

APPENDICES

Appendix 1: Blueprint Instrument

BLUEPRINT INSTRUMENT					
Skill	: Vocabulary Mastery				
Material	: Narrative Text				
School	: MTs Darussalam Darussalam Tulungagung				
Grade	: Junior High School (VIII)				
Kurikulum	: Kurikulum Merdeka				
Bentuk Soal	: Pilihan Ganda				
Capaian Pembelajaran: (Elemen: Membaca-Memirsa)					
Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.					
No.	Theoretical Based	Component	Item Number		Type of Question
			Pre-Test	Post-Test	
1.	Students can identify the characteristics of a story. <i>c. A story has some characteristics: main idea and moral message. (LKS class VIII k13, Kasihani K. E.Suyanto:2019)</i>	Main Idea	1, 10, 19	1, 10, 19	Multiple Choice
		General Structures (orientation, complication, resolution)	2, 11, 20	2, 11,20	Multiple Choice
		Moral Message	3, 12	3, 12	Multiple Choice
		Language Features	4, 13	4, 13	Multiple Choice

	d. <i>A story has some characteristics: General structures and language features. (Modul ajar Ismayanti Hapsari, S.Pd. 2022).</i>				
2.	Students can define the meaning of words based on the text. <i>(Modul ajar Ismayanti Hapsari, S.Pd. ;2022).</i>	Meaning in context	5, 14, 21	5, 14, 21	Multiple Choice
3.	students will be able to use the past tense of verbs. <i>(Modul ajar Kartono, S.Pd. ;2023).</i>	Past tense	6, 15, 22	6, 15, 22	Multiple Choice
4.	Students can determine the antonym of words based on the text. <i>(Modul ajar Kartono, S.Pd. ;2023).</i>	Antonym	7, 16, 23	7, 16, 23	Multiple Choice
5.	Students can determine the synonym of words based on the text. <i>(Modul ajar Kartono, S.Pd. ;2023).</i>	Synonym	8, 17, 24	8, 17, 24	Multiple Choice

6.	Students can re-arrange the word to make a good sentence. <i>(Modul ajar Kartono, S.Pd. ;2023).</i>	Arrangement of words	9, 18, 25	9, 18, 25	Multiple Choice
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Appendix 2: Modul Ajar Experimental Class

FASE D (KELAS VIII) SMP/MTs		
MODUL AJAR KURIKULUM MERDEKA		
MATA PELAJARAN BAHASA INGGRIS		
INFORMASI UMUM		
No.	Komponen	Deskripsi / Keterangan
1.	Identitas Modul	
	Nama Penyusun	Alvin Khoiru Rohmatin
	Satuan Pendidikan	MTs Darussalam Ariyojeding Rejotangan Tulungagung
	Kelas	VIII-C
	Mata Pelajaran	Bahasa Inggris
	Materi	Narrative Text
	Alokasi Waktu	2 JP (2 x 40 menit)
	Tahun Penyusunan	2024 / 2025
2.	Kompetensi Awal	
	Kemampuan Awal Peserta Didik	Peserta didik memiliki pemahaman dasar tentang teks naratif sederhana dan penggunaan kosa kata dasar dalam bahasa Inggris, mereka juga telah mengenal bentuk past tense melalui materi sebelumnya.
	Capaian Pembelajaran (CP)	Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat,

		iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.
	Elemen / Domain	<u>Elemen Membaca-Memirsa</u> <i>At the end of Phase D, students are able to independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They are able to locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They are able to identify the purpose of texts and begin to make inferences to comprehend implicit information in the text.</i>
	Tujuan Pembelajaran	1. Siswa mampu secara mandiri membaca dan menanggapi teks yang sudah dikenal dan tidak dikenal.

		2. Siswa mampu menemukan dan mengevaluasi ide-ide utama dan informasi spesifik dalam teks-teks dari genre yang berbeda. 3. Siswa dapat mengidentifikasi tujuan teks dan mulai membuat kesimpulan untuk memahami informasi implisit dalam teks
3.	Profil Pelajar Pancasila	
	Profil Pelajar Pancasila yang berkaitan	1. Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia 2. Berkebhinekaan Global 3. Gotong Royong 4. Mandiri 5. Bernalar Kritis 6. Kreatif
4.	Sarana dan Prasarana	
	Sarana	1. Papan Tulis 2. LKPD
	Prasarana	1. Lembar Teks Narrative 2. Kamus Bahasa Inggris
5.	Sumber Belajar	
	Sumber belajar	1. English for Nusantara kelas VIII 2. Internet
6.	Peserta Didik	
	Kategori Peserta Didik	Peserta Didik Reguler
	Jumlah Peserta Didik	21 Siswa
	Kesulitan Peserta Didik	Peserta didik memiliki keterbatasan dalam penguasaan kosakata
7.	Model dan Metode Pembelajaran	
	Model Pembelajaran	1. Tatap Muka

		2. Problem Based Learning (PBL)
	Metode Pembelajaran	1. Diskusi berkelompok 2. Vocabulary Self-collection Strategy (VSS)

KOMPONEN INTI		
No.	Komponen	Deskripsi / Keterangan
1.	Tujuan Pembelajaran	<u>Pertemuan 1, 2, dan 3</u> Setelah mengikuti pembelajaran, peserta didik dapat: 1. Siswa dapat memahami kosakata baru melalui teks narrative. 2. Siswa dapat menganalisis struktur teks narrative dengan fokus pada penggunaan past tense. 3. Siswa dapat menceritakan ulang cerita narrative dengan bahasa sendiri menggunakan kosakata baru.
2.	Pemahaman Bermakna	Mengidentifikasi dan mengurutkan peristiwa-peristiwa dalam sebuah teks narrative.
3.	Pertanyaan Pemantik	1. <i>What are some examples of narrative texts that you already know?</i> 2. <i>Have you ever heard of fairy tales or legends as narrative texts? Can you give an example?</i>
4.	Persiapan Pembelajaran	1. Guru mempersiapkan modul, LKPD (Lembar Kerja Peserta Didik), serta sarana dan prasarana yang akan digunakan untuk mengajar. 2. Guru menyiapkan teks naratif bertema fairy tale, fable, and legend.

		3. Guru memastikan ruang kelas kondusif untuk kegiatan diskusi kelompok.
4.	Urutan Kegiatan Pembelajaran	
	Pertemuan ke-1	<u>Kegiatan Pendahuluan (10 menit)</u> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdoa sebelum memulai Pelajaran. 3. Guru mengecek kehadiran peserta didik. 4. Guru menyampaikan motivasi agar siswa semangat belajar. 5. Guru menyampaikan tujuan dan manfaat mempelajari materi hari ini.
		<u>Kegiatan Inti (60 menit)</u> 1. Guru memberikan penjelasan singkat tentang teks narrative. 2. Guru membentuk siswa menjadi beberapa kelompok. 3. Guru memberikan sebuah teks narrative bertema fairy tale (<i>title: Goldilocks and the Three Bears</i>) dan lembar VSS chart kepada setiap kelompok. 4. Guru mulai mengajar siswa menggunakan Vocabulary Self-collection Strategy (VSS). 5. Guru meminta siswa mencari kata yang sulit, berada pada kalimat apa, maknanya, dan alasan mengapa memilih kata tersebut.

		6. Guru meminta siswa mencari arti di kamus secara mandiri mengenai kata yang dipilih dan menuliskan jawabannya pada VSS chart. 7. Guru meminta perwakilan setiap kelompok untuk membacakan hasil kelompoknya di depan kelas. 8. Guru menulis hasil kelompok di papan tulis <u>Kegiatan Penutup (10 menit)</u> 1. Guru menyampaikan Kesimpulan terkait materi pembelajaran hari ini. 2. Guru dan peserta didik melakukan refleksi. 3. Peserta didik berdoa untuk mengakhiri pembelajaran.
	Pertemuan ke-2	<u>Kegiatan Pendahuluan (10 menit)</u> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdoa sebelum memulai Pelajaran. 3. Guru mengecek kehadiran peserta didik. 4. Guru menyampaikan motivasi agar siswa semangat belajar.
		<u>Kegiatan Inti (60 menit)</u> 1. Guru mengulas sedikit materi yang di ajarkan pada pertemuan pertama. 2. Guru menjelaskan materi yang akan dipelajari hari ini. 3. Guru meminta siswa untuk duduk dengan kelompoknya masing-masing sesuai dengan kelompok di pertemuan pertama.

		4. Guru memberikan sebuah teks narrative bertema Fable (<i>title: The Brave Lion and the Cunning Hyena</i>) dan lembar VSS chart kepada setiap kelompok. 5. Guru mulai mengajar siswa menggunakan Vocabulary Self-collection Strategy (VSS). 6. Guru meminta siswa mencari kata yang sulit, berada pada kalimat apa, maknanya, dan alasan mengapa memilih kata tersebut. 7. Guru meminta siswa mencari arti di kamus secara mandiri mengenai kata yang dipilih dan menuliskan jawabannya pada VSS chart. 8. Guru meminta perwakilan setiap kelompok untuk membacakan hasil kelompoknya di depan kelas. 9. Guru menulis hasil kelompok di papan tulis. <u>Kegiatan Penutup (10 menit)</u> 1. Guru menyampaikan Kesimpulan terkait materi pembelajaran hari ini. 2. Guru menyampaikan tema yang akan dipelajari pada pertemuan berikutnya. 3. Guru dan peserta didik melakukan refleksi. Peserta didik berdoa untuk mengakhiri pembelajaran.
	Pertemuan ke-3	<u>Kegiatan Pendahuluan (10 menit)</u> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdoa sebelum memulai Pelajaran. 3. Guru mengecek kehadiran peserta didik.

		4. Guru menyampaikan motivasi agar siswa semangat belajar. 5. Guru menyampaikan tujuan dan manfaat mempelajari materi hari ini.
		<u>Kegiatan Inti (60 menit)</u> 1. Guru mengulas sedikit materi yang di ajarkan pada pertemuan kedua. 2. Guru menjelaskan materi yang akan dipelajari hari ini. 3. Guru meminta siswa untuk duduk dengan kelompoknya masing-masing sesuai dengan kelompok di pertemuan pertama. 4. Guru memberikan sebuah teks narrative bertema legend (<i>Title: The Legend of Tangkuban Perahu Mountain</i>) dan lembar VSS chart kepada setiap kelompok. 5. Guru mulai mengajar siswa menggunakan Vocabulary Self-collection Strategy (VSS). 6. Guru meminta siswa mencari kata yang sulit, berada pada kalimat apa, maknanya, dan alasan mengapa memilih kata tersebut. 7. Guru meminta siswa mencari arti di kamus secara mandiri mengenai kata yang dipilih dan menuliskan jawabannya pada VSS chart. 8. Guru meminta perwakilan setiap kelompok untuk membacakan hasil kelompoknya di depan kelas. 9. Guru menulis hasil kelompok di papan tulis.

		<u>Kegiatan Penutup (10 menit)</u> 1. Guru menyampaikan Kesimpulan terkait materi pembelajaran hari ini. 2. Peserta didik diberitahu tema yang akan dipelajari pada pertemuan berikutnya. 3. Guru dan peserta didik melakukan refleksi. 4. Peserta didik berdoa untuk mengakhiri pembelajaran.
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MATERI

1. Pengertian Narrative Text

Sebuah teks yang menceritakan rangkaian suatu peristiwa secara berurutan dan saling terhubung satu sama lain disebut sebagai teks naratif. Jenis teks ini memiliki sifat imajinatif atau berupa cerita khayalan yang bertujuan untuk menghibur pembacanya. Dalam teks naratif, alur cerita disusun secara kronologis, mengikuti urutan waktu atau kejadian, sehingga pembaca dapat memahami perkembangan peristiwa dengan jelas.

Selain sebagai hiburan, teks naratif juga sering kali mengandung pesan moral atau nilai-nilai kehidupan yang disampaikan secara tersirat melalui karakter, konflik, serta penyelesaian dalam cerita. Dengan demikian, teks naratif tidak hanya memberikan kesenangan bagi pembaca, tetapi juga dapat menjadi sarana pembelajaran yang menyampaikan pesan-pesan berharga mengenai kehidupan, sikap, dan perilaku manusia.

2. Jenis-jenis Narrative text

Narrative text bisa berbentuk imajiner atau pun factual. Berikut adalah contoh genre dari narrative text:

a. Fairy tale (Dongeng)

Cerita fantasi yang biasanya melibatkan unsur magis, makhluk ajaib, dan akhir bahagia. (Ex: Cinderella, Snow White, Beauty and the Beast)

b. Mystery (Misteri)

Cerita yang melibatkan teka-teki atau penyelidikan terhadap suatu kejadian yang belum terpecahkan. (Ex: Sherlock Holmes series by Arthur Conan Doyle, The Da Vinci Code by Dan Brown)

c. Romance (Romantis)

Cerita yang berfokus pada hubungan cinta antara karakter utama. (Ex: Pride and Prejudice by Jane Austen, Romeo and Juliet by William Shakespeare)

d. Horror (Horor)

Cerita yang bertujuan menimbulkan ketakutan atau rasa ngeri bagi pembaca. (Ex: Dracula by Bram Stoker, The Shining by Stephen King)

e. Fable (Fabel)

Cerita yang menggunakan hewan sebagai tokoh utama yang memiliki sifat seperti manusia dan mengandung pesan moral. (Ex: The Ant and the Dove, The Lion and the Mouse)

f. Legend (Legenda)

Cerita yang berasal dari sejarah atau kepercayaan masyarakat, sering kali berhubungan dengan asal-usul suatu tempat atau kejadian luar biasa. (Ex: Legenda Danau Toba, The Legend of Tangkuban Parahu)

g. Slice of Life (Sepotong Kehidupan)

Cerita yang menggambarkan cuplikan kehidupan sehari-hari dengan cara yang realistis. (Ex: A Diary of a Young Girl by Anne Frank - Catatan harian nyata tentang kehidupan seorang gadis Yahudi selama Perang Dunia II)

3. Ciri-ciri Narrative text

- a. Menggunakan action verb dalam bentuk lampau (past tense) untuk menyebutkan Tindakan dalam narasi.

(Ex: walked, found, saved, ran, jumped, said, cried, opened, closed)

- b. Menggunakan kata benda tertentu (Specific Nouns) untuk menyebutkan orang dan benda dalam cerita.

(Ex: Cinderella, dragon, castle, sword, prince)

- c. Menggunakan kata hubung waktu (Time Conjunctions) untuk mengurutkan peristiwa.

(Ex: Then, after that, suddenly, before, finally, next, meanwhile, at last)

- d. Menggunakan kata keterangan (adverbs) atau frasa keterangan (adverbial phrases) untuk memberikan informasi tambahan tentang bagaimana, kapan, dan di mana suatu peristiwa terjadi.

(Ex: Quickly, slowly, loudly, in the morning, at night, in the castle, near the river)

4. Struktur Narrative text

Struktur dari narrative text berfokus pada serangkaian tahapan yang diusulkan untuk membangun sebuah text narrative. Secara umum terdapat tiga tahapan dalam narrative text, yaitu:

a. Orientation

Orientasi adalah bagian pendahuluan yang berisi tentang isi text secara umum serta memperkenalkan tokoh, waktu kejadian, dan lokasi latar belakang kejadian (siapa, kapan, dimana).

b. Complication

Komplikasi ditempatkan setelah orientasi dan terdiri dari paragraf yang menjelaskan masalah aslinya. Komplikasi adalah masalah yang terletak di awal alur cerita yang berlanjut ke konflik, klimaks, dan antiklimaks sebuah cerita.

c. Resolution

Resolution merupakan paragraf yang menjadi akhir cerita, yang menjadi penyelesaian dan menjadi akhir suatu cerita. Permasalahan yang ada dalam suatu teks naratif harus diselesaikan dan ditutup dengan akhir yang menyenangkan (*happy ending*) atau justru tragis dan menyedihkan (*sad ending*).

LKPD**LEMBAR KERJA PESERTA DIDIK (LKPD)**

Group:

Members:

1.
2.
3.
4.
5.

<u>Words</u>	<u>Word in Sentence</u>
<u>The Meaning of the Words</u>	<u>Reason for Choosing</u>

ASSESSMENT INSTRUMENT

Assesment Diagnostik	Dilakukan di awal pertemuan, disusun berdasarkan kompetensi awal untuk mengetahui kemampuan awal peserta didik. <i>Lembar soal pre-test terlampir.</i>
Assessment Formatif	Dilakukan setiap pertemuan, meliputi penugasan Lembar Kerja Peserta DIDIK (LKPD). <i>LKPD terlampir.</i>
Assessment Sumatif	Dilakukan di akhir pertemuan yang berupa tes tertulis, disusun untuk mengukur pencapaian hasil belajar peserta didik <i>Lembar soal post-test terlampir.</i>

*Treatment 1***Goldilocks and the Three Bears**

Once upon a time, there were three bears who lived in a house in the forest: Papa Bear, Mama Bear, and Baby Bear. One day, while they were out for a walk, a little girl named Goldilocks came upon their house. She knocked on the door, but when no one answered, she went inside. Goldilocks saw three bowls of porridge on the table. She tasted the porridge from the largest bowl and found it too hot. Then, she tasted the porridge from the middle bowl and found it too cold. Finally, she tasted the porridge from the smallest bowl and found it just right. She ate it all up. After that, Goldilocks saw three chairs in the room. She sat on the largest chair and found it too hard. Then, she sat on the middle chair and found it too soft. Finally, she sat on the smallest chair and found it just right. But, the chair broke into pieces.

Next, Goldilocks went upstairs and found three beds. She lay down on the largest bed and found it too hard. Then, she lay down on the middle bed and found it too soft. Finally, she lay down on the smallest bed and found it just right. She fell asleep right away. While Goldilocks was sleeping, the three bears came home. Papa Bear saw his bowl of porridge and said, "Someone's been eating my porridge." Mama Bear saw her bowl of porridge and said, "Someone's been eating my porridge too." Baby Bear saw his bowl of porridge and cried, "Someone's been eating my porridge and it's all gone." Then, Papa Bear saw his chair and said, "Someone's been sitting in my chair." Mama Bear saw her chair and said, "Someone's been sitting in my chair too." Baby Bear saw his broken chair and cried, "Someone's been sitting in my chair and it's broken."

Finally, they went upstairs and Papa Bear saw his bed and said, "Someone's been sleeping in my bed." Mama Bear saw her bed and said, "Someone's been sleeping in my bed too." Baby Bear saw Goldilocks sleeping in his bed and cried, "Someone's been sleeping in my bed and she's still there!" Goldilocks woke up and saw the three bears. She screamed and ran out of the house as fast as she could, never to return again. From that day on, the three bears always made sure to lock their door when they went out.

Source: <https://www.english-academy.id/blog/fairytale-bahasa-inggris>

*Treatment 2***The Brave Lion and the Cunning Hyena**

In a savannah, there lived a brave lion who was known for his courage and strength. One day, while on his patrol, he came across a cunning hyena who was stealing food from a nearby village. The lion approached the hyena and asked him to stop. But the hyena, who was quick-witted, said, “Why should I listen to you? You are just a cowardly lion who is afraid of his own shadow.”

The lion was offended by the hyena’s words and challenged him to a race. He said, “Let’s see who can run faster, and the winner gets to keep the food.” The hyena agreed to the challenge, and the race began. The lion ran as fast as he could, but the hyena used his cunning and tricked the lion by taking a shortcut. The hyena reached the finish line first and claimed the food. But the lion was not happy with the hyena’s dishonesty and decided to teach him a lesson.

The lion challenged the hyena to another race but this time, he said, “Let’s race to the village and back, and the winner gets to keep the food.” The hyena agreed to the challenge, and the race began. But this time, the lion ran towards the village, while the hyena took the shortcut again.

However, the lion had already made a plan with the villagers, and they were waiting for him with their weapons. As soon as the hyena reached the village, the villagers caught him and punished him for stealing their food. The hyena realized his mistake and apologized to the lion for his cunning. And the lion forgave him and taught him the value of honesty and integrity.

Source: <https://www.english-academy.id/blog/contoh-cerita-fabel>

Treatment 3

The Legend of Tangkuban Perahu Mountain

Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang.

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home.

Soon Dayang Sumbi found out that it was not deer lever but Tumang's, his own dog. So, She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home.

Years go by, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, The woman looked at the wound in Sangkuriang's head. It matched to her son's wound who had left severall years earlier. Soon she realized that she felt in love with her own son.

She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day. Sangkuriang failed to marry her. She was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

Source: https://www.sonora.id/read/423679037/7-contoh-narrative-text-legend-beserta-strukturnya-lengkap?page=all#goog_rewarded

GLOSARIUM

- Live (lived, lived) – Tinggal / Hidup
- Forest – Hutan
- Knock (knocked, knocked) – Mengetuk
- Answer (answered, answered) – Menjawab
- Taste (tasted, tasted) – Mencicipi / Merasakan
- Find (found, found) – Menemukan
- See (saw, seen) – Melihat
- Hard – Keras / Sulit
- Sit (sat, sat) – Duduk
- Break (broke, broken) – Memecahkan / Merusak
- Wake up (woke up, woken up) – Bangun tidur
- Courage – Keberanian
- Strength – Kekuatan
- Steal (stole, stolen) – Mencuri
- Challenge (challenged, challenged) – Menantang
- Faster – Lebih cepat
- Winner – Pemenang
- Agree (agreed, agreed) – Menyetujui
- Wait (waited, waited) – Menunggu
- Ask (asked, asked) – Bertanya
- Take (took, taken) – Mengambil
- Fail (failed, failed) – Gagal

DAFTAR PUSTAKA

- Buku Panduan Guru Bahasa Inggris Kelas VIII (ENGLISH FOR NUSANTARA) Revisi Tahun 2022
- Buku Panduan Siswa Bahasa Inggris Kelas VIII (ENGLISH FOR NUSANTARA) Revisi Tahun 2022

Tulungagung, 22 Januari 2025

Mengetahui,

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Appendix 3: Modul Ajar Control Class

FASE D (KELAS VIII) SMP/MTs		
MODUL AJAR KURIKULUM MERDEKA		
MATA PELAJARAN BAHASA INGGRIS		
INFORMASI UMUM		
No.	Komponen	Deskripsi / Keterangan
1.	Identitas Modul	
	Nama Penyusun	Alvin Khoiru Rohmatin
	Satuan Pendidikan	MTs Darussalam Ariyojeding Rejotangan Tulungagung
	Kelas	VIII-B
	Mata Pelajaran	Bahasa Inggris
	Materi	Narrative Text
	Alokasi Waktu	2 JP (2 x 40 menit)
	Tahun Penyusunan	2024 / 2025
2.	Kompetensi Awal	
	Kemampuan Awal Peserta Didik	Peserta didik memiliki pemahaman dasar tentang teks naratif sederhana dan penggunaan kosa kata dasar dalam bahasa Inggris, mereka juga telah mengenal bentuk past tense melalui materi sebelumnya.
	Capaian Pembelajaran (CP)	Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat,

		iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.
	Elemen / Domain	<u>Elemen Membaca-Memirsa</u> <i>At the end of Phase D, students are able to independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They are able to locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They are able to identify the purpose of texts and begin to make inferences to comprehend implicit information in the text.</i>
	Tujuan Pembelajaran	1. Siswa mampu secara mandiri membaca dan menanggapi teks yang sudah dikenal dan tidak dikenal.

		2. Siswa mampu menemukan dan mengevaluasi ide-ide utama dan informasi spesifik dalam teks-teks dari genre yang berbeda. 3. Siswa dapat mengidentifikasi tujuan teks dan mulai membuat kesimpulan untuk memahami informasi implisit dalam teks
3.	Profil Pelajar Pancasila	
	Profil Pelajar Pancasila yang berkaitan	1. Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia 2. Berkebhinekaan Global 3. Gotong Royong 4. Mandiri 5. Bernalar Kritis 6. Kreatif
4.	Sarana dan Prasarana	
	Sarana	1. Papan Tulis 2. LKPD
	Prasarana	1. Kamus Bahasa Inggris
5.	Sumber Belajar	
	Sumber belajar	1. English for Nusantara kelas VIII 2. Internet
6.	Peserta Didik	
	Kategori Peserta Didik	Peserta Didik Reguler
	Jumlah Peserta Didik	21 Siswa
	Kesulitan Peserta Didik	Peserta didik memiliki keterbatasan dalam penguasaan kosakata
7.	Model dan Metode Pembelajaran	
	Model Pembelajaran	1. Tatap Muka 2. Problem Based Learning (PBL)

	Metode Pembelajaran	1. Ceramah 2. Tanya jawab 3. Diskusi berkelompok
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KOMPONEN INTI		
No.	Komponen	Deskripsi / Keterangan
1.	Tujuan Pembelajaran	<u>Pertemuan 1, 2, dan 3</u> Setelah mengikuti pembelajaran, peserta didik dapat: 1. Siswa dapat memahaami penggunaan past tense dalam sebuah text. 2. Siswa dapat menganalisis struktur teks narrative. 3. Siswa dapat menceritakan ulang cerita narrative dengan bahasa sendiri.
2.	Pemahaman Bermakna	Mengidentifikasi dan mengurutkan peristiwa-peristiwa dalam sebuah teks narrative.
3.	Pertanyaan Pemantik	1. <i>What are some examples of narrative texts that you already know?</i> 2. <i>Have you ever heard of fairy tales or legends as narrative texts? Can you give an example?</i>
4.	Persiapan Pembelajaran	1. Guru mempersiapkan modul, LKPD (Lembar Kerja Peserta Didik), serta sarana dan prasarana yang akan digunakan untuk mengajar. 2. Guru memastikan ruang kelas kondusif untuk kegiatan diskusi kelompok.

4.	Urutan Kegiatan Pembelajaran	
	Pertemuan ke-1	<u>Kegiatan Pendahuluan (10 menit)</u> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdoa sebelum memulai Pelajaran. 3. Guru mengecek kehadiran peserta didik. 4. Guru menyampaikan motivasi agar siswa semangat belajar. 5. Guru menyampaikan tujuan dan manfaat mempelajari materi hari ini.
		<u>Kegiatan Inti (60 menit)</u> 1. Guru menyampaikan materi narrative text dengan metode ceramah. 2. Guru membentuk siswa menjadi beberapa kelompok. 3. Guru memberikan LKPD pada setiap kelompok. 4. Guru mendampingi siswa dalam proses pembelajaran. <u>Kegiatan Penutup (10 menit)</u> 1. Guru menyampaikan Kesimpulan terkait materi pembelajaran hari ini. 2. Guru dan peserta didik melakukan refleksi. 3. Peserta didik berdoa untuk mengakhiri pembelajaran.
	Pertemuan ke-2	<u>Kegiatan Pendahuluan (10 menit)</u> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik.

		2. Peserta didik dan guru berdoa sebelum memulai Pelajaran. 3. Guru mengecek kehadiran peserta didik. 4. Guru menyampaikan motivasi agar siswa semangat belajar.
		<u>Kegiatan Inti (60 menit)</u> 1. Guru mengulas sedikit materi yang di ajarkan pada pertemuan pertama. 2. Guru menyampaikan materi narrative text dengan metode ceramah. 3. Guru meminta siswa untuk duduk dengan kelompoknya masing-masing sesuai dengan kelompok di pertemuan pertama. 4. Guru memberikan LKPD pada setiap kelompok. 5. Guru mendampingi siswa dalam proses pembelajaran. <u>Kegiatan Penutup (10 menit)</u> 1. Guru menyampaikan Kesimpulan terkait materi pembelajaran hari ini. 2. Guru menyampaikan tema yang akan dipelajari pada pertemuan berikutnya. 3. Guru dan peserta didik melakukan refleksi. 4. Peserta didik berdoa untuk mengakhiri pembelajaran.
	Pertemuan ke-3	<u>Kegiatan Pendahuluan (10 menit)</u> 1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik. 2. Peserta didik dan guru berdoa sebelum memulai Pelajaran.

		3. Guru mengecek kehadiran peserta didik. 4. Guru menyampaikan motivasi agar siswa semangat belajar. 5. Guru menyampaikan tujuan dan manfaat mempelajari materi hari ini.
		<u>Kegiatan Inti (60 menit)</u> 1. Guru mengulas sedikit materi yang di ajarkan pada pertemuan kedua. 2. Guru menyampaikan materi narrative text dengan metode ceramah. 3. Guru meminta siswa untuk duduk dengan kelompoknya masing-masing sesuai dengan kelompok di pertemuan pertama. 4. Guru memberikan LKPD pada setiap kelompok. 5. Guru mendampingi siswa dalam proses pembelajaran.. <u>Kegiatan Penutup (10 menit)</u> 1. Guru menyampaikan Kesimpulan terkait materi pembelajaran hari ini. 2. Peserta didik diberitahu tema yang akan dipelajari pada pertemuan berikutnya. 3. Guru dan peserta didik melakukan refleksi. 4. Peserta didik berdoa untuk mengakhiri pembelajaran.

MATERI

1. Pengertian Narrative Text

Sebuah teks yang menceritakan rangkaian suatu peristiwa secara berurutan dan saling terhubung satu sama lain disebut sebagai teks naratif. Jenis teks ini memiliki sifat imajinatif atau berupa cerita khayalan yang bertujuan untuk menghibur pembacanya. Dalam teks naratif, alur cerita disusun secara kronologis, mengikuti urutan waktu atau kejadian, sehingga pembaca dapat memahami perkembangan peristiwa dengan jelas.

Selain sebagai hiburan, teks naratif juga sering kali mengandung pesan moral atau nilai-nilai kehidupan yang disampaikan secara tersirat melalui karakter, konflik, serta penyelesaian dalam cerita. Dengan demikian, teks naratif tidak hanya memberikan kesenangan bagi pembaca, tetapi juga dapat menjadi sarana pembelajaran yang menyampaikan pesan-pesan berharga mengenai kehidupan, sikap, dan perilaku manusia.

2. Jenis-jenis Narrative text

Narrative text bisa berbentuk imajiner atau pun factual. Berikut adalah contoh genre dari narrative text:

a. Fairy tale (Dongeng)

Cerita fantasi yang biasanya melibatkan unsur magis, makhluk ajaib, dan akhir bahagia. (Ex: Cinderella, Snow White, Beauty and the Beast)

b. Mystery (Misteri)

Cerita yang melibatkan teka-teki atau penyelidikan terhadap suatu kejadian yang belum terpecahkan. (Ex: Sherlock Holmes series by Arthur Conan Doyle, The Da Vinci Code by Dan Brown)

c. Romance (Romantis)

Cerita yang berfokus pada hubungan cinta antara karakter utama. (Ex: Pride and Prejudice by Jane Austen, Romeo and Juliet by William Shakespeare)

d. Horror (Horor)

Cerita yang bertujuan menimbulkan ketakutan atau rasa ngeri bagi pembaca. (Ex: Dracula by Bram Stoker, The Shining by Stephen King)

e. Fable (Fabel)

Cerita yang menggunakan hewan sebagai tokoh utama yang memiliki sifat seperti manusia dan mengandung pesan moral. (Ex: The Ant and the Dove, The Lion and the Mouse)

f. Legend (Legenda)

Cerita yang berasal dari sejarah atau kepercayaan masyarakat, sering kali berhubungan dengan asal-usul suatu tempat atau kejadian luar biasa. (Ex: Legenda Danau Toba, The Legend of Tangkuban Parahu)

g. Slice of Life (Sepotong Kehidupan)

Cerita yang menggambarkan cuplikan kehidupan sehari-hari dengan cara yang realistis. (Ex: A Diary of a Young Girl by Anne Frank - Catatan harian nyata tentang kehidupan seorang gadis Yahudi selama Perang Dunia II)

3. Ciri-ciri Narrative text

- a. Menggunakan action verb dalam bentuk lampau (past tense) untuk menyebutkan Tindakan dalam narasi.

(Ex: walked, found, saved, ran, jumped, said, cried, opened, closed)

- b. Menggunakan kata benda tertentu (Specific Nouns) untuk menyebutkan orang dan benda dalam cerita.

(Ex: Cinderella, dragon, castle, sword, prince)

- c. Menggunakan kata hubung waktu (Time Conjunctions) untuk mengurutkan peristiwa.

(Ex: Then, after that, suddenly, before, finally, next, meanwhile, at last)

- d. Menggunakan kata keterangan (adverbs) atau frasa keterangan (adverbial phrases) untuk memberikan informasi tambahan tentang bagaimana, kapan, dan di mana suatu peristiwa terjadi.

(Ex: Quickly, slowly, loudly, in the morning, at night, in the castle, near the river)

4. Struktur Narrative text

Struktur dari narrative text berfokus pada serangkaian tahapan yang diusulkan untuk membangun sebuah text narrative. Secara umum terdapat tiga tahapan dalam narrative text, yaitu:

a. Orientation

Orientasi adalah bagian pendahuluan yang berisi tentang isi text secara umum serta memperkenalkan tokoh, waktu kejadian, dan lokasi latar belakang kejadian (siapa, kapan, dimana).

b. Complication

Komplikasi ditempatkan setelah orientasi dan terdiri dari paragraf yang menjelaskan masalah aslinya. Komplikasi adalah masalah yang terletak di awal alur cerita yang berlanjut ke konflik, klimaks, dan antiklimaks sebuah cerita

c. Resolution

Resolution merupakan paragraf yang menjadi akhir cerita, yang menjadi penyelesaian dan menjadi akhir suatu cerita. Permasalahan yang ada dalam suatu teks naratif harus diselesaikan dan ditutup dengan akhir yang menyenangkan (*happy ending*) atau justru tragis dan menyedihkan (*sad ending*).

LEMBAR KERJA PESERTA DIDIK (LKPD)

LKPD 1

Group:

Name: 1.

2.

3.

4.

5.

The Generous Camel and the Selfish Jackals

In the desert, there lived a generous camel who was known for his kindness and compassion. One day, a group of jackals approached the camel and asked him for food. The camel, who was always happy to help others, agreed to share his food with them. But the jackals were selfish and greedy, and they wanted all the food for themselves. They are all hungry. So, the jackals came up with a plan to trick the camel. They said, “We cannot eat this food without washing it. Can you take us to the nearest river?”.

The camel agreed to take them to the river, but as soon as they arrived, the jackals attacked the camel and ate all the food. The camel was surprised and scared. The camel was heartbroken and disappointed with the jackals’ behavior but decided to teach them a lesson. He asked them to follow him, and they walked for miles until they reached an oasis. The camel showed them how to find food and water in the desert and taught them the value of sharing and cooperation. The jackals realize their mistake and feel guilty. Then they apologized to the camel for their greed. And from that day on, they became good friends with the generous camel.

Read the story above carefully. Find the past tense based on the story!

No.	Past Tense
1.	
2.	
3.	
4.	
5.	

LKPD 2

Work with your group and answer the appropriate statements.

Generic Structures	
Orientation	
Complication	
Resolution	

LKPD 3

*Work with your group and write one sentence about **moral values** based on the story!*

A large rectangular box with rounded corners and a light gray background, intended for writing a sentence about moral values. The box has a decorative scroll-like border on the left side and a small gray semi-circle at the top left corner.

ASSESSMENT INSTRUMENT

Assesment Diagnostik	Dilakukan di awal pertemuan, disusun berdasarkan kompetensi awal untuk mengetahui kemampuan awal peserta didik. <i>Lembar soal pre-test terlampir.</i>
Assessment Formatif	Dilakukan setiap pertemuan, meliputi penugasan Lembar Kerja Peserta Didik (LKPD). <i>LKPD terlampir.</i>
Assessment Sumatif	Dilakukan di akhir pertemuan yang berupa tes tertulis, disusun untuk mengukur pencapaian hasil belajar peserta didik <i>Lembar soal post-test terlampir.</i>

GLOSARIUM

- Live (lived): Kehidupan / Hidup
- Desert: Gurun
- Kindness: Kebaikan
- Compassion: Belas kasihan
- Greedy: Kecerakahan
- Want (wanted): Keinginan
- Behavior: Perilaku
- Decide (decided): Keputusan
- Hunger (hungry): Kelaparan
- Wash (washing): Pencucian
- Surprise (surprised): Kejutan
- Disappointment (disappointed)*: Kekecewaan
- Mistake: Kesalahan
- Guilt (guilty): Rasa bersalah
- Apology (apologized): Permintaan maaf

DAFTAR PUSTAKA

- Buku Panduan Guru Bahasa Inggris Kelas VIII (ENGLISH FOR NUSANTARA) Revisi Tahun 2022
- Buku Panduan Siswa Bahasa Inggris Kelas VIII (ENGLISH FOR NUSANTARA) Revisi Tahun 2022

Tulungagung, 22 Januari 2025

Mengetahui,

Mahasiswa


Kepala Madrasah
Drs. Npr Husbulloh
NIP.-


Alvin Khoiru Rohmatin
NIM. 126203211007

Appendix 4: Instrument Pre-test**PRE-TEST**

NAME:

CLASS:

TIME: 60 Minutes

ABSENCE:

Please choose the correct answer!*The following text is for questions 1 to 9.****The Little Mermaid***

Deep in the ocean lived a beautiful mermaid named Ariel who longed to explore the world beyond the sea. She was fascinated with human beings and their world, and one day, she saved a prince from drowning in a shipwreck. She fell in love with him and decided to seek help from the sea witch to turn her into a human.

The sea witch agreed to turn her into a human in exchange for her voice, warning that if she failed to make the prince fall in love with her, she would turn back into a mermaid and become the sea witch's prisoner forever. Ariel agreed to the terms and became a human, but the prince was already engaged to another woman. Ariel tried to win the prince's heart but failed. In the end, the sea witch is defeated, and Ariel's father, the king of the sea, allows her to become a human permanently and marry the prince.

Source: <https://www.english-academy.id/blog/fairytale-bahasa-inggris>

1. What is the main idea of the story?
 - A. Ariel enjoys living under the sea and never wants to leave.
 - B. Ariel sacrifices her voice to become human and be with the prince.
 - C. The sea witch is kind and helps Ariel become a human for free.
 - D. The prince is afraid of the sea and never wants to meet Ariel.
2. Which event best represents the conflict Ariel faces after becoming human?
 - A. Ariel tries to win the prince's love, but he is already engaged to another woman.
 - B. Ariel saves the prince from a shipwreck.
 - C. Ariel's father allows her to become human.
 - D. The sea witch is defeated in the end.
3. What lesson can be learned from Ariel's decision to sacrifice her voice?
 - A. Sacrifices always guarantee success.
 - B. Love should be pursued at any cost.
 - C. Sometimes sacrifices do not lead to the outcome we desire.
 - D. It is better to stay in your comfort zone.

4. Which of the following conjunctions is used to show contrast in the story?
 - A. And
 - B. But
 - C. Because
 - D. So
5. What is the meaning of the word "engaged" in the sentence: "The prince was already *engaged* to another woman"?
 - A. Berbicara
 - B. Berteman
 - C. Bertempur
 - D. Bertunangan
6. Ariel _____ to become human so she could be with the prince.
 - A. Want
 - B. Wants
 - C. Wanted
 - D. Wanting
7. In the sentence "The prince was *honest* about his feelings for Ariel," what is the antonym of the word "honest"?
 - A. Deceptive
 - B. Truthful
 - C. Sincere
 - D. Loyal
8. Choose the correct synonym for the bolded word in the sentence: "She was **fascinated** with human beings and their world"
 - A. Uninterested
 - B. Frightened
 - C. Bored
 - D. Curious
9. Arrange the words into a correct sentence:
Prince – already – the – engaged – was – another – to – woman.
 - A. Prince already was engaged the woman to another
 - B. The prince was already engaged to another woman
 - C. The prince already was engaged another to woman
 - D. Prince was already engaged to the another woman

The following text is for questions 10 to 18.

The Goose That Laid the Golden Eggs

In a farm, there lived a farmer who owned a goose that laid golden eggs. Every day, the goose would lay a golden egg, and the farmer became very rich. However, the farmer grew greedy and wanted more gold. He thought that the goose must have a huge store of gold inside her, and he wanted to get it all at once. He decided to kill the goose and cut her open to get all the gold. But when he killed the goose, he found no gold inside. He realized that his greed had cost him everything, and he had lost his source of wealth. He learned a valuable lesson about appreciating what he had and not letting greed get the best of him.

Source: <https://www.english-academy.id/blog/contoh-cerita-fabel>

10. What is the main idea of the story?
 - A. A farmer becomes wealthy by selling golden eggs.
 - B. A goose lays golden eggs every day.
 - C. A farmer's greed leads him to lose everything.
 - D. A farmer learns how to appreciate his wealth.
11. What is the resolution or ending of the story?
 - A. The farmer learns a valuable lesson about greed.
 - B. The goose lays more golden eggs.
 - C. The farmer becomes a king.
 - D. The farmer finds another goose.
12. What can we learn from the farmer's mistake?
 - A. Being greedy is sometimes helpful.
 - B. You should always strive for more, no matter the cost.
 - C. Appreciate what you have and avoid being overly greedy.
 - D. It's best to take risks even if you don't know the consequences.
13. What is the function of the word "**soon**" in the sentence "He soon realized his mistake"?
 - A. It describes how he realized his mistake.
 - B. It describes when he realized his mistake.
 - C. It shows where he was when he realized his mistake.
 - D. It describes the intensity of his realization.
14. What is the meaning of the word "greedy" in this sentence: "However, the farmer grew greedy and wanted more gold."
 - A. Dermawan
 - B. Jujur
 - C. Menolong
 - D. Egois

15. The farmer _____ everything when he killed the goose.

- A. Realized
- B. Realize
- C. Realizing
- D. Realizes

16. The farmer became greedy and wanted more gold.

What is the antonym of "greedy"?

- A. Selfish
- B. Proud
- C. Generous
- D. Careful

17. The sea witch's magic was powerful and frightening.

What is a synonym for "powerful"?

- A. Weak
- B. Strong
- C. Slow
- D. Gentle

18. Arrange the words into a correct sentence:

Not - best - let - greed - his - the - of - get - him.

- A. His greed let not the best get of him.
- B. Let not his greed the best get of him.
- C. He did not let the best of greed get him.
- D. Do not let his greed get the best of him

The following text is for questions 19 to 25.

The legend of Tangkuban Perahu

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang became desperate and worried because he hunted no deer. Then he thought of shooting his own dog. Then he took the dog's liver and carried it home. Soon Dayang Sumbi found out that it was not deer liver but Tumang's, his own dog. So, She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scarred and then cast away from their home.

Years go by, Sangkuriang had traveled to many places and finally arrived at a village. He met a beautiful woman and fell in love with her. When they were discussing their wedding plans, The woman looked at the wound in Sangkuriang's head. It matched her son's wound who had left several years earlier. Soon she realized that she fell in love with her own son.

She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With dawn just a moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crow for a new day.

Sangkuriang failed to marry her. She was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu Bandung.

Source: <https://www.detik.com/jabar/berita/d-6253077/8-contoh-teks-story-telling-bahasa-inggris-dan-artinya>

19. What is the main idea of the story?
 - A. The story of a boy who accidentally kills his dog while hunting.
 - B. A tragic tale of a mother who unknowingly falls in love with her son.
 - C. The creation of the Tangkuban Perahu mountain.
 - D. A boy who fails to complete a task before dawn.
20. What does the orientation of the story introduce?
 - A. The main conflict between Sangkuriang and Dayang Sumbi.
 - B. The resolution of how the Tangkuban Perahu mountain was formed.
 - C. The background of the characters and the initial situation.
 - D. The way Dayang Sumbi stops Sangkuriang from marrying her
21. What is the meaning of the word "wounded" in this sentence:
 "In that incident, Sangkuriang got wounded and scarred and then cast away from their home."
 - A. Tersenyum
 - B. Terluka
 - C. Berlari
 - D. Melompat
22. Sangkuriang _____ desperate because he did not find any deer during the hunt.
 - A. Became
 - B. Becomes
 - C. Becoming
 - D. Become
23. What is the antonym of the word "failed" in the sentence:
 "Sangkuriang failed to marry her."
 - A. Failed
 - B. Did not try
 - C. Succeeded
 - D. Opposed
24. What is the synonym of the word "kicked" in the sentence:
 "She was very angry and kicked the boat."
 - A. Lifted
 - B. Pulled
 - C. Built
 - D. Hit

25. Arrange the words into a correct sentence:

"Dayang Sumbi - very - and - was - angry - truth - about - the - Tumang."

- A. Dayang Sumbi was very angry about the truth Tumang.
- B. The truth about Tumang was very angry Dayang Sumbi.
- C. Dayang Sumbi was very angry about the truth of Tumang.
- D. Dayang Sumbi angry truth the Tumang about was very.

Appendix 5: Instrument Post-test

POST-TEST

NAME:

CLASS:

ABSENCE:

TIME: 60 Minutes

Please choose the correct answer!

The following text is for questions 1 to 9.

The Princess and the Pea

Once upon a time, there was a prince who wanted to marry a real princess. One stormy night, a young woman claiming to be a princess showed up at the castle gate.

The queen, skeptical of the young woman's claim, decided to test her by placing a pea under twenty mattresses and twenty feather beds. In the morning, the princess complained of a terrible night's sleep, saying "I scarcely closed my eyes all night! Heaven only knows what was in the bed, but I was lying on something hard." The prince knew she was a real princess, for only a true princess would be able to feel a tiny pea through so many layers of bedding. They were married and lived happily ever after.

Source: <https://www.english-academy.id/blog/fairytale-bahasa-inggris>

1. What is the main idea of the story?
 - A. The prince wants to marry a princess, but he is not sure who is the right one.
 - B. The queen tests a woman who claims to be a princess by placing a pea under many mattresses.
 - C. A princess complains about a hard bed, proving she is a true princess.
 - D. A prince marries a real princess after she proves herself by feeling a pea under twenty mattresses.
2. What is the orientation in the story of the prince and the princess?
 - A. The princess complains about the bed, and the prince marries her.
 - B. The prince decides to marry a real princess and meets a woman claiming to be one.
 - C. The queen tests the princess by placing a pea under many mattresses.
 - D. The prince is skeptical and decides to test the princess's claim.

3. What is the moral message of the story?
 - A. A true princess has sensitivity and can feel small things, even when they are hidden.
 - B. True royalty is determined by how much wealth you have.
 - C. True love can only be tested through physical challenges.
 - D. A princess should never complain about anything, no matter how uncomfortable.
4. Which of the following conjunctions from the story is used to show contrast?
 - A. And
 - B. But
 - C. Because
 - D. So
5. What is the meaning of the word "**scarcely**" in the sentence: "*I scarcely closed my eyes all night!*"?
 - A. Dengan mudah
 - B. Dengan cepat
 - C. Hampir tidak
 - D. Sepenuhnya
6. The queen _____ a pea under the mattresses to test the young woman.
 - A. Place
 - B. Places
 - C. Placed
 - D. Placing
7. What is the antonym of the word "**hard**" in the sentence: "*I was lying on something hard.*"?
 - A. Soft
 - B. Heavy
 - C. Smooth
 - D. Rough
8. What is the synonym of the word "**scarcely**" in the sentence: "*I scarcely closed my eyes all night!*"?
 - A. Always
 - B. Barely
 - C. Fully
 - D. Quickly
9. Arrange the words into a correct sentence!

Pea – the – under – placed – mattresses – the – queen – the.

 - A. The queen the pea placed under mattresses the.
 - B. Placed the queen the mattresses under the pea.
 - C. Under the placed mattresses queen the pea.
 - D. The queen placed the pea under the mattress

The following text is for questions 10 to 18.

The Helpful Dolphin and the Selfish Shark

In the ocean, there lived a helpful dolphin who was known for his kindness and generosity. One day, a selfish shark approached the dolphin and asked him for help. The shark said, "I have injured my fin, and I can't swim properly. Can you help me reach the other side of the ocean?"

The dolphin agreed to help and carried the shark on his back. As they were swimming, the shark started to attack the dolphin, trying to kill him. The dolphin was surprised and asked the shark why he was doing this. The shark replied, "I am a predator, and you are my prey. I only asked for your help to get closer to my next meal." The dolphin was disappointed and hurt by the shark's betrayal. He realized that not everyone is kind and helpful like him, and he learned to be more cautious and mindful of the people he helps.

Source: <https://www.english-academy.id/blog/contoh-cerita-fabel>

10. What is the main idea of the story?
 - A. The shark asks the dolphin for help and betrays him.
 - B. The dolphin and the shark become friends after the shark is healed.
 - C. The dolphin helps the shark out of kindness, but the shark betrays him.
 - D. The dolphin learns to trust everyone who asks for help.
11. What is the complication in the story?
 - A. The dolphin is unable to swim.
 - B. The dolphin gets lost in the ocean.
 - C. The shark attacks the dolphin after asking for help
 - D. The shark apologizes to the dolphin for his actions.
12. What is the moral message of the story?
 - A. Always help others, even when they don't ask.
 - B. Not everyone who asks for help has good intentions.
 - C. Helping others will always be rewarded.
 - D. Trusting everyone is important, even if they are strangers.
13. What is the function of the word "properly" in the sentence "The shark said, 'I can't swim properly'"?
 - A. It describes how the shark swims.
 - B. It describes when the shark swims.
 - C. It shows where the shark swims.
 - D. It describes the intensity of the shark's swimming.

14. What is the meaning of the word "prey" in the sentence:
 "I am a predator, and you are my prey."
 A. Musuh
 B. Teman
 C. Pemburu
 D. Mangsa
15. The shark _____ the dolphin for help to reach the other side of the ocean.
 A. Ask
 B. Asks
 C. Asked
 D. Asking
16. What is the antonym of the word "**helpful**" in the sentence:
"In the ocean, there lived a helpful dolphin who was known for his kindness and generosity."?
 A. Kind
 B. Unhelpful
 C. Generous
 D. Caring
17. What is the synonym of the word "**injured**" in the sentence:
"The shark said, 'I have injured my fin, and I can't swim properly.'"?
 A. Wounded
 B. Healthy
 C. Strong
 D. Protected
18. Arrange the words into a correct sentence:
 shark – the – asked – dolphin – help – for – the.
 A. For the shark the dolphin asked help
 B. The dolphin for the help asked the shark.
 C. Asked for the dolphin help the shark the.
 D. The shark asked the dolphin for help.

The following text is for questions 19 to 25.

The story of Toba Lake

One day, while the man was fishing, he caught a big golden fish in his trap. It was the biggest catch he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed to her as his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bring lunch to her father out in the fields. One day, his daughter was so hungry that she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter

of a fish". The daughter ran home and asked her mother. The mother started crying, feeling sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

source: <https://www.detik.com/jabar/berita/d-6253077/8-contoh-teks-story-telling-bahasa-inggris-dan-artinya>

19. What is the main idea of the story?
 - A. A fisherman catches a golden fish that turns into a princess, but breaking a promise causes a disaster.
 - B. A fisherman marries a princess who later becomes a fish again.
 - C. A daughter runs away from home after eating her father's lunch.
 - D. A man finds a fish and turns it into a princess.
20. What is the resolution in the story?
 - A. The man makes a promise to the fish that he will not tell anyone her secret.
 - B. The man shouts at his daughter and breaks his promise.
 - C. The disaster happens, and the princess turns into a fish again, while the man becomes the island of Samosir.
 - D. The daughter runs up the hills to avoid the disaster.
21. What is the meaning of the word "**furious**" in the sentence:
"Unfortunately, he found out and got furious, and shouted; 'You damned daughter of a fish.'"?
 - A. Senang
 - B. Murka
 - C. Bingung
 - D. Takut
22. The man _____ a big golden fish in his trap while fishing.
 - A. Catch
 - B. Catches
 - C. Catchig
 - D. Caught

23. What is the antonym of the word "**furious**" in the sentence:
"Unfortunately, he found out and got furious, and shouted; 'You damned daughter of a fish.'"?
- A. Happy
 - B. Angry
 - C. Calm
 - D. Confused
24. What is the synonym of the word "**promise**" in the sentence:
"She said, 'Yes, but you have to promise not to tell anyone about the secret.'"?
- A. Vow
 - B. Refuse
 - C. Disappointment
 - D. Secret
25. Arrange the words into a correct sentence:
fish – the – into – turned – princess – a – beautiful.
- A. The fish turned a beautiful princess into.
 - B. A beautiful princess turned the fish into.
 - C. The fish turned into a beautiful princess.
 - D. Into a beautiful princess the fish turn

Appendix 6: Key Answer and Scoring Rubric

No.	Key Answer Pre-test	No.	Key Answer Post-test
1.	B	1.	D
2.	A	2.	B
3.	C	3.	A
4.	B	4.	B
5.	D	5.	C
6.	C	6.	C
7.	A	7.	A
8.	D	8.	B
9.	B	9.	D
10.	C	10.	A
11.	A	11.	C
12.	C	12.	B
13.	B	13.	A
14.	D	14.	D
15.	A	15.	C
16.	C	16.	B
17.	B	17.	A
18.	D	18.	D
19.	B	19.	A
20.	C	20.	C
21.	B	21.	B
22.	A	22.	D
23.	C	23.	C
24.	D	24.	A
25.	C	25.	C

Scoring Rubric

Penghitungan nilai = Jawaban Benar X 4

Skor Max = 100

Appendix 7: Validation Sheet

VALIDATION INSTRUMENT FROM LECTURE

VALIDATION FORM FOR VOCABULARY TEST

PRE-TEST

Validator Name: Prof. Dr. Erna Iftanti, S.S., M.Pd.

Work Unit: UIN Sayyid Ali Rahmatullah Tulungagung

To the validator, I respectfully ask for your help in providing an assessment of my thesis (skripsi) research entitled **"THE EFFECTIVENESS OF SELF-COLLECTION STRATEGY TOWARD STUDENTS' VOCABULARY MASTERY OF THE EIGHTH-GRADE STUDENTS AT MTS DARUSSALAM REJOTANGAN"**.

Please give your response by ticking (√) in the box to represent your choice. if there are any comments or suggestions for revision, you can write in the comments section of suggestions that I provide.

Guidance:

Based on your opinion, put a checklist (√) in the column provided

1. Very disagree
2. Disagree
3. Agree
4. Very agree

If there are any comments, please write them down in the suggestion section.

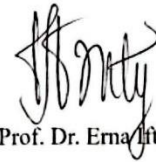
No.	Questions	Scoring Scale			
		1	2	3	4
1.	Compatibility with instrument			√	
2.	The pre-test reflects the vocabulary proficiency level of eighth-grade students and matches their learning context.				√
3.	Ability activities are systematically presented				√
4.	The language used in the questions easy to comprehend			√	
5.	Possible vocabulary test can be completed				√

COMMENTS, SUGGESTIONS, AND IMPROVEMENTS

The instrument of pre-test can be used to collect,
because it has content, construct, & face validity.

Tulungagung, 7 January 2025

Validator



Prof. Dr. Erna Istanti, S.S., M.Pd.

VALIDATION INSTRUMENT FROM TEACHER

VALIDATION FORM FOR VOCABULARY TEST

PRE-TEST

Validator Name: Diah Triana, S. Pd.

Work Unit: MTs Darussalam Rejotangan

To the validator, I respectfully ask for your help in providing an assessment of my thesis (skripsi) research entitled **"THE EFFECTIVENESS OF SELF-COLLECTION STRATEGY TOWARD STUDENTS' VOCABULARY MASTERY OF THE EIGHTH-GRADE STUDENTS AT MTS DARUSSALAM REJOTANGAN"**.

Please give your response by ticking (√) in the box to represent your choice. if there are any comments or suggestions for revision, you can write in the comments section of suggestions that I provide.

Guidance:

Based on your opinion, put a checklist (√) in the column provided

1. Very disagree
2. Disagree
3. Agree
4. Very agree

If there are any comments, please write them down in the suggestion section.

No.	Questions	Scoring Scale			
		1	2	3	4
1.	Compatibility with instrument				✓
2.	The pre-test reflects the vocabulary proficiency level of eighth-grade students and matches their learning context.				✓
3.	Ability activities are systematically presented			✓	
4.	The language used in the questions easy to comprehend			✓	
5.	Possible vocabulary test can be completed				✓

COMMENTS, SUGGESTIONS, AND IMPROVEMENTS

It can be use and implement in class.

Tulungagung, /6 January 2025

Validator



Diah Triana, S. Pd.

VALIDATION INSTRUMENT FROM LECTURE

VALIDATION FORM FOR VOCABULARY TEST

POST-TEST

Validator Name: Prof. Dr. Erna Iftanti, S.S., M.Pd.

Work Unit: UIN Sayyid Ali Rahmatullah Tulungagung

To the validator, I respectfully ask for your help in providing an assessment of my thesis (skripsi) research entitled **"THE EFFECTIVENESS OF SELF-COLLECTION STRATEGY TOWARD STUDENTS' VOCABULARY MASTERY OF THE EIGHTH-GRADE STUDENTS AT MTS DARUSSALAM REJOTANGAN"**.

Please give your response by ticking (√) in the box to represent your choice. if there are any comments or suggestions for revision, you can write in the comments section of suggestions that I provide.

Guidance:

Based on your opinion, put a checklist (√) in the column provided

1. Very disagree
2. Disagree
3. Agree
4. Very agree

If there are any comments, please write them down in the suggestion section.

No.	Questions	Scoring Scale			
		1	2	3	4
1.	Compatibility with instrument				✓
2.	The post-test reflects the vocabulary proficiency level of eighth-grade students and matches their learning context.			✓	
3.	Ability activities are systematically presented			✓	
4.	The language used in the questions easy to comprehend				✓
5.	Possible vocabulary test can be completed			✓	

COMMENTS, SUGGESTIONS, AND IMPROVEMENTS

The instrument of post test is valid and it can be used to collect data

Tulungagung, 7 January 2025

Validator



Prof. Dr. Erna Iftanti, S.S., M.Pd.

VALIDATION INSTRUMENT FROM TEACHER

VALIDATION FORM FOR VOCABULARY TEST

POST-TEST

Validator Name: Diah Triana, S. Pd.

Work Unit: MTs Darussalam Rejotangan

To the validator, I respectfully ask for your help in providing an assessment of my thesis (skripsi) research entitled **"THE EFFECTIVENESS OF SELF-COLLECTION STRATEGY TOWARD STUDENTS' VOCABULARY MASTERY OF THE EIGHTH-GRADE STUDENTS AT MTS DARUSSALAM REJOTANGAN"**.

Please give your response by ticking (✓) in the box to represent your choice. if there are any comments or suggestions for revision, you can write in the comments section of suggestions that I provide.

Guidance:

Based on your opinion, put a checklist (✓) in the column provided

1. Very disagree
2. Disagree
3. Agree
4. Very agree

If there are any comments, please write them down in the suggestion section.

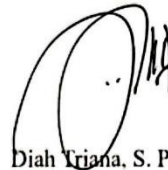
No.	Questions	Scoring Scale			
		1	2	3	4
1.	Compatibility with instrument			✓	
2.	The post-test reflects the vocabulary proficiency level of eighth-grade students and matches their learning context.				✓
3.	Ability activities are systematically presented			✓	
4.	The language used in the questions easy to comprehend				✓
5.	Possible vocabulary test can be completed				✓

COMMENTS, SUGGESTIONS, AND IMPROVEMENTS

It can be use in the classroom.

Tulungagung, /6. January 2025

Validator



Diah Triana, S. Pd.

Appendix 8: Tryout Students Name (VIII-A)

No.	Initials' Student Name	Name
1.	ASAA	Abid Sakana Ahmad Al-qudsi
2.	AK	Akbar Kurniawan
3.	DDR	Devina Dwi Ratnasari
4.	DAK	Dhia Ayu Kirana
5.	DTP	Diendra Tri Pamungkas
6.	ID	Ilham David
7.	MKN	Mohammad Khoiril Nizzam
8.	MAK	Muhammad Akbar Riyady
9.	MBA	Muhammad Bakhrul Anwar
10.	MFA	Muhammad Farel Asyari
11.	MRS	Muhammad Rizky Shodiqin
12.	PAN	Putri Ayu Ningrum
13.	RAR	Reza Abdul Roziqin
14.	SMF	Septiana Mazaya Faridah
15.	SFH	Sergio Ferza Hermawan
16.	SHS	Shellyna Huang Syeirhabrian
17.	SNM	Shony Nur Mubarok
18.	VCA	Valena Clara Anantasyah
19.	ASM	Alwi Syifaul Mubarok
20.	AIF	Afton Ilman Huda
21.	MFT	Muhammad Faizun Tamami
22.	MIA	Muhammad Imamudin Assafii

Appendix 9: Students Score of Tryout (Pre-test and Post-test)

Students Score of Tryout Pre-test

[illegible]

Students' Score of Tryout Post-test

Nama	Butir Soal																									Total
	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	
ASAA	4	0	0	0	0	4	4	0	0	4	0	0	0	4	0	0	4	4	4	0	4	4	0	4	4	48
AK	0	0	0	0	4	0	4	0	4	0	4	4	0	4	4	0	0	0	4	4	0	0	4	4	0	44
DDR	4	4	4	4	0	4	4	4	4	0	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	88
DAK	0	0	0	4	0	0	0	4	4	4	4	4	0	4	4	0	0	4	4	4	0	0	0	0	0	44
DTP	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	0	4	4	4	4	4	4	0	4	88
ID	4	0	0	4	4	0	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	0	4	4	4	80
MKN	4	0	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	92
MAK	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	96
MBA	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	0	4	0	4	4	88
MFA	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	96
MRS	0	4	0	0	4	4	4	0	0	0	4	4	4	0	0	4	0	4	4	0	4	0	4	0	0	48
PAN	4	4	0	4	4	4	0	4	0	0	4	4	4	0	4	4	4	4	0	4	4	4	0	0	0	64
RAR	0	4	0	4	0	4	4	0	4	0	0	4	4	0	4	0	0	0	0	4	0	0	4	4	0	44
SMF	4	0	0	0	0	4	0	4	0	0	4	0	0	0	0	4	0	4	0	0	4	0	0	4	4	36
SFH	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	0	0	0	0	0	0	0	4	68
SHS	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	96
SNM	4	4	0	0	0	0	0	4	0	4	0	0	4	0	0	4	4	4	4	4	0	0	0	0	4	44
VCA	4	0	4	4	4	0	4	4	0	0	0	0	0	4	4	0	0	0	0	0	0	4	0	0	0	36
ASM	4	4	4	0	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	88
AIF	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	96
MFT	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	0	4	4	4	4	4	4	4	4	4	92
MIA	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	0	4	4	88

Appendix 10: Students Name Experimental Class and Control Class

Control Class (VIII-B)		
No.	Initial	Name
1.	AAY	Ahmad As'yari Yazid
2.	AAR	Alya Ainur Rohmah
3.	ARFF	Amanda Risma Farha Fenanda
4.	ANR	Anisa Nurfaida Rahmadini
5.	DNA	Denisa Nur Aini
6.	FNR	Febriyanti Nur Rohmah
7.	MANS	Muhammad Aza Nur Sa'bani
8.	MAF	Moch. Afridho Ferdiansyah
9.	MRAA	Moch. Ridho Arfais Aqso
10.	MJF	Moch. Josha Fahrizal
11.	MFMA	Moh. Fajar Muchyi Anwar
12.	MJS	Mohammad Jafar Shodiq
13.	MAA	Muhammad Azriel Abdullah
14.	MFP	Muhammad Faris Pradiva
15.	MRS	Muhammad Rhenaldy Saputra
16.	MSWP	Muhammad Satria Wahyu Pradana
17.	NFBR	Nassa Fasta Bagus Rohman
18.	RHF	Rizqi Hizbullah Fanani
19.	TML	Theresia Muthiara Ledo
20.	TA	Tiara Aprilya
21.	AZM	Ahmad Zaidan Majid

Experiment Class (VIII-C)		
No.	Initial	Name
1.	AM	Afnan Mu'afa
2.	AF	Avicenna Fauzan
3.	BAA	Bagas Adi Ariyanto
4.	DWAW	Dharma Wahyu Ady Wijaya
5.	EFP	Erlangga Fajar Pratama
6.	MFS	Muhammad Faiz Sulton
7.	MNA	Muhammad Nanda Alkaafi
8.	MRA	Muhammad Raihan Ahsani
9.	MRSS	Muhammad Risqi Sahru Sa'bana
10.	MSM	Muhammad Sobihul Mochtar
11.	NMH	Nailil Muna Hamidah
12.	NDP	Nicholas Dwi Prasetyo
13.	RBP	Radhitya Bagus Pratama
14.	RAN	Ria Ayu Natasya
15.	SA	Salma Arzaqiyatunna'fisah
16.	SLA	Salwa Layyinatul Aulia
17.	SKRA	Shifa Keyra Rahmatika Adistin
18.	SYB	Silfa Yuhana Bakti
19.	WDS	Wahyu Danar Saputra
20.	ZAA	Zuhrotul Aulia Assyifa
21.	MWAR	Muhammad Wahyu Agung R

Appendix 11: Samples of Students Answer

Sample of Pre-test (Experiment Class)

S: 12
B: 13

52

PRE-TEST

NAME: SALWA LADJATI DAFU LADJATI

CLASS: VIII.C

TIME: 60 Minutes

ABSENCE: 10

Please choose the correct answer!

The following text is for questions 1 to 9.

The Little Mermaid

Deep in the ocean lived a beautiful mermaid named Ariel who longed to explore the world beyond the sea. She was fascinated with human beings and their world, and one day, she saved a prince from drowning in a shipwreck. She fell in love with him and decided to seek help from the sea witch to turn her into a human.

The sea witch agreed to turn her into a human in exchange for her voice, warning that if she failed to make the prince fall in love with her, she would turn back into a mermaid and become the sea witch's prisoner forever. Ariel agreed to the terms and became a human, but the prince was already engaged to another woman. Ariel tried to win the prince's heart but failed. In the end, the sea witch is defeated, and Ariel's father, the king of the sea, allows her to become a human permanently and marry the prince.

Source: <https://www.english-academy.id/blog/fairytale-bahasa-inggris>

1. What is the main idea of the story?
 - A. Ariel enjoys living under the sea and never wants to leave.
 - B. Ariel sacrifices her voice to become human and be with the prince.
 - ☒ C. The sea witch is kind and helps Ariel become a human for free.
 - D. The prince is afraid of the sea and never wants to meet Ariel.
2. Which event best represents the conflict Ariel faces after becoming human?
 - ☒ A. Ariel tries to win the prince's love, but he is already engaged to another woman.
 - B. Ariel saves the prince from a shipwreck.
 - C. Ariel's father allows her to become human.
 - D. The sea witch is defeated in the end.
3. What lesson can be learned from Ariel's decision to sacrifice her voice?
 - A. Sacrifices always guarantee success.
 - B. Love should be pursued at any cost.
 - ☒ C. Sometimes sacrifices do not lead to the outcome we desire.
 - D. It is better to stay in your comfort zone.
4. Which of the following conjunctions is used to show contrast in the story?
 - A. And
 - ☒ B. But
 - C. Because
 - D. So

5. What is the meaning of the word "engaged" in the sentence: "The prince was already engaged to another woman"?
- A. Berbicara
 - B. Berteman
 - C. Bertempur
 - ☒ D. Bertunangan
6. Ariel _____ to become human so she could be with the prince.
- A. Want
 - B. Wants
 - ☒ C. Wanted
 - D. Wanting
7. In the sentence "The prince was *honest* about his feelings for Ariel," what is the antonym of the word "honest"?
- A. Deceptive
 - ☒ B. Truthful
 - C. Sincere
 - D. Loyal
8. Choose the correct synonym for the bolded word in the sentence: "She was **fascinated** with human beings and their world"
- A. Uninterested
 - ☒ B. Frightened
 - C. Bored
 - D. Curious
9. Arrange the words into a correct sentence:
Prince – already – the – engaged – was – another – to – woman.
- A. Prince already was engaged the woman to another
 - ☒ B. The prince was already engaged to another woman
 - C. The prince already was engaged another to woman
 - D. Prince was already engaged to the another woman

The following text is for questions 10 to 18.

The Goose That Laid the Golden Eggs

In a farm, there lived a farmer who owned a goose that laid golden eggs. Every day, the goose would lay a golden egg, and the farmer became very rich. However, the farmer grew greedy and wanted more gold. He thought that the goose must have a huge store of gold inside her, and he wanted to get it all at once. He decided to kill the goose and cut her open to get all the gold. But when he killed the goose, he found no gold inside. He realized that his greed had cost him everything, and he had lost his source of wealth. He learned a valuable lesson about appreciating what he had and not letting greed get the best of him.

Source: <https://www.english-academy.id/blog/contoh-cerita-fabel>

10. What is the main idea of the story?
- ☒ A. A farmer becomes wealthy by selling golden eggs.
 - B. A goose lays golden eggs every day.
 - ☐ C. A farmer's greed leads him to lose everything.
 - D. A farmer learns how to appreciate his wealth.
11. What is the resolution or ending of the story?
- ☒ A. The farmer learns a valuable lesson about greed.
 - B. The goose lays more golden eggs.
 - C. The farmer becomes a king.
 - D. The farmer finds another goose.
12. What can we learn from the farmer's mistake?
- A. Being greedy is sometimes helpful.
 - B. You should always strive for more, no matter the cost.
 - ☒ C. Appreciate what you have and avoid being overly greedy.
 - D. It's best to take risks even if you don't know the consequences.
13. What is the function of the word "soon" in the sentence "He soon realized his mistake"?
- A. It describes how he realized his mistake.
 - B. It describes when he realized his mistake.
 - ☒ C. It shows where he was when he realized his mistake.
 - D. It describes the intensity of his realization.
14. What is the meaning of the word "greedy" in this sentence:
"However, the farmer grew greedy and wanted more gold."
- A. Dermawan
 - B. Jujur
 - C. Menolong
 - ☒ D. Egois
15. The farmer _____ everything when he killed the goose.
- A. Realized
 - ☒ B. Realize
 - C. Realizing
 - D. Realizes
16. The farmer became greedy and wanted more gold.
What is the antonym of "greedy"?
- A. Selfish
 - B. Proud
 - ☒ C. Generous
 - D. Careful
17. The sea witch's magic was powerful and frightening.
What is a synonym for "powerful"?
- A. Weak
 - ☒ B. Strong
 - C. Slow
 - D. Gentle

18. Arrange the words into a correct sentence:

Not - best - let - greed - his - the - of - get - him.

- A. His greed let not the best get of him.
- B. Let not his greed the best get of him.
- C. He did not let the best of greed get him.
- ☒ D. Do not let his greed get the best of him.

The following text is for questions 19 to 25.

The legend of Tangkuban Perahu

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang became desperate and worried because he hunted no deer. Then he thought of shooting his own dog. Then he took the dog's liver and carried it home. Soon Dayang Sumbi found out that it was not deer liver but Tumang's, his own dog. So, She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scarred and then cast away from their home. Years go by, Sangkuriang had traveled to many places and finally arrived at a village. He met a beautiful woman and fell in love with her. When they were discussing their wedding plans, The woman looked at the wound in Sangkuriang's head. It matched her son's wound who had left several years earlier. Soon she realized that she fell in love with her own son.

She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With dawn just a moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crow for a new day. Sangkuriang failed to marry her. She was very angry and kicked the boat. It fell over and became the mountain of Tangkuban PerahuBandung.

Source: <https://www.detik.com/jabar/berita/d-6253077/8-contoh-teks-story-telling-bahasa-inggris-dan-artinya>

19. What is the main idea of the story?

- A. The story of a boy who accidentally kills his dog while hunting.
- B. A tragic tale of a mother who unknowingly falls in love with her son.
- ☒ C. The creation of the Tangkuban Perahu mountain.
- D. A boy who fails to complete a task before dawn.

20. What does the orientation of the story introduce?

- A. The main conflict between Sangkuriang and Dayang Sumbi.
- B. The resolution of how the Tangkuban Perahu mountain was formed.
- C. The background of the characters and the initial situation.
- ☒ D. The way Dayang Sumbi stops Sangkuriang from marrying her.

21. What is the meaning of the word "wounded" in this sentence:
 "In that incident, Sangkuriang got wounded and scarred and then cast away from their home."
 A. Tersenyum
~~B. Terluka~~
 C. Berlari
 D. Melompat
- ~~22.~~ Sangkuriang _____ desperate because he did not find any deer during the hunt.
 A. Became
~~B. Becomes~~
 C. Becoming
 D. Become
- ~~23.~~ What is the antonym of the word "failed" in the sentence:
 "Sangkuriang failed to marry her."
~~A. Failed~~
 B. Did not try
 C. Succeeded
 D. Opposed
- ~~24.~~ What is the synonym of the word "kicked" in the sentence:
 "She was very angry and kicked the boat."
 A. Lifted
~~B. Pulled~~
 C. Built
 D. Hit
25. Arrange the words into a correct sentence:
 "Dayang Sumbi - very - and - was - angry - truth - about - the - Tumang."
 A. Dayang Sumbi was very angry about the truth Tumang.
 B. The truth about Tumang was very angry Dayang Sumbi.
~~C. Dayang Sumbi was very angry about the truth of Tumang.~~
 D. Dayang Sumbi angry truth the Tumang about was very.

Sample of Pre-test (Control Class)

S = 10
B = 15

(60)

PRE-TEST

NAME: *Theresia Mulhara Ledo*

CLASS: *VIII B C 87*

TIME: 60 Minutes

ABSENCE: *19*

Please choose the correct answer!

The following text is for questions 1 to 9.

The Little Mermaid

Deep in the ocean lived a beautiful mermaid named Ariel who longed to explore the world beyond the sea. She was fascinated with human beings and their world, and one day, she saved a prince from drowning in a shipwreck. She fell in love with him and decided to seek help from the sea witch to turn her into a human.

The sea witch agreed to turn her into a human in exchange for her voice, warning that if she failed to make the prince fall in love with her, she would turn back into a mermaid and become the sea witch's prisoner forever. Ariel agreed to the terms and became a human, but the prince was already engaged to another woman. Ariel tried to win the prince's heart but failed. In the end, the sea witch is defeated, and Ariel's father, the king of the sea, allows her to become a human permanently and marry the prince.

Source: <https://www.english-academy.id/blog/fairytale-bahasa-inggris>

1. What is the main idea of the story?
 - A. Ariel enjoys living under the sea and never wants to leave.
 - ☒ B. Ariel sacrifices her voice to become human and be with the prince.
 - C. The sea witch is kind and helps Ariel become a human for free.
 - D. The prince is afraid of the sea and never wants to meet Ariel.
2. Which event best represents the conflict Ariel faces after becoming human?
 - A. Ariel tries to win the prince's love, but he is already engaged to another woman.
 - ☒ B. Ariel saves the prince from a shipwreck.
 - C. Ariel's father allows her to become human.
 - D. The sea witch is defeated in the end.
3. What lesson can be learned from Ariel's decision to sacrifice her voice?
 - A. Sacrifices always guarantee success.
 - B. Love should be pursued at any cost.
 - ☒ C. Sometimes sacrifices do not lead to the outcome we desire.
 - D. It is better to stay in your comfort zone.
4. Which of the following conjunctions is used to show contrast in the story?
 - A. And
 - B. But
 - ☒ C. Because
 - D. So

5. What is the meaning of the word "engaged" in the sentence: "The prince was already engaged to another woman"?
- ☒ A. Berbicara
 - B. Berteman
 - C. Bertempur
 - D. Bertunangan
6. Ariel _____ to become human so she could be with the prince.
- A. Want
 - B. Wants
 - C. Wanted
 - ☒ D. Wanting
7. In the sentence "The prince was *honest* about his feelings for Ariel," what is the antonym of the word "honest"?
- ☒ A. Deceptive
 - B. Truthful
 - C. Sincere
 - D. Loyal
8. Choose the correct synonym for the bolded word in the sentence: "She was **fascinated** with human beings and their world"
- ☒ A. Uninterested *tidak tertarik*
 - B. Frightened *takut*
 - C. Bored *boson*
 - D. Curious *penasaran*
9. Arrange the words into a correct sentence:
Prince – already – the – engaged – was – another – to – woman.
- A. Prince already was engaged the woman to another
 - ☒ B. The prince was already engaged to another woman
 - C. The prince already was engaged another to woman
 - D. Prince was already engaged to the another woman

The following text is for questions 10 to 18.

The Goose That Laid the Golden Eggs

In a farm, there lived a farmer who owned a goose that laid golden eggs. Every day, the goose would lay a golden egg, and the farmer became very rich. However, the farmer grew greedy and wanted more gold. He thought that the goose must have a huge store of gold inside her, and he wanted to get it all at once. He decided to kill the goose and cut her open to get all the gold. But when he killed the goose, he found no gold inside. He realized that his greed had cost him everything, and he had lost his source of wealth. He learned a valuable lesson about appreciating what he had and not letting greed get the best of him.

Source: <https://www.english-academy.id/blog/contoh-cerita-fabel>

10. What is the main idea of the story?
- ☒ A. A farmer becomes wealthy by selling golden eggs.
 - B. A goose lays golden eggs every day.
 - C. A farmer's greed leads him to lose everything.
 - D. A farmer learns how to appreciate his wealth.
11. What is the resolution or ending of the story?
- ☒ A. The farmer learns a valuable lesson about greed.
 - B. The goose lays more golden eggs.
 - C. The farmer becomes a king.
 - D. The farmer finds another goose.
12. What can we learn from the farmer's mistake?
- ☒ A. Being greedy is sometimes helpful.
 - B. You should always strive for more, no matter the cost.
 - C. Appreciate what you have and avoid being overly greedy.
 - D. It's best to take risks even if you don't know the consequences.
13. What is the function of the word "soon" in the sentence "He soon realized his mistake"?
- A. It describes how he realized his mistake.
 - ☒ B. It describes when he realized his mistake.
 - C. It shows where he was when he realized his mistake.
 - D. It describes the intensity of his realization.
14. What is the meaning of the word "greedy" in this sentence:
"However, the farmer grew greedy and wanted more gold."
- A. Dermawan
 - B. Jujur
 - C. Menolong
 - ☒ D. Egois
15. The farmer _____ everything when he killed the goose.
- ☒ A. Realized
 - B. Realize
 - C. Realizing
 - D. Realizes
16. The farmer became greedy and wanted more gold.
What is the antonym of "greedy"?
- A. Selfish *egois*
 - B. Proud *bangga*
 - ☒ C. Generous *serakah*
 - D. Careful *seorok*
17. The sea witch's magic was powerful and frightening.
What is a synonym for "powerful"?
- A. Weak *lemah*
 - ☒ B. Strong *kuat*
 - C. Slow *lembat*
 - D. Gentle *lembut*

18. Arrange the words into a correct sentence:
 Not - best - let - greed - his - the - of - get - him.
 A. His greed let not the best get of him.
 B. Let not his greed the best get of him.
~~C.~~ He did not let the best of greed get him.
 D. Do not let his greed get the best of him.

The following text is for questions 19 to 25.

The legend of Tangkuban Perahu

One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang became desperate and worried because he hunted no deer. Then he thought of shooting his own dog. Then he took the dog's liver and carried it home. Soon Dayang Sumbi found out that it was not deer liver but Tumang's, his own dog. So, She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scarred and then cast away from their home. Years go by, Sangkuriang had traveled to many places and finally arrived at a village. He met a beautiful woman and fell in love with her. When they were discussing their wedding plans, The woman looked at the wound in Sangkuriang's head. It matched her son's wound who had left several years earlier. Soon she realized that she fell in love with her own son.

She couldn't marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With dawn just a moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crow for a new day. Sangkuriang failed to marry her. She was very angry and kicked the boat. It fell over and became the mountain of Tangkuban PerahuBandung.

Source: <https://www.detik.com/jabar/berita/d-6253077/8-contoh-teks-story-telling-bahasa-inggris-dan-artinya>

19. What is the main idea of the story?
 A. The story of a boy who accidentally kills his dog while hunting.
~~B.~~ A tragic tale of a mother who unknowingly falls in love with her son.
 C. The creation of the Tangkuban Perahu mountain.
 D. A boy who fails to complete a task before dawn.
20. What does the orientation of the story introduce?
 A. The main conflict between Sangkuriang and Dayang Sumbi.
 B. The resolution of how the Tangkuban Perahu mountain was formed.
~~C.~~ The background of the characters and the initial situation.
 D. The way Dayang Sumbi stops Sangkuriang from marrying her.

21. What is the meaning of the word "wounded" in this sentence:
 "In that incident, Sangkuriang got wounded and scarred and then cast away from their home."
 A. Tersenyum
~~B. Terluka~~
 C. Berlari
 D. Melompat
22. Sangkuriang _____ desperate because he did not find any deer during the hunt.
~~A. Became~~
 B. Becomes
 C. Becoming
 D. Become
23. What is the antonym of the word "failed" in the sentence:
 "Sangkuriang failed to marry her."
 A. Failed
 B. Did not try
 C. Succeeded
~~D. Opposed~~
24. What is the synonym of the word "kicked" in the sentence:
 "She was very angry and kicked the boat."
 A. Lifted
~~B. Pulled~~
 C. Built
 D. Hit
25. Arrange the words into a correct sentence:
 "Dayang Sumbi - very - and - was - angry - truth - about - the - Tumang."
 A. Dayang Sumbi was very angry about the truth Tumang.
 B. The truth about Tumang was very angry Dayang Sumbi.
~~C. Dayang Sumbi was very angry about the truth of Tumang.~~
 D. Dayang Sumbi angry truth the Tumang about was very.

Sample of Post-test (Experiment Class)

S: 4
B: 21
84

POST-TEST

NAME: 52142 1349: 03141 2043
CLASS: VIII C
ABSENCE:
TIME: 60 Minutes

Please choose the correct answer!

The following text is for questions 1 to 9.

The Princess and the Pea

Once upon a time, there was a prince who wanted to marry a real princess. One stormy night, a young woman claiming to be a princess showed up at the castle gate.

The queen, skeptical of the young woman's claim, decided to test her by placing a pea under twenty mattresses and twenty eiderdown pillows. The next morning, the princess complained that she was unable to sleep. "I have been lying on something hard," she said. "I was lying on something hard." The prince knew she was a real princess, for only a real princess would be able to feel a tiny pea through so many layers of bedding. They were married and lived happily ever after.

Source: <https://www.enrichschool.com.au/blog/fairy-tale-bahasa-indonesia>

- What is the main idea of the story?
 - The prince wants to marry a princess, but he is not sure who is the right one.
 - The queen tests a woman who claims to be a princess by placing a pea under many mattresses.
 - A princess complains about a hard bed, proving she is a true princess.
 - A prince marries a real princess after she proves herself by feeling a pea under twenty mattresses.
- What is the orientation in the story of the prince and the princess?
 - The princess complains about the bed, and the prince marries her.
 - The prince decides to marry a real princess and meets a woman claiming to be a real princess.
 - The queen tests the princess by placing a pea under many mattresses.
 - The prince is skeptical and decides to test the princess's claim.
- What is the moral message of the story?
 - A real princess has sensitivity and can feel small things, even when they are hidden.
 - True royalty is determined by how much wealth you have.
 - True love can only be tested through physical challenges.
 - A princess should never complain about anything, no matter how uncomfortable.

- Which of the following conjunctions from the story is used to show contrast?
 - And
 - But
 - Because
 - So
- What is the meaning of the word "scarcely" in the sentence: "I scarcely closed my eyes all night"?
 - Dengan mudah
 - Dengan cepat
 - Hambar tidak
 - Sepertinya
- The queen _____ a pea under the mattresses to test the young woman.
 - Place
 - Places
 - Placed
 - Placing
- What is the antonym of the word "hard" in the sentence: "I was lying on something hard"?
 - Soft
 - Heavy
 - Smooth
 - Rough
- What is the synonym of the word "scarcely" in the sentence: "I scarcely closed my eyes all night"?
 - Always
 - Barely
 - Fully
 - Quickly
- Arrange the words into a correct sentence!
 - Pea – the – under – placed – mattresses – the – queen – the.
 - Placed the queen the mattresses under the pea.
 - Under the placed mattresses queen the pea.
 - The queen placed the pea under the mattress

19. What is the main idea of the story?
- ☒ A. A fisherman catches a golden fish that turns into a princess, but breaking a promise causes a disaster.
 - B. A fisherman marries a princess who later becomes a fish again.
 - C. A daughter runs away from home after eating her father's lunch.
 - D. A man finds a fish and turns it into a princess.
20. What is the resolution in the story?
- ☒ A. The man makes a promise to the fish that he will not tell anyone her secret.
 - B. The man shouts at his daughter and breaks his promise.
 - C. The disaster happens, and the princess turns into a fish again, while the man becomes the island of Samsir.
 - ☒ D. The daughter runs up the hills to avoid the disaster.
21. What is the meaning of the word "**furious**" in the sentence:
"Unfortunately, he found out and got furious, and shouted, 'You damned daughter of a fish!'"
- A. Scaring
 - ☒ B. Miffed
 - C. Bragging
 - D. Faint
22. The man _____ a big golden fish in his trap while fishing.
- A. Catch
 - B. Catches
 - C. Catching
 - ☒ D. Caught
23. What is the antonym of the word "**furious**" in the sentence:
"Unfortunately, he found out and got furious, and shouted, 'You damned daughter of a fish!'"
- A. Happy
 - B. Angry
 - ☒ C. Calm
 - D. Confused
24. What is the synonym of the word "**promise**" in the sentence:
"She said, 'Yes, but you have to promise not to tell anyone about the secret!'"
- ☒ A. Vow
 - B. Refuse
 - C. Disappointment
 - D. Secret
25. Arrange the words into a correct sentence:
 fish – the – into – turned – princess – a – beautiful.
- A. The fish turned a beautiful princess into.
 - B. A beautiful princess turned the fish into.
 - ☒ C. The fish turned into a beautiful princess.
 - D. Into a beautiful princess the fish turned.

Sample of Post-test (Control Class)

5:7
B:18
(72)

POST-TEST

NAME: Theresia Muthia L.
 CLASS: VIII B
 ABSENCE: 20
 TIME: 60 Minutes

Please choose the correct answer!

The following text is for questions 1 to 9.

The Princess and the Pea

Once upon a time, there was a prince who wanted to marry a real princess. One stormy night, a young woman claiming to be a princess showed up at the castle gate.

The queen, skeptical of the young woman's claim, decided to test her by placing a pea under twenty mattresses and twenty feather beds. In the morning, the princess complained of a terrible night's sleep, saying "I scarcely closed my eyes all night! Heaven only knows what was in the bed, but I was lying on something hard." The prince knew she was a real princess, for only a true princess would be able to feel a tiny pea through so many layers of bedding. They were married and lived happily ever after.

Source: <https://www.englishacademy.id/blog/fairy-tale-bahasa-inggris>

- What is the main idea of the story?
 - The prince wants to marry a princess, but he is not sure who is the right one.
 - The queen tests a woman who claims to be a princess by placing a pea under many mattresses.
 - A princess complains about a hard bed, proving she is a true princess.
 - A prince marries a real princess after she proves herself by feeling a pea under twenty mattresses.
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 - The princess complains about the bed, and the prince marries her.
 - The prince decides to marry a real princess and meets a woman claiming to be one.
 - The queen tests the princess by placing a pea under many mattresses.
 - The prince is skeptical and decides to test the princess's claim.
- What is the moral message of the story?
 - A true princess has sensitivity and can feel small things, even when they are hidden.
 - True royalty is determined by how much wealth you have.
 - True love can only be tested through physical challenges.
 - A princess should never complain about anything, no matter how uncomfortable.

- Which of the following conjunctions from the story is used to show contrast?
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- The queen _____ a pea under the mattresses to test the young woman.
 - Place
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- What is the antonym of the word "hard" in the sentence: "I was lying on something hard"?
 - Soft
 - Heavy
 - Smooth
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- What is the synonym of the word "scarcely" in the sentence: "I scarcely closed my eyes all night"?
 - Always
 - Barely
 - Fully
 - Quickly
- Arrange the words into a correct sentence!
 - Pea - the - under - placed - mattresses - the - queen - the.
 - Placed the queen the mattresses under the pea.
 - Under the placed mattresses queen the pea.
 - The queen placed the pea under the mattress

The following text is for questions 10 to 18.

The Helpful Dolphin and the Selfish Shark

In the ocean, there lived a helpful dolphin who was known for his kindness and generosity. One day, a selfish shark approached the dolphin and asked him for help. The shark said, "I have injured my fin, and I can't swim properly. Can you help me reach the other side of the ocean?"

The dolphin agreed to help and carried the shark on his back. As they were swimming, the shark started to attack the dolphin, trying to kill him. The dolphin was surprised and asked the shark why he was doing this. The shark replied, "I am a predator, and you are my prey. I only asked for your help to get closer to my next meal." The dolphin was disappointed and hurt by the shark's betrayal. He realized that not everyone is kind and helpful like him, and he learned to be more cautious and mindful of the people he helps.

Source: <https://www.english-grammar-advice.com/essays/the-fish/>

10. What is the main idea of the story?

- A. The shark asks the dolphin for help and betrays him.
- B. The dolphin and the shark become friends after the shark is healed.
- ☒ C. The dolphin helps the shark out of kindness, but the shark betrays him.
- D. The dolphin learns to trust everyone who asks for help.

11. What is the complication in the story?

- A. The dolphin is unable to swim.
- B. The dolphin gets lost in the ocean.
- ☒ C. The shark attacks the dolphin after asking for help.
- D. The shark apologizes to the dolphin for his actions.

12. What is the moral message of the story?

- A. Always help others, even when they don't ask.
- ☒ B. Not everyone who asks for help has good intentions.
- C. Helping others will always be rewarded.
- D. Trusting everyone is important, even if they are strangers.

13. What is the function of the word "properly" in the sentence "The shark said, 'I can't swim properly.'"

- ☒ A. It describes how the shark swims.
- B. It describes when the shark swims.
- C. It shows where the shark swims.
- D. It describes the intensity of the shark's swimming.

14. What is the meaning of the word "prey" in the sentence "I am a predator, and you are my prey."

- A. Mischief
- B. Terrain
- C. Preybird
- ☒ D. Mangrove

15. The shark _____ the dolphin for help to reach the other side of the ocean.

- A. Ask
- B. Asks
- ☒ C. Asked
- D. Asking

16. What is the antonym of the word "helpful" in the sentence:

"In the ocean, there lived a helpful dolphin who was known for his kindness and generosity."

- A. Kind
- B. Unhelpful
- C. Generous
- ☒ D. Caring

17. What is the synonym of the word "injured" in the sentence:

"The shark said, 'I have injured my fin, and I can't swim properly.'"

- ☒ A. Wounded
- B. Healthy
- C. Strong
- D. Protected

18. Arrange the words into a correct sentence:

- shark – the – asked – dolphin – help – for – the.
- A. For the shark the dolphin asked help.
- B. The dolphin for the help asked the shark.
- C. Asked for the dolphin help the shark the.
- ☒ D. The shark asked the dolphin for help.

The following text is for questions 19 to 25.

The story of Toba Lake

One day, while the man was fishing, he caught a big golden fish in his trap. It was the biggest catch he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed to her as his wife. She said, "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bring lunch to her father out in the fields. One day, his daughter was so hungry that she ate his father's lunch. Unfortunately, he found out and got furious, and shouted, "You damned daughter of a fish!". The daughter ran home and asked her mother. The mother started crying, feeling sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

Source: <https://www.detik.com/jabar/bertitik/62510778-samudra-terakut-terjadi-batasnya-tinggi-dan-terjang>

19. What is the main idea of the story?
 A. A fisherman catches a golden fish that turns into a princess, but breaking a promise causes a disaster.
 B. A fisherman marries a princess who later becomes a fish again.
 ✗ C. A daughter runs away from home after eating her father's lunch.
 D. A man finds a fish and turns it into a princess.
20. What is the resolution in the story?
 A. The man makes a promise to the fish that he will not tell anyone her secret.
 B. The man shouts at his daughter and breaks his promise.
 ✗ C. The disaster happens, and the princess turns into a fish again, while the man becomes the island of Samosir.
 D. The daughter runs up the hills to avoid the disaster.
21. What is the meaning of the word "furious" in the sentence:
 "Unfortunately, he found out and got furious, and shouted: 'You damned daughter of a fish!'"
 A. Senang
 B. Murka
 ✗ C. Bingung
 D. Takut
22. The man _____ a big golden fish in his trap while fishing.
 A. Catch
 B. Catches
 C. Catching
 ✗ D. Caught
23. What is the antonym of the word "furious" in the sentence:
 "Unfortunately, he found out and got furious, and shouted: 'You damned daughter of a fish!'"
 A. Happy
 B. Angry
 ✗ C. Calm
 D. Confused
24. What is the synonym of the word "promise" in the sentence:
 "She said, 'Yes, but you have to promise not to tell anyone about the secret.'"
 ✗ A. Wow
 B. Refuse
 C. Disappointment
 D. Secret
25. Arrange the words into a correct sentence:
 fish - the - into - turned - princess - a - beautiful.
 A. The fish turned a beautiful princess into.
 ✗ B. A beautiful princess turned the fish into.
 C. The fish turned into a beautiful princess.
 D. Into a beautiful princess the fish turned.

Appendix 12: Students Score of Pre-test and Post-test (Control and Experiment Class)

Pre-test Control	Butir Soal																									Total
	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	
AAY	4	4	0	0	4	4	4	0	0	0	0	4	4	4	4	0	4	4	0	0	4	4	4	4	4	64
AAR	4	0	4	4	0	0	4	0	4	0	0	0	4	4	4	4	4	0	4	0	4	0	0	0	4	52
ARFF	4	4	4	4	0	4	0	4	4	4	4	4	4	4	4	0	4	4	4	4	0	4	0	4	0	76
ANR	0	4	0	4	4	0	4	4	0	4	4	4	0	4	0	4	0	4	4	4	0	4	4	4	0	64
DNA	4	4	4	4	0	4	4	0	4	0	4	0	4	4	4	4	4	0	4	0	4	4	0	0	4	68
FNR	4	0	4	0	4	4	0	4	0	4	4	4	4	0	4	0	4	4	0	4	4	0	4	4	0	64
MANS	0	4	4	4	4	0	4	4	4	4	0	4	4	4	0	4	4	0	4	4	0	4	4	0	4	72
MAF	4	0	0	0	4	4	4	0	4	0	0	4	0	4	4	0	4	4	0	0	4	0	4	0	4	52
MRAA	4	4	4	4	0	0	0	4	4	4	4	4	4	0	4	4	0	4	0	4	0	4	4	4	0	68
MJF	4	4	0	4	4	4	4	0	0	0	4	0	4	4	4	0	4	0	4	0	4	4	0	4	0	60
MFMA	0	4	4	4	4	4	4	0	0	4	4	0	4	4	0	0	4	4	0	4	0	0	4	0	0	56
MJS	4	0	0	0	4	4	4	4	0	4	0	4	0	4	4	4	0	4	0	4	4	4	4	0	4	64
MAA	0	4	4	4	0	0	0	0	4	4	4	4	4	4	0	4	4	0	4	0	0	4	4	0	0	56
MFP	4	0	0	0	4	4	4	4	0	4	4	4	4	4	0	0	4	4	0	4	4	4	4	4	0	68
MRS	0	4	4	4	4	4	4	4	4	4	4	0	4	0	4	4	4	0	4	0	0	4	0	4	0	68
MSWP	4	0	0	0	4	4	4	4	0	0	0	0	4	4	4	4	4	4	4	4	0	4	4	0	4	64
NFBR	4	0	0	4	4	4	4	0	4	0	0	4	0	0	4	4	0	4	4	4	4	4	4	0	4	64
RHF	4	0	4	0	4	0	0	4	4	4	0	0	0	4	4	0	4	4	0	0	0	0	4	4	4	52
TML	4	0	4	0	0	0	4	0	4	0	4	0	4	4	4	4	4	0	4	4	4	4	0	0	4	60
TA	0	4	0	0	0	4	4	4	0	4	4	4	4	0	4	4	0	0	4	0	4	0	4	0	4	56
AZM	4	4	4	4	0	0	4	4	0	4	0	4	0	4	4	4	4	4	4	4	0	0	0	0	4	60

Post-test Control	Butir Soal																									Total
	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	
AAY	4	4	4	4	4	4	4	4	0	4	0	0	4	4	0	4	0	4	4	4	4	0	4	4	0	72
AAR	4	0	4	4	0	4	0	4	0	4	4	0	4	0	4	4	4	0	0	4	4	4	0	4	4	64
ARFF	0	4	4	4	4	4	4	0	4	4	4	4	0	4	4	4	0	4	4	4	4	0	4	0	4	76
ANR	4	4	0	4	0	4	4	4	4	0	4	4	4	4	4	0	4	0	4	0	4	4	4	0	4	72
DNA	4	0	4	0	4	4	4	4	4	4	4	0	4	4	0	4	4	4	0	4	0	4	4	0	0	68
FNR	0	4	4	4	4	4	4	0	4	0	4	4	4	0	4	4	4	4	0	4	4	4	4	4	4	80
MANS	4	4	0	4	4	4	0	4	4	4	4	4	0	4	4	4	4	0	4	4	4	4	0	4	0	76
MAF	4	0	4	4	4	0	4	4	0	4	4	0	4	4	4	0	0	4	4	4	4	4	0	4	0	68
MRAA	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	0	0	0	4	4	0	0	0	72
MJF	0	4	4	0	4	4	4	4	4	4	0	4	0	4	4	0	0	4	4	4	0	0	4	0	4	64
MFMA	4	4	4	4	0	4	0	0	0	4	4	4	0	4	0	4	4	0	0	4	4	0	0	4	4	60
MJS	4	0	4	0	4	4	4	4	4	0	4	0	4	4	4	4	4	4	4	0	4	4	4	0	0	72
MAA	4	4	4	0	4	4	0	4	4	4	0	4	4	0	4	0	4	4	4	4	4	0	4	4	4	76
MFP	0	4	4	4	4	0	4	4	4	0	4	4	4	4	4	4	0	0	4	4	0	0	4	4	4	72
MRS	0	4	0	4	4	4	4	4	0	4	4	4	4	4	0	4	4	4	0	4	4	4	0	4	4	76
MSWP	4	0	4	4	0	4	4	4	4	4	4	0	0	0	4	0	4	4	0	4	4	4	4	0	4	68
NFBR	4	4	0	4	4	0	4	4	4	4	0	4	4	0	4	4	4	4	4	0	4	0	4	0	4	72
RHF	4	4	4	0	4	0	4	4	0	4	4	0	0	4	4	4	0	0	4	4	0	4	4	4	4	68
TML	4	4	4	4	0	4	0	4	4	0	4	4	4	4	4	0	4	4	0	4	0	4	4	4	0	72
TA	0	0	4	4	4	4	4	4	0	4	4	0	0	4	4	4	4	0	4	0	4	4	4	4	0	68
AZM	4	4	0	4	4	4	4	0	4	4	4	4	4	0	0	4	4	4	0	4	0	0	4	0	4	68

Pre-test Experimental	Butir Soal																									Total
	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	
AM	4	0	4	4	4	4	0	0	4	0	4	4	4	4	4	4	0	4	4	0	0	0	4	4	0	64
AF	4	4	0	4	4	0	4	0	4	0	4	0	0	4	4	4	4	0	0	0	4	4	4	4	0	60
BAA	4	0	0	4	4	0	4	0	4	4	4	4	0	4	4	4	4	4	4	4	4	4	0	0	4	72
DWAW	4	4	4	0	0	4	0	4	0	4	4	0	4	0	4	0	0	4	4	4	0	4	0	4	4	60
EFP	4	0	0	4	4	4	4	0	4	4	0	4	0	4	0	4	4	0	0	0	4	4	4	4	0	60
MFS	4	4	0	4	4	4	4	4	0	0	0	4	0	4	0	4	4	0	0	0	4	0	4	0	4	56
MNA	4	0	4	4	4	0	0	4	0	4	0	4	0	4	0	4	4	4	4	4	4	0	4	0	4	64
MRA	0	4	4	0	0	4	0	4	4	0	4	0	4	0	4	4	0	0	4	4	0	4	4	4	4	60
MRSS	4	0	0	4	0	0	4	4	0	4	4	4	4	4	4	0	4	4	4	4	4	0	0	0	4	64
MSM	4	0	0	4	4	0	4	0	4	4	0	4	4	4	4	4	4	4	0	4	4	0	4	0	4	68
NMH	0	0	0	4	4	4	4	4	0	4	4	4	4	4	4	4	0	0	0	0	0	4	0	4	0	56
NDP	4	4	0	4	4	0	4	4	4	4	0	4	0	4	0	4	4	4	4	4	4	4	0	4	4	76
RBP	4	4	4	4	4	4	4	4	0	0	0	0	4	4	4	4	4	0	0	0	4	4	4	0	4	68
RAN	0	4	4	0	4	0	4	4	4	4	0	4	0	4	4	0	4	0	4	4	4	0	4	4	0	64
SA	0	4	4	0	4	4	4	4	0	4	0	4	0	0	4	4	4	4	0	4	4	0	0	0	4	60
SLA	0	4	4	4	4	4	0	0	4	0	4	4	0	4	0	4	0	4	0	0	4	0	0	0	4	52
SKRA	0	4	4	0	4	0	4	4	4	4	0	4	0	4	4	4	4	4	4	4	4	0	0	4	0	68
SYB	4	0	4	4	4	0	4	4	4	4	4	0	0	4	4	0	4	4	4	4	4	0	0	4	0	68
WDS	4	0	0	4	4	0	4	0	4	0	0	4	0	4	4	4	0	0	0	4	4	4	4	4	4	60
ZAA	0	4	0	4	4	0	4	4	4	4	0	4	0	4	4	4	0	4	4	0	4	4	4	4	0	68
MWAR	4	4	4	0	0	4	0	4	0	4	4	4	4	0	0	0	4	4	4	4	0	4	4	4	4	68

Post-test Experimental	Butir Soal																									Total
	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	
AM	4	4	4	4	4	0	4	4	4	4	4	0	4	4	4	4	4	0	4	0	4	4	4	4	4	84
AF	4	0	4	4	4	4	0	4	4	0	4	4	4	4	0	4	4	4	4	4	4	4	0	4	4	80
BAA	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	0	4	4	0	88
DWAW	4	4	4	4	0	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	88
EFP	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	0	0	4	4	4	0	4	4	4	84
MFS	0	4	0	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	88
MNA	4	4	4	4	4	4	4	4	4	4	4	0	4	4	0	4	4	4	0	4	4	4	4	4	4	88
MRA	4	4	4	4	4	4	4	4	4	0	4	4	4	0	4	4	4	4	4	4	4	0	4	4	4	84
MRSS	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	92
MSM	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	96
NMH	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	96
NDP	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	96
RBP	4	4	0	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	92
RAN	4	4	4	4	0	0	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	88
SA	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	0	4	4	4	4	0	4	0	4	84
SLA	4	4	4	0	4	4	0	4	4	4	0	4	4	4	4	4	4	4	4	0	4	4	4	4	4	84
SKRA	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	0	4	4	4	92
SYB	0	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	92
WDS	4	0	4	4	4	4	4	4	0	4	4	4	4	4	4	0	4	4	0	4	4	4	4	4	4	84
ZAA	4	4	4	4	4	4	4	4	4	4	4	4	4	0	4	4	4	4	4	4	4	4	4	4	0	92
MWAR	4	4	4	0	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	0	0	4	4	4	88

Appendix 13: Attendance List of Students

Class VIII-B

No.	Name	Pre-test	Treatment 1	Treatment 2	Treatment 3	Post-test
1.	AAY	✓	✓	I	✓	✓
2.	AAR	✓	✓	✓	✓	✓
3.	ARFF	✓	✓	✓	S	✓
4.	ANR	✓	✓	✓	✓	✓
5.	DNA	✓	✓	✓	✓	✓
6.	FNR	✓	✓	✓	✓	✓
7.	MANS	✓	✓	✓	✓	✓
8.	MAF	✓	✓	✓	✓	✓
9.	MRAA	✓	✓	✓	✓	✓
10.	MJF	✓	S	✓	✓	✓
11.	MFMA	✓	✓	✓	✓	✓
12.	MJS	✓	✓	✓	✓	✓
13.	MAA	✓	✓	✓	✓	✓
14.	MFP	✓	✓	✓	✓	✓
15.	MRS	✓	S	✓	✓	✓
16.	MSWP	✓	✓	S	✓	✓
17.	NFBR	✓	✓	✓	✓	✓
18.	RHF	✓	✓	✓	✓	✓
19.	TML	✓	✓	✓	I	✓
20.	TA	✓	✓	✓	✓	✓
21.	AZM	✓	✓	S	✓	✓