

Appendix 1

MATRIX OF THE RESEARCH

Title	Problem	Variables	Indicator	Data Resources	Research Method	Hipotesis
The Implementation of Theme-Based Teaching to Improve Eight Grade Students' Reading Comprehension at SMP Negeri 4 Tanggul in the 2019/2020 academic year.	<ul style="list-style-type: none"> - How can the use of Theme-Based Teaching improve the eight grade students' reading comprehension at SMP Negeri 4 Tanggul? - How can Theme-Based Teaching can improve class eight grade students' active participation at SMP Negeri 4 Tanggul in the 2019/2020 academic year? 	<ul style="list-style-type: none"> • Independent Variable : Theme-Based Teaching • Dependent Variable: Reading Comprehension 	<p>Theme-Based Teaching :</p> <ol style="list-style-type: none"> Finding a theme Planning content Planning language learning tasks <p>The score of reading comprehension test conducted in each cycle covering the indicators:</p> <ol style="list-style-type: none"> Literal reading: information directly. Inferential reading : information implicitly. Referensial reading: information implicitly and deeply. 	<p>Respondents:</p> <ul style="list-style-type: none"> -The eighth grade students at SMP Negeri 4 Tanggul in the 2019/2020 academic year <p>Informant :</p> <ul style="list-style-type: none"> -The eighth grade english teacher <p>Document :</p> <ul style="list-style-type: none"> - The names of respondents - The score of mid-test 	<p>1. Research method: CAR with cycles : The stage of each cycles :</p> <ol style="list-style-type: none"> The preliminary study The planning The implementating The observation The reflecting <p>2. Respondent of the research: The eight grade students' of SMP Negeri 4 Tanggul in the 2019/2020</p> <p>3. Data analysis:</p> $E = \frac{n}{N} \times 100\%$ <p>Note: E = the percentage of students' reading comprehension n = the students' adapted score N = the total number of the students</p> <p>4. Data Collecting:</p> <ul style="list-style-type: none"> - Test - Checklist 	<ul style="list-style-type: none"> - The implementation of Theme-Based Teaching can improve the eight grade students' reading comprehension at SMP Negeri 4 Tanggul in the 2019/2020 academic year. - The implementation active participant by doing the activity in group of eighth grade at SMP Negeri 4 Tanggul in the 2019/2020 academic year.

Appendix 2

STUDENTS' SCORE FROM THE ENGLISH TEACHER OF
SMP NEGERI 4 TANGGUL-JEMBER

No.	NAMA SISWA	L/P	KKM	NILAI UTS
1	A Rofiki	L	75	70
2	Akmal Putra Armansyah	L	75	74
3	Alif Syuga Mahesa	L	75	68
4	Angga Anggi A. S.	P	75	68
5	Ariel Nazzariel Ilham	L	75	72
6	Bintang Indah Nur C	P	75	80
7	Dimas Tri Prabowo	L	75	78
8	Diva Aditya Putra	L	75	76
9	Eka Putri Ramadani	P	75	76
10	Fania Ika Tri Cahya	P	75	80
11	Ferdi Maulana Akbar	L	75	70
12	Fiditia Anoramanda	P	75	76
13	Fika Dwi Ayu Lestari	P	75	76
14	Jakfar Hadi Setiawan	L	75	78
15	Januarika Duwi Trisnawati	P	75	70
16	Lisa Anjelita	P	75	76
17	Melani Saputri Hariyono	P	75	76
18	Melisa Jenita Rindi	P	75	74
19	Moh. Faiz Hidayatullah	L	75	70
20	Muhammad Taufik H.	L	75	64
21	Nadya Ulya Salsabilla	P	75	68
22	Ninda Aulia Mawardah	P	75	70
23	Richa Brignain D. P. E.	P	75	78
24	Ridho Wibi Atmaja	L	75	64
25	Salwa Salsabila	P	75	78
26	Selvia Fatmiatun Hasanah	P	75	62
27	Tirta Fisabilillah	P	75	70
28	Virta Dyan Rosyta	P	75	76
29	Wildan Husrori	L	75	76
30	Yohan Al Ilham W.	L	75	80
31	Zainul Aditya	L	75	76
TOTAL				2270
$E = \frac{n}{N} \times 100\%$				
$E = \frac{16}{31} \times 100\% = 51,6\%$				
Note = 16 students or 51,6% get score 75 or more.				

Appendix 3

TRYOUT TEST

Name :

Class :

Choose either A, B, C, or D for correct answer.

Read the following text to answer questions number 1 to 4

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them", she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

1. The story is about.....
 - a. Two children went to school for the first time
 - b. A witch who is really kind
 - c. A father who begged a witch for money
 - d. A stepmother who saved her children from a witch
2. Which statement is FALSE about the witch?
 - a. She locked Hansel in a cage
 - b. She planned to eat Hansel & Gretel
 - c. She fell into the ocean
 - d. She hated the children
3. The witch fell into the oven and the stepmother shut the door." (Paragraph 4)
The underlined word can be replaced by the word....

- a. Marked
 - b. Painted
 - c. Opened
 - d. Closed
4. How did the stepmother find her children?
- a. She walked into the forest
 - b. She got tired and met her children
 - c. She peeped through the window of the witch's cottage
 - d. She fell into the cliff

Read the following text to answer questions number 5-7

The Bear and The Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching them. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend."

5. What can we get from the story?
- a. We have to save ourselves
 - b. We have to learn how to climb
 - c. Bear will not harm a dead man
 - d. True friend always stand by us in ups and downs
6. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to.....
- a. The bear
 - b. The dead man
 - c. The friend who cannot climb
 - d. The friend who climb the tree
7. Where do you think the story happened?
- a. In the river
 - b. In the park
 - c. In the woods
 - d. In the zoo

Read the following text to answer questions number 8-16

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

8. What separated between one village to another a long time ago in the New Territories?
 - a. Another village
 - b. Mountains
 - c. Forests
 - d. Hill ve. Towers and logs
9. Who walked in front when they were in the forest?
 - a. Ah Tim
 - b. The woman
 - c. The woman's son
 - d. Her brother's nephew
10. How could the wolves catch Ah Tim?
 - a. He was afraid
 - b. He was stumbled by a stone
 - c. He ran slowly
 - d. The woman cried
11. The woman gave her son to the wolves because.....
 - a. She loved her nephew than her son
 - b. She thought about how her brother would be
 - c. She wanted her son was eaten by the wolves
 - d. She was crazy

12. What did the villagers bring sticks for?
- For the weapon to beat the wolves
 - To bring the woman's nephew
 - For the fire woods
 - For play
13. "all men in the village fetched thick stick...." the word "fetched" has a similar meaning to:
- Received
 - Caught
 - Got
 - Hit
14. From the passage we learn that the villages were.....
- Located in one huge area
 - Situated in a large district
 - Separated by untamed jungles
 - Wild and unsafe
15. The brother let her son go with his aunt as she left home because.....
- Ah Tim wanted to see the wolves
 - His aunt wanted him to come long
 - Ah Tim was bored to live with his parents
 - Ah Tim would be a guardian for them
16. What is the purpose of the writer by writing the story above?
- To describe the danger of the villages
 - To entertain the readers of the story
 - To tell villagers' relationship
 - To explain how important a relative is

Read the following text to answer questions number 17-19

A Story From The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

17. From the text we know that.....
- Only one rooster can rule the roost
 - The roosters are fighting to flap their wings
 - The eagle had watched them all day
 - The farm needs a new king
18. What is the main idea of paragraph 3?
- An eagle watching the rooster from a distance
 - The loosing rooster came out from its hiding place
 - The eagle took the winning rooster as its prey
 - The winning rooster celebrates its winning proudly

19. What can we learn from the story?
- a. There's always a bigger enemy in this life
 - b. Your friend can be your enemy
 - c. Always grab an opportunity before you
 - d. Don't be cocky when we have achieved our goal

Read the following text to answer questions number 20-24

Cinderella

Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball (*pesta dansa*) in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach (*kereta*), two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for along time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.

20. What is the purpose of the text above?
- a. To tell us how to write a story
 - b. To inform what happened in the past
 - c. To give a description of a beautiful girl
 - d. To entertain readers with an actual, or vicarious experience
21. What was there at the palace one day?
- a. A game
 - b. A ball
 - c. A birthday party
 - d. Crown part
22. Why did the king hold the event at his palace?
- a. To celebrate his birthday
 - b. To find his crown prince a wife

- b. To celebrate his wedding d. To entertain his people
23. How was the end of the story?
- a. The prince married Cinderella
b. Cinderella was killed by her step mother
c. The king gave the kingdom to Cinderella
d. Cinderella was betrayed by the king
24. "She also gave Cinderella a lovely dress...." (Paragraph 4). The underlined word has the same meaning with.....
- a. boring c. polite
b. honest d. pretty

Read the following text to answer questions number 25-28

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air, 'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly," said the mouse deer.

"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

25. Why did mouse deer want to go across the river?
- a. Because he was very hungry
 - b. Because he wanted to cheat Mr. Crocodile
 - c. He wanted to eat some dying trees
 - d. He was afraid of the current of the river
26. How many crocodiles were there in the story above?
- a. Three crocodiles
 - b. Ten crocodiles
 - c. Thirteen crocodiles
 - d. Not mentioned
27. "... but we are a large group, I can't count it precisely," The underlined word has closest meaning with.....
- a. Accurately
 - b. Objectively
 - c. Definitely
 - d. Obviously
28. After reading the text, we may conclude that the mouse deer was.....
- a. Very greedy animal
 - b. Cunning animal
 - c. Dumb animal
 - d. Frightened animal

Read the following text to answer questions number 29-32

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got 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 angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

29. Where does the story take place?
- a. Indonesia
 - b. Brazil
 - c. Puerto Rico
 - d. New York
30. From the text we learn that.....
- a. We have to follow others
 - b. We have to respect pet owner
 - c. We have to imitate others
 - d. We are not allowed to force others
31. Which statement is false according to the text?
- a. Catano was the name of the city where the parrot came from
 - b. The man got angry at the parrot
 - c. The parrot couldn't say Catano
 - d. The man killed the parrot
32. "It was very, very smart"
- a. The chicken
 - b. The man
 - c. The Catano
 - d. The bird

Read the following text to answer questions number 33-36

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "It's the best water I've tasted in all my life. Come down and try it yourself."

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well."

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turn to him and said, "if you only had thought carefully about getting out, you wouldn't have jumped into the well."

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.

33. The text tells the story of.....
- a. a fox
 - b. a goat
 - c. a fox and a goat
 - d. An old man and the fox
34. What do we learn from the text?
- a. The fox's idea of how to get out of the well
 - b. How both the goat and the fox got out of the well

- c. How the fox got out of the well
 - d. How the fox helped the goat
35. "The goat did as he was asked..... (Paragraph 3). What does the above sentence mean?
- a. The goat drank enough and looked around
 - b. The goat came down to the well and drank
 - c. The goat called out loudly after the fox got out
 - d. The goat stood on his hind legs and put his forelegs against the side of the well
36. "Come down and try it yourself." (Paragraph 1). The underlined word refers to.....
- a. a well
 - b. water
 - c. a fox
 - d. a goat

Read the following text to answer questions number 37-40

Once upon a time, there was a king who ruled in Teberu Lombok, who had a beautiful daughter called Puteri Mandalika. Because of her beauty, princes and kings from other kingdom around Teberu wished that she would be their wife. Six of them came to Teberu and ask for her hand of marriage. They were Prince Bumbang, Prince Aryo Johor, Prince Singa Trasak, Prince Daria Loka, Prince Gunung Piring and Prince Bungsu. Each prince wanted to win the hearth of Puteri Mandalika.

Her father, the king of Teberu, was very confused and did not know what to do. If he chose one prince instead of another then it would create jealousy and there could be war against his kingdom. All the princes were handsome and powerful and so the king allowed his daughter to make her own choice. But Puteri Mandalika was confused too and she also knew the dangerous risk that her kingdom and people would get, if she chose either one of the princes.

After several days of serious thinking, Puteri Mandalika met her parents and asked her permission to announce her decision in front of all the princes and the people of Teberu the next day in the beach. Early next morning, everybody gathered on the beach. There was a gentle breeze with small waves breaking softly across the shore. Everybody was looking at Puteri Mandalika, waiting for her announcement.

Meanwhile, the six princes prayed in their heart that he would be the chosen one. Then in a loud and clear voice, Puteri Mandalika Said, "Oh my beloved mother and father, all the princes and especially the people of Teberu Kingdom. Today I would like to announce that I will not give myself to any one of the princes, but rather to all people of Teberu and my own kingdom." Then Puteri Mandalika threw herself into the sea from the top of a hill and disappeared. Everybody desperately

search for her but she could not be found and people believed she was transformed into flowing sea worms called “nyale”.

37. The second paragraph is called.....

- a. orientation
- b. complication
- c. resolution
- d. conclusion

38. Why was it hard for the princess to choose one of the princes?

- a. She loved all the princes
- b. All the princes were handsome
- c. All the princes were powerful
- d. She was afraid of the dangerous risk

39. “Six of them came to Teberu and ask for her hand of marriage.” (Paragraph 1)

The underlined phrase can be replaced by.....

- a. intend
- b. admit
- c. promise
- d. accompany

40. From the text we may conclude that....

- a. Putri Mandalika sacrificed herself to the sea for the sake of her people
- b. Putri Mandalika was a selfish princess
- c. One of the princes won the heart of Putri Mandalika
- d. The people of Teberu kingdom hated the princess

Read the following text to answer questions number 41-44

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. “Pardon, O king,” cried the little mouse, “Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days.”

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

41. What is the purpose of the text?

- a. To entertain the readers

- b.** To persuade the readers that something should or should not be the case
 - c.** To inform the readers about the events of the day which are considered newsworthy
 - d.** To explain something
- 42. What is the moral value of the text?
 - a.** Don't look at someone because of his clothes
 - b.** It is best to prepare for the days of necessity
 - c.** Common people may prove great ones
 - d.** United we stand, divided we fall
- 43. Paragraph three mainly tells us that....
 - a.** The little mouse asked for forgiveness
 - b.** The hunters carried the lion alive to the King
 - c.** The lion was tied to a tree by the hunters
 - d.** The little mouse could prove that he could help the lion
- 44. What did the little mouse do to prove his words?
 - a.** He would never forget the lion
 - b.** He tried hard to help the lion free
 - c.** He ran up and down upon the lion
 - d.** He asked for apology to the king of the beast

Read the following text to answer questions number 45-50

Babu and The Lion

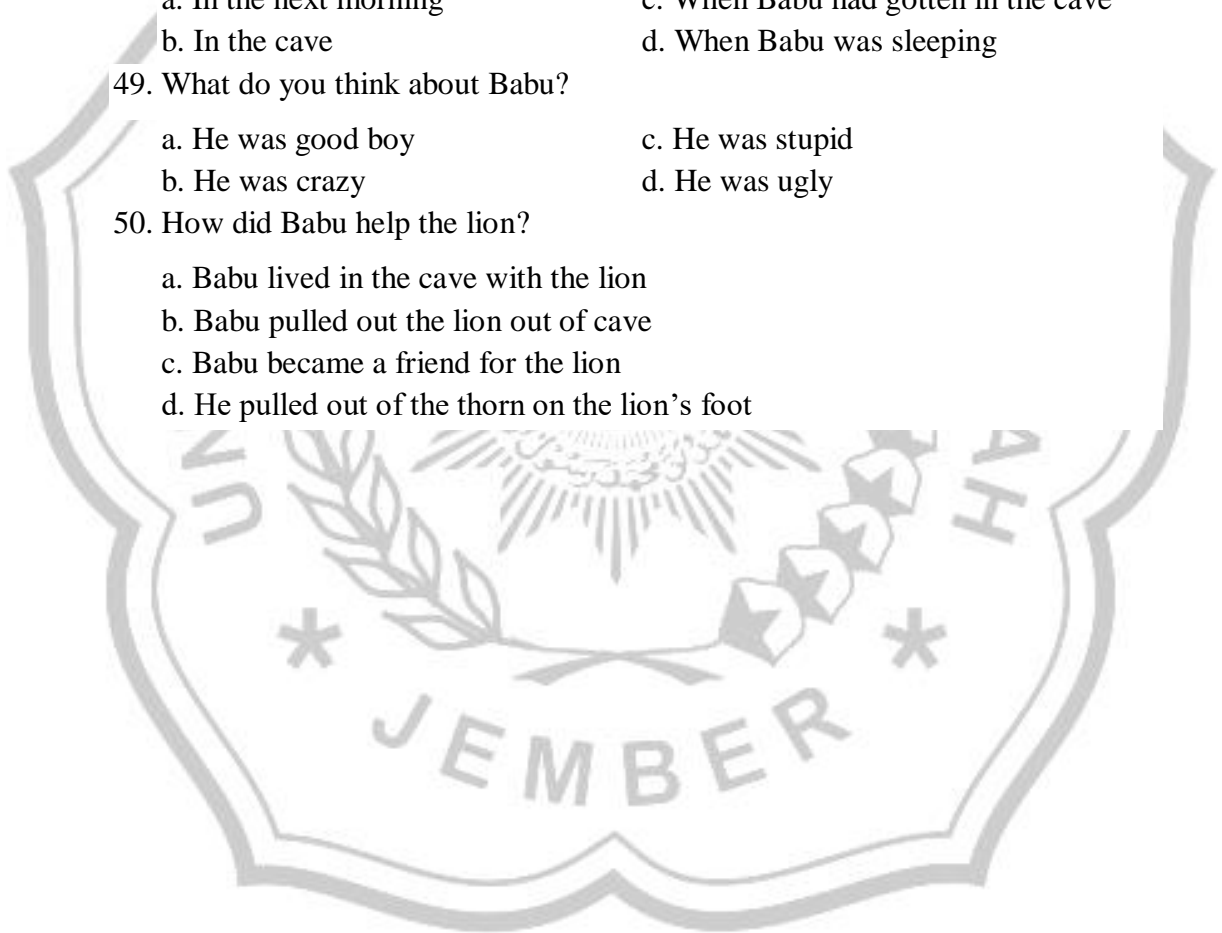
One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him...., at the mouth of the cave....., was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape.

But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please help me. It's very painful". Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

- 45. What is the first paragraph mainly about?
 - a.** Babu was a poor man
 - b.** Babu escaped to a forest from his bad master

- c. Babu was a happy slave
 - d. Babu was so hungry that his master never offered him food
46. Why did babu escaped from his master?
- a. Because Babu wanted to sleep in a cave
 - b. Because his master was very bad to him
 - c. Because Babu didn't want to be a slave anymore
 - d. Because his master wanted him to
47. When did he hear aloud roar?
- a. Next Monday
 - b. Next morning
 - c. Next Sunday
 - d. Next night
48. Where did Babu meet the Lion?
- a. In the next morning
 - b. In the cave
 - c. When Babu had gotten in the cave
 - d. When Babu was sleeping
49. What do you think about Babu?
- a. He was good boy
 - b. He was crazy
 - c. He was stupid
 - d. He was ugly
50. How did Babu help the lion?
- a. Babu lived in the cave with the lion
 - b. Babu pulled out the lion out of cave
 - c. Babu became a friend for the lion
 - d. He pulled out of the thorn on the lion's foot



Appendix 4

Key Answer Tryout

- | | |
|-------|-------|
| 1. C | 26. A |
| 2. D | 27. B |
| 3. C | 28. C |
| 4. D | 29. C |
| 5. A | 30. C |
| 6. C | 31. D |
| 7. C | 32. C |
| 8. A | 33. C |
| 9. B | 34. D |
| 10. B | 35. B |
| 11. A | 36. D |
| 12. C | 37. B |
| 13. C | 38. C |
| 14. D | 39. A |
| 15. B | 40. D |
| 16. C | 41. C |
| 17. C | 42. C |
| 18. D | 43. D |
| 19. D | 44. B |
| 20. B | 45. A |
| 21. C | 46. B |
| 22. A | 47. B |
| 23. D | 48. B |
| 24. A | 49. A |
| 25. B | 50. D |

Appendix 5		
THE STUDENTS' SCORE OF TRYOUT		
No	Name	Score
1	Abdul Rohman	56
2	Ach. Lutfi Sayhoni	72
3	Afda Melani	56
4	Ahayul Bagus Aryo	58
5	Alifia Eva Cahya	86
6	Andrean Teguh Prasetyo	88
7	Devi Sintatul Jannah	88
8	Dinar Dwi Okta	68
9	Elfianti	64
10	Faris Risky Ramadhan	74
11	Fella Nur Aini	64
12	Feri Ari Yudha	56
13	Fike Nor Hidayah	60
14	Hendra Purnama Arifin	76
15	Indri Lailatul Maghfiroh	56
16	Intan Aprilyani	86
17	Javier Cakrawala	62
18	Laila Yulita Dewi	60
19	Lismatul Mutmainah	66
20	Mery Mariyatul Hasanah	58
21	Mochammad Abimanyu	62
22	Moch. Sofwanil Hadi	68
23	Muhammad Ishlah Fadhil	88
24	Mustofa	66
25	Nanda Eka Miftahussurur	60
26	Nilna Riska Bariroh	58
27	Nova Nurfadilah	56
28	Nurfia Sari	86
29	Ratih Evi Sari	86
30	Regina Aranda Syahreni	84
31	Rihadhatul 'Aisy Ala'udin	86

Appendix 6

THE STUDENT'S MARK OF ENGLISH TRY OUT TEST

ITEMS NUMBER	
--------------	--

Subject	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total Score	X	Y	XY	X2	Y2	
1 Abdul Rohman	1	1	1	0	1	0	0	0	1	0	0	1	1	1	0	0	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	0	1	0	0	1	0	0	1	0	1	1	1	1	0	1	28	17	11	187	289	121		
2 Ach. Lutfi Sayhoni	1	0	1	1	1	0	0	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	0	0	1	36	20	16	320	400	256		
3 Afida Melani	1	0	0	0	0	0	1	1	0	1	0	1	1	1	1	0	1	1	1	1	0	1	0	1	1	0	1	0	1	1	0	1	0	1	1	0	0	1	0	0	1	1	0	0	1	0	1	1	0	28	14	14	196	196	196		
4 Ahayul Bagus Aryo	0	1	0	1	0	1	0	1	1	1	1	1	1	0	1	1	0	0	1	1	1	0	1	1	0	1	1	1	1	0	0	1	1	1	0	1	0	0	0	1	0	0	0	1	0	1	1	1	0	29	16	13	208	256	169		
5 Alifia Eva Cahya	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	43	22	21	462	484	441		
6 Andrian Teguh Prasetyo	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	44	23	21	483	529	441		
7 Devi Sintatul Jannah	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	44	24	20	480	576	400		
8 Dinar Dwi Okta	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	0	0	1	1	0	0	1	1	1	1	0	0	0	1	0	0	0	1	1	1	1	1	1	34	18	16	288	324	256		
9 Elfianti	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	0	0	0	0	1	1	0	1	1	1	1	0	0	0	1	32	19	13	247	361	169		
10 Faris Risky Ramadhan	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	0	1	0	1	1	1	1	1	0	1	1	0	1	0	0	37	19	18	342	361	324	
11 Fella Nur Aini	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	0	0	0	1	1	1	0	0	1	1	0	0	0	1	32	19	13	247	361	169		
12 Feri Ari Yudha	1	0	0	1	0	0	1	0	0	1	0	1	0	1	0	1	1	1	0	0	1	0	1	0	1	1	0	0	1	1	1	1	1	1	1	0	0	1	0	1	0	1	0	1	1	0	1	1	0	28	16	12	192	256	144		
13 Fike Nor Hidayah	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	0	0	1	1	1	0	0	0	1	0	0	1	1	1	0	0	1	1	0	0	1	0	0	0	1	0	0	1	0	1	1	1	0	1	30	16	14	224	256	196	
14 Hendra Purnama Arifin	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	1	38	19	19	361	361	361		
15 Indri Lalatul Maghfiroh	1	0	0	1	0	1	1	0	0	1	1	0	1	1	1	1	1	0	0	1	0	1	0	1	0	1	1	0	1	0	1	1	0	0	1	0	1	0	1	0	0	1	1	1	0	0	0	1	1	0	28	15	13	195	225	169	
16 Intan Apriyanti	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	43	22	21	462	484	441	
17 Javier Cakrawala	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	0	0	0	0	0	0	1	1	0	0	1	1	1	0	0	0	31	17	14	238	289	196	
18 Laila Yulita Dewi	1	1	0	1	0	0	1	1	1	1	1	0	1	0	1	0	1	1	1	0	0	1	0	1	1	0	0	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	0	1	0	0	1	0	30	15	15	225	225	225			
19 Lismatul Mutmainah	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	1	0	1	1	0	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	0	1	1	0	1	0	1	0	0	1	33	18	15	270	324	225		
20 Mery Maryatul Hasanah	1	0	1	0	0	0	0	1	1	0	1	1	1	1	1	0	0	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	0	1	0	0	0	1	29	14	15	210	196	225		
21 Muhammad Abimanyu	1	0	1	1	0	1	0	1	1	0	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	1	0	0	0	31	16	15	240	256	225		
22 Moch. Sofwanil Hadi	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	0	0	1	0	0	1	1	0	0	1	1	1	0	0	1	34	19	15	285	361	225	
23 Muhammad Ishlah Fadhil	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	44	23	21	483	529	441		
24 Mustofa	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	0	0	1	0	0	1	1	0	1	1	1	1	0	0	0	33	20	13	260	400	169	
25 Nanda Eka Miftahussurur	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	0	0	0	0	0	1	1	0	0	1	1	0	0	0	1	30	17	13	221	289	169	
26 Nihla Riska Bariroh	1	0	1	0	0	1	0	1	1	0	1	0	1	1	1	0	0	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	0	0	0	1	1	0	0	1	0	1	0	0	0	1	29	14	15	210	196	225	
27 Nova Nurfa'dilah	1	1	1	1	1	1	0	0	1	0	0	1	0	0	0	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	0	0	1	0	1	0	0	0	1	0	1	0	0	1	28	16	12	192	256	144
28 Nurfia Sari	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	43	23	20	460	529	400	
29 Ratih Evi Sari	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	0	43	24	19	456	576	361	
30 Regina Aranda Syahreini	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	42	22	20	440	484	400		
31 Rihadhatal' Aisy Ala'udin	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	43	23	20	460	529	400	
Total																																																					580	497	9544	11158	8283

[illegible]

TABULATING FORMAT OF UPPER GROUP ANSWER OF ENGLISH TEST

[illegible]

TABULATING FORMAT OF LOWER GROUP ANSWER OF ENGLISH TEST

[illegible]

Appendix 8

TABULATING FORMAT OF DIFFICULTY LEVEL (DL) AND DISCRIMINATING POWER (DP)

Item	U	L	1/2 T	T	U+L	U-L	DL	Result	DP	Result
1	6	6	8	16	12	0	0.75	medium	0.00	Omit
2	5	3	8	16	8	2	0.50	medium	0.25	Accept
3	5	3	8	16	8	2	0.50	medium	0.25	Accept
4	4	2	8	16	6	2	0.38	medium	0.25	Accept
5	4	2	8	16	6	2	0.38	medium	0.25	Accept
6	5	3	8	16	8	2	0.50	medium	0.25	Accept
7	1	2	8	16	3	-1	0.19	medium	-0.13	Accept
8	5	2	8	16	7	3	0.44	medium	0.38	Accept
9	4	2	8	16	6	2	0.38	medium	0.25	Accept
10	6	0	8	16	6	6	0.38	medium	0.75	Accept
11	5	4	8	16	9	1	0.56	medium	0.13	Accept
12	4	2	8	16	6	2	0.38	medium	0.25	Accept
13	2	1	8	16	3	1	0.19	difficult	0.13	Omit
14	6	5	8	16	11	1	0.69	medium	0.13	Omit
15	4	1	8	16	5	3	0.31	medium	0.38	Accept
16	3	0	8	16	3	3	0.19	difficult	0.38	Accept
17	5	2	8	16	7	3	0.44	medium	0.38	Accept
18	5	3	8	16	8	2	0.50	medium	0.25	Accept
19	3	3	8	16	6	0	0.38	medium	0.00	Omit
20	3	1	8	16	4	2	0.25	medium	0.25	Accept
21	6	4	8	16	10	2	0.63	medium	0.25	Accept
22	4	4	8	16	8	0	0.50	medium	0.00	Omit
23	4	1	8	16	5	3	0.31	medium	0.38	Accept
24	4	0	8	16	4	4	0.25	medium	0.50	Accept
25	2	1	8	16	3	1	0.19	difficult	0.13	Omit
26	3	1	8	16	4	2	0.25	medium	0.25	Accept
27	5	3	8	16	8	2	0.50	medium	0.25	Accept
28	2	3	8	16	5	-1	0.31	medium	-0.13	Omit
29	5	6	8	16	11	-1	0.69	medium	0.00	Omit
30	5	2	8	16	7	3	0.44	medium	0.38	Accept
31	5	2	8	16	7	3	0.44	medium	0.38	Accept
32	5	2	8	16	7	3	0.44	medium	0.38	Accept
33	2	1	8	16	3	1	0.19	difficult	0.13	Accept
34	0	1	8	16	1	-1	0.06	difficult	-0.13	Omit
35	4	1	8	16	5	3	0.31	medium	0.38	Accept
36	6	3	8	16	9	3	0.56	medium	0.38	Accept
37	1	1	8	16	2	0	0.13	difficult	0.00	Omit
38	4	3	8	16	7	1	0.44	medium	0.13	Omit
39	2	0	8	16	2	2	0.13	difficult	0.25	Accept
40	4	1	8	16	5	3	0.31	medium	0.38	Accept
41	6	0	8	16	6	6	0.38	medium	0.75	Accept
42	3	2	8	16	5	1	0.31	medium	0.13	Omit
43	2	2	8	16	4	0	0.25	medium	0.00	Omit
44	5	3	8	16	8	2	0.50	medium	0.25	Accept
45	5	0	8	16	5	5	0.31	medium	0.63	Accept
46	2	0	8	16	2	2	0.13	difficult	0.25	Accept
47	4	1	8	16	5	3	0.31	medium	0.38	Accept
48	5	2	8	16	7	3	0.44	medium	0.38	Accept
49	5	1	8	16	6	4	0.38	medium	0.50	Accept
50	2	1	8	16	3	1	0.19	difficult	0.13	Omit

Appendix 9

The Calculation of Reliability

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

$$r_{xy} = \frac{31.9544 - 580.497}{\sqrt{(31.11158 - (580)^2)(31.8283 - (497)^2)}}$$

$$r_{xy} = \frac{295864 - 288260}{\sqrt{(345898 - 336400)(256773 - 247009)}}$$

$$r_{xy} = \frac{7604}{\sqrt{9498.9764}}$$

$$r_{xy} = \frac{7604}{\sqrt{92738472}}$$

$$r_{xy} = 0,79$$

$$r_{11} = \frac{2xr_{xy}}{1 + r_{xy}}$$

$$r_{11} = \frac{2x0,79}{1 + 0,79}$$

$$r_{11} = \frac{1,58}{1,79}$$

$$r_{11} = 0,88$$

Appendix 10

LESSON PLAN (Cycle 1)

School : SMP Negeri 4 Tanggul

Subject : English

Class/Semester : VIII/1

Theme : Narrative Text

Meeting : 1 and 2

Time : 2 x 40 minutes

A. Core Competences

CC 1: Appreciate and live the teachings of the religion they hold

CC 2: Appreciate and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of relationships and existence.

CC 3: Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and events seen in the eye.

CC 4: Trying, processing, and presenting in the realm of concrete (using, decomposing, assembling, modifying, and creating) and abstract domains (writing, reading, calculating, drawing, and composing) in accordance with those dominated at school and other similar sources in point of view / theory.

B. Basic Competences

3.14 Understand the social function, text structure, and linguistic elements of oral and written narrative texts with members and request information related to folk legends / fables, simple, in accordance with the context of their use.

4.18 Capture conceptual meaning related to social functions, text structure, and linguistic elements of simple narrative, oral and written texts related to folk legends / fable, simple, in accordance with the context of their use.

C. Indicators

Meeting 1

3.14.1 Students can identify the characters in the narrative text.

4.18.1 Students can make narrative texts.

Meeting 2

3.14.2 Students can capture meaning in simple oral and written narrative texts.

4.18.2 Students can retell fairy tale that is read both orally and in writing.

D. Material

Theme-Based Teaching

E. Learning Method

Method : Cooperative learning

Approach : Scientific

F. Learning Source

1. Media : Picture and text

2. Learning source : Internet and worksheet

G. Teaching and Learning

Meeting 1

Activities	Description		Times
	Students	Teacher	
Pre-activity	<ol style="list-style-type: none"> 1. Greeting and praying. 2. Raising hand. 3. Pay attention to the teacher's explanation. 	<ol style="list-style-type: none"> 1. Greeting and praying. 2. Checking attendance. 3. Inform the learning objectives and explain the meaning of theme-based teaching 	10 minutes
Main activity	<ol style="list-style-type: none"> 1. Observe and identify the picture shown by teacher. 2. Respond to questions related to images verbally. 3. Pay attention to the explanation from the teacher. 4. Pay attention to examples of narrative text. 	<ol style="list-style-type: none"> 1. Shows images related to text. 2. Give questions about pictures. 3. Give an explanation of narrative text. 4. Give example of narrative text in the form of written text. 5. Share narrative text along with questions related to 	60 minutes

	<ol style="list-style-type: none"> In pairs students identify the meaning of each word, sentence and paragraph in the text and understand the contents of the entire text. Discuss with the group to work on the questions the teacher has given. Provide a worksheet to the teacher. All students and teacher together discuss the correct answer. 	<ol style="list-style-type: none"> the text to each pair of students. Guiding students to find and gather information by asking questions with their friends from groups to complete information. Collect students worksheets. Shows the correct answer. 	
	<ol style="list-style-type: none"> Reflect on the activities that have been carried out. Answering greetings. 	<ol style="list-style-type: none"> Reflect on the activities that have been carried out. Providing feedback on the learning process and results. Conducting assessments and reflections on activities that have been carried out consistently and programmed. Closing greetings. 	10 minutes

Meeting 2

Activities	Description		Times
	Students	Teacher	
Pre-activity	<ol style="list-style-type: none"> Greeting and praying. Raising hand. Moved with the group before. 	<ol style="list-style-type: none"> Greeting and praying. Checking attendance. Ask students to be with the group beforehand. 	10 minutes
Main activity	<ol style="list-style-type: none"> Pay attention to the teacher's 	<ol style="list-style-type: none"> Provide a little explanation about 	60 minutes

	<p>explanation of narrative text and theme-based teaching</p> <ol style="list-style-type: none"> 2. Pay attention to the teacher when giving examples of narrative text. 3. Saying difficulties to the teacher. 4. Discuss with groups to find meaning from the text and work on questions related to the text. 5. All students and teachers together discuss the correct answer. 	<p>narrative text and theme-based teaching to provoke students' memories at the previous meeting.</p> <ol style="list-style-type: none"> 2. Give examples of narrative text in writing. 3. Ask students whether there are difficulties or problems regarding the material discussed. 4. Sharing questions and narrative texts to each pair of students to discuss the meaning of words that are not understood and understand the contents of the entire text. 5. Shows the correct answer. 	
	<ol style="list-style-type: none"> 1. Ask the teacher about material that is not understood yet. 2. Pay attention to the teacher when giving feedback. 3. Answering greetings. 	<ol style="list-style-type: none"> 1. Give students the opportunity to ask questions about the material. 2. Providing feedback on the learning process and results. 3. Closing greetings. 	10 minutes

Researcher

Afifah Nur Fajriyah

NIM. 1510231055

Appendix 11

LESSON PLAN (Cycle 2)

School : SMP Negeri 4 Tanggul

Subject : English

Class/Semester : VIII/1

Theme : Narrative Text

Meeting : 1 and 2

Time : 2 x 40 minutes

A. Core Competences

CC 1: Appreciate and live the teachings of the religion they hold

CC 2: Appreciate and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of relationships and existence.

CC 3: Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and events seen in the eye.

CC 4: Trying, processing, and presenting in the realm of concrete (using, decomposing, assembling, modifying, and creating) and abstract domains (writing, reading, calculating, drawing, and composing) in accordance with those dominated at school and other similar sources in point of view / theory.

B. Basic Competences

3.14 Understand the social function, text structure, and linguistic elements of oral and written narrative texts with members and request information related to folk legends / fables, simple, in accordance with the context of their use.

4.18 Capture conceptual meaning related to social functions, text structure, and linguistic elements of simple narrative, oral and written texts related to folk legends / fable, simple, in accordance with the context of their use.

C. Indicators

Meeting 1

3.14.1 Students can identify the characters in the narrative text.

4.18.1 Students can make narrative texts.

Meeting 2

3.14.2 Students can capture meaning in simple oral and written narrative texts.

4.18.2 Students can retell fairy tale that is read both orally and in writing.

D. Material

Theme-Based Teaching

E. Learning Method

Method : Cooperative learning

Approach : Scientific

F. Learning Source

1. Media : Picture, text and video

2. Learning source : Internet and worksheet

G. Teaching and Learning

Meeting 1

Activities	Description		Times
	Students	Teacher	
Pre-activity	<ol style="list-style-type: none">1. Greeting and praying.2. Raising hand.3. Moved with the group before.	<ol style="list-style-type: none">1. Greeting and praying.2. Checking attendance.3. Ask students to be with the group beforehand.	10 minutes
Main activity	<ol style="list-style-type: none">1. Pay attention to the picture shown by the teacher.2. Answering teacher questions about the picture shown.3. Explain what was learned at the previous meeting.4. Pay attention to the teacher when explaining of narrative text.5. Listen to the teacher carefully when giving narrative and repeat after the teacher.6. Look for meaning from unknown	<ol style="list-style-type: none">1. Provide a different picture from the previous meeting about narrative text in the form of power point and video.2. Ask students to answer who is the figure in the fairy tale in the picture along with information that is known about the character.3. Make students recall what they learned at the previous meeting.4. Provide more explanation about	60 minutes

	words with group members. 7. Discuss the meaning of each word, sentence and paragraph from the text and understand the contents of the text. 8. All students and teachers together discuss the correct answer.	narrative text material. 5. Give examples of narrative texts verbally to be repeated. 6. Shows the text along with the questions relating to the fairy tale in the picture in the form of power point. 7. Guiding students to find and gather information by asking questions with group to complete information so they can understand the contents of the entire text. 8. Shows the correct answer.	
	1. Ask the teacher about material that is not understood yet. 2. Pay attention to the teacher when giving feedback. 3. Answering greetings.	1. Give students the opportunity to ask questions about the material. 2. Providing feedback on the learning process and results. 3. Closing greetings.	10 minutes

Meeting 2

Activities	Description		Times
	Students	Teacher	
Pre-activity	1. Greeting and praying. 2. Raising hand. 3. Moved with the group before.	1. Greeting and praying. 2. Checking attendance. 3. Ask students to be with the group beforehand.	10 minutes
Main activity	1. Pay attention and respond to the	1. Make students recall what they	60 minutes

	<p>explanation from the teacher.</p> <ol style="list-style-type: none"> 2. Answer and respond to questions from the teacher regarding the picture shown. 3. Read the text together. 4. Looking for definitions of words that are rarely found. 5. Identify the meaning of each word, sentence and paragraph of the text and understand the contents of the text. 6. Discuss with groups to work on questions. 7. All students and teachers together discuss the correct answer. 	<p>have learned about narrative text.</p> <ol style="list-style-type: none"> 2. Shows a picture of a figure in the form of Power Point and video, and asks about information that is known related to the fairy tale in the picture. 3. Shows narrative text relating to images and asks students to read texts together. 4. Look for words that are rarely found to find definitions. 5. Guiding students to find and gather information by asking questions with friends from groups to complete information. 6. Shows question along with text in the form of power point. 7. Shows the correct answer. 	
	<ol style="list-style-type: none"> 1. Ask the teacher about material that is not understood yet. 2. Pay attention to the teacher when giving feedback. 3. Answering greetings. 	<ol style="list-style-type: none"> 1. Give students the opportunity to ask questions about the material. 2. Providing feedback on the learning process and results. 3. Closing greetings. 	10 minutes

Researcher

Afifah Nur Fajriyah
NIM. 1510231055

Appendix 12

Test (Cycle 1)

Name :

Class :

Choose either A, B, C, or D for correct answer.

Read the following text to answer questions number 1 to 4

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them", she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

1. The story is about.....

- a. Two children went to school for the first time
- b. A witch who is really kind
- c. A father who begged a witch for money
- d. A stepmother who saved her children from a witch

2. Which statement is FALSE about the witch?

- a. She locked Hansel in a cage
- c. She fell into the ocean

- The underlined word can be replaced by the word....

- Read the following text to answer questions number 5-7

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend."

- 73

Read the following text to answer questions number 8-16

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

8. What separated between one village to another a long time ago in the New Territories?

- | | |
|--------------------|-----------------------------|
| a. Another village | c. Forests |
| b. Mountains | d. Hill ve. Towers and logs |

9. Who walked in front when they were in the forest?

- | | |
|--------------|-------------------------|
| a. Ah Tim | c. The woman's son |
| b. The woman | d. Her brother's nephew |

10. How could the wolves catch Ah Tim?

- | | |
|-------------------------------|--------------------|
| a. He was afraid | c. He ran slowly |
| b. He was stumbled by a stone | d. The woman cried |

11. The woman gave her son to the wolves because.....

- | |
|---|
| a. She loved her nephew than her son |
| b. She thought about how her brother would be |
| c. She wanted her son was eaten by the wolves |
| d. She was crazy |

12. What did the villagers bring sticks for?
- a. For the weapon to beat the wolves
 - b. To bring the woman's nephew
 - c. For the fire woods
 - d. For play
13. "all men in the village fetched thick stick...." the word "fetched" has a similar meaning to:
- a. Received
 - b. Caught
 - c. Got
 - d. Hit
14. From the passage we learn that the villages were.....
- a. Located in one huge area
 - b. Situated in a large district
 - c. Separated by untamed jungles
 - d. Wild and unsafe
15. The brother let her son go with his aunt as she left home because.....
- a. Ah Tim wanted to see the wolves
 - b. His aunt wanted him to come long
 - c. Ah Tim was bored to live with his parents
 - d. Ah Tim would be a guardian for them
16. What is the purpose of the writer by writing the story above?
- a. To describe the danger of the villages
 - b. To entertain the readers of the story
 - c. To tell villagers' relationship
 - d. To explain how important a relative is

Read the following text to answer questions number 17-19

A Story From The Farm Yard Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory, as loud as it could.

Suddenly, an eagle came sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

17. From the text we know that.....
- a. Only one rooster can rule the roost
 - b. The roosters are fighting to flap their wings
 - c. The eagle had watched them all day
 - d. The farm needs a new king
18. What is the main idea of paragraph 3?
- a. An eagle watching the rooster from a distance
 - b. The loosing rooster came out from its hiding place

- c. The eagle took the winning rooster as its prey
- d. The winning rooster celebrates its winning proudly

19. What can we learn from the story?

- a. There's always a bigger enemy in this life
- b. Your friend can be your enemy
- c. Always grab an opportunity before you
- d. Don't be cocky when we have achieved our goal

Read the following text to answer questions number 20-25

Babu and The Lion

One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him...., at the mouth of the cave....., was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape.

But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please help me. It's very painful". Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

20. What is the first paragraph mainly about?

- a. Babu was a poor man
- b. Babu escaped to a forest from his bad master
- c. Babu was a happy slave
- d. Babu was so hungry that his master never offered him food

21. Why did babu escaped from his master?

- a. Because Babu wanted to sleep in a cave
- b. Because his master was very bad to him
- c. Because Babu didn't want to be a slave anymore
- d. Because his master wanted him to

22. When did he hear aloud roar?

- a. Next Monday
- b. Next morning
- c. Next Sunday
- d. Next night

23. Where did Babu meet the Lion?

- a. In the next morning
- c. When Babu had gotten in the cave

b. In the cave

d. When Babu was sleeping

24. What do you think about Babu?

a. He was good boy

c. He was stupid

b. He was crazy

d. He was ugly

25. How did Babu help the lion?

a. Babu lived in the cave with the lion

b. Babu pulled out the lion out of cave

c. Babu became a friend for the lion

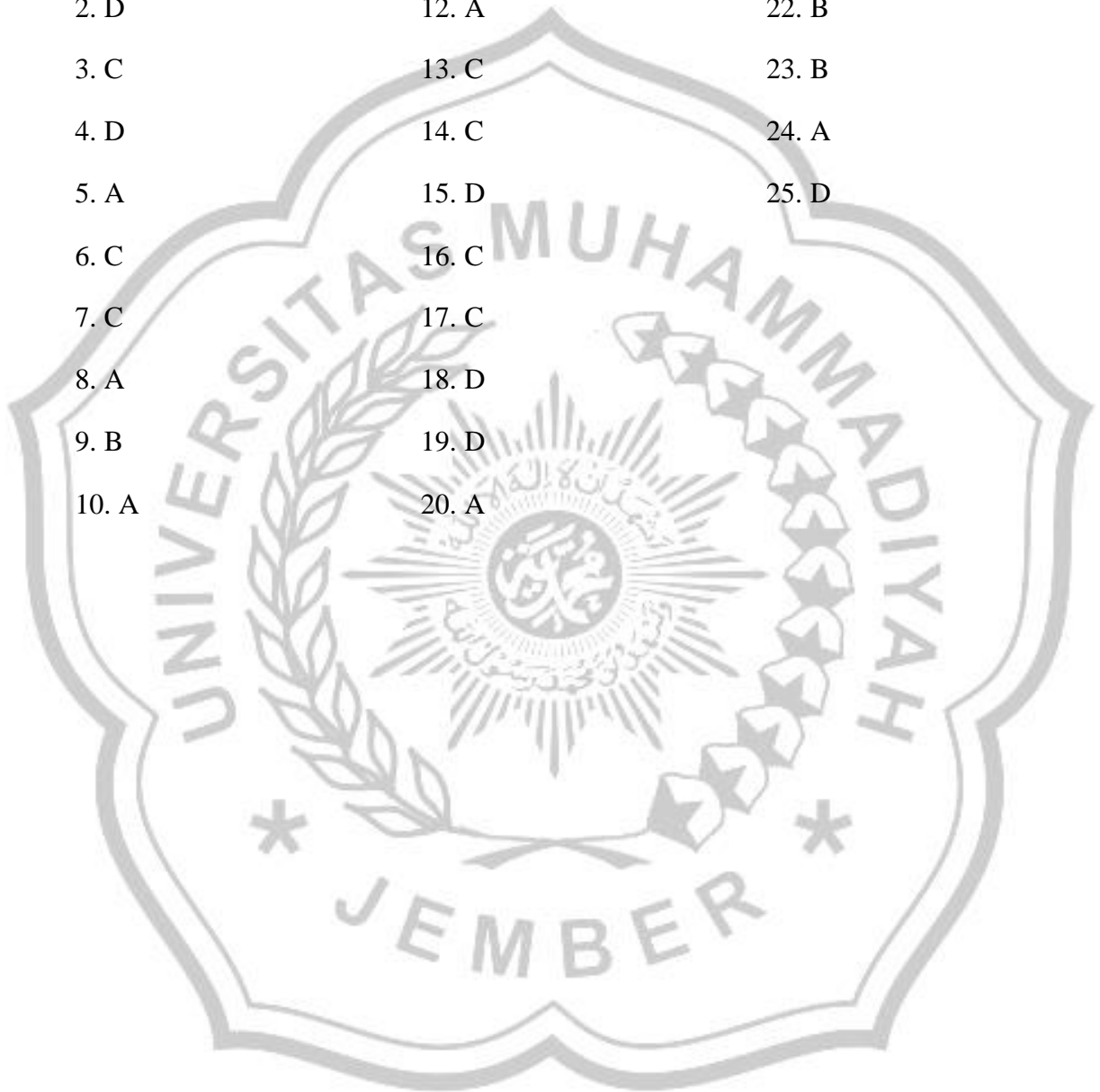
d. He pulled out of the thorn on the lion's foot



Appendix 13

Key Answer (Cycle 1)

- | | | |
|-------|-------|-------|
| 1. C | 11. A | 21. B |
| 2. D | 12. A | 22. B |
| 3. C | 13. C | 23. B |
| 4. D | 14. C | 24. A |
| 5. A | 15. D | 25. D |
| 6. C | 16. C | |
| 7. C | 17. C | |
| 8. A | 18. D | |
| 9. B | 19. D | |
| 10. A | 20. A | |



Appendix 14

The students' Reading Comprehension Score in Cycle I

No.	Nama Siswa	Score	Score ≤ 75	Score ≥ 75	Achievement	
					Not achieved	Achieved
1	A Rofiki	64	✓		✓	
2	Akmal Putra A.	64	✓		✓	
3	Alif Syuga Mahesa	60	✓		✓	
4	Angga Anggi A. S.	78		✓		✓
5	Ariel Nazzariel Ilham	76		✓		✓
6	Bintang Indah Nur C	64	✓		✓	
7	Dimas Tri Prabowo	78		✓		✓
8	Diva Aditya Putra	76		✓		✓
9	Eka Putri Ramadani	64	✓		✓	
10	Fania Ika Tri Cahya	76		✓		✓
11	Ferdi Maulana Akbar	64	✓		✓	
12	Fiditia Anoramanda	76		✓		✓
13	Fika Dwi Ayu Lestari	78		✓		✓
14	Jakfar Hadi Setiawan	64	✓		✓	
15	Januarika Duwi T.	76		✓		✓
16	Lisa Anjelita	68	✓		✓	
17	Melani Saputri H.	80		✓		✓
18	Melisa Jenita Rindi	78		✓		✓
19	Moh. Faiz H.	76		✓		✓

20	Muh. Taufik Hidayat	72	✓		✓	
21	Nadya Ulya S.	80		✓		✓
22	Ninda Aulia M.	76		✓		✓
23	Richa Brignain D. P. E.	76		✓		✓
24	Ridho Wibi Atmaja	78		✓		✓
25	Salwa Salsabila	78		✓		✓
26	Selvia Fatmiatun H.	56	✓		✓	
27	Tirta Fisabilillah	76		✓		✓
28	Virta Dyan Rosyta	76		✓		✓
29	Wildan Husrori	78		✓		✓
30	Yohan Al Ilham W.	80		✓		✓
31	Zainul Aditya	76		✓		✓
Σ		2262			10	21
Mean score = 73						

The data analysis of the students' score:

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{21}{31} \times 100\% = 67.7\%$$

The percentage score of reading comprehension test of cycle 1 is 67.7%.

This test was followed by 31 students, with the target score 75. Based on the result of reading comprehension test, it found that the percentage of the students who achieve the target score of ≥ 75 score is only 67.7%. There were 21 of 31 students who get score 75. It means that the action in cycle 1 were not successful.

Appendix 15

Test (Cycle 2)

Name :

Class :

Choose either A, B, C, or D for correct answer.

Read the following text to answer questions number 1 to 5

Cinderella

Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball (*pesta dansa*) in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cinderella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach (*kereta*), two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight.

At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for along time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.

1. What is the purpose of the text above?
 - a. To tell us how to write a story
 - b. To inform what happened in the past
 - c. To give a description of a beautiful girl
 - d. To entertain readers with an actual, or vicarious experience

2. What was there at the palace one day?
- a. A game
 - b. A ball
 - c. A birthday party
 - d. Crown part
3. Why did the king hold the event at his palace?
- a. To celebrate his birthday
 - b. To celebrate his wedding
 - c. To find his crown prince a wife
 - d. To entertain his people
4. How was the end of the story?
- a. The prince married Cinderella
 - b. Cinderella was killed by her step mother
 - c. The king gave the kingdom to Cinderella
 - d. Cinderella was betrayed by the king
5. "She also gave Cinderella a lovely dress...." (Paragraph 4). The underlined word has the same meaning with.....
- a. boring
 - b. honest
 - c. polite
 - d. pretty

Read the following text to answer questions number 6-9

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air,'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly.They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly," said the mouse deer.

"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

6. Why did mouse deer want to go across the river?

- a. Because he was very hungry
- b. Because he wanted to cheat Mr. Crocodile
- c. He wanted to eat some dying trees
- d. He was afraid of the current of the river

7. How many crocodiles were there in the story above?

- a. Three crocodiles
- b. Ten crocodiles
- c. Thirteen crocodiles
- d. Not mentioned

8. "... but we are a large group, I can't count it precisely," The underlined word has closest meaning with.....

- a. Accurately
- b. Objectively
- c. Definitely
- d. Obviously

9. After reading the text, we may conclude that the mouse deer was.....

- a. Very greedy animal
- b. Cunning animal
- c. Dumb animal
- d. Frightened animal

Read the following text to answer questions number 10-13

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid

bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got 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 angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

10. Where does the story take place?

- | | |
|--------------|----------------|
| a. Indonesia | c. Puerto Rico |
| b. Brazil | d. New York |

11. From the text we learn that.....

- a. We have to follow others
- b. We have to respect pet owner
- c. We have to imitate others
- d. We are not allowed to force others

12. Which statement is false according to the text?

- a. Catano was the name of the city where the parrot came from
- b. The man got angry at the parrot
- c. The parrot couldn't say Catano
- d. The man killed the parrot

13. "It was very, very smart"

- | | |
|----------------|---------------|
| a. The chicken | c. The Catano |
| b. The man | d. The bird |

Read the following text to answer questions number 14-17

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "It's the best water I've tasted in all my life. Come down and try it yourself."

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good

idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well."

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turn to him and said, "if you only had thought carefully about getting out, you wouldn't have jumped into the well."

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.

14. The text tells the story of.....

- | | |
|-----------|---------------------------|
| a. a fox | c. a fox and a goat |
| b. a goat | d. An old man and the fox |

15. What do we learn from the text?

- a. The fox's idea of how to get out of the well
- b. How both the goat and the fox got out of the well
- c. How the fox got out of the well
- d. How the fox helped the goat

16. "The goat did as he was asked..... (Paragraph 3). What does the above sentence mean?

- a. The goat drank enough and looked around
- b. The goat came down to the well and drank
- c. The goat called out loudly after the fox got out
- d. The goat stood on his hint legs and put his forelegs against the side of the well

17 "Come down and try it yourself." (Paragraph 1). The underlined word refers to.....

- | | |
|-----------|-----------|
| a. a well | c. a fox |
| b. water | d. a goat |

Read the following text to answer questions number 18-21

Once upon a time, there was a king who ruled in Teberu Lombok, who had a beautiful daughter called Puteri Mandalika. Because of her beauty, princes and kings from other kingdom around Teberu wished that she would be their wife. Six of them came to Teberu and ask for her hand of marriage. They were Prince

Bumbang, Prince Aryo Johor, Prince Singa Trasak, Prince Daria Loka, Prince Gunung Piring and Prince Bungsu. Each prince wanted to win the hearth of Puteri Mandalika.

Her father, the king of Teberu, was very confused and did not know what to do. If he chose one prince instead of another then it would create jealousy and there could be war against his kingdom. All the princes were handsome and powerful and so the king allowed his daughter to make her own choice. But Puteri Mandalika was confused too and she also knew the dangerous risk that her kingdom and people would get, if she chose either one of the princes.

After several days of serious thinking, Puteri Mandalika met her parents and asked her permission to announce her decision in front of all the princes and the people of Teberu the next day in the beach. Early next morning, everybody gathered on the beach. There was a gentle breeze with small waves breaking softly across the shore. Everybody was looking at Puteri Mandalika, waiting for her announcement.

Meanwhile, the six princes prayed in their heart that he would be the chosen one. Then in a loud and clear voice, Puteri Mandalika Said, "Oh my beloved mother and father, all the princes and especially the people of Teberu Kingdom. Today I would like to announce that I will not give myself to any one of the princes, but rather to all people of Teberu and my own kingdom." Then Puteri Mandalika threw herself into the sea from the top of a hill and disappeared. Everybody desperately search for her but she could not be found and people believed she was transformed into flowing sea worms called "nyale".

18. The second paragraph is called.....

- | | |
|-----------------|---------------|
| a. orientation | c. resolution |
| b. complication | d. conclusion |

19. Why was it hard for the princess to choose one of the princes?

- a. She loved all the princes
- b. All the princes were handsome
- c. All the princes were powerful
- d. She was afraid of the dangerous risk

20. "Six of them came to Teberu and ask for her hand of marriage." (Paragraph 1)

The underlined phrase can be replaced by.....

- | | |
|-----------|--------------|
| a. intend | c. promise |
| b. admit | d. accompany |

21. From the text we may conclude that....

- a. Putri Mandalika sacrificed herself to the sea for the sake of her people
- b. Putri Mandalika was a selfish princess
- c. One of the princes won the heart of Putri Mandalika
- d. The people of Teberu kingdom hated the princess

Read the following text to answer questions number 22-25

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days."

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

22. What is the purpose of the text?

- a. To entertain the readers
- b. To persuade the readers that something should or should not be the case
- c. To inform the readers about the events of the day which are considered newsworthy
- d. To explain something

23. What is the moral value of the text?

- a. Don't look at someone because of his clothes
- b. It is best for prepare for the days of necessity
- c. Common people may prove great ones
- d. United we stand, divided we fall

24. Paragraph three mainly tells us that....

- a. The little mouse asked for forgiveness
- b. The hunters carried the lion alive to the King

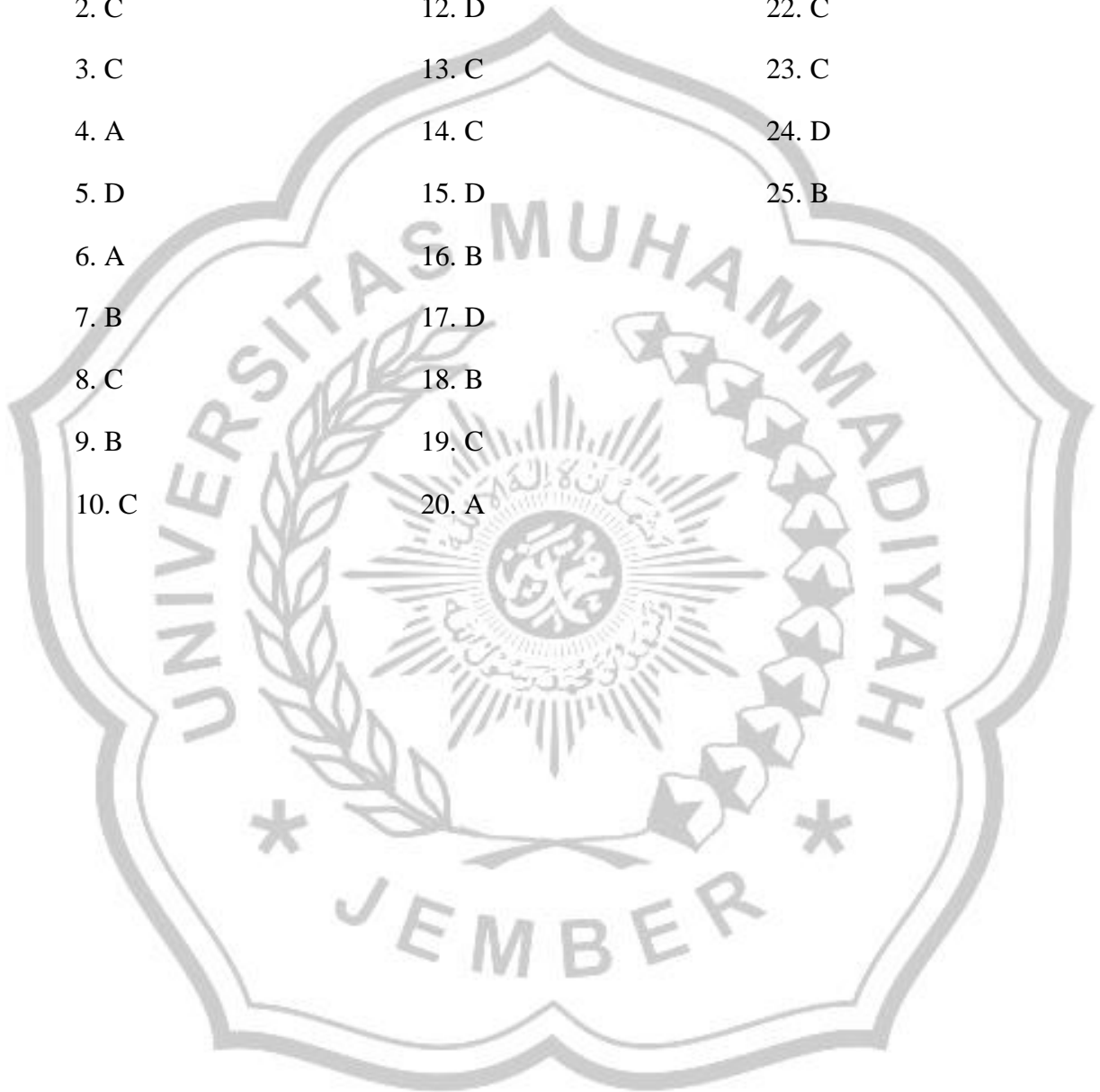
- c. The lion was tied to a tree by the hunters
 - d. The little mouse could prove that he could help the lion
25. What did the little mouse do to prove his words?
- a. He would never forget the lion
 - b. He tried hard to help the lion free
 - c. He ran up and down upon the lion
 - d. He asked for apology to the king of the beast



Appendix 16

Key Answer (Cycle 2)

- | | | |
|-------|-------|-------|
| 1. B | 11. C | 21. D |
| 2. C | 12. D | 22. C |
| 3. C | 13. C | 23. C |
| 4. A | 14. C | 24. D |
| 5. D | 15. D | 25. B |
| 6. A | 16. B | |
| 7. B | 17. D | |
| 8. C | 18. B | |
| 9. B | 19. C | |
| 10. C | 20. A | |



The students' Reading Comprehension Score in Cycle II

No.	Nama Siswa	Score	Score ≤ 75	Score ≥ 75	Achievement	
					Not achieved	Achieved
1	A Rofiki	72	✓		✓	
2	Akmal Putra A.	72	✓		✓	
3	Alif Syuga Mahesa	92		✓		✓
4	Angga Anggi A. S.	80		✓		✓
5	Ariel Nazzariel Ilham	76		✓		✓
6	Bintang Indah Nur C	72	✓		✓	
7	Dimas Tri Prabowo	76		✓		✓
8	Diva Aditya Putra	72	✓		✓	
9	Eka Putri Ramadani	76		✓		✓
10	Fania Ika Tri Cahya	84		✓		✓
11	Ferdi Maulana Akbar	72	✓		✓	
12	Fiditia Anoramanda	96		✓		✓
13	Fika Dwi Ayu Lestari	80		✓		✓
14	Jakfar Hadi Setiawan	76		✓		✓
15	Januarika Duwi T.	80		✓		✓
16	Lisa Anjelita	92		✓		✓
17	Melani Saputri H.	88		✓		✓
18	Melisa Jenita Rindi	76		✓		✓
19	Moh. Faiz H.	84		✓		✓

20	Muh. Taufik Hidayat	72	✓		✓	
21	Nadya Ulya S.	88		✓		✓
22	Ninda Aulia M.	84		✓		✓
23	Richa Brignain D. P. E.	84		✓		✓
24	Ridho Wibi Atmaja	88		✓		✓
25	Salwa Salsabila	92		✓		✓
26	Selvia Fatmiatun H.	76		✓		✓
27	Tirta Fisabilillah	84		✓		✓
28	Virta Dyan Rosyta	84		✓		✓
29	Wildan Husrori	80		✓		✓
30	Yohan Al Ilham W.	92		✓		✓
31	Zainul Aditya	84		✓		✓
Σ		2524			6	25
Mean score = 81						

The data analysis of the students' score:

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{25}{31} \times 100\% = 80.6\%$$

The percentage score of reading comprehension test of cycle 1 is 80.6%.

This test was followed by 31 students, with the target score 75. Based on the result of reading comprehension test, it found that the percentage of the students who achieve the target score of ≥ 75 score is only 80.6%. There were 25 of 31 students who get score 75. It means that the action in cycle 2 were successful.

THE OBSERVATION RESULT**Observation Check List Cycle I****Meeting I**

No	Name of the Students	Students Behavior				Scores	Active	Passive
		1	2	3	4			
1	A Rofiki	√	-	-	√	2	-	√
2	Akmal Putra Armansyah	√	-	-	√	2	-	√
3	Alif Syuga Mahesa	√	-	-	√	2	-	√
4	Angga Anggi A. S.	√	-	-	√	2	-	√
5	Ariel Nazzariel Ilham	√	-	-	√	2	-	√
6	Bintang Indah Nur C	√	-	-	√	2	-	√
7	Dimas Tri Prabowo	√	-	-	√	2	-	√
8	Diva Aditya Putra	√	√	-	√	3	√	-
9	Eka Putri Ramadani	√	-	-	√	2	-	√
10	Fania Ika Tri Cahya	√	-	√	√	3	√	-
11	Ferdi Maulana Akbar	√	√	-	√	3	√	-
12	Fiditia Anoramanda	√	√	√	√	4	√	-
13	Fika Dwi Ayu Lestari	√	√	√	√	4	√	-
14	Jakfar Hadi Setiawan	√	-	-	√	2	-	√
15	Januarika Duwi Trisnawati	√	√	-	√	3	√	-
16	Lisa Anjelita	√	√	-	√	3	√	-
17	Melani Saputri Hariyono	√	-	√	√	3	√	-
18	Melisa Jenita Rindi	√	-	-	√	2	-	√
19	Moh. Faiz Hidayatullah	√	-	-	√	2	-	√
20	Muhammad Taufik H.	√	-	-	√	2	-	√
21	Nadya Ulya Salsabilla	√	-	√	√	3	√	-
22	Ninda Aulia Mawardah	√	-	√	√	3	√	-
23	Richa Brignain D. P. E.	√	√	√	√	4	√	-
24	Ridho Wibi Atmaja	√	√	√	√	4	√	-
25	Salwa Salsabila	√	√	-	√	3	√	-
26	Selvia Fatmiatun Hasanah	√	-	-	√	2	-	√
27	Tirta Fisabilillah	√	-	√	√	3	√	-
28	Virta Dyan Rosyta	√	-	√	√	3	√	-
29	Wildan Husrori	√	-	-	√	3	√	-
30	Yohan Al Ilham W.	√	√	√	√	4	√	-
31	Zainul Aditya	√	√	√	√	4	√	-
Σ							18	13

THE OBSERVATION RESULT

Observation Check List Cycle I

Meeting II

No	Name of the Students	Students Behavior				Scores	Active	Passive
		1	2	3	4			
1	A Rofiki	√	-	-	√	2	-	√
2	Akmal Putra Armansyah	√	-	-	√	2	-	√
3	Alif Syuga Mahesa	√	√	-	√	3	√	-
4	Angga Anggi A. S.	√	√	-	√	3	√	-
5	Ariel Nazzariel Ilham	√	-	-	√	2	-	√
6	Bintang Indah Nur C	-	√	-	√	2	-	√
7	Dimas Tri Prabowo	√	√	-	-	2	-	√
8	Diva Aditya Putra	√	√	-	-	2	-	√
9	Eka Putri Ramadani	√	-	-	√	2	-	√
10	Fania Ika Tri Cahya	√	√	√	√	4	√	-
11	Ferdi Maulana Akbar	√	-	-	√	2	-	√
12	Fiditia Anoramanda	√	√	√	√	4	√	-
13	Fika Dwi Ayu Lestari	√	√	√	√	4	√	-
14	Jakfar Hadi Setiawan	√	-	-	√	2	-	√
15	Januarika Duwi Trisnawati	√	√	√	√	4	√	-
16	Lisa Anjelita	-	√	-	√	2	-	√
17	Melani Saputri Hariyono	√	√	√	√	4	√	-
18	Melisa Jenita Rindi	√	√	-	√	3	√	-
19	Moh. Faiz Hidayatullah	√	√	-	√	3	√	-
20	Muhammad Taufik H.	√	-	-	√	2	-	√
21	Nadya Ulya Salsabilla	√	√	√	√	4	√	-
22	Ninda Aulia Mawardah	√	√	√	√	4	√	-
23	Richa Brignain D. P. E.	√	√	√	√	4	√	-
24	Ridho Wibi Atmaja	√	√	√	√	4	√	-
25	Salwa Salsabila	√	√	√	√	4	√	-
26	Selvia Fatmiatun Hasanah	-	√	√	√	3	√	-
27	Tirta Fisabilillah	√	√	√	√	4	√	-
28	Virta Dyan Rosyta	√	√	√	√	4	√	-
29	Wildan Husrori	√	√	-	√	3	√	-
30	Yohan Al Ilham W.	√	√	√	√	4	√	-
31	Zainul Aditya	√	√	√	√	4	√	-
Σ							20	11

THE OBSERVATION RESULT**Observation Check List Cycle II****Meeting I**

No	Name of the Students	Students Behavior				Scores	Active	Passive
		1	2	3	4			
1	A Rofiki	√	√	-	√	3	√	-
2	Akmal Putra Armansyah	√	√	-	√	3	√	-
3	Alif Syuga Mahesa	√	√	√	√	4	√	-
4	Angga Anggi A. S.	√	√	√	√	4	√	-
5	Ariel Nazzariel Ilham	-	√	-	√	2	-	√
6	Bintang Indah Nur C	√	√	√	√	4	√	-
7	Dimas Tri Prabowo	√	√	√	√	4	√	-
8	Diva Aditya Putra	√	√	√	√	4	√	-
9	Eka Putri Ramadani	√	√	√	√	4	√	-
10	Fania Ika Tri Cahya	√	√	√	√	4	√	-
11	Ferdi Maulana Akbar	√	√	√	√	4	√	√
12	Fiditia Anoramanda	-	-	√	√	2	√	√
13	Fika Dwi Ayu Lestari	√	√	√	√	4	√	-
14	Jakfar Hadi Setiawan	√	√	√	√	4	√	-
15	Januarika Duwi Trisnawati	√	√	√	√	4	√	-
16	Lisa Anjelita	-	-	√	√	2	√	√
17	Melani Saputri Hariyono	√	√	√	√	4	√	-
18	Melisa Jenita Rindi	√	√	√	√	4	√	-
19	Moh. Faiz Hidayatullah	√	√	√	√	4	√	-
20	Muhammad Taufik H.	√	√	-	√	3	√	-
21	Nadya Ulya Salsabilla	√	-	-	√	2	√	√
22	Ninda Aulia Mawardah	√	√	√	√	4	√	-
23	Richa Brignain D. P. E.	√	√	√	√	4	√	-
24	Ridho Wibi Atmaja	√	√	√	√	4	√	-
25	Salwa Salsabila	√	-	-	√	2	√	√
26	Selvia Fatmiatun Hasanah	√	√	√	√	4	√	-
27	Tirta Fisabilillah	√	√	√	√	4	√	-
28	Virta Dyan Rosyta	√	√	√	√	4	√	-
29	Wildan Husrori	√	√	√	√	4	√	-
30	Yohan Al Ilham W.	√	√	√	√	4	√	-
31	Zainul Aditya	√	√	√	√	4	√	-
	Σ						25	6

THE OBSERVATION RESULT**Observation Check List Cycle II****Meeting II**

No	Name of the Students	Students Behavior				Scores	Active	Passive
		1	2	3	4			
1	A Rofiki	√	-	-	√	2	-	√
2	Akmal Putra Armansyah	√	-	-	√	2	-	√
3	Alif Syuga Mahesa	√	√	√	√	4	√	-
4	Angga Anggi A. S.	√	√	√	√	4	√	-
5	Ariel Nazzariel Ilham	√	-	√	√	3	√	-
6	Bintang Indah Nur C	√	-	√	√	4	√	-
7	Dimas Tri Prabowo	√	√	√	√	4	√	-
8	Diva Aditya Putra	√	√	√	√	4	√	-
9	Eka Putri Ramadani	√	√	√	√	4	√	-
10	Fania Ika Tri Cahya	√	√	√	√	4	√	-
11	Ferdi Maulana Akbar	√	-	√	√	3	√	-
12	Fiditia Anoramanda	√	√	√	√	4	√	-
13	Fika Dwi Ayu Lestari	√	√	√	√	4	√	-
14	Jakfar Hadi Setiawan	√	√	√	√	4	√	-
15	Januarika Duwi Trisnawati	√	√	√	√	4	√	-
16	Lisa Anjelita	√	√	√	√	4	√	-
17	Melani Saputri Hariyono	√	√	√	√	4	√	-
18	Melisa Jenita Rindi	√	√	√	√	4	√	-
19	Moh. Faiz Hidayatullah	√	√	√	√	4	√	-
20	Muhammad Taufik H.	√	-	-	√	2	-	√
21	Nadya Ulya Salsabilla	√	√	√	√	4	√	-
22	Ninda Aulia Mawardah	√	√	√	√	4	√	-
23	Richa Brignain D. P. E.	√	√	√	√	4	√	-
24	Ridho Wibi Atmaja	√	√	√	√	4	√	-
25	Salwa Salsabila	√	√	√	√	4	√	-
26	Selvia Fatmiatun Hasanah	√	√	√	√	4	√	-
27	Tirta Fisabilillah	√	√	√	√	4	√	-
28	Virta Dyan Rosyta	√	√	√	√	4	√	-
29	Wildan Husrori	√	√	√	√	4	√	-
30	Yohan Al Ilham W.	√	√	√	√	4	√	-
31	Zainul Aditya	√	√	√	√	4	√	-
Σ							28	3

THE ORIGINAL STATEMENT OF SARJANA THESIS

The undersigned:

Name : Afifah Nur Fajriyah

Student Number : 1510231055

Program : English Education

Faculty : Teacher Training and Education

I state that this thesis is my own creation. It doesn't copy from other sources that I claim as my own creation.

If it is proved tomorrow, or it could be proved that the thesis is from only copy and paste, I will be ready to all of the consequences.

Jember, 6th April, 2020

Writer,



Afifah Nur Fajriyah

NIM. 1510231055

CURRICULUM VITAE

Afifah Nur Fajriyah is the fourth daughter of Mr. Djen and Mrs. Nurul. She was born on November 18th, 1996 in Jember.

She began her study at TK ABA Tanggul in 2001 and finished 2003. SD Muhammadiyah 01 Tanggul in 2003 and finished in 2009. Then she continued her study at SMP 5 Tanggul (now at SMP 4 Tanggul) in 2009 and finished in 2012. Then continued at SMA Negeri 1 Tanggul in 2012 and finished in 2015. After graduating from Senior high school, she decided to continue to the university. She took English Education Program because she believed that being a teacher is the best job in the world.

