

Research Matrix

Title	Problem	Variables	Indicators	Data Resources	Research Method	Hypothesis
Improving XI grade Reading Comprehension of Narrative Text Through Students' Team Achievement Division (Stad) at SMAN Balung in the 2018/2019 Academic years	<p>How can they use of Students' Team Achievement Division (STAD) can improve the XI grade students' reading comprehension at SMAN Balung 2018/2019 academic year??</p> <p>How can the use of Students' Team Achievement Division (STAD) improve the XI students' active participation SMAN Balung 2018/2019 academic year?</p>	<p>Reading comprehension</p> <p>Student's Team Achievement Division</p>	<p><u>Reading Comprehension</u></p> <ol style="list-style-type: none"> 1. Comprehending word 2. Comprehending sentences 3. Comprehending Paragraph <ol style="list-style-type: none"> 1. class persentation 2. the formation of study group (teams) 3. provision of test or quiz (quizzes) 4. improving scoring individual (individual improvement scores) award groups (team recognition) 	<p><u>Respondent:</u> The XI grade students of SMAN Balung</p> <p><u>Informant:</u> English teacher</p> <p><u>Documentation:</u> - The list of names of the X1 Students' - The XI students' score of reading comprehension</p>	<p><u>Kind of research:</u> Classroom Action Research (CAR)</p> <p><u>Research setting:</u> SMAN Balung</p> <p><u>Procedures of research:</u></p> <ul style="list-style-type: none"> - Planning - Implementing - Observing - Reflecting $\bar{X} = \frac{\sum x}{n}$ <p>Where:</p> <p>\bar{X} : The average score $\sum x$: Total of student score n : The number of the students</p>	<p>“ The use of Students Teams Achievement Division Strategy can improve the X1 grade students' reading comprehension and active participant at SMAN Balung Jember in the 2018/2019 academic years by stimulating the student to ask and answer through quizzes and also cooperative in learning.</p>

The Analysis of Difficulty Level and Discriminating Power of the Test try Out

no	UP	LO	U+L (R)	U-L	T	1/2 T	DL	NOTE	DP	NOTE
1	13	12	25	1	28	14	0.89	OMITTED	0.07	OMITTED
2	11	4	15	7	28	14	0.54	ACCEPTED	0.50	ACCEPTED
3	14	3	17	11	28	14	0.61	ACCEPTED	0.79	ACCEPTED
4	9	2	11	7	28	14	0.39	ACCEPTED	0.50	ACCEPTED
5	11	6	17	5	28	14	0.61	ACCEPTED	0.36	ACCEPTED
6	8	1	9	7	28	14	0.32	ACCEPTED	0.50	ACCEPTED
7	13	6	19	7	28	14	0.68	ACCEPTED	0.50	ACCEPTED
8	12	3	15	9	28	14	0.54	ACCEPTED	0.64	ACCEPTED
9	9	4	13	5	28	14	0.46	ACCEPTED	0.36	ACCEPTED
10	12	4	16	8	28	14	0.57	ACCEPTED	0.57	ACCEPTED
11	11	6	17	5	28	14	0.61	ACCEPTED	0.36	ACCEPTED
12	12	6	18	6	28	14	0.64	ACCEPTED	0.43	ACCEPTED
13	12	4	16	8	28	14	0.57	ACCEPTED	0.57	ACCEPTED
14	7	3	10	4	28	14	0.36	ACCEPTED	0.29	ACCEPTED
15	11	2	13	9	28	14	0.46	ACCEPTED	0.64	ACCEPTED
16	11	5	16	6	28	14	0.57	ACCEPTED	0.43	ACCEPTED
17	8	2	10	6	28	14	0.36	ACCEPTED	0.43	ACCEPTED
18	11	6	17	5	28	14	0.61	ACCEPTED	0.36	ACCEPTED
19	12	1	13	11	28	14	0.46	ACCEPTED	0.79	ACCEPTED
20	11	5	16	6	28	14	0.57	ACCEPTED	0.43	ACCEPTED
21	14	5	19	9	28	14	0.68	ACCEPTED	0.64	ACCEPTED
22	11	11	22	0	28	14	0.79	OMITTED	0.00	OMITTED
23	10	4	14	6	28	14	0.50	ACCEPTED	0.43	ACCEPTED
24	10	4	14	6	28	14	0.50	ACCEPTED	0.43	ACCEPTED
25	12	5	17	7	28	14	0.61	ACCEPTED	0.50	ACCEPTED
26	11	8	19	3	28	14	0.68	ACCEPTED	0.21	ACCEPTED
27	9	7	16	2	28	14	0.57	ACCEPTED	0.14	OMITTED
28	12	6	18	6	28	14	0.64	ACCEPTED	0.43	ACCEPTED
29	14	5	19	9	28	14	0.68	ACCEPTED	0.64	ACCEPTED
30	10	4	14	6	28	14	0.50	ACCEPTED	0.43	ACCEPTED
31	8	2	10	6	28	14	0.36	ACCEPTED	0.43	ACCEPTED
32	10	4	14	6	28	14	0.50	ACCEPTED	0.43	ACCEPTED
33	11	6	17	5	28	14	0.61	ACCEPTED	0.36	ACCEPTED
34	11	6	17	5	28	14	0.61	ACCEPTED	0.36	ACCEPTED
35	10	2	12	8	28	14	0.43	ACCEPTED	0.57	ACCEPTED
36	9	3	12	6	28	14	0.43	ACCEPTED	0.43	ACCEPTED
37	10	3	13	7	28	14	0.46	ACCEPTED	0.50	ACCEPTED

38	10	6	16	4	28	14	0.57	ACCEPTED	0.29	ACCEPTED
39	12	6	18	6	28	14	0.64	ACCEPTED	0.43	ACCEPTED
40	13	7	20	6	28	14	0.71	OMITTED	0.43	ACCEPTED
41	12	6	18	6	28	14	0.64	ACCEPTED	0.43	ACCEPTED
42	10	3	13	7	28	14	0.46	ACCEPTED	0.50	ACCEPTED
43	11	4	15	7	28	14	0.54	ACCEPTED	0.50	ACCEPTED
44	12	2	14	10	28	14	0.50	ACCEPTED	0.71	ACCEPTED
45	11	1	12	10	28	14	0.43	ACCEPTED	0.71	ACCEPTED
46	12	7	19	5	28	14	0.68	ACCEPTED	0.36	ACCEPTED
47	12	4	16	8	28	14	0.57	ACCEPTED	0.57	ACCEPTED
48	13	5	18	8	28	14	0.64	ACCEPTED	0.57	ACCEPTED
49	12	6	18	6	28	14	0.64	ACCEPTED	0.43	ACCEPTED
50	11	4	15	7	28	14	0.54	ACCEPTED	0.50	ACCEPTED
51	8	4	12	4	28	14	0.43	ACCEPTED	0.29	ACCEPTED
52	12	7	19	5	28	14	0.68	ACCEPTED	0.36	ACCEPTED
53	10	4	14	6	28	14	0.50	ACCEPTED	0.43	ACCEPTED
54	10	4	14	6	28	14	0.50	ACCEPTED	0.43	ACCEPTED
55	6	4	10	2	28	14	0.36	ACCEPTED	0.14	OMITTED
56	9	1	10	8	28	14	0.36	ACCEPTED	0.57	ACCEPTED
57	12	5	17	7	28	14	0.61	ACCEPTED	0.50	ACCEPTED
58	10	5	15	5	28	14	0.54	ACCEPTED	0.36	ACCEPTED
59	10	3	13	7	28	14	0.46	ACCEPTED	0.50	ACCEPTED
60	8	2	10	6	28	14	0.36	ACCEPTED	0.43	ACCEPTED
61	10	4	14	6	28	14	0.50	ACCEPTED	0.43	ACCEPTED
62	10	5	15	5	28	14	0.54	ACCEPTED	0.36	ACCEPTED
63	8	2	10	6	28	14	0.36	ACCEPTED	0.43	ACCEPTED
64	10	5	15	5	28	14	0.54	ACCEPTED	0.36	ACCEPTED
65	1	4	5	-3	28	14	0.18	OMITTED	0.21	OMITTED
66	9	5	14	4	28	14	0.50	ACCEPTED	0.29	ACCEPTED
67	6	4	10	2	28	14	0.36	ACCEPTED	0.14	OMITTED
68	2	2	4	0	28	14	0.14	OMITTED	0.00	OMITTED
69	8	7	15	1	28	14	0.54	ACCEPTED	0.07	OMITTED
70	1	3	4	-2	28	14	0.14	OMITTED	0.14	OMITTED

The calculation of difficulty level of try out test.

The formula is :

$$DL = \frac{U + L}{T}$$

$$DL = \frac{13 + 12}{28} = \frac{25}{28} = 0,89$$

$$DL = \frac{11 + 4}{28} = \frac{15}{28} = 0,54$$

$$DL = \frac{14 + 3}{28} = \frac{17}{28} = 0,61$$

The calculation of discriminating power of try out test.

The formula is :

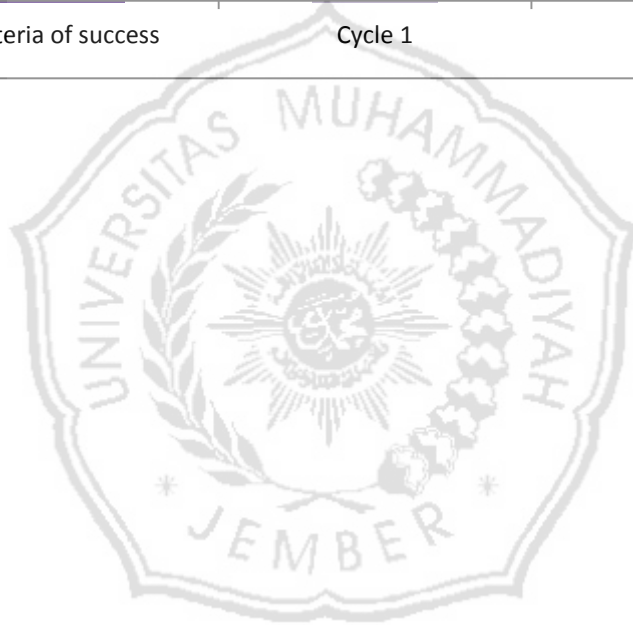
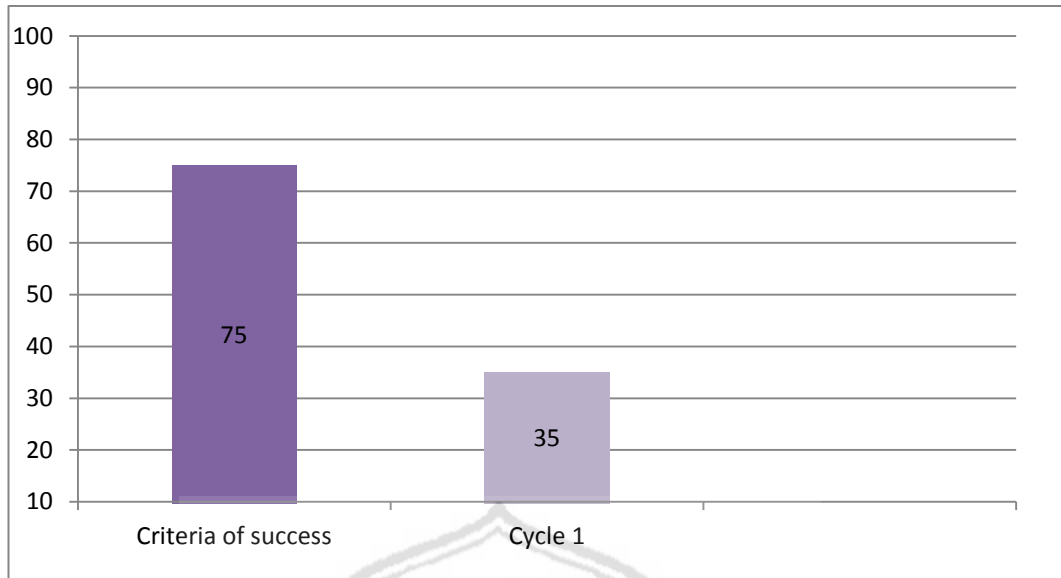
$$DP = \frac{U - L}{\frac{1}{2} T}$$

$$DP = \frac{13 - 12}{\frac{1}{2} 28} = \frac{1}{14} = 0,07$$

$$DP = \frac{11 - 4}{\frac{1}{2} 28} = \frac{7}{14} = 0,5$$

$$DP = \frac{14 - 3}{\frac{1}{2} 28} = \frac{11}{14} = 0,78$$

The Average of Observation Checklist for Cycle 1



Appendix 2

**The Result of Interview with the English Teacher of the XI Grade Students
of SMAN Balung in the 2018/2019 Academic Year
as the Preliminary Study**

Nu	The list of interview questions	The Teacher's Answers
1	What kind of curriculum have you applied in teaching English?	I have applied Institutional Based Curriculum (K13) in teaching English
2	What techniques or strategies do you usually use when teaching reading?	They are reading aloud, answering the worksheet.
3	What problems have you found in teaching reading?	I have had some problems. They are limited media and teaching strategies
4	What do you think about the students' reading comprehension skills?	I think the students' reading comprehension skills are still poor and need improvement.
5	What are the students' problems in reading?	They lack vocabularies, poor of English structure comprehension, and are not used to reading English text.
6	How do you assess students' reading comprehension?	I assess them through reading test.
7	What is the minimum standard score?	It is 75.
8	How is the score of the students' reading?	It was found that there were only 16 of 30 students who get ≥ 75 . It meant that, there were only 50 % of the whole students who got score ≥ 75 .
9	What do you do to the students who haven't passed the minimum score?	There will be remedial test for them.
10	Where do you take the narrative texts form?	The texts are from the textbook, students' exercise book, and flash animation video.
11	Have you ever implemented STAD as your reading method?	No, I have never.



**READING COMPREHENSION TEST
(CYCLE 2)**

Name :
Class :
Subject : **English**
Grade : **XI/2**
Time allocation : **90 minutes**

Read the following story and then answer question by crossing (a,b,c,or d).

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!"

(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)

1. Where does the story take place?
A. London
B. Puerto Rico
C. Jakarta
D. Buenos Aires
2. What is the word that the parrot cannot say?
A. Catano
B. Tacano
C. Canato
D. Nacato
3. How often did the owner teach the bird how to say the word?
A. Always
C. Many times

- B. Everyday D. Every second
4. Which statement is true according to the text?
 A. The parrot could say Catano
 B. At last the parrot could say Catano
 C. Catano was the name at the parrot
 D. The man never got angry at the parrot
5. What does the man do to the bird because the bird cannot say the name of a place.
 A. The man ate the bird.
 B. The sold the bird.
 C. The man killed the bird.
 D. The man taught the bird.
6. It is most likely that
 A. The bird killed the three chickens.
 B. The three chickens killed the bird.
 C. The bird played with the chicken.
 D. The bird killed one of the three chickens.
7. What is the story about?
 A. A parrot and a cat
 B. A parrot and a chicken
 C. A parrot and the owner
 D. A parrot, the owner, and chickens
8. "It was very, very smart"
 The underlined word refers to
 A. The man
 B. The bird
 C. The chicken
 D. Puerto Rico
9. "The parrot was very, very smart"
 The word 'smart' means
 A. Stupid C. Stubborn
 B. Clever D. Beautiful
10. "The parrot was screaming at the fourth chickens"
 What does the underlined word mean?
 A. Smiling C. Shouting
 B. Crying D. Laugh
11. What does the man put in the chicken house?
 a. parrot c. bird
 b. chicken d. Food
12. who is the main characters of the story?
 a. a man c. catano

b. parrot

d. Bird

13. Why does the man surprised when open the door?

a. because he saw three dead chickens on the floor

b. because he put parrrot in the house

c. because the sound of screaming

d. because the catano came

14. The Word "Town" in Bahasa means?

a. daratan

c. gubuk

b. kota

d. danau

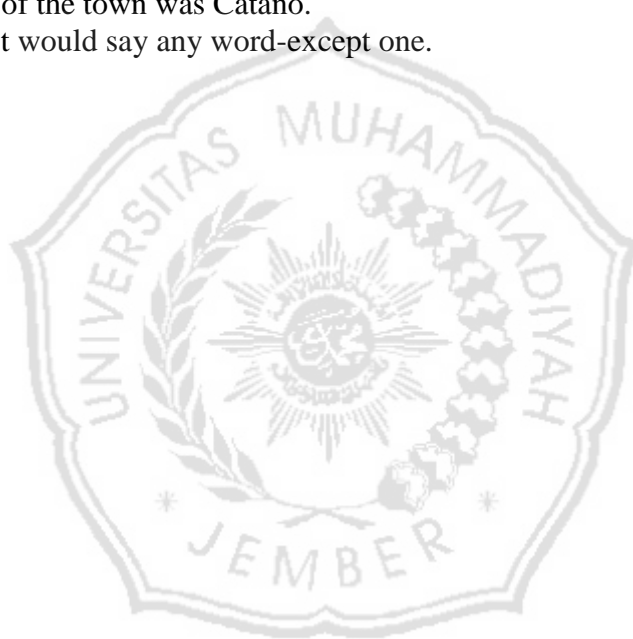
15. what is the main idea of the first paragraph

a. A man in Puerto Rico had a wonderful parrot.

b. There was no another parrot like it.

c. The name of the town was Catano.

d. This parrot would say any word-except one.



Reading Comprehension Test (Try out)

Time : 90 minutes

Read the text carefully and cross a, b, c and d for the correct answer!

Text 1 for Questions number 1-6

The Tortoise and The Hare

The hare was once boasting of his speed before the other animals. "I have never yet been beaten," he said, when I put forth my full speed. I challenge my one here to race with me."

The Tortoise said quietly, "I accept your challenge."

That is a good joke, " said the Hare; "I could dance round you all the way."

"Keep your boasting till you've won, " answered the Tortoise. " shall we race?"

So a course was fixed and a start was made. The Hare darted almost out of sight at once, but soon stopped and, to show his contempt for the Tortoise, lay down to have a nap. The tortoise plodded on and plodded on, and when the Hare awoke from his nap, he saw the Tortoise just near the winning-post and could not run up in time to save the race. Then the Tortoise said:"slow but steady progress win the race"

(<http://www.englishindo.com/2015/15/dongeng-bahasa-inggris-The-Tortoise-and-The-Hare.html>)

1. What is the animal that always wins the race due to his speed based on the text above....
 - a. the Hodgehog
 - b. the Tortoise
 - c. the Zebra
 - d. the Hare
2. What is synonym of the word "fixed"
 - a. determine
 - b. chose
 - c. confuse
 - d. worry
3. What is antonym of the word "put"
 - a. Move
 - b. Feel
 - c. take
 - d. see

4. What does the Hare do during the race....
 - a. he eat a lot of
 - b. he runs as fast as he can and finally reach the finish line
 - c. he runs in the beginning of the race but then stops and sleeps
 - d. he watches the slow motion of the Tortoise and laughs
5. What makes the Hare lose the race....
 - a. his prade
 - b. his greedy
 - c. his arrogant
 - d. his laziness
6. What is the synonym of the word "beaten"....

a. Hit	c. throw
b. Kick	d. press

Text for questions number 7-11

Once upon a time there was a girl called Cinderella. She lived with her stepsisters. They were very bossy. They made Cinderella do all the house homework.

One day, an invitation to the ball came to the family. Her stepsister would not let her go. Cinderella was sad because she wanted to go the ball too. Her stepsisters went to the ball without her.

Fortunately, the fairy Godmother came and helped her to get the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her then married her. They lived happily ever after.

7. The best title for the text is. . . .
 - a. the dance party
 - b. the prince's dance
 - c. Cinderella stepsister

- d. Cinderella
8. The word “They” (paragraph 3 line 2) refers to
- the fairry Godmother and Cinderella
 - Cinderella and the prince
 - the fairy Godmother and the prince
 - Cinderella’s stepsisters
9. The ball (paragraph 2 line 1) is similar to. . .
- the dance party
 - marriage party
 - the birthday party
 - the farewell party
10. What is synonym of the word “lived”
- Leave
 - Life
 - stay
 - far
11. What is antonym of the word “happily”
- Happiness
 - Sad
 - hungry
 - like

Text for questions 12-20

Once, there were two goats. Both of them were hungry. They were tied together with a brown rope. They wanted to eat the green leaves from two separated bushes. One bush was on left. The other bush wash on the right. The goats thought they could do everything on their own. However the rope was short. They tried and tried but they could not reach the bushes. They were sad. Then, the goats decided to work together. First, they ate the leaves on the left. The leaves were delicious. The goats were happy.

12. The text tells us about....
- thin goats
 - hungry goats
 - goats unit
 - leaves on the right
13. What is the synonym of the word “sad”

- a. happy
- b. suffer
- c. gloomy
- d. depressed

14. The goats were sad because....

- a. they were hungry
- b. the rope was short
- c. they couldn't reach the bushes
- d. they were tied together

15. The goats can reach the bushes by?The word "goat" has a similar meaning to....

- a. Sheep
- b. Cow
- c. elephant
- d. cat

16. What is the antonym of the word "delicious"....

- a. bitter
- b. nice
- c. gloomy
- d. depressed

17. The synonym of the word "hungry"....

- a. full
- b. thirsty
- c. starve
- d. dizzy

18. The word "goat" has a similar meaning to....

- a. Sheep
- b. Cow
- c. elephant
- d. cat

19. The similar meaning of the for the word happy is....

- a. Pleased
- b. Worry
- c. sad
- d. afraid

20. The word *together* in line 5 means. . . .

- a. individually
- b. cooperatively
- c. competitively
- d. collectively

Text for questions 21-35

The Deer and the Sea Snail

A long time ago in a jungle in aru island, Maluku, lived a group of deer. They were very proud of their ability in running very fast. They always stayed in different places. They challenged other animals in a race match. If the deer won the match, they took over the place and stayed there.

Not far from the jungle, there was a beautiful beach. A group of sea snail lived there. The deer heard about the beautiful beach and planned to live there. They had a plan to challenge snails in a running match. They were very sure to win the match. Sea snails were slow in walking. "what's the rule?" asked the leader of the sea snails after he heard about the challenge. "Do you see all the capes there? There are twelve capes, from here until there," the deer leader pointed the capes.

The distance between one cape to another was very far. "we run from the first cape until the twelfth cape, if my runner arrives first at the twelfth cape, we're the winner. And we stay here!" the sea snails then had a meeting. They set a strategy to win the match. "My plan is to put the twelve of us in every cape. If their runner arrives in every cape. So, the deer will never rest and gets very tired," said the leader.

And the day of the match finally arrived. All animal watched this unique match, the deer versus the sea snail. The runners were standing side by side. Then, the deer ran very fast. In just a second, he already left the sea snail. After a few hours of running, he arrived at the first cape. He shouted, "hey? Where are you?" "I'm here," said the sea snail. He was another sea snail that was hiding in the first cape. The deer was surprised. He cancelled his plane to get some rest. He continued running. In every cape, there was always a sea snail. And the deer always cancelled his plane to get some rest.

Finally, the deer almost reached the twelfth cape but he was exhausted. He was really tired. And he geve up. Hi did not have any more strength to run. He fell down on the ground. "Hooray!" said all the sea snails. The deer were so embarrassed. They were just tricked by the clever sea snails. So the deer came back to the jungle and never returned to te beach.

21. What is the main idea of the first paragraph....

- a. theyalways stayed in different places
- b. in a jungle in Aru Island, Maluku, lived a group of Deer
- c. they challenged other animals in a running match
- d. the Deer won the match, they took over the place and stayed there

22. How many characters are there in the story....
- a. 1
 - b. 2
 - c. 3
 - d. 4
23. Where did the story probably take place....
- a. Aru island, Maluku
 - b. East Java
 - c. Sumatra Island
 - d. Bali Island
24. What does the word “they” in “*They were very proud.....*” in 1st paragraph refer to....
- a. sea snail
 - b. fish
 - c. deer
 - d. aru island
25. What is the main idea of the second paragraph....
- a. sea snails were slow in walking
 - b. they were very sure to win the match
 - c. there was a beautiful beach and a group of sea snail lived there
 - d. there are twelve capes, from here until there
26. Who lived in a beautiful beach....
- a. a group of deer
 - b. a group of sea snail
 - c. a group of tiger
 - d. a group of elephant
27. What is the synonym of the word “jungle”....
- a. Garden
 - b. Forest
 - c. yard
 - d. field
28. What is the antonym of the word “fast”....

- a. Speed
 - b. Slow
- c. full
 - d. low
29. What does the word “*we run from.....*” in 3rd paragraph refer to....
- a. sea snail
 - b. fish
- c. deer
 - d. cape
30. What is the antonym of the word “far”....
- a. Fast
 - b. Distant
- c. near
 - d. front
31. What is the main idea of the third paragraph....
- a. the distance between one cape to another was near
 - b. the deer will never rest and gets
 - c. the sea snails then had a meeting very tired
 - d. the distance between one cape to another was very far
32. “The deer will never rest and gets very tired....” 3rd paragraph, what is the opposite meaning of the word “*get*” in the sentence....
- a. East
 - b. Lost
- c. arrives
 - d. win
33. Who was the winner in the match....
- a. a deer
 - b. a sea snail
- c. an elephant
 - d. a fish
34. What does the word “He” in “*he arrived at the first cape....*” in 4th paragraph refer to....
- a. a sea snail
 - b. a fish
- c. a deer
 - d. a capes
35. What is the main idea of the last paragraph....
- a. the deer was the winner
 - b. the sea snail was the winner

- c. the sea snail was cry
- d. the deer never returned to the beach

Text for question 36-40

Monkey and crocodile

One day a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to take him across the other side. The crocodile told the monkey to jump on its back. Then the crocodile swam down the river.

Now, the crocodile was very hungry, so when it was in the middle of the river, it stopped and said to the monkey, "Monkey, my father is very sick. He must eat the heart of the monkey. Then he will be strong again."

The monkey thought for a while. Then he told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I didn't bring my heart with me," said the monkey. "I left it under the tree, near some coconuts."

So, the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back and climbed up to the top of a tree. "Where is your heart?" asked the crocodile.

"You are foolish," the monkey said to the crocodile. "Now I am free and you have nothing." The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

36. How does the crocodile's father be strong again....
 - a. after eats monkey
 - b. after eats the heart of monkey
 - c. after hurts monkey
 - d. after eats the brain of monkey
37. What is the synonym of the word "jump"....
 - a. leap
 - b. run
 - c. swim
 - d. Crawled
38. I left it under the tree, near some coconuts (the last sentence in the third paragraph).
What does this sentence mean....
 - a. the monkey lives under the tree
 - b. the monkey leaves his heart under the tree
 - c. the monkey wants to live under the tree
 - d. the monkey leaves his coconut under the tree
39. What is the antonym of the word "strong"....
 - a. powerful
 - b. weak
 - c. healthy
 - d. hard
40. What is main idea of the last paragraph....
 - a. the crocodile was fooled by the monkey
 - b. the monkey was fooled by the crocodile

- c. the crocodile got angry
- d. the monkey got angry

Question for the number 41-59

Beauty and the Beast

Once upon a time, there was a prince. He lived in a castle in France. One day, a woman came to his castle. She was old and ugly. The prince did not like her and sent her away.

When the prince sent the woman away, she turned into a beautiful fairy. She cursed the prince and his castle. The prince became a beast. He was very ugly now. All his servants became furniture. The prince could be a human again if a woman fell in love with him.

Meanwhile, on the other side of a mountain, there lived a girl. Her name was Belle. She lived with her father, Maurice. One day, Maurice traveled past the castle. It was raining so he came into the castle. After the Beast saw him, he captured him.

Belle was so worried because her father did not come back. She began to look for him. She arrived in the castle and she found her father there. Belle agreed to stay in the castle so that her father could go home.

First, Belle did not like the Beast because he was mean. After that, slowly he changed. He was not mean anymore. Belle began to like him and finally she felt in love with him. She told her love to Beast. Then, the spell was broken. The Beast and his servants became human again. The Beast and Belle got married. They lived happily ever after.

(<http://www.englishindo.com/2011/11/dongeng-bahasa-inggris-beauty-and-beast.html>)

41. Why did not the prince like the woman who came to his castle....
- a. Because she was young and ugly
 - b. Because she was old and ugly
 - c. Because she was beautiful
 - d. Because she was old and beautiful
42. Who cursed the prince to be come a beast....

- a. Angel b. Devil c. Fairy d. Ghost
43. Why did the fairy curse the prince? Because he was
- a. Arrogant b. Kind c. Honest d. Polite
44. The prince could be human again if....
- a. Belle agreed to stay in the castle
- b. The prince sent the woman away
- c. A man fell in love with him
- d. A woman fell in love with him
45. What did Mr. Maurice do in the castle? He
- a. Visited the castle b. Stole in castle c. Took shelter d. Met prince
46. "Spell" in the last paragraph is equivalent to Indonesia
- a. Mengeja b. Sihir c. Memuja d. Istirahat
47. How was belle in the text above? She was
- a. Kind b. Evil c. Smart d. Stupid
48. Who was the central participant of the text....
- a. The Beast b. Beauty c. Servant d. Fairy
49. Why did not Belle like beast? Because he was
- a. Good b. Mean c. Smart d. Polite
50. She cursed the prince and his castle. The word underlined is equivalent to Indonesian word
- a. Mencibir b. Mencaci c. Mengutuk d. Memuja
51. All his servants became furniture. Servant in Indonesian is
- a. Majikan b. Pelayan c. Supir d. Pengemis
52. What is the story about....
- a. Beauty and the beast c. Beauty and the fairy
- b. Belle and the servant d. Belle and the prince
53. In paragraph 2, you can find....
- a. The prince became a beast c. The prince lived in a castle
- b. An old and ugly woman d. Belle stayed in the castle
54. The main idea of paragraph 3 is....

- a. Belle was worried
b. the fairy cursed the prince
- c. Belle's father was in the castle
d. Belle lived in the castle
55. The first paragraph tells about....
- a. A woman and prince
b. Prince and Belle
- c. Prince and Mr. Maurice
d. The prince's servant
56. What is the topic of the text....
- a. The Power of love
b. Maurice and beauty
- c. The Belle and her father
d. The true love
57. What is the main idea in the last paragraph....
- a. Belle began to like him and finally she felt in love with him
b. The Beast and Belle got married
c. The Beast and his servants became human
d. The Beast and Belle did not lived happily ever after
58. In your opinion what is the purpose of this reading text....
- a. To stress reliever
b. To educate the reader
- c. To spend leisure time
d. To make people laugh
59. What did you learn from the story....
- a. Do not see people from the physical alone
b. Do not look at people in terms of materials
c. Do not assess the person from his family,
d. Do not learn to respect the other people

Question For number 60-70

Cinderella

A long time ago, there was a rich man family and they have a beautiful child. Her name was Cinderella. She stayed with her father, her mother die. When she was adult, her father married a widow that had 2 children. They were cruel to Cinderella but her father did not know. They were always angry to Cinderella and always asked Cinderella to sweep, cook etc

One day there was announcement that prince hold the party and also he looked for a wife. All of societies were invited by prince. Cinderella's step mother and her sister were happy, but Cinderella was forbidden by her step mother, but Cinderella wanted to go to the party .

There was a beautiful and kind angle. She helped Cinderella by giving her a dress and when Cinderella came to the party, prince looked at her. He loved and like Cinderella. The prince asked Cinderella to dance with him and also he asked Cinderella to marry him, and Cinderella agreed. They married and Cinderella stayed in the castle and they were very happy.

60. What is the generic structure of the paragraph 1.....

- a. Orientation
- b. Complication
- c. Events
- d. Resolution

61. What is the generic structure of the paragraph 2.....

- a. Re-Orientation
- b. Complication
- c. Events
- d. Resolution

62. What is the generic structure of the paragraph 3....

- a. Orientation
- b. Complication
- c. Resolution
- d. Conclusion

63. The type of the text above is
- a. Descriptive b. Spoof c. Narrative d. Anecdote
64. Cinderella stayed with her father since her mother
- a. Were die b. Was die c. Is die d. Are die
65. What did the widow ask Cinderella to do....
- a. To kill her father c. To go to the market
b. To enjoy the party d. To sweep, cook etc.
66. Who invited all of societies to go to party....
- a. the widow b. the prince c. cinderella d. the princess
67. Cinderella's step mother forbid Cinderella to go to
- a. the party b. the festival c.the castle d. the dinner
68. How many characters are there in the text....
- a. 7 b .5 c. 6 d. 4
69. But, Cinderella was forbidden by her step mother. In paragraph 2 the word underline has the same meaning in the Indonesian word is ...
- a. diperbolehkan
b. dilarang
c. dinasehati
d. dimarah
70. What did Cinderella feel after the angels gave her a dress? She were . . .
- a. sad b. scary c. sappy d. angry

The Analysis of Reliability of the Test Try Out

no	Odd(X)	Even(y)	X ²	y ²	x.y
1	34	28	1156	784	952
2	31	31	961	961	961
3	31	30	961	900	930
4	28	28	784	784	784
5	28	28	784	784	784
6	26	26	676	676	676
7	26	27	676	729	702
8	26	26	676	676	676
9	25	25	625	625	625
10	24	22	576	484	528
11	23	20	529	400	460
12	22	20	484	400	440
13	19	22	361	484	418
14	21	18	441	324	378
15	15	19	225	361	285
16	12	17	144	289	204
17	12	13	144	169	156
18	15	10	225	100	150
19	14	8	196	64	112
20	9	12	81	144	108
21	12	12	144	144	144
22	8	12	64	144	96
23	9	13	81	169	117
24	8	13	64	169	104
25	11	10	121	100	110
26	7	10	49	100	70
27	12	4	144	16	48
28	9	5	81	25	45
	517	509	11453	11005	11063

To find the reliability of the test, we use pearson's formula:

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

$$r_{xy} = \frac{28 \cdot (11063) - (517) \cdot (509)}{\sqrt{(28(11453) - (517)^2)(28(11005) - (509)^2)}}$$

$$r_{xy} = \frac{309764 - 263153}{\sqrt{(320684 - 267289)(308140 - 259081)}}$$

$$r_{xy} = \frac{46611}{\sqrt{(53395)(49059)}}$$

$$r_{xy} = \frac{46611}{2619305305}$$

$$r_{xy} = \frac{46751}{51181.10300687}$$

$$r_{xy} = 0.913442603879$$

$$r_{xy} = 0.91$$

Then the result is calculated again by using spearman-brown formula:

$$r_{11} = \frac{2xr_{\frac{1}{2}\frac{1}{2}}}{\left(1 + r_{\frac{1}{2}\frac{1}{2}}\right)}$$

$$r_{11} = \frac{2 \times 0.91}{1 + 0.91}$$

$$r_{11} = \frac{1.82}{1.91}$$

$$r_{11} = 0.952879581152$$

$$r_{11} = 0.95$$

The criteria of coefficient correlation:

0. 00 – 0. 20 = Very low

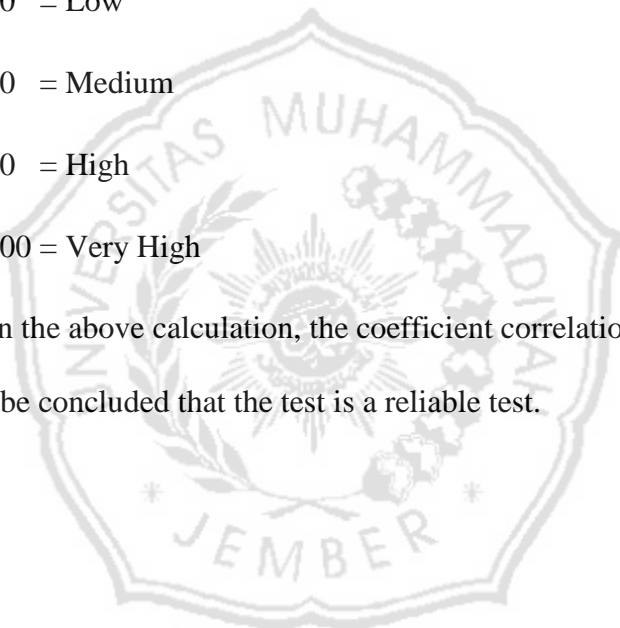
0. 21 – 0. 40 = Low

0. 41 – 0. 60 = Medium

0. 61 – 0. 80 = High

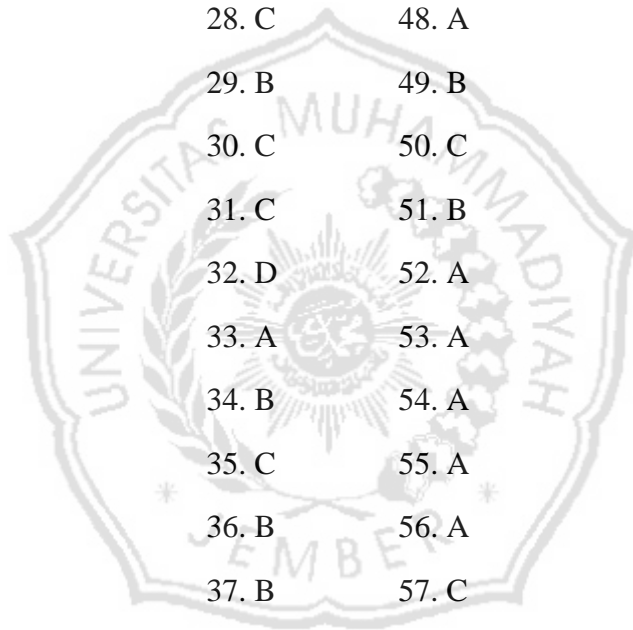
0. 81 – 0. 100 = Very High

Based on the above calculation, the coefficient correlation of the test is very high. So, it can be concluded that the test is a reliable test.



KEY ANSWER

1. D	21. C	41. B	61. B
2. A	22. B	42. C	62. C
3. C	23. B	43. A	63. C
4. C	24. C	44. D	64. B
5. C	25. B	45. C	65. D
6. A	26. B	46. B	66. B
7. B	27. B	47. A	67. A
8. D	28. C	48. A	68. D
9. A	29. B	49. B	69. C
10. B	30. C	50. C	70. B
11. C	31. C	51. B	
12. B	32. D	52. A	
13. C	33. A	53. A	
14. A	34. B	54. A	
15. A	35. C	55. A	
16. A	36. B	56. A	
17. C	37. B	57. C	
18. A	38. A	58. B	
19. A	39. B	59. A	
20. B	40. B	60. A	



No	Daerah	Provinsi	Kabupaten	Kota	Kecamatan	Desa	RT	RW	Uraian	Luas (Ha)	Luas (Km ²)	Luas (M ²)
1	Sumatera Utara											
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98	Sumatera Utara											
99	Sumatera Utara											
100	Sumatera Utara											



The score reading Try Out Test

No.	Students' Number	Name	Score
1	4	Agustin Nabila	88.6
2	3	Hilda Aira	88.6
3	21	Siti Aisyah A	85.7
4	19	Siti maghfiroh	78.6
5	1	Lira Izzati	80
6	7	Nurfariqoh	74.3
7	16	Andina Nur Rohmania	75.7
8	20	Siti nur khalifah	72.9
9	22	Alisah	70
10	9	Maria oktavia	65.7
11	28	Yulia Ayu Lestari	61.4
12	12	Nia Azizah	60
13	17	Moh. Khuzaini Ramadhani	58.6
14	18	Siti kurniawati	55.7
15	6	Nasihin	48.6
16	10	Inayatus Syarifah A	41.4
17	15	Moh. Davin yusron	35.7
18	26	Mujayyanah	35.7
19	8	Heliyatul Halilah	31.4
20	2	Riska maimunah	30
21	13	Novita Ayu	34.3
22	11	Lilik Hamidah	28.6
23	24	Alif Alfiansyah	31.4
24	27	Andika	30
25	25	Sahira	30
26	23	Sifatul Hasanah	24.3
27	5	Sintia	22.9
28	14	Winda Lisa	20

The Calculation Score of Reading Try Out test

$$\bar{X} = \frac{\sum x}{n}$$

Where:

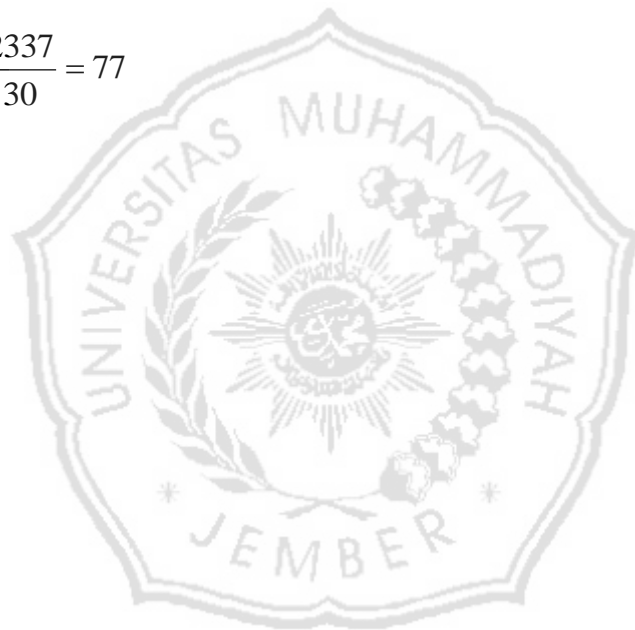
\bar{X} : The average score

$\sum x$: Total of student score

n : The number of the students

Example : if the total of student score is 2337 and the number of student is 30

$$\bar{X} = \frac{2337}{30} = 77$$



STATEMENT OF ORIGINALITY OF SARJANA THESIS

The undersigned:

Name : Trio Fitriyanti Rahayu
Student Number : 1410231039
Program : English Education
Faculty : Teacher Training and Education

I state that this thesis is my own creation. It does not copy from other resources that I claim as my own creation.

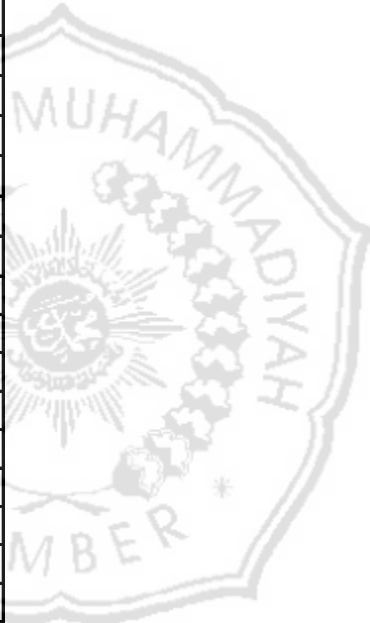
If it si proved tomorrow, or it could be proved that the thesis is from only copy and paste, I will be ready to all of the consequences.

Jember, (July 30th 2019)

* Writer

Trio Fitriyanti Rahayu
1410231039

48	50	52	54	56	58	60	62	64	66	68	70	Σ
1	1	1	1	0	0	0	1	1	1	0	0	28
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0	0	1	0	1	0	0	0	0	0	0	1	10
0	0	0	0	0	0	0	0	0	1	0	0	4
0	0	1	0	0	0	0	0	0	0	0	1	5



Appendix 12**The Subject of the Research**

NO.	NAME	CLASS	Gender
1	Ahmad Thurnidzi	XI	M
2	Ahmad Ulum	XI	M
3	Alif Alfiansyah	XI	M
4	Anton Pratama	XI	F
5	Fatimah Azahra	XI	F
6	Fenita bachiatus S.	XI	F
7	Halimatus Sa'diyah	XI	F
8	Himamul Rosyadi	XI	M
9	Harun Rasyid	XI	M
10	Irah Susanti	XI	F
11	Ivatul Erlina	XI	F
12	Izzatul Amalia	XI	F
13	Kahar Muzakkir	XI	M
14	Kendy Siswanto	XI	M
15	Kholil Ramdhani	XI	M
16	Lani aprilia	XI	F
17	Luluk bunga lestari	XI	F
18	Luvita purnama sari	XI	F
19	Maisyurah	XI	F
20	M. Beny Erlangga	XI	M
21	M. Choirul Huda	XI	M
22	M. Siddieq	XI	M
23	M. Toriq	XI	M
24	Nela Anggun Jelita	XI	F
25	Rangga Antasari	XI	M
26	Reno Syabiel	XI	M
27	Roffik widianto	XI	M
28	Sulaiman	XI	M
29	Toha Habibullah	XI	M
30	Ziddan waluyo	XI	M

Appendix 13

LESSON PLAN I

CYCLE I

Subject	: English
Grade/Semester	: XI/2
Language Skill	: Reading
Genre	: Narrative text
Time Allocation	: 2 X 45 menit

A. Standard Competence

Comprehending meaning multiple choice in the form of recount and narrative text to interact with the surrounding.

B. Basic Competence

11.2 Respond to the meaning and steps of rhetoric in essays that use a variety of written languages accurately, fluently and acceptable in the context of daily life and to access knowledge in narrative texts, spoof and hortatory exposition

C. Indicators

- a. Identifying the meaning of word of a narrative text
- b. Identifying the meaning of the sentence of a narrative text
- c. Identifying the meaning of the paragraph of a narrative text

D. Materials For meeting I

Narrative text is a text to retell story that happen in the past and the function to entertains the audience.

□ Generic structure :

- Orientation : this part introduces characters and/or sets the scene (when/where).
- Complication(s) : in this part, the main character is faced to a problem.
- Resolution : this part tells how the problem is resolved, for better or worse

A Hungry Crocodile

One day, there was a hungry crocodile waiting a prey near the lake in the jungle. That crocodile hiding under the surface of the lake for a long time, but there was not yet any prey approaching that lake to drink. That crocodile was so cruel and thus it had no friend and the other animals hate it so much. At the afternoon, the crocodile could not stay any longer to the lake. It finally walked to the ground.

But that day was unlucky day for that crocodile. After getting at the bank of the lake suddenly there was a big branch of the tree falling upon its neck. The crocodile could not move at all. Not long after the falling branch, finally there was a buffalo coming to the lake to drink. The buffalo saw the crocodile and the buffalo was afraid and would leave that lake soon. But the crocodile asked it sadly to help.

The buffalo felt sad about it and decided to help the crocodile. But after helping the crocodile, the buffalo got something unexpected. The crocodile bit the buffalo's leg and the buffalo shouted loudly asking help for any other animal near it. Kancil that was at the way to go to the Lake heard the buffalo's voice. Kancil run quickly to see what had happened to the buffalo. Near the lake, kancil saw the buffalo and the crocodile. Kancil asked: "what happened?" And the buffalo answered: "the crocodile bite my leg after I help to remove the big branch from its neck". The

crocodile also said: "I'm hungry and you are at my territory, therefore I bit you poor buffalo." The crocodile laughed at the buffalo.

Kancil said to buffalo, "It is impossible you had helped the crocodile, thus the crocodile had the right to bite you." The buffalo said, "I'm not telling a lie. I can prove it." Kancil said, "I believe that crocodile is right, but then you can try to prove your telling. But first crocodile must release your bite, okay?" Crocodile said, "Okay, it is easy, but after that I will eat the buffalo." Kancil said, "Okay, deal."

The buffalo laid the big branch at the former position, upon the crocodile's neck. After that suddenly kancil said, "Let's run buffalo, let's run!" The buffalo and kancil run as fast as possible and the crocodile had realized that it is had been fooled by kancil. The crocodile was still trapped there and there was no one helped it.

For meeting II

Kancil and the Lion

One day, kancil was so thirsty and wanted to drink to the river. Near the river, he saw a big lion tried to eat a small rat. The rat was so desperate and could not do anything. Kancil felt pity about him and he actually was also afraid of the lion. But kancil had to help the rat. He thought hardly and he had an idea. He walked closer to the lion and said hello to them. Kancil said, "Hi guys, you all looked so happy, what kind of game are you playing now?"

The Lion said, "How dare you come here small animal, who are you? Oh, lucky me, I can also eat you now. I'm so hungry." The lion roared. Kancil said, "I'm the king in the jungle. I'm not afraid of anything even human. I will eat everything that made me angry even it is a big animal like you."

The lion was a little bit doubt about kancil. He said, "You are a king? I don't believe you. How come a small animal like you become a king? Can you prove me?" Kancil said, "Of course you do not know me. You are a new comer here. I am a king and all animal in this jungle respects me because I am a strong animal that has no afraid of anything. You can ask that little rat if you do not believe me."

The lion said to the rat, "Is that true poor rat?" The rat already knew that Kancil said a lie and tried to help him. The rat said, "Yes that is true. He is the king; a

very brave king. “ The lion said: “Can you give me a proof? If you lie to me then I will eat you?”

Kancil said, “I eat a lion yesterday and I still save the head in the hole near the river. So, I am not afraid of you. Follow me to see your friend’s head in the hole.” The lion began to scare. But he is too shy to be looked scared. The lion follow kancil to go to the hole near the river.

Kancil said, “Here we go. I let you see that lion head. But you have to know that I will eat anyone who had seen that head. Just prepare yourself.” The lion began trembling. He scarily looked inside the hole so that he did not clearly see something in the hole except the shadow of his head. The lion thought that his shadow was the lion head that had been kept by kancil.

After seeing that hole, the lion run as fast as he could because he was afraid that kancil would eat him. Kancil and the rat were laughing. There was nothing inside the hole except clear water so if anyone saw that hole in a day they would see their own shadow at the surface of the water.

C. Method/ Technique : STAD

D. Teaching and Learning Activities

No	Teacher’s activities	Students’ activities	Time
I	Setting Induction Greeting the students Prayer together Teacher stimulus the student by asking about narrative text. Giving objective of the learning	Answering the greeting Paying attention Paying attention and giving responses Answering the leading questions	10’
II	Main Activities 1. Form groups of 4-5 students in heterogeneous members (mix according to achievement, gender, ethnicity, etc.).	Students make a group. Each group consist of 4-5 students and they are mixed based on the their achivement, gender and ethnicity	60

	<p>2. Teachers present the lessons.</p> <p>3. Teacher gives a task to the group and it will be answered by members of the group. Members who already understand can explain to other members until all members understand.</p> <p>4. Teacher gives a quiz or question to all students. When answering the quiz should not help each other out.</p>	<p>Student pay attention to the teacher's explanation. It will lead them to the lesson</p> <p>Student will have a task in group. It will be discussed collaboratively.</p> <p>Student will be given some quizzes by the teacher. It is a question that related to the material discussed before. When answering the quiz should not help each other out.</p>	
III	<p>Closing</p> <p>3.1 Conclusion</p> <p>Giving the evaluation and Conclusions.</p>	<p>Make a decision and conclusion about the story</p>	20'

E. Media/Sources

1. Media : Reading text

Sources : (Adapted from

<http://understandingtext.blogspot.com/2008/12/exmple-of-narrative-text- A Hungry Crocodile Kancil and the Lont.html>)

F. Evaluation

Process and Product Evaluation

1. Process evaluation will be conducted during the teaching learning process of reading by applying STAD technique.

Instrument: Observation guide containing some indicators will be

Measured:

- Asking questions
- Answering questions
- Doing exercises

2. Product evaluation will be conducted at the end of the cycle.

- Instrument: Reading comprehension test
- Scoring: objective test form

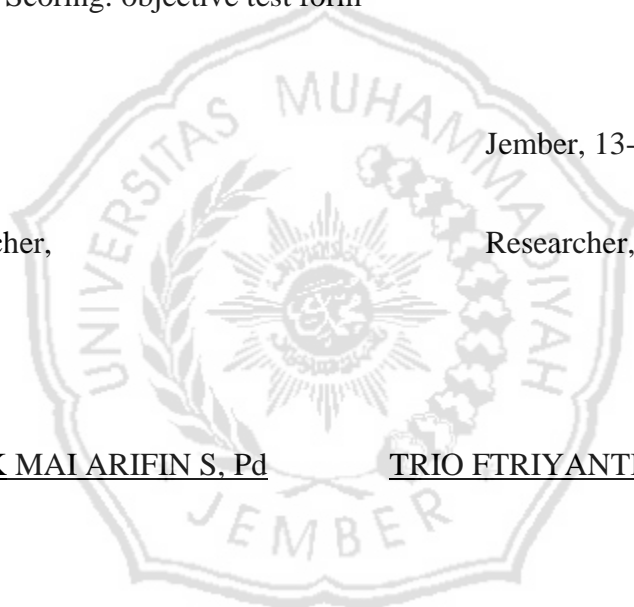
Jember, 13-15th May 2019

Teacher,

Researcher,

HERIK MAI ARIFIN S, Pd

TRIO FTRIYANTI RAHAYU



**READING COMPREHENSION TEST
(CYCLE 1)**

Name :
Class :
Subject : **English**
Grade : **XI/2**
Time allocation : **90 minutes**

Read the following story and then answer question by crossing (a,b,c,or d).

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."

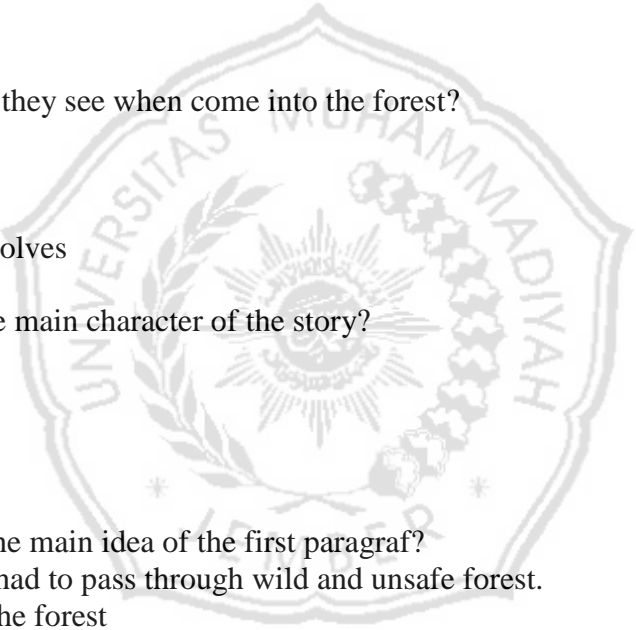
So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "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.

1. What separated between one village to another a long time ago in the New Territories ?
 - a. Another village
 - b. Mountains
 - c. Forests
 - d. Hills ve. Towers and logs

2. Who was Ah Tim ?
 - a. The young woman's brother
 - b. The young woman's son

- c. The young woman's brother and nephew
 - d. The young woman's brother's son
3. 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
 4. 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
 5. 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
 6. 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
 7. " all men in the village fetched thick stick ... " the word " fetched" has a similar meaning to :
 - a. Received
 - b. Caught
 - c. Got
 - d. Hit
 8. 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
 9. The brother let her son go with his aunt as she left home because
 - a. Ah Tim would be a guardian for them wolves
 - b. His aunt wanted him to come long
 - c. Ah Tim was bored to live with his parents
 - d. The baby was too cute to be alone

10. 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 the villagers' relationship
 - To explain how important a relative is
11. Who did go to the next village to visit her own mother and brother?
- Wolve
 - Wowan
 - Stranger
 - farmer's young wife
12. The word "Territories" means ?
- Border of location
 - Mountain
 - Ocean
 - House
13. What did they see when come into the forest?
- Strange
 - Village
 - Ah Tim
 - group of wolves
14. Who is the main character of the story?
- farmers
 - Baby
 - women
 - Ah Tim
15. What is the main idea of the first paragraf?
- they often had to pass through wild and unsafe forest.
 - village in the forest
 - very few people lived in the New Territories.
 - went to another village
- 

LESSON PLAN 2

CYCLE 2

Subject	: English
Grade/Semester	: XI/II
Language Skill	: Reading
Genre	: Narrative text
Time Allocation	: 2 x 45 menit

A. Standard Competence

Comprehending meaning multiple choice in the form of recount and narrative text to interact with the surrounding.

B. Basic Competence

11.2 Respond to the meaning and steps of rhetoric in essays that use a variety of written languages accurately, fluently and acceptable in the context of daily life and to access knowledge in narrative texts, spoof and hortatory exposition

A. Indicators

- a. Identifying the meaning of word of a narrative text
- b. Identifying the meaning of the sentence of a narrative text
- c. Identifying the meaning of the paragraph of a narrative text

B. Materials For meeting I

Narrative text is a text to retell story that happen in the past and the function to entertains the audience.

□ Generic structure :

- Orientation : this part introduces characters and/or sets the

scene (when/where).

- Complication(s) : in this part, the main character is faced to a problem.
- Resolution : this part tells how the problem is resolved, for better or worse

The Lion and The mouse

Once when a lion was asleep, a little mouse began up and down upon him; this soon awoke the lion, who placed his huge paw upon the mouse, and opened his big jaws to swallow him.

“Pardon, O King “cried the little mouse “forgive me this time. I shall never forget it: who knows 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.

On day the lion was caught in a trap. Some hunters who 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 bound the king of the beats. Soon the little mouse had finished growing away the ropes, he asked the lion to run away.

For meeting II

The Magic Box

Once upon a time, there was a poor farmer who lived with his wife. One day, he dug up his field and found a big box. He took it home with him and showed it to his wife. His wife cleaned the box and kept it in their house.

One sunny morning his wife dropped an apple into it. Suddenly the box began fill up with apples. No matter how many the apples were taken out, more apples took their place, So the farmer and his wife decide to sell the apples and in short time they were able to live quite comfortably.

One day, the farmer dropped a gold coin into the box. At once, apples disappeared and the box began to fill itself with coins. Everyday, the farmer and his wife collected hundreds of gold coins from the box. Soon they became very rich.

Having heard that his son had gone rich, the farmer’s grandfather visited the couple. He was not very strong and he could not go out to work anymore. So the farmer asked the old man to help him take the money out of the box. When his grandfather told his son that he was tired and wanted to have arrest, the farmer shouted at him, ” why are you so lazy? Why can’t you work harder?”

The old man didn’t say anything, and continued to work until he fell into the box and suddenly died. At once, the money disappeared and the box began to fill up with dead grandfathers.

The farmer had to pull them out and bury them. To do this, he had to spend all the money he had collected. When he had used up all the money, the box broke and the farmer was just as poor as he was before.

E. Method/ Technique : STAD

C. Teaching and Learning Activities

No	Teacher's activities	Students' activities	Time
I	Setting Induction Greeting the students Prayer together Teacher stimulus the student by asking about narrative text. Giving objective of the learning	Answering the greeting Paying attention Paying attention and giving responses Answering the leading questions	10'
II	Main Activities 1. Form groups of 4-5 students in heterogeneous members (mix according to achievement, gender, ethnicity, etc.). 2. Teachers present the lessons. 3. Teacher gives a task to the group and it will be answered by members of the group. Members who already understand can explain to other members until all members understand.	Students make a group. Each group consist of 4-5 students and they are mixed based on the their achievement, gender and ethnicity Student pay attention to the teacher's explanation. It will lead them to the lesson Student will have a task in group. It will be discussed collaboratively. Student will be given some quizzes by	60

	4. Teacher gives a quiz or question to all students. When answering the quiz should not help each other out.	the teacher. It is a question that related to the material discussed before. When answering the quiz should not help each other out.	
III	Closing 3.1 Conclusion Giving the evaluation and Conclusions.	Make a decision and conclusion about the story	20'

D. Media/Sources

1. Media : Reading text

2. Sources :

(Adapted from <http://http://bossulap.blogspot.com/2010/08/narrative-text-The Magic Box. The Lion and The mouse.html>)

E. Evaluation

Process and Product Evaluation

1. Process evaluation will be conducted during the teaching learning process of reading by applying STAD technique.

Instrument: Observation guide containing some indicators will be measured:

- Asking questions
- Answering questions
- Doing exercises

2. Product evaluation will be conducted at the end of the cycle.

- Instrument: Reading comprehension test
- Scoring: objective test form

Jember, 21-24th May 2019

Teacher,

Researcher,

HERIK MAI ARIFIN S, Pd

TRIO FITRIYANTI RAHAYU



**ANSWER KEY FOR READING COMPREHENSION
IN CYCLE 1**

- | | |
|------|-------|
| 1. C | 9. A |
| 2. B | 10. B |
| 3. A | 11. D |
| 4. B | 12. A |
| 5. B | 13. D |
| 6. A | 14. D |
| 7. C | 15. A |
| 8. C | |



Table of Observation Checklist for Cycle 1

NO	NAME OF STUDENTS	First Meeting			Active	Passive	Second Meeting			Active	Passive
		1	2	3			1	2	3		
1	Ahmad Thurnidzi	√		√	√		√	√	√	√	
2	Ahmad Ulum			√		√		√	√		
3	Alif Alfiansyah	√		√	√				√		√
4	Anton Pratama			√		√		√	√		
5	Fatimah Azahra			√		√	√	√	√	√	
6	Fenita bachiatus S.			√		√			√		√
7	Halimatus Sa'diyah			√		√			√		√
8	Himamul Rosyadi			√		√		√	√	√	
9	Harun Rasyid			√		√			√		√
10	Irah Susanti			√		√			√		√
11	Ivatul Erlina		√	√	√			√	√		
12	Izzatul Amalia			√		√		√	√	√	
13	Kahar Muzakkir			√		√			√		√
14	Kendy Siswanto			√		√			√		√
15	Kholil Ramdhani		√	√	√			√	√	√	

16	Lani aprilia			√		√			√		√
17	Luluk bunga lestari			√		√			√		√
18	Luvita purnama sari			√		√			√		√
19	Maisyurah			√		√			√		√
20	M. Beny Erlangga		√	√	√				√		√
21	M. Choirul Huda		√	√	√				√	√	√
22	M. Siddieq			√		√			√		√
23	M. Toriq			√		√			√		√
24	Nela Anggun Jelita			√		√			√	√	√
25	Rangga Antasari			√		√			√		√
26	Reno Syabiel			√		√			√		√
27	Roffik widianto			√		√			√	√	√
28	Sulaiman		√			√			√		√
29	Toha Habibullah			√		√			√	√	√
30	Ziddan waluyo			√		√			√	√	√

First meeting

Active : $(6/30) \times 100\% = 20\%$

Passive : $(24/30) \times 100\% = 80\%$

Second meeting

Active : $(15/30) \times 100\% = 50\%$

Passive : $(15/30) \times 100\% = 50\%$



ANSWER KEY FOR READING COMPREHENSION

IN CYCLE 2

1. B

9. B

2. A

10. C

3. C

11. A

4. B

12. B

5. D

13. A

6. A

14. B

7. C

15. A

8. B

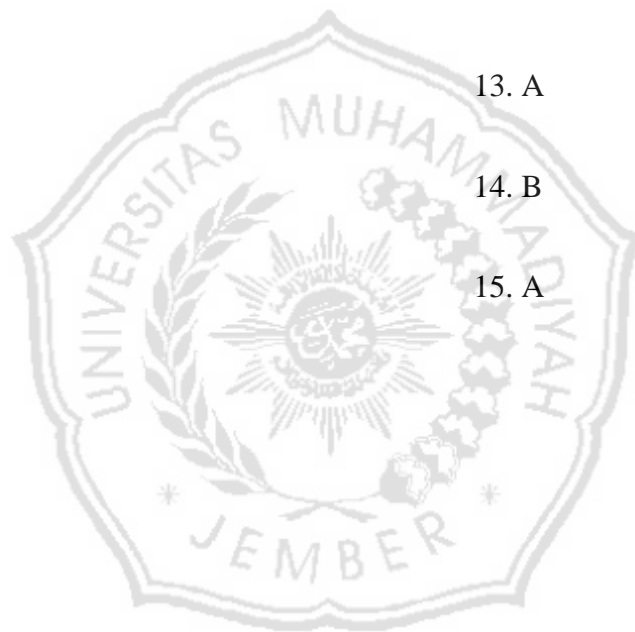


Table of the Students Reading Comprehension Test Scores in Cycle Two

NO	Student's Name	Gender	Reading comprehension Score
1	Ahmad Thurnidzi	M	79
2	Ahmad Ulum	M	90
3	Alif Alfiansyah	M	83
4	Anton Pratama	M	79
5	Fatimah Azahra	F	86
6	Fenita bachiatus S.	F	79
7	Halimatus Sa'diyah	F	78
8	Himamul Rosyadi	M	86
9	Harun Rasyid	M	78
10	Irah Susanti	F	78
11	Ivatul Erlina	F	86
12	Izzatul Amalia	M	80
13	Kahar Muzakkir	M	76
14	Kendy Siswanto	M	78
15	Kholil Ramdhani	F	75
16	Lani aprilia	F	78
17	Luluk bunga lestari	F	85
18	Luvita purnama sari	F	84
19	Maisyurah	F	75
20	M. Beny Erlangga	M	79
21	M. Choirul Huda	M	88
22	M. Siddieq	M	80

23	M. Toriq	M	78
24	Nela Anggun Jelita	F	85
25	Rangga Antasari	F	75
26	Reno Syabiel	F	80
27	Roffik widianto	M	78
28	Sulaiman	F	86
29	Toha Habibullah	F	76
30	Ziddan waluyo	F	80

Note

M: Male

F: Female

The average of students who get score 80

$$\bar{X} = \frac{\sum x}{n}$$

$$2418 : 30 = 80$$

$$(\bar{x} = 80)$$

Table Observation Checklist

No	Name	Indicators				Active	Passive
		1	2	3	4		
1							
2							

Notes :

1. Student pay attention to the lesson
2. Student collaborates in group
3. Students asking and giving opinion
4. Student concludes about the material discussed

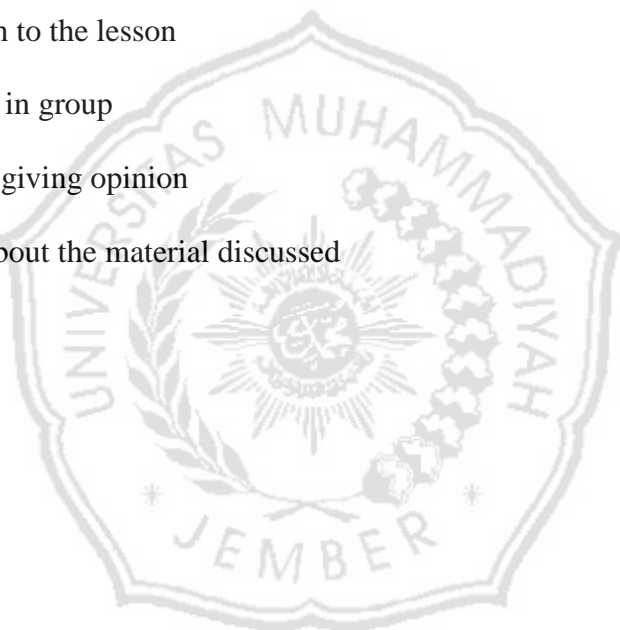


Table of the Students Reading Comprehension Test Scores in Cycle One

NO	Student's Name	Gender	Reading comprehension Score
1	Ahmad Thurnidzi	M	76
2	Ahmad Ulum	M	65
3	Alif Alfiansyah	M	80
4	Anton Pratama	M	71
5	Fatimah Azahra	F	70
6	Fenita bachiatus S.	F	68
7	Halimatus Sa'diyah	F	70
8	Himamul Rosyadi	M	72
9	Harun Rasyid	M	65
10	Irah Susanti	F	66
11	Ivatul Erlina	F	70
12	Izzatul Amalia	M	64
13	Kahar Muzakkir	M	70
14	Kendy Siswanto	M	77
15	Kholil Ramdhani	F	68
16	Lani aprilia	F	67
17	Luluk bunga lestari	F	80
18	Luvita purnama sari	F	70
19	Maisyurah	F	68
20	M. Beny Erlangga	M	72
21	M. Choirul Huda	M	70
22	M. Siddieq	M	65

23	M. Toriq	M	65
24	Nela Anggun Jelita	F	65
25	Rangga Antasari	F	65
26	Reno Syabiel	F	71
27	Roffik widianto	M	63
28	Sulaiman	F	60
29	Toha Habibullah	F	75
30	Ziddan waluyo	F	75

Note:

M: Male

F: Female

The average score of students who get score 80

$$\bar{X} = \frac{\sum x}{n}$$

$$2084 : 30 = 69$$

$$(\bar{x} = 69)$$

Table of Observation Checklist for Cycle 2

NO	NAME OF STUDENTS	first meeting			Active	passive	second meeting			active	passive
		1	2	3			1	2	3		
1	Ahmad Thurnidzi	√	√	√	√		√	√	√	√	
2	Ahmad Ulum		√	√	√			√	√	√	
3	Alif Alfiansyah	√		√	√		√		√	√	
4	Anton Pratama		√	√	√			√	√	√	
5	Fatimah Azahra	√	√	√	√		√		√	√	
6	Fenita bachiatus S.		√	√	√		√	√	√	√	
7	Halimatus Sa'diyah	√		√	√			√	√	√	
8	Himamul Rosyadi			√		√			√		√
9	Harun Rasyid			√		√		√	√	√	
10	Irah Susanti			√		√	√		√	√	
11	Ivatul Erlina		√	√	√			√	√	√	
12	Izzatul Amalia		√	√	√			√	√	√	
13	Kahar Muzakkir		√	√	√		√	√	√	√	
14	Kendy Siswanto		√	√	√				√		√

15	Kholil Ramdhani	√		√	√		√		√	
16	Lani aprilia			√		√			√	√
17	Luluk bunga lestari	√		√	√		√		√	√
18	Luvita purnama sari		√	√	√		√	√	√	√
19	Maisyurah			√		√			√	√
20	M. Beny Erlangga		√	√	√		√	√	√	√
21	M. Choirul Huda	√		√	√			√	√	√
22	M. Siddieq			√		√	√	√	√	√
23	M. Toriq	√		√	√		√	√	√	√
24	Nela Anggun Jelita			√		√	√	√	√	√
25	Rangga Antasari	√	√	√				√	√	√
26	Reno Syabiel		√	√	√		√	√	√	√
27	Roffik widianto	√	√	√	√			√	√	√
28	Sulaiman		√	√	√		√		√	√
29	Toha Habibullah	√	√	√	√			√	√	√
30	Ziddan waluyo		√	√	√			√	√	√

First meeting

Active : $(23/30) \times 100\% = 76.66\%$

Passive : $(7/30) \times 100\% = 23.33\%$

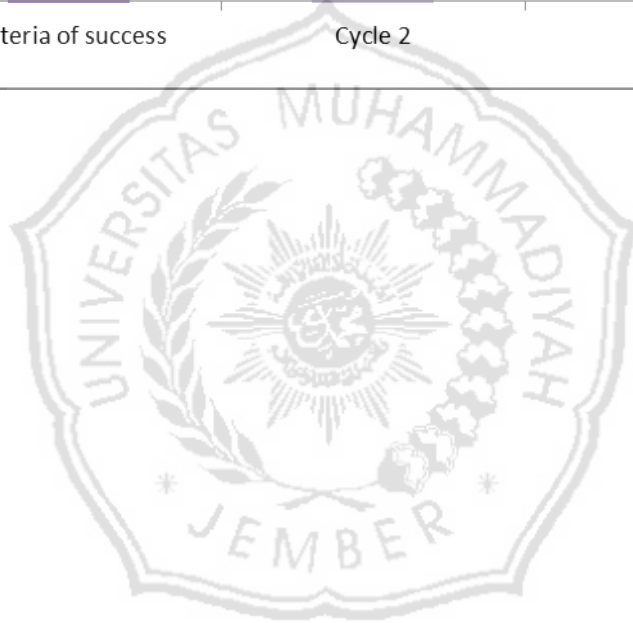
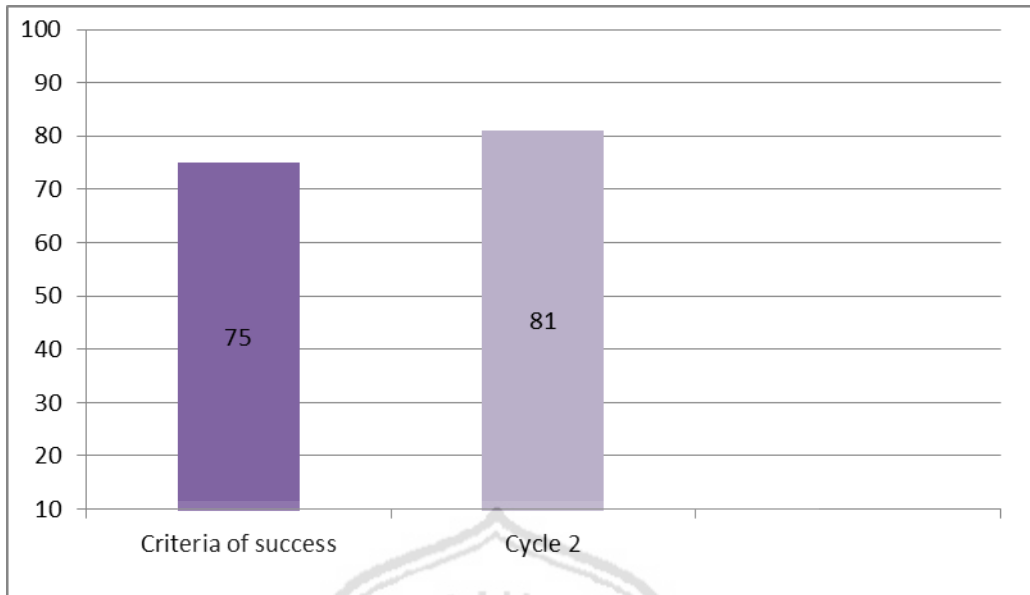
Second meeting

Active : $(26/30) \times 100\% = 86.66\%$

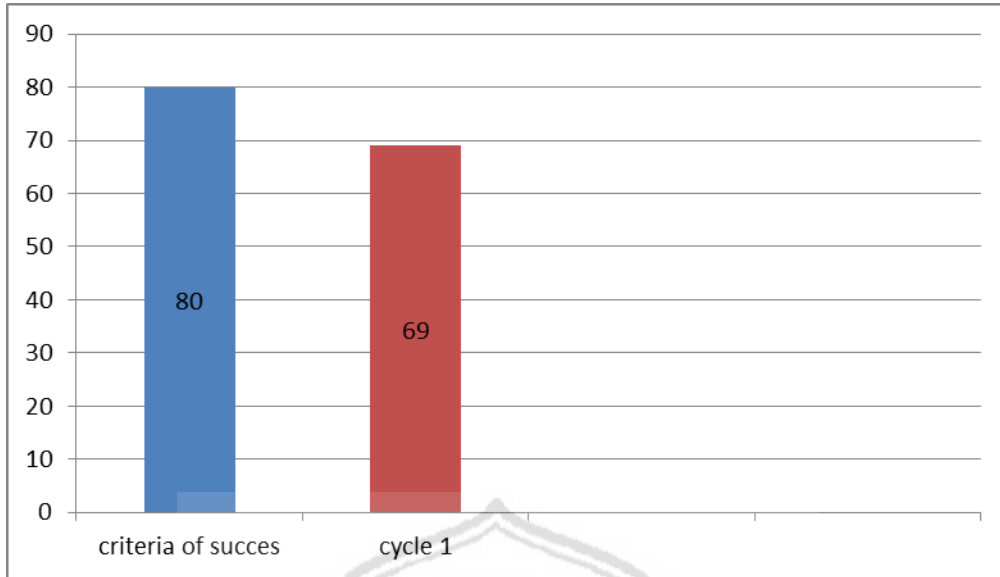
Passive : $(4/30) \times 100\% = 13.33\%$



Table of the Average of Observation Checklist for Cycle 2



**THE AVARAGE SCORE OF READING COMPREHENSION TESTS IN
CYCLE 1 AND 2**



CURRICULUM VITAE

Trio Fitriyanti Rahayu is a daughter of Mr. Djimin and Mrs. Anik Agustin. She was born on March 13th, 1995 in Balung Jember.

She began her study at SDN 06 Balung Lor graduated in 2007, then SMPN 01 Balung graduated in 2010 and SMAN Balung graduated in 2013.

Before continuing her study, she worked at police administration office at Bangsalsari Jember. Together with the rhythm of time, she continued her study in English Department Faculty of Teacher Training and Education Muhammadiyah University of Jember in 2014 and graduated in August 2019.

