APPENDIXES

APPENDIX I

Try-Out Test Materials

READ THE TEXT CAREFULLY!

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no other parrot like him. He was very, very smart. This parrot could say any word—except one. He could *not* say the name of the town where he was born. The name of that town was Catano.

The man tried and 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 stupid bird! Why can't you say that word? Say 'Catano" or I'll kill you!" But the parrot would not say it. Then the man got so angry that he 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, 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 were 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!

ANSWER THESE FOLLOWING QUESTIONS IN SHORT.

1. Where did this story take place?
2. What did the man have?
3. Why was the parrot so wonderful?
4. What did the man try to do to the parrot?
5. The parrot wouldn't say it (paragraph 2). What word wouldn't the parrot say?
6. "Catano" was the name of ...
7. How did the man feel after trying for many hours to make the bird say "Catano"?
8. What will the man do to the parrot if the parrot would not say the word?
9. What did the man want to do with the chickens?
10. Where did the man put the parrot after he got angry?
11. How many chickens were there?
12. How many chickens were dead?
13. How many chickens were still alive?
14. How did the man feel after he saw some dead chickens on the floor?
15. Who killed the chickens?

ANSWER:

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.
8. _____.
9. _____.
10. _____.
11. _____.
12. _____.
13. _____.
14. _____.
15. _____.

Name : _____

No. : _____

Class : _____

ANSWER KEY:

1. Puerto Rico
2. A wonderful parrot
3. The parrot could say any words
4. Teach him
5. "Catano"
6. A town
7. Very angry
8. Kill the parrot
9. Eat the chicken
10. In the chickens' house
11. 4
12. 3
13. 1
14. Very surprised
15. The parrot

APPENDIX II

Pre-test and

Post-test Materials

READ THE TEXT CAREFULLY!

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no other parrot like him. He was very, very smart. This parrot could say any word—except one. He could *not* say the name of the town where he was born. The name of that town was Catano.

The man tried and 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 stupid bird! Why can't you say that word? Say 'Catano" or I'll kill you!" But the parrot would not say it. Then the man got so angry that he 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, 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 were 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!

ANSWER THESE FOLLOWING QUESTIONS IN SHORT.

1. Why was the parrot so wonderful?
2. What did the man try to do to the parrot?
3. The parrot wouldn't say it (paragraph 2). What word wouldn't the parrot say?
4. How did the man feel after trying for many hours to make the bird say "Catano"?
5. What will the man do to the parrot if the parrot would not say the word?
6. What did the man want to do with the chickens?
7. Where did the man put the parrot after he got angry?
8. How many chickens were still alive?
9. How did the man feel after he saw some dead chickens on the floor?
10. Who killed the chickens?

Answers:

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.
8. _____.
9. _____.
10. _____.

Name : _____

No. : _____

Class : _____

APPENDIX III

Lesson Plan for the Experimental Group

LESSON PLAN

(For the Experimental group)

Field of study : Language
Sub field of study: English
Topic : Reading Comprehension
Sub-topic : A Wise Wish
Class : 6
Time : 1 x 40 minutes

A. Competence
   1. Basic Competence
      The pupils are able to understand the content of the reading text given.
   2. Achievement indicators:
      Speaking
      Pupils are able to:
      - Reply the teacher's greeting
      - Answer the teacher's triggering questions orally
      - Tell the difficulties they face in comprehending the content of the story

      Listening
      Pupils are able to:
      - Listen to the teacher's triggering questions
      - Listen to the teacher's storytelling
      - Listen to the teacher's review of the previous lesson

      Reading Comprehension
      Pupils are able to:
      - Read the story by themselves

      Writing
      Pupils are able to:
      - Answer the exercise with true or false
      - Answer the essay questions given

B. Learning Materials and Media
   1. Learning Materials:
      Story entitled "A Wise Wish" taken from "Stories we brought with us", on page 11.
   2. Media:
      - Hand outs

C. Teaching and Learning Activities
   1. Approach : Competence Base Approach
   2. Method: Direct Method
   3. Technique: - Mini lecture

- Question-Answer
- Individual work

4. Class activities:
   - Listen to the teacher's triggering questions
   - Answer the teacher's triggering questions orally
   - Listen to the teacher's storytelling
   - Read the story by themselves
   - Tell the difficulties they face in comprehending the content of the story
   - Answer the exercise with true or false

D. Assessment
   Pupils are given questions and asked to answer them in short.

E. Reference:
Kasser, Carol and Silverman, Ann. 1986. "Stories We Brought with Us", New Jersey: Prentice Hall, Inc.

Students' worksheet

A Wise Wish

There was once a very bad king. All the people hated him. One hot day the king was walking along the river. He decided to take a swim. The king was a good swimmer, but when he got into the water, he suddenly felt a pain in his side. He started to drown.

Two farmers were working in a field nearby. They jumped in the water and saved him. They didn't know that he was the king until he was out of the water.

The king was very grateful to the farmers. He said to them, "You have saved my life. Ask me for anything you want. "One of the farmers said, "I need two water buffaloes to help me in the fields." The king promised he would give him the animals.

Then he asked the other farmer, "What is your wish?" The other farmer was old and wise. He thought and thought. Then he said, "Don't tell anyone that I helped to save your life."

READ THE TEXT CAREFULLY!

A Wise Wish

There was once a very bad king. All the people hated him. One hot day the king was walking along the river. He decided to take a swim. The king was a good swimmer, but when he got into the water, he suddenly felt a pain in his side. He started to drown.

Two farmers were working in a field nearby. They jumped in the water and saved him. They didn't know that he was the king until he was out of the water.

The king was very grateful to the farmers. He said to them, "You have saved my life. Ask me for anything you want. "One of the farmers said, "I need two water buffaloes to help me in the fields." The king promised he would give him the animals.

Then he asked the other farmer, "What is your wish?" The other farmer was old and wise. He thought and thought. Then he said, "Don't tell anyone that I helped to save your life."

True-False

1. (___) The wise farmer was very glad that he saved the king.
2. (___) The farmers didn't know how to swim.
3. (___) The farmers were walking near a river.
4. (___) The king was a bad king.
5. (___) One farmer had two animals.

Students' Assessment

ANSWER THESE FOLLOWING QUESTIONS IN SHORT!

1. Who hated by all the people?
2. How many farmers were working?
3. Where were the farmers working?
4. Who saved the king?
5. What did the first farmer ask for?
6. When the king was walking along the river, what did he decide to?
7. When he got into the water, he suddenly felt a pain in his side, what happened then?
8. What did the farmers do when they see someone (the king) drown?
9. How did the king feel after the farmers saved him?
10. Where was the king walking?

Teacher's Note:

Sub-field of study: English
Topic : Reading Comprehension
Sub-topic : A Wise Wish
Class : 6
Semester : 2
Time allocated : 1 x 40 minutes

I. Learning Outcomes:

a. Pre-Instructional Activities
- The pupils are able to listen the teacher's triggering questions.
- The pupils are able to answer the teacher's triggering questions orally.

b. Whilst-Instructional Activities
- The pupils are able to listen to the teacher's storytelling.
- The pupils are able to read the story by themselves.
- The pupils are able to tell the difficulties they face in comprehending the story.
- The pupils are able to answer the exercise with true or false.

c. Post-Instructional Activities
- The pupils are able to listen to the teacher's review of the previous lesson.
- The pupils are able to answer the essay questions given.

II. Teacher's Activities

a. Pre-Instructional Activities
- The teacher greets the pupils.
  Pupils : "Good morning, Sir"
  Teacher : "Good morning, Pupils. Okay, today we'll have story about 'A Wise Wish'. Are you ready for the story today?"
  Pupils : "Yes!"
  Teacher : "Good. Let's start the lesson."

- The teacher asks the pupils some triggering questions.
  1. Do you have a dream?
  2. What is your dream?
  3. What do you want to have?
  4. What do you want to do?

b. Whilst-Instructional Activities
- The teacher asks the pupils to listen to the teacher's storytelling. (See p. 8)
- The teacher asks the pupils to read the story by themselves. (See p.9)
- The teacher asks the pupils about difficulties they face in comprehending the story.
- The teacher asks the pupils to answer the exercise with true or false.

c. Post-Instructional Activities
   - The teacher asks the pupils to answer the essay questions given.
   - The teacher reviews the previous lesson.

Students-teacher Learning Activities

NO.	PROCEDURES	SKILLS	TEACHING LEARNING ACTIVITIES		TIME
			TEACHER	PUPILS	
1.	Greeting and Pre-Instructional Activities	- Speaking - Listening - Speaking	- Greets the pupils - Asks the pupils some triggering questions orally	- Reply the teacher's greeting - Listen to the teacher's triggering questions - Answer the teacher's triggering questions orally	1' 4'
2.	Whilst-Instructional Activities	- Listening - Reading - Speaking - Writing	- Asks the pupils to listen to the teacher's storytelling - Asks the pupils to read the story by themselves - Asks the pupils about difficulties they face in comprehending the story - Asks the pupils to answer the exercise with true or false	- Listen to the teacher's storytelling - Read the story by themselves - Tell the difficulties they face in comprehending the content of the story - Answer the exercise with true or false	3' 10' 5' 5'
3.	Post-Instructional Activities	- Writing - Listening	- Asks the pupils to answer the essay questions given - Reviews the previous lesson	- Answer the essay questions given - Listen to the teacher's review of the previous lesson	10' 2'

Students' answer worksheet

1. F
2. F
3. F
4. T
5. F

Students' answer assessment

1. The bad king
2. Two
3. In a field
4. The farmers
5. Two water buffaloes
6. Take a swim
7. Started to drown
8. Help him
9. Very grateful
10. Along the river

LESSON PLAN

(For the Experimental group)

Field of study : Language
Sub field of study: English
Topic : Reading Comprehension
Sub-topic : The Wind and The Sun
Class : 6
Time : 1 x 40 minutes

A. Competence
   1. Basic Competence
      The pupils are able to understand the content of the reading text given.
   2. Achievement indicators:
      Speaking
      Pupils are able to:
      - Reply the teacher's greeting
      - Answer the teacher's triggering questions orally
      - Tell the difficulties they face in comprehending the content of the story

      Listening
      Pupils are able to:
      - Listen to the teacher's triggering questions
      - Listen to the teacher's storytelling
      - Listen to the teacher's review of the previous lesson

      Reading Comprehension
      Pupils are able to:
      - Read the story by themselves

      Writing
      Pupils are able to:
      - Answer the exercise with true or false
      - Answer the essay questions given

B. Learning Materials and Media
   1. Learning Materials:
      Story entitled "The Wind and The Sun" taken from "Stories we brought with us", on page 43.
   2. Media:
      - Hand outs

C. Teaching and Learning Activities
   1. Approach : Competence Base Approach
   2. Method: Direct Method
   3. Technique: - Mini lecture

- Question-Answer
- Individual work

4. Class activities:
   - Listen to the teacher's triggering questions
   - Answer the teacher's triggering questions orally
   - Listen to the teacher's storytelling
   - Read the story by themselves
   - Tell the difficulties they face in comprehending the content of the story
   - Answer the exercise with true or false

D. Assessment
   Pupils are given questions and asked to answer them in short.

E. Reference:
Kasser, Carol and Silverman, Ann. 1986. "Stories We Brought with Us", New Jersey: Prentice Hall, Inc.

Students' worksheet

The Wind and The Sun

One day, the wind started an argument with the sun. "I am stronger than you are!" said the wind. "No," answered the sun, "I am much stronger than you are!"

While they were talking, they saw a man walking down the road. He was wearing a heavy coat. The sun said to the wind, "Now let us see which of us can make the man take off his coat. Then we will know who is stronger."

First the wind tried. It began to blow very hard. It blew so hard that the man pulled his coat around him. The wind was angry at the man. Then the wind said to the sun, "Now it's your turn. Let's see if you can make him take off his coat!"

The sun began to shine down on the man. Soon it got very hot! The man took off his coat. The argument was over.

READ THE TEXT CAREFULLY!

The Wind and The Sun

One day, the wind started an argument with the sun. "I am stronger than you are!" said the wind. "No," answered the sun, "I am much stronger than you are!"

While they were talking, they saw a man walking down the road. He was wearing a heavy coat. The sun said to the wind, "Now let us see which of us can make the man take off his coat. Then we will know who is stronger."

First the wind tried. It began to blow very hard. It blew so hard that the man pulled his coat around him. The wind was angry at the man. Then the wind said to the sun, "Now it's your turn. Let's see if you can make him take off his coat!"

The sun began to shine down on the man. Soon it got very hot! The man took off his coat. The argument was over.

True-False

1. (___) The wind blew the man's coat off.
2. (___) The sun won the argument.
3. (___) The wind was angry at the man.
4. (___) The sun started an argument with the wind.
5. (___) The man was wearing a light coat.

Students' Assessment

ANSWER THESE FOLLOWING QUESTIONS IN SHORT!

1. Who loved to argue?
2. What did they see, while they were talking?
3. What was the man wearing?
4. How did the wind and the sun decide who was stronger?
5. Who tried first?
6. What did the wind try?
7. What did the man do when the wind blew so hard?
8. How did the sun make the man take off his coat?
9. Who won the argument?
10. Who was angry to the man?

Teacher's Note:

Sub-field of study: English
Topic : Reading Comprehension
Sub-topic : The Wind and The Sun
Class : 6
Semester : 2
Time allocated : 1 x 40 minutes

I. Learning Outcomes:

a. Pre-Instructional Activities
   - The pupils are able to listen the teacher's triggering questions.
   - The pupils are able to answer the teacher's triggering questions orally.

b. Whilst-Instructional Activities
   - The pupils are able to listen to the teacher's storytelling.
   - The pupils are able to read the story by themselves.
   - The pupils are able to tell the difficulties they face in comprehending the story.
   - The pupils are able to answer the exercise with true or false.

c. Post-Instructional Activities
   - The pupils are able to listen to the teacher's review of the previous lesson.
   - The pupils are able to answer the essay questions given.

II. Teacher's Activities

a. Pre-Instructional Activities
   - The teacher greets the pupils.
     Pupils : "Good morning, Sir"
     Teacher : "Good morning, Pupils. Okay, today we'll have story about 'The Wind and The Sun'. Are you ready for the story today?"
     Pupils : "Yes!"
     Teacher : "Good. Let's start the lesson."
   - The teacher asks the pupils some triggering questions.
     1. What is shining in the morning?
     2. What is blowing in the air?

b. Whilst-Instructional Activities
   - The teacher asks the pupils to listen to the teacher's storytelling. (See p. 8)
   - The teacher asks the pupils to read the story by themselves. (See p.9)
   - The teacher asks the pupils about difficulties they face in comprehending the story.
   - The teacher asks the pupils to answer the exercise with true or false.

c. Post-Instructional Activities
   - The teacher asks the pupils to answer the essay questions given.
   - The teacher reviews the previous lesson.

Students-teacher Learning Activities

NO.	PROCEDURES	SKILLS	TEACHING LEARNING ACTIVITIES		TIME
			TEACHER	PUPILS	
1.	Greeting and Pre-Instructional Activities	- Speaking - Listening - Speaking	- Greets the pupils - Asks the pupils some triggering questions orally	- Reply the teacher's greeting - Listen to the teacher's triggering questions - Answer the teacher's triggering questions orally	1' 4'
2.	Whilst-Instructional Activities	- Listening - Reading - Speaking - Writing	- Asks the pupils to listen to the teacher's storytelling - Asks the pupils to read the story by themselves - Asks the pupils about difficulties they face in comprehending the story - Asks the pupils to answer the exercise with true or false	- Listen to the teacher's storytelling - Read the story by themselves - Tell the difficulties they face in comprehending the story - Answer the exercise with true or false	3' 10' 5' 5'
3.	Post-Instructional Activities	- Writing - Listening	- Asks the pupils to answer the essay questions given - Reviews the previous lesson	- Answer the essay questions given - Listen to the teacher's review of the previous lesson	10' 2'

Students' answer worksheet

1. F
2. T
3. T
4. F
5. F

Students' answer assessment

1. The wind
2. A man
3. A heavy coat
4. The one who could make the man take off his coat
5. The wind
6. Blow very hard
7. The man pulled his coat around him
8. The sun began to shine down on the man
9. The sun
10. The wind

LESSON PLAN

(For the Experimental group)

Field of study : Language
Sub field of study: English
Topic : Reading Comprehension
Sub-topic : The Golden Touch
Class : 6
Time : 1 x 40 minutes

A. Competence
   1. Basic Competence
      The pupils are able to understand the content of the reading text given.
   2. Achievement indicators:
      Speaking
      Pupils are able to:
      - Reply the teacher's greeting
      - Answer the teacher's triggering questions orally
      - Tell the difficulties they face in comprehending the content of the story

      Listening
      Pupils are able to:
      - Listen to the teacher's triggering questions
      - Listen to the teacher's storytelling
      - Listen to the teacher's review of the previous lesson

      Reading Comprehension
      Pupils are able to:
      - Read the story by themselves

      Writing
      Pupils are able to:
      - Answer the exercise with true or false
      - Answer the essay questions given

B. Learning Materials and Media
   1. Learning Materials:
      Story entitled "The Golden Touch" taken from "Stories we brought with us", on page 51.
   2. Media:
      - Hand outs

C. Teaching and Learning Activities
   1. Approach : Competence Base Approach
   2. Method: Direct Method
   3. Technique: - Mini lecture

- Question-Answer
- Individual work

4. Class activities:
   - Listen to the teacher's triggering questions
   - Answer the teacher's triggering questions orally
   - Listen to the teacher's storytelling
   - Read the story by themselves
   - Tell the difficulties they face in comprehending the content of the story
   - Answer the exercise with true or false

D. Assessment
   Pupils are given questions and asked to answer them in short.

E. Reference:
Kasser, Carol and Silverman, Ann. 1986. "Stories We Brought with Us", New Jersey: Prentice Hall, Inc.

Students' worksheet

The Golden Touch

There once was a king. He was very rich. This king loved two things: his little daughter and his gold. He had many rooms full of gold, but he was not happy. He wanted to have more gold.

One day the king was in his garden. A stranger came to see him. The visitor told the king to make a wish. The king said, "I wish to have more gold." "I will help you get your wish," the stranger answered. "Tomorrow morning, everything you touch will change to gold."

The next morning the king got up early. He touched a chair, a flower, and a table. Everything changed to gold! The king was very happy. He sat down to eat breakfast, but his food turned to gold when he touched it. He thought, "If I can't eat anything, I will die."

Then his daughter came into the room. She ran to her father. But when he touched her, she changed to gold, too.

The king was very sad. He walked alone in his garden. Then he saw the stranger again. "Oh," cried the king, "Please take back my wish. I don't want any more gold." "All right, "said the stranger, "If you are really sure this time, I will take back your wish."

After that, the king was not as rich, but he was wiser and happier.

READ THE TEXT CAREFULLY!

The Golden Touch

There once was a king. He was very rich. This king loved two things: his little daughter and his gold. He had many rooms full of gold, but he was not happy. He wanted to have more gold.

One day the king was in his garden. A stranger came to see him. The visitor told the king to make a wish. The king said, "I wish to have more gold." "I will help you get your wish," the stranger answered. "Tomorrow morning, everything you touch will change to gold."

The next morning the king got up early. He touched a chair, a flower, and a table. Everything changed to gold! The king was very happy. He sat down to eat breakfast, but his food turned to gold when he touched it. He thought, "If I can't eat anything, I will die."

Then his daughter came into the room. She ran to her father. But when he touched her, she changed to gold, too.

The king was very sad. He walked alone in his garden. Then he saw the stranger again. "Oh," cried the king, "Please take back my wish. I don't want any more gold." "All right, "said the stranger, "If you are really sure this time, I will take back your wish."

After that, the king was not as rich, but he was wiser and happier.

True-False

1. (___) The king was happy because he had so much gold.
2. (___) The king loved gold more than he loved his daughter.
3. (___) If the king had kept "the golden touch" for a long time, he would have died.
4. (___) The king was happy with "the golden touch".
5. (___) The king didn't want to keep "the golden touch"

Students' Assessment

ANSWER THESE FOLLOWING QUESTIONS IN SHORT!

1. What two things did the king love?
2. Why wasn't the king happy even he had many rooms full of gold?
3. Where did a stranger meet the king?
4. What did the visitor tell the king to?
5. What did the king touch in the next morning?
6. When everything changed to gold, how did the king feel?
7. When did the king first realize that the "Golden touch" might be a problem?
8. What made the king very sad?
9. What did the king want the stranger to do again?
10. What happened to the king after the stranger took back his wish?

Teacher's Note:

Sub-field of study: English
Topic : Reading Comprehension
Sub-topic : The Golden Touch
Class : 6
Semester : 2
Time allocated : 1 x 40 minutes

I. Learning Outcomes:

a. Pre-Instructional Activities
- The pupils are able to listen the teacher's triggering questions.
- The pupils are able to answer the teacher's triggering questions orally.

b. Whilst-Instructional Activities
- The pupils are able to listen to the teacher's storytelling.
- The pupils are able to read the story by themselves.
- The pupils are able to tell the difficulties they face in comprehending the story.
- The pupils are able to answer the exercise with true or false.

c. Post-Instructional Activities
- The pupils are able to listen to the teacher's review of the previous lesson.
- The pupils are able to answer the essay questions given.

II. Teacher's Activities

a. Pre-Instructional Activities
- The teacher greets the pupils.
  Pupils : "Good morning, Sir"
  Teacher : "Good morning, Pupils. Okay, today we'll have story about 'The Golden Touch'. Are you ready for the story today?"
  Pupils : "Yes!"
  Teacher : "Good. Let's start the lesson."

- The teacher asks the pupils some triggering questions.
  Which one is the most expensive:
  - Gold
  - Silver
  - Bronze

b. Whilst-Instructional Activities
- The teacher asks the pupils to listen to the teacher's storytelling. (See p. 8)
- The teacher asks the pupils to read the story by themselves. (See p.9)
- The teacher asks the pupils about difficulties they face in comprehending the story.
- The teacher asks the pupils to answer the exercise with true or false.

c. Post-Instructional Activities
- The teacher asks the pupils to answer the essay questions given.
- The teacher reviews the previous lesson.

Students-teacher Learning Activities

NO.	PROCEDURES	SKILLS	TEACHING LEARNING ACTIVITIES		TIME
			TEACHER	PUPILS	
1.	Greeting and Pre-Instructional Activities	- Speaking - Listening - Speaking	- Greets the pupils - Asks the pupils some triggering questions orally	- Reply the teacher's greeting - Listen to the teacher's triggering questions - Answer the teacher's triggering questions orally	1' 4'
2.	Whilst-Instructional Activities	- Listening - Reading - Speaking - Writing	- Asks the pupils to listen to the teacher's storytelling - Asks the pupils to read the story by themselves - Asks the pupils about difficulties they face in comprehending the story - Asks the pupils to answer the exercise with true or false	- Listen to the teacher's storytelling - Read the story by themselves - Tell the difficulties they face in comprehending the story - Answer the exercise with true or false	3' 10' 5' 5'
3.	Post-Instructional Activities	- Writing - Listening	- Asks the pupils to answer the essay questions given - Reviews the previous lesson	- Answer the essay questions given - Listen to the teacher's review of the previous lesson	10' 2'

Students' answer worksheet

1. F
2. F
3. T
4. T
5. T

Students' answer assessment

1. His little daughter and his gold
2. He wanted to have more gold
3. In the garden
4. To make a wish
5. A chair, a flower, and a table.
6. Very happy
7. When his food changed to gold
8. His daughter changed to gold too
9. Took back his wish
10. He was wiser and happier

APPENDIX IV

Lesson Plan for the Control Group

LESSON PLAN

(For the Control Group)

Field of study : Language
Sub field of study: English
Topic : Reading Comprehension
Sub-topic : A Wise Wish
Class : 6
Time : 1 x 40 minutes

A. Competence
   1. Basic Competence
      The pupils are able to understand the content of the reading text given.
   2. Achievement indicators:
      Speaking
      Pupils are able to:
      - Reply the teacher's greeting
      - Answer the teacher's triggering questions orally
      - Tell the difficulties they face in comprehending the content of the story

      Listening
      Pupils are able to:
      - Listen to the teacher's triggering questions
      - Listen to the teacher's description based on the picture series shown
      - Listen to the teacher's review

      Reading Comprehension
      Pupils are able to:
      - Read the story by themselves

      Writing
      Pupils are able to:
      - Answer the exercise with true or false
      - Answer the essay questions given

B. Learning Materials and Media
   1. Learning Materials:
      From: Story entitled "A Wise Wish" taken from "Stories we brought with us", on page 11.
   2. Media:
      - Hand outs
      - Picture series

C. Teaching and Learning Activities
   1. Approach : Competence Base Approach
   2. Method: Direct Method
   3. Technique: - Mini lecture

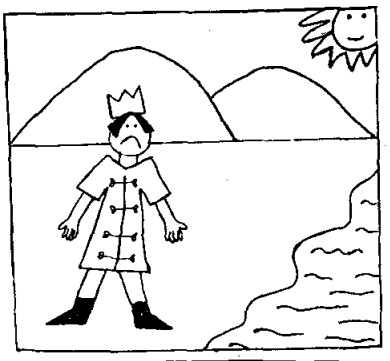
- Question-Answer
- Individual work

4. Class activities:
   - Listen to the teacher's triggering questions
   - Answer the teacher's triggering questions orally
   - Listen to the teacher's description based on the picture series shown
   - Read the story by themselves
   - Tell the difficulties they face in comprehending the content of the story
   - Answer the exercise with true or false

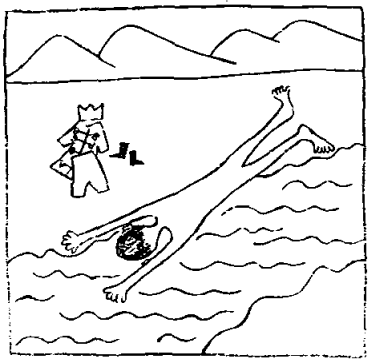
D. Assessment
   Pupils are given questions and asked to answer them in short.

E. Reference:
Kasser, Carol and Silverman, Ann. 1986. "Stories We Brought with Us", New Jersey: Prentice Hall, Inc.

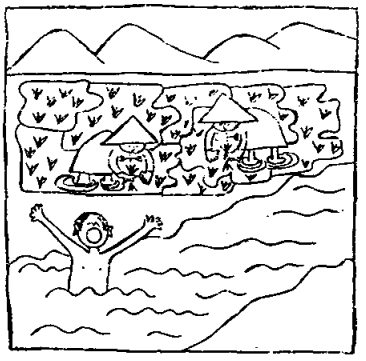
Students' worksheet

(1) 

There was a bad king.

(2) 

The king decided to take a swim.

(3) 

The king started to drown.

READ THE TEXT CAREFULLY!

A Wise Wish

There was once a very bad king. All the people hated him. One hot day the king was walking along the river. He decided to take a swim. The king was a good swimmer, but when he got into the water, he suddenly felt a pain in his side. He started to drown.

Two farmers were working in a field nearby. They jumped in the water and saved him. They didn't know that he was the king until he was out of the water.

The king was very grateful to the farmers. He said to them, "You have saved my life. Ask me for anything you want. "One of the farmers said, "I need two water buffaloes to help me in the fields." The king promised he would give him the animals.

Then he asked the other farmer, "What is your wish?" The other farmer was old and wise. He thought and thought. Then he said, "Don't tell anyone that I helped to save your life."

True-False

1. (___) The wise farmer was very glad that he saved the king.
2. (___) The farmers didn't know how to swim.
3. (___) The farmers were walking near a river.
4. (___) The king was a bad king.
5. (___) One farmer had two animals.

Students' Assessment

ANSWER THESE FOLLOWING QUESTIONS IN SHORT!

1. Who hated by all the people?
2. How many farmers were working?
3. Where were the farmers working?
4. Who saved the king?
5. What did the first farmer ask for?
6. When the king was walking along the river, what did he decide to?
7. When he got into the water, he suddenly felt a pain in his side, what happened then?
8. What did the farmers do when they see someone (the king) drown?
9. How did the king feel after the farmers saved him?
10. Where was the king walking?

Teacher's Note:

Sub-field of study: English
Topic : Reading Comprehension
Sub-topic : A Wise Wish
Class : 6
Semester : 2
Time allocated : 1 x 40 minutes

I. Learning Outcomes:

a. Pre-Instructional Activities
- The pupils are able to listen the teacher's triggering questions.
- The pupils are able to answer the teacher's triggering questions orally.

b. Whilst-Instructional Activities
- The pupils are able to listen to the teacher's description based on the picture series shown.
- The pupils are able to read the story by themselves.
- The pupils are able to tell the difficulties they face in comprehending the story.
- The pupils are able to answer the exercise with true or false.

c. Post-Instructional Activities
- The pupils are able to listen to the teacher's review of the previous lesson.
- The pupils are able to answer the essay questions given.

II. Teacher's Activities

a. Pre-Instructional Activities
- The teacher greets the pupils.

  Pupils : "Good morning, Sir"
  Teacher : "Good morning, Pupils. Okay, today we'll have story about 'A Wise Wish'. Are you ready for the story today?"
  Pupils : "Yes!"
  Teacher : "Good. Let's start the lesson."

- The teacher asks the pupils some triggering questions.
  1. Do you have a dream?
  2. What is your dream?
  3. What do you want to have?
  4. What do you want to do?

b. Whilst-Instructional Activities
- The teacher asks the pupils to listen to the teacher's description based on the picture series shown. (See p. 8)
- The teacher asks the pupils to read the story by themselves. (See p.9)
- The teacher asks the pupils about difficulties they face in comprehending the story.
- The teacher asks the pupils to answer the exercise with true or false.

c. Post-Instructional Activities
   - The teacher asks the pupils to answer the essay questions given.
   - The teacher reviews the previous lesson.

Students-teacher Learning Activities

NO.	PROCEDURES	SKILLS	TEACHING LEARNING ACTIVITIES		TIME
			TEACHER	PUPILS	
1.	Greeting and Pre-Instructional Activities	- Speaking - Listening - Speaking	- Greets the pupils - Asks the pupils some triggering questions orally	- Reply the teacher's greeting - Listen to the teacher's triggering questions - Answer the teacher's triggering questions orally	1' 4'
2.	Whilst-Instructional Activities	- Listening - Reading - Speaking - Writing	- Asks the pupils to listen to the teacher's description based on the picture series shown - Asks the pupils to read the story by themselves - Asks the pupils about difficulties they face in comprehending the content of the story - Asks the pupils to answer the exercise with true or false	- Listen to the teacher's description based on the picture series shown - Read the story by themselves - Tell the difficulties they face in comprehending the content of the story - Answer the exercise with true or false	3' 10' 5' 5'
3.	Post-Instructional Activities	- Writing - Listening	- Asks the pupils to answer the essay questions given - Reviews the previous lesson	- Answer the essay questions given - Listen to the teacher's review of the previous lesson	10' 2'

Students' answer worksheet

1. F
2. F
3. F
4. T
5. F

Students' answer assessment

1. The bad king
2. Two
3. In a field
4. The farmers
5. Two water buffaloes
6. Take a swim
7. Started to drown
8. Help him
9. Very grateful
10. Along the river

LESSON PLAN

(For the Control Group)

Field of study : Language
Sub field of study: English
Topic : Reading Comprehension
Sub-topic : The Wind and The Sun
Class : 6
Time : 1 x 40 minutes

A. Competence
   1. Basic Competence
      The pupils are able to understand the content of the reading text given.
   2. Achievement indicators:
      Speaking
      Pupils are able to:
      - Reply the teacher's greeting
      - Answer the teacher's triggering questions orally
      - Tell the difficulties they face in comprehending the content of the story

      Listening
      Pupils are able to:
      - Listen to the teacher's triggering questions
      - Listen to the teacher's description based on the picture series shown
      - Listen to the teacher's review

      Reading Comprehension
      Pupils are able to:
      - Read the story by themselves

      Writing
      Pupils are able to:
      - Answer the exercise with true or false
      - Answer the essay questions given

B. Learning Materials and Media
   1. Learning Materials:
      From: Story entitled "The Wind and The Sun" taken from "Stories we brought with us", on page 43.
   2. Media:
      - Hand outs
      - Picture series

C. Teaching and Learning Activities
   1. Approach : Competence Base Approach
   2. Method: Direct Method
   3. Technique: - Mini lecture

- Question-Answer
- Individual work

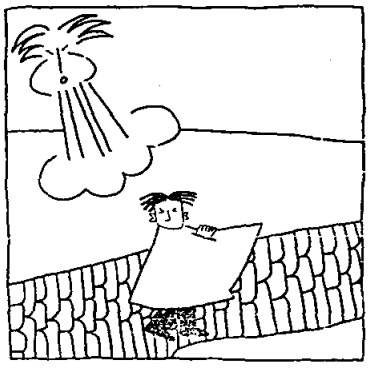
4. Class activities:
   - Listen to the teacher's triggering questions
   - Answer the teacher's triggering questions orally
   - Listen to the teacher's description based on the picture series shown
   - Read the story by themselves
   - Tell the difficulties they face in comprehending the content of the story
   - Answer the exercise with true or false

D. Assessment
   Pupils are given questions and asked to answer them in short.

E. Reference:
Kasser, Carol and Silverman, Ann. 1986. "Stories We Brought with Us", New Jersey: Prentice Hall, Inc.

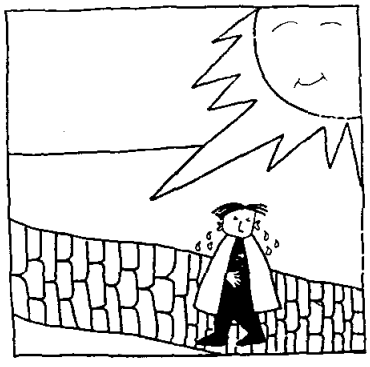
Students' worksheet

(1)



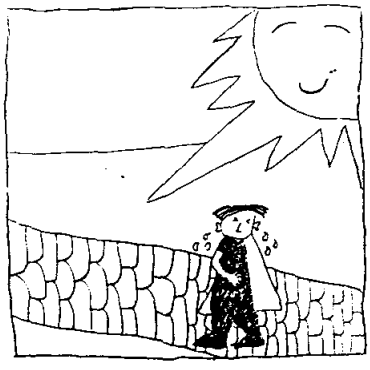
The wind blow very hard.
The man pulled his coat around him.

(2)



The sun began to shine down on the man.
The man felt very hot.

(3)



The man took off his coat.

READ THE TEXT CAREFULLY!

The Wind and The Sun

One day, the wind started an argument with the sun. "I am stronger than you are!" said the wind. "No," answered the sun, "I am much stronger than you are!"

While they were talking, they saw a man walking down the road. He was wearing a heavy coat. The sun said to the wind, "Now let us see which of us can make the man take off his coat. Then we will know who is stronger."

First the wind tried. It began to blow very hard. It blew so hard that the man pulled his coat around him. The wind was angry at the man. Then the wind said to the sun, "Now it's your turn. Let's see if you can make him take off his coat!"

The sun began to shine down on the man. Soon it got very hot! The man took off his coat. The argument was over.

True-False

1. (___) The wind blew the man's coat off.
2. (___) The sun won the argument.
3. (___) The wind was angry at the man.
4. (___) The sun started an argument with the wind.
5. (___) The man was wearing a light coat.

Students' Assessment

ANSWER THESE FOLLOWING QUESTIONS IN SHORT!

1. Who loved to argue?
2. What did they see, while they were talking?
3. What was the man wearing?
4. How did the wind and the sun decide who was stronger?
5. Who tried first?
6. What did the wind try?
7. What did the man do when the wind blew so hard?
8. How did the sun make the man take off his coat?
9. Who won the argument?
10. Who was angry to the man?

Teacher's Note:

Sub-field of study: English
Topic : Reading Comprehension
Sub-topic : The Wind and The Sun
Class : 6
Semester : 2
Time allocated : 1 x 40 minutes

I. Learning Outcomes:

a. Pre-Instructional Activities
- The pupils are able to listen the teacher's triggering questions.
- The pupils are able to answer the teacher's triggering questions orally.

b. Whilst-Instructional Activities
- The pupils are able to listen to the teacher's description based on the picture series shown.
- The pupils are able to read the story by themselves.
- The pupils are able to tell the difficulties they face in comprehending the story.
- The pupils are able to answer the exercise with true or false.

c. Post-Instructional Activities
- The pupils are able to listen to the teacher's review of the previous lesson.
- The pupils are able to answer the essay questions given.

II. Teacher's Activities

a. Pre-Instructional Activities
- The teacher greets the pupils.
  Pupils : "Good morning, Sir"
  Teacher : "Good morning, Pupils. Okay, today we'll have story about 'The Wind and The Sun'. Are you ready for the story today?"
  Pupils : "Yes!"
  Teacher : "Good. Let's start the lesson."
- The teacher asks the pupils some triggering questions.
  1. What is shining in the morning?
  2. What is blowing in the air?

b. Whilst-Instructional Activities
- The teacher asks the pupils to listen to the teacher's description based on the picture series shown. (See p. 8)
- The teacher asks the pupils to read the story by themselves. (See p.9)
- The teacher asks the pupils about difficulties they face in comprehending the story.
- The teacher asks the pupils to answer the exercise with true or false.

c. Post-Instructional Activities
- The teacher asks the pupils to answer the essay questions given.
- The teacher reviews the previous lesson.

Students-teacher Learning Activities

NO.	PROCEDURES	SKILLS	TEACHING LEARNING ACTIVITIES		TIME
			TEACHER	PUPILS	
1.	Greeting and Pre-Instructional Activities	- Speaking - Listening - Speaking	- Greets the pupils - Asks the pupils some triggering questions orally	- Reply the teacher's greeting - Listen to the teacher's triggering questions - Answer the teacher's triggering questions orally	1' 4'
2.	Whilst-Instructional Activities	- Listening - Reading - Speaking - Writing	- Asks the pupils to listen to the teacher's description based on the picture series shown - Asks the pupils to read the story by themselves - Asks the pupils about difficulties they face in comprehending the content of the story - Asks the pupils to answer the exercise with true or false	- Listen to the teacher's description based on the picture series shown - Read the story by themselves - Tell the difficulties they face in comprehending the content of the story - Answer the exercise with true or false	3' 10' 5' 5'
3.	Post-Instructional Activities	- Writing - Listening	- Asks the pupils to answer the essay questions given - Reviews the previous lesson	- Answer the essay questions given - Listen to the teacher's review of the previous lesson	10' 2'

Students' answer worksheet

1. F
2. T
3. T
4. F
5. F

Students' answer assessment

1. The wind
2. A man
3. A heavy coat
4. The one who could make the man take off his coat
5. The wind
6. Blow very hard
7. The man pulled his coat around him
8. The sun began to shine down on the man
9. The sun
10. The wind

LESSON PLAN

(For the Control Group)

Field of study : Language
Sub field of study: English
Topic : Reading Comprehension
Sub-topic : The Golden Touch
Class : 6
Time : 1 x 40 minutes

A. Competence
   1. Basic Competence
      The pupils are able to understand the content of the reading text given.
   2. Achievement indicators:
      Speaking
      Pupils are able to:
      - Reply the teacher's greeting
      - Answer the teacher's triggering questions orally
      - Tell the difficulties they face in comprehending the content of the story

      Listening
      Pupils are able to:
      - Listen to the teacher's triggering questions
      - Listen to the teacher's description based on the picture series shown
      - Listen to the teacher's review

      Reading Comprehension
      Pupils are able to:
      - Read the story by themselves

      Writing
      Pupils are able to:
      - Answer the exercise with true or false
      - Answer the essay questions given

B. Learning Materials and Media
   1. Learning Materials:
      From: Story entitled "The Golden Touch" taken from "Stories we brought with us", on page 51.
   2. Media:
      - Hand outs
      - Picture series

C. Teaching and Learning Activities
   1. Approach : Competence Base Approach
   2. Method: Direct Method
   3. Technique: - Mini lecture

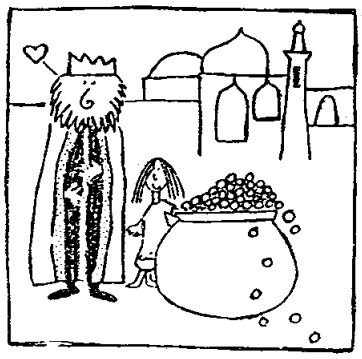
- Question-Answer
- Individual work

4. Class activities:
   - Listen to the teacher's triggering questions
   - Answer the teacher's triggering questions orally
   - Listen to the teacher's description based on the picture series shown
   - Read the story by themselves
   - Tell the difficulties they face in comprehending the content of the story
   - Answer the exercise with true or false

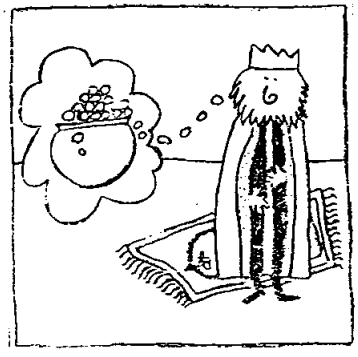
D. Assessment
   Pupils are given questions and asked to answer them in short.

E. Reference:
Kasser, Carol and Silverman, Ann. 1986. "Stories We Brought with Us", New Jersey: Prentice Hall, Inc.

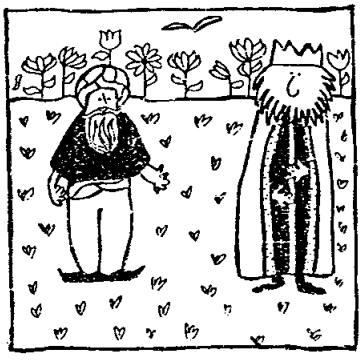
Students' worksheet

(1) 

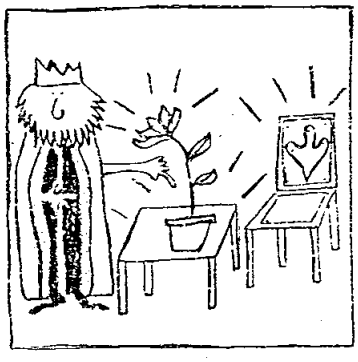
The king loved his little daughter and his gold.

(2) 

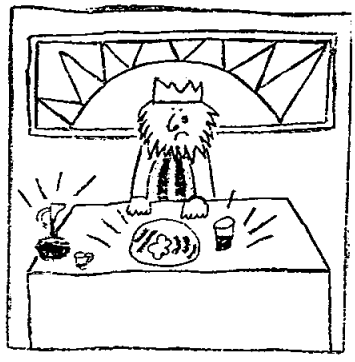
He wanted to have more gold.

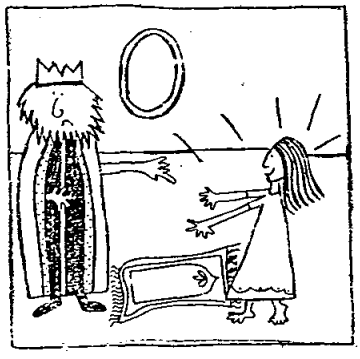
(3) 

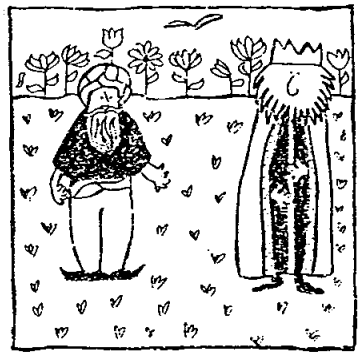
A stranger came to see him.

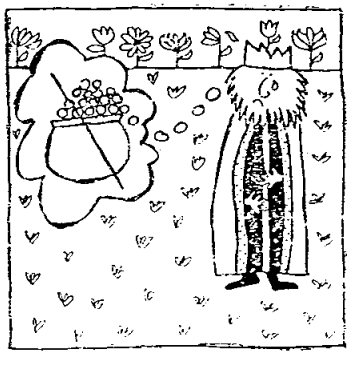
(4) 

He touched a chair, a flower, and a table.

(5)  He was sad, his food turned to gold.

(6)  His daughter changed to gold too.

(7)  He saw the stranger again.

(8)  He loose his gold.

READ THE TEXT CAREFULLY!

The Golden Touch

There once was a king. He was very rich. This king loved two things: his little daughter and his gold. He had many rooms full of gold, but he was not happy. He wanted to have more gold.

One day the king was in his garden. A stranger came to see him. The visitor told the king to make a wish. The king said, "I wish to have more gold." "I will help you get your wish," the stranger answered. "Tomorrow morning, everything you touch will change to gold."

The next morning the king got up early. He touched a chair, a flower, and a table. Everything changed to gold! The king was very happy. He sat down to eat breakfast, but his food turned to gold when he touched it. He thought, "If I can't eat anything, I will die."

Then his daughter came into the room. She ran to her father. But when he touched her, she changed to gold, too.

The king was very sad. He walked alone in his garden. Then he saw the stranger again. "Oh," cried the king, "Please take back my wish. I don't want any more gold." "All right, "said the stranger, "If you are really sure this time, I will take back your wish."

After that, the king was not as rich, but he was wiser and happier.

True-False

1. (___) The king was happy because he had so much gold.
2. (___) The king loved gold more than he loved his daughter.
3. (___) If the king had kept "the golden touch" for a long time, he would have died.
4. (___) The king was happy with "the golden touch".
5. (___) The king didn't want to keep "the golden touch"

Students' Assessment

ANSWER THESE FOLLOWING QUESTIONS IN SHORT!

1. What two things did the king love?
2. Why wasn't the king happy even he had many rooms full of gold?
3. Where did a stranger meet the king?
4. What did the visitor tell the king to?
5. What did the king touch in the next morning?
6. When everything changed to gold, how did the king feel?
7. When did the king first realize that the "Golden touch" might be a problem?
8. What made the king very sad?
9. What did the king want the stranger to do again?
10. What happened to the king after the stranger took back his wish?

PERPUSTAKAAN
Universitas Katolik Widya Mandala
SURABAYA

Teacher's Note:

Sub-field of study: English
Topic : Reading Comprehension
Sub-topic : The Golden Touch
Class : 6
Semester : 2
Time allocated : 1 x 40 minutes

I. Learning Outcomes:

a. Pre-Instructional Activities
- The pupils are able to listen the teacher's triggering questions.
- The pupils are able to answer the teacher's triggering questions orally.

b. Whilst-Instructional Activities
- The pupils are able to listen to the teacher's description based on the picture series shown.
- The pupils are able to read the story by themselves.
- The pupils are able to tell the difficulties they face in comprehending the story.
- The pupils are able to answer the exercise with true or false.

c. Post-Instructional Activities
- The pupils are able to listen to the teacher's review of the previous lesson.
- The pupils are able to answer the essay questions given.

II. Teacher's Activities

a. Pre-Instructional Activities
- The teacher greets the pupils.
  Pupils : "Good morning, Sir"
  Teacher : "Good morning, Pupils. Okay, today we'll have story about 'The Golden Touch'. Are you ready for the story today?"
  Pupils : "Yes!"
  Teacher : "Good. Let's start the lesson."
- The teacher asks the pupils some triggering questions.
  Which one is the most expensive:
  - Gold
  - Silver
  - Bronze

b. Whilst-Instructional Activities
- The teacher asks the pupils to listen to the teacher's description based on the picture series shown. (See p. 8)
- The teacher asks the pupils to read the story by themselves. (See p.9)
- The teacher asks the pupils about difficulties they face in comprehending the story.
- The teacher asks the pupils to answer the exercise with true or false.

c. Post-Instructional Activities
- The teacher asks the pupils to answer the essay questions given.
- The teacher reviews the previous lesson.

Students-teacher Learning Activities

NO.	PROCEDURES	SKILLS	TEACHING LEARNING ACTIVITIES		TIME
			TEACHER	PUPILS	
1.	Greeting and Pre-Instructional Activities	- Speaking - Listening - Speaking	- Greets the pupils - Asks the pupils some triggering questions orally	- Reply the teacher's greeting - Listen to the teacher's triggering questions - Answer the teacher's triggering questions orally	1' 4'
2.	Whilst-Instructional Activities	- Listening - Reading - Speaking - Writing	- Asks the pupils to listen to the teacher's description based on the picture series shown - Asks the pupils to read the story by themselves - Asks the pupils about difficulties they face in comprehending the content of the story - Asks the pupils to answer the exercise with true or false	- Listen to the teacher's description based on the picture series shown - Read the story by themselves - Tell the difficulties they face in comprehending the content of the story - Answer the exercise with true or false	3' 10' 5' 5'
3.	Post-Instructional Activities	- Writing - Listening	- Asks the pupils to answer the essay questions given - Reviews the previous lesson	- Answer the essay questions given - Listen to the teacher's review of the previous lesson	10' 2'

Students' answer worksheet

1. F
2. F
3. T
4. T
5. T

Students' answer assessment

1. His little daughter and his gold
2. He wanted to have more gold
3. In the garden
4. To make a wish
5. A chair, a flower, and a table.
6. Very happy
7. When his food changed to gold
8. His daughter changed to gold too
9. Took back his wish
10. He was wiser and happier

APPENDIX V

Tables

Table I
The Calculation for Reliability of the Reading Comprehension Test

No.	x	x^2
1.	15	225
2.	15	225
3.	15	225
4.	15	225
5.	15	225
6.	15	225
7.	15	225
8.	15	225
9.	14	196
10.	14	196
11.	14	196
12.	14	196
13.	14	196
14.	14	196
15.	14	196
16.	13	169
17.	13	169
18.	13	169
19.	13	169
20.	12	144
21.	12	144
22.	12	144
23.	12	144
24.	11	121
25.	11	121
26.	11	121
27.	10	100
28.	10	100
29.	9	81
30.	8	64
31.	8	64
32.	8	64
33.	8	64
34.	7	49
35.	6	36
36.	6	36
37.	5	25
38.	4	16
39.	4	16
40.	4	16
41.	3	9
42.	3	9
43.	2	4
44.	1	1
45.	1	1
46.	0	0
Total	458	5542
N	46	
Mean	9,95	
r	0,9056	

Mean:

$$m = \frac{\sum x}{n}$$

$$= \frac{459}{46}$$

$$= 9{,}95$$

Standard Deviation:

$$x^2 = \sqrt{\frac{n.\sum x^2 - (\sum x)^2}{n(n-1)}}$$

$$= \sqrt{\frac{46.\ 5542 - 209764}{46(46-1)}}$$

$$= \sqrt{\frac{254932 - 209764}{2070}}$$

$$= \sqrt{\frac{45168}{2070}}$$

$$= \sqrt{21{,}82}$$

$$= 4{,}67$$

Reliability:

$$r = \frac{N}{N-1}\left[1 - \frac{m(N-m)}{n.x^2}\right]$$

$$= \frac{15}{15-1}\left[1 - \frac{9{,}95(15-9{,}95)}{15.\ 4{,}67^2}\right]$$

$$= \frac{15}{14}\left[1 - \frac{(9{,}95.\ 5{,}05)}{15.\ 21{,}80}\right]$$

$$= 1{,}07\left[1 - \frac{(50{,}2475)}{327{,}1335}\right]$$

$= 1{,}07\ (1 - 0{,}153599)$

$= 1{,}07\ (0{,}846)$

$= 0{,}9056$

r calculation is between the range of 0,800 – 1,000.
According to Gronlund, the test is very reliable if r calculation is between 0,800 – 1,000.
So, this test is reliable.

Table II
The Calculation of Item Difficulty and Item Discrimination

No.	Test Item															Correct
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
2.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
3.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
4.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
5.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
6.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
7.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
8.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
9.	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	14
10.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	14
11.	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	14
12.	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	14
13.	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	14
14.	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	14
15.	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	14
16.	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	13
17.	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	13
18.	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	13
19.	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	13
20.	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	12
21.	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	12
22.	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	12
23.	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	12
24.	1	1	0	0	1	1	1	1	0	1	1	1	1	0	1	11
25.	1	1	1	0	1	0	1	0	0	1	1	1	1	1	1	11
26.	1	1	0	1	1	1	1	0	1	1	0	1	0	1	1	11
27.	1	1	0	0	0	1	1	1	1	1	1	1	0	0	1	10
28.	1	1	0	0	0	1	1	1	0	1	1	1	1	0	1	10
29.	1	1	0	0	0	1	1	0	1	1	1	1	1	0	0	9
30.	1	1	0	0	1	1	0	1	0	0	0	0	1	1	1	8
31.	0	1	0	1	1	1	0	0	0	1	1	1	1	0	0	8
32.	1	1	0	1	1	1	1	0	0	1	0	0	1	0	0	8
33.	1	1	0	0	0	1	1	0	0	0	1	1	1	0	1	8
34.	0	1	0	0	1	0	0	0	0	0	1	1	1	1	1	7
35.	0	1	0	0	0	1	0	0	0	0	1	0	1	1	1	6
36.	1	1	0	0	0	1	1	0	0	0	1	1	0	0	0	6
37.	0	1	0	0	1	0	0	0	1	0	0	1	0	0	1	5
38.	0	1	0	0	0	1	0	0	0	0	1	0	0	0	1	4
39.	0	0	0	0	1	1	0	0	0	0	1	1	0	0	0	4
40.	1	0	0	0	1	0	0	0	0	0	1	1	0	0	0	4
41.	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	3
42.	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	3
43.	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	2
44.	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
45.	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
46.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	36	40	20	23	31	39	29	22	14	31	36	37	32	26	32	
Correct Up	22	23	19	20	21	23	20	18	20	23	23	23	22	20	21	
Correct Low	14	17	1	3	10	16	9	4	4	8	13	14	10	6	11	
I. Diff	0,78	0,87	0,43	0,5	0,67	0,85	0,63	0,48	0,52	0,67	0,78	0,80	0,7	0,57	0,7	
I. Disc	0,34	0,26	0,78	0,74	0,48	0,30	0,48	0,61	0,7	0,65	0,43	0,39	0,52	0,61	0,43	

Item Difficulty

$$F.V = \frac{R}{N}$$

Where: F.V = the difficulty index

R = the number of correct answers

N = the number of students taking the test

The criteria are:

0,00 – 0,14	Very difficult
0,15 – 0,29	Difficult
0,30 – 0,70	Acceptable
0,71 – 0,85	Easy
0,86 – 1,00	Very easy

Item Discrimination

$$D = \frac{\text{Correct U} - \text{correct L}}{n}$$

Where: D = Discrimination index

n = 50 % of the testees

U = the number of upper group testees who gave correct answer

L = the number of lower group testees who gave correct answer

The criterions of discriminating power are:

-1,00 – 0,19	Low
0.20 – 0,39	Satisfactory
0.40 – 1,00	Very effective

Table III
The Score of Class A

No.	Pre-test	Post-test	d	$d - \bar{d}$	$(d - \bar{d})^2$
1.	2	10	8	5,46	29,81
2.	6	4	-2	-4,54	20,61
3.	8	9	1	-1,54	2,37
4.	1	6	5	2,46	6,05
5.	9	10	1	-1,54	2,37
6.	8	8	0	-2,54	6,45
7.	8	10	2	-0,54	0,29
8.	8	8	0	-2,54	6,45
9.	1	10	9	6,46	41,73
10.	7	7	0	-2,54	6,45
11.	7	9	2	-0,54	0,29
12.	3	10	7	4,46	19,89
13.	2	6	4	1,46	2,13
14.	0	5	5	2,46	6,05
15.	8	9	1	-1,54	2,37
16.	6	8	2	-0,54	0,29
17.	9	9	0	-2,54	6,45
18.	1	3	2	-0,54	0,29
19.	7	6	-1	-3,54	12,53
20.	6	8	2	-0,54	0,29
21.	8	9	1	-1,54	2,37
22.	0	3	3	0,46	0,21
23.	9	9	0	-2,54	6,45
24.	1	5	4	1,46	2,13
25.	5	9	4	1,46	2,13
26.	0	2	2	-0,54	0,29
27.	4	7	3	0,46	0,21
28.	9	10	1	-1,54	2,37
29.	4	8	4	1,46	2,13
30.	6	8	2	-0,54	0,29
31.	0	7	7	4,46	19,89
32.	0	7	7	4,46	19,89
33.	7	8	1	-1,54	2,37
34.	2	7	5	2,46	6,05
35.	1	10	9	6,46	41,73
36.	7	9	2	-0,54	0,29
37.	0	5	5	2,46	6,05
38.	7	8	1	-1,54	2,37
39.	4	4	0	-2,54	6,45
40.	9	10	1	-1,54	2,37
41.	9	9	0	-2,54	6.45
42.	2	5	3	0,46	0,21
43.	8	8	0	-2,54	6,45
44.	8	9	1	-1,54	2,37
45.	1	4	3	0,46	0,21
46.	7	8	1	-1,54	2,37
47.	6	8	2	-0,54	0,29
48.	2	4	2	-0,54	0,29
	233	355	$\sum d = 122$		$\sum (d - \bar{d})^2 = 317,84$

Table IV
The Score of Class B

No.	Pre-test	Post-test	d	$d - \bar{d}$	$(d - \bar{d})^2$
1.	0	6	6	4,864	23,658
2.	9	9	0	-1,136	1,29
3.	3	4	1	-0,136	0,018
4.	7	7	0	-1,136	1,29
5.	5	7	2	0,864	0,746
6.	9	9	0	-1,136	1,29
7.	7	5	-2	-3,136	9,83
8.	2	3	1	-0,136	0,018
9.	8	9	1	-0,136	0,018
10.	9	9	0	-1,136	1,29
11.	3	0	-3	-4,136	17,106
12.	3	5	2	0,864	0,746
13.	3	3	0	-1,136	1,29
14.	9	8	-1	-2,136	4,56
15.	3	2	-1	-2,136	4,56
16.	6	8	2	0,864	0,746
17.	3	3	0	-1,136	1,29
18.	6	8	2	0,864	0,746
19.	5	9	4	2,864	8,2
20.	3	1	-2	-3,136	9,83
21.	10	9	-1	-2,136	4,56
22.	5	4	-1	-2,136	4,56
23.	4	7	3	1,864	3,47
24.	1	4	3	1,864	3,47
25.	6	10	4	0,864	8,2
26.	2	4	2	1,864	0,746
27.	3	6	3	1,864	3,47
28.	2	5	3	0,864	3,47
29.	2	4	2	0,864	0,746
30.	8	9	1	-0,136	0,018
31.	9	10	1	-0,136	0,018
32.	8	8	0	-1,136	1,29
33.	2	5	3	1,864	3,47
34.	7	7	0	-1,136	1,29
35.	1	3	2	0,864	0,746
36.	10	10	0	-1,136	1,29
37.	6	7	1	-0,136	0,018
38.	3	7	4	2,864	8,2
39.	3	4	1	-0,136	0,018
40.	10	8	-2	-3,136	9,83
41	6	8	2	0,864	0,746
42.	2	5	3	1,864	3,47
43.	3	7	4	2,864	8,2
44.	2	2	0	-1,136	1,29
	218	268	$\sum d = 50$		$\sum (d - \bar{d})^2 =$ 161,1

Table V
Critical Value

df	t.100	t.050	t.025	t.010	t.005
1	3,078	6,314	12,706	31,821	63,657
2	1,886	2,920	4,303	6,965	9,925
3	1,638	2,353	3,182	4,541	5,841
4	1,533	2,132	2,776	3,747	4,604
5	1,476	2,015	2,571	3,365	4,032
6	1,440	1,943	2,447	3,143	3,707
7	1,418	1,895	2,365	2,998	3,499
8	1,397	1,860	2,306	2,896	3,355
9	1,383	1,833	2,620	2,821	3,250
10	1,372	1,812	2,228	2,764	3,169
11	1,363	1,796	2,201	2,718	3,106
12	1,358	1,782	2,179	2,681	3,055
13	1,350	1,771	2,168	2,650	3,012
14	1,345	1,761	2,145	2,624	2,977
15	1,341	1,753	2,131	2,602	2,947
16	1,337	1,746	2,120	2,583	2,921
17	1,333	1,740	2,110	2,567	2,898
18	1,331	1,734	2,101	2,552	2,878
19	1,328	1,729	2,093	2,639	2,861
20	1,325	1,725	2,086	2,528	2,845
21	1,323	1,721	2,080	2,518	2,851
22	1,321	1,717	2,074	2,508	2,819
23	1,319	1,714	2,069	2,500	2,807
24	1,318	1,711	2,064	2,492	2,797
25	1,316	1,708	2,060	2,485	2,787
26	1,315	1,706	2,042	2,457	2,779
27	1,314	1,703	2,052	2,473	2,771
28	1,313	1,701	2,048	2,467	2,763
29	1,311	1,699	2,045	2,462	2,756
30	1,310	1,697	2,042	2,457	2,750
∞	1,309	1,645	1,960	2,326	2,576

APPENDIX VI

Test of Hypothesis

CALCULATION FOR TWO MEANS SCORE (VIA and VIB)
(SUB-SUMMATIVE)

TEST OF HYPOTHESIS:

1. H_o : $\mu_A = \mu_B$

   Ha : $\mu_A > \mu_B$

   H_o : There is no significant difference in the academic competence between the pupils of class VIA and class VIB.

   Ha : There is significant difference in the academic competence between the pupils of class VIA and class VIB.

2. Calculation for x, S and t_o

The mean difference between Post-test and Pre-test:

$$\overline{x_A} = \frac{\sum x}{n} = 7{,}8 \qquad \overline{x_B} = \frac{\sum x}{n} = 7{,}9$$

The standard deviation:

$$S_A = \sqrt{\frac{n.\,\Sigma x^2 - (\Sigma x)^2}{n(n-1)}} = 2{,}557 \qquad S_B = \sqrt{\frac{n.\,\Sigma x^2 - (\Sigma x)^2}{n(n-1)}} = 2{,}572$$

The standard score:

$$t_o = \frac{\overline{x_A} - \overline{x_B}}{\sqrt{\frac{(n_A-1).\,S_A^2 + (n_B-1).\,S_B^2}{n_A + n_B - 2} \cdot \left[\frac{1}{n_A} + \frac{1}{n_B}\right]}} = 0{,}1949$$

3. t-test, where $df = n_A + n_B - 2 = 94$

   $t(0.05;94) = \pm 1.645$

4. Criteria t_o accept or to reject the H_o:

   H_o is accepted if $t_o < 1.645$
   H_o is rejected if $t_o \geq 1.645$

5. Conclusion:

Because $t_o \geq 1.645 = 0{,}1949 \geq 1.645$; so H_o is accepted and Ha is rejected. We can conclude that there is no significant difference in the academic competence between the pupils of class VIA and VIB.

CALCULATION FOR TWO MEANS SCORE (VIB and VIC)
(SUB-SUMMATIVE)

TEST OF HYPOTHESIS:

1. $H_o : \mu_B = \mu_C$

   $Ha : \mu_B > \mu_C$

   H_o : There is no significant difference in the academic competence between the pupils of class VIB and class VIC.

   Ha : There is significant difference in the academic competence between the pupils of class VIB and class VIC.

2. Calculation for x, S and t_o

The mean difference between Post-test and Pre-test:

$$\overline{x_B} = \frac{\sum x}{n} = 7{,}9 \qquad \overline{x_C} = \frac{\sum x}{n} = 7{,}7$$

The standard deviation:

$$S_B = \sqrt{\frac{n.\Sigma x^2 - (\Sigma x)^2}{n(n-1)}} = 2{,}572 \qquad S_C = \sqrt{\frac{n.\Sigma x^2 - (\Sigma x)^2}{n(n-1)}} = 2{,}542$$

The standard score:

$$t_o = \frac{\overline{x_B} - \overline{x_C}}{\sqrt{\frac{(n_B-1).S_B^2 + (n_C-1).S_C^2}{n_B + n_C - 2} \cdot \left[\frac{1}{n_B} + \frac{1}{n_C}\right]}} = 0{,}765$$

3. t-test, where $df = n_B + n_C - 2 = 94$

   $t(0.05;94) = \pm 1.645$

4. Criteria t_o accept or to reject the H_o:

   H_o is accepted if $t_o < 1.645$
   H_o is rejected if $t_o \geq 1.645$

5. Conclusion:

Because $t_o \geq 1.645 = 0{,}765 \geq 1.645$; so H_o is accepted and Ha is rejected. We can conclude that there is no significant difference in the academic competence between the pupils of class VIB and VIC.

CALCULATION FOR TWO MEANS SCORE (VIA and VIC)
(SUB-SUMMATIVE)

TEST OF HYPOTHESIS:

1. $H_o : \mu_A = \mu_C$

   $Ha : \mu_A > \mu_C$

   H_o : There is no significant difference in the academic competence between the pupils of class VIA and class VIC.

   Ha : There is significant difference in the academic competence between the pupils of class VIA and class VIC.

2. Calculation for $\overline{x}$, S and t_o

The mean difference between Post-test and Pre-test:

$$\overline{x_A} = \frac{\sum x}{n} = 7{,}8 \qquad \overline{x_C} = \frac{\sum x}{n} = 7{,}7$$

The standard deviation:

$$S_A = \sqrt{\frac{n.\Sigma x^2 - (\Sigma x)^2}{n(n-1)}} = 2{,}557 \qquad S_C = \sqrt{\frac{n.\Sigma x^2 - (\Sigma x)^2}{n(n-1)}} = 2{,}542$$

The standard score:

$$t_o = \frac{\overline{x_A} - \overline{x_C}}{\sqrt{\frac{(n_A-1).S_A^2 + (n_C-1).S_C^2}{n_A + n_C - 2} \cdot \left[\frac{1}{n_A} + \frac{1}{n_C}\right]}} = 0{,}2$$

3. t-test, where $df = n_A + n_C - 2 = 94$

   $t(0.05;94) = \pm 1.645$

4. Criteria t_o accept or to reject the H_o:

   H_o is accepted if $t_o < 1.645$
   H_o is rejected if $t_o \geq 1.645$

5. Conclusion:

Because $t_o \geq 1.645 = 0{,}2 \geq 1.645$; so H_o is accepted and Ha is rejected. We can conclude that there is no significant difference in the academic competence between the pupils of class VIA and VIC.

CALCULATION FOR TWO MEANS SCORE (VI_A and VI_B)
(EXPERIMENT)

TEST OF HYPOTHESIS:

1. H_o : $\mu_A = \mu_B$ There is no significant difference between class VI_A and VI_B.

   H_a : $\mu_A \neq \mu_B$ There is significant difference between class VI_A and VI_B.

2. Calculation for $\bar{d}$, S and t_o

The mean difference between Post-test and Pre-test:

$$\bar{d}_A = \frac{\sum d}{n} \qquad \bar{d}_B = \frac{\sum d}{n}$$

$$= \frac{122}{48} \qquad = \frac{50}{44}$$

$$= 2.54 \qquad = 1.136$$

The standard deviation:

$$S_A = \sqrt{\frac{\Sigma (d_i - \bar{d})^2}{n-1}} \qquad S_B = \sqrt{\frac{\Sigma (d_i - \bar{d})^2}{n-1}}$$

$$= 2.6 \qquad = 1.9356$$

The standard score:

$$t_o = \frac{\bar{d}_A - \bar{d}_B}{\sqrt{\frac{(n_A - 1).\ S_A^2 + (n_B - 1).\ S_B^2}{n_A + n_B - 2} \cdot \left[\frac{1}{n_A} + \frac{1}{n_B}\right]}}$$

$$= 2.9458$$

3. $\alpha = 5\%$, two-tailed test $\alpha/2 = 0.025$

$$df = n_A + n_B - 2$$

$$= 48 + 44 - 2$$

$$= 90$$

$$t(0.025;90) = \pm 1.960$$

4. Criteria t_o accept or to reject the H_0:

   H_0 is accepted if $-1.960 < to < 1.960$
   H_0 is rejected if $to \leq -1.960$ **or** $to \geq 1.960$

5. Conclusion:

Because $to \geq 1.960 = 2.9458 \geq 1.960$; so H_0 is rejected and Ha is accepted. We can conclude that there is significant difference between class VI_A and VI_B.

The standard deviation:

$$S = \sqrt{\frac{\Sigma (d - \bar{d})^2}{n - 1}}$$

where: S = standard deviation

n = the number of the subject

d = the difference between post test and pre test score.

$\bar{d}$ = the mean of d

The standard deviation A:

$$S_A = \sqrt{\frac{\Sigma (d - \bar{d})^2}{n - 1}}$$

$$= \sqrt{\frac{317.84}{48-1}}$$

$$= \sqrt{\frac{317.84}{47}}$$

$$= \sqrt{6.76}$$

$$= 2.6$$

The standard deviation B:

$$S_B = \sqrt{\frac{\Sigma (d - \bar{d})^2}{n - 1}}$$

$$= \sqrt{\frac{161.108}{44-1}}$$

$$= \sqrt{\frac{161.108}{43}}$$

$$= \sqrt{3.746}$$

$$= 1.9356$$

The sample data give:

$\overline{d_A} = 2.542$

$\overline{d_B} = 1.136$

$S_A = 2.6$

$S_B = 1.9356$

$n_A = 48$

$n_B = 44$

$$t_o = \frac{\bar{d}_A - \bar{d}_B}{\sqrt{\frac{(n_A-1).\ S_A^2 + (n_B-1).\ S_B^2}{n_A + n_B - 2} \cdot \left[\frac{1}{n_A} + \frac{1}{n_B}\right]}}$$

$$= \frac{2{,}54 - 1{,}136}{\sqrt{\frac{(48-1).\ 2{,}6^2 + (44-1).\ 1{,}9356^2}{48+44-1} \cdot \left[\frac{1}{48} + \frac{1}{44}\right]}}$$

$$= \frac{1{,}404}{\sqrt{\frac{47.\ 6{,}76 + 43.\ 3{,}746}{90} \cdot \left[0{,}02 + 0{,}0227\right]}}$$

$$= \frac{1{,}404}{\sqrt{\frac{317{,}72 + 161{,}078}{90} \cdot \left[0{,}0427\right]}}$$

$$= \frac{1{,}404}{\sqrt{\frac{478{,}798}{90} \cdot (0{,}0427)}}$$

$$= \frac{1,404}{\sqrt{5,3199 \cdot 0,0427}}$$

$$= \frac{1,404}{\sqrt{0,227}}$$

$$= \frac{1,404}{0,4766}$$

$$= 2,9458$$

APPENDIX VII

Some Pupils' Worksheet

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no other parrot like him. He was very, very smart. This parrot could say any word—except one. He could *not* say the name of the town where he was born. The name of that town was Catano.

The man tried and 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 stupid bird! Why can't you say that word? Say 'Catano" or I'll kill you!" But the parrot would not say it. Then the man got so angry that he 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, 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 were 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!

Experiment Group I (pre)

Answer these following questions in short.

1. Why was the parrot so wonderful?
2. What did the man try to do to the parrot?
3. The parrot wouldn't say it (paragraph 2). What word wouldn't the parrot say?
4. How did the man feel after trying for many hours to make the bird say "Catano"?
5. What will the man do to the parrot if the parrot would not say the word?
6. What did the man want to do with the chickens?
7. Where did the man put the parrot after he got angry?
8. How many chickens were still alive?
9. How did the man feel after he saw some dead chickens on the floor?
10. Who killed the chickens?

Answers:

1. A man in Puerto Rico
2. The man [illegible] the parrot to [illegible] "Catano"
3. But the bird wouldn't talk
4. The man got very, very angry
5. [illegible] the man was very nice [illegible] he got angry
6. They were for Sunday's dinner
7. Then the man got so [illegible] Catano [illegible]
8. The fourth
9. He saw three dead chickens on the floor
10. Yes

(2)

Experiment Group I (post)

Answer these following questions in short.

1. Why was the parrot so wonderful?
2. What did the man try to do to the parrot?
3. The parrot wouldn't say it (paragraph 2). What word wouldn't the parrot say?
4. How did the man feel after trying for many hours to make the bird say "Catano"?
5. What will the man do to the parrot if the parrot would not say the word?
6. What did the man want to do with the chickens?
7. Where did the man put the parrot after he got angry?
8. How many chickens were still alive?
9. How did the man feel after he saw some dead chickens on the floor?
10. Who killed the chickens?

Answer:

✓1. Because it [illegible] say [illegible] word.
✓2. The man tried to the parrot to say. Catano
✓3. Catano.
✓4. He was very angry.
✓5. He will kill the parrot.
✓6. The man wanted to eat them.
✓7. The man put the parrot in the chicken house.
✓8. One chicken.
✓9. He was very surprise.
✓10. The parrot.

Name : Aiska.

No. : 1.

Class : 3A.

10

Wiandy /9

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no other parrot like him. He was very, very smart. This parrot could say any word—except one. He could *not* say the name of the town where he was born. The name of that town was Catano.

The man tried and 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 stupid bird! Why can't you say that word? Say 'Catano" or I'll kill you!" But the parrot would not say it. Then the man got so angry that he 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, 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 were 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!

Experiment Group II (pre)

Answer these following questions in short.

1. Why was the parrot so wonderful?
2. What did the man try to do to the parrot?
3. The parrot wouldn't say it (paragraph 2). What word wouldn't the parrot say?
4. How did the man feel after trying for many hours to make the bird say "Catano"?
5. What will the man do to the parrot if the parrot would not say the word?
6. What did the man want to do with the chickens?
7. Where did the man put the parrot after he got angry?
8. How many chickens were still alive?
9. How did the man feel after he saw some dead chickens on the floor?
10. Who killed the chickens?

Answers:

1. ~~Than~~ a man [illegible]
2. He [illegible]
3. Catano
4. [illegible] was no [illegible]
5. [illegible]
6. [illegible] up the bird [illegible]
7. [illegible]
8. The fourth chicken
9.
10.

Experiment Group II (post)

Answer these following questions in short.

1. Why was the parrot so wonderful?
2. What did the man try to do to the parrot?
3. The parrot wouldn't say it (paragraph 2). What word wouldn't the parrot say?
4. How did the man feel after trying for many hours to make the bird say "Catano"?
5. What will the man do to the parrot if the parrot would not say the word?
6. What did the man want to do with the chickens?
7. Where did the man put the parrot after he got angry?
8. How many chickens were still alive?
9. How did the man feel after he saw some dead chickens on the floor?
10. Who killed the chickens?

Answer:

✓1. Because it could say many word.
✓2. the man tried to the parrot to say catano
✓3. catano
✓4. He was very angry.
✓5. He will kill the parrot
✓6. the man wanted to eat them
✓7. the man put the parrot in the chicken house
✓8. One Chicken
✓9. He was very surprise
✓10. the parrot.

Name : Vlandy
No. : 9
Class : VI A

(10)

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no other parrot like him. He was very, very smart. This parrot could say any word—except one. He could *not* say the name of the town where he was born. The name of that town was Catano.

The man tried and 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 stupid bird! Why can't you say that word? Say 'Catano" or I'll kill you!" But the parrot would not say it. Then the man got so angry that he 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, 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 were 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!

Control Group I (pre)

Answer these following questions in short.

1. Why was the parrot so wonderful?
2. What did the man try to do to the parrot?
3. The parrot wouldn't say it (paragraph 2). What word wouldn't the parrot say?
4. How did the man feel after trying for many hours to make the bird say "Catano"?
5. What will the man do to the parrot if the parrot would not say the word?
6. What did the man want to do with the chickens?
7. Where did the man put the parrot after he got angry?
8. How many chickens were still alive?
9. How did the man feel after he saw some dead chickens on the floor?
10. Who killed the chickens?

Answers:

1. A man in Puerto Rico had a wonderful parrot
2. There was no other parrot like him
3. The man tried and tried to teach the parrot to say "Catano"
4. But The bird would no say the word
5. But The parrot would no say it
6. at The faurd chiken
7. Say Katano or I'll kill you
8. He opened The door
9. And I will eat you Too
10. The narat at The faurt chiken

Control Group I (Post)

Answer these following questions in short.

1. Why was the parrot so wonderful?
2. What did the man try to do to the parrot?
3. The parrot wouldn't say it (paragraph 2). What word wouldn't the parrot say?
4. How did the man feel after trying for many hours to make the bird say "Catano"?
5. What will the man do to the parrot if the parrot would not say the word?
6. What did the man want to do with the chickens?
7. Where did the man put the parrot after he got angry?
8. How many chickens were still alive?
9. How did the man feel after he saw some dead chickens on the floor?
10. Who killed the chickens?

Answers:

1. A man in Puerto rico and a wonderful parrot
2. The man tried an tried to teach the parrot to say catano
3. say Cattano
4. the man fery angry
5.
6. He will eat them
7. to the cithen hose
8. fourth
9. Parrot
10. Parrot

Name : Antoni B

No. : II

Class : VI B

6

Name - Stephanus C J

Class - VI B / 22

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no other parrot like him. He was very, very smart. This parrot could say any word—except one. He could *not* say the name of the town where he was born. The name of that town was Catano.

The man tried and 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 stupid bird! Why can't you say that word? Say 'Catano" or I'll kill you!" But the parrot would not say it. Then the man got so angry that he 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, 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 were 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!

Control Group II (pre)

Answer these following questions in short.

1. Why was the parrot so wonderful?
2. What did the man try to do to the parrot?
3. The parrot wouldn't say it (paragraph 2). What word wouldn't the parrot say?
4. How did the man feel after trying for many hours to make the bird say "Catano"?
5. What will the man do to the parrot if the parrot would not say the word?
6. What did the man want to do with the chickens?
7. Where did the man put the parrot after he got angry?
8. How many chickens were still alive?
9. How did the man feel after he saw some dead chickens on the floor?
10. Who killed the chickens?

Answers:

✓ 1. Because [illegible] world
~~2.~~ [illegible]
✓ 3. The parrot wouldn't say "catano"
✓ 4. The man was feel anry
✓ 5. He will kill the parrot
~~6.~~ The man want to chikhen
~~7.~~ [illegible] trying for many hours [illegible] bird say
~~8.~~ In the chiken house there were four old chikens
~~9.~~ the parrot [illegible] at [illegible] chicken
✓ 10. The parrot

Control Group II (post)

Answer these following questions in short.

1. Why was the parrot so wonderful?
2. What did the man try to do to the parrot?
3. The parrot wouldn't say it (paragraph 2). What word wouldn't the parrot say?
4. How did the man feel after trying for many hours to make the bird say "Catano"?
5. What will the man do to the parrot if the parrot would not say the word?
6. What did the man want to do with the chickens?
7. Where did the man put the parrot after he got angry?
8. How many chickens were still alive?
9. How did the man feel after he saw some dead chickens on the floor?
10. Who killed the chickens?

Answers:

1. He was very smart
2. Teach the parrot to say "Catano"
3. "Catano
4. angry
5. the [illegible] the parrot
6. The eat them
7. in The Chickens house
8. One
9. He wass very subrised
10. The parrot

PERPUSTAKAAN
Universitas Katolik Widya Mandala
SURABAYA

Name : Blephanus
No. : 22
Class : VI B

(9)