

## APPENDIX A

### READING TEST – PRETEST (readable application)

#### The Fox and the Grapes

Once upon a time, a fox was walking through a vineyard. He was feeling very hungry when he noticed a bunch of grapes hanging from a vine. The grapes looked ripe and juicy, and the fox's mouth started to water.

The fox jumped and jumped, trying to reach the grapes, but they were too high for him. He tried many times, but he could not get even one. Frustrated, the fox finally gave up and walked away, muttering to himself, "Those grapes are probably sour anyway."

As the fox left the vineyard, he felt a mix of disappointment and pride. Although he was still hungry, he convinced himself that he did not really want the grapes after all. This made him feel a little better as he continued on his way.

1. What is the main problem faced by the fox in the story?
  - A) He is lost in the vineyard.
  - **B) He cannot reach the grapes hanging from the vine.**
  - C) He is attacked by other animals.
  - D) He has no friends in the vineyard.
2. How does the fox feel about the grapes after he cannot reach them?
  - A) He becomes angry and throws things.
  - **B) He decides the grapes are probably sour.**
  - C) He finds another way to reach them.
  - D) He asks other animals for help.

3. What does the fox do after he gives up trying to get the grapes?
- A) He goes to find a different food source.
  - B) He sits and waits for someone to help him.
  - **C) He mutters to himself about the grapes.**
  - D) He continues to try to reach the grapes.
4. What emotion does the fox experience as he leaves the vineyard?
- A) Joy and excitement
  - B) Sadness and regret
  - **C) Disappointment and pride**
  - D) Fear and anxiety
5. What is the intrinsic lesson the fox learns from his experience with the grapes?
- A) Hard work always pays off.
  - B) It's better to ask for help when needed.
  - **C) Sometimes it's easier to convince oneself that what is unattainable is undesirable.**
  - D) Friends are important in difficult times.
6. What is the main message of the story?
- A. It's easy to get what you want if you try hard enough.
  - **B. Sometimes it's better to pretend you don't want what you can't have.**
  - C. Always ask for help when you need it.
  - D. Hard work always pays off in the end.
7. What lesson can we learn from the fox's behavior?
- A. It's important to always be honest with ourselves.
  - B. We should never give up, no matter how difficult something is.
  - **C. It's okay to pretend things aren't important when we can't have them.**
  - D. We should always strive to get what we want.

## **The Lost Kitten**

One sunny morning, Sarah found a tiny, lost kitten under her porch. The kitten was shivering and meowing softly. Sarah gently picked it up and took it inside her warm house. She gave the kitten some milk and a cozy blanket to snuggle in.

The next day, Sarah made flyers with a picture of the kitten and put them up around the neighborhood. She also asked her neighbors if they had seen the kitten's owner. Everyone was very kind and promised to help.

After a few days, a man came to Sarah's house. He was very happy to see the kitten and thanked Sarah for taking care of it. The man said the kitten was his daughter's and had gone missing while they were visiting the park. Sarah was glad to return the kitten to its family and felt happy knowing she had helped.

### **### Questions**

1. What did Sarah find under her porch?
  - A. A puppy
  - B. A kitten**
  - C. A rabbit
  - D. A bird
2. What did Sarah do first when she found the kitten?
  - A. She made a flyer.
  - B. She gave it some milk and a blanket.**
  - C. She asked her neighbors for help.
  - D. She took it to the park.
3. What did Sarah do to find the kitten's owner?
  - A. She made flyers and asked her neighbors.**

- B. She went to the park.
  - C. She took the kitten to the vet.
  - D. She ignored the kitten.
4. What was the main message of the story?
- A. Helping others can bring joy.**
  - B. Animals are always lost.
  - C. It is important to find lost pets quickly.
  - D. Flyers are not helpful.
5. How did Sarah feel after returning the kitten to its owner?
- A. Sad and disappointed
  - B. Angry and upset
  - C. Happy and glad**
  - D. Confused and worried

Once upon a time, in a small village nestled in the hills, there lived a young girl named Lila. Lila was known for her kindness and always helped the villagers with their chores. Every morning, she would feed the stray dogs and water the flowers in the village square.

One day, a severe storm hit the village. The heavy rain and strong winds damaged many homes and the villagers were worried. Lila, despite the bad weather, went around the village to check if anyone needed help. She made sure everyone was safe and even shared her own supplies with those in need.

After the storm passed, the villagers were very grateful to Lila for her bravery and selflessness. They organized a celebration in her honor, where they thanked her for her

efforts. Lila was happy, not because of the celebration, but because she had been able to help her community in a time of need.

1. What did Lila do every morning before the storm?

- A) She cleaned her house.
- **B) She fed the stray dogs and watered the flowers.**
- C) She went to the market.
- D) She took a walk in the hills.

2. How did the storm affect the village?

- A) It made the village more beautiful.
- **B) It damaged many homes and worried the villagers.**
- C) It brought many tourists to the village.
- D) It made the villagers happy.

3. What did the villagers do for Lila after the storm?

- A) They ignored her efforts.
- **B) They organized a celebration to honor her.**
- C) They asked her to leave the village.
- D) They repaired her home.

4. What is the main message of the story?

- **A) Helping others in need is important and appreciated.**
- B) Storms always bring disaster to villages.
- C) Celebrations are more important than helping others.
- D) Young girls should avoid dangerous weather.

5. Why was Lila happy after the storm?

- A) Because of the celebration in her honor.
- **B) Because she had helped her community during a difficult time.**

- C) Because she received many gifts.
- D) Because the storm had passed.

6. What can be inferred about Lila's character from the story?

- A) She is selfish and does not care about others.
- **B) She is kind-hearted and helpful.**
- C) She is afraid of storms.
- D) She is a great cook.

7. How did Lila's actions impact the villagers?

- A) The villagers were upset with her.
- **B) The villagers were grateful and honored her.**
- C) The villagers forgot about her efforts.
- D) The villagers left the village because of her.

8. What would be an appropriate title for this story?

- A) "The Storm and the Village"
- B) "Lila's Morning Routine"
- **C) "The Brave Girl of the Village"**
- D) "The Celebration Party"

## APPENDIX B

### LESSON PLAN

LESSON PLAN			
Nama Sekolah:		Kelas/Semester:	
SMPN 4 Pare-Pare		VII/Ganjil	
Mata Pelajaran:		Tahun Pelajaran:	
Pendidikan Bahasa Inggris		2024	
Materi: Teks Naratif dan Aplikasi Readable		Alokasi Waktu: 1 x 90 menit	
Sub Materi:			
Meningkatkan keterampilan membaca teks naratif dengan menggunakan aplikasi Readable			
Kompetensi Dasar (KD)		Indikator Pencapaian Kompetensi (IPK)	
KD 3.1: Memahami teks naratif dalam berbagai bentuk dan konteks.		3.1.2 Siswa dapat mengidentifikasi elemen-elemen penting dalam teks naratif (karakter, setting, plot, konflik)	
KD 4.1: Menghasilkan tanggapan terhadap teks naratif yang dibaca.		4.1.2 Siswa dapat memberikan tanggapan terhadap teks naratif yang dibaca.	

	4.1.3 Siswa dapat mendiskusikan pendapat dan perasaan mereka tentang karakter dan alur cerita dalam teks naratif.	
<b>A. URAIAN MATERI</b>		
<ul style="list-style-type: none"> <li>• Teks Naratif: Definisi teks naratif dan tujuan penulisannya.</li> </ul> <p>Elemen-elemen teks naratif: karakter, setting, plot, konflik, dan resolusi.</p> <p>Jenis-jenis teks naratif: cerita pendek, novel, fabel, dan legenda.</p> <ul style="list-style-type: none"> <li>• Penggunaan Aplikasi Readable: Pengenalan aplikasi Readable dan fitur-fiturnya.</li> </ul> <p>Cara mencari dan membaca teks naratif dalam aplikasi.</p> <ul style="list-style-type: none"> <li>• Cara menggunakan aplikasi untuk menganalisis dan mendiskusikan teks.</li> </ul>		
<b>B. KEGIATAN PEMBELAJARAN</b>		
<b>PERTEMUAN 1</b>		
PENDAHULUAN	<ul style="list-style-type: none"> <li>• Mengucapkan salam dan menyapa siswa</li> <li>• Mengabsen peserta didik dengan sebelum kelas dimulai menggunakan Bahasa Inggris.</li> <li>• Diskusi dengan peserta didik tentang apa yang akan dilakukan hari ini.</li> </ul>	15 menit
	<p>Uraian Materi</p> <ul style="list-style-type: none"> <li>• Menanyakan kepada siswa tentang pengalaman mereka dalam membaca teks naratif.</li> <li>• Jelaskan elemen-elemen penting dalam teks naratif.</li> <li>• Berikan contoh teks naratif dan identifikasi elemen-elemen tersebut bersama siswa.</li> </ul>	



KEGIATAN INTI		30 menit
	Pre-Test  <ul style="list-style-type: none"> <li>• Memberikan tes bacaan kepada siswa yang mencakup teks naratif sederhana. Tes ini dapat berupa pilihan ganda, pertanyaan esai, atau analisis teks.( pre-test)</li> </ul>	30 menit
PENUTUP	<ul style="list-style-type: none"> <li>• Melakukan tanya jawab dengan peserta didik mengenai tes yang baru saja dilakukan</li> <li>• Diskusikan hasil pre-test secara umum dan berikan umpan balik kepada siswa</li> <li>• Mengakhiri pertemuan dengan doa dan ucapan salam.</li> </ul>	15 menit
PERTEMUAN 2		
PENDAHULUAN	<ul style="list-style-type: none"> <li>• Mengucapkan salam dan menyapa siswa</li> <li>• Mengabsen peserta didik dengan sebelum kelas dimulai</li> <li>• Perkenalan tentang aplikasi Readable dan manfaatnya dalam pembelajaran membaca.</li> </ul>	15menit
KEGIATAN INTI	<ul style="list-style-type: none"> <li>• Perkenalan tentang aplikasi Readable kepada peserta didik dan pemanfaatannya</li> <li>• Menunjukkan kepada peserta didik mengenai cara mengakses dan menggunakan aplikasi Readable.</li> <li>• Meminta peserta didik untuk menjelajahi aplikasi dan</li> </ul>	60 menit

	membaca teks naratif yang tersedia.	
PENUTUP	<ul style="list-style-type: none"> <li>• mengajak peserta didik untuk berbagi pengalaman mereka menggunakan aplikasi dan teks yang mereka baca.</li> <li>• Mengakhiri pertemuan dengan doa dan ucapan salam.</li> </ul>	15 menit
PERTEMUAN 3		
PENDAHULUAN	<ul style="list-style-type: none"> <li>• Mengucapkan salam dan menyapa siswa</li> <li>• Mengabsen peserta didik dengan sebelum kelas dimulai menggunakan Bahasa Inggris</li> <li>• Meminta peserta didik membentuk Kelompok menjadi kelompok kecil (4-5 siswa per kelompok).</li> </ul>	15 menit
KEGIATAN INTI	<ul style="list-style-type: none"> <li>• Setiap kelompok memilih teks naratif dari aplikasi Readable untuk dibaca bersama.</li> <li>• Peserta didik mendiskusikan elemen-elemen teks naratif (karakter, setting, plot, konflik) yang mereka temukan dalam teks.</li> <li>• Peserta didik diminta membuat pertanyaan terkait teks yang telah mereka diskusikan secara berkelompok.</li> </ul>	60 menit
PENUTUP	<ul style="list-style-type: none"> <li>• Melakukan tanya jawab dengan peserta didik mengenai kegiatan yang telah dilakukan</li> <li>• mengajak peserta didik untuk berbagi pengalaman mereka selama penggunaan aplikasi readable</li> </ul>	15 menit

	<ul style="list-style-type: none"> <li>• Mengakhiri pertemuan dengan doa dan ucapan salam.</li> </ul>	
PERTEMUAN 4		
PENDAHULUAN	<ul style="list-style-type: none"> <li>• Mengucapkan salam dan menyapa siswa</li> <li>• Mengabsen peserta didik dengan sebelum kelas dimulai menggunakan Bahasa Inggris</li> <li>• Diskusikan kembali tujuan pembelajaran dan pentingnya evaluasi.</li> </ul>	15 menit
KEGIATAN INTI	<ul style="list-style-type: none"> <li>• Memberikan tes bacaan kepada siswa yang mencakup teks naratif sederhana. Tes ini dapat berupa pilihan ganda, pertanyaan esai, atau analisis teks.( post-test)</li> </ul>	60 menit
PENUTUP	<ul style="list-style-type: none"> <li>• Ajak siswa untuk merefleksikan pengalaman mereka selama pembelajaran, termasuk penggunaan aplikasi Readable dan perubahan yang mereka rasakan dalam kemampuan membaca mereka.</li> <li>• Mengakhiri pertemuan dengan doa dan ucapan salam.</li> </ul>	15 menit
C. PENILAIAN		
SIKAP	PENGETAHUAN	KETERAMPILAN

<ul style="list-style-type: none"> <li>• Penilaian sikap kolaboratif dan partisipatif peserta didik melalui pengamatan selama diskusi kelompok.</li> <li>• Penilaian sikap antusiasme peserta didik yang dapat diukur melalui kehadiran dan keterlibatan dalam aktivitas.</li> </ul>	<ul style="list-style-type: none"> <li>• Penilaian pengetahuan dari hasil tugas individu, seperti menjawab pertanyaan terkait elemen-elemen penting dalam teks (karakter, setting, plot, konflik)</li> <li>• Penilaian pengetahuan dari hasil diskusi kelompok, di mana siswa dapat menjelaskan makna dan pesan yang terkandung dalam teks yang dibaca.</li> </ul>	<ul style="list-style-type: none"> <li>• Peserta didik berlatih mendiskusikan pendapat tentang karakter dan alur cerita dalam teks baik secara individu maupun dalam kelompok.</li> </ul>
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## APPENDIX C

### READING TEST – POST-TEST (readable application)

#### The Butterfly and the Bird

One sunny day, a butterfly and a bird were flying together when they saw a flower garden far below them. The butterfly wanted to go down to the garden to look for nectar, but the bird said it was not safe. The garden was guarded by a cat who loved to catch and eat birds and bugs.

But the butterfly was determined to get some nectar from the garden. She persuaded the bird to help her by distracting the cat while she flew down to get some nectar. The bird agreed and flew down to the garden, chirping loudly to get the cat's attention.

While the cat was busy chasing the bird, the butterfly flew down to the garden and sipped some nectar from the flowers. She quickly flew back up to the bird, who was now perched on a tree safely out of reach from the cat. From that day on, the butterfly and the bird were close friends. They shared many more adventures together and always looked out for each other.

1. What did the butterfly and bird see while they were flying?

Answer:

2. Why was the garden not safe?

Answer:

3. Who went to the garden to get nectar?

Answer:

4. How did the bird help the butterfly?

Answer:

5. What happened after the butterfly got the nectar?

Answer:

## APPENDIX D

### SCORE OF READING TEST (PRE-TEST)

No	Score Pre-Test	Classification	Predicate
1	100	Very Good	A
2	70	Good	B
3	75	Good	B
4	80	Good	B
5	90	Very Good	A
6	95	Very Good	A
7	85	Good	B
8	85	Good	B
9	90	Very Good	A
10	90	Very Good	A
11	30	Poor	D
12	30	Poor	D
13	50	Poor	D
14	60	Fair	C
15	35	Poor	D
16	50	Poor	D
17	65	Fair	C
18	40	Poor	D
19	45	Poor	D
20	90	Very Good	A

21	90	Very Good	A
22	85	Good	B
23	90	Very Good	A
24	0	Poor	D

## **APPENDIX E**

### **SCORE OF READING TEST (POST-TEST)**

No	Score Post-Test	Classification	Predicate
1	100	Very Good	A
2	95	Good	B
3	75	Fair	C
4	85	Good	B
5	95	Very Good	A
6	95	Very Good	A
7	87	Good	B
8	90	Good	B
9	95	Very Good	A
10	100	Very Good	A
11	40	Poor	D
12	50	Poor	D
13	55	Fair	C
14	78	Good	B

15	60	Poor	D
16	60	Fair	C
17	50	Fair	C
18	83	Good	B
19	60	Poor	D
20	92	Very Good	A
21	98	Very Good	A
22	96	Very Good	A
23	81	Good	B
24	100	Very Good	A

## APPENDIX F

### THE SCORE AND SQUARE OF PRE-TEST AND POST-TEST

No	Pre-Test (X1)	Post-Test (X2)	X1 <sup>2</sup>	X2 <sup>2</sup>	D(X2 - X1)	D(X2 - X1) <sup>2</sup>
1	100	100	10000	10000	0	0
2	70	95	4900	9025	25	625
3	75	75	5625	5625	0	0
4	80	85	6400	7225	5	25
5	90	95	8100	9025	5	25
6	95	95	9025	9025	0	0
7	85	87	7225	7569	2	4
8	85	90	7225	8100	5	25
9	90	95	8100	9025	5	25
10	90	100	8100	10000	10	100
11	30	40	900	1600	10	100



12	30	50	900	2500	20	400
13	50	55	2500	3025	5	25
14	60	78	3600	6084	18	324
15	35	60	1225	3600	25	625
16	50	60	2500	3600	10	100
17	65	50	4225	2500	-15	225
18	40	83	1600	6889	43	1849
19	45	60	2025	3600	15	225
20	90	92	8100	8464	2	4
21	90	98	8100	9604	8	64
22	85	96	7225	9216	11	121
23	90	81	8100	6561	-9	81
24	0	100	0	10000	100	10000
$\Sigma N:24$	$\Sigma X1:1620$	$\Sigma X2:1920$	$\Sigma X1^2:125700$	$\Sigma X2^2:161862$	$\Sigma D:300$	$\Sigma D^2:14972$

Penjelasan

X1 adalah skor pre-test.

X2 adalah skor post-test.

$X1^2$  dan  $X2^2$  adalah kuadrat dari skor pre-test dan post-test.

$D(X2 - X1)$  adalah selisih antara post-test dan pre-test.

$D(X2 - X1)^2$  adalah kuadrat dari selisih tersebut.

## APPENDIX G

### MEAN CALCULATION FOR PRE-TEST

$$\bar{X} = \frac{\sum x}{n} = \frac{1620}{24} = 67.5$$

$$\sum X^2 = 125700$$

$$SS = \sum X^2 - \left( \frac{\sum X}{n} \right)^2$$

$$SS = 125700 - \left( \frac{1620}{24} \right)^2$$

$$SS = 74300 - \frac{2624400}{24}$$

$$= 74300 - 109350$$

$$= 16350$$

$$SD = \sqrt{\frac{SS}{n-1}}$$

$$SD = \sqrt{\frac{16350}{24-1}}$$

$$SD = \sqrt{\frac{16350}{23}}$$

$$= \sqrt{71196} \approx 26.66$$

So, Mean (Pre-test):  $\bar{X}=67,5$ . And Standard Deviation (Pre-test):  $SD \approx 26,66$

## APPENDIX H

### MEAN CALCULATION FOR POST-TEST

$$\bar{X} = \frac{\sum x}{n} = \frac{1920}{24} = 80.00$$

$$\sum X^2 = 161862$$

$$SS = \sum X^2 - \left( \frac{\sum X}{n} \right)^2$$

$$SS = 161862 - \left( \frac{1920}{24} \right)^2$$

$$SS = 161862 - \frac{3686400}{24}$$

$$= 161862 - 153600$$

$$= 8262$$

$$SD = \sqrt{\frac{SS}{n-1}}$$

$$SD = \sqrt{\frac{8262}{24-1}}$$

$$SD = \sqrt{\frac{8262}{23}}$$

$$= 359.22 \approx 18.95$$

So, Mean (Pre-test):  $\bar{X}=80,00$  and Standard Deviation (Pre-test):  $SD \approx 18.95$

## APPENDIX I

### THE COMPARE OF T-TEST

Pre-test and post-test

$$D = \frac{\sum D}{n} = \frac{300}{24} = 12.5$$

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

$$t = \frac{12.5}{\frac{14972 - \frac{(300)^2}{24}}{24(23)}}$$

$$t = \frac{12.5}{\sqrt{\frac{14972 - 3750}{24 \times 23}}}$$

$$t = \frac{12.5}{\sqrt{\frac{11222}{552}}}$$

$$t = \frac{12.5}{\sqrt{20.33}}$$

$$t = \frac{12.5}{4.51} \quad t \approx 13.58$$

$$df = n - 1$$

$$df = 24 - 1 = 23$$

$$dfa = 0.05: 1.710$$

## APPENDIX J

### TITIK PERSENTASE DISTRIBUSI $t$ (df = 1-40)

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518

## APPENDIX K

### DOCUMENTATION











