

Appendix 1

SILABUS

Sekolah : SMA Nasional Pati
 Kelas : XI IPA
 Mata Pelajaran : Bahasa Inggris
 Semester : 2 (Dua)

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Membaca 11 Memahami makna teks fungsional pendek dan esei berbentuk <i>narrative, spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	11.1 Merespon makna dalam teks fungsional pendek (misalnya <i>banner, poster, pamphlet</i> , dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan	<ul style="list-style-type: none"> • Identifying meanings and information in a narrative text 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Membaca nyaring bermakna sebuah <i>banner, poster, pamphlet</i> secara individu • Mendiskusikan isi teks yang dibaca secara berpasangan. • Mendiskusikan ciri-ciri gramatikal yang digunakan dalam teks yang dibaca secara berkelompok. 	<ul style="list-style-type: none"> • Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar • Mengidentifikasi topic dari teks yang dibaca • Mengidentifikasi informasi tertentu dari <i>banner, poster, pamphlet</i> 	Performans Tertulis (PG dan Uraian) Quiz Tugas	1 x 45 1 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan								Poster Gambar Koran berbahasa Inggris Majalah Internet
	11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	<ul style="list-style-type: none"> • Reading narrative texts 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Membaca nyaring bermakna teks <i>exposition</i> secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. • Berlatih menggunakan kalimat yang menyatakan argumen dan saran 	<ul style="list-style-type: none"> • Mengidentifikasi makna kata dalam teks yang dibaca • Mengidentifikasi makna kalimat dalam teks yang dibaca • Mengidentifikasi setting dalam sebuah cerita narasi • Mengidentifikasi komplikasi dalam sebuah cerita narasi • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi kasus yang dibahas dalam 	Performans Tertulis (PG dan Uraian) Tugas Quiz	2 x45 4 x45 2 x45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	dalam teks berbentuk <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>					teks <ul style="list-style-type: none"> • Mengidentifikasi argumen yang diberikan • Mengidentifikasi saran yang diberikan • Mengidentifikasi langkahlangkah retorika dari teks • Mengidentifikasi tujuan komunikasi teks dibaca 			Koran berbahasa Inggris Majalah Internet

Appendix 2

THE SPECIFICATION TABLE OF TEST IN NARRATIVE TEXT TO THE EIGHTH GRADE STUDENTS OF SMP N 2 PULOKULON GROBOGAN IN ACADEMIC YEAR 2013/2014

Competency Standard	Material	Indicators	Item Numbers	Total Items
Reading: Understanding short functional text and essay written text (narrative, spoof, and hortatory exposition) in daily activities to access knowledge)	Reading Narrative Text	Determine the type of the text	1	1
		Determine the title of the text	6	1
		Identifying the purpose of the text	2	1
		Identifying the generic structure of the text	7, 12, 18, 21	4
		Identifying the language features of the text	17	1
		Identifying the main idea each paragraph	11, 24	2
		Identifying the character of the story	19, 22	2
		Find the word meaning in the text	5, 10, 13, 14	4
		Deduce the moral value of the text	4, 9, 15	3
		Determine the explicit information in the text	16, 23	2
		Determine the implicit information in the text	3, 8, 20, 25	4
Total				25

Appendix 3

TRYOUT, PRE-TEST, AND POST-TEST OF READING IN NARRATIVE TEXT TO THE EIGHTH GRADE JUNIOR HIGH SCHOOL 2014

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INSTRUCTIONS:

Choose the correct answer in the following questions by crossing (X) a, b, c, or d on the answer sheet!

Text 1

This text is for questions number 1 to 5

The Magic Box

Once upon a time, there was a poor farmer who lived with his wife. One day, he dug up his field and found a big box. He took it home with him and showed it to his wife. His wife cleaned the box and kept it in their house.

One sunny morning his wife dropped an apple into it. Suddenly the box began fill up with apples. No matter how many the apples were taken out, more apples took their place. So the farmer and his wife decide to sell the apples and in short time they were able to live quite comfortably.

One day, the farmer dropped a gold coin into the box. At once, apples disappeared and the box began to fill itself with coins. Every day, the farmer and his wife collected hundreds of gold coins from the box. Soon they became very rich.

Having heard that his son had gone rich, the farmer's grandfather visited the couple. He was not very strong and he could not go out to work anymore. So the farmer asked the old man to help him take the money out of the box. When his grandfather told his son that he was tired and wanted to have arrest, the farmer shouted at him, " why are you so lazy? Why can't you work harder?"

The old man didn't say anything, and continued to work until he fell into the box and suddenly died. At once, the money disappeared and the box began to fill up with dead grandfathers.

The farmer had to pull them out and bury them. To do this, he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.

1. What is the type of the text above?
 - a. Recount
 - b. Narrative
 - c. Report
 - d. News item

2. What is the purpose of the text?
 - a. to amuse the readers with the story of the magic box
 - b. to describe the magic box
 - c. to inform about the magic box
 - d. to give information about the magic box
3. Which statement is TRUE according to the story?
 - a. The box was full of valuable things when it found
 - b. The farmer had to pull out his father's bodies and bury them
 - c. The poor farmer was finally killed by his father
 - d. The farmer's wife was happy after the father passed away
4. What we can learn from the story?
 - a. Being honest is not always wise
 - b. It is good to be honest in life
 - c. We must respect our parents
 - d. Being a miser is sometimes important
5. What is the meaning of word "prosperous" in the third paragraph?
 - a. Rich
 - b. Poor
 - c. Smart
 - d. Wise

Text 2

This text is for questions number 6 to 10

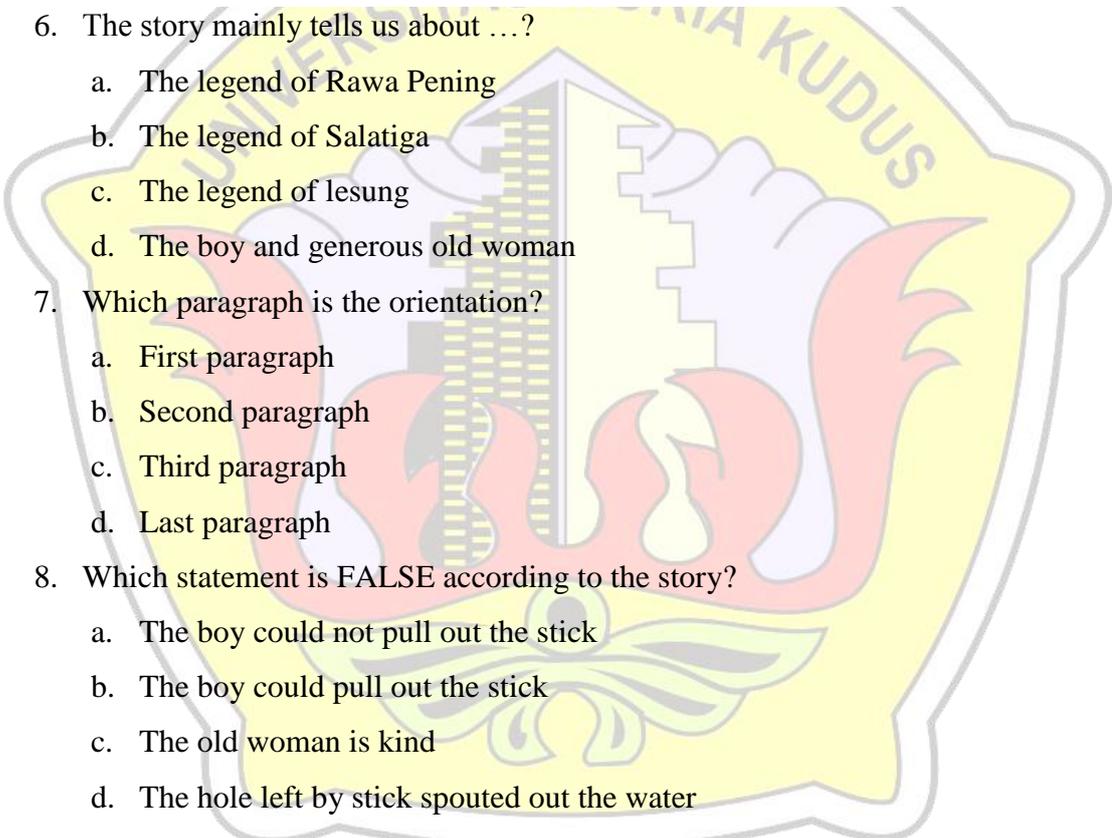
Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "please remember, if there is a flood you must save yourself. Use this "lesung" as a boat". The boy was happy and he continued his journey.

While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People

challenged each other to pull out that stick. Everybody tried, but nobody succeeded. “Can I try?” asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the “lesung” as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

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6. The story mainly tells us about ...?
- The legend of Rawa Pening
 - The legend of Salatiga
 - The legend of lesung
 - The boy and generous old woman
7. Which paragraph is the orientation?
- First paragraph
 - Second paragraph
 - Third paragraph
 - Last paragraph
8. Which statement is FALSE according to the story?
- The boy could not pull out the stick
 - The boy could pull out the stick
 - The old woman is kind
 - The hole left by stick spouted out the water
9. What is moral value can we learn from the story?
- Don't be arrogant, because it can make us to be immoral person
 - If you want to be rich, you have to hard work
 - Don't be shy, if it is only make you weak
 - Be diligent can make you rich
10. What is the meaning word “lesung” in the story?

- a. It is the shelter to take a rest
- b. A big wooden mortar for pounding rice
- c. The hole which spouted the water
- d. The name of person in the story

Text 3

This text is for question number 11 to 15

The Lion and The mouse

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, which placed his **huge** paw upon the mouse, and opened his big jaws to swallow him.

“Pardon, O King “cried the little mouse “forgive me this time. I shall never forget it: who knows I may be able to do you a good turn some of these days? ”. The lion was so tickled at the idea of the mouse being able to help him. Then he lifted up his paw and let him go.

On day the lion was caught in a trap. Some hunters want to carry him alive to the king. The hunters tied the lion to a tree while they went to search a wagon to carry him to the kingdom.

In that moment, the little mouse passed and saw the **plight** which the lion was roaring to have recourse. The little mouse went up to him and soon gnawed away the ropes that bound the king of the beats. Soon the little mouse had finished growing away the ropes, he asked the lion to run away.

11. Paragraph three mainly tells that ..
 - a. the little mouse asked forgiveness
 - b. the hunters carried the lion alive to the king
 - c. the lion was tied to a tree by the hunters
 - d. the little mouse could prove that he could help the lion
12. Which paragraph is the resolution in the story?
 - a. First paragraph
 - b. Second paragraph
 - c. Third paragraph
 - d. Fourth paragraph
13. The word “huge” in (1st paragraph) means..
 - a. Old

- b. Very big
 - c. Tall
 - d. Small
14. What is the meaning of word “plight” in the last paragraph?
- a. Bad situation
 - b. Good situation
 - c. Comfortable atmosphere
 - d. Pleasant condition
15. What is the moral value can we learn from the story?
- a. Don't judge the person from his appearance
 - b. You have to give a chance and help another each other
 - c. Common people may prove great ones
 - d. Honestly begins at home

Text 4

This text is for questions number 16 to 20

The Story of the Smart Parrot

A man in Puerto Rico had a **wonderful** parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. “You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!” but the parrot would not say it. Then the man got to so angry that the shouted over and over, “Say Catano or I'll kill you!” but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.”

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at thenfourth chicken, “Say Catano or I'll kill you!

16. Where did the story take place?

- a. London
 - b. Puerto rico
 - c. Jakarta
 - d. Buenos Aires
17. What is the dominant structure used in the text?
- a. Simple present tense
 - b. Simple past tense
 - c. Present continuous tense
 - d. Future tense
18. Which paragraph is the complication in the story?
- a. First paragraph
 - b. Second paragraph
 - c. Third paragraph
 - d. Last paragraph
19. How is the characteristic of the man?
- a. Kind
 - b. Wise
 - c. Care
 - d. Cruel
20. What is the synonym of word "wonderful" in the first paragraph?
- a. Amazing
 - b. Kind
 - c. Lazy
 - d. Beautiful

Text 5

This text is for questions number 21 to 25

Three Fish

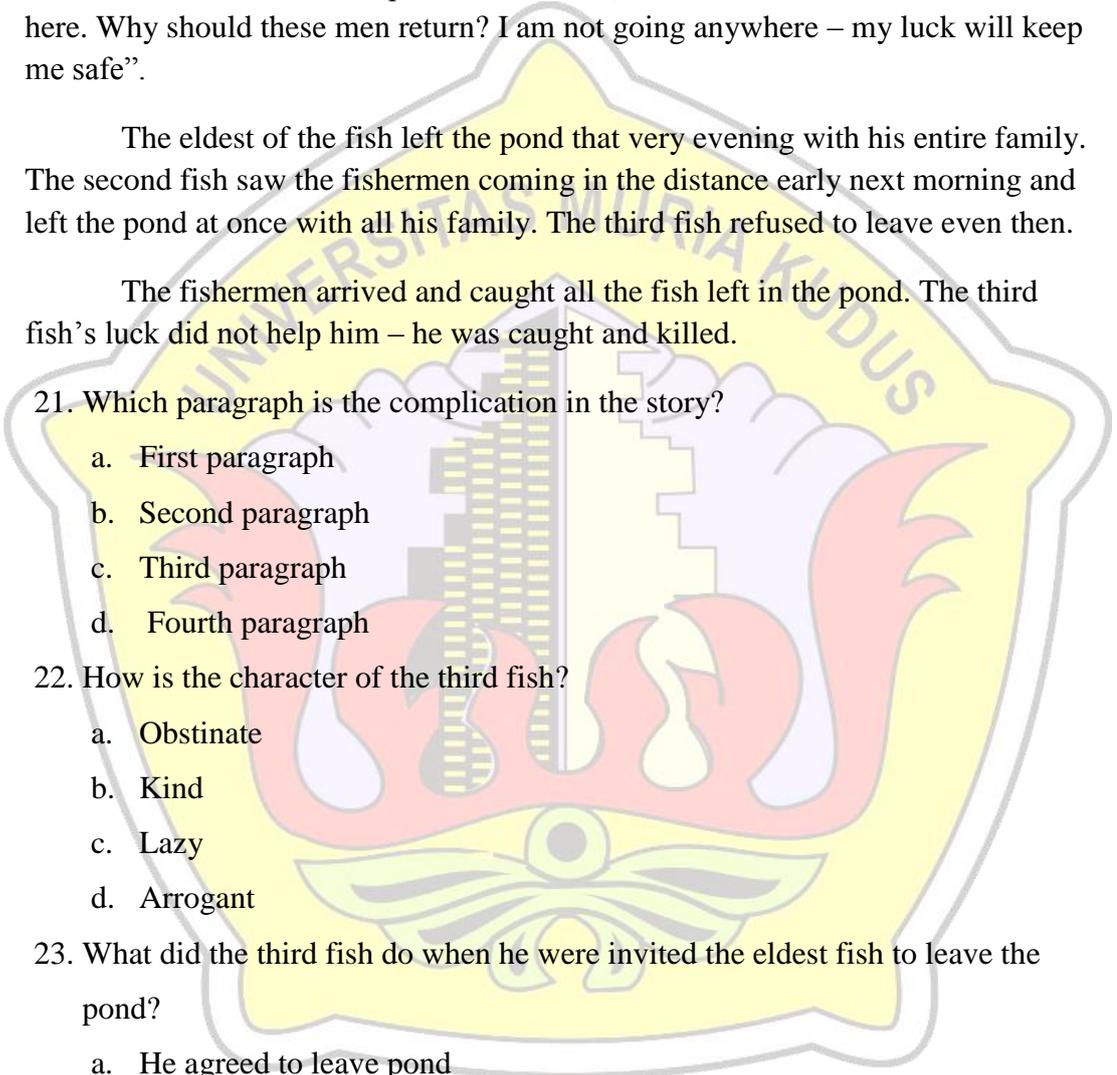
Once upon a time, there were three fish lived in a pond. One evening, some fishermen passed by the pond and saw the fish. "This pond is full of fish", they told each other excitedly. "we have never fished here before. We must come back tomorrow morning with our nets and catch these fish!" So saying, the fishermen left.

When the eldest of the three fish heard this, he was troubled. He called the other fish together and said, “Did you hear what the fishermen said? We must leave this pond now. The fishermen will return tomorrow and kill us all!” The second of the three fish agreed. “You are right”, he said. “We must leave this pond now.”

But the youngest fish laughed. “You are worrying without reason”, he said. “We have lived in this pond all our lives, and no fisherman has ever come here. Why should these men return? I am not going anywhere – my luck will keep me safe”.

The eldest of the fish left the pond that very evening with his entire family. The second fish saw the fishermen coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.

The fishermen arrived and caught all the fish left in the pond. The third fish’s luck did not help him – he was caught and killed.

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21. Which paragraph is the complication in the story?
- First paragraph
 - Second paragraph
 - Third paragraph
 - Fourth paragraph
22. How is the character of the third fish?
- Obstinate
 - Kind
 - Lazy
 - Arrogant
23. What did the third fish do when he were invited the eldest fish to leave the pond?
- He agreed to leave pond
 - He refused to follow the eldest fish
 - He wanted to follow the eldest fish
 - He was angry with his friends
24. What is the main idea in the second paragraph?

- a. The fish had known that the fisherman will come back to the pond to go fishing.
 - b. There were some fisherman go fishing in the pond
 - c. Fisherman did not find fish
 - d. The third fish was caught
25. What is the antonym of word “refused” in fourth paragraph?
- a. Reject
 - b. Accept
 - c. Extend
 - d. Believe



Appendix 4**KEY ANSWER**

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



Appendix 5

LESSON PLAN

(Teaching Reading Narrative by Using Contextual Guessing Strategy)

School : SMA Nasional Pati

Subject : English

Grade/ Semester : XI IPA/even

Time Allotment : 2 x 45 minutes

Skill : Reading

A. STANDARD OF COMPETENCE

Understanding short functional text and essay written text (narrative, spoof, and, hortatory exposition) in daily activities to access knowledge.

B. BASIC COMPETENCE

Responding the meaning of rhetorical steps in essay by using the written language accurately, fluently, and accepted in daily activities and to access knowledge in the text (narrative, spoof, and, hortatory exposition).

C. INDICATORS

1. Identifying the participants of the story
2. Identifying the generic structure of narrative text.
3. Identifying the content of narrative text.
4. Identifying the difficult words in the text.

D. OBJECTIVE OF LEARNING

1. Students can identify the participants of the story.
2. Students can identify the generic structure of narrative text.
3. Students can identify the content of narrative text.
4. Students can identify the difficult words in the text.

E. MATERIAL OF LEARNING

Narrative Text

- a. Definition of narrative text

Narrative text is a text which has a purpose to amuse, entertain the reader or listener.

b. Communicative purpose

To amuse and entertain the readers or listeners with actual experience or fantasy story.

c. Generic structure of narrative text

Narrative text has generic structure, they are:

1. Orientation: introducing the participant.
2. Complication: the problem.
3. Resolution: the solution of the problem

d. Linguistic features of narrative text:

- Using specific nouns and pronouns. For examples: king, princess, stepsisters, housework, etc.
- Using specific participants. For examples: Cinderella, aladdin, the crazy frog, etc.
- Using adjectives that used to create noun phrase. For examples: beautiful white skinned lady, two crazy men, etc.
- Using time connective and conjunctions to arrange event. For examples: then, when, suddenly, etc.
- Using adverbs and adverbial phrases to show the location of event. For examples: here, there, at home, in the jungle, very carefully, happily ever after, etc.
- Using verbs in past form. For examples: lived, climbed, drank, etc.

- e. Material of narrative text: Telaga warna, Sangkuriang, Cinderella, Snow white and the seven dwarfs, Pinocchio.

F. TECHNIQUE OF TEACHING

Small group discussion

G. STEPS OF LEARNING

First meeting

a. Pre teaching

1. The teacher gives orientation
2. The teacher gives apperception
3. The teacher gives motivation.

b. Whilst teaching

➤ Exploration

1. The teacher asks to the students what they know about narrative.
2. The teacher gives explanation about narrative.
3. The teacher gives an example of narrative by audio visual.
4. The teacher discusses narrative that has shown by audio visual with the students.
5. The teacher gives explanation about teaching and learning by using contextual guessing strategy.

➤ Elaboration

1. The teacher divides the class to be some groups. Each group consists of 4 students.
2. The teacher gives example of narrative text to each group.
3. The teacher asks the students to read narrative text and asking them to look for the difficult words in the text.
4. The teacher asks the students to guess the meaning of difficult word in the text without opening dictionary.
5. The teacher asks each group to read the text and asking them to give explanation about the difficult words in front of class while the other groups pay attention.
6. The teacher discusses the text with the students.
7. The teacher asks the students to answer questions based on the text (it consists of 5 questions)
8. The teacher discusses the questions with the students.

➤ Confirmation

1. The teacher asks the students about difficulty of the material.

c. Post teaching

1. The teacher gives feedback.

Second meeting

a. Pre teaching

1. The teacher gives orientation
2. The teacher gives apperception
3. The teacher gives motivation.

b. Whilst teaching

➤ Exploration

1. The teacher asks to the students what they know about narrative.
2. The teacher gives an example of narrative by audio visual.
3. The teacher discusses narrative that has shown by audio visual with the students.
4. The teacher gives explanation about teaching and learning by using contextual guessing strategy.

➤ Elaboration

1. The teacher divides the class to be some groups. Each group consists of 4 students.
2. The teacher gives example of narrative text to each group.
3. The teacher asks the students to read narrative text and ask them to look for the difficult words in the text.
4. The teacher asks the students to guess the meaning of difficult words in the text without opening dictionary.

5. The teacher asks each group to read the text and asking them to give explanation about the difficult words in front of class while the other groups pay attention.
6. The teacher discusses the text with the students.
7. The teacher asks the students to answer questions based on the text (it consists of 5 questions)
8. The teacher discusses the questions with the students.

➤ Confirmation

1. The teacher gives reward and asking the students' difficulty of the material.
2. The teacher closes the class.

c. Post teaching

1. The teacher gives feedback.

Third meeting

a. Pre teaching

1. The teacher gives orientation
2. The teacher gives apperception
3. The teacher gives motivation.

b. Whilst teaching

➤ Exploration

1. The teacher asks to the students what they know about narrative.
2. The teacher gives an example of narrative by audio visual.
3. The teacher discusses narrative that has shown by audio visual with the students.
4. The teacher gives explanation about teaching and learning by using contextual guessing strategy.

➤ Elaboration

1. The teacher divides the class to be some groups. Each group consists of 4 students.
2. The teacher gives example of narrative text to each group.
3. The teacher asks the students to read narrative text and ask them to look for the difficult words in the text.
4. The teacher asks the students to guess the meaning of difficult word in the text without opening dictionary.
5. The teacher asks each group to read the text and asking them to give explanation about the difficult words in front of class while the other groups pay attention. .
6. The teacher discusses the text with the students.
7. The teacher asks the students to answer questions based on the text (it consists of 5 questions)
8. The teacher discusses the questions with the students.

➤ Confirmation

1. The teacher gives reward and asking the students' difficulty of the material.

c. Post teaching

1. The teacher gives feedback.

Fourth meeting

a. Pre teaching

1. The teacher gives orientation
2. The teacher gives apperception
3. The teacher gives motivation.

b. Whilst teaching

➤ Exploration

1. The teacher asks to the students what they know about narrative.
2. The teacher gives an example of narrative by audio visual.
3. The teacher discusses narrative that has shown by audio visual with the students.
4. The teacher gives explanation about teaching and learning by using contextual guessing strategy.

➤ Elaboration

1. The teacher divides the students to be some groups. Each group consists of 4 students.
2. The teacher gives example of narrative text to each group.
3. The teacher asks the students to read narrative text and ask them to look for the difficult words in the text.
4. The teacher asks the students to guess the meaning of difficult word in the text without opening dictionary.
5. The teacher asks each group to read the text and asking them to give explanation about the difficult words in front of class while the other groups pay attention.
6. The teacher discusses the text with the students.
7. The teacher asks the students to answer questions based on the text (it consists of 5 questions)
8. The teacher discusses the questions with the students.

➤ Confirmation

1. The teacher gives reward and asking the students' difficulty of the material.

c. Post teaching

1. The teacher gives feedback.

Fifth meeting

a. Pre teaching

1. The teacher gives orientation
2. The teacher gives apperception
3. The teacher gives motivation.

b. Whilst teaching

➤ Exploration

1. The teacher asks the students what they know about narrative.
2. The teacher gives an example of narrative by audio visual.
3. The teacher discusses narrative that has shown by audio visual with the students.
4. The teacher gives explanation about teaching and learning by using contextual guessing strategy.

➤ Elaboration

1. The teacher divides the students to be some groups. Each group consists of 4 students.
2. The teacher gives example of narrative text to each group.
3. The teacher asks the students to read narrative text and ask them to look for the difficult words in the text.
4. The teacher asks the students to guess the meaning of difficult word in the text without opening dictionary.
5. The teacher asks each group to read the text and asking them to give explanation about the difficult words in front of class while the other groups pay attention.
6. The teacher discusses the text with the students.
7. The teacher asks the students to answer questions based on the text (it consists of 5 questions)
8. The teacher discusses the questions with the students.

➤ Confirmation

1. The teacher gives reward and asking the students' difficulty of the material.

c. Post teaching

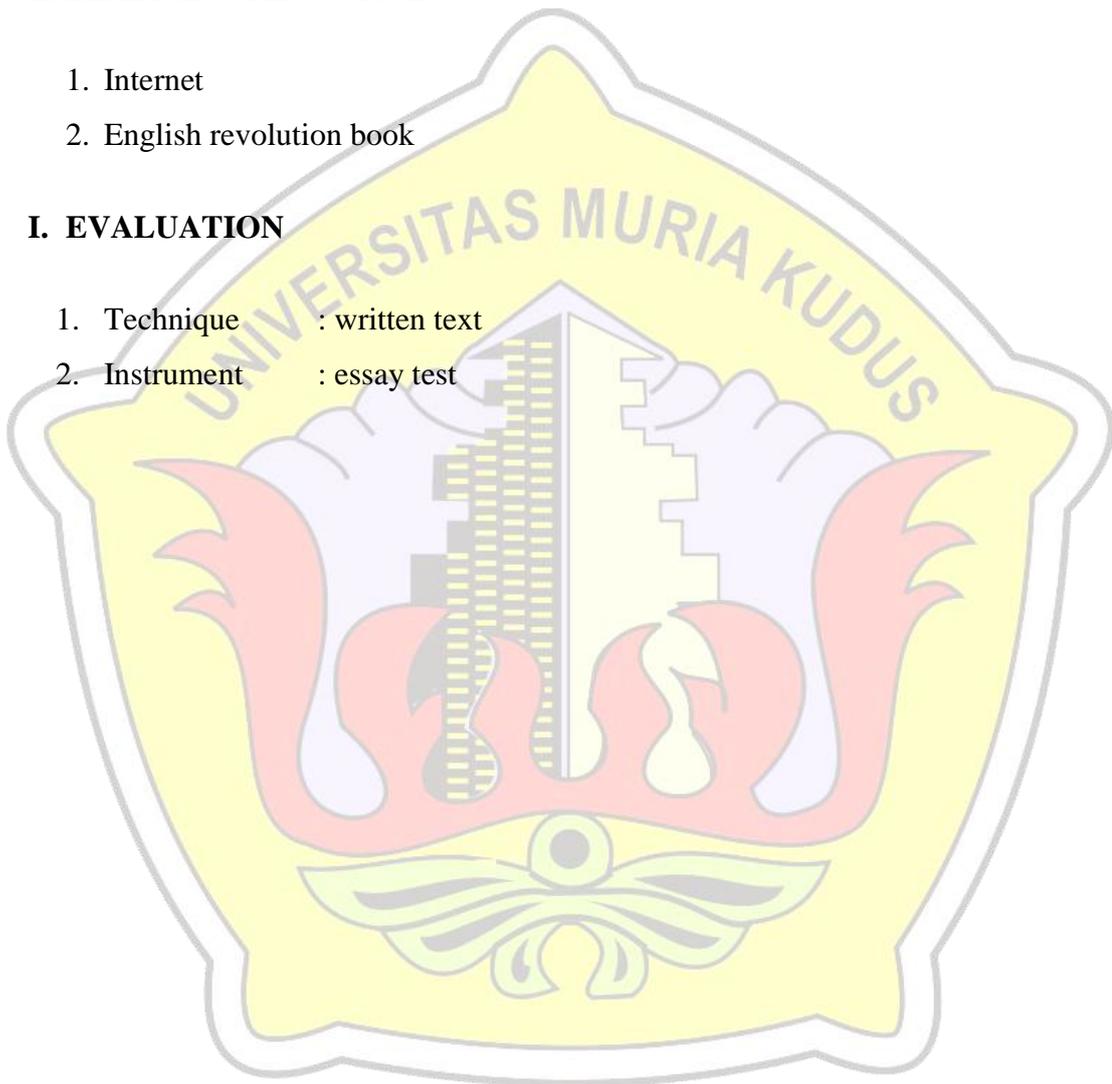
1. The teacher gives feedback

H. LEARNING RESOURCES

1. Internet
2. English revolution book

I. EVALUATION

1. Technique : written text
2. Instrument : essay test



Text 1

Telaga Warna

Long long ago, there was a kingdom in West Java. The kingdom was ruled by a king named His Majesty Prabu. Prabu was a kind and wise king. But it was a pity that Prabu and his queen hadn't got any children. The queen often cried. That was why Prabu went to the jungle. There he prayed to God every day, begging for a child.

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

One day, the princess celebrated her 17th birthday party. Many people gathered in the palace. Then, Prabu took out a necklace which was made from gold and jewel. "My beloved daughter, today I give you this necklace. Please, wear this necklace," said Prabu.

"I don't want to wear it! It's ugly!" shouted the princess. Then she threw the necklace. The beautiful necklace was broken. The gold and jewels were spread out on the floor. Everybody couldn't say anything. They never thought that their beloved princess would do that cruel thing. In their silence, people heard the queen crying. Every woman felt sad and began crying, too. Then, everybody was crying.

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

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

1. What is the type of the text above?
 - a. Recount
 - b. Narrative
 - c. Report
 - d. News item
2. What is the purpose of the text?
 - a. To amuse the readers with the story of telaga warna
 - b. To describe telaga warna
 - c. To inform about telaga warna
 - d. To give information about telaga warna

3. Which statement is TRUE according to the story?
 - a. Prabu had a kingdom in Centre Java
 - b. Prabu was an evil king
 - c. Princess was a spoiled girl
 - d. Princess was a kind person
4. What we can learn from the story?
 - a. Being honest is not always wise
 - b. It is good to be honest in life
 - c. We must respect our parents
 - d. Being a misser is sometimes important
5. What is the meaning of word “begging” in the second paragraph?
 - a. Asking
 - b. Praying
 - c. Requesting
 - d. Answering

Text 2

The Legend of Tangkuban Perahu Mount

Once upon a time in west Java, Indonesia lived a wise king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much.

Once she was weaving a cloth when one of her tool fell to the ground. She was very tired at the time so she was too lazy to take it. Then she just shouted outloud.

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

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

Sangkuriang liked hunting very much. He often went hunting to the wood using his arrow. When he went hunting Tumang always with him. In the past there were many deer in Java so Sangkuriang often hunted for deer.

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

But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head. Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

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

Several time later, Dayang Sumbi recognized a scar on Sangkuriangs' head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave a very difficult condition. She wanted Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spirits Sangkuriang tried to build them. By midnight he had finished the lake by building a dam in Citarum river. Then he started building the boat. It was almost dawn when he nearly finished it. Meanwhile Dayang Sumbi kept watching on them. She was very worried when she knew this. So she made lights in the east. Then the spirits thought that it was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was very angry. He kicked the boat. Then the boat turned out to be Mount Tangkuban Perahu. It means boat upside down. From a distant it looks like a boat upside down.

1. The story mainly tells us about ..?
 - a. The legend of Tangkuban Perahu Mount
 - b. The legend of Sangkuriang
 - c. The legend of Tumang
 - d. The legend of Dayang Sumbi
 2. Which paragraph is the orientation?
 - a. First paragraph
 - b. Second paragraph
 - c. Third paragraph
 - d. Last paragraph
 3. Which statement is FALSE according to the story?
 - a. The king had a daughter named Dayang Sumbi
 - b. Dayang Sumbi liked weaving
 - c. Dayang Sumbi had a child named Sangkuriang
 - d. The mount was called Bromo Mount
 4. What is moral value can we learn from the story?
 - a. Don't be arrogant, because it can make us to be immoral person
 - b. We must respect our parrents
 - c. Don't be shy, if it is only make you weak
 - d. Be dilligent can make you rich
 5. What is the meaning word "honeymoon" in the story?
 - a. The spcial day for couple after weeding
 - b. A beautiful place
 - c. Bad day ever
 - d. The name of land
- 

Text 3

Cinderella

Once upon a time there was a girl named Cinderella. She lived with her bad step mother and two step sister. She had to do all the household chores.

One day, the King invited all the ladies in the Kingdom to go to a ball in the palace. He wanted to find the Crown Prince a wife.

The step sister went to the ball that night with their step mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach, two horses, and footmen. She also gave Cinderella a lovely dress to wear to the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her glass slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for along time, finally, they came to Cinderella's house. The slipper fit her. The Prince was very happy to find Cinderella again. They got married and lived happily ever after.

1. The main topic of the third paragraph tells us about?
 - a. Cinderella could not go to the ball
 - b. Cinderella could go to the ball
 - c. Cinderella was crying
 - d. Prince fell in love with cinderella
2. Which paragraph is the resolution in the story
 - a. First paragraph

- b. Second paragraph
 - c. Third paragraph
 - d. Last paragraph
3. The word “glass slipper in (first paragraph) means..
 - a. A pair of shoes is made from glass
 - b. A pair of earrings
 - c. A big castle
 - d. A big wooden
 4. What is the meaning of word “ball” in the last paragraph?
 - a. Dance party
 - b. Big castle
 - c. Comfortable atmosphere
 - d. Something to play football
 5. What is the moral value can we learn from the story?
 - a. Don't obstinate with your brother and sister
 - b. Don't judge the person from the appearance
 - c. Common people may prove great ones
 - d. Honestly begin at home

Text 4

Snow White and Seven Dwarf

Once upon a time in a great castle, there was a beautiful princess. She was very pretty, with blue eyes and long black hair. Her skin was delicate and white, and so she was called Snow White. Snow White had a step mother who was always jealous of Snow White's beauty. Her step mother too was very beautiful, and the magic mirror told her this every day, whenever she asked it.

One day, the step mother asked the magic mirror who the loveliest lady in the land was and the magic mirror answered Snow White was the loveliest in the land. The step mother was very mad. Then he asked her trusty servants to take Snow White into the forest, far away from the Castle and killed her. But the servant didn't kill Snow White, He led the innocent little girl away.

In the forest, little Snow White was alone and scared. She didn't know where she should go. But suddenly she saw a small strange cottage. She wondered who lived there, then she entered the cottage.

Inside the cottage, there was 7 beds and a kitchen. Snow White was to tired to explore the cottage, and suddenly fallen a sleep. In the afternoon, the seven dwarfs who lived in the cottage, came home. They surprised to see there was a young lady there. One dwarf woke her up and asked who was she. Snow White told them her sad story. The seven dwarfs understood the feeling of Snow White and asked her to live with them in the cottage.

Meanwhile in the castle, the servant came back and told to the step mother that Snow White was killed. Then the step mother asked the magic mirror once again who the loveliest in the land was and still the magic mirror answered the Snow White who lived in the small cottage with seven dwarfs was the loveliest one in the land. So the step mother was angry and she planed something bad to Snow White.

Then the step mother disguising herself as an old women who sold a basket of poisoned apples and went to the cottage. In the cottage, the seven dwarfs warned Snow White to not open the door to the stranger.

The step mother finally arrived to the cottage and began to offer Snow White an apple. Snow White refused to open the door but the step mother kept persuade and finally Snow White opened the door and brought an apple then he ate it. So Snow White fallen down with the poisoned apple beside her.

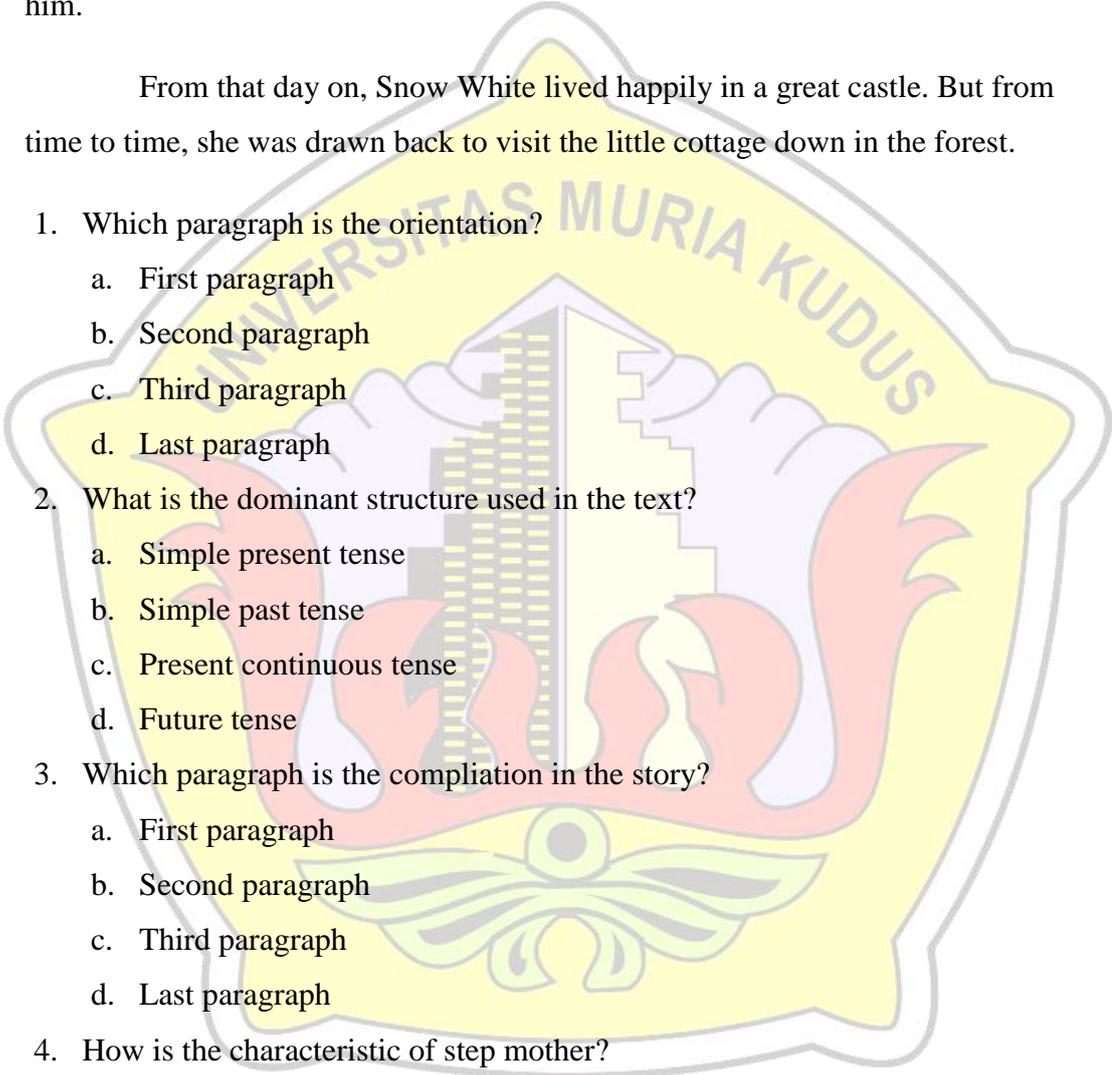
In the afternoon, when the seven dwarfs came home, they were surprised with Snow White who laid down on the floor with pale face and a poisoned apple beside her. The seven dwarfs were sad seeing the Snow White was dying but not die yet. Then the seven dwarfs decided to make a beautiful bed made from a crystal coffin to make Snow White keep alive.

Day by day, the seven dwarfs waited for the miracle came when Snow White suddenly woke up. Then one day, there was a wanderer who actually a prince from far away kingdom saw a beautiful lady was laid down on crystal bed.

The wanderer asked the dwarfs what was happened and the dwarfs told him the story.

When the prince hear about the snow white' story, the perince decided to carry her to his castle and asked the doctor to help her . Then the prince kissed her to show his intention. But suddenly Snow White was back to life. The fact was that the prince's kiss broke the spell. Then the prince asked Snow White to marry him.

From that day on, Snow White lived happily in a great castle. But from time to time, she was drawn back to visit the little cottage down in the forest.

1. Which paragraph is the orientation?
 - a. First paragraph
 - b. Second paragraph
 - c. Third paragraph
 - d. Last paragraph
 2. What is the dominant structure used in the text?
 - a. Simple present tense
 - b. Simple past tense
 - c. Present continuous tense
 - d. Future tense
 3. Which paragraph is the compliation in the story?
 - a. First paragraph
 - b. Second paragraph
 - c. Third paragraph
 - d. Last paragraph
 4. How is the characteristic of step mother?
 - a. Kind
 - b. Wise
 - c. Care
 - d. Cruel
- 
- The watermark is a large, semi-transparent logo of Universitas Muria Kudus. It features a central shield with a yellow background. Inside the shield, there is a stylized building with a tower, a red and white flame-like shape, and a green decorative element at the bottom. The text 'UNIVERSITAS MURIA KUDUS' is written in a semi-circle above the shield.

5. What is the synonym of word “pretty” in the first paragraph?
- Amazing
 - Kind
 - Lazy
 - Beautiful

Text 5

Pinocchio

Once upon a time, there was a puppeteer named Geppetto. He really wanted a boy but his wife has been died for a long time ago. One day, he had an idea. He wanted to make a puppet so he would never felt lonely again. He made a puppet all night without resting.

In the morning, finally he finished his work. He named the puppet, Pinocchio. He played whole day with Pinocchio. However, he felt lonely again because Pinocchio couldn't talk or walk by himself. In the middle of the night, Geppetto prayed to the God. His wish was Pinocchio became a real boy, human. He thought it on his mind in his dream.

In the next morning, he surprised. Pinocchio was alive. He really was happy. He tough Pinocchio how to walk, how to speak, how to read etc. like a teacher. Pinocchio learned fast. He entered an elementary school. One day, Pinocchio felt bored. So, he went home late. Geppetto worried about him. When Pinocchio came to home, Geppetto asked him. He said he was on school but he didn't. Suddenly, Pinocchio's nose grow longer. It meant that Pinocchio lied.

The next day, Pinocchio got caught by thieves. The thieves was the owner of circus. Pinocchio became a slave for the circus. He was famous because he was a talking puppet. Geppetto worried him. Pinocchio didn't come home for 2 days. He found Pinocchio everywhere. When he discovered the sea, big wave smashed him. He was on whale's stomach when he awoke. He couldn't find the way out.

In different place, Pinocchio finally could get out from circus. He went to home but Geppetto wasn't on there. He found Geppetto at sea. He had the same accident like Geppetto. He met Geppetto in whale's stomach. They got out from its stomach by made a fire.

They went home back together. In the end, they lived happy forever after.

1. Which paragraph is the complication in the story?
 - a. First paragraph
 - b. Second paragraph
 - c. Third paragraph
 - d. Fourth paragraph
2. How is the character of Geppetto?
 - a. Obstinate
 - b. Kind
 - c. Lazy
 - d. Arrogant
3. Which paragraph is the complication in the story?
 - a. First paragraph
 - b. Second paragraph
 - c. Third paragraph
 - d. Last paragraph
4. What is the main idea in the second paragraph
 - a. Finally Geppetto finished a wooden puppet named pinocchio
 - b. Pinocchio always lied when he said
 - c. Pinocchio played circus
 - d. Pinocchio got accident
5. What happened when pinocchio was lying?
 - a. His nose grows longer
 - b. His hands grow longer
 - c. His eyes grow bigger
 - d. His neck grows longer

Appendix 7

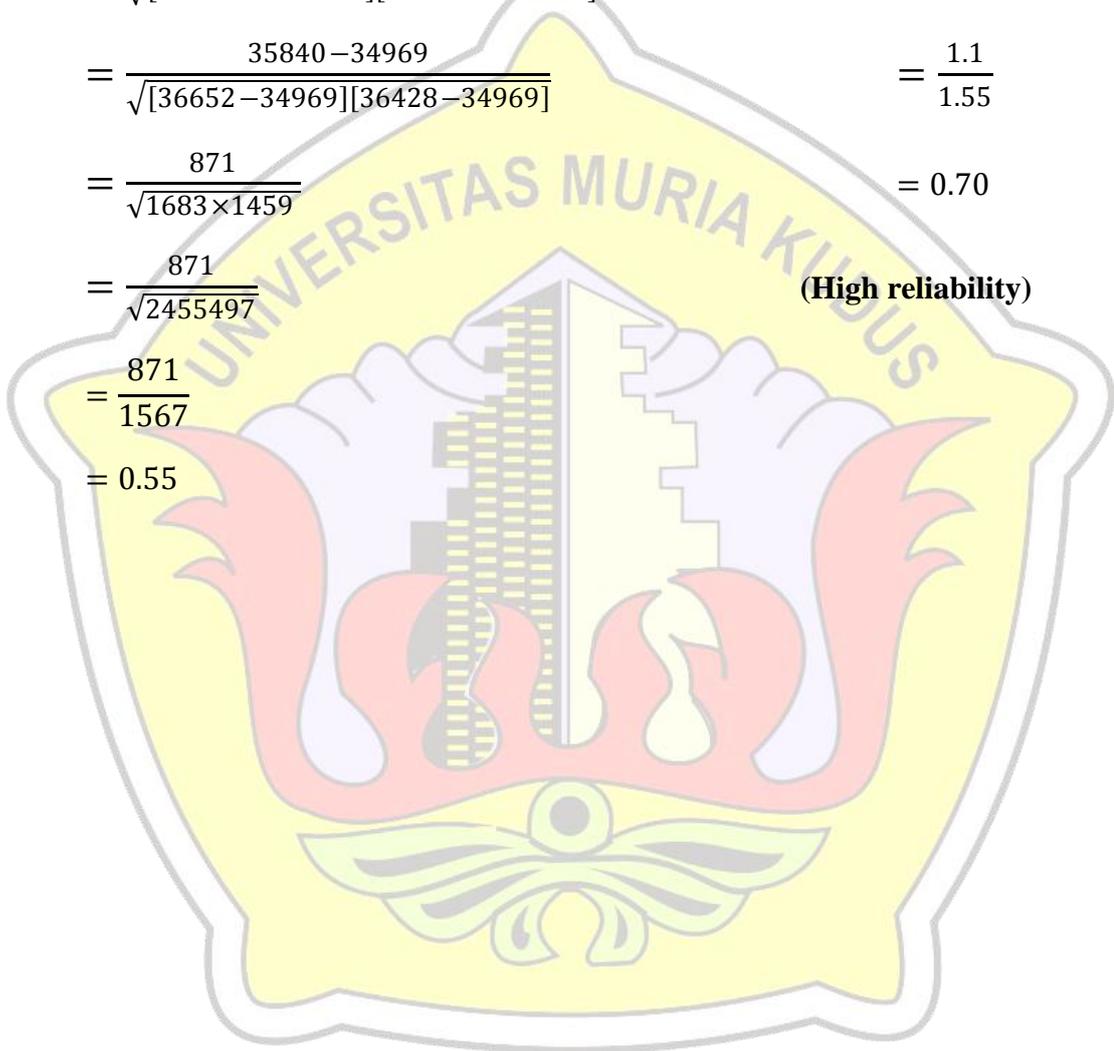
The Calculation of Reliability of Tryout Test

NO.	ITEM NUMBER																									ODD (x)	EVEN (y)	Σ	x ²	y ²	xy
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
1	1	1	1	0	0	1	0	1	0	1	1	0	1	0	0	0	0	0	1	0	0	0	0	1	5	5	10	25	25	25	
2	1	1	1	0	1	1	1	1	1	1	0	0	0	1	1	0	0	0	1	1	0	1	0	0	1	8	7	15	64	49	56
3	1	0	1	1	1	0	1	1	0	1	1	1	0	1	0	1	1	0	1	0	1	0	1	1	0	9	7	16	81	49	63
4	0	1	0	1	0	1	1	1	0	0	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	8	8	16	64	64	64
5	1	1	1	1	0	1	1	1	1	1	1	0	0	0	0	0	0	1	1	0	1	1	1	1	8	8	16	64	64	64	
6	1	1	1	0	0	1	1	1	0	1	0	0	1	1	1	1	0	0	1	1	0	1	0	0	0	6	8	14	36	64	48
7	1	1	1	0	0	1	0	0	0	0	0	0	1	0	0	1	1	1	0	1	1	0	0	0	1	6	5	11	36	25	30
8	1	1	1	0	0	1	1	1	0	1	1	0	0	1	1	0	0	0	1	1	0	1	1	1	1	8	8	16	64	64	64
9	1	1	1	0	1	0	0	1	0	0	0	1	0	1	0	0	0	0	0	1	0	0	1	1	1	5	6	11	25	36	30
10	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	0	0	1	1	0	0	0	0	1	9	6	15	81	36	54
11	1	1	1	0	0	1	1	0	0	0	0	0	1	1	0	0	0	0	1	1	1	1	0	1	1	7	6	13	49	36	42
12	0	0	1	0	0	1	0	0	0	0	0	0	1	1	0	1	0	0	1	1	0	0	0	0	1	4	4	8	16	16	16
13	1	1	1	0	0	1	1	1	0	0	0	1	1	0	0	0	1	0	1	1	1	1	1	0	1	8	7	15	64	49	56
14	0	1	1	1	0	1	0	1	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	0	1	8	8	16	64	64	64
15	1	1	1	0	0	1	1	1	0	1	0	0	1	1	1	1	0	0	1	1	0	1	0	0	0	6	8	14	36	64	48
16	1	1	1	0	0	1	0	0	0	0	1	0	0	1	0	1	1	0	1	1	0	0	1	1	1	7	6	13	49	36	42
17	1	1	1	0	1	0	1	1	1	1	1	1	0	0	0	0	0	0	1	1	0	1	0	0	1	8	6	14	64	36	48
18	1	0	1	0	0	1	1	0	1	1	1	1	0	0	0	0	0	1	1	1	1	1	1	0	1	8	7	15	64	49	56
19	1	1	1	0	0	1	1	1	1	0	0	1	0	1	0	0	1	0	1	1	0	1	1	1	1	8	8	16	64	64	64
20	0	1	1	0	0	1	1	1	0	1	1	0	0	1	1	0	0	0	1	1	0	1	1	1	1	7	8	15	49	64	56
21	1	1	1	0	0	1	1	1	0	1	0	0	1	1	0	1	0	0	0	1	0	1	1	1	1	6	9	15	36	81	54
22	1	1	1	0	0	1	0	1	0	1	1	0	1	0	0	1	0	0	0	1	0	0	0	0	0	4	6	10	16	36	24
23	1	1	1	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	1	0	1	0	5	4	9	25	16	20
24	1	1	0	0	0	1	0	1	1	0	0	1	0	0	0	1	1	0	0	0	0	0	0	1	0	5	5	10	25	25	25
25	1	1	1	0	0	1	1	1	1	1	1	1	0	0	0	0	0	0	1	1	0	1	0	1	1	7	8	15	49	64	56
26	1	1	0	0	0	1	0	1	0	0	0	1	1	0	0	0	1	1	1	0	0	0	0	0	1	5	5	10	25	25	25
27	1	1	1	0	1	0	0	1	0	0	0	1	0	1	0	0	0	0	1	0	0	1	1	1	5	6	11	25	36	30	
28	1	0	0	1	0	1	0	0	1	1	0	1	1	1	0	0	1	0	1	1	0	1	1	1	1	7	8	15	49	64	56
Σ	24	24	24	5	6	23	17	22	9	15	12	14	13	16	8	9	10	3	21	24	7	17	13	15	23	187	187	374	1309	1301	1280

Appendix 8

The Calculation of Reliability of Tryout Test

$$\begin{aligned}
 r_{xy} &= \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}} & r_{11} &= \frac{2(r_{xy})}{1+r_{xy}} \\
 &= \frac{28 \times 1280 - 187 \times 187}{\sqrt{[28 \times 1309 - 187^2][28 \times 1301 - 187^2]}} & &= \frac{2 \times 0.55}{1+0.55} \\
 &= \frac{35840 - 34969}{\sqrt{[36652 - 34969][36428 - 34969]}} & &= \frac{1.1}{1.55} \\
 &= \frac{871}{\sqrt{1683 \times 1459}} & &= 0.70 \\
 &= \frac{871}{\sqrt{2455497}} & & \text{(High reliability)} \\
 &= \frac{871}{1567} \\
 &= 0.55
 \end{aligned}$$



Appendix 9

The Calculation of Mean and Standard Deviation of Reading Comprehension of Narrative Text to the Eleventh Grade Students of SMA Nasional Pati Before Being Taught by Using Contextual Guessing Strategy in Academic Year 2013/2014

– Pre-test

- a. The maximum score : 76
- b. The minimum score : 48
- c. The number of interval : $1 + (3.3) \log N$

$$: 1 + (3.3) \log 26$$

$$: 1 + (3.3) 1.41$$

$$: 1 + 4.653$$

$$: 5.653 \approx 6$$

- d. Interval width (i) : $\frac{\text{maximum score} - \text{minimum score}}{\text{the number of interval}}$

$$: \frac{76 - 48}{6}$$

$$: \frac{28}{6}$$

$$: 4.6 \approx 5$$

e. Frequency Distribution

Score	<i>f</i>	<i>x</i>	<i>fx</i>	<i>x'</i>	<i>fx'</i>	<i>x'⁽²⁾</i>	<i>fx'⁽²⁾</i>
73-77	1	75	75	5	5	25	25
68-72	4	70	280	4	16	16	64
63-67	5	65	325	3	15	9	45
58-62	6	60	360	2	12	4	24
53-57	3	55	165	1	3	1	3
48-52	7	50	350	0	0	0	0
Σ	26	375	1555	15	51	55	161

f. Mean

$$\bar{x} = \frac{\sum fx}{N}$$

$$= \frac{1555}{26}$$

$$= 59.80$$

g. Standard Deviation

$$SD = i \sqrt{\frac{\sum fx'^{(2)}}{N} - \left[\frac{\sum fx'}{N} \right]^2}$$

$$= 5 \sqrt{\frac{161}{26} - \left[\frac{51}{26} \right]^2}$$

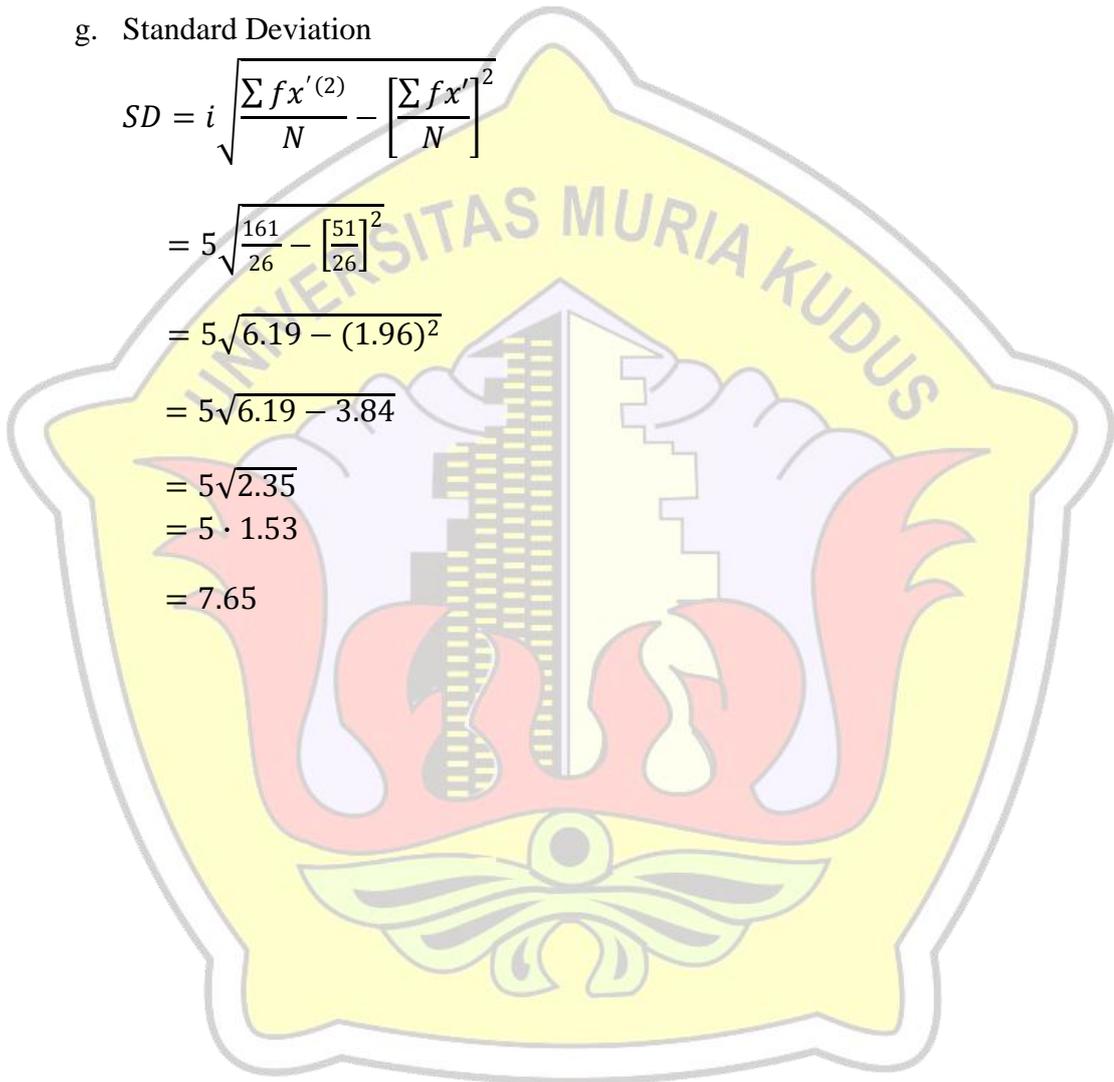
$$= 5 \sqrt{6.19 - (1.96)^2}$$

$$= 5 \sqrt{6.19 - 3.84}$$

$$= 5 \sqrt{2.35}$$

$$= 5 \cdot 1.53$$

$$= 7.65$$



Appendix 10

The Calculation of Mean and Standard Deviation of the vocabulary mastery of the eleventh grade students of SMA Nasional Pati after being taught by using contextual guessing strategy in academic year 2012/2013

– Post-test

- a. The maximum score : 88
- b. The minimum score : 60
- c. The number of interval : $1 + (3,3) \log N$

$$: 1 + (3,3) \log 26$$

$$: 1 + (3,3) 1,41$$

$$: 1 + 4,653$$

$$: 5,653 \approx 6$$

- d. Interval width (i) : $\frac{\text{maximum score} - \text{minimum score}}{\text{the number of interval}}$

$$: \frac{88-60}{6}$$

$$: \frac{28}{6}$$

$$: 4.6 \approx 5$$

e. Frequency Distribution

Score	<i>f</i>	<i>x</i>	<i>fx</i>	<i>x'</i>	<i>fx'</i>	<i>x'^(2)</i>	<i>fx'^(2)</i>
85-89	5	87	435	5	25	25	125
80-84	7	82	574	4	28	16	112
75-79	0	77	0	3	0	9	0
70-74	6	72	432	2	12	4	24
65-69	0	67	0	1	0	1	0
60-64	8	62	496	0	0	0	0
Σ	26	447	1937	15	65	55	261

f. Mean

$$\bar{x} = \frac{\sum fx}{N}$$

$$= \frac{1937}{26}$$

$$= 74.5$$

g. Standard Deviation

$$SD = i \sqrt{\frac{\sum fx'^{(2)}}{N} - \left[\frac{\sum fx'}{N} \right]^2}$$

$$= 5 \sqrt{\frac{261}{26} - \left[\frac{65}{26} \right]^2}$$

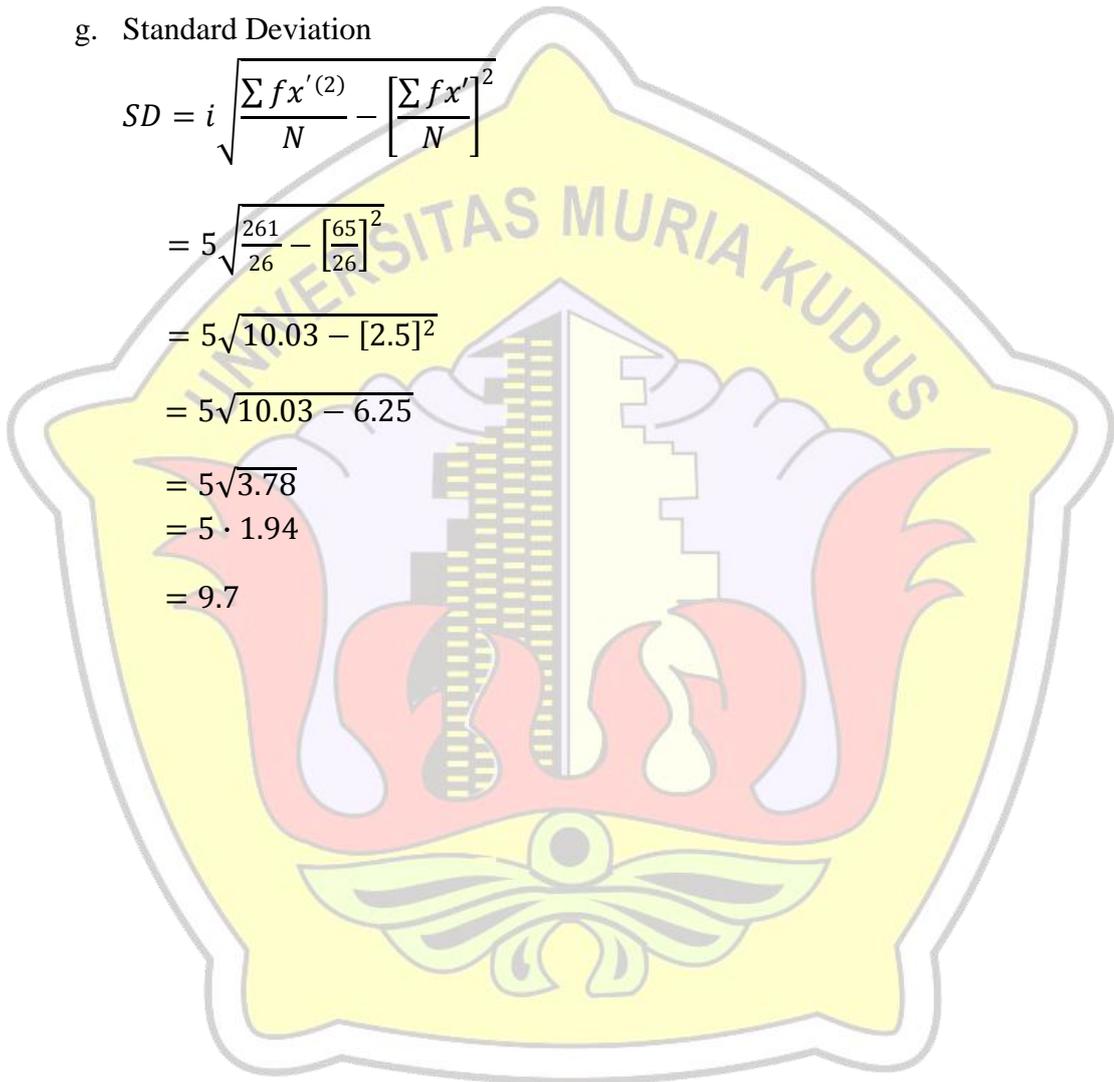
$$= 5 \sqrt{10.03 - [2.5]^2}$$

$$= 5 \sqrt{10.03 - 6.25}$$

$$= 5 \sqrt{3.78}$$

$$= 5 \cdot 1.94$$

$$= 9.7$$



Appendix 11

The calculation of t-observation of the reading comprehension of the eleventh grade students of SMA Nasional Pati before and after being taught by using contextual guessing strategy in academic year 2012/2013

1. The differences of pre-test and post-test score

Number of students	Pre-test score	Post-test score	D	D ²
1	48	84	36	1296
2	56	84	28	784
3	52	64	12	144
4	52	64	12	144
5	64	84	20	400
6	52	84	32	1024
7	56	60	4	16
8	52	72	20	400
9	52	60	8	64
10	60	60	0	0
11	72	88	16	256
12	60	88	28	784
13	60	72	12	144
14	60	72	12	144
15	60	72	12	144
16	64	72	8	64
17	64	72	8	64

Number of students	Pre-test score	Post-test score	D	D ²
18	56	80	24	576
19	68	80	12	144
20	68	84	16	256
21	64	64	0	0
22	64	64	0	0
23	52	64	12	144
24	68	88	20	400
25	60	88	28	784
26	76	88	12	144
Σ	1560	1952	392	8320

2. Five steps model

1. Making assumptions and meeting test requirements

Model: Random sampling

Level of measurement is interval – ratio

Sampling distribution is normal

2. Stating the null hypothesis (H₀)

$$H_0: \mu_1 = \mu_2$$

$$(H_a: \mu_1 \neq \mu_2)$$

3. Selecting the sampling distribution and establishing the critical region

Sampling distribution = t distribution

$$\alpha = .05, \text{ two-tailed test}$$

$$df \text{ (degree of freedom)} = (N-1) = 26-1 = 25$$

$$t \text{ (critical)} = \pm 2.060$$

4. Computing the test statistic

$$\bar{D} = \frac{\sum D}{N}$$

$$= \frac{392}{26}$$

$$= 15.07$$

$$t_0 = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$= \frac{15.07}{\sqrt{\frac{8320 - \frac{392^2}{26}}{26(26-1)}}$$

$$= \frac{15.07}{\sqrt{\frac{8320 - \frac{153664}{26}}{26 \cdot 25}}$$

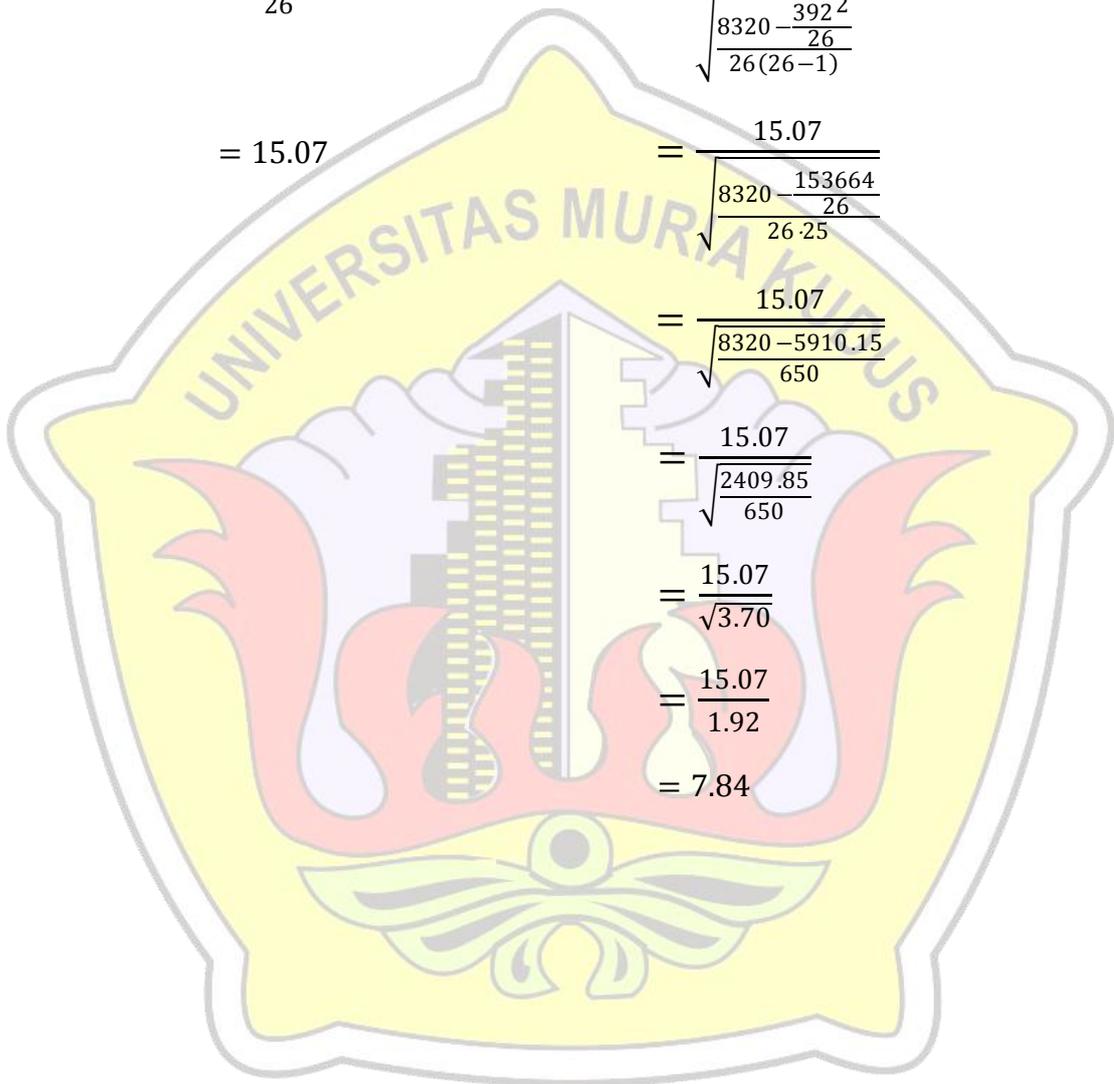
$$= \frac{15.07}{\sqrt{\frac{8320 - 5910.15}{650}}$$

$$= \frac{15.07}{\sqrt{\frac{2409.85}{650}}}$$

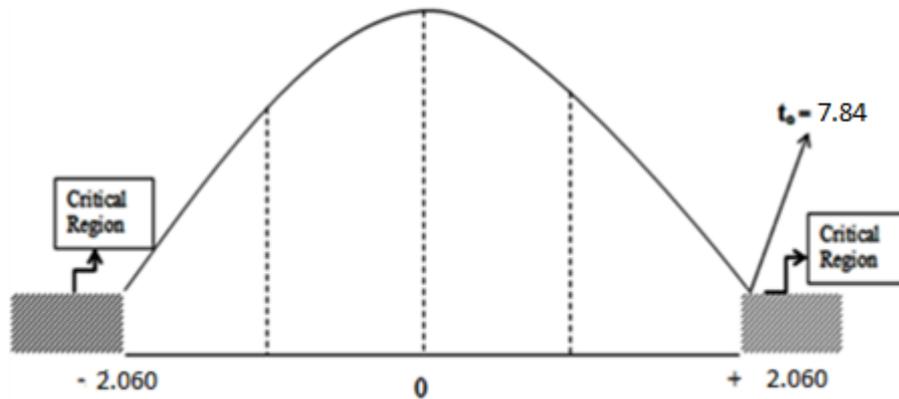
$$= \frac{15.07}{\sqrt{3.70}}$$

$$= \frac{15.07}{1.92}$$

$$= 7.84$$



5. Making a decision and interpreting test result



With α set .05, two-tailed test and degree of freedom (df) = 25, t (obtained) = 7.84 and t (critical) = ± 2.060 , the writer rejects the null hypothesis (H_0) and he accepts the research hypothesis (H_a).

The difference between reading comprehension of narrative text to the eleventh grade students of SMA Nasional Pati before and after being taught by using contextual guessing strategy in academic year 2013/2014 is statistically significant.

Appendix 12

Value of t -table for Any Number Degree of Freedom

Distribution of t

Degrees of Freedom (df)	Level of Significance for One-tailed Test					
	0.10	0.05	0.025	0.01	0.005	0.0005
	Level of Significance for Two-tailed Test					
	0.20	0.10	0.05	0.02	0.01	0.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.358	2.617	3.373
∞	1.282	1.645	1.960	2.326	2.576	3.291

Source: Table III of Fisher & Yates: *Statistical Tables for Biological, Agricultural and Medical Research*, published by Longman Group Ltd., London (1974), 8th edition (previously published by Oliver & Boyd Ltd., Edinburgh). Reprinted by permission of Pearson Education Limited.

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STATEMENT

name : Adi Surya Wicaksono
NIM : 2010-32-062
study program : English Education Department
skripsi title : The Reading Comprehension of Narrative Text of the Eleventh Grade Students of SMA Nasional Pati in Academic Year 2013/2014 Taught by Using Contextual Guessing Strategy

I state that this skripsi is indeed the scientific work of mine, not that of others. I only make some certain quotations from others' as references I need to support my skripsi.

I am fully responsible for this statement

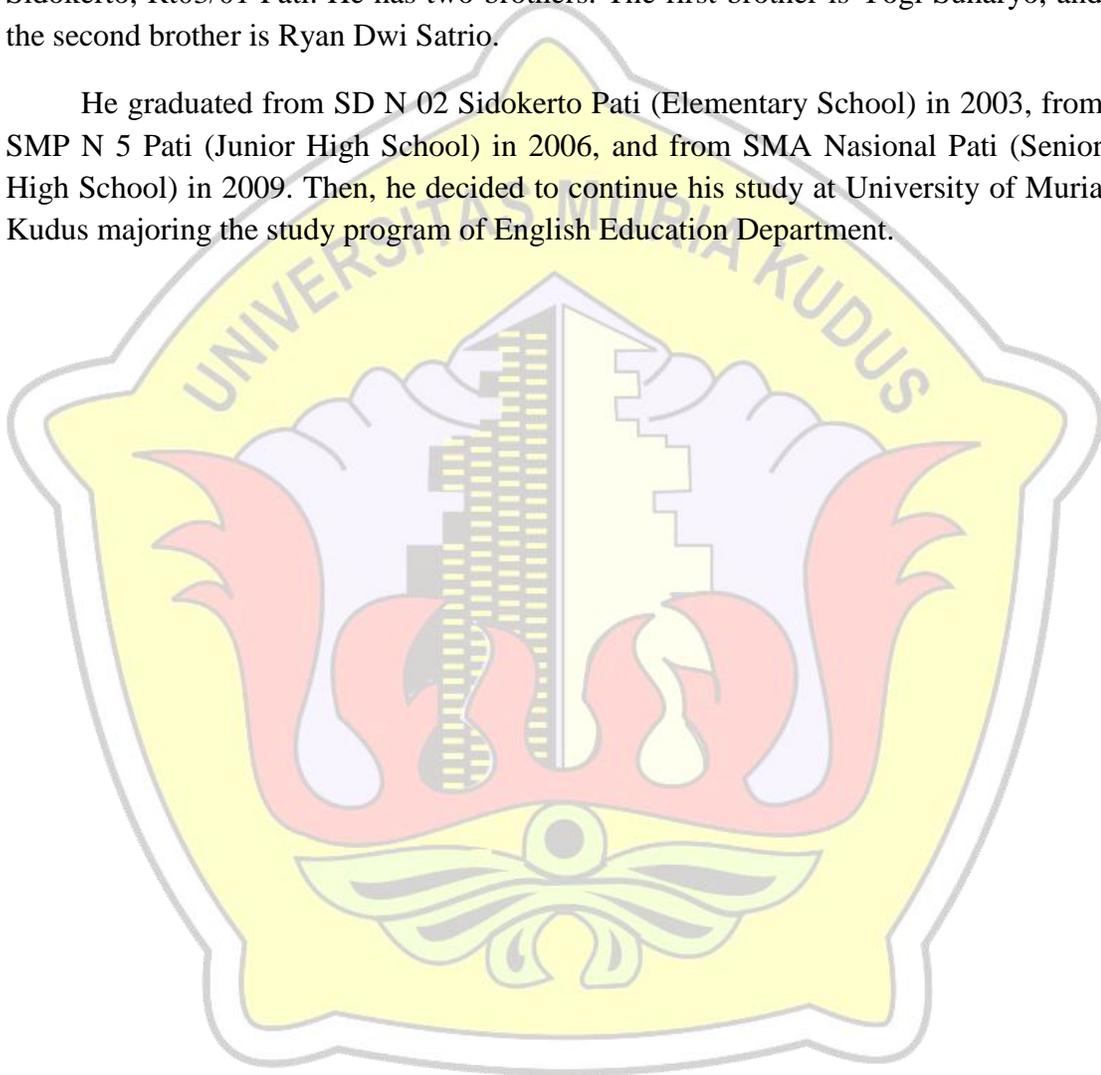
Kudus,
The writer

Adi Surya Wicaksono
NIM. 201032062

CURRICULUM VITAE

Adi Surya Wicaksono was born on May 17th 1991 in Pati. He is the third son of Mr. Soenaryo and Mrs. Hartami. He is 23 years old. He lives with her parent in Ds. Sidokerto, Rt03/01 Pati. He has two brothers. The first brother is Yogi Suharyo, and the second brother is Ryan Dwi Satrio.

He graduated from SD N 02 Sidokerto Pati (Elementary School) in 2003, from SMP N 5 Pati (Junior High School) in 2006, and from SMA Nasional Pati (Senior High School) in 2009. Then, he decided to continue his study at University of Muria Kudus majoring the study program of English Education Department.





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PENETAPAN PEMBIMBING SKRIPSI

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Dengan hormat, kami memberikan tugas kepada:

1. Nama Dosen	:	Nuraeningsih, S.Pd, M.Pd
NIP/NIS	:	0610701000001201
Jabatan/Pangkat/Golongan	:	Asisten Ahli / Penata Muda Tk. I / III b
2. Nama Dosen	:	Dr. Slamet Utomo, M.Pd.
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Untuk berturut-turut menjadi Pembimbing I dan II Skripsi yang akan ditulis oleh mahasiswa :		
Nama	:	ADI SURYA WICAKSONO
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Jumlah SKS Diperoleh / IPK	:	
Program Studi	:	PENDIDIKAN BAHASA INGGRIS
Tema/Judul	:	The Reading Comprehension of Narrative Text of the Eleventh Grade Students of SMA Nasional Pati in Academic Year 2013/2014 Taught by Using Contextual Guessing Strategy

Sehubungan dengan hal tersebut, mohon usulan tersebut dapat disetujui.

Menyetujui:
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Dr. Slamet Utomo, M.Pd
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Kudus, 12 Pebruari 2013
Ka.Progdi PBI,

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**BERITA ACARA PERSETUJUAN JUDUL SKRIPSI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

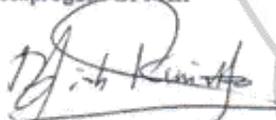
Pada hari Sabtu tanggal 08 bulan Februari tahun 2014 telah dilaksanakan bimbingan persetujuan judul skripsi atas nama mahasiswa :

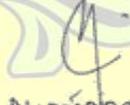
Nama : ADI SURYA WICAKSONO
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 Program Studi : Pendidikan Bahasa Inggris
 Judul yang disetujui : The Reading Comprehension of Narrative Text of The Eleventh Grade Students of SMA Nasional Pati in Academic Year 2013/2014 Taught by Using Contextual Guessing Strategy

Dengan hormat kepada Wakil Dekan I untuk bisa menindaklanjutinya dengan pembuatan Surat Keputusan pembimbingan.

Kudus, 08 Februari 2014
 Pembimbing I

Mengetahui
 Kaprodi PBI-FKIP


 Diyah Kurniati, S.Pd., M.Pd


 Nuraeningsih, S.Pd, M.Pd
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 Dr. Slamet Utomo, M.Pd