **capture** her. To protect Timun Mas, her mother gave her magical seeds, which could help her escape.

When the giant came to take her, Timun Mas threw the seeds on the ground. They turned into trees, a river, and even a giant cucumber! The giant got stuck and couldn't catch her. Timun Mas ran home safely, and together with her mother, they lived happily ever after.

20. What is the main idea of the story?

A. The giant captures Timun Mas.

B. Timun Mas finds a magical cucumber and became rich.

C. Timun Mas escape from an evil giant using cleverness and magic.

D. Timun Mas goes on an adventure with her family.

21. "She found a magical cucumber and planted **it** "(Paragraph 1). What does "**it**" refer to?

A. A child
B. A seed
C. A magical cucumber
D. A tree

22. Which of the following statements is **FALSE** about Timun Mas?

A. Timun Mas chose to live with the giant.
B. Timun Mas was born from a magical cucumber.
C. Timun Mas's mother wanted a child for many years.
D. Timun Mas used magical seeds to escape.

23. How did Timun Mas escape from the giant?

A. By climbing a mountain
B. By using his speed to run from the giant
C. By throwing magical seeds that created obstacles
D. By hiding in a cave

24. What is the **antonym** of "**evil**" in the context of the giant?

A. Powerful
B. Dangerous
C. Dark
D. Kind

25. "The giant wanted to **capture** Timun Mas"(Paragraph 2). What does "capture" mean?

A. To help
B. To protect
C. To lose
D. To catch and hold

26. What is the moral of the story?

A. Magic can solve all problems.
B. Bravery and cleverness can overcome problems.
C. Mom always doesn't want to protect her children.
D. Giants are always evil.

Text 7: Read the text to answer the question number 27-33.

Once upon a time, there was a boy named Tom who loved to tell lies. He thought it was funny to trick the villagers. One day, he shouted, "Help! A wolf is coming!" The villagers rushed to help, but when they arrived, there was no wolf. Tom laughed and said, "I was just joking!"

A few days later, Tom did it again. He cried, "Help! A wolf!" The villagers ran to save him, but once more, there was no wolf. They were **angry** at Tom for wasting their time.

Then, one day, a real wolf appeared! Tom shouted for help, but this time, the villagers didn't believe him. **They** thought he was lying again. The wolf chased Tom, and he ran away in fear.

27. What is the main idea of the story?
   A. Lying can lead to serious consequences.
   B. Tom becomes a hero by saving the villagers.
   C. Villagers enjoy helping each other.
   D. Wolves are dangerous animals.

28. What happened when Tom first shouted for help?
   A. Tom got hurt by the wolf.
   B. The villagers ignored him.
   C. They found a wolf and chased it away.
   D. The villagers rushed to help but found no wolf.

29. What happened when a real wolf appeared?
   A. The villagers saved Tom.
   B. Tom ran away in fear.
   C. Tom caught the wolf.
   D. The villagers believed Tom immediately.

30. What can be inferred about Tom's character when he continues to play tricks despite the consequences?
   A. He is very wise and thoughtful.
   B. He is concerned about others' feelings.
   C. He is very cautious and avoids risks.
   D. He is immature and does not learn from his mistakes.

31. Which word is a synonym for "**angry**"?
   A. Furious
   B. Happy
   C. Sad
   D. Excited

32. "**They** thought he was lying again" what does "**they**" refer to?
   A. Tom's friends
   B. The villagers
   C. The wolves
   D. Tom's family

33. What is the moral of the story?
   A. Always play jokes on your friends.
   B. Lying can destroy trust and lead to danger.
   C. Villagers should always help each other.
   D. Wolves are not to be feared.

Text 8: Read the text to answer the question number 34-40.

Malin Kundang

Once upon a time, in a small village by the sea, there lived a young boy named Malin Kundang. He was kind and hardworking, helping his mother every day. One day, he decided to sail away to seek his **fortune**.

After many years, Malin returned home as a rich man. But when he saw his mother, he was embarrassed and denied her as his mother. Heartbroken, **his** mother **prayed** for a storm

to come.

Suddenly, dark clouds filled the sky, and a fierce storm arose. Malin's ship was tossed about, and he was turned into stone. From that day on, **he** stood as a reminder to always respect and love your family. Malin learned that wealth means nothing without love and kindness.

34. What is the topic of the story?
   A. The adventures of a sailor.
   B. The life of a poor boy.
   C. The consequences of disrespect.
   D. The beauty of the sea.

35. What did Malin Kundang decide to do one day?
   A. Sail away to seek his fortune
   B. Help his mother more
   C. Become a fisherman
   D. Stay in his village

36. What was the final outcome for Malin Kundang?
   A. He turned into stone.
   B. He became a sailor forever.
   C. He found his fortune.
   D. He returned to his mother.

37. "To seek his **fortune**" (Paragraph 1). What does "fortune" mean ?
   A. A type of food
   B. Wealth or success
   C. A family heirloom
   D. A place to live

38. "**His** mother prayed for a storm to come,"(Paragraph 2). What does "**his**" refer to?
   A. The mother
   B. The village
   C. The sea
   D. Malin Kundang

39. "His mother **prayed** for a storm to come" Which word is a synonym for "**prayed**"?
   A. Asked
   B. Cried
   C. Yelled
   D. Laughed

40. What lesson can be learned from Malin Kundang's story?
   A. Hard work always leads to wealth.
   B. Family is not important.
   C. It is okay to deny your family for wealth.
   D. Kindness and love are more valuable than riches.

PRE-TEST

75

B =20

Name : RACHA SETYO N

Class/No : 8C / 24

Choose the correct answer by giving cross (X) on the word A,B,C and D.

Text 1: Read the text to answer the question number 1-3.

True Friends

Once upon a time, two close friends were walking through the forest. They knew that anything **dangerous** can happen any time in the forest. **They** promised each other that they would always be together in any case of danger.

Suddenly, they spotted a large bear approaching. One friend quickly climbed a nearby tree, while the other, unable to climb, lay down on the ground and pretended to be dead. The bear sniffed him and eventually left, thinking he was dead.

Afterward, the friend in the tree came down and asked what the bear had whispered. The other friend replied, "The bear advised me not to trust a false friend."

1. How did they feel after spotting the big bear approaching?
   A. Happy
   B. Glad
   X C. Scared
   D. Upset
2. "...anything **dangerous** can happen" (Paragraph 1). The underlined word has similar meaning to …
   A. Safe.
   B. Secure.
   C. Unique.
   X D. Unsafe.
3. "**They** promised each other". (Paragraph 1) **They** refers to…
   X A. The mans.
   B. The bear.
   C. The trees.
   D. The forest.

Text 2: Read the text to answer the question number 4-7.

One day, a cat and a fox were talking. The fox, an arrogant animal, boasted about her **intelligence**. "Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs." The cat replied, "I know only one trick to escape dogs. You should teach me some of yours!" The fox responded, "Well, maybe someday, when I have the time."

Suddenly, they heard the barking of a pack of dogs in the distance. As the barking grew

louder, the cat quickly ran to the nearest tree and climbed into its branches, saying, "This is the trick I told you about, the only one I know. Which one of your hundred tricks are you going to use?"

The fox sat silently under the tree, unsure of which trick to use. Before she could decide, the dogs arrived and fell upon the fox, tearing **her** to pieces.

4. "tearing **her** to pieces."(Paragraph 3).
   The underlined word refers to …
   A. The dog.
   B. The cat.
   C. The fox.
   D. The tree.

5. The synonym for the word **"intelligence"** in the story is?
   A. Stupid
   B. Smart
   C. Ignorance
   D. Diligent

6. What happened to the fox in the end of story?
   A. The fox was dead.
   B. The fox was safe.
   C. The fox was alive.
   D. The fox disappeared.

7. From the story above, we can learn that…..
   A. Cats are better than foxes.
   B. Having many skills is always beneficial.
   C. One simple solution is more effective than complex skills.
   D. It's important to brag about your abilities.

Text 3: Read the text to answer the question number 8-13.

The Elephant and The Ants

There was once a proud elephant who constantly **bullied** smaller animals. **He** would go to the anthill near his home and spray water at the ants.

The ants, with their size, could do nothing but cry. The elephant just laughed and threatened the ants that he would crush them to death. One day, the ants had enough and decided to teach the elephant a lesson.

They went straight into the elephant's trunk and started biting him. The elephant could only howl in pain. He realized his mistake and apologized to the ants and all the animals he bullied.

8. What did the elephant do to the ants?
   A. He helped them build their anthill.
   B. He played with them.
   C. He protected them from predators.
   D. He sprayed water at them.

9. "**He** would go to the anthill near his home" (Paragraph 1). What does "**he**" refer to?
   A. The ants
   B. The elephant
   C. The anthill
   D. The other animals

10. "Who constantly **bullied** smaller animals" (Paragraph 1). What does "**bullied**" mean?
   A. To intimidate
   B. To help
   C. To play with
   D. To ignore

11. "**They** went straight into the elephant's trunk" (Paragraph 3). What does "**they**" refer to?
   A. The elephant
   B. The anthill
   C. The ants
   D. The other animals

12. What was the elephant's reaction after being bitten by the ants?
   A. He chased the ants away.
   B. He continued to bully other animals.
   C. He howled in pain.
   D. He laughed.

13. What lesson can be learned from the story?
   A. Size does not determine strength or courage.
   B. It's okay to bully smaller animals.
   C. Elephants are the strongest animals.
   D. Ants should avoid elephants.

Text 4: Read the text to answer the question number 14-19.

The Legend of Surabaya

A long time ago, there were two animals named Sura and Baya. Sura was a shark, and Baya was a crocodile. One day, while looking for food, Baya saw a goat and said, "Yummy, this is my lunch!" Sura replied, "No way! This is my lunch. You are **greedy**!" They started to fight over the goat for a long time until they were very tired.

Feeling tired from fighting, **they** decided to live in different places—Sura in the water and Baya on land, with the beach as their border. One day, Sura went to the land to look for food in the river. When Baya found out, he got very **angry** because Sura broke their promise.

They fought again and hit each other. Sura bit Baya's tail, and Baya bit Sura back very hard. Finally, Sura gave up and went back to the sea, while Baya felt happy.

14. What is the story about ?
   A. The relationship between animals and humans
   B. The importance of having power
   C. The food chain in the ocean
   D. The conflict between a shark and a crocodile

15. What caused the argument between Sura and Baya ?

A. A goat

B. A beach

C. A river

D. A fish

16. What made Baya angry?

A. Sura took his food.

B. Sura didn't want to fight.

C. Sura broke their promise.

D. Baya was hungry.

17. In the sentence "He got very **angry**," what does "**angry**" mean?

A. Excited

B. Sad

C. Upset or mad

D. Indifferent

18. In the sentence "You are **greedy**". What does the word "**greedy**" mean ?

A. Wanting another happiness.

B. Wanting more than one needs.

C. Eager to share.

D. Happy to help.

19. What lessons can we learn at the end of story ?

A. Greed can lead to conflict and broken promises.

B. Fighting is always the best solution.

C. Animals should never leave their habitats.

D. Sharks are stronger than crocodiles.

Text 5: Read the text to answer the question number 20-26.

Timun Mas

Once upon a time, in a small village, there lived a kind woman who longed for a child. One day, she found a magical cucumber and planted **it**. To her surprise, out came a beautiful girl named Timun Mas!

As Timun Mas grew up, she became smart and brave. One day, an **evil** giant heard about her and wanted to **capture** her. To protect Timun Mas, her mother gave her magical seeds, which could help her escape.

When the giant came to take her, Timun Mas threw the seeds on the ground. They turned into trees, a river, and even a giant cucumber! The giant got stuck and couldn't catch her. Timun Mas ran home safely, and together with her mother, they lived happily ever after.

20. What is the main idea of the story?

A. The giant captures Timun Mas.

B. Timun Mas finds a magical cucumber and became rich.

C. Timun Mas escape from an evil giant using cleverness and magic.

D. Timun Mas goes on an adventure with her family.

21. "She found a magical cucumber and planted **it** "(Paragraph 1). What does "**it**" refer to?

A. A child
B. A seed
C. A magical cucumber
D. A tree

22. Which of the following statements is **FALSE** about Timun Mas?

A. Timun Mas chose to live with the giant.
B. Timun Mas was born from a magical cucumber.
C. Timun Mas's mother wanted a child for many years.
D. Timun Mas used magical seeds to escape.

23. How did Timun Mas escape from the giant?

A. By climbing a mountain
B. By using his speed to run from the giant
C. By throwing magical seeds that created obstacles
D. By hiding in a cave

24. What is the **antonym** of "**evil**" in the context of the giant?

A. Powerful
B. Dangerous
C. Dark
D. Kind

25. "The giant wanted to **capture** Timun Mas"(Paragraph 2). What does "capture" mean?

A. To help
B. To protect
C. To lose
D. To catch and hold

26. What is the moral of the story?

A. Magic can solve all problems.
B. Bravery and cleverness can overcome problems.
C. Mom always doesn't want to protect her children.
D. Giants are always evil.

Text 7: Read the text to answer the question number 27-33.

Once upon a time, there was a boy named Tom who loved to tell lies. He thought it was funny to trick the villagers. One day, he shouted, "Help! A wolf is coming!" The villagers rushed to help, but when they arrived, there was no wolf. Tom laughed and said, "I was just joking!"

A few days later, Tom did it again. He cried, "Help! A wolf!" The villagers ran to save him, but once more, there was no wolf. They were **angry** at Tom for wasting their time.

Then, one day, a real wolf appeared! Tom shouted for help, but this time, the villagers didn't believe him. **They** thought he was lying again. The wolf chased Tom, and he ran away in fear.

27. What is the main idea of the story?
   A. Lying can lead to serious consequences.
   B. Tom becomes a hero by saving the villagers.
   C. Villagers enjoy helping each other.
   D. Wolves are dangerous animals.

28. What happened when Tom first shouted for help?
   A. Tom got hurt by the wolf.
   B. The villagers ignored him.
   C. They found a wolf and chased it away.
   D. The villagers rushed to help but found no wolf.

29. What happened when a real wolf appeared?
   A. The villagers saved Tom.
   B. Tom ran away in fear.
   C. Tom caught the wolf.
   D. The villagers believed Tom immediately.

30. What can be inferred about Tom's character when he continues to play tricks despite the consequences?
   A. He is very wise and thoughtful.
   B. He is concerned about others' feelings.
   C. He is very cautious and avoids risks.
   D. He is immature and does not learn from his mistakes.

31. Which word is a synonym for "**angry**"?
   A. Furious
   B. Happy
   C. Sad
   D. Excited

32. "**They** thought he was lying again" what does "**they**" refer to?
   A. Tom's friends
   B. The villagers
   C. The wolves
   D. Tom's family

33. What is the moral of the story?
   A. Always play jokes on your friends.
   B. Lying can destroy trust and lead to danger.
   C. Villagers should always help each other.
   D. Wolves are not to be feared.

Text 8: Read the text to answer the question number 34-40.

Malin Kundang

Once upon a time, in a small village by the sea, there lived a young boy named Malin Kundang. He was kind and hardworking, helping his mother every day. One day, he decided to sail away to seek his **fortune**.

After many years, Malin returned home as a rich man. But when he saw his mother, he was embarrassed and denied her as his mother. Heartbroken, **his** mother **prayed** for a storm

to come.

Suddenly, dark clouds filled the sky, and a fierce storm arose. Malin's ship was tossed about, and he was turned into stone. From that day on, **he** stood as a reminder to always respect and love your family. Malin learned that wealth means nothing without love and kindness.

34. What is the topic of the story?

A. The adventures of a sailor.

B. The life of a poor boy.

C. The consequences of disrespect.

D. The beauty of the sea.

35. What did Malin Kundang decide to do one day?

A. Sail away to seek his fortune

B. Help his mother more

C. Become a fisherman

D. Stay in his village

36. What was the final outcome for Malin Kundang?

A. He turned into stone.

B. He became a sailor forever.

C. He found his fortune.

D. He returned to his mother.

37. "To seek his **fortune**" (Paragraph 1). What does "fortune" mean ?

A. A type of food

B. Wealth or success

C. A family heirloom

D. A place to live

38. "**His** mother prayed for a storm to come,"(Paragraph 2). What does "**his**" refer to?

A. The mother

B. The village

C. The sea

D. Malin Kundang

39. "His mother **prayed** for a storm to come" Which word is a synonym for "**prayed**"?

A. Asked

B. Cried

C. Yelled

D. Laughed

40. What lesson can be learned from Malin Kundang's story?

A. Hard work always leads to wealth.

B. Family is not important.

C. It is okay to deny your family for wealth.

D. Kindness and love are more valuable than riches.

Appendix 9. Post-test Sheet of Experimental Class

90

B = 26

POST-TEST

Name : Ainaqu Mauraraya P.

Class/No : 8F/02

Choose the correct answer by giving cross (X) on the word A,B,C and D.

Text 1: Read the text to answer the question number 1-7.

Once upon a time, in a beautiful farmyard a mother duck waited for her eggs to hatch. Out came the **fluffy** ducklings, all yellow and cute except for one, who was gray and larger. The others called him "**ugly**," making him feel sad and rejected.

Feeling out of place, **the ugly duckling** decided to leave the farmyard and wandered through the countryside. **He** faced many challenges and was teased by other animals for his appearance, searching for a place where he belonged.

As time passed, the ugly duckling grew into a beautiful swan. One day, he returned to the farmyard and was amazed by his graceful transformation. The other animals admired his beauty, and at last, he found acceptance and happiness.

1. What is the main idea of the story?
   A. A mother duck has many ducklings.
   X B. An ugly duckling transforms into a beautiful swan.
   C. Animals in the farmyard are not friendly.
   D. A duckling learns to swim in the pond.
2. What was different about the ugly duckling?
   A. He could not swim.
   B. He was the first to hatch.
   C. He was smaller than the others.
   X B. He had a different color and was larger.
3. What did the ugly duckling become as he grew up?
   A. A beautiful duck
   B. A farmyard chicken
   C. A large goose
   X D. A beautiful swan
4. "**He** faced many challenges and was teased.."(Paragraph 2) What does "**he**" refer to?
   X A. The ugly duckling
   B. The other animals
   C. The ducklings
   D. The mother duck
5. What does the word "**fluffy**" (Paragraph 1) mean in the context of the story?
   X A. Smooth and shiny
   B. Soft and dark
   C. Heavy and rough
   D. Dark and dull

6. Which statement is **FALSE** according to the text ?

A. The ugly duckling found acceptance from the other animals.

B. The ugly duckling transformed into a swan.

C. The ugly duckling left the farmyard because he was happy.

D. The ugly duckling was the biggest of the ducklings.

7. What is the moral message of the story?

A. Beauty is limited to skin and appearance.

B. Everyone should conform to societal standards.

C. True beauty comes from within and should be recognized.

D. It is important to be the same as others.

Text 2: Read the text to answer the question number 8-12.

The Legend of Toba Lake

Once upon a time in Batak Land, a fisherman named Batara Guru Sahala caught a talking fish that begged for freedom. After he set it free, the fish transformed into a beautiful woman, and Sahala fell in love with her. They married, but she warned him never to reveal her secret of being a fish, and he promised to keep it.

They had two daughters, and every morning, Sahala went fishing. One day, the daughters brought him lunch but ended up eating it themselves. When Sahala discovered this, he angrily shouted, "You behave like the daughters of the fish!" Confused, the girls asked their mother about the comment, which **upset** her greatly.

Though Sahala apologized, his wife could not forgive him for breaking his promise. Suddenly, the earth shook, and a volcano erupted, creating a massive hole that became Toba Lake.

8. Who is Batara Guru Sahala?

A. A sailor.

B. A tailor.

C. A farmer.

D. A fisherman.

9. "...and **he** promised to keep it."(Paragraph 1). What does "**He**" refer to?

A. The fish

B. Batara Guru Sahala

C. The daughters

D. The mother

10. What does "**upset**" mean when describing the mother's feelings?

A. Happy

B. Angry

C. Indifferent

D. Excited

11. What can be inferred about the mother's feelings after Sahala's outburst?
   A. She felt proud of her daughters.
   B. She was touched by Sahala's apology.
   C. She felt betrayed and hurt.
   D. She was happy to have a secret.

12. From the text, we can learn that…
   A. Never keep a secret.
   B. Don't break your promise.
   C. Never angry to your children.
   D. Don't eat your father's lunch.

Text 3: Read the text to answer the question number 13-19.

On a hot summer day, a lion and a pig arrived at a small well to drink, but they began to argue about who should go first. Their disagreement quickly escalated into a fierce fight.

When they rested from their arguing, they saw some vultures in the distance. The birds were waiting for one of **them** to die so they could to eat. The vultures were looking and anticipating eagerly. They were more than five vultures ready to grab any **victims** from the fight.

Understanding the situation, the lion said, "Look at those vultures; they can't wait to eat us if we die. Let's stop fighting." The pig agreed, "You're right. It's better to be friends than to become food for the vultures." They decided to work together instead.

13. What is the topic of the story?
   A. It is better to make friends than to fight.
   B. The importance of water in summer.
   C. The behavior of vultures.
   D. Friendship between pig and vultures.

14. Who are the characters of the story above ?
   A. The lion and the pig.
   B. The vultures.
   C. The pig and the well.
   D. The lion, the pig and the vultures.

15. Why did the lion and the pig come to the well?
   A. The lion and the pig wanted to drink.
   B. The lion wanted to eat pig.
   C. The lion wanted to hunt the vultures.
   D. The pig wanted to argue with the lion.

16. "The vultures were waiting for one of **them** to die," what does "**them**" refer to?
   A. The vultures
   B. The people
   C. The animals in the forest
   D. The lion and the pig

17. "Ready to grab any **victims** from the fight"(Paragraph 2). The underlined word have same meaning with...

A. Winners

B. Participants

C. Prey

D. Survivors

18. What conclusion can be drawn from the lion and pig's decision to stop fighting?

A. They realized that their conflict was pointless.

B. They wanted to impress the vultures.

C. They were afraid of the vultures.

D. They don't want to be friends.

19. What is the moral message of the story?

A. Fighting can lead to dangerous situations.

B. Animals should always drink together.

C. Vultures are always waiting for their chance.

D. It's important to stay competitive.

Text 4: Read the text to answer the question number 20-27.

The Ant and Grasshopper

Once upon a time, there was a **cheerful** grasshopper who loved to sing and dance all summer long. Nearby, an ant worked hard, gathering food and preparing for winter.

The grasshopper laughed at the ant, saying, " How **dull**! Why are you working so much? Come and enjoy the sunshine with me!" But the ant replied, "I'm getting ready for winter. You should do the same!"

When winter came, the grasshopper found himself hungry and cold. **He** knocked on the ant's door, asking for help. The ant kindly shared some food but reminded the grasshopper to prepare for the future.

From that day on, the grasshopper learned the importance of hard work and planning ahead. He promised never to be lazy again and became good friends with the ant!

20. What is the main idea of the story?

A. The grasshopper enjoys life without worries.

B. Ants are boring compared to grasshoppers.

C. Winter is the hardest season for animals.

D. Ants that work hard to prepare for winter.

21. What did the grasshopper do in the summer?

A. The grasshopper collected food.

B. The grasshopper worked during summer.

C. The grasshopper sing and danced.

D. The grasshopper gathered grains.

22. Who worked in the summer?

A. The grasshopper.

B. The ants.

C. The winter.

D. The lion.

23. What happened when the winter came?

A. There grasshopper were hungry.

B. There were much food.

C. The grasshopper was cheerful.

D. The ants were hungry.

24. "There was a **cheerful** grasshopper" (Paragraph 1). The underlined word means....

A. Sad

B. Happy

C. Angry

D. Tired

25. "How **dull**! Why are you working so much?" (paragraph 2). The underlined word means...

A. Interesting

B. Boring

C. Fascinating

D. Compulsive

26. "**He** knocked on the ant's door.." What does "he" refer to?

A. The ant

B. The winter

C. The food

D. The grasshopper

27. What can be inferred about the grasshopper's attitude toward work?

A. He believes work is essential for survival.

B. He thinks work is boring and unnecessary.

C. He enjoys working with the ants.

D. He plans to work hard in the future

Text 5: Read the text to answer the question number 28-34.

Once upon a time, in a small village, a kind woman named Maria married a widower with two children, Tom and Lily. At first, the children were unsure about her, fearing she might be strict. However, Maria was determined to show them her love.

Maria created a **warm** home, cooking delicious meals, helping Tom with his homework, and taking Lily on nature walks. Gradually, the children began to see her as a loving and supportive stepmother.

One day, when Tom fell **ill**, Maria stayed by his side, caring for him with stories and soup. When he recovered, Tom and Lily surprised Maria with a homemade picture frame to show their appreciation. Overjoyed, Maria felt their bond grow stronger, and **they** became a happy family.

28. What is the main topic of the story?
   A. Maria struggles to connect with her stepchildren.
   B. A loving stepmother can create a happy family.
   C. Tom and Lily do not like their new home.
   D. Cooking is the most important skill for a parent.

29. What happened when Tom fell ill?
   A. Tom went to the doctor alone.
   B. Maria ignored him.
   C. Lily took care of him instead.
   D. Maria stayed by his side and took care of him.

30. What surprise did Tom and Lily prepare for Maria?
   A. A party
   B. A homemade gift
   C. A trip to the city
   D. A new pet

31. "Maria created a **warm** home,"(Paragraph 2). What does **"warm"** imply?
   A. High temperature
   B. Lacking heat
   C. Brightly colored
   D. Cozy and welcoming

32. "One day, when Tom fell **ill**," (Paragraph 3). What is the **antonym** of **"ill"** ?
   A. Healthy
   B. Weak
   C. Tired
   D. Sad

33. "and **they** became a happy family" (Paragraph 3). What does **"they"** refer to?
   A. Maria and Tom
   B. Maria and her children
   C. The children and their friends
   D. Maria and her husband

34. Why do you think Maria chose to help Tom with his homework?
   A. She wanted to build a trusting relationship.
   B. She wanted to show off her knowledge.
   C. She did not want him to fail.
   D. She preferred Tom over Lily

Text 6: Read the text to answer the question number 35-40.

Cinderella

Once upon a time, there was a kind girl named Cinderella. She lived with her mean stepmother and stepsisters, who treated her poorly. One day, the king announced a grand ball. Cinderella wanted to go, but her family wouldn't let her.

With the help of her fairy godmother, Cinderella got a beautiful dress and glass slippers. At the ball, everyone **admired** her, especially the prince! But when the clock struck midnight, she had to hurry home and lost one glass slipper.

The prince searched the kingdom for the girl who fit the slipper. When he found Cinderella, they were so happy! **They** danced together and lived happily ever after.

35. What happened when the clock struck midnight?
    A. Cinderella fell asleep.
    B. The prince left the ball.
    C. The fairy godmother appeared.
    D. She had to leave the ball.

36. "Everyone **admired** her, especially the prince!"(Paragraph 2) What does "**admired**" mean?
    A. Bored and uninterested
    B. Confused and surprised
    C. Fascinated and amazed
    D. Disappointed and unhappy

37. "**They** danced together"(Paragraph 3). What does "**they**" refer to?
    A. The stepsisters and the prince
    B. Cinderella and her fairy godmother
    C. The king and his guests
    D. Cinderella and the prince

38. What did Cinderella lose while leaving the ball?
    A. Her gown
    B. A glass slipper
    C. A necklace
    D. Her crown

39. What can be inferred about Cinderella's character based on the story?
    A. She is a strong and resilient person.
    B. She does not care about her appearance.
    C. She often rebels against authority.
    D. She is unhappy and wishes for more power.

40. What is the moral message of the story?
    A. Kindness can be rewarded in unexpected ways.
    B. It is important to conform to societal expectations.
    C. Beauty is the most important quality.
    D. Hard work always leads to success.

95
B:38

POST-TEST

Name : Izha Tegar.S.

Class/No : 8F/16

Choose the correct answer by giving cross (X) on the word A,B,C and D.

Text 1: Read the text to answer the question number 1-7.

Once upon a time, in a beautiful farmyard a mother duck waited for her eggs to hatch. Out came the **fluffy** ducklings, all yellow and cute except for one, who was gray and larger. The others called him **"ugly,"** making him feel sad and rejected.

Feeling out of place, **the ugly duckling** decided to leave the farmyard and wandered through the countryside. **He** faced many challenges and was teased by other animals for his appearance, searching for a place where he belonged.

As time passed, the ugly duckling grew into a beautiful swan. One day, he returned to the farmyard and was amazed by his graceful transformation. The other animals admired his beauty, and at last, he found acceptance and happiness.

1. What is the main idea of the story?
   A. A mother duck has many ducklings.
   B. An ugly duckling transforms into a beautiful swan.
   C. Animals in the farmyard are not friendly.
   D. A duckling learns to swim in the pond.
2. What was different about the ugly duckling?
   A. He could not swim.
   B. He was the first to hatch.
   C. He was smaller than the others.
   D. He had a different color and was larger.
3. What did the ugly duckling become as he grew up?
   A. A beautiful duck
   B. A farmyard chicken
   C. A large goose
   D. A beautiful swan
4. "**He** faced many challenges and was teased.."(Paragraph 2) What does **"he"** refer to?
   A. The ugly duckling
   B. The other animals
   C. The ducklings
   D. The mother duck
5. What does the word **"fluffy"** (Paragraph 1) mean in the context of the story?
   A. Smooth and shiny
   B. Soft and dark
   C. Heavy and rough
   D. Dark and dull

6. Which statement is **FALSE** according to the text ?

A. The ugly duckling found acceptance from the other animals.

B. The ugly duckling transformed into a swan.

C. The ugly duckling left the farmyard because he was happy.

D. The ugly duckling was the biggest of the ducklings.

7. What is the moral message of the story?

A. Beauty is limited to skin and appearance.

B. Everyone should conform to societal standards.

C. True beauty comes from within and should be recognized.

D. It is important to be the same as others.

Text 2: Read the text to answer the question number 8-12.

The Legend of Toba Lake

Once upon a time in Batak Land, a fisherman named Batara Guru Sahala caught a talking fish that begged for freedom. After he set **it** free, the fish transformed into a beautiful woman, and Sahala fell in love with her. They married, but she warned him never to reveal her secret of being a fish, and **he** promised to keep it.

They had two daughters, and every morning, Sahala went fishing. One day, the daughters brought him lunch but ended up eating it themselves. When Sahala discovered this, he angrily shouted, "You behave like the daughters of the fish!" Confused, the girls asked their mother about the comment, which **upset** her greatly.

Though Sahala apologized, his wife could not forgive him for breaking his promise. Suddenly, the earth shook, and a volcano erupted, creating a massive hole that became Toba Lake.

8. Who is Batara Guru Sahala?

A. A sailor.

B. A tailor.

C. A farmer.

D. A fisherman.

9. "...and **he** promised to keep it."(Paragraph 1). What does "**He**" refer to?

A. The fish

B. Batara Guru Sahala

C. The daughters

D. The mother

10. What does "**upset**" mean when describing the mother's feelings?

A. Happy

B. Angry

C. Indifferent

D. Excited

11. What can be inferred about the mother's feelings after Sahala's outburst?
   A. She felt proud of her daughters.
   B. She was touched by Sahala's apology.
   C. She felt betrayed and hurt.
   D. She was happy to have a secret.

12. From the text, we can learn that…
   A. Never keep a secret.
   B. Don't break your promise.
   C. Never angry to your children.
   D. Don't eat your father's lunch.

Text 3: Read the text to answer the question number 13-19.

On a hot summer day, a lion and a pig arrived at a small well to drink, but they began to argue about who should go first. Their disagreement quickly escalated into a fierce fight.

When they rested from their arguing, they saw some vultures in the distance. The birds were waiting for one of **them** to die so they could to eat. The vultures were looking and anticipating eagerly. They were more than five vultures ready to grab any **victims** from the fight.

Understanding the situation, the lion said, "Look at those vultures; they can't wait to eat us if we die. Let's stop fighting." The pig agreed, "You're right. It's better to be friends than to become food for the vultures." They decided to work together instead.

13. What is the topic of the story?
   A. It is better to make friends than to fight.
   B. The importance of water in summer.
   C. The behavior of vultures.
   D. Friendship between pig and vultures.

14. Who are the characters of the story above ?
   A. The lion and the pig.
   B. The vultures.
   C. The pig and the well.
   D. The lion, the pig and the vultures.

15. Why did the lion and the pig come to the well?
   A. The lion and the pig wanted to drink.
   B. The lion wanted to eat pig.
   C. The lion wanted to hunt the vultures.
   D. The pig wanted to argue with the lion.

16. "The vultures were waiting for one of **them** to die," what does "**them**" refer to?
   A. The vultures
   B. The people
   C. The animals in the forest
   D. The lion and the pig

17. "Ready to grab any **victims** from the fight"(Paragraph 2). The underlined word have same meaning with…

A. Winners
B. Participants
C. Prey
D. Survivors

18. What conclusion can be drawn from the lion and pig's decision to stop fighting?

A. They realized that their conflict was pointless.
B. They wanted to impress the vultures.
C. They were afraid of the vultures.
D. They don't want to be friends.

19. What is the moral message of the story?

A. Fighting can lead to dangerous situations.
B. Animals should always drink together.
C. Vultures are always waiting for their chance.
D. It's important to stay competitive.

Text 4: Read the text to answer the question number 20-27.

The Ant and Grasshopper

Once upon a time, there was a **cheerful** grasshopper who loved to sing and dance all summer long. Nearby, an ant worked hard, gathering food and preparing for winter.

The grasshopper laughed at the ant, saying, " How **dull**! Why are you working so much? Come and enjoy the sunshine with me!" But the ant replied, "I'm getting ready for winter. You should do the same!"

When winter came, the grasshopper found himself hungry and cold. **He** knocked on the ant's door, asking for help. The ant kindly shared some food but reminded the grasshopper to prepare for the future.

From that day on, the grasshopper learned the importance of hard work and planning ahead. He promised never to be lazy again and became good friends with the ant!

20. What is the main idea of the story?

A. The grasshopper enjoys life without worries.
B. Ants are boring compared to grasshoppers.
C. Winter is the hardest season for animals.
D. Ants that work hard to prepare for winter.

21. What did the grasshopper do in the summer?

A. The grasshopper collected food.
B. The grasshopper worked during summer.
C. The grasshopper sing and danced.

D. The grasshopper gathered grains.

22. Who worked in the summer?

A. The grasshopper.

B. The ants.

C. The winter.

D. The lion.

23. What happened when the winter came?

A. There grasshopper were hungry.

B. There were much food.

C. The grasshopper was cheerful.

D. The ants were hungry.

24. "There was a **cheerful** grasshopper" (Paragraph 1). The underlined word means....

A. Sad

B. Happy

C. Angry

D. Tired

25. "How **dull**! Why are you working so much?" (paragraph 2). The underlined word means...

A. Interesting

B. Boring

C. Fascinating

D. Compulsive

26. "**He** knocked on the ant's door.." What does "he" refer to?

A. The ant

B. The winter

C. The food

D. The grasshopper

27. What can be inferred about the grasshopper's attitude toward work?

A. He believes work is essential for survival.

B. He thinks work is boring and unnecessary.

C. He enjoys working with the ants.

D. He plans to work hard in the future

Text 5: Read the text to answer the question number 28-34.

Once upon a time, in a small village, a kind woman named Maria married a widower with two children, Tom and Lily. At first, the children were unsure about her, fearing she might be strict. However, Maria was determined to show them her love.

Maria created a **warm** home, cooking delicious meals, helping Tom with his homework, and taking Lily on nature walks. Gradually, the children began to see her as a loving and supportive stepmother.

One day, when Tom fell **ill**, Maria stayed by his side, caring for him with stories and soup. When he recovered, Tom and Lily surprised Maria with a homemade picture frame to show their appreciation. Overjoyed, Maria felt their bond grow stronger, and **they** became a happy family.

28. What is the main topic of the story?

A. Maria struggles to connect with her stepchildren.

B. A loving stepmother can create a happy family.

C. Tom and Lily do not like their new home.

D. Cooking is the most important skill for a parent.

29. What happened when Tom fell ill?

A. Tom went to the doctor alone.

B. Maria ignored him.

C. Lily took care of him instead.

D. Maria stayed by his side and took care of him.

30. What surprise did Tom and Lily prepare for Maria?

A. A party

B. A homemade gift

C. A trip to the city

D. A new pet

31. "Maria created a **warm** home,"(Paragraph 2). What does "**warm**" imply?

A. High temperature

B. Lacking heat

C. Brightly colored

D. Cozy and welcoming

32. "One day, when Tom fell **ill**," (Paragraph 3). What is the **antonym** of "**ill**" ?

A. Healthy

B. Weak

C. Tired

D. Sad

33. "and **they** became a happy family" (Paragraph 3). What does "**they**" refer to?

A. Maria and Tom

B. Maria and her children

C. The children and their friends

D. Maria and her husband

34. Why do you think Maria chose to help Tom with his homework?

A. She wanted to build a trusting relationship.

B. She wanted to show off her knowledge.

C. She did not want him to fail.

D. She preferred Tom over Lily

Text 6: Read the text to answer the question number 35-40.

Cinderella

Once upon a time, there was a kind girl named Cinderella. She lived with her mean stepmother and stepsisters, who treated her poorly. One day, the king announced a grand ball. Cinderella wanted to go, but her family wouldn't let her.

With the help of her fairy godmother, Cinderella got a beautiful dress and glass slippers. At the ball, everyone **admired** her, especially the prince! But when the clock struck midnight, she had to hurry home and lost one glass slipper.

The prince searched the kingdom for the girl who fit the slipper. When he found Cinderella, they were so happy! **They** danced together and lived happily ever after.

35. What happened when the clock struck midnight?
    A. Cinderella fell asleep.
    B. The prince left the ball.
    C. The fairy godmother appeared.
    D. She had to leave the ball.

36. "Everyone **admired** her, especially the prince!"(Paragraph 2) What does **"admired"** mean?
    A. Bored and uninterested
    B. Confused and surprised
    C. Fascinated and amazed
    D. Disappointed and unhappy

37. **"They** danced together"(Paragraph 3). What does **"they"** refer to?
    A. The stepsisters and the prince
    B. Cinderella and her fairy godmother
    C. The king and his guests
    D. Cinderella and the prince

38. What did Cinderella lose while leaving the ball?
    A. Her gown
    B. A glass slipper
    C. A necklace
    D. Her crown

39. What can be inferred about Cinderella's character based on the story?
    A. She is a strong and resilient person.
    B. She does not care about her appearance.
    C. She often rebels against authority.
    D. She is unhappy and wishes for more power.

40. What is the moral message of the story?
    A. Kindness can be rewarded in unexpected ways.
    B. It is important to conform to societal expectations.
    C. Beauty is the most important quality.
    D. Hard work always leads to success.

Appendix 10. Post-test Sheet of Control Class

70
Q=28

POST-TEST

Name : Khanza fitka Al fachri

Class/No : 8C 17

Choose the correct answer by giving cross (X) on the word A,B,C and D.

Text 1: Read the text to answer the question number 1-7.

Once upon a time, in a beautiful farmyard a mother duck waited for her eggs to hatch. Out came the **fluffy** ducklings, all yellow and cute except for one, who was gray and larger. The others called him "**ugly**," making him feel sad and rejected.

Feeling out of place, **the ugly duckling** decided to leave the farmyard and wandered through the countryside. **He** faced many challenges and was teased by other animals for his appearance, searching for a place where he belonged.

As time passed, the ugly duckling grew into a beautiful swan. One day, he returned to the farmyard and was amazed by his graceful transformation. The other animals admired his beauty, and at last, he found acceptance and happiness.

1. What is the main idea of the story?
   A. A mother duck has many ducklings.
   B. An ugly duckling transforms into a beautiful swan.
   C. Animals in the farmyard are not friendly.
   D. A duckling learns to swim in the pond.
2. What was different about the ugly duckling?
   A. He could not swim.
   B. He was the first to hatch.
   C. He was smaller than the others.
   D. He had a different color and was larger.
3. What did the ugly duckling become as he grew up?
   A. A beautiful duck
   B. A farmyard chicken
   C. A large goose
   D. A beautiful swan
4. "**He** faced many challenges and was teased.."(Paragraph 2) What does "**he**" refer to?
   A. The ugly duckling
   B. The other animals
   C. The ducklings
   D. The mother duck
5. What does the word "**fluffy**" (Paragraph 1) mean in the context of the story?
   A. Smooth and shiny
   B. Soft and dark
   C. Heavy and rough
   D. Dark and dull

6. Which statement is **FALSE** according to the text ?
   A. The ugly duckling found acceptance from the other animals.
   B. The ugly duckling transformed into a swan.
   C. The ugly duckling left the farmyard because he was happy.
   D. The ugly duckling was the biggest of the ducklings.

7. What is the moral message of the story?
   A. Beauty is limited to skin and appearance.
   B. Everyone should conform to societal standards.
   C. True beauty comes from within and should be recognized.
   D. It is important to be the same as others.

Text 2: Read the text to answer the question number 8-12.

The Legend of Toba Lake

Once upon a time in Batak Land, a fisherman named Batara Guru Sahala caught a talking fish that begged for freedom. After he set **it** fre:, the fish transformed into a beautiful woman, and Sahala fell in love with her. They married, but she warned him never to reveal her secret of being a fish, and **he** promised to keep it.

They had two daughters, and every morning, Sahala went fishing. One day, the daughters brought him lunch but ended up eating it themselves. When Sahala discovered this, he angrily shouted, "You behave like the daughters of the fish!" Confused, the girls asked their mother about the comment, which **upset** her greatly.

Though Sahala apologized, his wife could not forgive him for breaking his promise. Suddenly, the earth shook, and a volcano erupted, creating a massive hole that became Toba Lake.

8. Who is Batara Guru Sahala?
   A. A sailor.
   B. A tailor.
   C. A farmer.
   D. A fisherman.

9. "...and **he** promised to keep it."(Paragraph 1). What does "**He**" refer to?
   A. The fish
   B. Batara Guru Sahala
   C. The daughters
   D. The mother

10. What does "**upset**" mean when describing the mother's feelings?
   A. Happy
   B. Angry
   C. Indifferent
   D. Excited

11. What can be inferred about the mother's feelings after Sahala's outburst?

A. She felt proud of her daughters.

B. She was touched by Sahala's apology.

C. She felt betrayed and hurt.

D. She was happy to have a secret.

12. From the text, we can learn that…

A. Never keep a secret.

B. Don't break your promise.

C. Never angry to your children.

D. Don't eat your father's lunch.

Text 3: Read the text to answer the question number 13-19.

On a hot summer day, a lion and a pig arrived at a small well to drink, but they began to argue about who should go first. Their disagreement quickly escalated into a fierce fight.

When they rested from their arguing, they saw some vultures in the distance. The birds were waiting for one of **them** to die so they could to eat. The vultures were looking and anticipating eagerly. They were more than five vultures ready to grab any **victims** from the fight.

Understanding the situation, the lion said, "Look at those vultures; they can't wait to eat us if we die. Let's stop fighting." The pig agreed, "You're right. It's better to be friends than to become food for the vultures." They decided to work together instead.

13. What is the topic of the story?

A. It is better to make friends than to fight.

B. The importance of water in summer.

C. The behavior of vultures.

D. Friendship between pig and vultures.

14. Who are the characters of the story above ?

A. The lion and the pig.

B. The vultures.

C. The pig and the well.

D. The lion, the pig and the vultures.

15. Why did the lion and the pig come to the well?

A. The lion and the pig wanted to drink.

B. The lion wanted to eat pig.

C. The lion wanted to hunt the vultures.

D. The pig wanted to argue with the lion.

16. "The vultures were waiting for one of **them** to die," what does "**them**" refer to?

A. The vultures

B. The people

C. The animals in the forest

D. The lion and the pig

17. "Ready to grab any **victims** from the fight"(Paragraph 2). The underlined word have same meaning with...

A. Winners

B. Participants

C. Prey

D. Survivors

18. What conclusion can be drawn from the lion and pig's decision to stop fighting?

A. They realized that their conflict was pointless.

B. They wanted to impress the vultures.

C. They were afraid of the vultures.

D. They don't want to be friends.

19. What is the moral message of the story?

A. Fighting can lead to dangerous situations.

B. Animals should always drink together.

C. Vultures are always waiting for their chance.

D. It's important to stay competitive.

Text 4: Read the text to answer the question number 20-27.

The Ant and Grasshopper

Once upon a time, there was a **cheerful** grasshopper who loved to sing and dance all summer long. Nearby, an ant worked hard, gathering food and preparing for winter.

The grasshopper laughed at the ant, saying, " How **dull**! Why are you working so much? Come and enjoy the sunshine with me!" But the ant replied, "I'm getting ready for winter. You should do the same!"

When winter came, the grasshopper found himself hungry and cold. **He** knocked on the ant's door, asking for help. The ant kindly shared some food but reminded the grasshopper to prepare for the future.

From that day on, the grasshopper learned the importance of hard work and planning ahead. He promised never to be lazy again and became good friends with the ant!

20. What is the main idea of the story?

A. The grasshopper enjoys life without worries.

B. Ants are boring compared to grasshoppers.

C. Winter is the hardest season for animals.

D. Ants that work hard to prepare for winter.

21. What did the grasshopper do in the summer?

A. The grasshopper collected food.

B. The grasshopper worked during summer.

C. The grasshopper sing and danced.

D. The grasshopper gathered grains.

22. Who worked in the summer?

A. The grasshopper.

B. The ants.

C. The winter.

D. The lion.

23. What happened when the winter came?

A. There grasshopper were hungry.

B. There were much food.

C. The grasshopper was cheerful.

D. The ants were hungry.

24. "There was a **cheerful** grasshopper" (Paragraph 1). The underlined word means....

A. Sad

B. Happy

C. Angry

D. Tired

25. "How **dull**! Why are you working so much?" (paragraph 2). The underlined word means...

A. Interesting

B. Boring

C. Fascinating

D. Compulsive

26. "**He** knocked on the ant's door.." What does "he" refer to?

A. The ant

B. The winter

C. The food

D. The grasshopper

27. What can be inferred about the grasshopper's attitude toward work?

A. He believes work is essential for survival.

B. He thinks work is boring and unnecessary.

C. He enjoys working with the ants.

D. He plans to work hard in the future

Text 5: Read the text to answer the question number 28-34.

Once upon a time, in a small village, a kind woman named Maria married a widower with two children, Tom and Lily. At first, the children were unsure about her, fearing she might be strict. However, Maria was determined to show them her love.

Maria created a **warm** home, cooking delicious meals, helping Tom with his homework, and taking Lily on nature walks. Gradually, the children began to see her as a loving and supportive stepmother.

One day, when Tom fell **ill**, Maria stayed by his side, caring for him with stories and soup. When he recovered, Tom and Lily surprised Maria with a homemade picture frame to show their appreciation. Overjoyed, Maria felt their bond grow stronger, and **they** became a happy family.

28. What is the main topic of the story?

A. Maria struggles to connect with her stepchildren.

B. A loving stepmother can create a happy family.

C. Tom and Lily do not like their new home.

D. Cooking is the most important skill for a parent.

29. What happened when Tom fell ill?

A. Tom went to the doctor alone.

B. Maria ignored him.

C. Lily took care of him instead.

D. Maria stayed by his side and took care of him.

30. What surprise did Tom and Lily prepare for Maria?

A. A party

B. A homemade gift

C. A trip to the city

D. A new pet

31. "Maria created a **warm** home,"(Paragraph 2). What does "**warm**" imply?

A. High temperature

B. Lacking heat

C. Brightly colored

D. Cozy and welcoming

32. "One day, when Tom fell **ill**," (Paragraph 3). What is the **antonym** of **"ill"** ?

A. Healthy

B. Weak

C. Tired

D. Sad

33. "and **they** became a happy family" (Paragraph 3). What does "**they**" refer to?

A. Maria and Tom

B. Maria and her children

C. The children and their friends

D. Maria and her husband

34. Why do you think Maria chose to help Tom with his homework?

A. She wanted to build a trusting relationship.

B. She wanted to show off her knowledge.

C. She did not want him to fail.

D. She preferred Tom over Lily

Text 6: Read the text to answer the question number 35-40.

Cinderella

Once upon a time, there was a kind girl named Cinderella. She lived with her mean stepmother and stepsisters, who treated her poorly. One day, the king announced a grand ball. Cinderella wanted to go, but her family wouldn't let her.

With the help of her fairy godmother, Cinderella got a beautiful dress and glass slippers. At the ball, everyone **admired** her, especially the prince! But when the clock struck midnight, she had to hurry home and lost one glass slipper.

The prince searched the kingdom for the girl who fit the slipper. When he found Cinderella, they were so happy! **They** danced together and lived happily ever after.

35. What happened when the clock struck midnight?
   A. Cinderella fell asleep.
   B. The prince left the ball.
   C. The fairy godmother appeared.
   D. She had to leave the ball.

36. "Everyone **admired** her, especially the prince!"(Paragraph 2) What does "**admired**" mean?
   A. Bored and uninterested
   B. Confused and surprised
   C. Fascinated and amazed
   D. Disappointed and unhappy

37. "**They** danced together"(Paragraph 3). What does "**they**" refer to?
   A. The stepsisters and the prince
   B. Cinderella and her fairy godmother
   C. The king and his guests
   D. Cinderella and the prince

38. What did Cinderella lose while leaving the ball?
   A. Her gown
   B. A glass slipper
   C. A necklace
   D. Her crown

39. What can be inferred about Cinderella's character based on the story?
   A. She is a strong and resilient person.
   B. She does not care about her appearance.
   C. She often rebels against authority.
   D. She is unhappy and wishes for more power.

40. What is the moral message of the story?
   A. Kindness can be rewarded in unexpected ways.
   B. It is important to conform to societal expectations.
   C. Beauty is the most important quality.
   D. Hard work always leads to success.

95
B=38

POST-TEST

Name : RAKHA SETYO N

Class/No : 8C/29

Choose the correct answer by giving cross (X) on the word A,B,C and D.

Text 1: Read the text to answer the question number 1-7.

Once upon a time, in a beautiful farmyard a mother duck waited for her eggs to hatch. Out came the **fluffy** ducklings, all yellow and cute except for one, who was gray and larger. The others called him "**ugly**," making him feel sad and rejected.

Feeling out of place, **the ugly duckling** decided to leave the farmyard and wandered through the countryside. **He** faced many challenges and was teased by other animals for his appearance, searching for a place where he belonged.

As time passed, the ugly duckling grew into a beautiful swan. One day, he returned to the farmyard and was amazed by his graceful transformation. The other animals admired his beauty, and at last, he found acceptance and happiness.

1. What is the main idea of the story?
   A. A mother duck has many ducklings.
   X B. An ugly duckling transforms into a beautiful swan.
   C. Animals in the farmyard are not friendly.
   D. A duckling learns to swim in the pond.
2. What was different about the ugly duckling?
   A. He could not swim.
   B. He was the first to hatch.
   C. He was smaller than the others.
   X D. He had a different color and was larger.
3. What did the ugly duckling become as he grew up?
   A. A beautiful duck
   B. A farmyard chicken
   C. A large goose
   X D. A beautiful swan
4. "**He** faced many challenges and was teased.."(Paragraph 2) What does "**he**" refer to?
   X A. The ugly duckling
   B. The other animals
   C. The ducklings
   D. The mother duck
5. What does the word "**fluffy**" (Paragraph 1) mean in the context of the story?
   X A. Smooth and shiny
   B. Soft and dark
   C. Heavy and rough
   D. Dark and dull

6. Which statement is **FALSE** according to the text ?

A. The ugly duckling found acceptance from the other animals.

B. The ugly duckling transformed into a swan.

X. The ugly duckling left the farmyard because he was happy.

D. The ugly duckling was the biggest of the ducklings.

X What is the moral message of the story?

A. Beauty is limited to skin and appearance.

X. Everyone should conform to societal standards.

C. True beauty comes from within and should be recognized.

D. It is important to be the same as others.

Text 2: Read the text to answer the question number 8-12.

The Legend of Toba Lake

Once upon a time in Batak Land, a fisherman named Batara Guru Sahala caught a talking fish that begged for freedom. After he set **it** fre :, the fish transformed into a beautiful woman, and Sahala fell in love with her. They married, but she warned him never to reveal her secret of being a fish, and **he** promised to keep it.

They had two daughters, and every morning, Sahala went fishing. One day, the daughters brought him lunch but ended up eating it themselves. When Sahala discovered this, he angrily shouted, "You behave like the daughters of the fish!" Confused, the girls asked their mother about the comment, which **upset** her greatly.

Though Sahala apologized, his wife could not forgive him for breaking his promise. Suddenly, the earth shook, and a volcano erupted, creating a massive hole that became Toba Lake.

8. Who is Batara Guru Sahala?

A. A sailor.

B. A tailor.

C. A farmer.

X. A fisherman.

9. "...and **he** promised to keep it."(Paragraph 1). What does "**He**" refer to?

A. The fish

X Batara Guru Sahala

C. The daughters

D. The mother

10. What does "**upset**" mean when describing the mother's feelings?

A. Happy

X. Angry

C. Indifferent

D. Excited

11. What can be inferred about the mother's feelings after Sahala's outburst?

A. She felt proud of her daughters.

B. She was touched by Sahala's apology.

X She felt betrayed and hurt.

D. She was happy to have a secret.

12. From the text, we can learn that...

A. Never keep a secret.

X Don't break your promise.

C. Never angry to your children.

D. Don't eat your father's lunch.

Text 3: Read the text to answer the question number 13-19.

On a hot summer day, a lion and a pig arrived at a small well to drink, but they began to argue about who should go first. Their disagreement quickly escalated into a fierce fight.

When they rested from their arguing, they saw some vultures in the distance. The birds were waiting for one of **them** to die so they could to eat. The vultures were looking and anticipating eagerly. They were more than five vultures ready to grab any **victims** from the fight.

Understanding the situation, the lion said, "Look at those vultures; they can't wait to eat us if we die. Let's stop fighting." The pig agreed, "You're right. It's better to be friends than to become food for the vultures." They decided to work together instead.

13. What is the topic of the story?

X It is better to make friends than to fight.

B. The importance of water in summer.

C. The behavior of vultures.

D. Friendship between pig and vultures.

14. Who are the characters of the story above ?

A. The lion and the pig.

B. The vultures.

C. The pig and the well.

X The lion, the pig and the vultures.

15. Why did the lion and the pig come to the well?

X The lion and the pig wanted to drink.

B. The lion wanted to eat pig.

C. The lion wanted to hunt the vultures.

D. The pig wanted to argue with the lion.

16. "The vultures were waiting for one of **them** to die," what does "**them**" refer to?

A. The vultures

B. The people

C. The animals in the forest

X The lion and the pig

17. "Ready to grab any **victims** from the fight"(Paragraph 2). The underlined word have same meaning with...
   A. Winners
   B. Participants
   X. Prey
   D. Survivors
18. What conclusion can be drawn from the lion and pig's decision to stop fighting?
   X. They realized that their conflict was pointless.
   B. They wanted to impress the vultures.
   C. They were afraid of the vultures.
   D. They don't want to be friends.
19. What is the moral message of the story?
   X. Fighting can lead to dangerous situations.
   B. Animals should always drink together.
   C. Vultures are always waiting for their chance.
   D. It's important to stay competitive.

Text 4: Read the text to answer the question number 20-27.

The Ant and Grasshopper

Once upon a time, there was a **cheerful** grasshopper who loved to sing and dance all summer long. Nearby, an ant worked hard, gathering food and preparing for winter.

The grasshopper laughed at the ant, saying, " How **dull**! Why are you working so much? Come and enjoy the sunshine with me!" But the ant replied, "I'm getting ready for winter. You should do the same!"

When winter came, the grasshopper found himself hungry and cold. **He** knocked on the ant's door, asking for help. The ant kindly shared some food but reminded the grasshopper to prepare for the future.

From that day on, the grasshopper learned the importance of hard work and planning ahead. He promised never to be lazy again and became good friends with the ant!

20. What is the main idea of the story?
   A. The grasshopper enjoys life without worries.
   B. Ants are boring compared to grasshoppers.
   C. Winter is the hardest season for animals.
   X. Ants that work hard to prepare for winter.
21. What did the grasshopper do in the summer?
   A. The grasshopper collected food.
   B. The grasshopper worked during summer.
   X. The grasshopper sing and danced.

D. The grasshopper gathered grains.

22. Who worked in the summer?

A. The grasshopper.

~~B~~. The ants.

C. The winter.

D. The lion.

23. What happened when the winter came?

~~A~~. There grasshopper were hungry.

B. There were much food.

C. The grasshopper was cheerful.

D. The ants were hungry.

24. "There was a **cheerful** grasshoı per" (Paragraph 1). The underlined word means....

A. Sad

~~B~~. Happy

C. Angry

D. Tired

25. "How **dull**! Why are you working so much?" (paragraph 2). The underlined word means...

A. Interesting

~~B~~. Boring

C. Fascinating

D. Compulsive

26. "**He** knocked on the ant's door.." What does "he" refer to?

A. The ant

B. The winter

C. The food

~~D~~. The grasshopper

27. What can be inferred about the grasshopper's attitude toward work?

A. He believes work is essential for survival.

~~B~~. He thinks work is boring and unnecessary.

C. He enjoys working with the ants.

D. He plans to work hard in the future

Text 5: Read the text to answer the question number 28-34.

Once upon a time, in a small village, a kind woman named Maria married a widower with two children, Tom and Lily. At first, the children were unsure about her, fearing she might be strict. However, Maria was determined to show them her love.

Maria created a **warm** home, cooking delicious meals, helping Tom with his homework, and taking Lily on nature walks. Gradually, the children began to see her as a loving and supportive stepmother.

One day, when Tom fell **ill**, Maria stayed by his side, caring for him with stories and soup. When he recovered, Tom and Lily surprised Maria with a homemade picture frame to show their appreciation. Overjoyed, Maria felt their bond grow stronger, and **they** became a happy family.

28. What is the main topic of the story?
   A. Maria struggles to connect with her stepchildren.
   B. A loving stepmother can create a happy family.
   C. Tom and Lily do not like their new home.
   D. Cooking is the most important skill for a parent.

29. What happened when Tom fell ill?
   A. Tom went to the doctor alone.
   B. Maria ignored him.
   C. Lily took care of him instead.
   D. Maria stayed by his side and took care of him.

30. What surprise did Tom and Lily prepare for Maria?
   A. A party
   B. A homemade gift
   C. A trip to the city
   D. A new pet

31. "Maria created a **warm** home,"(Paragraph 2). What does "**warm**" imply?
   A. High temperature
   B. Lacking heat
   C. Brightly colored
   D. Cozy and welcoming

32. "One day, when Tom fell **ill**," (Paragraph 3). What is the **antonym** of **"ill"** ?
   A. Healthy
   B. Weak
   C. Tired
   D. Sad

33. "and **they** became a happy family" (Paragraph 3). What does "**they**" refer to?
   A. Maria and Tom
   B. Maria and her children
   C. The children and their friends
   D. Maria and her husband

34. Why do you think Maria chose to help Tom with his homework?
   A. She wanted to build a trusting relationship.
   B. She wanted to show off her knowledge.
   C. She did not want him to fail.
   D. She preferred Tom over Lily

Text 6: Read the text to answer the question number 35-40.

Cinderella

Once upon a time, there was a kind girl named Cinderella. She lived with her mean stepmother and stepsisters, who treated her poorly. One day, the king announced a grand ball. Cinderella wanted to go, but her family wouldn't let her.

With the help of her fairy godmother, Cinderella got a beautiful dress and glass slippers. At the ball, everyone **admired** her, especially the prince! But when the clock struck midnight, she had to hurry home and lost one glass slipper.

The prince searched the kingdom for the girl who fit the slipper. When he found Cinderella, they were so happy! **They** danced together and lived happily ever after.

35. What happened when the clock struck midnight?
    A. Cinderella fell asleep.
    B. The prince left the ball.
    C. The fairy godmother appeared.
    D. She had to leave the ball.
36. "Everyone **admired** her, especially the prince!"(Paragraph 2) What does "**admired**" mean?
    A. Bored and uninterested
    B. Confused and surprised
    C. Fascinated and amazed
    D. Disappointed and unhappy
37. "**They** danced together"(Paragraph 3). What does "**they**" refer to?
    A. The stepsisters and the prince
    B. Cinderella and her fairy godmother
    C. The king and his guests
    D. Cinderella and the prince
38. What did Cinderella lose while leaving the ball?
    A. Her gown
    B. A glass slipper
    C. A necklace
    D. Her crown
39. What can be inferred about Cinderella's character based on the story?
    A. She is a strong and resilient person.
    B. She does not care about her appearance.
    C. She often rebels against authority.
    D. She is unhappy and wishes for more power.
40. What is the moral message of the story?
    A. Kindness can be rewarded in unexpected ways.
    B. It is important to conform to societal expectations.
    C. Beauty is the most important quality.
    D. Hard work always leads to success.

Appandex 11. Lesson plan

MODUL AJAR BAHASA INGGRIS
CONTROL CLASS

MODUL AJAR BAHASA INGGRIS	
Komponen	**Deskripsi**
Nama Penyusun	Faizanatun Amanda
Kelas/ Fase	VIII/ D
Materi	Narrative Text
Alokasi	2 x 40 Menit
Jumlah Pertemuan	4 Kali Pertemuan
Capaian Umum	Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris
Capaian Pembelajaran	Pada akhir fase D, siswa membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Profil Pelajar Pancasila	1. Beriman dan bertakwa 2. Bernalar kritis 3. Berkebihenekaan global 4. Gotong royong
Sarana dan Prasarana	Lembar pengamatan (worksheet), Komputer/laptop, Jaringan internet, Papan tulis, Spidol, Proyektor.
Pendekatan dan Metode Pembelajaran	– Discovery Learning – Diskusi, Penugasan, Tanya Jawab, Presentasi
Pertanyaan	1. Have you ever listened to a fairy tale?

Pemantik	2. What is your favorite story? 3. How about now, do you still like reading story?
Tujuan Pembelajaran	1. Mengidentifikasi language features, generic structure, dan social function narrative text. 2. Peserta didik dapat menemukan topik dan ide utama narrative text dengan benar. 3. Mengidentifikasi informasi explicit dan informasi implicit narrative text. 4. Menemukan makna konstekstual (contextual meaning) seperti vocabulary meaning, synonym dan antonym pada narrative text.
Daftar Pustaka	https://www.ruangguru.com/blog/struktur-dari-narrative-text https://youtu.be/mMA-QkJErBI?si=gldL72CSGCvWgVZ1 https://youtu.be/PXTEyw8kPVM?si=fSMVuLnJK0icnPPO

Pertemuan Ke-1		
Kegiatan	**Pembelajaran**	**Alokasi Waktu**
Kegiatan Pendahuluan	– Guru membuka dengan salam pembuka, menyapa peserta, berdoa, dan memeriksa kehadiran serta kerapihan berpakaian peserta didik. – Peserta didik menjawab pertanyaan dari guru mengenai materi yang telah dipelajari di pertemuan sebelumnya. – Peserta didik menyimak dan menjawab pertanyaan dari guru dalam upaya mengetahui kompetensi awal mereka. – Peserta didik menjawab pertanyaan pemantik yang diberikan terkait dengan materi yang akan diajarkan. – Guru menyampaikan tujuan pembelajaran yang akan dicapai dan pemahaman bermakna yang bisa diperoleh peserta didik.	**15 Menit**
Kegiatan Inti	– Pembelajaran dimulai dengan guru menyajikan sebuah teks narrative text. – Peserta didik diarahkan untuk mengidentifikasi tentang apa saja yang ada dalam narrative text tersebut. – Guru bertanya dan peserta didik menjawab. – Siswa diberikan penguatan oleh guru melalui penjelasan terkait materi	**50 Menit**

	pengertian,tujuan, struktur dan jenis dari narrative text. – Peserta didik dipersilahkan untuk menanyakan hal-hal yang belum dipahami.	
Kegiatan Penutup	– Guru dan siswa melakukan refleksi pembelajaran. – Menyampaikan agenda pertemuan berikutnya. – Guru dan siswa mengekhir pembelajaran dengan mengucapkan alhamdulilah – Guru menutup dengan salam.	**15 Menit**
Pertemuan Ke-2		
Kegiatan	**Pembelajaran**	**Alokasi Waktu**
Kegiatan Pendahuluan	– Guru membuka dengan salam pembuka, menyapa peserta, berdoa, dan memeriksa kehadiran serta kerapihan berpakaian peserta didik. – Peserta didik menjawab pertanyaan dari guru mengenai materi yang telah dipelajari di pertemuan sebelumnya. – Guru menyampaikan tujuan pembelajaran yang akan dicapai dan pemahaman bermakna yang bisa diperoleh peserta didik.	**15 Menit**
Kegiatan Inti	– Peserta didik menyimak sebuah video tentang the story of “The Monkey and the Crocodile. (Mengamati). – Peserta didik dan guru mengidentifikasi tentang main idea dan informasi spesifik yang ada dalam video. – Guru menjelaskan tentang cara mengidentifikasi main idea dan informasi spesifik dalam narrative text. – Peserta didik diberikan worksheet yang berisi beberapa pertanyaan tentang teks narrative yang akan disimak bersama. – Peserta didik dan guru saling berdiskusi dan bertanya jawab membahas worksheet yang telah diberikan – Peserta didik diberikan woorksheet yang berisi beberapa pertanyaan tentang ide pokok dan informasi rinci/spesifik dalam narrative text yang ada dalam worksheet	**50 Menit**

	tersebut. – Peserta didik diberikan waktu untuk mengumpulkan informasi sebanyak mungkin. – Guru memberikan tanggapan (feedback) terhadap hasil kerja peserta didik	
Kegiatan Penutup	– Guru dan siswa melakukan refleksi pembelajaran. – Menyampaikan agenda pertemuan berikutnya. – Guru dan siswa mengekhir pembelajaran dengan mengucapkan alhamdulilah – Guru menutup dengan salam.	**15 Menit**
Pertemuan Ke-3		
Kegiatan	**Pembelajaran**	**Alokasi Waktu**
Kegiatan Pendahuluan	– Guru membuka dengan salam pembuka, menyapa peserta, berdoa, dan memeriksa kehadiran serta kerapihan berpakaian peserta didik. – Peserta didik menjawab pertanyaan dari guru mengenai materi yang telah dipelajari di pertemuan sebelumnya. – Guru menyampaikan tujuan pembelajaran yang akan dicapai dan pemahaman bermakna yang bisa diperoleh peserta didik.	**15 Menit**
Kegiatan Inti	– Peserta didik dibentuk dalam sebuah kelompok yang terdiri dari 4-5 siswa. – Peserta didik bekerja dalam kelompok untuk mengumpulkan informasi tentang unfamiliar word dan mengidentifikasi references (pronoun) sesuai dengan pembagian cerita masing-masing kelompok – Peserta didik mendiskusikan hasil pengumpulan informasi secara berkelompok dan bertanggung jawab. – Peserta didik bekerjasama untuk menyelesaikan masalah/soal dengan mengolah data dari informasi yang dikumpulkan. – Peserta didik mempresentasikan hasil	**50 Menit**

	diskusi kelompok didepan kelas. – Peserta dari kelompok lain dan guru memberikan tanggapan (feedback) terhadap hasil kerja peserta didik.	
Kegiatan Penutup	– Guru dan siswa melakukan refleksi pembelajaran. – Menyampaikan agenda pertemuan berikutnya. – Guru dan siswa mengekhir pembelajaran dengan mengucapkan alhamdulilah – Guru menutup dengan salam.	**15 Menit**
Pertemuan Ke-4		
Kegiatan	**Pembelajaran**	**Alokasi Waktu**
Kegiatan Pendahuluan	– Guru membuka dengan salam pembuka, menyapa peserta, berdoa, dan memeriksa kehadiran serta kerapihan berpakaian peserta didik. – Peserta didik menjawab pertanyaan dari guru mengenai materi yang telah dipelajari di pertemuan sebelumnya. – Guru menyampaikan tujuan pembelajaran yang akan dicapai dan pemahaman bermakna yang bisa diperoleh peserta didik.	**15 Menit**
Kegiatan Inti	– Guru memberikan penjelasan mengenai informasi tersirat dan pesan moral yang ada pada narrative text. – Peserta didik diberikan beberapa narrative text untuk diamati. – Peserta didik mengumpulkan informasi tentang pesan tersirat dan pesan moral dari beberapa narrative text. – Peserta didik dipersilahkan untuk menanyakan hal yang belum dipahami. – Guru memberikan tanggapan (feedback) terhadap hasil kerja peserta didik	**50 Menit**
Kegiatan Penutup	– Guru dan siswa melakukan refleksi pembelajaran. – Menyampaikan agenda pertemuan berikutnya. – Guru dan siswa mengekhir pembelajaran	**15 Menit**

	dengan mengucapkan alhamdulilah – Guru menutup dengan salam.	
Assesment		
Formatif	Tes Diagnostik LKPD	
Sumatif	Kuis Penilaian Harian	

Purwokerto,23 Januari 2025

Guru Mata Pelajaran

Lely Rokhisa Cahyani, S.Pd
NIP. 19910925202321205

Mahasiswa

Faizanatun Amanda
2017404113

MODUL AJAR BAHASA INGGRIS
EXPERIMENT CLASS

MODUL AJAR BAHASA INGGRIS	
Komponen	**Deskripsi**
Nama Penyusun	Faizanatun Amanda
Kelas/ Fase	VIII/ D
Materi	Narrative Text
Alokasi	2 x 40 Menit
Jumlah Pertemuan	4 Kali Pertemuan
Capaian Umum	Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris
Capaian Pembelajaran	Pada akhir fase D, siswa membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
Profil Pelajar Pancasila	5. Beriman dan bertakwa 6. Bernalar kritis 7. Berkebihenekaan global 8. Gotong royong
Sarana dan Prasarana	Lembar pengamatan (worksheet), Komputer/laptop, Jaringan internet, Papan tulis, Spidol, Proyektor.
Model dan Metode Pembelajaran	– Student Team Achievement Division (STAD) – Demonstrasi, Penugasan, Diskusi, Presentasi, quiz, Tanya Jawab
Pertanyaan Pemantik	4. Have you ever listened to a fairy tale? 5. What is your favorite story?

	6. How about now, do you still like reading story?
Tujuan Pembelajaran	5. Mengidentifikasi language features, generic structure, dan social function narrative text. 6. Peserta didik dapat menemukan topik dan ide utama narrative text dengan benar. 7. Mengidentifikasi informasi explicit dan informasi implicit narrative text. 8. Menemukan makna konstekstual (contextual meaning) seperti vocabulary meaning, synonym dan antonym pada narrative text.
Daftar Pustaka	https://www.ruangguru.com/blog/struktur-dari-narrative-text https://youtu.be/mMA-QkJErBI?si=gldL72CSGCvWgVZ1 https://youtu.be/PXTEyw8kPVM?si=fSMVuLnJK0icnPPO

Pertemuan Ke-1		
Kegiatan	**Pembelajaran**	**Alokasi Waktu**
Kegiatan Pendahuluan	**a. Kegiatan Awal** – Guru membuka dengan salam pembuka, menyapa peserta dan berdoa bersama peserta didik. – Guru memeriksa kehadiran serta kerapihan berpakaian peserta didik. **b. Apersepsi** – Peserta didik menjawab pertanyaan dari guru mengenai materi yang telah dipelajari di pertemuan sebelumnya. – Peserta didik menyimak dan menjawab pertanyaan dari guru dalam upaya mengetahui kompetensi awal mereka. – Peserta didik menjawab pertanyaan pemantik yang diberikan terkait dengan materi yang akan diajarkan. – Guru menyampaikan tujuan pembelajaran yang akan dicapai dan pemahaman bermakna yang bisa diperoleh peserta didik.	**15 Menit**
Kegiatan Inti	**a. Menyampaikan tujuan dan motivasi** – Peserta didik mendengarkan tujuan pembelajaran yang disampaikan guru. **b. Mengorganisasikan peserta didik untuk belajar** – Peserta didik dibagi dengan kelompok dimana 1 kelompok terdiri dari 4-5 orang. – Guru memberikan LKPD Activity 1 kepada	**50 Menit**

	peserta didik. – Peserta didik mengamati bacaan yang ada di LKPD (Mengamati) – Peserta didik mengidentifikasi masalah yng sesuai dengan intruksi dalam LKPD. **c. Menyampaikan materi** – Guru memberikan penjelasan tentang pengertian, tujuan, dan struktur narrative text. – Guru juga memberikan penjelasan mengenai pengertian, jenis, fungsi dan struktur narrative text. **d. Membimbing kerja kelompok** – Peserta didik menganalisis bacaan LKPD Kegiatan 1 "The Rabbit and The Tortoise" – Peserta didik menentukan ide pokok dalam narrative text. – Peserta didik mengidentifikasi detail information yang ada dalam narrative text. **e. Mengevaluasi** – Peserta didik bersama guru membahas LKPD yang telah dikerjakan. – Guru memberikan kesempatan kepada kelompok untuk melakukan presentasi hasil kerja kelompok. – Kelompok lain memberikan tanggapan terhadap presntasi yang dilakukan tim. (Mengkomunikasikan, Menanya) – Guru memberikan skor penugasan kelompok – Guru mengevaluasi hasil belajar individu. f. **Mememberikan apresiasi kerja tim** – Kelompok dengan perolehan skor tertinggi akan diberikan apresiasi dan penghargaan oleh guru. – Guru memberikan motivasi kelompok lain yang belum mencapai nilai tertinggi untuk tetap semangat belajar.	
Kegiatan Penutup	– Guru dan siswa melakukan refleksi pembelajaran. – Menyampaikan agenda pertemuan berikutnya. – Guru dan siswa mengakhiri pembelajaran dengan mengucapkan alhamdulilah – Guru menutup dengan salam.	**15 Menit**

Pertemuan Ke-2		
Kegiatan	**Pembelajaran**	**Alokasi Waktu**
Kegiatan Pendahuluan	**a. Kegiatan Awal** – Guru membuka dengan salam pembuka, menyapa peserta dan berdoa bersama peserta didik. – Guru memeriksa kehadiran serta kerapihan berpakaian peserta didik. **b. Apersepsi** – Peserta didik menjawab pertanyaan dari guru mengenai materi yang telah dipelajari di pertemuan sebelumnya. – Guru menyampaikan tujuan pembelajaran yang akan dicapai dan pemahaman bermakna yang bisa diperoleh peserta didik.	**15 Menit**
Kegiatan Inti	**a. Menyampaikan tujuan dan motivasi** – Peserta didik mendengarkan tujuan pembelajaran yang disampaikan guru. **b. Mengorganisasikan peserta didik untuk belajar** – Peserta didik dibagi dengan kelompok dimana 1 kelompok terdiri dari 4-5 orang. **c. Menyampaikan materi** – Guru memberikan penjelasan tentang menemukan main idea dan detail informasi dalam text narrative. **d. Membimbing kerja kelompok** – Guru menayangkan sebuah video tentang " The Legend of Criying Stone". – Peserta didik mengamati video dan berdiskusi mengenai informasi apa saja yang ada dalam video. **e. Quiz individu** – Peserta didik mengerjakan quiz 2 secara individu. **f. Mengevaluasi** – Peserta didik bersama guru membahas LKPD yang telah dikerjakan. – Guru memberikan kesempatan kepada kelompok untuk melakukan presentasi hasil kerja kelompok. – Kelompok lain memberikan tanggapan terhadap presntasi yang dilakukan tim. (Mengkomunikasikan, Menanya)	**50 Menit**

	– Guru memberikan skor penugasan kelompok g. **Mememberikan apresiasi kerja tim** – Kelompok dengan perolehan skor tertinggi akan diberikan apresiasi dan penghargaan oleh guru. – Guru memberikan motivasi kelompok lain yang belum mencapai nilai tertinggi untuk tetap semangat belajar.	
Kegiatan Penutup	– Guru dan siswa melakukan refleksi pembelajaran. – Menyampaikan agenda pertemuan berikutnya. – Guru dan siswa mengakhiri pembelajaran dengan mengucapkan alhamdulilah – Guru menutup dengan salam.	**15 Menit**
Pertemuan Ke-3		
Kegiatan	**Pembelajaran**	**Alokasi Waktu**
Kegiatan Pendahuluan	**a. Kegiatan Awal** – Guru membuka dengan salam pembuka, menyapa peserta dan berdoa bersama peserta didik. – Guru memeriksa kehadiran serta kerapihan berpakaian peserta didik. **b. Apersepsi** – Peserta didik menjawab pertanyaan dari guru mengenai materi yang telah dipelajari di pertemuan sebelumnya. – Guru menyampaikan tujuan pembelajaran yang akan dicapai dan pemahaman bermakna yang bisa diperoleh peserta didik.	**15 Menit**
Kegiatan Inti	**a. Menyampaikan tujuan dan motivasi** – Peserta didik mendengarkan tujuan pembelajaran yang disampaikan guru. **b. Mengorganisasikan peserta didik untuk belajar** – Peserta didik dibagi dengan kelompok dimana 1 kelompok terdiri dari 4-5 orang. **c. Menyampaikan materi** – Guru mengulas kembali semua materi yang telah dipelajari pada pertemuan sebelumnya. **d. Membimbing kerja kelompok** – Guru menyampaikan kegiatan yang akan	**50 Menit**

	dilakukan pada pertemuan ini dan memberikan arahan untuk diskusi kelompok. – Peserta didik diberi kesempatan untuk berdiskusi dengan teman mengenai reading skill yaitu menemukan kata ganti (pronouns) dan vocabulary yang sesuai konteks dalam narrative text. **e. Quiz Individu** – Peserta didik diberikan LKPD Activity 3 yang berisi narrative text. – Peserta didik secara mandiri menjawab pertanyaan ; tentang kata ganti (pronouns) dan vocabulary sesuai konteks. **f. Mengevaluasi** – Peserta didik bersama guru membahas LKPD yang telah dikerjakan. – Guru memberikan skor penugasan kelompok – Guru mengevaluasi hasil belajar individu. – Skor individu dalam kelompok dijumlahkan dengan skor kelompok. g. **Mememberikan apresiasi kerja tim** – Kelompok dengan perolehan skor tertinggi akan diberikan apresiasi dan penghargaan oleh guru. – Guru memberikan motivasi kelompok lain yang belum mencapai nilai tertinggi untuk tetap semangat belajar.	
Kegiatan Penutup	– Guru dan siswa melakukan refleksi pembelajaran. – Menyampaikan agenda pertemuan berikutnya. – Guru dan siswa mengakhiri pembelajaran dengan mengucapkan alhamdulilah – Guru menutup dengan salam.	**15 Menit**
Pertemuan Ke-4		
Kegiatan	**Pembelajaran**	**Alokasi Waktu**
Kegiatan Pendahuluan	**a. Kegiatan Awal** – Guru membuka dengan salam pembuka, menyapa peserta dan berdoa bersama peserta didik. – Guru memeriksa kehadiran serta kerapihan berpakaian peserta didik.	**15 Menit**

	b. Apersepsi – Peserta didik menjawab pertanyaan dari guru mengenai materi yang telah dipelajari di pertemuan sebelumnya. – Guru menyampaikan tujuan pembelajaran yang akan dicapai dan pemahaman bermakna yang bisa diperoleh peserta didik.	
Kegiatan Inti	**a. Menyampaikan tujuan dan motivasi** – Peserta didik mendengarkan tujuan pembelajaran yang disampaikan guru. **b. Mengorganisasikan peserta didik untuk belajar** – Peserta didik dibagi dengan kelompok dimana 1 kelompok terdiri dari 4-5 orang. **c. Menyampaikan materi** – Guru mengulas kembali semua materi yang telah dipelajari pada pertemuan sebelumnya. **d. Membimbing kerja kelompok** – Guru menyampaikan kegiatan yang akan dilakukan pada pertemuan ini dan memberikan arahan untuk diskusi kelompok. – Peserta didik diberi kesempatan untuk berdiskusi dengan teman mengenai reading skill yaitu menemukan informasi implisit, dan moral value dalam narrative text. **e. Quiz Individu** – Peserta didik diberikan LKPD 4 yang berisi narrative text. – Peserta didik secara mandiri menjawab pertanyaan informasi implisit, dan moral value dalam narrative text. **f. Mengevaluasi** – Peserta didik bersama guru membahas LKPD yang telah dikerjakan. – Guru memberikan skor penugasan kelompok – Guru mengevaluasi hasil belajar individu. – Skor individu dalam kelompok dijumlahkan dengan skor kelompok. g. **Mememberikan apresiasi kerja tim** – Kelompok dengan perolehan skor tertinggi akan diberikan apresiasi dan penghargaan oleh guru. – Guru memberikan motivasi kelompok lain yang belum mencapai nilai tertinggi untuk tetap semangat belajar.	**50 Menit**

Kegiatan Penutup	– Guru dan siswa melakukan refleksi pembelajaran. – Menyampaikan agenda pertemuan berikutnya. – Guru dan siswa mengakhiri pembelajaran dengan mengucapkan alhamdulilah – Guru menutup dengan salam.	**15 Menit**

Assesment	
Formatif	Tes Diagnostik LKPD
Sumatif	Kuis Penilaian Harian

Purwokerto,23 Januari 2025

Guru Mata Pelajaran

Lely Rokhisa Cahyani, S.Pd
NIP. 19910925202321205

Mahasiswa

Faizanatun Amanda
2017404113

MATERI

Narrative Text

Definition of Narrative Text

Narrative text is a the type of text that tells a chronological story in the past tense. The aim of narrative text is to entertain the readers through the amusing story.

Types of Narrative Text

Jenis-jenis teks narasi di antaranya ada cerita khayalan (fairytales), misteri (mysteries), cerita seram (forror stories), sci-fi (science fiction), romansa (romance), dan masih banyak lagi.

Generic Structure of Narrative Text

1. Orientation

   Merupakan bagian pembuka dari sebuah cerita teks narasi. Bagian ini mengenalkan tokoh dalam cerita (characters) serta latar terjadinya cerita yang meliputi latar tempat, waktu, suasana, dan keadaan sosial (setting).
2. Complication

   Bagian ini berisi permasalahan yang terjadi di dalam sebuah cerita. Secara lebih detail, complication terbagi lagi menjadi 3 bagian, yaitu Rising action (Masalah mulai muncul), Climax (Puncak permasalahan), Falling action (Tensi permasalahan mulai menurun, dan mulai menemukan titik penyelesaian).
3. Resolution

   Bagian ini berisi penyelesaian atau akhir dari sebuah cerita teks narasi.
4. Re-orientation

   Bagian terakhir dari struktur teks narasi (narrative text) ini biasanya berisi kesimpulan, pesan moral (moral value),

Language Features of Narrative Text

1. Menggunakan Simple Past Tense :menceritakan masa lampau
2. Menggunakan Adverb of Time: Adverb of time adalah kata yang memberi keterangan terkait kapan peristiwa terjadi, berapa lama, dan berapa sering peristiwa itu berlangsung.
3. Menggunakan Adjective: Adjective adalah kata yang digunakan untuk mendeskripsikan noun (kata benda) dan pronoun (kata ganti).
4. References atau pronouns merujuk pada kata ganti yang digunakan untuk menggantikan kata benda (noun) atau subjek sebelumnya, sehingga membantu menghindari pengulangan dan membuat teks lebih jelas.
5. Synonym and antonym of vocabularry

LKPD

Quiz 1

The Rabbit and The Tortoise

Once upon a time in a lush green forest, there lived a speedy rabbit who often boasted about his speed. Tired of the rabbit's bragging, a slow-moving tortoise challenged him to a race. The rabbit laughed at the idea, saying, “You’re too slow, Tortoise! There’s no way you can beat me!” But the tortoise remained calm and insisted on the race.

On the day of the race, all the animals gathered to watch. The race began, and the rabbit dashed off, leaving the tortoise far behind. Confident in his victory, the rabbit decided to take a nap under a tree. "I have plenty of time," he thought, as he closed his eyes.

Meanwhile, the tortoise kept moving steadily, step by step, and passed the sleeping rabbit. When the rabbit finally woke up, he was shocked to see that the tortoise was near the finish line. He sprinted as fast as he could, but it was too late. The tortoise crossed the finish line first!

- **Question**

1. What is the story about?
2. Mention the characters in the story.
3. Where and when did the story happen?
4. Who is the main character of the story?
5. What happened to the main character?

Quiz 2

Bella is The Busy Bee

Once upon a time, in a colorful garden, lived a little bee named Bella. Bella loved to fly from flower to flower, collecting sweet nectar.

One sunny day, Bella noticed that the flowers were starting to wilt. "Oh no! They need more nectar to stay alive!" she thought. Bella decided to work extra hard. She flew faster than ever, visiting every flower she could find. With each drop of nectar she collected, she felt proud to help her garden.

After a long day of work, Bella returned to her hive. The queen bee smiled and said, "Thank you, Bella! You’ve done a wonderful job today." Bella felt happy knowing she had helped her garden and her friends. From that day on, Bella continued to be a busy bee, spreading joy and sweetness wherever she went.

- **Question**

1. What is the main idea of the story?
   A. Bella works hard to collect nectar and help her garden.
   B. Bella enjoys playing in the garden.
   C. The queen bee gives Bella a special reward.

D. The flowers in the garden are very colorful.

2. Where did Bella live?
   A. In a tree
   B. In a dark cave
   C. In a flower pot
   D. In a colorful garden
3. What did Bella notice about the flowers one sunny day?
   A. They were blooming beautifully.
   B. They were starting to wilt.
   C. They were attracting many bees.
   D. They were covered in butterflies.
4. What did Bella love to do?
   A. Fly to other gardens
   B. Collect sweet nectar from flowers
   C. Make honey
   D. Play with other bees
5. What did Bella feel after helping her garden?
   A. Tired and confused
   B. Happy and proud
   C. Angry and upset
   D. Bored and uninterested

Quiz 3

The Lion and the Poor Slave

Once upon a time, there was a slave who was **treated** very **badly** by his master. One day, he couldn't take it anymore and ran away to the forest. In the forest, he found a lion that couldn't walk because it had a thorn in its paw.

Even though he was afraid, the slave gathered his **courage** and helped the lion by removing the thorn from its paw. After freeing the lion, it ran back into the forest and did not hurt the slave.

Later, the slave was caught by his master while he was in the forest with some animals. The master ordered that the slave be thrown into the lion's den. When the slave saw the lion again, he recognized it as the one he had helped earlier.

To his surprise, the lion did not harm him. Instead, the lion protected the slave, and together, they freed all the other animals in the den. The slave was grateful, and he learned that kindness can lead to friendship and help in times of need.

Instructions:

Match the pronoun or phrase in Column A with the correct reference in Column B.

Column A	Column B
1. "It" (in "He couldn't take it anymore")	A) The slave who ran away to the forest
2. "He" (in "he found a lion that couldn't walk")	B) The cruel treatment the slave received from his master
3. "It" (in "After freeing the lion, it ran back into the forest")	C) The lion that the slave helped
4. "The master" (in "The master ordered that the slave be thrown into the lion's den")	D) The slave's master who treated him poorly
5. "Him" (in "To his surprise, the lion did not harm him")	E) The slave who had helped the lion

Intruction : Circle the correct word in the question below!

6. What is a synonym for "treated"?
   Handled - Ignored – Punished - Accommodated
7. What is a synonym for "courage"?
   Fear – Bravery – Strength - Confidence
8. What is an antonym for "hurt"?
   Injure – Protect – Attack - Harm
9. What is an antonym for "badly"?
   Poorly – Well – Harshly - Unkindly
10. What does the word "den" refer to in the story?
    - A house for humans
    - A place where animals live or rest
    - A garden
    - A field

Quiz 4

The Golden Egg

Once upon a time, a farmer had a goose that laid one golden egg every day. The egg provided enough money for the farmer and his wife to support their daily needs. The farmer and his wife continued to be happy for a long time.

But, one day, the farmer thought, "Why should we take just one egg a day? Why can't we take them all at once and make a lot of money?" The farmer told his wife his idea, and she foolishly agreed.

Then, the next day, as the goose laid its golden egg, the farmer was quick with a sharp knife. He killed the goose and cut its stomach open, hoping to find all its golden eggs. But as he opened the stomach, he only found guts and blood.

The farmer quickly realized his foolish mistake and proceeded to cry over his lost resource. As the days went on, the farmer and his wife became poorer and poorer because of their foolishness.

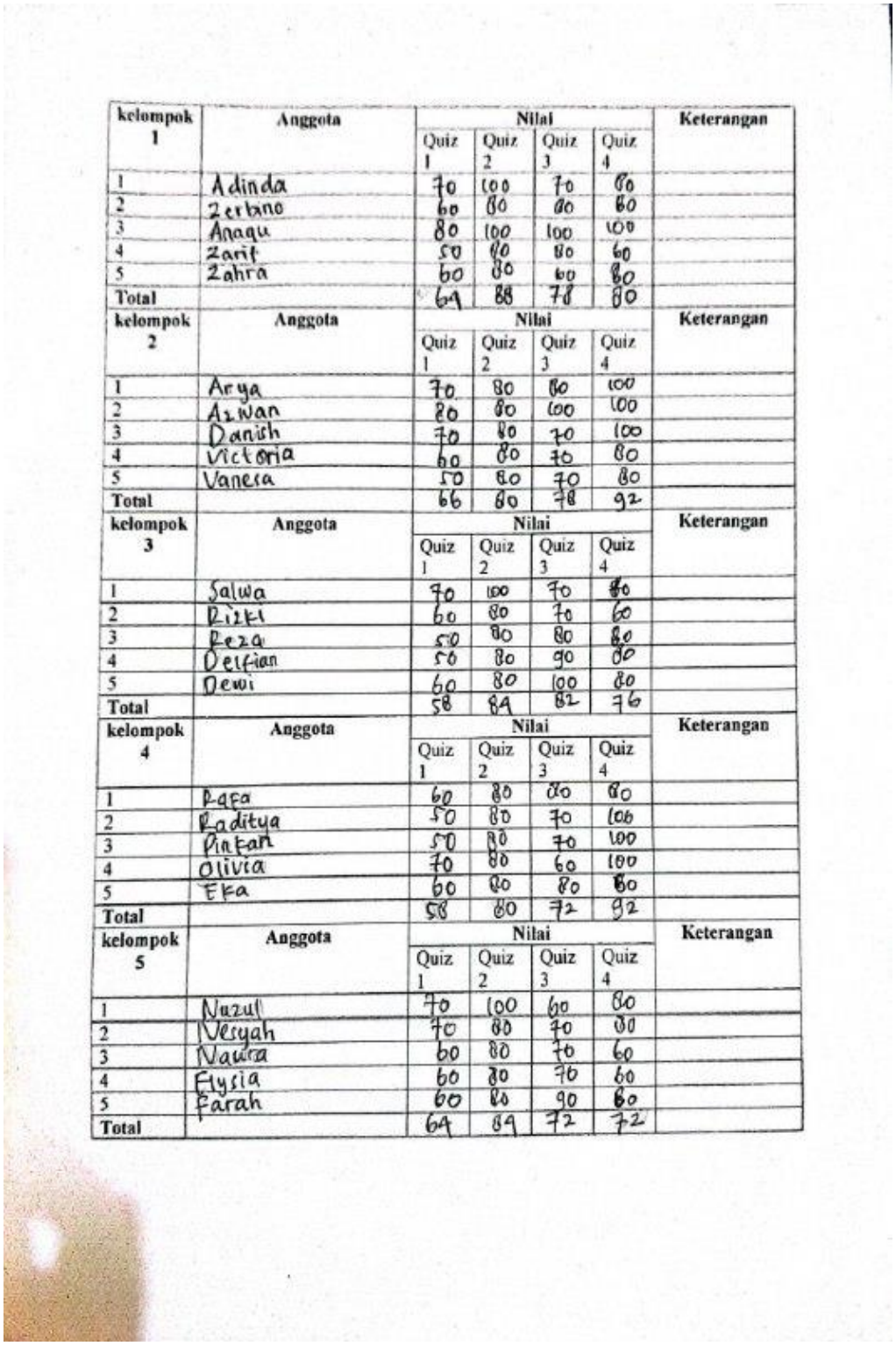
- **Question**

1. What can be inferred about the farmer's character at the beginning of the story?
   A. He is content and wise.
   B. He is greedy and lacks patience.
   C. He is foolish but kind-hearted.
   D. He is very wealthy.
2. What does the farmer's decision to kill the goose suggest about his mindset?
   A. He values immediate rewards over sustainable benefits.
   B. He is worried about his future.
   C. He wants to take care of the goose.
   D. He is generous and caring.
3. How does the farmer's initial happiness change by the end of the story?
   A. He becomes richer and more satisfied.
   B. He learns to appreciate what he had.
   C. He experiences regret and loss.
   D. He decides to find another goose.
4. What lesson can be drawn about making impulsive decisions?
   A. Impulsive decisions can lead to positive outcomes.
   B. It is always good to follow your instincts.
   C. Impulsive decisions may result in irreversible consequences.
   D. All decisions should be made quickly.
5. What is the moral value of the story?
   A. Greed can lead to one's downfall.
   B. Always listen to your partner.
   C. Happiness comes from having material wealth.
   D. Patience is not important.

Table Penilian

Nama Anggota	Skor Kuis (100 poin)	Keteranagan
Anggota 1		
Anggota 2		
Anggota 3		
Anggota 4		
Anggota 5		
Total		

Appendix 12. Nilai Kelompok



kelompok 1	Anggota	Nilai				Keterangan
		Quiz 1	Quiz 2	Quiz 3	Quiz 4	
1	Adinda	70	100	70	80	
2	Zerbano	60	80	80	80	
3	Anagu	80	100	100	100	
4	Zarif	50	80	80	60	
5	Zahra	60	80	60	80	
Total		64	88	78	80	
kelompok 2	Anggota	Nilai				Keterangan
		Quiz 1	Quiz 2	Quiz 3	Quiz 4	
1	Arya	70	80	80	100	
2	Aiwan	80	80	100	100	
3	Danish	70	80	70	100	
4	Victoria	60	80	70	80	
5	Vanesa	50	80	70	80	
Total		66	80	78	92	
kelompok 3	Anggota	Nilai				Keterangan
		Quiz 1	Quiz 2	Quiz 3	Quiz 4	
1	Salwa	70	100	70	80	
2	Rizki	60	80	70	60	
3	Reza	50	80	80	80	
4	Delfian	50	80	90	80	
5	Dewi	60	80	100	80	
Total		58	84	82	76	
kelompok 4	Anggota	Nilai				Keterangan
		Quiz 1	Quiz 2	Quiz 3	Quiz 4	
1	Rafa	60	80	80	80	
2	Raditya	50	80	70	100	
3	Pintan	50	80	70	100	
4	Olivia	70	80	60	100	
5	Eka	60	80	80	80	
Total		58	80	72	92	
kelompok 5	Anggota	Nilai				Keterangan
		Quiz 1	Quiz 2	Quiz 3	Quiz 4	
1	Nazul	70	100	60	80	
2	Vesyah	70	80	70	80	
3	Naura	60	80	70	60	
4	Elysia	60	80	70	60	
5	Farah	60	80	90	80	
Total		64	84	72	72	

kelompok 6	Anggota	Nilai				Keterangan
		Quiz 1	Quiz 2	Quiz 3	Quiz 4	
1	Evandika	50	80	100	100	
2	fahril	50	80	90	100	
3	Filia	70	80	70	80	
4	Asraf	60	80	80	80	
5	Mahlesa	50	80	70	80	
Total		56	80	82	88	

kelompok 7	Anggota	Nilai				Keterangan
		Quiz 1	Quiz 2	Quiz 3	Quiz 4	
1	Flavia	60	80	70	80	
2	Ihsan	60	80	80	80	
3	Izfa	50	80	90	80	
4	Kenzie	50	100	80	80	
5	Karmia	50	80	80	80	
Total		54	84	80	80	

Appendix 13. Documentation of Teaching and learning Activity

Experimental Class

Learning Activities

Penyampaian Materi

Diskusi Kelompok

Diskusi Kelompok

Quiz Individu

Team Recognition

Control Class

Kegiatan Pembelajaran

Kegiatan Pembelajaran

Post-test

BIOGRAPHY

A. Profile
   1. Name : Faizanatun Amanda
   2. Student number : 2017404113
   3. Place/Date of Birth : Pemalang, 27 Mei 2002
   4. Address : Kuta RT 01/ RW 01, Belik, Pemalang.
   5. Name of Father : Rasmo
   6. Name of Mother : Badriyah

B. Formal Education
   1. SD N 01 Kuta 2014
   2. SMP N 01 Belik 2017
   3. SMA N 1 Belik 2020
   4. S1 UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Purwokerto, 10 Aprril 2025

Faizanatun Amanda