



Appendix 1

SILABUS

Sekolah : SMP N 2 PULOKULON GROBOGAN
 Kelas : VIII (Delapan)
 Mata Pelajaran : Bahasa Inggris
 Semester : 2 (Dua)
 Standar Kompetensi : **Membaca**

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.1 Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	<ul style="list-style-type: none"> Teks Essai berbentuk <i>narrative / recount</i> 	<ol style="list-style-type: none"> Tanya jawab mengembangkan kosakata berdasarkan gambar cerita populer Tanya jawab menggali informasi dalam cerita berdasarkan gambar Mendengarkan teks <i>narrative / recount</i> dengan 	<ul style="list-style-type: none"> Membaca nyaring dan bermakna teks esai berbentuk <i>narrative</i> Membaca nyaring dan bermakna teks esai berbentuk <i>recount</i> 	Tes lisan	Membaca nyaring	<i>Read the story aloud.</i>	6 x 40 menit	<ol style="list-style-type: none"> Buku Teks ‘Mandiri Practice your English Competence SMP Kelas VIII Buku Let’s Talk Grade VIII English Clipping

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.2 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	<ul style="list-style-type: none"> Ciri kebahasaan Teks Essai berbentuk <i>narrative / recount</i> Tujuan komunikatif teks esai <i>narrative / recount</i> Langkah retorika <i>narrative / recount</i> 	<p>ucapan dan intonasi yang benar</p> <p>4. Membaca nyaring teks <i>narrative / recount</i> dengan ucapan dan intonasi yang benar</p> <p>5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca</p> <p>6. Menentukan tujuan komunikatif teks <i>narrative / recount</i> yang di baca</p> <p>7. Menentukan langkah retorika dari teks <i>narrative / recount</i> yang di baca</p> <p>8. Menentukan ciri kebahasaan teks <i>narrative / recount</i></p>	<ul style="list-style-type: none"> Mengidentifikasi berbagai makna teks <i>narrative</i> Mengidentifikasi berbagai makna teks <i>recount</i> Mengidentifikasi tujuan komunikatif teks <i>narrative</i> Mengidentifikasi tujuan komunikatif teks <i>recount</i> Mengidentifikasi langkah retorika dan ciri kebahasaan teks 	Tes tulis	Pilihan ganda Isian singkat Pertanyaan tertulis	<p><i>Choose the right answer based on the text.</i></p> <p><i>Complete the following sentences using the information from the text.</i></p> <p><i>Answer the following questions based on the text</i></p>	14 x 40 menit	

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.3 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar	<ul style="list-style-type: none"> Teks fungsional : <ul style="list-style-type: none"> - undangan - pengumuman - pesan - advertisement Tujuan komunikatif Ciri kebahasaan 	<p>yang di baca</p> <p>9. Membaca teks <i>narrative / recount</i> lainnya</p> <ol style="list-style-type: none"> Mencermati teks fungsional pendek terkait materi Menyebutkan jenis teks fungsional yang dicermati Membaca nyaring teks fungsional terkait materi Menjawab pertanyaan tentang informasi yang terdapat dalam teks Menyebutkan ciri-ciri teks fungsional yang dibaca Membaca teks fungsional pendek lainnya dari berbagai sumber 	<p><i>narrative</i></p> <ul style="list-style-type: none"> Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>recount</i> Mengidentifikasi berbagai informasi dalam teks fungsional Mengidentifikasi tujuan komunikatif teks fungsional Mengidentifikasi ciri kebahasaan teks fungsional 	Tes tulis	Test esei/PG	<p><i>Answer the following questions based on the text above</i></p> <p><i>Choose the best option, a, b, c or d</i></p>	7 x 40 menit	<ol style="list-style-type: none"> Buku Teks ‘Mandiri Practice your English Competence SMP Kelas VIII Buku Let’s Talk Grade VIII English Clipping Benda sekitar

Appendix 2

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

Competency Standard	Material	Indicators	Item Numbers	Total Items
Reading: 11. Understanding the purpose in short functional text and short monologues or essays of narrative in daily life context and get access to popular science accurately and fluently.	Narrative Text: Local Folktales	Determine the type of the text	1	1
		Determine the title of the text	2	1
		Identifying the purpose of the text	12	1
		Identifying the generic structure of the text	20	1
		Identifying the language features of the text	21	1
		Identifying the main idea each paragraph	7	1
		Identifying the character of the story	13, 17, 27	3
		Find the referred words	10, 15, 28	3
		Find the word meaning in the text	9, 16, 29	3
		Deduce the moral value of the text	11, 19, 30	3
		Determine the explicit information in the text	5, 25	2
		Determine the implicit information in the text	3, 4, 6, 8, 14, 18, 22, 23, 24, 26	10
Total				30

Appendix 3

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

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 11

Jaka Tarub was a villager who liked to study reading Al Qur'an. He also liked to help his parents cultivating their rice fields. When he grew up, he was very handsome. Everybody admired him.

One day, he got very serious ill. All of the villagers were very sorry about it especially Jaka Tarub's parents who was very anxious with his illness. Only a few days Jaka Tarub's whole skin itched and got abscess and this made his face ugly.

All of the efforts had been done to cure him from his illness but they couldn't help him until there was a priest who told him to bath in the lake during the full moon for several times. Jaka Tarub did what the priest ordered, and finally he **recovered** from his illness.

One day, when he was still in the lake, he met a beautiful Goddess, Dewi Nawangwulan, they fell in love each other. Finally they got married.

1. What is the type of the text above?
 - a. Recount
 - b. Narrative
 - c. Report
 - d. News item
2. The story mainly tells us about ...
 - a. Jaka Tarub
 - b. The villagers
 - c. Dewi Nawangwulan
 - d. Goddess
3. How many days Jaka Tarub got whole skin itched and got abscess?
 - a. Only a few days
 - b. Ten days
 - c. One week
 - d. Two weeks
4. What did Jaka Tarub do to cure his illness?
 - a. He read Al Qur'an
 - b. He helped his parents
 - c. He bathed in the lake
 - d. He got married with Goddess

5. What was Jaka Tarub's occupation?
- a. Fisherman
 - b. Farmer
 - c. Priest
 - d. Medicine man
6. Who was Dewi Nawangwulan?
- a. Villager
 - b. Priest
 - c. Goddess
 - d. The Queen
7. The last paragraph tell us about how Jaka Tarub ...
- a. Found a wife
 - b. Got sick
 - c. Worked in the field
 - d. Met the priest
8. Jaka Tarub became ugly because of ...
- a. The Goddess
 - b. His adolescence
 - c. His carelessness
 - d. His illness
9. "...and finally he recovered from his illness..." (3rd paragraph)
- The underlined word means got ...
- a. Worse
 - b. Angry
 - c. Upset
 - d. Well
10. "He also liked to help his parents cultivating their rice fields." (Paragraph 1)
- The underlined word refers to ...
- a. Jaka Tarub and his parents
 - b. Jaka Tarub and Dewi Nawangwulan
 - c. Jaka Tarub's parents
 - d. All of the villagers
11. What can we learn from the text above?
- a. Arguing makes you distressed
 - b. We must be smart to solve a problem
 - c. A good deed deserves a reward
 - d. Having no heart makes you isolated

Text 2

This text is for question number 12 to 19

Aji Saka

A long time ago there was a kingdom. Its name was Medang Kamulan. The people in the kingdom were very scared. They wanted to leave the kingdom. It all happened because the king was a beast. His name was Prabu Dewata Cengkar and he ate humans! Every day Patih Jugul Muda always provided some humans to be eaten by the king!

Not far from the kingdom, there was Medang Kawit village. A young man with a great supernatural power lived there. His name was Aji Saka. Everybody liked him because Aji Saka was nice, diligent, and kind hearted. One day, Aji Saka saw an old man was wounded. Some thieves just hit him and stole his money. The old man was the villager in Medang Kamulan kingdom. He told what happened in his kingdom to Aji Saka. Aji Saka was very angry. He decided to go to Medang Kamulan to give Prabu Dewata Cengkar a lesson. The king had to stop his bad behaviour, eating humans. Aji Saka then went to the kingdom. He was wearing his magic turban.

When he arrived in the kingdom, the king was angry to Patih Jugul Muda. He was not able to give the king some humans. All the villagers already saved themselves by leaving the kingdom. "Who are you, young man? Ha...ha...ha.... I'm glad you are here. I'm starving," said the king. He was so happy to see Aji Saka. He thought Aji Saka was there to be eaten by him. "I would gladly let you eat me. But I have one request. You give me your land with the size of my turban," said Aji Saka.

12. What is the purpose of the text?
 - a. to inform about Aji Saka
 - b. to describe how Aji Saka could fight with Prabu Dewata Cengkar
 - c. to give information that Prabu Dewata Cengkar looked for some humans to be eaten by him
 - d. to amuse the readers with the story of Aji Saka
13. How was Aji Saka according to the writer? He was ...

a. Mean	c. Kind
b. Generous	d. Humorous
14. How often did Patih Jugul Muda provide some humans for Prabu Dewata Cengkar?

a. every morning	c. twice a day
b. everyday	d. once a week

15. "Some thieves just hit him and stole his money". The underlined word refers to ...
- a. Aji Saka c. an old man
b. the thief d. a young man
16. "I'm starving," said the king." The word "starving" can be best replaced by...
- a. Hungry c. Thirsty
b. Sleepy d. Angry
17. Prabu Dewata Cengkar liked to eat humans. It indicated that he was a ... man
- a. Selfish c. Weak
b. Cruel d. Stubborn
18. Who told to Aji Saka about the condition of Medang Kamulan Kingdom?
- a. Prabu Dewata Cengkar c. an old man
b. a young man d. the thief
19. What did we learn from the story?
- a. Being honest is not always wise
b. Kindness will always be the winner
c. We must respect our parents
d. Being a miser is sometimes important

Text 3

This text is for questions number 20 to 30

Kesongo

In the Kingdom of Medang Kamulan, in Java, came a young wise man, by the name of Aji Saka to fight Dewata Cengkar, the cruel king of the country who had a habit to eat human flesh of his own people. Aji Saka came from Bumi Majeti.

One day, he told his two servants, by the name of Dara and Sembodo, that he was going to Java. He told them that while he was away, both of them have to guard his heirloom. No one except Aji Saka himself allowed taking the heirloom. In the big battle, Aji Saka could successfully push Dewata Cengkar to fall to the south sea. Dewata Cengkar did not die; he became a white crocodile (Bajul Putih). Aji Saka became a ruler of Medang Kamulan.

Meanwhile, a widow of the village of Dadapan, found an egg. She put the egg in her rice barn (lumbung). After a certain period the egg vanished, instead a **huge** snake found in the rice barn. The villagers would like to kill the snake, but the snake said, "I'm the son of Aji Saka, bring me to him".

Aji Saka told the snake, that he would be recognized as his son, if he could kill the Bajul Putih in the south sea. After a long stormy battle which both sides demonstrating physical strength and showing skillful ability of fighting, the snake could kill Bajul Putih.

As had been promised the snake was recognized as Aji Saka's son and he was given a name Jaka Linglung (a forgetful boy).

In the palace, Jaka Linglung greedily ate domestic pets of the palace. He was punished by the King, expelling him to live in the jungle. He was tightly roped until he could not move his head. He was instructed only to eat things which fall to his mouth.

One day, a group of nine village boys were playing around in that jungle. Suddenly it was raining heavily. They had to find a shelter, luckily there was a cave. Only eight boys went inside the cave, the other one who was suffering from very bad skin disease, sting and dirty, he had to stay out of the cave. All of a sudden, the cave was falling apart. The eight boys vanished; only the one who stayed outside was safe. The cave in fact was the mouth of Jaka Linglung.

20. The generic structure of the text is ...
- Orientation > Complication > Resolution > Re-orientation
 - Orientation > Events > Re-orientation
 - General classification > Description
 - Newsworthy events > Background events > Sources
21. What is the dominant structure used in the text?
- Simple present tense
 - Simple past tense
 - Present continuous tense
 - Passive voice
22. Where did Aji Saka come from?
- | | |
|-------------------|--------------------|
| a. Medang Kamulan | c. Bumi Majeti |
| b. South sea | d. Dadapan Village |
23. Who is Dewata Cengkar?
- | | |
|---------------------|--------------------|
| a. A young wise man | c. White crocodile |
| b. The cruel king | d. Jaka Linglung |
24. Where did the woman put the egg?
- | | |
|---------------------|------------------|
| a. In a rice barn | c. In the palace |
| b. In the south sea | d. In the jungle |

25. Who was Jaka Linglung?
- A greedy pet belong to Aji Saka
 - The cruel king
 - The snake was recognized as Dewata Cengkar's son
 - The snake was recognized as Aji Saka's son
26. Why did the King punish Jaka Linglung to live in the jungle? Because ...
- Jaka Linglung greedily ate human flesh of the village
 - Jaka Linglung greedily ate domestic pets of the palace
 - Jaka Linglung put the egg in the rice barn
 - Jaka Linglung pushed Dewata Cengkar to fall to the south sea
27. Who are the main characters in this story?
- Bumi Majeti, Dara, and Sembodo
 - Widow, the villagers, and Medang Kamulan
 - Dewata Cengkar, Aji Saka, and Jaka Linglung
 - Nine village boys, Dadapan, and Kesongo
28. "...human flesh of his own people." (Paragraph 1)
What does "his" here refer to?
- Aji Saka
 - Dewata Cengkar
 - Sembodo
 - Jaka Linglung
29. The word "huge" (3rd paragraph) means very...
- Old
 - Large
 - Tall
 - Giant
30. What is the moral lesson from the text?
- Don't look at someone because of his clothes
 - It is best to prepare for the days of necessity
 - Common people may prove great ones
 - Honesty begins at home

Appendix 4
ANSWER SHEET

Lesson: Narrative Text

Name :

Number :

Grade :

1.	a	b	c	d
2.	a	b	c	d
3.	a	b	c	d
4.	a	b	c	d
5.	a	b	c	d
6.	a	b	c	d
7.	a	b	c	d
8.	a	b	c	d
9.	a	b	c	d
10.	a	b	c	d

11.	a	b	c	d
12.	a	b	c	d
13.	a	b	c	d
14.	a	b	c	d
15.	a	b	c	d
16.	a	b	c	d
17.	a	b	c	d
18.	a	b	c	d
19.	a	b	c	d
20.	a	b	c	d

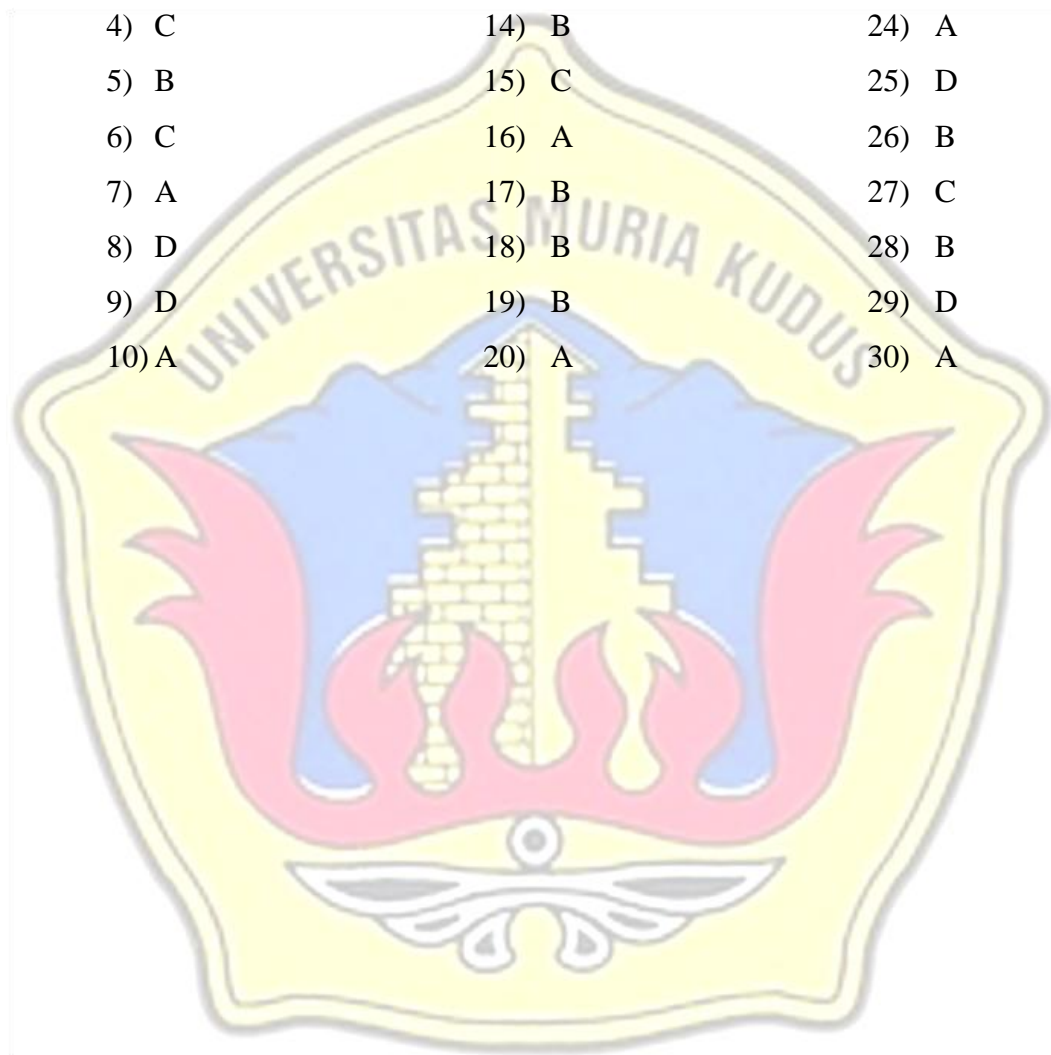
21.	a	b	c	d
22.	a	b	c	d
23.	a	b	c	d
24.	a	b	c	d
25.	a	b	c	d
26.	a	b	c	d
27.	a	b	c	d
28.	a	b	c	d
29.	a	b	c	d
30.	a	b	c	d



Appendix 5

KEY ANSWER

- | | | |
|-------|-------|-------|
| 1) B | 11) C | 21) B |
| 2) A | 12) D | 22) C |
| 3) A | 13) C | 23) B |
| 4) C | 14) B | 24) A |
| 5) B | 15) C | 25) D |
| 6) C | 16) A | 26) B |
| 7) A | 17) B | 27) C |
| 8) D | 18) B | 28) B |
| 9) D | 19) B | 29) D |
| 10) A | 20) A | 30) A |



Appendix 6**LESSON PLAN**

School	: SMP N 2 Pulokulon Grobogan
Subject	: English
Grade / Semester	: VIII / 2 (Even)
Competency Standard	: 11. Reading: To understand the meaning of simple short essay in the form of recount and narrative to interact with surroundings area
Basic Competence	: 11.2 To respond the meaning and rhetorical steps in simple short essay accurately, fluently and acceptably relating to the surroundings area in the text form of recount and narrative
Indicators	: 1. to get information from the narrative text. 2. to identify the meaning of words in the narrative text. 3. to identify the generic structure and the language features of narrative text.
Topic / Theme	: Narrative Text
Aspect / Skill	: Reading
Time Allotment	: 2 x 40 minutes
I. Objectives of learning: After learning the material students will be able to:	
1. To read the narrative text aloud and correct.	
2. To mention the meaning of some words.	
3. To identify the generic structure and the language features of narrative text.	
II. Materials of learning: <u>Narrative Text: Local Folktale “Aji Saka”</u>	
1. What is Narrative Narrative is a text focusing specific participants. Narrative usually tells about folktale, fictive story, fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends.	
2. Social Function To amuse, entertain and to deal the readers with actual or vicarious experience in different ways.	

3. Generic Structures

Narrative text consists of the following structure:

- a. Orientation: *It is about the opening paragraph, introducing the participants, informing where sets the scene and characters of the story are introduced. (provides an introduction to the characters, place and time of the story (who or what, when and where)*
- b. Complication: *Describing where the problems or crisis points in the story developed. (Problems arise / start going and growing)*
- c. Resolution: *Showing where the problems or crisis points in the story is solved. Problem finished, in good “happy ending” or worse “bad ending”.*

4. Language Features

- Using past tense
- Using action verbs in the Past Tense form. Example: climbed, turned, brought, etc.
- Using specific nouns as pronouns, certain animals and objects in the story. Example: the king, the queen, etc.
- Using adjectives that form a noun phrase, to create mental pictures of characters, actions, and setting. Example: long black hair, two red apples, etc.
- Using time connectives and conjunctions to sequence events. Example: then, before, after, soon, etc.
- Using adverbs and adverbial phrases to indicate the location of the incident or event. Example: here, in the mountain, happily ever after, etc.
- Using direct speech, to show what the characters are saying or thinking.

III. Method of learning:

GTM (Grammar Translation Method)

Question and Answer

IV. Steps of learning:

Learning Activities: Steps/Learning Scenario	Time
1. Pre-Activity <ul style="list-style-type: none"> • Greeting (religious) • Introduction 	2 x 40' 10 minutes

<ul style="list-style-type: none"> • Checking the attendance list of students • Apperception Giving situation in order the students to answer the teacher's questions about narrative text. 	
<p>2. Whilst Activity</p>	
<p>Exploration</p> <ul style="list-style-type: none"> • Ask the students about how many stories that they have been heard from their parents or grandparents. (creative) • Tell the students that they will get to hear a story from their own regency. (curious, communicative, discipline) • The teacher begins to present the story. Before that, the teacher does brainstorming first to the students about stories. (concern) • Ask the students about some examples of stories in the past that they had known. And explain the students that these stories are called folktales. (tolerant) 	15 minutes
<p>Elaboration</p> <ul style="list-style-type: none"> • Explain that we are going to read them a text that is local folktale "Aji Saka". Before reading the text explain that Grobogan have a rich oral storytelling tradition. Most of their stories were told orally. (communicative, discipline) • The teacher read the text and asks the students to listen and repeat it together. (cooperation) • Ask them to read the text randomly, one student per paragraph; see if they can tell for what the purpose of this story was told from ancestors to them. (courage, diligence) 	25 minutes
<p>Confirmation</p> <ul style="list-style-type: none"> • Give evaluation of students' understanding in learning to read local folktale "Aji Saka" by providing task. (independent, creative) • Students are given the task to identify about the contents of the story, who are participants, characteristics of the participants, setting of the story, messages of what are contained in the story and the responses of the students on the content of the story. (honest, hard work, responsibility) 	20 minutes
<p>3. Post-Activity</p> <ul style="list-style-type: none"> • The teacher gives feedback and review about local folktale "Aji Saka". (concern, discipline, democratic) • Closing (religious) 	10 minutes

V. Resources of learning:

- a. Learning Material : - Script monolog *local folktale*
“Aji Saka”
- Student’s worksheet
- b. Sources : - Internet
- English Book for Junior High School
- English Revolution

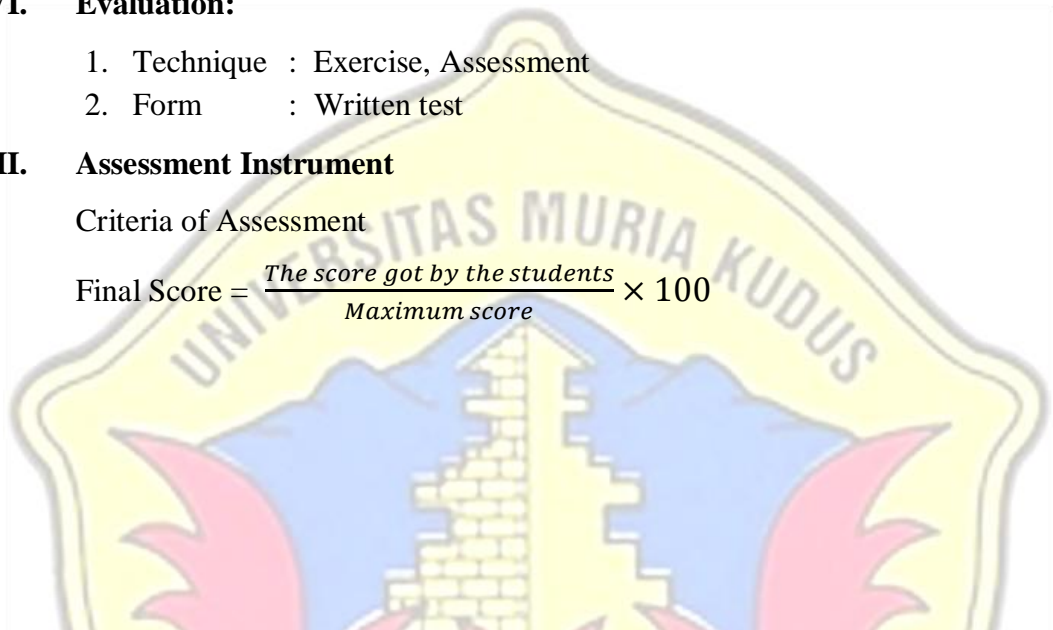
VI. Evaluation:

- 1. Technique : Exercise, Assessment
- 2. Form : Written test

VII. Assessment Instrument

Criteria of Assessment

$$\text{Final Score} = \frac{\text{The score got by the students}}{\text{Maximum score}} \times 100$$



Grobogan, May 2014



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 ha na ca ra ka
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 ma ga ba tha nga

Orientation

Once upon a time there was a young man named Aji Saka. He had two servants, Dora and Sembada. One day, they arrived to the island in Jawa Dwipa. “What is the name of the island, master?” asked Dora. “Well, I don’t know,” replied Aji Saka. “Why don’t we give name of this island, master?” Sembada gave advice. “Yes, I will give name for this island, the name is Majeti,” said Aji Saka. They started their journey again. But, unfortunately Sembada was sick, so he was left in the island. Aji Saka gave him magic dagger. “Sembada, please bring this dagger to protect you and don’t give this dagger to anybody, except me,” said Aji Saka. “Yes, master. I will remember that,” replied Sembada.

Complication

After they left Sembada, Aji Saka and Dora arrived in the kingdom of Medang Kamulan. There was the cruel king; his name was Prabu Dewata Cengkar who had habit to eat human flesh of his own people. When Aji Saka arrived in the palace, Prabu Dewata Cengkar asked Aji Saka to be his meal, but Aji Saka proposed a requirement. “Before you eat me, you have to give me your land with the size of my turban” asked Aji Saka. Dewata Cengkar agreed with Aji Saka’s requirement. Aji Saka pulled out his turban until Dewata Cengkar fell into the south sea. Dewata Cengkar did not die; he became a white crocodile.

Complication

Aji Saka even was crowned as the new king of Medang Kamulan. Unfortunately, as a king he had no weapon. He remembered about his dagger in Majeti. Aji Saka instructed Dora to take the dagger. And then Dora went to Majeti, he asked for the dagger. But Sembada refused it, because Aji Saka told him not to give the dagger to anyone except Aji Saka himself. Finally, they fought to defend their opinion. They killed each other and then both of them were dead.

Resolution

Meanwhile, Aji Saka felt that there was something bad happened. He was so shocked when he saw both of his servants were dead. To give an honour to Dora and Sembada, he regretted and carved Javanese letter in a stone. The letters are:

Ha Na Ca Ra Ka : there were two messengers

Da Ta Sa Wa La : they fought

Pa Dha Ja Ya Nya : both of them were strong

Ma Ga Ba Tha Nga : they were dead

Answer these questions based on text above!

1. What is the best title of the story above?
2. What is the generic structure of the text above?
3. Who are the characters in this story?
4. Who is the main character?
5. Where is the setting of the story?
6. What do you think about Prabu Dewata Cengkar?
7. Which sentence in the text is shows problem?
8. Which sentence(s) in the text shows how the problem was resolved?
9. Does it have a sad ending or happy ending?
10. What did we learn from the story?

LESSON PLAN

School	: SMP N 2 Pulokulon Grobogan
Subject	: English
Grade / Semester	: VIII / 2 (Even)
Competency Standard	: 11. Reading: To understand the meaning of simple short essay in the form of recount and narrative to interact with surroundings area
Basic Competence	: 11.2 To respond the meaning and rhetorical steps in simple short essay accurately, fluently and acceptably relating to the surroundings area in the text form of recount and narrative
Indicators	: 1. to get information from the narrative text. 2. to identify the meaning of words in the narrative text. 3. to identify the generic structure and the language features of narrative text.
Topic / Theme	: Narrative Text
Aspect / Skill	: Reading
Time Allotment	: 2 x 40 minutes
<p>I. Objectives of learning: After learning the material students will be able to:</p> <ol style="list-style-type: none"> 1. To read the narrative text aloud and correct. 2. To mention the meaning of some words. 3. To identify the generic structure and the language features of narrative text. 	
<p>II. Materials of learning: <u>Narrative Text: Local Folktale “Jaka Linglung”</u></p> <ol style="list-style-type: none"> 1. What is Narrative Narrative is a text focusing specific participants. Narrative usually tells about folktale, fictive story, fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends. 2. Social Function To amuse, entertain and to deal the readers with actual or vicarious experience in different ways. 	

3. Generic Structures

Narrative text consists of the following structure:

- a. Orientation: *It is about the opening paragraph, introducing the participants, informing where sets the scene and characters of the story are introduced. (provides an introduction to the characters, place and time of the story (who or what, when and where)*
- b. Complication: *Describing where the problems or crisis points in the story developed. (Problems arise / start going and growing)*
- c. Resolution: *Showing where the problems or crisis points in the story is solved. Problem finished, in good “happy ending” or worse “bad ending”.*

4. Language Features

- Using past tense
- Using action verbs in the Past Tense form. Example: climbed, turned, brought, etc.
- Using specific nouns as pronouns, certain animals and objects in the story. Example: the king, the queen, etc.
- Using adjectives that form a noun phrase, to create mental pictures of characters, actions, and setting. Example: long black hair, two red apples, etc.
- Using time connectives and conjunctions to sequence events. Example: then, before, after, soon, etc.
- Using adverbs and adverbial phrases to indicate the location of the incident or event. Example: here, in the mountain, happily ever after, etc.
- Using direct speech, to show what the characters are saying or thinking.

III. Method of learning:

GTM (Grammar Translation Method)

Question and Answer

IV. Steps of learning:

Learning Activities: Steps/Learning Scenario	Time
1. Pre-Activity <ul style="list-style-type: none"> • Greeting (religious) • Introduction 	2 x 40' 10 minutes

<ul style="list-style-type: none"> • Checking the attendance list of students • Apperception Giving situation in order the students to answer the teacher's questions about narrative text. 	
<p>2. Whilst Activity</p>	
<p>Exploration</p> <ul style="list-style-type: none"> • Ask the students about how many stories that they have been heard from their parents or grandparents. (creative) • Tell the students that they will get to hear a story from their own regency. (curious, communicative, discipline) • The teacher begins to present the story. Before that, the teacher does brainstorming first to the students about stories. (concern) • Ask the students about some examples of stories in the past that they had known. And explain the students that these stories are called folktales. (tolerant) 	15 minutes
<p>Elaboration</p> <ul style="list-style-type: none"> • Explain that we are going to read them a text that is local folktale "Jaka Linglung". Before reading the text explain that Grobogan have a rich oral storytelling tradition. Most of their stories were told orally. (communicative, discipline) • The teacher read the text and asks the students to listen and repeat it together. (cooperation) • Ask them to read the text randomly, one student per paragraph; see if they can tell for what the purpose of this story was told from ancestors to them. (courage, diligence) 	25 minutes
<p>Confirmation</p> <ul style="list-style-type: none"> • Give evaluation of students' understanding in learning to read local folktale "Jaka Linglung" by providing task. (independent, creative) • Students are given the task to identify about the contents of the story, who are participants, characteristics of the participants, setting of the story, messages of what are contained in the story and the responses of the students on the content of the story. (honest, hard work, responsibility) 	20 minutes
<p>3. Post-Activity</p> <ul style="list-style-type: none"> • The teacher gives feedback and review about local folktale "Jaka Linglung". (concern, discipline, democratic) • Closing (religious) 	10 minutes

V. Resources of learning:

- a. Learning Material : - Script monolog *local folktale*
 : - “Jaka Linglung”
 : - Student’s worksheet
- b. Sources : - Internet
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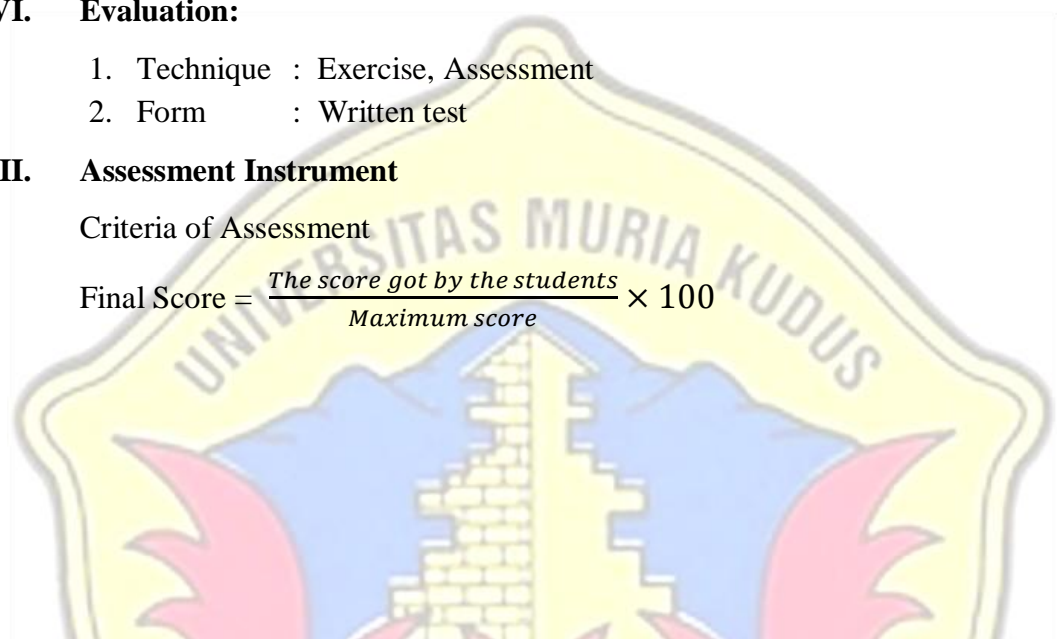
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1. Technique : Exercise, Assessment
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VII. Assessment Instrument

Criteria of Assessment

$$\text{Final Score} = \frac{\text{The score got by the students}}{\text{Maximum score}} \times 100$$



Sri Suhvati, S.Pd

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Approved by:

Headmaster of SMP N 2 Pulokulon

Grobogan, May 2014

Practitioner

Edy Santoso

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English Teacher

Pujiati, S.Pd

NIP. 19730628 200701 2 007



Jaka Linglung

One day when Prabu Aji Saka reviewed his people's live; he saw a swarm of girls that pounded rice using a mortar and pestle. Some of them, there was a very pretty girl who had charming smile. It made Aji Saka's heart quiver. Suddenly the girl's jarik fabric disclosed, so that appeared her beautiful calf. When viewed that scenery, Aji Saka became very passionate, so his sperm dripped on the ground and pecked by a rooster until lay eggs.

To maintain the prestige, immediately Aji Saka right back to Medang Kamulan kingdom. Meanwhile, a widow of the village of Dadapan, found the rooster's egg. She put the egg in her rice barn. After a certain period the egg vanished, instead a huge snake found in the rice barn. The villagers would like to kill the snake, but the snake said, "I'm the son of Aji Saka, bring me to him".

Aji Saka told the snake that he would be recognized as his son, if he could kill the white crocodile manifestation of Dewata Cengkar in the south sea. But, to avoid the people's furor, so the snake required through the underground during departed and returned from the south sea. The snake agreed and immediately set off to the south sea. After a long stormy battle which both sides showing physical strength and skilful ability of fighting, finally the snake could kill white crocodile.

The snake tried to appear to the surface several times because of the suspect that he had been in his destinations. The first time he appeared was in the Ngembak (Purwodadi City District), in Jono (Tawangharjo District), in Grabagan, Crewek, and the last was in Kuwu (Kradenan District). In Kuwu, he was releasing his tiredness. Because of his emergence created some mud explosions. And this is, where the emergence was appeared, now believed to be Bledhug Kuwu. As had been promised the snake was recognized as Aji Saka's son and he was given name Jaka Linglung (a forgetful boy).

Answer these questions based on text above!

1. Who are the characters in this story?
2. Who is the main character?
3. Where is the setting of the story?
4. What do you think about Jaka Linglung?
5. Which sentence in the text is shows problem?
6. Which sentence(s) in the text shows how the problem was resolved?
7. "...so that appeared her beautiful calf." (Paragraph 1)
What does "her" here refer to?
8. "...instead a huge snake found in the rice barn." (2nd paragraph)
The word "huge" means?
9. Does it have a sad ending or happy ending?
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Topic / Theme	: Narrative Text
Aspect / Skill	: Reading
Time Allotment	: 2 x 40 minutes
<p>I. Objectives of learning: After learning the material students will be able to:</p> <ol style="list-style-type: none"> 1. To read the narrative text aloud and correct. 2. To mention the meaning of some words. 3. To identify the generic structure and the language features of narrative text. 	
<p>II. Materials of learning: <u>Narrative Text: Local Folktale “Kesongo”</u></p> <ol style="list-style-type: none"> 1. What is Narrative Narrative is a text focusing specific participants. Narrative usually tells about folktale, fictive story, fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends. 2. Social Function To amuse, entertain and to deal the readers with actual or vicarious experience in different ways. 	

3. Generic Structures

Narrative text consists of the following structure:

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- Using adjectives that form a noun phrase, to create mental pictures of characters, actions, and setting. Example: long black hair, two red apples, etc.
- Using time connectives and conjunctions to sequence events. Example: then, before, after, soon, etc.
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- Using direct speech, to show what the characters are saying or thinking.

III. Method of learning:

GTM (Grammar Translation Method)

Question and Answer

IV. Steps of learning:

Learning Activities: Steps/Learning Scenario	Time
1. Pre-Activity <ul style="list-style-type: none"> • Greeting (religious) • Introduction 	2 x 40' 10 minutes

<ul style="list-style-type: none"> • Checking the attendance list of students • Apperception Giving situation in order the students to answer the teacher's questions about narrative text. 	
<p>2. Whilst Activity</p>	
<p>Exploration</p> <ul style="list-style-type: none"> • Ask the students about how many stories that they have been heard from their parents or grandparents. (creative) • Tell the students that they will get to hear a story from their own regency. (curious, communicative, discipline) • The teacher begins to present the story. Before that, the teacher does brainstorming first to the students about stories. (concern) • Ask the students about some examples of stories in the past that they had known. And explain the students that these stories are called folktales. (tolerant) 	15 minutes
<p>Elaboration</p> <ul style="list-style-type: none"> • Explain that we are going to read them a text that is local folktale "Kesongo". Before reading the text explain that Grobogan have a rich oral storytelling tradition. Most of their stories were told orally. (communicative, discipline) • The teacher read the text and asks the students to listen and repeat it together. (cooperation) • Ask them to read the text randomly, one student per paragraph; see if they can tell for what the purpose of this story was told from ancestors to them. (courage, diligence) 	25 minutes
<p>Confirmation</p> <ul style="list-style-type: none"> • Give evaluation of students' understanding in learning to read local folktale "Kesongo" by providing task. (independent, creative) • Students are given the task to identify about the contents of the story, who are participants, characteristics of the participants, setting of the story, messages of what are contained in the story and the responses of the students on the content of the story. (honest, hard work, responsibility) 	20 minutes
<p>3. Post-Activity</p> <ul style="list-style-type: none"> • The teacher gives feedback and review about local folktale "Kesongo". (concern, discipline, democratic) • Closing (religious) 	10 minutes

V. Resources of learning:

- a. Learning Material : - Script monolog *local folktale*
 "Kesongo"
 - Student's worksheet

- b. Sources : - Internet
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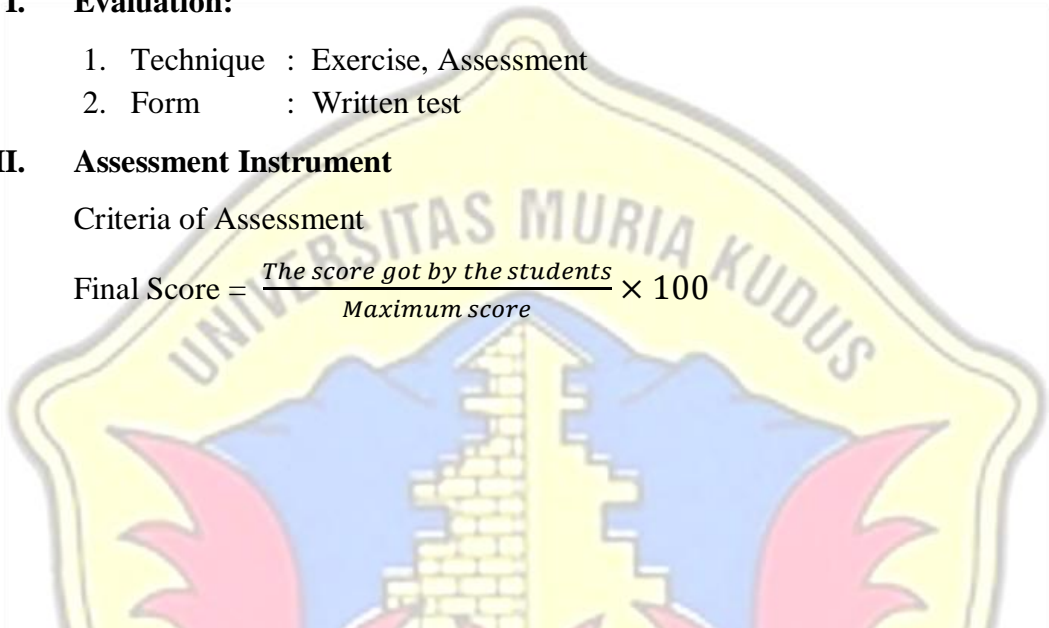
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VII. Assessment Instrument

Criteria of Assessment

$$\text{Final Score} = \frac{\textit{The score got by the students}}{\textit{Maximum score}} \times 100$$



Grobogan, May 2014



Approved by:
Headmaster of SMP N 2 Pulokulon

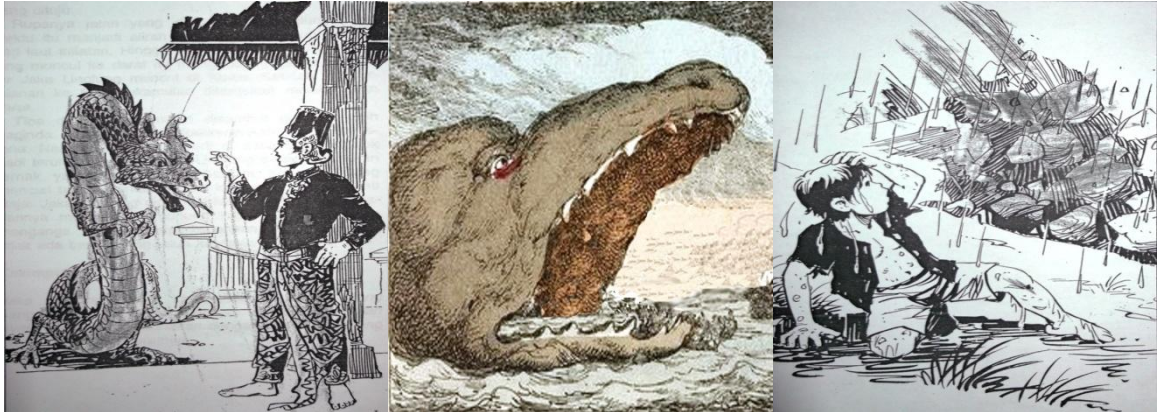
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English Teacher

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Kesongo

In the Kingdom of Medang Kamulan, after the huge snake showed skilful ability of fighting and also could kill the white crocodile in the south sea. As had been promised by Prabu Aji Saka that the snake was recognized as his son and the snake was given a name Jaka Linglung (a forgetful boy).

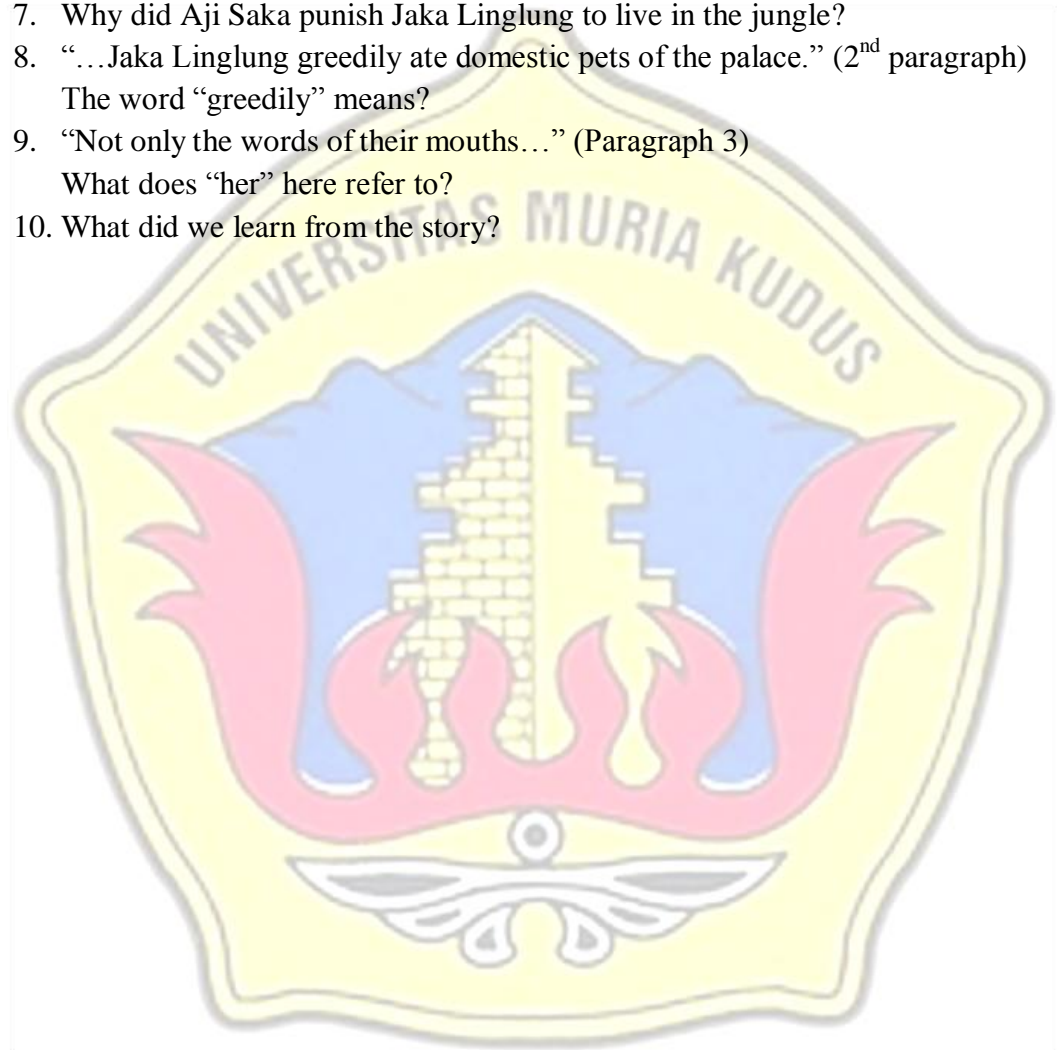
In the palace, Jaka Linglung greedily ate domestic pets of the palace. He was punished by Aji Saka, expelling him to live in the jungle. He was tightly roped until he could not move his head. He was instructed only to eat things which fall to his mouth.

One day, a group of tenth villager boys were playing around in that jungle and pastured their livestock. Among of the boys, there was a boy who was ostracized by his friends. Not only the words of their mouths, but also their hands nosy hurt him, they pelted pebbles, even hitting his head, because his body is full of scabs, dirty and pull out the odour.

Suddenly, it was raining heavily. They had to find a shelter, luckily there was a cave. Only ninth boys went inside the cave, the other one had to stay out of the cave because expelled by the ninth boys from the cave. He was rain and cold outside the cave, while they laugh merrily full of happiness inside the cave. Suddenly, the cave was falling apart. The ninth boys (kesongo) vanished; only the one who stayed outside was safe. The cave in fact was the mouth of Jaka Linglung.

Answer these questions based on text above!

1. Who are the characters in this story?
2. Who is the main character?
3. Where is the setting of the story?
4. What do you think about ninth villager boys?
5. Which sentence in the text is shows problem?
6. Which sentence(s) in the text shows how the problem was resolved?
7. Why did Aji Saka punish Jaka Linglung to live in the jungle?
8. "...Jaka Linglung greedily ate domestic pets of the palace." (2nd paragraph)
The word "greedily" means?
9. "Not only the words of their mouths..." (Paragraph 3)
What does "her" here refer to?
10. What did we learn from the story?



LESSON PLAN

School	: SMP N 2 Pulokulon Grobogan
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Grade / Semester	: VIII / 2 (Even)
Competency Standard	: 11. Reading: To understand the meaning of simple short essay in the form of recount and narrative to interact with surroundings area
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Topic / Theme	: Narrative Text
Aspect / Skill	: Reading
Time Allotment	: 2 x 40 minutes
<p>I. Objectives of learning: After learning the material students will be able to:</p> <ol style="list-style-type: none"> 1. To read the narrative text aloud and correct. 2. To mention the meaning of some words. 3. To identify the generic structure and the language features of narrative text. 	
<p>II. Materials of learning: <u>Narrative Text: Local Folktale “Jaka Tarub”</u></p> <ol style="list-style-type: none"> 1. What is Narrative Narrative is a text focusing specific participants. Narrative usually tells about folktale, fictive story, fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends. 2. Social Function To amuse, entertain and to deal the readers with actual or vicarious experience in different ways. 	

3. Generic Structures

Narrative text consists of the following structure:

- a. Orientation: *It is about the opening paragraph, introducing the participants, informing where sets the scene and characters of the story are introduced. (provides an introduction to the characters, place and time of the story (who or what, when and where)*
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4. Language Features

- Using past tense
- Using action verbs in the Past Tense form. Example: climbed, turned, brought, etc.
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Question and Answer

IV. Steps of learning:

Learning Activities: Steps/Learning Scenario	Time
1. Pre-Activity <ul style="list-style-type: none"> • Greeting (religious) • Introduction 	2 x 40' 10 minutes

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<p>2. Whilst Activity</p>	
<p>Exploration</p> <ul style="list-style-type: none"> • Ask the students about how many stories that they have been heard from their parents or grandparents. (creative) • Tell the students that they will get to hear a story from their own regency. (curious, communicative, discipline) • The teacher begins to present the story. Before that, the teacher does brainstorming first to the students about stories. (concern) • Ask the students about some examples of stories in the past that they had known. And explain the students that these stories are called folktales. (tolerant) 	15 minutes
<p>Elaboration</p> <ul style="list-style-type: none"> • Explain that we are going to read them a text that is local folktale "Jaka Tarub". Before reading the text explain that Grobogan have a rich oral storytelling tradition. Most of their stories were told orally. (communicative, discipline) • The teacher read the text and asks the students to listen and repeat it together. (cooperation) • Ask them to read the text randomly, one student per paragraph; see if they can tell for what the purpose of this story was told from ancestors to them. (courage, diligence) 	25 minutes
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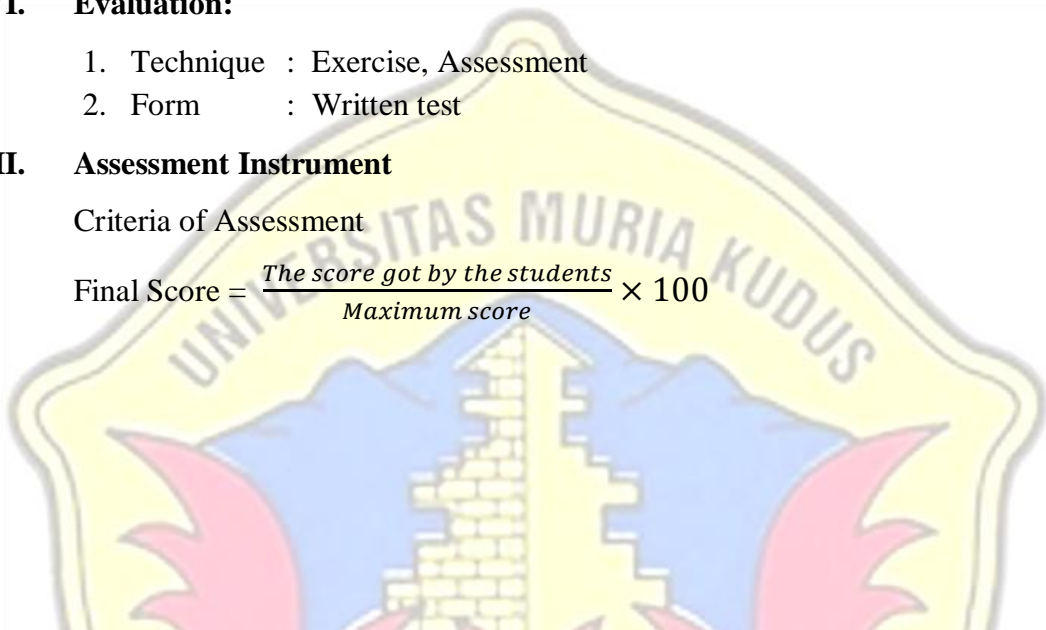
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Headmaster of SMP N 2 Pulokulon

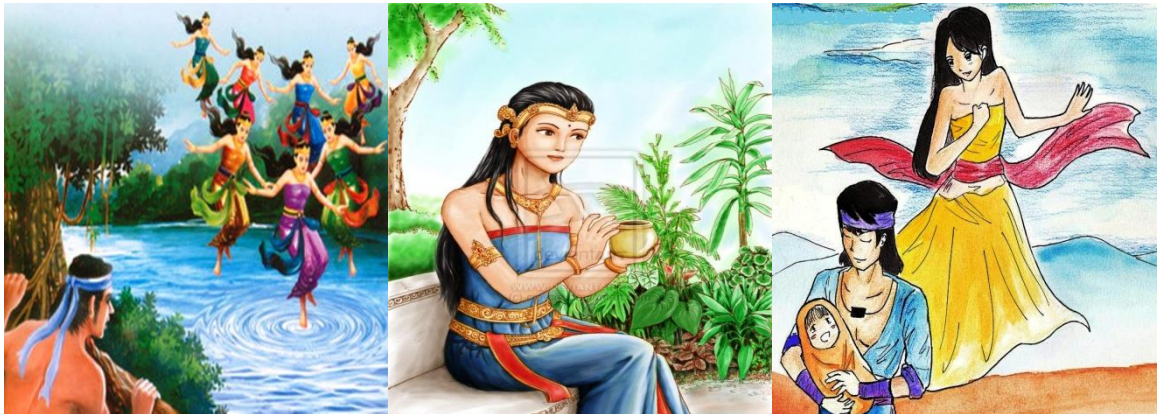
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Jaka Tarub

Once upon a time, in the Tarub village, lived a widow named Nyi Ageng and his son named Jaka Tarub. When Jaka Tarub was 14 years old, he was a villager who liked to study reading Al Qur'an. He also liked to help his parents cultivating their rice fields. When he grew up, he was very handsome. Everybody admired him.

One day, he got very serious ill. All of the villagers were very sorry about it especially Jaka Tarub's parents who was very anxious with his illness. Only a few days Jaka Tarub's whole skin itched and got abscess and this made his face ugly. All of the efforts had been done to cure him from his illness but they couldn't help him until there was a priest who told him to bath in the lake during the full moon for several times. Jaka Tarub did what the priest ordered, and finally he recovered from his illness.

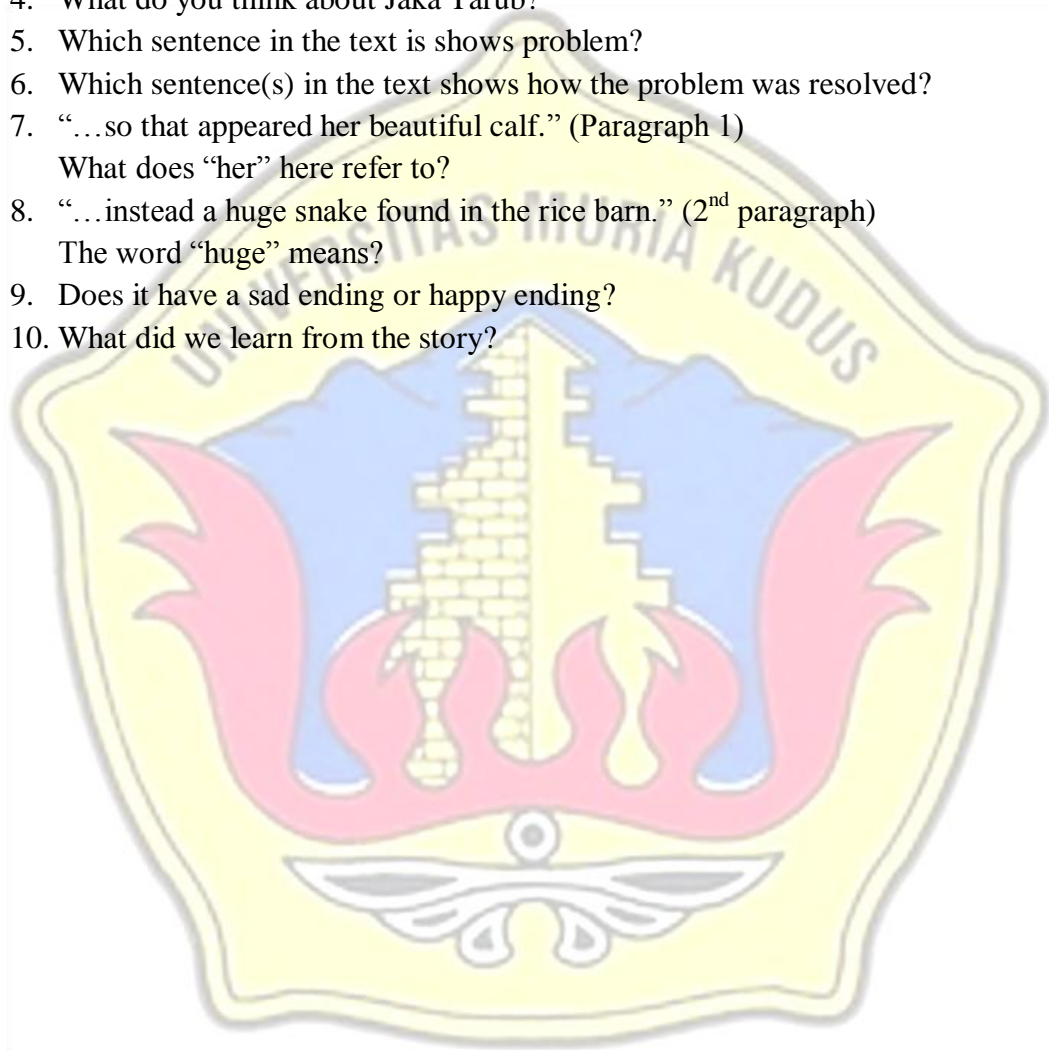
One day, Jaka Tarub heard the sound came from a group of women who were bathing on the river under the waterfall in deep jungle. "Seven women? Where are they coming from?" he whispered. Quietly, Jaka Tarub took one of those women's clothes. After bathing, the women soon put on their clothes, but one of them could not find her clothes. In the end, the six women left her alone. Jaka Tarub walked into the angel and gave her the clothes, but he kept the wings so that the angel could not fly back to the heaven. Her name was Dewi Nawangwulan, they fell in love each other. Finally they got married.

One year later, they had a beautiful baby girl. One day when Dewi Nawangwulan intended to take the rice from the barn, coincidentally she found her wing which had lost years ago. Apparently, her husband had hid it in the barn for all this time. After putting on her dress, she came to her husband, "Dear husband, I have to go back to the heaven, it's our destiny. I will leave you and our child here."

Soon after that, Dewi Nawangwulan flight away back to where she came from. Jaka Tarub felt so much guilt and started to cry.

Answer these questions based on text above!

1. Who are the characters in this story?
2. Who is the main character?
3. Where is the setting of the story?
4. What do you think about Jaka Tarub?
5. Which sentence in the text is shows problem?
6. Which sentence(s) in the text shows how the problem was resolved?
7. "...so that appeared her beautiful calf." (Paragraph 1)
What does "her" here refer to?
8. "...instead a huge snake found in the rice barn." (2nd paragraph)
The word "huge" means?
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<p>2. Whilst Activity</p>	
<p>Exploration</p> <ul style="list-style-type: none"> • Ask the students about how many stories that they have been heard from their parents or grandparents. (creative) • Tell the students that they will get to hear a story from their own regency. (curious, communicative, discipline) • The teacher begins to present the story. Before that, the teacher does brainstorming first to the students about stories. (concern) • Ask the students about some examples of stories in the past that they had known. And explain the students that these stories are called folktales. (tolerant) 	15 minutes
<p>Elaboration</p> <ul style="list-style-type: none"> • Explain that we are going to read them a text that is local folktale "Ki Ageng Selo". Before reading the text explain that Grobogan have a rich oral storytelling tradition. Most of their stories were told orally. (communicative, discipline) • The teacher read the text and asks the students to listen and repeat it together. (cooperation) • Ask them to read the text randomly, one student per paragraph; see if they can tell for what the purpose of this story was told from ancestors to them. (courage, diligence) 	25 minutes
<p>Confirmation</p> <ul style="list-style-type: none"> • Give evaluation of students' understanding in learning to read local folktale "Ki Ageng Selo" by providing task. (independent, creative) • Students are given the task to identify about the contents of the story, who are participants, characteristics of the participants, setting of the story, messages of what are contained in the story and the responses of the students on the content of the story. (honest, hard work, responsibility) 	20 minutes
<p>3. Post-Activity</p> <ul style="list-style-type: none"> • The teacher gives feedback and review about local folktale "Ki Ageng Selo". (concern, discipline, democratic) • Closing (religious) 	10 minutes

V. Resources of learning:

- a. Learning Material : - Script monolog *local folktale*
"Ki Ageng Selo"
- Student's worksheet
- b. Sources : - Internet
- English Book for Junior High School
- English Revolution

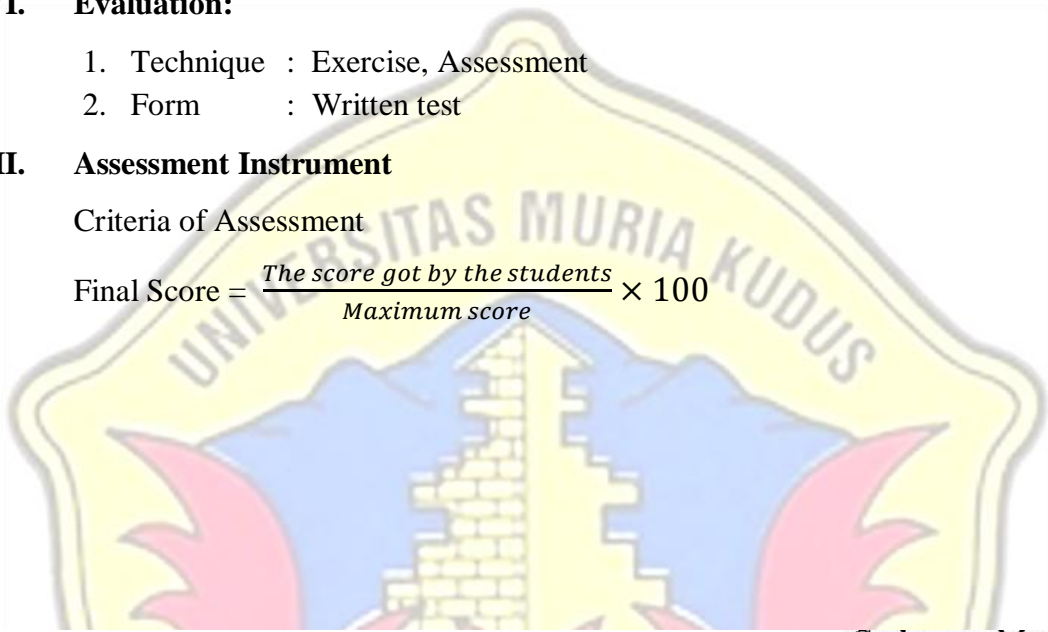
VI. Evaluation:

1. Technique : Exercise, Assessment
2. Form : Written test

VII. Assessment Instrument

Criteria of Assessment

$$\text{Final Score} = \frac{\text{The score got by the students}}{\text{Maximum score}} \times 100$$



Grobogan, May 2014

Approved by:
Headmaster of SMP N 2 Pulokulon

Practitioner

**Sri Suryati, S.Pd**

NIP. 19680127 199103 2 008

Edy Santoso

NIM. 2010 32 043

English Teacher

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Ki Ageng Selo

One upon a time, in the Selo village, there lived a prominent figure named Kyai Getas Pendowo who had a son named Bagus Songgom, grandchild from Jaka Tarub. When he was youth age, Bagus Songgom was impressed to one of gamelan named “kempul”. And the same time, Sunan Kalijaga came to visit to Selo. “Boy, this “kempul” in the several days later can be a sign for your generation if they come to war area,” said Sunan Kalijaga. At that time, “kempul” could be one of heirloom that was saved in Keraton Kasunanan Surakarta Hadiningrat.

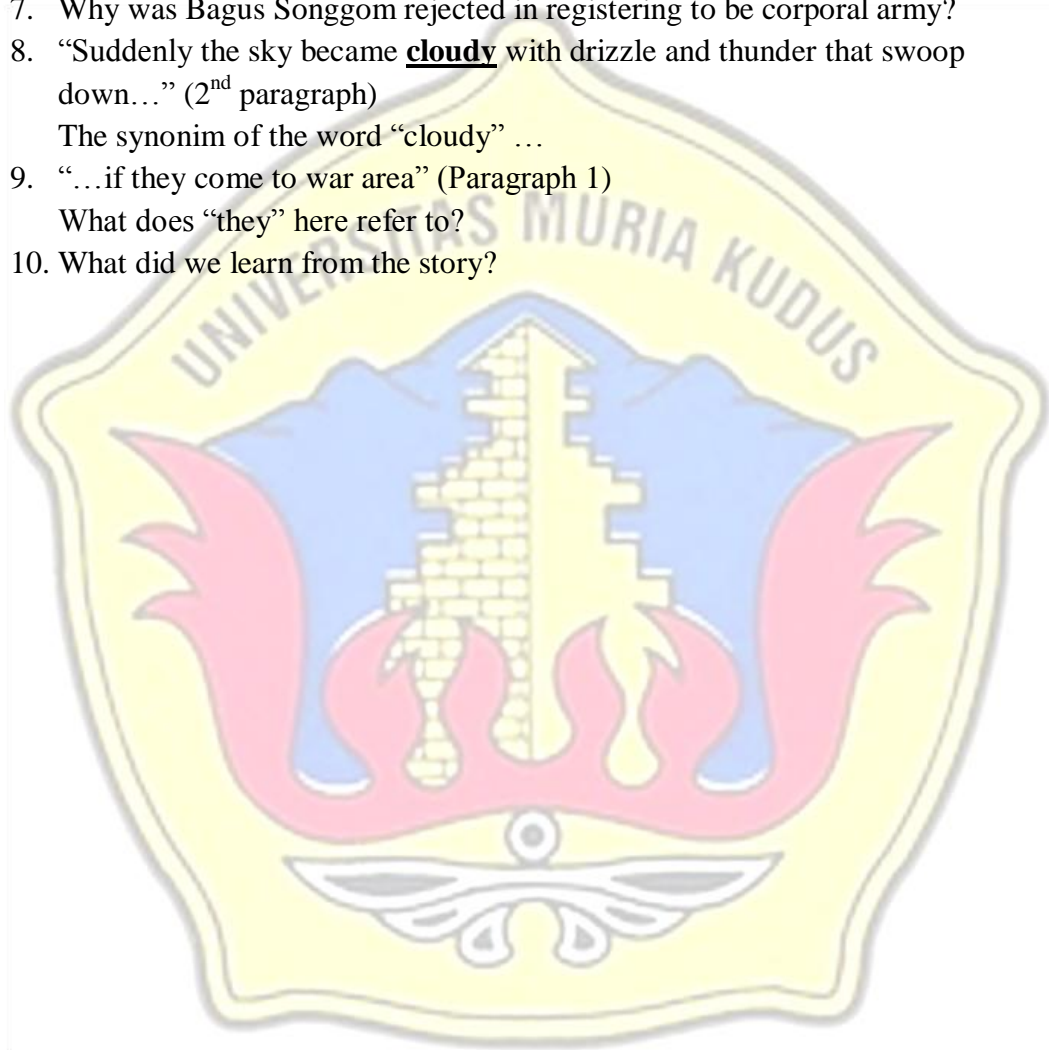
One day, when Bagus Songgom was enjoy of hoeing in his field, suddenly the sky became cloudy with drizzle and thunder that swoop down but it was not noticed by him. Then came a thunder with the horrifying sound through himself and it was caught easily by him. Then the thunder was given to Sultan Bintoro Demak, but suddenly an old mysterious grandma came and pours the water over the thunder. The horrifying explosion burst out and disappears without leaving any sign.

Because of his capability, Bagus Songgom tried to register to be a corporal army in Palace of Kesultanan Bintoro. The requirement that should be fulfilled was be able to kill a bull that was competed with him. But, when he beat the bull’s head, he avoided his face because he did not want to see the bull’s blood. And finally, Bagus Songgom was not accepted as an army, because reputed as a fear person.

This rejection was reputed as humiliation for him. He felt so ashamed and so sad because of this failure, so he came back to Selo village to continue his life and meditate over there. Then, Bagus Songgom was as well as known Ki Ageng Selo, because he stayed in Selo village.

Answer these questions based on text above!

1. How many characters in this story? Who are they?
2. Who is the main character?
3. Where is the setting of the story?
4. What do you think about Bagus Songgom?
5. Which sentence in the text shows the problem?
6. Which sentence(s) in the text shows how the problem was resolved?
7. Why was Bagus Songgom rejected in registering to be corporal army?
8. “Suddenly the sky became **cloudy** with drizzle and thunder that swoop down...” (2nd paragraph)
The synonym of the word “cloudy” ...
9. “...if they come to war area” (Paragraph 1)
What does “they” here refer to?
10. What did we learn from the story?



Appendix 7

STUDENTS' LIST OF VIII F
(Tryout Class)

No.	NIS	Name	L / P
1.	4365	Agus Aji Pamungkas	L
2.	4366	Ahmad Saefuzi	L
3.	4367	Amelia Rahayuningtias	P
4.	4368	Aprilia Yustika Sari	P
5.	4369	Beta Dwi Wulandari	P
6.	4370	Deny Rizky Ramadhan	L
7.	4371	Dewi Susanti	P
8.	4372	Dian Edi Irawanto	L
9.	4373	Dofa Waluyo	L
10.	4374	Dwiki Ari Saputro	L
11.	4375	Elsa Tri Windarti	P
12.	4376	Eva Nur Wulandari	P
13.	4377	Fifi Herlina	P
14.	4378	Ida Nirmalasari	P
15.	4380	Joni Ragil Santoso	L
16.	4381	Kabul Efendi	L
17.	4382	Laila Khusnul Khotimah	P
18.	4383	Lusiana Putri Myllenia	P
19.	4384	Melita Indah Fibrianti	P
20.	4386	Mohamad Bibis	L
21.	4385	Muhamad Imam Khoeroni	L
22.	4387	Prangga Aji Wibowo	L
23.	4388	Putri Wida Saranti	P
24.	4389	Ridwan Lukman Pratama	L
25.	4391	Riski Intan Nurcahya	P
26.	4392	Rizki Ariyanto	L
27.	4393	Robby Riyanto	L
28.	4394	Sri Sulistyowati	P
29.	4395	Tia Intan Ika Rulita	P
30.	4396	Windy Yuliyani	P

Appendix 8

The Calculation of Tryout Reliability

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	26	27	28	29	30						
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	1	0	0	0	0	5	6	11	25	36	30	
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	1	1	1	0	0	9	9	18	81	81	81
3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	15	13	28	225	169	195	
4	1	1	1	1	0	1	1	1	0	0	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	12	11	23	144	121	132	
5	1	1	1	1	0	1	1	1	1	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	1	1	1	1	0	9	10	19	81	100	90	
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	1	0	1	0	6	10	16	36	100	60	
7	1	1	1	0	0	1	0	0	0	0	0	0	1	0	0	1	1	1	0	1	0	0	0	1	0	1	0	1	0	8	5	13	64	25	40	
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	1	0	1	0	9	8	17	81	64	72	
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	1	1	0	0	6	7	13	36	49	42	
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	1	1	1	0	10	8	18	100	64	80	
11	1	1	1	0	0	1	1	0	0	0	0	1	1	0	0	0	0	0	1	1	1	1	0	1	1	1	1	1	1	9	8	17	81	64	72	
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	1	1	0	1	6	5	11	36	25	30	
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	1	1	1	1	10	9	19	100	81	90	
14	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	13	11	24	169	121	143	
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	1	0	1	0	6	10	16	36	100	60	
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	1	0	0	0	7	6	13	49	36	42	
17	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0	0	0	0	1	1	0	1	0	0	1	1	0	0	0	8	7	15	64	49	56	
18	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	0	0	0	1	1	1	1	1	0	1	1	1	1	0	9	11	20	81	121	99	
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	1	1	1	1	0	9	10	19	81	100	90
20	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	1	0	1	0	9	8	17	81	64	72	
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	1	0	1	0	7	9	16	49	81	63	
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	0	1	0	1	5	8	13	25	64	40	
23	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	0	0	1	2	5	7	4	25	10	
24	1	1	0	0	0	1	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0	1	0	0	0	0	5	3	8	25	9	15	
25	1	1	1	0	0	1	1	1	1	1	1	1	1	0	0	0	0	0	1	1	0	1	0	1	1	1	1	1	0	8	10	18	64	100	80	
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	1	0	0	0	5	6	11	25	36	30	
27	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	1	1	0	0	6	7	13	36	49	42	
28	1	1	0	0	0	1	0	1	1	1	0	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	0	1	1	8	11	19	64	121	88	
29	1	1	1	0	0	1	1	1	1	1	1	0	0	1	0	0	1	0	0	1	1	0	0	1	1	1	1	1	0	9	9	18	81	81	81	
30	1	1	1	0	0	1	1	1	1	1	1	0	0	1	0	0	1	0	0	1	1	0	0	1	1	1	1	1	0	9	9	18	81	81	81	
Σ	28	29	27	4	6	26	19	25	12	17	13	13	15	18	9	9	12	3	21	27	9	18	13	19	26	22	21	17	8	2	239	249	488	2105	2217	2106

The Calculation of Reliability of Tryout Test

$$\begin{aligned}
 r_{xy} &= \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}} & r_{11} &= \frac{2(r_{xy})}{1+r_{xy}} \\
 &= \frac{30 \times 2106 - 239 \times 249}{\sqrt{[30 \times 2105 - 239^2][30 \times 2217 - 249^2]}} & &= \frac{2 \times 0.70}{1+0.70} \\
 &= \frac{63180 - 59511}{\sqrt{[63150 - 57121][66510 - 62001]}} & &= \frac{1.40}{1.70} \\
 &= \frac{3669}{\sqrt{6029 \times 4509}} & &= 0.82 \\
 &= \frac{3669}{\sqrt{27184761}} & & \text{(Perfect reliability)} \\
 &= \frac{3669}{5213.9} \\
 &= 0.70
 \end{aligned}$$



Appendix 9

STUDENTS' LIST OF VIII D
(Experiment Class)

No.	NIS	Name	L / P
1.	4300	Afridhatul Maulida Sari	P
2.	4301	Agus Setiawan	L
3.	4302	Ahmad Riki Andriyan	L
4.	4304	Andrian Adi Setiawan	L
5.	4305	Anis Magfiroh	P
6.	4306	Ayuk Wahyuningtyas	P
7.	4307	Della Lestari	P
8.	4308	Desi Millasari	P
9.	4309	Dian Fitriani	P
10.	4310	Dika Wahyu Bintoro	L
11.	4311	Efa Aning Lestari	P
12.	4312	Eric Wisnu Pambudi	L
13.	4313	Evita Ayu Sisi Asriyanti	P
14.	4314	Farihatul Michayah	P
15.	4316	Galuh Oktavianto	L
16.	4317	Isa Indah Idayanti	P
17.	4318	Isti Wulandari	P
18.	4319	Jaisika Ade Saputra	L
19.	4320	Joko Ririf Arif Tanto	L
20.	4321	Mar'atus Shofiyah	P
21.	4322	Muhammad Rizky Ferdiansah	L
22.	4323	Nurul Fitriana	P
23.	4324	Nurwanto	L
24.	4325	Rita Novitasari	P
25.	4326	Riyan Indah Santika	P
26.	4327	Teguh Setiawan	L
27.	4328	Vava Arya Adytia	L
28.	4329	Wahyu Agung Prastyo	L
29.	4330	Wahyu Pertiwi	P
30.	4331	Winda Risviani	P
31.	4332	Yuda	L

Appendix 10

The Score of Reading Ability of Narrative Text of the Eighth Grade Students of SMP N 2 Pulokulon Grobogan Before Being Taught by Using Local Folktales in Academic Year 2013/2014

Students' Number	Pre-test Score	Students' Number	Pre-test Score
1	60	17	66.67
2	53.33	18	46.67
3	60	19	53.33
4	66.67	20	73.33
5	56.67	21	56.67
6	50	22	50
7	50	23	53.33
8	63.33	24	53.33
9	70	25	60
10	53.33	26	53.33
11	80	27	56.67
12	60	28	43.33
13	53.33	29	46.67
14	73.33	30	46.67
15	40	31	50
16	70	Σ	1770

Appendix 11

The Calculation of Mean and Standard Deviation of Reading Ability of Narrative Text of the Eighth Grade Students of SMP N 2 Pulokulon Grobogan Before Being Taught by Using Local Folktales in Academic Year 2013/2014

– Pre-test

- a. The highest score : 80
 b. The lowest score : 40
 c. The number of interval (k) : $1 + (3.3) \log N$

$$: 1 + (3.3) \log 31$$

$$: 1 + (3.3) 1.49$$

$$: 1 + 4.917$$

$$: 5.917 \approx 6$$

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

$$: \frac{80 - 40}{6}$$

$$: 6.67 \approx 7$$

- e. Frequency Distribution

Score	f	x	fx	x'	fx'	$x'^{(2)}$	$fx'^{(2)}$
75-80	1	77.5	77.5	4	4	16	16
68-74	4	71	284	3	12	9	36
61-67	3	64	192	2	6	4	12
54-60	7	57	399	1	7	1	7
47-53	11	50	550	0	0	0	0
40-46	5	43	215	-1	-5	1	5
Σ	31	362.5	1717.5	9	24	31	76

f. Mean

$$\begin{aligned}\bar{x} &= \frac{\sum fx}{N} \\ &= \frac{1717.5}{31} \\ &= 55.40\end{aligned}$$

g. Standard Deviation

$$\begin{aligned}SD &= i \sqrt{\frac{\sum fx'^{(2)}}{N} - \left[\frac{\sum fx'}{N}\right]^2} \\ &= 7 \sqrt{\frac{76}{31} - \left[\frac{24}{31}\right]^2} \\ &= 7\sqrt{2.45 - 0.77^2} \\ &= 7\sqrt{2.45 - 0.5929} \\ &= 7\sqrt{1.8571} \\ &= 7 \cdot 1.36 \\ &= 9.52\end{aligned}$$



Appendix 12

The Score of Reading Ability of Narrative Text of the Eighth Grade Students of SMP N 2 Pulokulon Grobogan After Being Taught by Using Local Folktales in Academic Year 2013/2014

Students' Number	Post-test Score	Students' Number	Post-test Score
1	76.67	17	90
2	63.33	18	80
3	73.33	19	73.33
4	70	20	73.33
5	66.67	21	80
6	63.33	22	73.33
7	70	23	80
8	76.67	24	73.33
9	83.33	25	76.67
10	80	26	80
11	86.67	27	76.67
12	80	28	80
13	76.67	29	70
14	86.67	30	66.67
15	63.33	31	60
16	73.33	Σ	2323.33

Appendix 13

The Calculation of Mean and Standard Deviation of Reading Ability of Narrative Text of the Eighth Grade Students of SMP N 2 Pulokulon Grobogan After Being Taught by Using Local Folktales in Academic Year 2013/2014

- Post-test
 - a. The highest score : 90
 - b. The lowest score : 60
 - c. The number of interval (k) : $1 + (3.3) \log N$
: $1 + (3.3) \log 31$
: $1 + (3.3) 1.49$
: $1 + 4.917$
: $5.917 \approx 6$
 - d. Interval width (i) : $\frac{\text{highest score} - \text{lowest score}}{\text{the number of interval}}$
: $\frac{90 - 60}{6}$
: 5
 - e. Frequency Distribution

Score	f	x	fx	x'	fx'	$x'^{(2)}$	$fx'^{(2)}$
85-90	3	87.5	262.5	3	9	9	27
80-84	8	82	656	2	16	4	32
75-79	5	77	385	1	5	1	5
70-74	9	72	648	0	0	0	0
65-69	2	67	134	-1	-2	1	2
60-64	4	62	248	-2	-8	4	16
Σ	31	447.5	2333.5	3	20	19	82

f. Mean

$$\begin{aligned}\bar{x} &= \frac{\sum fx}{N} \\ &= \frac{2333.5}{31} \\ &= 75.27\end{aligned}$$

g. Standard Deviation

$$\begin{aligned}SD &= i \sqrt{\frac{\sum fx'^{(2)}}{N} - \left[\frac{\sum fx'}{N}\right]^2} \\ &= 5 \sqrt{\frac{82}{31} - \left[\frac{20}{31}\right]^2} \\ &= 5 \sqrt{2.65 - 0.65^2} \\ &= 5 \sqrt{2.65 - 0.4225} \\ &= 5 \sqrt{2.2275} \\ &= 5 \cdot 1.49 \\ &= 7.45\end{aligned}$$



Appendix 14

The Calculation of *t*-obtained of Reading Ability of Narrative Text of the Eighth Grade Students of SMP N 2 Pulokulon Grobogan Before and After Being Taught by Using Local Folktales in Academic Year 2013/2014

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

Number of Students	Pre-test Score	Post-test Score	<i>D</i>	<i>D</i> ²
1	60	76.67	16.67	277.89
2	53.33	63.33	10	100
3	60	73.33	13.33	177.69
4	66.67	70	3.33	11.09
5	56.67	66.67	10	100
6	50	63.33	13.33	177.69
7	50	70	20	400
8	63.33	76.67	13.34	177.96
9	70	83.33	13.33	177.69
10	53.33	80	26.67	711.29
11	80	86.67	6.67	44.49
12	60	80	20	400
13	53.33	76.67	23.34	544.76
14	73.33	86.67	13.34	177.96
15	40	63.33	23.33	544.29
16	70	73.33	3.33	11.09
17	66.67	90	23.33	544.29
18	46.67	80	33.33	1110.89

Number of Students	Pre-test Score	Post-test Score	<i>D</i>	<i>D</i> ²
19	53.33	73.33	20	400
20	73.33	73.33	0	0
21	56.67	80	23.33	544.29
22	50	73.33	23.33	544.29
23	53.33	80	26.67	711.29
24	53.33	73.33	20	400
25	60	76.67	16.67	277.89
26	53.33	80	26.67	711.29
27	56.67	76.67	20	400
28	43.33	80	36.67	1344.69
29	46.67	70	23.33	544.29
30	46.67	66.67	20	400
31	50	60	10	100
Σ	1770	2323.33	553.33	12067.11

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 (H_0)

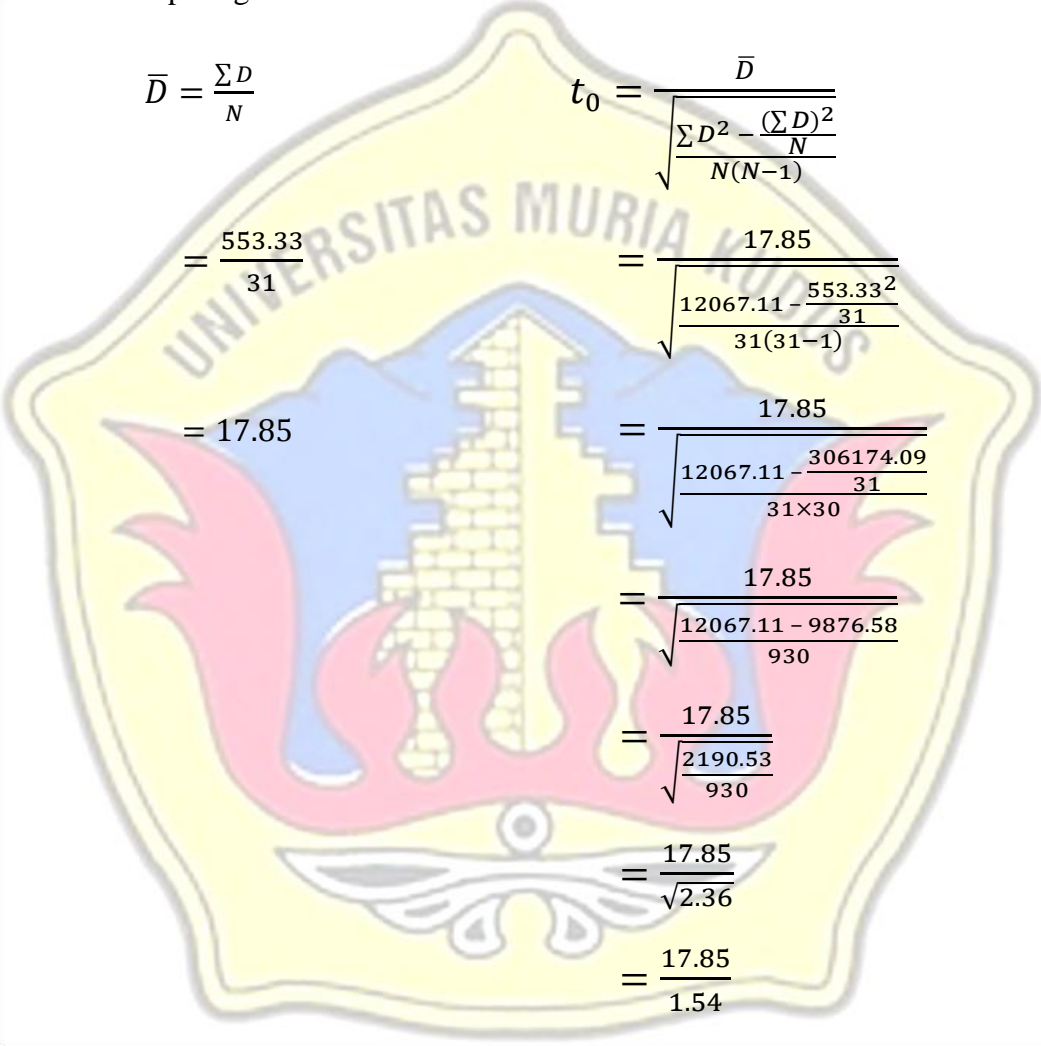
$$H_0: \mu_1 = \mu_2$$

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

3. Selecting the sampling distribution and establishing the critical region

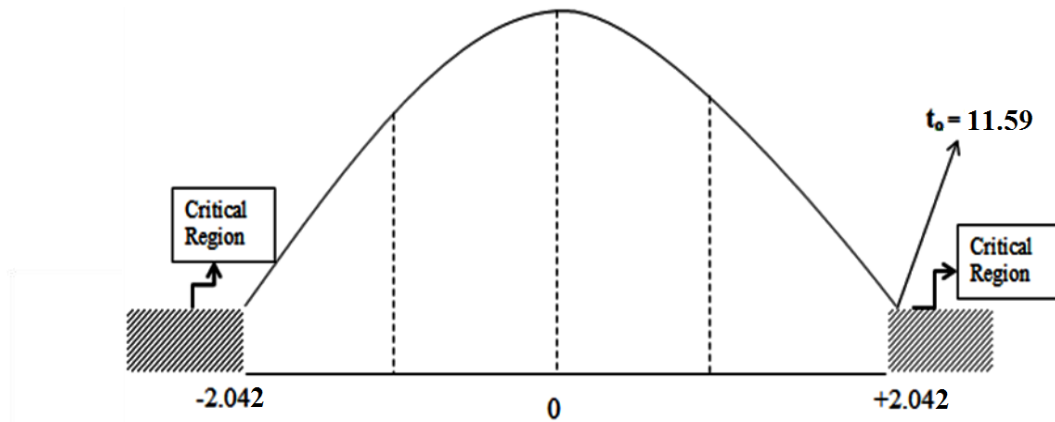
Sampling distribution	= t distribution
α	= 0.05, two-tailed test
df (degree of freedom)	= $(N - 1) = 31 - 1 = 30$
t (critical)	= ± 2.042

4. Computing the test statistic



$$\begin{aligned} \bar{D} &= \frac{\sum D}{N} \\ &= \frac{553.33}{31} \\ &= 17.85 \end{aligned} \qquad \begin{aligned} t_0 &= \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\ &= \frac{17.85}{\sqrt{\frac{12067.11 - \frac{553.33^2}{31}}{31(31-1)}}} \\ &= \frac{17.85}{\sqrt{\frac{12067.11 - \frac{306174.09}{31}}{31 \times 30}}} \\ &= \frac{17.85}{\sqrt{\frac{12067.11 - 9876.58}{930}}} \\ &= \frac{17.85}{\sqrt{\frac{2190.53}{930}}} \\ &= \frac{17.85}{\sqrt{2.36}} \\ &= \frac{17.85}{1.54} \\ &= 11.59 \end{aligned}$$

5. Making a decision and interpreting test result



With α set 0.05, two-tailed test and degree of freedom (df) = 30, t (obtained) = 11.59 and t (critical) = ± 2.042 , the writer rejects the null hypothesis (H_0) and he accepts the research hypothesis (H_a).

The difference between reading ability of narrative text of the eighth grade students of SMP N 2 Pulokulon Grobogan before and after being taught by using local folktales in academic year 2013/2014 is statistically significant.

Appendix 15

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), 6th edition (previously published by Oliver & Boyd Ltd., Edinburgh). Reprinted by permission of Pearson Education Limited.