

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama sekolah	: MTs. Darul Falah Kibin
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX (Sembilan) / 1
Standar Kompetensi	: 1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>narrative</i> untuk berinteraksi dalam konteks kehidupan sehari-hari
Kompetensi Dasar	: 1.2 Merespon makna dalam teks tulis fungsional pendek secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari
Jenis teks	: Narrative Text
Tema	: <i>Ramayana</i>
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit (2 x Pertemuan)

### 1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Memahami makna struktur dan bentuk bahasa dari teks narrative
- b. Berdiskusi tentang berbagai informasi dalam suatu teks berbentuk narrative
- c. Mengungkapkan isi dari teks narrative dengan bahasa sendiri

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya ( *Trustworthines* )  
Rasa hormat dan perhatian ( *respect* )  
Tekun ( *diligence* )

### 2. Materi Pembelajaran

Narrative Text “Ramayana”

#### RAMAYANA

Along time ago, there was a king namely Rahwana. He was very rich and powerful, but he had no wife to accompany him in his life. He had a very big and beautiful palace. And in the other side, there was another king namely Rama. He had a very beautiful wife namely Shinta.

One day, Rama wanted to hunt wild animals in the forest with his servant. He left her wife in the beautiful park behind the palace. He told Shinta not to go out from the magic circle he made on the ground.

Rahwana knew that Rama had gone to hunt. He changed into a golden deer and came near Shinta. Shinta wanted to catch the deer and she got out the circle. Then Rahwana kidnapped her. He brought her to fly to his palace as his wife.

Rama knew who kidnapped her wife. He asked Hanoman to help him fight against Rahwana. Then he won the battle with the help of the king apes namely Hanoman.

Finally, they live happily ever after.

**Taken from** *Practice Your English Competence for SMP/MTs Class IX, 2009*

**Generic Structure of Narrative Text:**

- Orientation (Pendahuluan Cerita), memperkenalkan tokoh-tokoh tersebut
- Complication: Munculnya permasalahan di antara tokoh-tokoh tersebut
- Resolution: Masalah dapat diatasi

**3. Metode Pembelajaran:** Collaborative Strategic Reading (CSR)

**4. Langkah-langkah Kegiatan**

**A. Kegiatan Pendahuluan**

Apersepsi :

- Menulis hal-hal yang ingin diketahui berkaitan dengan bacaan yang akan dibahas

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

**B. Kegiatan Inti**

**Eksplorasi**

Dalam kegiatan eksplorasi:

- ☞ Guru menjelaskan struktur kebahasaan teks narrative
- ☞ Guru memberikan contoh lain dari teks narrative
- ☞ Guru memberikan teks narrative dengan tema “Ramayana”
- ☞ Guru memperkenalkan teks dengan CSR
- ☞ Siswa mengidentifikasi makna dari teks yang diajarkan

**Elaborasi**

Dalam kegiatan elaborasi:

- ☞ Guru membagi siswa dalam lima kelompok
- ☞ Guru menjelaskan strategi dari “CSR” untuk digunakan dalam mempelajari teks narrative (*preview, click and clunk, get the gist and wrap up*)
- ☞ Siswa bekerja secara berkelompok untuk mengidentifikasi teks dengan menggunakan strategy “CSR”
- ☞ Guru memfasilitasi siswa untuk menyajikan hasil kerja secara berkelompok
- ☞ Guru mengevaluasi siswa dengan memberikan beberapa pertanyaan yang berhubungan dengan teks yang berjudul “Ramayana”

**Konfirmasi**

Dalam kegiatan konfirmasi:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

### C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ memotivasi siswa untuk belajar dengan giat
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

### 5. Sumber belajar

- a. Buku teks yang relevan:
- b. Teks Narrative “Ramayana”

### 6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
<ul style="list-style-type: none"> <li>• Mengidentifikasi makna dalam teks narrative</li> </ul>	Tes Tulis	Melengkapi generic structure	<i>Complete the following generic structure of Ramayana story</i>

#### a. Pedoman Penilaian

Untuk tiap nomor, tiap jawaban benar skor 1

1. Jumlah skor maksimal x 100 = 100

2. Nilai maksimal = 100

3. Nilai Siswa =  $\frac{SkorPerolehan}{SkorMaksimal} \times 100$

Serang, 2014

Mengetahui;  
Guru Bidang Studi,

Guru Praktek,

Jaenal Arifin, S.pd  
NIP :

Evi Vitriyati  
NIM : 102300833

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Nama sekolah	: MTs. Darul Falah Kibin
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX (Sembilan) / 1
Standar Kompetensi	: 1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>narrative</i> untuk berinteraksi dalam konteks kehidupan sehari-hari
Kompetensi Dasar	: 1.2 Merespon makna dalam teks tulis fungsional pendek secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari
Jenis teks	: Narrative Text
Tema	: <i>Ramayana</i>
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit (2 x pertemuan)

### **1. Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Memahami makna struktur dan bentuk bahasa dari teks narrative
- b. Berdiskusi tentang berbagai informasi dalam suatu teks narrative
- c. Mengungkapkan isi dari teks narrative dengan bahasa sendiri

- ❖ **Karakter siswa yang diharapkan :**           Dapat dipercaya ( *Trustworthines* )  
  Rasa hormat dan perhatian ( *respect* )  
  Tekun ( *diligence* )

### **2. Materi Pembelajaran**

Narrative Text “Ramayana”

#### **RAMAYANA**

Along time ago, there was a king namely Rahwana. He was very rich and powerful, but he had no wife to accompany him in his life. He had a very big and beautiful palace. And in the other side, there was another king namely Rama. He had a very beautiful wife namely Shinta.

One day, Rama wanted to hunt wild animals in the forest with his servant. He left her wife in the beautiful park behind the palace. He told Shinta not to go out from the magic circle he made on the ground.

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Rama knew who kidnapped her wife. He asked Hanoman to help him fight against Rahwana. Then he won the battle with the help of the king apes namely Hanoman.

Finally, they live happily ever after.

**Taken from** *Practice Your English Competence for SMP/MTs Class IX, 2009*

### **Generic Structure of Narrative Text:**

- Orientation (Pendahuluan Cerita), memperkenalkan tokoh-tokoh tersebut
- Complication: Munculnya permasalahan di antara tokoh-tokoh tersebut
- Resolution: Masalah dapat diatasi

### **3. Metode Pembelajaran:** Three Phase Technique

#### **4. Langkah-langkah Kegiatan**

##### **A. Kegiatan Pendahuluan**

Apersepsi :

- Menulis hal-hal yang ingin diketahui berkaitan dengan bacaan yang akan dibahas

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

##### **B. Kegiatan Inti**

###### **Eksplorasi**

Dalam kegiatan eksplorasi:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari
- ☞ Guru menjelaskan struktur kebahasaan teks narrative
- ☞ Guru memberikan teks narrative dengan tema “Ramayana”
- ☞ Siswa dapat memahami isi teks narrative dengan tema “Ramayana”
- ☞ Mengidentifikasi makna dari teks yang diajarkan

###### **Elaborasi**

Dalam kegiatan elaborasi:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Siswa membaca dan berdiskusi secara berkelompok untuk mengidentifikasi teks narrative yang dibaca
- ☞ Guru memfasilitasi siswa untuk menyajikan hasil kerja secara berkelompok
- ☞ Guru mengevaluasi siswa dengan memberikan beberapa pertanyaan yang berhubungan dengan teks yang berjudul “Ramayana”

###### **Konfirmasi**

Dalam kegiatan konfirmasi:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa

- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

### C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ memotivasi siswa untuk belajar dengan giat
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

### 5. Sumber belajar

1. Buku teks yang relevan:
2. Teks Narrative “Ramayana”

### 6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
<ul style="list-style-type: none"> <li>• Mengidentifikasi makna dalam teks narrative</li> </ul>	Tes Tulis	Melengkapi generic structure	<i>Complete the following generic structure of Ramayana story</i>

#### a. Pedoman Penilaian

Untuk tiap nomor, tiap jawaban benar skor 1

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3. Nilai Siswa =  $\frac{SkorPerolehan}{SkorMaksimal} \times 100$

Serang, 2014

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Nama sekolah	: MTs. Darul Falah Kibin
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX (Sembilan) / 1
Standar Kompetensi	: 2.1 Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>narrative</i> untuk berinteraksi dalam konteks kehidupan sehari-hari
Kompetensi Dasar	: 2.2 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i>
Jenis teks	: <i>Narrative text</i>
Tema	: <i>Karonsih</i>
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit (2 x Pertemuan)

### **1. Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Memahami makna gagasan utama dalam teks berbentuk narrative
- b. Memahami ciri-ciri kebahasaan dalam teks berbentuk narrative
- c. Memilih jawaban yang tepat berdasarkan bacaan

❖ **Karakter siswa yang diharapkan :**                   Dapat dipercaya ( *Trustworthines* )  
  Rasa hormat dan perhatian ( *respect* )  
  Tekun ( *diligence* )

### **2. Materi Pembelajaran**

Teks Narrative “Karonsih”

#### **KARONSIH**

Once upon a time, there were two beautiful pigeons. They lived in the forest. They loved each other. They flew anywhere together, they ate together, they drank together, and they did anything together. They were happy, because each of them was faithful. As if they would live forever and the world belonged to them.

One day, the pigeons hunted a place where he found many seeds of rice, corn, or nuts to eat. But there was a hunter who saw they flying closer, he shot the male pigeon. And the female pigeon flew away to avoid the hunter.

She cried for the death of her spouse. Day by day, she just kept her children without her spouse. She didn't have another spouse until she died.

This story of pigeons is reflected in Karonsih dance in Central Java with another character.

**Taken from** *Practice Your English Competence for SMP/MTs Class IX, 2009*

**3. Metode Pembelajaran:** Collaborative Strategic Reading (CSR)

**4. Langkah-langkah Kegiatan**

**A. Kegiatan Pendahuluan**

Apersepsi :

- Menulis hal-hal yang ingin diketahui berkaitan dengan bacaan yang akan dibahas
- Tanya jawab tentang materi yang akan dibahas

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

**B. Kegiatan Inti**

**Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari
- ☞ Guru memberikan teks narrative dengan tema “Karonsih”
- ☞ Berdiskusi tentang berbagai informasi dalam suatu bacaan
- ☞ Guru memperkenalkan teks dengan CSR
- ☞ Guru menjelaskan struktur kebahasaan teks narrative
- ☞ Siswa dapat memahami isi teks narrative dengan tema “Karonsih”
- ☞ Siswa dapat menjawab pertanyaan tentang isi dari teks
- ☞ Mengidentifikasi makna dari teks yang diajarkan

**Elaborasi**

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Guru membagi siswa dalam lima kelompok
- ☞ Guru menjelaskan strategi dari “CSR” untuk digunakan dalam mempelajari teks narrative
- ☞ Siswa bekerja secara berkelompok untuk mengidentifikasi ciri-ciri kebahasaan teks berbentuk narrative dengan menggunakan strategy “CSR”
- ☞ Guru memfasilitasi siswa untuk menyajikan hasil kerja secara berkelompok
- ☞ Guru mengevaluasi siswa dengan memberikan beberapa masalah yang berhubungan dengan teks yang berjudul “Karonsih”



### Konfirmasi

Dalam kegiatan konfirmasi:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

### C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

### 5. Sumber belajar

- Buku teks yang relevan:
- Teks Narrative “Karonsih”

### 6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
<ul style="list-style-type: none"><li>Mengidentifikasi berbagai informasi dalam teks monolog berbentuk <i>narrative</i>.</li></ul>	Tes Tulis	Pilihan ganda	<i>Choose the best answer based on the text</i>

#### a. Pedoman Penilaian

- Untuk tiap nomor, tiap jawaban benar skor 1
- Jumlah skor maksimal  $\times 100 = 100$
- Nilai maksimal = 100
- Nilai Siswa =  $\frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 100$

Serang, 2014

Mengetahui;  
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Nama sekolah	: MTs. Darul Falah Kibin
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: IX (Sembilan) / 1
Standar Kompetensi	: 1.2 Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>narrative</i> untuk berinteraksi dalam konteks kehidupan sehari-hari
Kompetensi Dasar	: 1.2 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i>
Jenis teks	: <i>Narrative text</i>
Tema	: <i>Karonsih</i>
Aspek/Skill	: Membaca
Alokasi Waktu	: 2 x 40 menit (2 x Pertemuan)

### **1. Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Memahami makna struktur dan pola bahasa yang digunakan dalam teks narrative
- b. Berdiskusi tentang berbagai informasi dalam suatu bacaan
- c. Memilih jawaban yang tepat berdasarkan bacaan

- ❖ **Karakter siswa yang diharapkan :** Dapat dipercaya ( *Trustworthines* )  
Rasa hormat dan perhatian ( *respect* )  
Tekun ( *diligence* )

### **2. Materi Pembelajaran**

Teks Narrative “Karonsih”

#### **KARONSIH**

Once upon a time, there were two beautiful pigeons. They lived in the forest. They loved each other. They flew anywhere together, they ate together, they drank together, and they did anything together. They were happy, because each of them was faithful. As if they would live forever and the world belonged to them.

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She cried for the death of her spouse. Day by day, she just kept her children without her spouse. She didn't have another spouse until she died.

This story of pigeons is reflected in Karonsih dance in Central Java with another character.

Taken from *Practice Your English Competence for SMP/MTs Class IX,*

2009

**3. Metode Pembelajaran:** Three Phase Technique

**4. Langkah-langkah Kegiatan**

**A. Kegiatan Pendahuluan**

Apersepsi :

- Menulis hal-hal yang ingin diketahui berkaitan dengan bacaan yang akan dibahas
- Tanya jawab tentang materi yang akan dibahas

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

**B. Kegiatan Inti**

**Eksplorasi**

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari
- ☞ Berdiskusi tentang berbagai informasi dalam suatu bacaan
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Guru menjelaskan struktur kebahasaan teks narrative
- ☞ Siswa dapat menjawab pertanyaan tentang isi dari teks
- ☞ Mengidentifikasi makna dari teks yang diajarkan

**Elaborasi**

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Siswa membaca dan berdiskusi secara berkelompok untuk mengidentifikasi teks narrative yang dibaca
- ☞ Guru memfasilitasi siswa untuk menyajikan hasil kerja secara berkelompok
- ☞ Guru mengevaluasi siswa dengan memberikan beberapa pertanyaan yang berhubungan dengan teks yang berjudul “Karonsih”

**Konfirmasi**

Dalam kegiatan konfirmasi:

- ☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa
- ☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan.

**C. Kegiatan Penutup**

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ memotivasi siswa untuk belajar dengan giat
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

## 5. Sumber belajar

1. Buku teks yang relevan:
2. Teks Narrative “Karonsih”

## 6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
<ul style="list-style-type: none"> <li>• Mengidentifikasi berbagai informasi dalam teks monolog berbentuk <i>narrative</i>.</li> </ul>	Tes Tulis	Pilihan ganda	<i>Choose the best answer based on the text</i>

### a. Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor 1
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Serang,

2014

Mengetahui,

Guru Bidang Studi,

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## INSTRUMENT (PRE - TEST)

*Read the text below. Then choose the correct answer for the following questions.*

**This text is for questions 1 to 5**

### **The Lion and the Mouse**

Mr. Lion was lying asleep when he was suddenly awaked by a mouse running over his face. The little mouse was being chased by a wild cat. "How dare you!" he roared, and raised his paw to kill the mouse. "Please, sir. Begged Miss. Mouse, "let me go, and one day I may do something for you in return. "You help me! Ha...ha..., "laughed Mr. Lion, but he let her go.

One day, Mr. Lion was caught in a net by hunters, "I can't get out!" he roared angrily, "But I can help you," said a tiny voice. Then Miss. Mouse nibbled and gnawed the ropes until the lion was free. "There", she said proudly, "if you had not let me go, I would not have found a way to help you. "Yes, you should thank her, Mr. Lion. She has saved your life", said a monkey who was sitting on a branch of a tree.

**Taken from** *Practice Your English Competence for SMP/MTs Class IX, 2009*

1. The main idea of the paragraph one is
  - a. Miss. Mouse awaked by Mr. Lion
  - b. Mr. Lion awaked by a Mouse
  - c. Mr. Lion awaked by a wild cat
  - d. Miss. Mouse chased by Mr. Lion
2. According to the text, which of the following is TRUE?
  - a. The mouse can not help Mr. Lion.
  - b. Miss Mouse was awaked by Mr. Lion.

- c. Miss Mouse was caught in a net spread by hunters.
  - d. Mr. Lion was awaked because a mouse running over his face.
3. "She" in six lines of paragraph two refers to...
    - a. Miss. Mouse
    - b. Mr. Lion
    - c. Cat
    - d. Monkey
  4. The main idea of the paragraph two is....
    - a. Mr. Lion caught Miss Mouse
    - b. Miss mouse helped release Mr. Lion
    - c. Mr. Lion was trapped by the hunters.
    - d. The hunters were caught in a net.
  5. He was suddenly awaked by mouse. **He** in this sentence refers to...
    - a. Mr. Lion
    - b. Miss. Mouse
    - c. Cat
    - d. Monkey

**This text is for questions 6 to 10**

### **The Lamb and the Wolf**

One day the wolf was slaking his thirst at a stream when he chanced to see a lamb, also drinking, at some distance down the stream.

Outraged, he growled, "You are muddying my drinking water, now I shall eat you." The lamb protested, "But, Sir, how can I be muddying your drinking water? I am farther downstream than you are. The water is flowing from your part of the stream to where I am."

"Upstream or downstream, your drinking is muddying my water, and I shall eat you." So saying, the wolf leaped upon the lamb and devoured him.

**Taken from** *Practice Your English Competence for SMP/MTs Class IX, 2009*

6. Where did story happen?
  - a. On the river
  - b. In the forest
  - c. in the jungle
  - d. at the zoo

7. What is the main idea of the text?
  - a. The wolf prey the lamb
  - b. The wolf is thirsty
  - c. The lamb is drinking at the sea
  - d. The lamb is thirsty
8. "Sir" on paragraph two refers to...
  - a. The lamb
  - b. The wolf
  - c. The tiger
  - d. The sheep
9. We can learn from the story that.....
  - a. Never drink the river water
  - b. Never clean our body on the stream
  - c. The bad will always beat the good
  - d. The strong will always rule the weak.
10. "He" in first line of paragraph two refers to....
  - a. The wolf
  - b. The lamb
  - c. The tiger
  - d. the sheep

***This text is for questions 11 to 20***

### **Two Brothers**

Long ago, there were two brothers called Akomi and Ombah. They were ambitious and winning. Akomi, the elder brother, said, "If we become the King's employees, we can make laws to collect more money from the people. We will become very rich."

They went to see King Aruya. Akomi said, "Your Majesty, let us be your ministers. We will make good laws. All your subjects will be happy. I am wise and clever. I know everything."

King Aruya said angrily, "That is not true! No body knows everything. For example, do you know how many stars there are in the sky? Guards! Throw this liar into the river of crocodiles!"

Ombah's hands trembled. Then he thought to himself, "King Aruya will also punish me if I say the wrong thing. My brother said he knew everything and his answer was wrong. So if I say the opposite, my answer will be right." Ombah then said, to King Aruya, "Your majesty, I know nothing."

King Aruya said, "That is also a lie. Nobody knows nothing, truly! Everybody knows at least something. For example, you know your father's name, don't you? Guards! Throw him into the river crocodiles, too!"

**Taken from** *English in Focus for Grade IX Junior High school, 2008*

11. The main idea of the paragraph two is....
  - a. Akomi and Ambah wanna be a minister
  - b. Akomi wanna be a lawyer
  - c. King Aruya is a minister
  - d. King Aruya is rejected them
12. King Aruya called Akomi a liar because Akomi.....
  - a. Knew everything
  - b. Made him angry
  - c. did not tell the truth
  - d. wanted to collect money
13. Ombah said *I know nothing* because he.....
  - a. Did not want to lie to King Arya
  - b. Wanted to see the crocodile

- c. did know how many stars there were
- d. thought that the answer would be right
14. Ombah's hand trembled because he.....
- Was afraid
  - Knew nothing
  - was thinking hard
  - had the right answer
15. From the story, we can see that King Aruya.....
- Kept many crocodiles
  - Could make good laws
  - did not need any ministers
  - disliked people who told lies
16. Who are the names of two brothers above?
- Aruya and Akumi
  - Ombah and Akomi
  - Ombah and Aruya
  - Akumi and Aruya
17. Why King Aruya said angrily?
- King Aruya is disagree with Akomi
  - Akomi didn't say something
  - Akomi said the right answer
  - King Aruya is agree with Akomi
18. "They" in paragraph two refers to...
- King Aruya and Guard
  - Ministers
  - Ombah and Akomi
  - King Aruya and Akomi
19. "Your Majesty". Your in the paragraph refers to....
- Ombah
  - Akomi
  - Guard
  - King Aruya
20. I am wise and clever. I in paragraph two refers to....
- Ombah
  - Guard
  - Akomi
  - King Aruya

## ISTRUMENT (POST-TEST)

*Read the text bellow. Then choose the correct answer for the following questions.*

**This text is for questions 1 to 5**

### **The Hen with the Silver Eggs**

One day, in an Arabian city, a woman went to the market and bought a beautiful he. A few days later to her surprise the hen she bought laid a silver egg. If the hen could only be persuaded to lay more than one egg each day, the woman was sure she would never have to work again.

So, the woman decided to make the hen eat more, so that it could lay more eggs. But the only result was that the hen died of indigestion and did not lay more eggs at all.

**Taken from** *Practice Your English Competence for SMP/MTs Class IX, 2009*

1. The story takes place in.....
  - a. New York      c. Chicago
  - b. Arabian                      d. Egypt
2. The main idea on paragraph one is...
  - a. A woman bought a beautiful hen
  - b. A woman bought a silver egg
  - c. A hen laid a egg
  - d. A women has silver egg
3. The hen died because it.....
  - a. Ate nothing
  - b. Laid more eggs

- c. was badly injured
  - d. was forced to lay eggs
4. "She" on fourth line of paragraph one refers to....
  - a. Hen                      c. Man
  - b. Woman                      d. Arabian
5. **It** could lay more eggs. It in this sentence refers to....
  - a. Hen                      c. Women
  - b. Arabian                      d. Man

**This text is for questions 6 to 10.**

### **The Fox and the Bird**

One day a bird was resting in her nest. Soon a fox came along. He wanted to knock the tree down and then would eat the bird. "Please don't!" said the little bird. "I'll give you something else to eat!" She led the fox to the road. Soon two boys came along carrying a basket of food.

The bird hopped in front of the boys. She acted as if she were badly hurt. The boys put their basket down and walked towards the bird. At once foxy ran over to the basket and ate them all. The bird flew off when the boys got near.

Now foxy was no longer hungry, but he wanted the bird to make him laugh. So she took him to a farm. There the farmer's wife was milking a cow. The bird flew down and sat on her shoulder. The farmer tried to hit the bird, but he missed and hit his wife. She fell, knocking over the pail of milk.



Foxy laughed and laughed seeing this, so he forgot the bird for a while. Quickly, the clever bird flew away and she was safe.

**Taken from** *English in Focus for Grade IX Junior High School, 2008*

6. “**He** wanted to knock the tree”. He refers to..

- a. Bird
- b. Boy
- c. Fox
- d. Parrot

7. The main idea of paragraph one is...

- a. Foxy ran over to the basket
- b. The bird flew
- c. Foxy acted as if he were badly hurt
- d. The bird acted that she were badly hurt

8. “She fell, knocking over the pail of milk.” *She* in this sentence refers to.....

- a. The farmer
- b. The farmer’s wife
- c. the bird
- d. foxy

9. The communicative purpose of the text is.....

- a. To entertain readers with fairytales
- b. To retell event that happened in the past
- c. To describe the step how something is done

d. To amuse readers with funny experience

10. “He missed and hit his wife”. He in this sentence refers to...

- a. Fox
- b. Farmer
- c. Bird
- d. Boy

*This text is for questions 11 to 20*

### **The Story of the Smart Parrot**

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

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

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

In the chicken house there are four old chickens. They were for Sunday’s

dinner. The man put the parrot in the chicken house and left.

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

**Taken from** *English in Focus for Grade IX Junior High School, 2008*

11. Where does the story take place?
  - a. London
  - b. Puerto Rico
  - c. Jakarta
  - d. Buenos Aires
12. What is the word that the parrot cannot say?
  - a. Catano
  - b. Tacano
  - c. Canato
  - d. Nacato
13. How often did the owner teach the bird how to say the word?
  - a. Always
  - b. Everyday
  - c. Many times
  - d. Every second
14. The main idea of paragraph one is...
  - a. The name of the town is Catano
  - b. A man has a wonderful parrot
  - c. The parrot's name is Catano
  - d. The bird is smart
15. What does the man do to the bird because the bird cannot say the name of a place?
  - a. The man ate the bird
  - b. The man sold the bird
  - c. The man killed the bird
  - d. The man taught the bird
16. It is most likely that....
  - a. The bird killed the three chickens.
  - b. The three chickens killed the bird.
  - c. The bird played with the chicken.
  - d. The bird killed one of the three.
17. The main idea of paragraph two is..
  - a. The man sold the bird
  - b. The man taught the parrot
  - c. The man killed the parrot
  - d. The parrot could say Catano
18. "It was very, very smart" The underlined word refers to....
  - a. The man
  - b. The bird
  - c. The chicken
  - d. Puerto Rico
19. "He picked up the bird". The underlined refers to...
  - a. Woman
  - b. Man
  - c. Chicken
  - d. Parrot
20. "They were for Sunday's dinner". They refer to...
  - a. Birds
  - b. Hens
  - c. Chickens
  - d. Parrots