

Appendix 1

Lasson Plan

Experimental Group

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah	: SMP Muhammadiyah 1 Gamping
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan)/2
Standar Kompetensi	: 5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar	: 5.2. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.
Jenis Teks	: Narrative
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit (1 x pertemuan)
Pertemuan	: Ke-1 (pertama)

1. Indikator

- a. Mengidentifikasi struktur dari teks narrative
- b. Mengidentifikasi makna dalam teks narrative
- c. Mengidentifikasi langkah-langkah retorika dalam wacana narrative.

- d. Menyebutkan informasi rinci tersurat dan tersirat dari teks narrative.
- e. Menentukan topik yang terkandung dalam teks narrative.

2. Tujuan Pembelajaran

- a. Siswa dapat mengidentifikasi struktur didalam teks narrative
- b. Siswa dapat mengidentifikasi makna dalam teks narrative
- c. Siswa dapat mengidentifikasi langkah-langkah retorika dalam wacana narrative.
- d. Siswa dapat menyebutkan informasi rinci tersurat dan tersirat dalam teks narrative.

3. Karakter siswa yang diharapkan

- a. Percaya diri
- b. Bertanggung jawab
- c. Mandiri

4. Materi Pembelajaran

- a. Narrative text

Ana And The Frog

Ana loved playing in the fields. Her parent had a rice field near their house, which they usually went to everyday. There, Ana could play near a small stream, where he could wet his feet. Ana liked hunting small animals. He liked to hunt for crickets, frogs, and fireflies. One day, she caught a frog and then put it in a jar. When she was about to pick up the the frog, the frog looked at him and said:

“I will become a Prince if you kiss me”.

Ana kissed the frog and she became a prince. Then they became a good friend.

5. Metode / teknik pembelajaran

- a. Metode: Diskusi dan Tanya jawab

- b. Teknik: Reciprocal Technique

6. Langkah-langkah pembelajaran

- a. Kegiatan pendahuluan

Apersepsi:

1. Guru masuk ke dalam kelas dan memberi salam menggunakan Bahasa Inggris agar *English Environment* dapat langsung tercipta dipertemuan pertama, mengecek kehadiran peserta didik dan mengkondisikan suasana belajar yang menyenangkan.
2. Guru menyuruh siswa membaca do'a dipimpin oleh salah satu siswa.
3. Guru mengajukan pertanyaan tentang narrative text seperti tujuan dan fungsi dari narrative text.
4. Guru menjelaskan tujuan pembelajaran didalam kelas.
5. Guru menyampaikan teknik penilaian yang digunakan dalam materi yang akan dipelajari.

- b. Kegiatan Inti

Eksplorasi

1. Sebelum masuk ke materi guru menunjukkan gambar-gambar yang berkaitan dengan teks narrative seperti, gambar cinderella, putri tidur, timun mas dll
2. Dengan gambar tersebut, selanjutnya guru meminta siswa untuk menebak materi apa yang akan dipelajari.
3. Setelah siswa/siswi bisa menebak guru akan menjelaskan secara umum apa yang dimaksud dengan teks narrative.

Elaborasi

1. Guru menyampaikan kepada siswa bahwa mereka akan membaca wacana yang berbentuk narrative.
2. Guru menunjukkan sebuah wacana berbentuk narrative dan mengajukan beberapa pertanyaan tentang apa yang diketahui siswa tentang narrative.
3. Guru menjelaskan tentang materi narrative secara terperinci dengan menyebutkan general structure dan fungsi dari teks tersebut.
4. Guru meminta siswa untuk membentuk beberapa kelompok kecil dimana setiap kelompok memiliki satu ketua kelompok.

5. Guru membagikan sebuah cerita narrative beserta soal pertanyaan kepada setiap kelompok.
6. Guru menjelaskan salah satu strategi dalam memahami sebuah teks narrative yaitu **Questioning** (strategi tanya jawab) dimana di strategi ini guru meminta siswa untuk mengeksplorasi makna teks dan mereka diminta untuk berpikir apa yang mereka tidak tahu, perlu tahu, atau ingin tahu tentang bagian teks itu.
7. Guru meminta siswa menggunakan strategi tersebut didalam memahami teks narrative
8. Guru meminta siswa untuk berdiskusi tentang pemahaman mereka tentang narrative teks.

Konfirmasi

1. Guru memberikan penilaian terhadap hasil diskusi kelompok.
2. Guru memberikan penjelasan lebih lanjut kepada siswa berkenaan dengan jawaban siswa, seperti bagaimana siswa menggunakan strategi questioning (strategi tanya jawab) didalam memahami teks narrative.

Penutup

1. Guru bertanya kepada siswa apakah mereka sudah memahami materi tentang narrative.
2. Guru merangkum materi yang telah dipelajari.
3. Guru memberikan tugas kepada siswa untuk memahami teks narrative yang baru dan menjawab soal-soal yang berkaitan dengan teks tersebut dan akan dibahas dipertemuan selanjutnya.
4. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
5. Do'a

7. Penilaian

Indikator	Soal	Kisi-kisi	Kunci Jawaban
Pencapaian			
Kompetensi			

Mengidentifikasi struktur dan makna dari teks narrative Menyebutkan informasi rinci tersurat dan tersirat dari teks narrative.	Based on the story Ana's and the Frog, please answer the question below! <ol style="list-style-type: none"> 1. Who is the frog? <ol style="list-style-type: none"> a. A prince b. A farmer c. A driver d. A teacher 2. What is the purpose of narrative text? 	No. 2 dan No. 4 Siswa dapat mengidentifikasi makna dalam teks narrative. Siswa dapat menyebutkan informasi rinci tersurat dan tersirat dalam teks. No. 1 dan 3 Siswa dapat mengidentifikasi struktur didalam teks narrative Siswa dapat mengidentifikasi langkah-langkah retorika dalam wacana narrative.	1. Based on the story about Ana's and the Frog. <u>The Frog is a prince</u> . So, the correct answer is A . 2. The purpose of narrative text is to <u>entertain the reader</u> .
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8. Pedoman penilaian

Jumlah skor maksimal 100

standar of each elements

Element
Reading comprehension

Score benar	1
Score salah	0
Nilai : Score benar x 5 = 100	

9. Sumber belajar

- a. Internet
- b. Teks book

Mengetahui,

Kepala SMP Muhammadiyah 1 Gamping

Yogyakarta, 19 November 2016

Guru Mata Pelajaran

Umi Rochmiyati, S.Pd

NIP 19611027 1981122002

Yulnada Sari

20130810003

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah	: SMP Muhammadiyah 1 Gamping
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan)/2
Standar Kompetensi	: 5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar	: 5.2. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.
Jenis Teks	: Narrative
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit (1 x pertemuan)
Pertemuan	: Ke-2 (kedua)

1. Indikator

- a. Mengidentifikasi struktur dari teks narrative
- b. Mengidentifikasi makna dalam teks narrative
- c. Mengidentifikasi langkah-langkah retorika dalam wacana narrative.
- d. Menyebutkan informasi rinci tersurat dan tersirat dari teks narrative.
- e. Menentukan topik yang terkandung dalam teks narrative.

2. Tujuan Pembelajaran

- a. Siswa dapat mengidentifikasi struktur didalam teks narrative
- b. Siswa dapat mengidentifikasi makna dalam teks narrative
- c. Siswa dapat mengidentifikasi langkah-langkah retorika dalam wacana narrative.

- d. Siswa dapat menyebutkan informasi rinci tersurat dan tersirat dalam teks narrative.

3. Karakter siswa yang diharapkan

- a. Percaya diri
- b. Bertanggung jawab
- c. Mandiri

4. Materi Pembelajaran

- a. Narrative text

The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thanked the rats.

5. Metode / teknik pembelajaran

- a. Metode: Diskusi dan Tanya jawab
- b. Teknik: Reciprocal Technique

6. Langkah-langkah pembelajaran

- a. Kegiatan pendahuluan

Apersepsi:

1. Guru masuk ke dalam kelas dan memberi salam menggunakan Bahasa Inggris agar *English Environment* dapat langsung tercipta, mengecek kehadiran peserta didik dan mengkondisikan suasana belajar yang menyenangkan.
 2. Guru menyuruh siswa membaca do'a dipimpin oleh salah satu siswa.
 3. Guru mengajukan pertanyaan tentang narrative text yang telah dipelajari pada pertemuan sebelumnya.
 4. Guru menjelaskan tujuan pembelajaran didalam kelas.
 5. Guru menyampaikan teknik penilaian yang digunakan dalam materi yang akan dipelajari.
- b. Kegiatan Inti.

Eksplorasi

1. Guru bertanya kepada siswa apakah mereka sudah membaca teks narrative yang diberikan pada pertemuan sebelumnya.
2. Guru menunjukkan sebuah wacana narrative teks dan mengajukan beberapa pertanyaan tentang apa yang diketahui siswa tentang teks tersebut.
3. Guru menyampaikan kepada siswa bahwa mereka akan membahas tentang teks narrative tersebut.

Elaborasi

1. Guru meminta siswa mengeluarkan teks narrative yang sudah diberikan pada pertemuan sebelumnya.
2. Guru meminta salah satu siswa untuk menjelaskan pemahamannya tentang teks narrative tersebut.
3. Guru menjelaskan tentang materi narrative secara terperinci dengan menyebutkan general structure dan fungsi dari teks tersebut.
4. Guru meminta siswa untuk membentuk beberapa kelompok kecil dimana setiap kelompok memiliki satu ketua kelompok.
5. Guru menjelaskan strategi ke-dua dalam memahami sebuah teks narrative yaitu **clarifying** (mengklarifikasi) dimana di strategi ini guru meminta siswa untuk mengklarifikasi bagian teks yang sulit dimengerti.

6. Guru meminta siswa menggunakan strategi tersebut didalam memahami teks narrative.
7. Guru meminta siswa membuka kamus untuk mencari arti dari kata-kata yang belum dimengerti dan membantu mereka dalam memahami teks tersebut.
8. Guru meminta siswa untuk berdiskusi tentang pemahaman mereka tentang narrative teks.
9. Guru meminta masing-masing kelompok untuk mempersentasikan hasil diskusinya.

Konfirmasi

1. Guru memberikan penilaian terhadap hasil diskusi kelompok.
2. Guru memberikan penjelasan lebih lanjut kepada siswa berkenaan dengan jawaban siswa, seperti bagaimana siswa menggunakan strategi clarifying (mengklarifikasi) didalam memahami teks narrative.

Penutup

1. Guru bertanya kepada siswa apakah mereka sudah memahami materi tentang narrative.
2. Guru merangkum materi yang telah dipelajari.
3. Guru memberikan tugas kepada siswa untuk memahami teks narrative yang baru dan menjawab soal-soal yang berkaitan dengan teks tersebut dan akan dibahas dipertemuan selanjutnya.
4. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
5. Do'a

7. Penilaian

Indikator Pencapaian Kompetensi	Soal	Kisi-kisi	Kunci Jawaban
Mengidentifikasi struktur dan makna	1. Based on the story of	No. 2 dan No. 4 Siswa dapat	3. Based on the story of The Rats and

<p>dari teks narrative Menyebutkan informasi rinci tersurat dan tersirat dari teks narrative.</p>	<p>The Rats and The Elephant, what destroyed the homes of all rats? A. a group of mice did B. the hunter did C. elephant- hunter did D. a group of elephant did 2. What type of text is the above text? It is ... A. a narrative text B.a description text C. a recount text D.an anecdote text</p>	<p>mengidentifikasi makna dalam teks narrative. Siswa dapat menyebutkan informasi rinci tersurat dan tersirat dalam teks. No. 1 dan 3 Siswa dapat mengidentifikasi struktur didalam teks narrative Siswa dapat mengidentifikasi langkah- langkah retorika dalam wacana narrative.</p>	<p>The Elephant a <u>group of mice</u> <u>destroyed the</u> <u>homes of all rats.</u> Thus, the answer is A.</p> <p>4. The type of text above is <u>a narrative</u> <u>text.</u> Thus, the correct answer is A.</p>
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8. Pedoman penilaian

Jumlah skor maksimal 100

standar of each elements

Element	
Reading comprehension	Score benar 1
	Score salah 0
Nilai : Score benar x 5 = 100	

9. Sumber belajar

a. Internet

b. Teks book

Mengetahui,

Yogyakarta, 19 November 2016

Kepala SMP Muhammadiyah 1 Gamping

Guru Mata Pelajaran

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Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan)/2
Standar Kompetensi	: 5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar	: 5.2. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.
Jenis Teks	: Narrative
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit (1 x pertemuan)
Pertemuan	: Ke-3 (ketiga)

1. Indikator

- a. Mengidentifikasi struktur dari teks narrative
- b. Mengidentifikasi makna dalam teks narrative
- c. Mengidentifikasi langkah-langkah retorika dalam wacana narrative.
- d. Menyebutkan informasi rinci tersurat dan tersirat dari teks narrative.
- e. Menentukan topik yang terkandung dalam teks narrative.

2. Tujuan Pembelajaran

- a. Siswa dapat mengidentifikasi struktur didalam teks narrative

- b. Siswa dapat mengidentifikasi makna dalam teks narrative
- c. Siswa dapat mengidentifikasi langkah-langkah retorika dalam wacana narrative.
- d. Siswa dapat menyebutkan informasi rinci tersurat dan tersirat dalam teks narrative.

3. Karakter siswa yang diharapkan

- a. Percaya diri
- b. Bertanggung jawab
- c. Mandiri

4. Materi Pembelajaran

- a. Narrative text

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. “Pardon, O king,” cried the little mouse, “Forgive me this time, I shall never forget it; perhaps 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. Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

5. Metode / teknik pembelajaran

a. Metode: Diskusi dan Tanya jawab

b. Teknik: Reciprocal Technique

6. Langkah-langkah pembelajaran

a. Kegiatan pendahuluan

Apersepsi:

1. Guru masuk ke dalam kelas dan memberi salam menggunakan Bahasa Inggris agar *English Environment* dapat langsung tercipta, mengecek kehadiran peserta didik dan mengkondisikan suasana belajar yang menyenangkan.
2. Guru menyuruh siswa membaca do'a dipimpin oleh salah satu siswa.
3. Guru mengajukan pertanyaan tentang narrative text yang telah dipelajari pada pertemuan sebelumnya.
4. Guru menjelaskan tujuan pembelajaran didalam kelas.
5. Guru menyampaikan teknik penilaian yang digunakan dalam materi yang akan dipelajari.

b. Kegiatan Inti.

Eksplorasi

1. Guru bertanya kepada siswa apakah mereka sudah membaca teks narrative yang diberikan pada pertemuan sebelumnya.
2. Guru menunjukkan sebuah wacana narrative teks dan mengajukan beberapa pertanyaan tentang apa yang diketahui siswa tentang teks tersebut.
3. Guru menyampaikan kepada siswa bahwa mereka akan membahas tentang teks narrative tersebut.

Elaborasi

1. Guru meminta siswa mengeluarkan teks narrative yang sudah diberikan pada pertemuan sebelumnya.

2. Guru meminta salah satu siswa untuk menjelaskan pemahamannya tentang teks narrative tersebut.
3. Guru menjelaskan tentang materi narrative secara terperinci dengan menyebutkan general structure dan fungsi dari teks tersebut.
4. Guru meminta siswa untuk membentuk beberapa kelompok kecil dimana setiap kelompok memiliki satu ketua kelompok.
5. Guru menjelaskan strategi ke-tiga dalam memahami sebuah teks narrative yaitu **prediction** (memprediksi) dimana di strategi ini guru meminta siswa untuk memprediksikan apa yang akan terjadi selanjutnya didalam teks. Distrategi ini siswa diminta untuk berpikir aktif kedepan yang mana siswa ketika membaca mereka mempunyai hipotesis didalam pikiran mereka tentang apa yang akan terjadi selanjutnya didalam cerita, sehingga ketika membaca mereka mengkonfirmasi apakah hipotesis mereka benar atau salah.
6. Guru meminta siswa menggunakan strategi tersebut didalam memahami teks narrative.
7. Guru meminta siswa membuka kamus untuk mencari arti dari kata-kata yang belum dimengerti dan membantu mereka dalam memahami teks tersebut.
8. Guru meminta siswa untuk berdiskusi tentang pemahaman mereka tentang narrative teks.
9. Guru meminta masing-masing kelompok untuk mempersetasikan hasil diskusinya.

Konfirmasi

1. Guru memberikan penilaian terhadap hasil diskusi kelompok.
2. Guru memberikan penjelasan lebih lanjut kepada siswa berkenaan dengan jawaban siswa, seperti bagaimana siswa menggunakan strategi prediction (memprediksi) didalam memahami teks narrative.

Penutup

1. Guru bertanya kepada siswa apakah mereka sudah memahami materi tentang narrative.
2. Guru merangkum materi yang telah dipelajari.
3. Guru memberikan tugas kepada siswa untuk memahami teks narrative yang baru dan menjawab soal-soal yang berkaitan dengan teks tersebut dan akan dibahas dipertemuan selanjutnya.
4. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
5. Do'a

7. Penilaian

Indikator Pencapaian Kompetensi	Soal	Kisi-kisi	Kunci Jawaban
Mengidentifikasi struktur dan makna dari teks narrative Menyebutkan informasi rinci tersurat dan tersirat dari teks narrative.	<p>1. What did the little mouse do to prove his words?</p> <p>A. He would never forget the lion</p> <p>B. He tried hard to help the lion free</p> <p>C. He asked for apology to the king of the beast</p>	<p>No. 2 dan No. 4 Siswa dapat mengidentifikasi makna dalam teks narrative. Siswa dapat menyebutkan informasi rinci tersurat dan tersirat dalam teks.</p>	<p>5. Based on the story of The Lion and The Mouse, <u>to prove his words the mouse tried hard to help the lion free</u>. Thus, the answer is B.</p>

	<p>D. He asked for apology to the king of the beast</p> <p>10. What is the purpose of the text?</p> <p>A. To entertain the readers</p> <p>B. To persuade the readers that something should or should not be the case</p> <p>C. To inform the readers about the events of the day which are considered newsworthy</p> <p>D. To explain something</p>	<p>No. 1 dan 3</p> <p>Siswa dapat mengidentifikasi struktur didalam teks narrative</p> <p>Siswa dapat mengidentifikasi langkah-langkah retorika dalam wacana narrative.</p>	<p>6. The purpose of narrative text is to <u>entertain the readers</u>. Thus, the answer is A.</p>
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8. Pedoman penilaian

Jumlah skor maksimal 100

standar of each elements

Element		
Reading	Score benar	1
comprehension	Score salah	0
Nilai : Score benar x 5 = 100		

9. Sumber belajar

- a. Internet
- b. Teks book

Mengetahui,

Yogyakarta, 19 November 2016

Kepala SMP Muhammadiyah 1 Gamping

Guru Mata Pelajaran

Umi Rochmiyati, S.Pd

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(RPP)

Nama sekolah	: SMP Muhammadiyah 1 Gamping
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan)/2
Standar Kompetensi	: 5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar	: 5.2. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.
Jenis Teks	: Narrative
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit (1 x pertemuan)
Pertemuan	: Ke-4 (keempat)

1. Indikator

- a. Mengidentifikasi struktur dari teks narrative
- b. Mengidentifikasi makna dalam teks narrative
- c. Mengidentifikasi langkah-langkah retorika dalam wacana narrative.
- d. Menyebutkan informasi rinci tersurat dan tersirat dari teks narrative.
- e. Menentukan topik yang terkandung dalam teks narrative.

2. Tujuan Pembelajaran

- a. Siswa dapat mengidentifikasi struktur didalam teks narrative

- b. Siswa dapat mengidentifikasi makna dalam teks narrative
- c. Siswa dapat mengidentifikasi langkah-langkah retorika dalam wacana narrative.
- d. Siswa dapat menyebutkan informasi rinci tersurat dan tersirat dalam teks narrative.

3. Karakter siswa yang diharapkan

- a. Percaya diri
- b. Bertanggung jawab
- c. Mandiri

4. Materi Pembelajaran

- a. Narrative text

A Mouse and A Snake

One day while a mouse deer was walking in the forest, he saw a big, black snake sleeping under the tree. When he saw the snake, the mouse deer was frightened. When he wanted to run away from the snake, he suddenly feel on top of a tiger which was sleeping not far from the snake. The tiger woke up and took hold of the mouse deer. He told the mouse deer that was going to eat him for lunch. “please don’t eat me now”, said the mouse deer. “I have something important to do”.

“Look,” said the mouse deer. “ that is the king’s belt. He asked me to stay here and watched it while he was away in the forest. “the tiger looked at the snake and said, “ that is a beautiful belt. I need belt like that. Can I wear it?” he asked the mouse deer.

“Oh all right,” said the mouse deer. So he picked up the snake and winded it around the tiger. Then, the snake woke up and saw the tiger. The snake twisted itself tighter and tighter until the tiger couldn’t breathe. The tiger asked the mouse deer to help him. But the the mouse deer turned and

run away into the forest.

5. Metode / teknik pembelajaran

- a. Metode: Diskusi dan Tanya jawab
- b. Teknik: Reciprocal Technique

6. Langkah-langkah pembelajaran

- a. Kegiatan pendahuluan

Apersepsi:

1. Guru masuk ke dalam kelas dan memberi salam menggunakan Bahasa Inggris agar *English Environment* dapat langsung tercipta, mengecek kehadiran peserta didik dan mengkondisikan suasana belajar yang menyenangkan.
2. Guru menyuruh siswa membaca do'a dipimpin oleh salah satu siswa.
3. Guru mengajukan pertanyaan tentang narrative text yang telah dipelajari pada pertemuan sebelumnya.
4. Guru menjelaskan tujuan pembelajaran didalam kelas.
5. Guru menyampaikan teknik penilaian yang digunakan dalam materi yang akan dipelajari.

- b. Kegiatan Inti.

Eksplorasi

1. Guru bertanya kepada siswa apakah mereka sudah membaca teks narrative yang diberikan pada pertemuan sebelumnya.
2. Guru menunjukkan sebuah wacana narrative teks dan mengajukan beberapa pertanyaan tentang apa yang diketahui siswa tentang teks tersebut.
3. Guru menyampaikan kepada siswa bahwa mereka akan membahas tentang

teks narrative tersebut.

Elaborasi

1. Guru meminta siswa mengeluarkan teks narrative yang sudah diberikan pada pertemuan sebelumnya.
2. Guru meminta salah satu siswa untuk menjelaskan pemahamannya tentang teks narrative tersebut.
3. Guru menjelaskan tentang materi narrative secara terperinci dengan menyebutkan general structure dan fungsi dari teks tersebut.
4. Guru meminta siswa untuk membentuk beberapa kelompok kecil dimana setiap kelompok memiliki satu ketua kelompok.
5. Guru menjelaskan strategi ke-empat dalam memahami sebuah teks narrative yaitu **summarizing** (merangkum) dimana di strategi ini guru meminta siswa untuk mengidentifikasi, paraphrase, dan meninjau informasi penting didalam teks. Di dalam strategi ini siswa diminta melakukan pemeriksaan terhadap pemahaman mereka tentang teks yaitu dengan meringkas.
6. Guru meminta siswa menggunakan strategi tersebut didalam memahami teks narrative.
7. Guru meminta siswa membuka kamus untuk mencari arti dari kata-kata yang belum dimengerti dan membantu mereka dalam memahami teks tersebut.
8. Guru meminta siswa untuk berdiskusi tentang pemahaman mereka tentang narrative teks.
9. Guru meminta masing-masing siswa untuk meringkas teks narrative tersebut berdasarkan pemahaman mereka.

Konfirmasi

1. Guru memberikan penilaian terhadap hasil diskusi kelompok.

2. Guru memberikan penjelasan lebih lanjut kepada siswa berkenaan dengan jawaban siswa, seperti bagaimana siswa menggunakan strategi summarizing (meringkas) didalam memahami teks narrative.

Penutup

1. Guru bertanya kepada siswa apakah mereka sudah memahami materi tentang narrative.
2. Guru merangkum materi yang telah dipelajari.
3. Guru memberikan tugas kepada siswa untuk memahami teks narrative yang baru dan menjawab soal-soal yang berkaitan dengan teks tersebut dan akan dibahas dipertemuan selanjutnya.
4. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
5. Do'a

7. Penilaian

Indikator Pencapaian Kompetensi	Soal	Kisi-kisi	Kunci Jawaban
<p>Mengidentifikasi struktur dan makna dari teks narrative</p> <p>Menyebutkan informasi rinci tersurat dan tersirat dari teks narrative.</p>	<p>1. After reading this story, we can learn that. . . .</p> <p>A. We have to behave like the mouse deer</p> <p>B. We have to find a way to save ourselves from danger</p> <p>C. A sleeping black snake was a dangerous animal</p> <p>D. We have to be careful with the mouse deer.</p> <p>2. The text is</p>	<p>No. 2 dan No. 4</p> <p>Siswa dapat mengidentifikasi makna dalam teks narrative.</p> <p>Siswa dapat menyebutkan informasi rinci tersurat dan tersirat dalam teks.</p> <p>No. 1 dan 3</p> <p>Siswa dapat mengidentifikasi struktur didalam teks narrative</p> <p>Siswa dapat mengidentifikasi langkah-langkah retorika dalam wacana narrative.</p>	<p>1. Based on the story of The mouse and The Snake, <u>we have learn that we have to be careful with the mouse deer.</u> Thus, the answer is D.</p>

	<p>about. . .</p> <p>A. A mouse deer and the king</p> <p>B. A mouse deer and a snake</p> <p>C. A mouse deer and a tiger</p> <p>D. A mouse deer and the king of forest.</p>		<p>2. The story above is about the <u>The Mouse and the snake</u>. Thus, the answer is B.</p>
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8. Pedoman penilaian

Jumlah skor maksimal 100

standar of each elements

Element
Reading comprehension

Score benar	1
Score salah	0
Nilai : Score benar x 5 = 100	

9. Sumber belajar

- a. Internet
- b. Teks book

Mengetahui,

Kepala SMP Muhammadiyah 1 Gamping

Yogyakarta, 19 November 2016

Guru Mata Pelajaran

Umi Rochmiyati, S.Pd

NIP 19611027 1981122002

Yulnada Sari

20130810003

Control Group

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah	: SMP Muhammadiyah 1 Gamping
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan)/2
Standar Kompetensi	: 5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar	: 5.2. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan kingkungan terdekat.
Jenis Teks	: Narrative
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit (1 x pertemuan)
Pertemuan	: 1 (Pertama)

1. Indikator

- a. Mengidentifikasi struktur dari teks narrative
- b. Mengidentifikasi makna dalam teks narrative
- c. Mengidentifikasi langkah-langkah retorika dalam wacana narrative.
- d. Menyebutkan informasi rinci tersurat dan tersirat dari teks narrative.
- e. Menentukan topik yang terkandung dalam teks narrative.

2. Tujuan Pembelajaran

- a. Siswa dapat mengidentifikasi struktur didalam teks narrative
- b. Siswa dapat mengidentifikasi makna dalam teks narrative
- c. Siswa dapat mengidentifikasi langkah-langkah retorika dalam wacana narrative.
- d. Siswa dapat menyebutkan informasi rinci tersurat dan tersirat dalam teks narrative.

3. Karakter siswa yang diharapkan

- a. Percaya diri
- b Bertanggung jawab
- c. Mandiri

4. Materi Pembelajaran

- a. Narrative text

Ana And The Frog

Ana loved playing in the fields. Her parent had a rice field near their house, which they usually went to everyday. There, Ana could play near a small stream, where he could wet his feet. Ana liked hunting small animals. He liked to hunt for crickets, frogs, and fireflies. One day, she caught a frog and then put it in a jar. When she was about to pick up the the frog, the frog looked at him and said:

“I will become a Prince if you kiss me”.

Ana kissed the frog and she became a prince.Then they became a good friend.

5.Metode / teknik pembelajaran

- a. Metode: Tanya Jawab dan Diskusi
- b Teknik: Ceramah

6. Langkah-langkah pembelajaran

- a. Kegiatan pendahuluan

Apersepsi

1. Guru masuk ke dalam kelas dan memberi salam menggunakan Bahasa inggris agar *English Environment* dapat langsung tercipta dipertemuan pertama, mengecek kehadiran peserta didik dan mengkondisikan suasana belajar yang menyenangkan.
2. Guru menyuruh siswa membaca do'a dipimpin oleh salah satu siswa.
3. Guru mengajukan pertanyaan tentang narrative text seperti tujuan dan fungsi dari narrative text.
4. Guru menjelaskan tujuan pembelajaran didalam kelas.
5. Guru menyampaikan teknik penilaian yang digunakan dalam materi yang akan dipelajari.

- b. Kegiatan Inti.

Eksplorasi

1. Sebelum masuk ke materi guru menunjukkan gambar-gambar yang berkaitan dengan teks narrative seperti, gambar cinderella, putri tidur, timun mas dll
2. Dengan gambar tersebut, selanjutnya guru meminta siswa untuk menebak materi apa yang akan dipelajari.
3. Setelah siswa/siswi bisa menebak guru akan menjelaskan secara umum apa yang dimaksud dengan teks narrative.

Elaborasi

1. Guru menjelaskan materi yang akan diajarkan dan menunjukkan sebuah wacana berbentuk narrative serta mengajukan beberapa pertanyaan tentang narrative text.
2. Guru meminta siswa untuk mencatat pada buku catatan masing-masing penjelasan yang disampaikan.
3. Guru menugaskan siswa untuk membuat kelompok dan masing-masing kelompok terdiri dari 5-6 orang.
4. Guru membagikan kepada setiap kelompok sebuah teks narrative dan meminta mereka mendiskusikan isi dari teks tersebut.
5. Setelah siswa selesai berdiskusi, guru memanggil perwakilan kelompok untuk mempersentasikan hasil dari pemahaman teks narrative tersebut.
6. Guru meluruskan jika ada pemahaman mereka yang kurang tepat.
7. Guru memberikan soal pertanyaan tentang teks tersebut dan meminta siswa berdiskusi kembali dengan kelompok masing-masing.
8. Guru dan siswa menjawab dan membahas soal-soal tersebut bersama-sama.

Konfirmasi

1. Guru bertanya kepada siswa apa saja kesulitan yang dihadapi dalam memahami teks narrative tersebut.
2. Guru meluruskan pertanyaan yang membuat siswa bingung.

Penutup

1. Guru bertanya kepada siswa apakah mereka sudah memahami materi tentang narrative.
2. Guru merangkum materi yang telah dipelajari.
3. Guru memberikan tugas kepada siswa untuk memahami teks narrative yang baru dan menjawab soal-soal yang berkaitan dengan teks tersebut dan akan dibahas dipertemuan selanjutnya.
4. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Do'a

7. Penilaian

Indikator Pencapaian Kompetensi	Soal	Kisi-kisi	Kunci Jawaban
Mengidentifikasi struktur dan makna dari teks narrative Menyebutkan informasi rinci tersurat dan tersirat dari teks narrative.	<p>Based on the story Ana's and the Frog, please answer the question below!</p> <p>3. Who is the frog? e. A prince f. A farmer g. A driver h. A teacher</p> <p>4. What is the purpose of narrative text?.</p>	<p>No. 2 dan No. 4 Siswa dapat mengidentifikasi makna dalam teks narrative. Siswa dapat menyebutkan informasi rinci tersurat dan tersirat dalam teks.</p> <p>No. 1 dan 3 Siswa dapat mengidentifikasi struktur didalam teks narrative Siswa dapat mengidentifikasi langkah-langkah retorika dalam wacana narrative.</p>	<p>7. Based on the story about Ana's and the Frog. <u>The Frog is a prince</u>. So, the correct answer is A.</p> <p>8. The purpose of narrative text is to <u>entertain the reader</u>.</p>

8. Pedoman penilaian

Jumlah skor maksimal 100

standar of each elements

Element
Reading comprehension

Score benar	1
Score salah	0
Nilai : Score benar x 5 = 100	

9. Sumber belajar

a. Internet

b. Teks book

Mengetahui,

Yogyakarta, 19 November 2016

Kepala SMP Muhammadiyah 1 Gamping

Guru Mata Pelajaran

Umi Rochmiyati, S.Pd

Yulnada Sari

NIP 19611027 1981122002

20130810003

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah	: SMP Muhammadiyah 1 Gamping
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan)/2
Standar Kompetensi	: 5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar	: 5.2. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.
Jenis Teks	: Narrative
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit (1 x pertemuan)
Pertemuan	: Ke-2 (kedua)

1. Indikator

- a. Mengidentifikasi struktur dari teks narrative
- b. Mengidentifikasi makna dalam teks narrative
- c. Mengidentifikasi langkah-langkah retorika dalam wacana narrative.
- d. Menyebutkan informasi rinci tersurat dan tersirat dari teks narrative.
- e. Menentukan topik yang terkandung dalam teks narrative.

2. Tujuan Pembelajaran

- a. Siswa dapat mengidentifikasi struktur didalam teks narrative

- b. Siswa dapat mengidentifikasi makna dalam teks narrative
- c. Siswa dapat mengidentifikasi langkah-langkah retorika dalam wacana narrative.
- d. Siswa dapat menyebutkan informasi rinci tersurat dan tersirat dalam teks narrative.

3. Karakter siswa yang diharapkan

- a. Percaya diri
- b. Bertanggung jawab
- c. Mandiri

4. Materi Pembelajaran

- a. Narrative text

The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd

was totally set free. They danced with joy and thank the rats.

5. Metode / teknik pembelajaran

- a. Metode: Diskusi dan Tanya jawab
- b. Teknik: Ceramah

6. Langkah-langkah pembelajaran

- a. Kegiatan pendahuluan

Apersepsi:

1. Guru masuk ke dalam kelas dan memberi salam menggunakan Bahasa inggris agar *English Environment* dapat langsung tercipta, mengecek kehadiran peserta didik dan mengkondisikan suasana belajar yang menyenangkan.
2. Guru menyuruh siswa membaca do'a dipimpin oleh salah satu siswa.
3. Guru mengajukan pertanyaan tentang narrative text yang telah dipelajari pada pertemuan sebelumnya.
4. Guru menjelaskan tujuan pembelajaran didalam kelas.
5. Guru menyampaikan teknik penilaian yang digunakan dalam materi yang akan dipelajari.

- b. Kegiatan Inti.

Eksplorasi

1. Guru bertanya kepada siswa apakah mereka sudah membaca teks narrative yang diberikan pada pertemuan sebelumnya.
2. Guru menunjukkan sebuah wacana narrative teks dan mengajukan beberapa pertanyaan tentang apa yang diketahui siswa tentang teks tersebut.
3. Guru menyampaikan kepada siswa bahwa mereka akan membahas tentang teks narrative tersebut.

Elaborasi

1. Guru meminta siswa mengeluarkan teks narrative yang sudah diberikan pada pertemuan sebelumnya.
2. Guru meminta salah satu siswa untuk menjelaskan pemahamannya tentang teks narrative tersebut.
3. Guru menjelaskan tentang materi narrative secara terperinci dengan menyebutkan general structure dan fungsi dari teks tersebut.
4. Guru meminta siswa mencatat pada buku masing-masing tentang penjelasan yang disampaikan.
5. Guru meminta siswa untuk membentuk beberapa kelompok kecil dimana setiap kelompok memiliki satu ketua kelompok.
6. Guru meminta siswa berdiskusi dengan kelompoknya masing-masing tentang teks narrative yang di berikan pada pertemuan sebelumnya.
7. Guru memantau siswa yang sedang berdiskusi dan menjelaskan tugas yang akan dikerjakan siswa bersama kelompoknya masing-masing.
8. Guru meminta siswa mempersentasekan hasil diskusi kelompoknya.
9. Guru meminta kelompok lain untuk memberikan tanggapan seperti pertanyaan, sanggahan, saran dll kepada kelompok yang sedang persentase.

Konfirmasi

1. Guru memberikan penilaian terhadap hasil diskusi kelompok.
2. Guru bertanya kepada siswa apa saja kesulitan yang dihadapi dalam memahami teks narrative tersebut.
3. Guru meluruskan pertanyaan yang membuat siswa bingung.

Penutup

1. Guru bertanya kepada siswa apakah mereka sudah memahami materi tentang narrative.
2. Guru merangkum materi yang telah dipelajari.
3. Guru memberikan tugas kepada siswa untuk memahami teks narrative yang baru dan menjawab soal-soal yang berkaitan dengan teks tersebut dan akan dibahas dipertemuan selanjutnya.
4. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
5. Do'a

7. Penilaian

Indikator Pencapaian Kompetensi	Soal	Kisi-kisi	Kunci Jawaban
Mengidentifikasi struktur dan makna dari teks narrative Menyebutkan informasi rinci tersurat dan tersirat dari teks narrative.	<p>1. Based on the story of The Rats and The Elephant a <u>group of mice destroyed the homes of all rats.</u> Thus, the answer is A.</p> <p>2. Based on the story of The Rats and The Elephant a <u>group of mice destroyed the homes of all rats.</u> Thus, the answer is A.</p> <p>3. Based on the story of The Rats and The Elephant a <u>group of mice destroyed the homes of all rats.</u> Thus, the answer is A.</p> <p>4. Based on the story of The Rats and The Elephant a <u>group of mice destroyed the homes of all rats.</u> Thus, the answer is A.</p> <p>5. Based on the story of The Rats and The Elephant a <u>group of mice destroyed the homes of all rats.</u> Thus, the answer is A.</p> <p>6. Based on the story of The Rats and The Elephant a <u>group of mice destroyed the homes of all rats.</u> Thus, the answer is A.</p> <p>7. Based on the story of The Rats and The Elephant a <u>group of mice destroyed the homes of all rats.</u> Thus, the answer is A.</p> <p>8. Based on the story of The Rats and The Elephant a <u>group of mice destroyed the homes of all rats.</u> Thus, the answer is A.</p> <p>9. Based on the story of The Rats and The Elephant a <u>group of mice destroyed the homes of all rats.</u> Thus, the answer is A.</p> <p>10. Based on the story of The Rats and The Elephant a <u>group of mice destroyed the homes of all rats.</u> Thus, the answer is A.</p>	<p>No. 2 dan No. 4</p> <p>Siswa dapat mengidentifikasi makna dalam teks narrative.</p> <p>Siswa dapat menyebutkan informasi rinci tersurat dan tersirat dalam teks.</p>	<p>9. Based on the story of The Rats and The Elephant a <u>group of mice destroyed the homes of all rats.</u> Thus, the answer is A.</p>

	C. elephant- hunter did D. a group of elephant did 2. What type of text is the above text? It is ... A. a narrative text B.a description text C. a recount text D.an anecdote text	No. 1 dan 3 Siswa dapat mengidentifikasi struktur didalam teks narrative Siswa dapat mengidentifikasi langkah-langkah retorika dalam wacana narrative.	10. The type of text above is <u>a narrative text</u> . Thus, the correct answer is A.
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8. Pedoman penilaian

Jumlah skor maksimal 100

standar of each elements

Element
Reading comprehension

Score benar	1
Score salah	0
Nilai : Score benar x 5 = 100	

9. Sumber belajar

a. Internet

b. Teks book

Mengetahui,

Yogyakarta, 19 November 2016

Kepala SMP Muhammadiyah 1 Gamping

Guru Mata Pelajaran

Umi Rochmiyati, S.Pd

Yulnada Sari

NIP 19611027 1981122002

20130810003

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah	: SMP Muhammadiyah 1 Gamping
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan)/2
Standar Kompetensi	: 5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar	: 5.2. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.
Jenis Teks	: Narrative
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit (1 x pertemuan)
Pertemuan	: Ke-3 (ketiga)

1. Indikator

- a. Mengidentifikasi struktur dari teks narrative
- b. Mengidentifikasi makna dalam teks narrative
- c. Mengidentifikasi langkah-langkah retorika dalam wacana narrative.
- d. Menyebutkan informasi rinci tersurat dan tersirat dari teks narrative.
- e. Menentukan topik yang terkandung dalam teks narrative.

2. Tujuan Pembelajaran

- a. Siswa dapat mengidentifikasi struktur didalam teks narrative

- b. Siswa dapat mengidentifikasi makna dalam teks narrative
- c. Siswa dapat mengidentifikasi langkah-langkah retorika dalam wacana narrative.
- d. Siswa dapat menyebutkan informasi rinci tersurat dan tersirat dalam teks narrative.

3. Karakter siswa yang diharapkan

- a. Percaya diri
- b. Bertanggung jawab
- c. Mandiri

4. Materi Pembelajaran

- a. Narrative text

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. “Pardon, O king,” cried the little mouse, “Forgive me this time, I shall never forget it; perhaps 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. Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

5. Metode / teknik pembelajaran

- a. Metode: Diskusi dan Tanya jawab
- b. Teknik: Ceramah

6. Langkah-langkah pembelajaran

- a. Kegiatan pendahuluan

Apersepsi:

1. Guru masuk ke dalam kelas dan memberi salam menggunakan Bahasa Inggris agar *English Environment* dapat langsung tercipta, mengecek kehadiran peserta didik dan mengkondisikan suasana belajar yang menyenangkan.
2. Guru menyuruh siswa membaca do'a dipimpin oleh salah satu siswa.
3. Guru mengajukan pertanyaan tentang narrative text yang telah dipelajari pada pertemuan sebelumnya.
4. Guru menjelaskan tujuan pembelajaran didalam kelas.
5. Guru menyampaikan teknik penilaian yang digunakan dalam materi yang akan dipelajari.

- b. Kegiatan Inti.

Eksplorasi

1. Guru bertanya kepada siswa apakah mereka sudah membaca teks narrative yang diberikan pada pertemuan sebelumnya.
2. Guru menunjukkan sebuah wacana narrative teks dan mengajukan beberapa pertanyaan tentang apa yang diketahui siswa tentang teks tersebut.
3. Guru menyampaikan kepada siswa bahwa mereka akan membahas tentang teks narrative tersebut.

Elaborasi

1. Guru meminta siswa mengeluarkan teks narrative yang sudah diberikan pada pertemuan sebelumnya.
2. Guru meminta salah satu siswa untuk menjelaskan pemahamannya tentang teks narrative tersebut.
3. Guru menjelaskan tentang materi narrative secara terperinci dengan menyebutkan general structure dan fungsi dari teks tersebut.
4. Guru meminta siswa mencatat pada buku masing-masing tentang penjelasan yang disampaikan.
5. Guru meminta siswa untuk membentuk beberapa kelompok kecil dimana setiap kelompok memiliki satu ketua kelompok.
6. Guru meminta siswa berdiskusi dengan kelompoknya masing-masing tentang teks narrative yang di berikan pada pertemuan sebelumnya.
7. Siswa berdiskusi dengan kelompoknya masing-masing dalam menjawab pertanyaan yang berkaitan dengan teks narrative tersebut.
8. Guru memantau siswa yang sedang berdiskusi dan menjelaskan tugas yang akan dikerjakan siswa bersama kelompoknya masing-masing.
9. Guru meminta siswa mempersentasekan hasil diskusi kelompoknya.
10. Guru meminta kelompok lain untuk memberikan tanggapan seperti pertanyaan, sanggahan, saran dll kepada kelompok yang sedang persentase.

Konfirmasi

1. Guru memberikan penilaian terhadap hasil diskusi kelompok.
2. Guru bertanya kepada siswa apa saja kesulitan yang dihadapi dalam memahami teks narrative tersebut.
3. Guru meluruskan pertanyaan yang membuat siswa bingung

Penutup

1. Guru bertanya kepada siswa apakah mereka sudah memahami materi tentang narrative.
2. Guru merangkum materi yang telah dipelajari.
3. Guru memberikan tugas kepada siswa untuk memahami teks narrative yang baru dan menjawab soal-soal yang berkaitan dengan teks tersebut dan akan dibahas dipertemuan selanjutnya.
4. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
5. Do'a

7. Penilaian

Indikator Pencapaian Kompetensi	Soal	Kisi-kisi	Kunci Jawaban
Mengidentifikasi struktur dan makna dari teks narrative Menyebutkan informasi rinci tersurat dan tersirat dari teks narrative.	<p>1. What did the little mouse do to prove his words?</p> <p>A. He would never forget the lion</p> <p>B. He tried hard to help the lion free</p> <p>C. He asked for apology to the king of the beast</p> <p>D. He asked for</p>	<p>No. 2 dan No. 4</p> <p>Siswa dapat mengidentifikasi makna dalam teks narrative.</p> <p>Siswa dapat menyebutkan informasi rinci tersurat dan tersirat dalam teks.</p>	<p>11. Based on the story of The Lion and The Mouse, <u>to prove his words the mouse tried hard to help the lion free.</u> Thus, the answer is B.</p>

	<p>apology to the king of the beast</p> <p>11. What is the purpose of the text?</p> <p>A. To entertain the readers</p> <p>B. To persuade the readers that something should or should not be the case</p> <p>C. To inform the readers about the events of the day which are considered newsworthy</p> <p>D. To explain something</p>	<p>No. 1 dan 3</p> <p>Siswa dapat mengidentifikasi struktur didalam teks narrative</p> <p>Siswa dapat mengidentifikasi langkah-langkah retorika dalam wacana narrative.</p>	<p>12. The purpose of narrative text is to <u>entertain the readers</u>. Thus, the answer is A.</p>
Indikator Pencapaian Kompetensi	Soal	Kisi-kisi	Kunci Jawaban

<p>Mengidentifikasi struktur dan makna dari teks narrative Menyebutkan informasi rinci tersurat dan tersirat dari teks narrative.</p>	<p>1. What did the little mouse do to prove his words? A. He would never forget the lion B. He tried hard to help the lion free C. He asked for apology to the king of the beast D. He asked for apology to the king of the beast</p> <p>12. What is the purpose of the text? A. To entertain the readers B. To persuade the readers that something should or should not be the case</p>	<p>No. 2 dan No. 4</p>	<p>Siswa dapat mengidentifikasi makna dalam teks narrative. Siswa dapat menyebutkan informasi rinci tersurat dan tersirat dalam teks.</p> <p>No. 1 dan 3 Siswa dapat mengidentifikasi struktur didalam teks narrative Siswa dapat mengidentifikasi langkah-langkah retorika dalam wacana narrative.</p> <p>13. Based on the story of The Lion and The Mouse, <u>to prove his words the mouse tried hard to help the lion free.</u> Thus, the answer is B.</p> <p>14. The purpose of narrative text is to <u>entertain the readers.</u> Thus, the answer is A.</p>
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	C. To inform the readers about the events of the day which are considered newsworthy D. To explain something		
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8. Pedoman penilaian

Jumlah skor maksimal 100

standar of each elements

Element
Reading comprehension

Score benar	1
Score salah	0
Nilai : Score benar x 5 = 100	

9. Sumber belajar

- a. Internet
- b. Teks book

Mengetahui,

Kepala SMP Muhammadiyah 1 Gamping

Yogyakarta, 19 November 2016

Guru Mata Pelajaran

Umi Rochmiyati, S.Pd

NIP 19611027 1981122002

Yulnada Sari

20130810003

Control Group

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah	: SMP Muhammadiyah 1 Gamping
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan)/2
Standar Kompetensi	: 5. Memahami makna dalam teks tulis fungsional pendek sangat sederhana yang berkaitan dengan lingkungan terdekat.
Kompetensi Dasar	: 5.2. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat.
Jenis Teks	: Narrative
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit (1 x pertemuan)
Pertemuan	: Ke-4 (keempat)

1. Indikator

- a. Mengidentifikasi struktur dari teks narrative
- b. Mengidentifikasi makna dalam teks narrative
- c. Mengidentifikasi langkah-langkah retorika dalam wacana narrative.
- d. Menyebutkan informasi rinci tersurat dan tersirat dari teks narrative.
- e. Menentukan topik yang terkandung dalam teks narrative.

2. Tujuan Pembelajaran

- a. Siswa dapat mengidentifikasi struktur didalam teks narrative
- b. Siswa dapat mengidentifikasi makna dalam teks narrative
- c. Siswa dapat mengidentifikasi langkah-langkah retorika dalam wacana narrative.
- d. Siswa dapat menyebutkan informasi rinci tersurat dan tersirat dalam teks narrative.

3. Karakter siswa yang diharapkan

- a. Percaya diri
- b. Bertanggung jawab
- c. Mandiri

4. Materi Pembelajaran

- a. Narrative text

A Mouse and A Snake

One day while a mouse deer was walking in the forest, he saw a big, black snake sleeping under the tree. When he saw the snake, the mouse deer was frightened. When he wanted to run away from the snake, he suddenly feel on top of a tiger which was sleeping not far from the snake. The tiger woke up and took hold of the mouse deer. He told the mouse deer that was going to eat him for lunch. “please don’t eat me now”, said the mouse deer. “I have something important to do”.

“Look,” said the mouse deer. “ that is the king’s belt. He asked me to stay here and watched it while he was away in the forest. “the tiger looked at the snake and said, “ that is a beautiful belt. I need belt like that. Can I wear it?” he asked the mouse deer.

“Oh all right,” said the mouse deer. So he picked up the snake and winded it around the tiger. Then, the snake woke up and saw the tiger. The snake twisted itself tighter and tighter until the tiger couldn’t breathe. The

tiger asked the mouse deer to help him. But the the mouse deer turned and run away into the forest.

5. Metode / teknik pembelajaran

a. Metode: Diskusi dan Tanya jawab

b. Teknik: Ceramah

6. Langkah-langkah pembelajaran

a. Kegiatan pendahuluan

Apersepsi:

1. Guru masuk ke dalam kelas dan memberi salam menggunakan Bahasa inggris agar *English Environment* dapat langsung tercipta, mengecek kehadiran peserta didik dan mengkondisikan suasana belajar yang menyenangkan.
2. Guru menyuruh siswa membaca do'a dipimpin oleh salah satu siswa.
3. Guru mengajukan pertanyaan tentang narrative text yang telah dipelajari pada pertemuan sebelumnya.
4. Guru menjelaskan tujuan pembelajaran didalam kelas.
5. Guru menyampaikan teknik penilaian yang digunakan dalam materi yang akan dipelajari.

b. Kegiatan Inti.

Eksplorasi

1. Guru bertanya kepada siswa apakah mereka sudah membaca teks narrative yang diberikan pada pertemuan sebelumnya.
2. Guru menunjukkan sebuah wacana narrative teks dan mengajukan

beberapa pertanyaan tentang apa yang diketahui siswa tentang teks tersebut.

3. Guru menyampaikan kepada siswa bahwa mereka akan membahas tentang teks narrative tersebut.

Elaborasi

1. Guru meminta siswa mengeluarkan teks narrative yang sudah diberikan pada pertemuan sebelumnya.
2. Guru meminta salah satu siswa untuk menjelaskan pemahamannya tentang teks narrative tersebut.
3. Guru menjelaskan tentang materi narrative secara terperinci dengan menyebutkan general structure dan fungsi dari teks tersebut.
4. Guru meminta siswa mencatat pada buku masing-masing tentang penjelasan yang disampaikan.
5. Guru meminta siswa untuk membentuk beberapa kelompok kecil dimana setiap kelompok memiliki satu ketua kelompok.
6. Guru meminta siswa berdiskusi dengan kelompoknya masing-masing tentang teks narrative yang di berikan pada pertemuan sebelumnya.
7. Siswa berdiskusi dengan kelompoknya masing-masing dalam menjawab pertanyaan yang berkaitan dengan teks narrative tersebut.
8. Guru memantau siswa yang sedang berdiskusi dan menjelaskan tugas yang akan dikerjakan siswa bersama kelompoknya masing-masing.
9. Guru meminta siswa mempersentasekan hasil diskusi kelompoknya.
10. Guru meminta kelompok lain untuk memberikan tanggapan seperti pertanyaan, sanggahan, saran dll kepada kelompok yang sedang persentase.

Konfirmasi

1. Guru memberikan penilaian terhadap hasil diskusi kelompok.

2. Guru bertanya kepada siswa apa saja kesulitan yang dihadapi dalam memahami teks narrative tersebut.
3. Guru meluruskan pertanyaan yang membuat siswa bingung.

Penutup

1. Guru bertanya kepada siswa apakah mereka sudah memahami materi tentang narrative.
2. Guru merangkum materi yang telah dipelajari.
3. Guru memberikan tugas kepada siswa untuk memahami teks narrative yang baru dan menjawab soal-soal yang berkaitan dengan teks tersebut dan akan dibahas dipertemuan selanjutnya.
4. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
5. Do'a

7. Penilaian

<p>Mengidentifikasi struktur dan makna dari teks narrative Menyebutkan informasi rinci tersurat dan tersirat dari teks narrative.</p>	<p>1. After reading this story, we can learn that. . . .</p> <p>E. We have to behave like the mouse deer</p> <p>F. We have to find a way to save ourselves from danger</p> <p>G. A sleeping black snake was a dangerous animal</p> <p>H. We have to be careful with the mouse deer.</p> <p>2. The text is about. . . .</p>	<p>No. 2 dan No. 4</p> <p>Siswa dapat mengidentifikasi makna dalam teks narrative.</p> <p>Siswa dapat menyebutkan informasi rinci tersurat dan tersirat dalam teks.</p> <p>No. 1 dan 3</p> <p>Siswa dapat mengidentifikasi struktur didalam teks narrative</p> <p>Siswa dapat mengidentifikasi langkah-langkah retorika dalam wacana narrative.</p>	<p>3. Based on the story of The mouse and The Snake, <u>we have learn that we have to be careful with the mouse deer.</u> Thus, the answer is D.</p>
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	<p>E. A mouse deer and the king</p> <p>F. A mouse deer and a snake</p> <p>G. A mouse deer and a tiger</p> <p>H. A mouse deer and the king of forest.</p>		<p>4. The story above is about the <u>The Mouse and the snake.</u> Thus, the answer is B.</p>
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8. Pedoman penilaian

Jumlah skor maksimal 100

standar of each elements

Element
Reading comprehension

Score benar	1
Score salah	0
Nilai : Score benar x 5 = 100	

9. Sumber belajar

a. Internet

b. Teks book

Mengetahui,

Kepala SMP Muhammadiyah 1 Gamping

Yogyakarta, 19 November 2016

Guru Mata Pelajaran

Umi Rochmiyati, S.Pd

Yulnada Sari

NIP 19611027 1981122002

20130810003

Appendix 2

Pre-test

A. Choose the correct answer of the following questions A, B, C, or D

Read the following text and answer question 1 to 4!

Once upon a time, Roro Anteng and Joko Seger lived on the foot of mount Bromo. After six years of marriage, they had not had any children. They prayed, pleaded to Gods for children. Their player was granted in one condition. They should sacrifice their youngest son to the Bromo crater.

After sometime, Roro Anteng gave birth to a child, and it happened every year until they had 25 children. They lived happily and forgot about the agreement. The mount Bromo erupted signaling that the Gods asked the couple to fulfill their promise. But they didn't want their youngest son, Raden kusuma, to be sacrificed to the crater.

Raden Kusuma learned about the deal his parents had made. Meanwhile the lava from the crater had made the people living near the mountain suffered. Since Raden Kusuma was a kind and noble man, he didn't want his siblings and other people suffered because of him. Therefore he went to Mount Bromo and sacrificed himself to the crater. The eruption suddenly stopped.

After that day, the Tengger people have given offerings to the crater, as Raden Kusuma had sacrificed himself before.

1. Why did Roro Anteng and Joko Seger have to sacrifice their youngest son?
 - a. The youngest son was a noble man.
 - b. The son could stop the eruption.
 - c. They have promised to do that.
 - d. They have 25 children already.

2. What is the main idea of paragraph 3?
 - a. The eruption of the mount stopped instantly.
 - b. Raden Kusuma sacrificed himself.
 - c. The crater of mount Bromo was dangerous.

- d. Raden Kusuma made people angry.
3. The text shows that Roro Anteng and Joko Seger.....
- a. Really loved Raden Kusuma
 - b. Disliked their youngest son.
 - c. Let their son kill himself.
 - d. Agreed to their son's behavior.
4. The moral of the story is.....
- a. Keeping our promise is unnecessary.
 - b. Parents must not promise to do anything.
 - c. All parents love their children.
 - d. We have to fulfill our promise.

Read the following text and answer questions 5 to 8!

Once upon a time, there was a poor woman who had lost her husband and had a son named Malin Kundang. One day, Malin Kundang went sailing to other place. Ever since Malin Kundang leaving, his mother went to the shore everyday, waiting for Malin Kundang to return.

After years, her waiting came to an end when a luxurious ship docked at the shore. A young couple in extravagant clothes stepped down from the ship. Malin's mother was sure that the young man was her son. She tried to embrace him, but he threw her away. He didn't admit the woman as his mother.

Being denied and humiliated, Malin's mother cursed her son. After a moment, the luxurious ship was attacked by a hurricane and the cursed son turned into rock.

5. The old woman cursed her son because.....
- a. He went to the shore everyday.
 - b. He docked his ship at the shore.
 - c. He denied and humiliated her.
 - d. He tried to embrace her.
6. What is the main idea of paragraph 3?
- a. Malin Kundang was cursed by her mother.

- b. Malin's mother got angry and turned into a rock.
 - c. Malin Kundang continued his journey.
 - d. The luxurious ship was attacked by a hurricane.
7. Malin kundang step down from the ship with his....
- a. Son
 - b. Mother
 - c. Guards
 - d. Wife
8. What can we learn from the story?
- a. All mothers love their children.
 - b. Be careful with your angry mother.
 - c. Don't leave your mother alone.
 - d. Always respect your mother.

Read the following text and answer questions 9 to 12 !

The Legend of Toba Lake

There was a handsome man named Batara Guru Sahala, who enjoyed fishing so much. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru Sahala could not hear it. He made the fish free. As soon as it was free, the fish changed into very beautiful woman. Batara Guru Sahala fell in love with that fish-woman and wanted to marry her. Batara Guru Sahara promised to keep the secret that she had been a fish and would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru sahara got very angry with his daughters. He could not control his temper. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and told her about it.

The mother was very angry. Batara Guru Sahala broke his promise. The mother was shouting angrily, then the earth began to shake. Volcanos started to erupt. The earth

formed a very big hole. People believed that the big hole because a lake. Today the lake is known as Toba Lake.

9. Why was the mother very angry? Because.....
 - a. Her daughter were crying and found her.
 - b. The earth began to shake and started to erupt.
 - c. Batara Guru Sahala broke his promise.
 - d. Batara Guru Sahala was angry.

10. What is the main idea of the fourth paragraph?
 - a. How Toba lake was formed.
 - b. The daughters found their mother.
 - c. Their daughters were crying.
 - d. Batara Guru Sahala had two daughters.

11. From the text, we know that.....
 - a. Sahala's wife was a captured fish.
 - b. The daughters changed into fish too.
 - c. Sahala broke his promise to his wife.
 - d. The daughters and father are fish.

12. What can you learn from the text above? We should.....
 - a. Promise to our wife.
 - b. Promise to our husband.
 - c. Break our promise.
 - d. Keep our promise.

Read the text and answer questions 14 to 16 !

Once upon a time, a giant named Kbo Iwo lived in Bali. He helped people building temples and villages, digging ditches, and cutting terrace out of the hillsides for rice paddies. All he asked for his help was food to satisfy his huge appetite.

One day, poor harvest made the people barely feed themselves, much less a giant. This made Kbo Iwo angry so much that he rampaged across the island. Killing and destroying everything in sight until all houses, rice fields, and temples were ruined.

The people were very angry with Kbo Iwo and gathered together to decide how to stop him. They planned to make friends with the giant and then kill him.

The people begged Kbo Iwo to rebuild the temples, houses, and rice fields which he had destroyed in his rampage. The giant agreed and worked at replacing everything he had destroyed. The Balinese people then asked him to build a well. As he dug, the earth piled high next to the well. The pile was as high as a mountain.

Tired from the hard work, he fell asleep. While he was sleeping, the people poured huge amounts of lime (a sticky substance) down to the well. The lime set around the giant and when he woke up, he was unable to escape.

The well then began to fill with water ad it soon overflowed to become a lake. Today, many people believe that the lake is Lake Batur, Bali's largest lake. The pile of earth that Kbo Iwo dug out of the well was believed to be Mount Batur, Bali's third-largest volcanic mountain.

13. How did people kill Kbo Iwo?

- a. By giving him no food.
- b. By keeping him in a well.
- c. By helping him escape.
- d. By burying him in a well.

14. The first paragraph tell us about.....

- a. The characteristics of Kbo Iwo.
- b. The story of Kbo Iwo in Bali.
- c. Kbo Iwo when he was angry.
- d. Kbo Iwo's appetite killed him.

15. From the text, we know that Kbo Iwo.....when he helped people.

- a. Was very bad at working.
- b. Was as strong as a mountain.
- c. Always asked something in return.
- d. Liked to destroy anything.

16. What moral message do you get from the story?

- a. Don't be bad tempered.
- b. Don't be greedy.
- c. Be generous.
- d. Be friendly.

Read the text and answer questions 17 to 20 !

One day, Rahwana kidnapped Sinta and took her to his palace in Alengka. Rama was so sad. He tried many efforts to save his wife. He sent his best troops to search for his beloved wife but Sinta remained unfound.

After four months, Hanoman, the king of white monkeys found Sinta's crown in the bushes. It was a clue that led them to Alengka. Rama thanked his best friend, Hanoman, and soon they went to Alengka with thousands of troops.

The battle was unavoidable. Rahwana's troops were very powerful giants. They made many of Rama's soldiers wounded. The battle took two month. Yet, after Rama got involved in the battle, the problem solved. It was also because of Rama's power. Rahwana, the very powerful king of giants was killed.

Rama was so happy to see his beloved wife. They returned to Ayoda and lived happily forever.

17. Rama thanked to Hanoman because.....

- a. He wanted to go to Alengka.
- b. He found Shinta's crown.
- c. He killed thousands of troops.
- d. He told him an important secret.

18. What is the main idea of the second paragraph?

- a. Hanoman found a clue of Sinta existence.
- b. Rama got his wife's crown in the bush.
- c. Alengka had thousands of troop to fight.
- d. The king of white monkey went to the bushes.

19. From the text, we know that.....

- a. Rahwana killed a lot of Rama's troops.
 - b. It took months for Rama to kill Rahwana.
 - c. Rahwana's troop could not be defeated.
 - d. Rama was more powerful than Rahwana.
20. What is the moral value of the story?
- a. All husbands love their wives very much.
 - b. A good friend brought happiness into our lives.
 - c. One must save his/her endangered beloved one.
 - d. A husband must be powerful to defeat evil.

Good Luck ☺

Post-test

A. Choose the correct answer of the following questions A, B, C, or D

Read the following text and answer the questions 1 to 4 !

One day, Rahwana kidnapped Sinta and took her to his palace in Alengka. Rama was so sad. He tried many efforts to save his wife. He sent his best troops to search for his beloved wife but Sinta remained unfound.

After four months, Hanoman, the king of white monkeys found Sinta's crown in the bushes. It was a clue that led them to Alengka. Rama thanked his best friend, Hanoman, and soon they went to Alengka with thousands of troops.

The battle was unavoidable. Rahwana's troops were very powerful giants. They made many of Rama's soldiers wounded. The battle took two month. Yet, after Rama got involved in the battle, the problem solved. It was also because of Rama's power. Rahwana, the very powerful king of giants was killed.

Rama was so happy to see his beloved wife. They returned to Ayoda and lived happily forever.

1. Rama thanked to Hanoman because.....

- a. He wanted to go to Alengka.
- b. He found Shinta's crown.
- c. He killed thousands of troops.
- d. He told him an important secret.

2. What is the main idea of the second paragraph?

- a. Hanoman found a clue of Sinta existence.
- b. Rama got his wife's crown in the bush.
- c. Alengka had thousands of troop to fight.
- d. The king of white monkey went to the bushes.

3. From the text, we know that.....

- a. Rahwana killed a lot of Rama's troops.
- b. It took months for Rama to kill Rahwana.
- c. Rahwana's troop could not be defeated.
- d. Rama was more powerful than Rahwana.

4. What is the moral value of the story?

- a. All husbands love their wives very much.
- b. A good friend brought happiness into our lives.
- c. One must save his/her endangered beloved one.
- d. A husband must be powerful to defeat evil.

Read the following text to answer the questions 5 to 8 !

Once upon a time, a giant named Kbo Iwo lived in Bali. He helped people building temples and villages, digging ditches, and cutting terrace out of the hillsides for rice paddies. All he asked for his help was food to satisfy his huge appetite.

One day, poor harvest made the people barely feed themselves, much less a giant. This made Kbo Iwo angry so much that he rampaged across the island. Killing and destroying everything in sight until all houses, rice fields, and temples were ruined. The people were very angry with Kbo Iwo and gathered together to decide how to stop him. They planned to make friends with the giant and then kill him.

The people begged Kbo Iwo to rebuild the temples, houses, and rice fields which he had destroyed in his rampage. The giant agreed and worked at replacing everything he had destroyed. The Balinese people then asked him to build a well. As he dug, the earth piled high next to the well. The pile was as high as a mountain.

Tired from the hard work, he fell asleep. While he was sleeping, the people poured huge amounts of lime (a sticky substance) down to the well. The lime set around the giant and when he woke up, he was unable to escape.

The well then began to fill with water ad it soon overflowed to become a lake. Today, many people believe that the lake is Lake Batur, Bali's largest lake. The pile of earth that Kbo Iwo dug out of the well was believed to be Mount Batur, Bali's third-largest volcanic mountain.

5. How did people kill Kbo Iwo?

- a. By giving him no food.
- b. By keeping him in a well.
- c. By helping him escape.
- d. By burying him in a well.

6. The first paragraph tell us about.....

- a. The characteristics of Kbo Iwo.
- b. The story of Kbo Iwo in Bali.
- c. Kbo Iwo when he was angry.
- d. Kbo Iwo's appetite killed him.

7. From the text, we know that Kbo Iwo.....when he helped people.

- a. Was very bad at working.
- b. Was as strong as a mountain.
- c. Always asked something in return.
- d. Liked to destroy anything.

8. What moral message do you get from the story?

- a. Don't be bad tempered.
- b. Don't be greedy.
- c. Be generous.

d. Be friendly.

Once upon a time, there was a poor woman who had lost her husband and had a son named Malin Kundang. One day, Malin Kundang went sailing to other place. Ever since Malin Kundang leaving, his mother went to the shore everyday, waiting for Malin Kundang to return.

After years, her waiting came to an end when a luxurious ship docked at the shore. A young couple in extravagant clothes stepped down from the ship. Malin's mother was sure that the young man was her son. She tried to embrace him, but he threw her away. He didn't admit the woman as his mother.

Being denied and humiliated, Malin's mother cursed her son. After a moment, the luxurious ship was attacked by a hurricane and the cursed son turned into rock.

9. The old woman cursed her son because.....

- a. He went to the shore everyday.
- b. He docked his ship at the shore.
- c. He denied and humiliated her.
- d. He tried to embrace her.

10. What is the main idea of paragraph 3?

- a. Malin Kundang was cursed by her mother.
- b. Malin's mother got angry and turned into a rock.
- c. Malin Kundang continued his journey.
- d. The luxurious ship was attacked by a hurricane.

11. Malin kundang step down from the ship with his....

- a. Son
- b. Mother

c. Guards

d. Wife

12. What can we learn from the story?

a. All mothers love their children.

b. Be careful with your angry mother.

c. Don't leave your mother alone.

d. Always respect your mother.

The Legend of Toba Lake

There was a handsome man named Batara Guru Sahala, who enjoyed fishing so much. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara Guru Sahala could not hear it. He made the fish free. As soon as it was free, the fish changed into very beautiful woman. Batara Guru Sahala fell in love with that fish-woman and wanted to marry her. Batara Guru Sahala promised to keep the secret that she had been a fish and would never tell anybody about it.

They were married happily. They had two daughters. One day Batara Guru Sahala got very angry with his daughters. He could not control his temper. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and told her about it.

The mother was very angry. Batara Guru Sahala broke his promise. The mother was shouting angrily, then the earth began to shake. Volcanos started to erupt. The earth formed a very big hole. People believed that the big hole because a lake. Today the lake is known as Toba Lake.

13. Why was the mother very angry? Because.....

a. Her daughter were crying and found her.

b. The earth began to shake and started to erupt.

c. Batara Guru Sahala broke his promise.

d. Batara Guru Sahala was angry.

14. What is the main idea of the fourth paragraph?

a. How Toba lake was formed.

b. The daughters found their mother.

c. Their daughters were crying.

d. Batara Guru Sahala had two daughters.

15. From the text, we know that.....

a. Sahala's wife was a captured fish.

b. The daughters changed into fish too.

c. Sahala broke his promise to his wife.

d. The daughters and father are fish.

16. What can you learn from the text above? We should.....

a. Promise to our wife.

b. Promise to our husband.

c. Break our promise.

d. Keep our promise.

Read the text and answer questions 14 to 16 !

Once upon a time, Roro Anteng and Joko Seger lived on the foot of mount Bromo. After six years of marriage, they had not had any children. They prayed, pleaded to Gods for children. Their player was granted in one condition. They should sacrifice their youngest son to the Bromo crater.

After sometime, Roro Anteng gave birth to a child, and it happened every year until they had 25 children. They lived happily and forgot about the agreement. The

mount Bromo erupted signaling that the Gods asked the couple to fulfill their promise. But they didn't want their youngest son, Raden kusuma, to be sacrificed to the crater.

Raden Kusuma learned about the deal his parents had made. Meanwhile the lava from the crater had made the people living near the mountain suffered. Since Raden Kusuma was a kind and noble man, he didn't want his siblings and other people suffered because of him. Therefore he went to Mount Bromo and sacrificed himself to the crater. The eruption suddenly stopped.

After that day, the Tengger people have given offerings to the crater, as Raden Kusuma had sacrificed himself before.

17. Why did Roro Anteng and Joko Seger have to sacrifice their youngest son?

- a. The youngest son was a noble man.
- b. The son could stop the eruption.
- c. They have promised to do that.
- d. They have 25 children already.

18. What is the main idea of paragraph 3?

- a. The eruption of the mount stopped instantly.
- b. Raden Kusuma sacrificed himself.
- c. The crater of mount Bromo was dangerous.
- d. Raden Kusuma made people angry.

19. The text shows that Roro Anteng and Joko Seger.....

- a. Really loved Raden Kusuma
- b. Disliked their youngest son.
- c. Let their son kill himself.
- d. Agreed to their son's behavior.

10. The moral of the story is.....

- a. Keeping our promise is unnecessary.
- b. Parents must not promise to do anything.
- c. All parents love their children.
- d. We have to fulfill our promise.

Good Luck ☺

Appendix 3

Experimental Group Score

NO	Pre-test	Post-test
1	15	30
2	20	40
3	35	60
4	35	40
5	15	25
6	40	45
7	25	35
8	15	30
9		
10	35	45
11	50	
12	35	60
13	15	30
14	20	40
15	30	50
16	45	60
17	45	45
18	45	50

19	40	45
20		
21	25	50
22	45	60
23	25	35
24	30	40
25	30	35
26	40	65
27	30	65
28	35	65
29	30	45
30	35	30
31	25	45
32	40	60
33	30	35
34	30	60
35	40	70
36	15	35

Control Group Score

NO	Pre-test	Post-test
1	45	50
2	50	30
3	30	25
4	30	35
5	25	30
6	25	10
7	35	30
8	70	65
9	55	50
10	40	10
11	45	40
12	30	20
13	15	25
14	45	10
15	40	30
16	45	60
17	20	
18	35	25

19	55	45
20	30	45
21	20	45
22	35	30
23	45	35
24	35	25
25	20	40
26	45	30
27	65	70
28	25	45
29	35	10
30	50	50
31	20	25
32	45	10
33	15	40
34	25	
35	55	35
36	50	

Appendix 4

Documentation

1. Experimental group



2. Control Group



Appendix 5

Research Permit



S U R A T K E T E R A N G A N
Nomor : 85/III.4/F/2017

Assalamu'alaikum W.W

Yang bertanda tangan dibawah ini Kepala SMP Muhammadiyah I Gamping Sleman menerangkan bahwa :

nama	:	Yulnanda Sari
nim	:	20130810003
program studi	:	Pendidikan Bahasa Inggris Universitas Muhammadiyah Yogyakarta

Bahwa Mahasiswa tersebut benar-benar telah mengadakan Penelitian di SMP Muhammadiyah I Gamping, dari tanggal 5 Februari - 11 Maret 2017 dengan judul penelitian :

THE EFFECTIVENESS OF RECIPROCAL TEACHING TECHNIQUE IN IMPROVING READING COMPREHENSION AT SMP MUHAMMADIYAH 1 GAMPING.

Demikian surat keterangan ini kami buat, semoga dapat digunakan sebagaimana mestinya.

Wassalamu'alaikum W.W

Gamping, 3 Agustus 2017

