

Appendix 1

RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Method	Hypothesis
<p>The use of humorous text to improve students reading comprehension at tenth grade of SMAN Pakusari in the 2017/2018 Academic Year.</p>	<p>1. How can the implementation of humorous text improve student's reading comprehension at tenth grade of SMAN Pakusari in the 2017/2018 Academic Year.</p>	<p><b>1.Independent Variable:</b> Teaching reading using Humorous Text</p> <p><b>2.Dependent Variable:</b> Student's reading comprehension</p>	<p><b>Humorous Text:</b></p> <ul style="list-style-type: none"> <li>- The use of humorous text in the classroom can help to create a more positive learning environment.</li> <li>- Humorous text can help students retain subject matter, especially if the humor reinforces the class material</li> <li>- The use of humorous text may give students a reason to attend class</li> <li>- Humorous text can increase students' comprehension</li> </ul> <p><b>Reading Component</b></p> <ol style="list-style-type: none"> <li>1. Word comprehension</li> <li>2. Sentence comprehension</li> <li>3. Paragraph comprehension</li> </ol>	<p><b>Subject</b> The tenth grade students of SMAN Pakusari in the 2017/2018 Academic year</p> <p><b>Informant</b> The tenth grade English teacher of SMAN Pakusari in the 2017/2018 Academic year</p>	<p><b>1. Instrument of the research</b></p> <ul style="list-style-type: none"> <li>- Test</li> <li>- Observation Checklist</li> </ul> <p><b>2. Reseach Design</b> The Research Design is Classroom Action Research The stage of each cycle are:</p> <ol style="list-style-type: none"> <li>a) Planning</li> <li>b) Action</li> <li>c) Observing</li> <li>d) Reflecting</li> </ol> <p><b>3. Data Analysis Method</b> <math>E = \frac{n}{N} \times 100\%</math></p> <p>Notes:</p> <p>E : The percentage of the students' who get score 75 or more</p> <p>N : The total number of students' who get score <math>\geq 75</math></p> <p>N : The total number of students'</p>	<p>1.The implementation of Humorous Text can improve students' reading comprehension in teaching process at tenth grade of SMAN Pakusari in the 2017/2018 Academic Year by creating fun learning environment.</p>

**Appendix 17****Answer Key of Reading Test Cycle 1**

1.	C	6.	C	11.	A	16.	C
2.	A	7.	A	12.	B	17.	C
3.	B	8.	C	13.	A	18.	C
4.	A	9.	B	14.	A	19.	B
5.	D	10.	D	15.	B	20.	B



**Appendix 21****LESSON PLAN 1****Cycle 2**

School	: SMAN Pakusari
Subject	: English
Kelas / Semester	: X MIPA / 1
Material	: Narrative Text
Time	: 2 x 45 minutes
Academic Year	: 2017/2018

**A. Core Competencies**

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

## B. Basic Competence and Indicator

No.	Basic Competency	Indicator
4.15.	Comprehending the meaning of a short simple text in the form of narrative text.	<ul style="list-style-type: none"> <li>• Students are able to identify the difficult word of the narrative text</li> <li>• Student are able to understand of the humorous text in narrative</li> <li>• Students are able to find the general and specific information from the text</li> </ul>

## C. Learning Material

Narrative Text : Oldtimer

The Purpose : To entertain or amuse the readers or listeners about the story

Generic Structure : Orientation, Complication, Resolution

*Social function:* to get moral value, patriotic and appreciate other culture.

*Procedural:*

- a. Introduction of general description
- b. Introduction of specific description

*Language feature:*

- ✓ Using past tense ( S+V2)
- ✓ Using time conjunctions (then, before, that, when, finally)
- ✓ Using adverb time (once upon a time, one day, etc)
- ✓ Using action verbs (killed, walked, etc)

#### D. Learning Method

Method : Discussion, question and answer, assignment

Model : Discovery learning

#### E. Learning Media

1. Media : Humorous Text “Oldtimer”

2. Tool : LCD and LKS

#### F. Learning Activity

##### Meeting 1 (2x45 minutes)

Step	Learning Model	Time
Beginning Activity	<p><b>Apperception:</b></p> <ul style="list-style-type: none"> <li>- Checking student’s attendance list</li> <li>- Making fun condition in the class</li> <li>- Explaining the material that want to discuss</li> </ul>	10’
Main Activity	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>- The researcher ask to the students about humorous text</li> <li>- The researcher ask to the students difficulties in reading the text</li> <li>- The researcher explain more about humorous text in narrative</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- The researcher ask to the students to read the example text for detail information</li> </ul>	70’

	<p>The researcher gave a clue to make students curious and asking the question about the detail information of the reading text</p> <p><b>Exploring</b></p> <p>The researcher grouping the students, each group consists of 5 until 6 students.</p> <p>The group makes a glossary of words from the text which was difficult for them to understand</p> <p><b>Associating</b></p> <p>Groups of students analyze the text with a focus on main idea, generic structure, detail and specific information</p> <p><b>Communicating</b></p> <p>One of student explain the result of group work in front of the class.</p>	
Closing	<p>Students conclude the result of teaching and learning process</p> <p>The teacher giving feedback</p> <p>The teacher presents a lesson plan for the next meeting.</p>	10'

## G. Evaluation

### Meeting 1

Process evaluation ( done during teaching and learning process)

- a. Instrument : Observation Guide
- b. Indicators :
  1. Student pay attention to the lesson
  2. Student collaborates in group
  3. Students asking and giving opinion
  4. Student doing exercises
- c. The successful criteria : if 70% the students fulfill at least 3 indicators

No	Name	Indicators				Active	Passive
		1	2	3	4		
1							
2							
3							
4							
5							

### Knowledge Assessment

1. Technique : Essay
2. Instrument : Read the following text carefully then answer the questions! (Text will be enclosed)
3. Scoring : Subjective

**Text 1 Cycle 2**

Read the following text carefully!

**Oldtimer**

A long time ago there lived an elderly couple. In their old age noticed that they they were getting a lot more forgetful. One day, they decided to go to the doctor. The doctor told them that they should start writing things down so they don't forget.

They went home and the old lady told to her husband to get her a bowl of ice cream. "You might want to write it down," she said. The husband said "no need, I can remember that you want a bowl of ice cream". Then, she told to her husband she wanted a bowl of ice cream with whipped cream. "Write it down,!" she told him, and again he said, "No..no..I can remember: You want a bowl of ice cream with whipped cream," Then the old lady said she wants a bowl of ice cream with whipped cream and a cherry on top. "Write it down!" she told her husband and again he said, "No, I got it. You want a bowl of ice cream with whipped cream and a cherry on top.

The old man got the ice cream and spent an unusually long time in the kitchen, over 30 minutes. He came out to his wife and hold a plate of eggs and bacon. The old wife saw at the plate for a moment, then looks at her husband and asked, "Where's the toast?"

Discuss the following questions in group!

1. Create a glossary word based on the text above!
2. Mention and explain the generic structure of the text above!
3. Mention the main idea of paragraph 1, 2, 3!
4. In your opinion, where are humorous parts of the text located?
5. What do you think about the story? Is it interesting or not?





## ITEM NUMBER

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Total	Total Score
40	66,6666667
51	85
49	81,6666667
26	43,3333333
19	31,6666667
53	88,3333333
48	80
54	90
22	36,6666667
56	93,3333333
53	88,3333333
39	65
16	26,6666667
49	81,6666667
57	95
25	41,6666667
44	73,3333333
53	88,3333333
41	68,3333333
49	81,6666667
50	83,3333333
49	81,6666667
53	88,3333333
57	95
47	78,3333333
23	38,3333333
25	41,6666667
52	86,6666667
23	38,3333333
51	85
46	76,6666667



## Appendix 8

### STUDENTS' SCORE OF TRY OUT TEST (ODD AND EVEN NUMBER)

No	NAME								
		1	2	3	4	5	6	7	8
1	ACHMAD RISKY PRADANA	1	1	1	1	0	0	0	0
2	ACHMAD ROBBERT ROBBY	1	1	1	1	1	1	1	1
3	AGNES MONICA KROMEN	1	1	1	1	1	1	1	1
4	AHMAD FARUQ HIDAYATULLAH	1	1	1	0	0	1	0	0
5	AHMAD ROFIKI	1	1	0	0	0	0	1	0
6	AKBAR FITRAH MAULANA	1	1	1	1	1	1	1	1
7	ANGELICA SHAFABILA ARSITA	1	1	1	1	1	1	1	0
8	ANINDIAH PUTRI NURHASANAH	1	1	1	1	1	1	1	1
9	ARIF WIJAYANTO	1	1	0	0	0	0	0	0
10	BIMA ANGGARA WIRASATYA	1	1	1	1	1	1	1	1
11	DIANA VEBILIA	1	1	1	1	1	1	1	1
12	DIAZ PRAMANDHITO FERDIANSYAH	1	1	1	0	1	1	1	1
13	DWI ANGGARA PERMANA PUTRA	1	1	0	0	0	1	0	1
14	DWI INTAN WULANDARI	1	1	1	1	0	1	1	1
15	DWIJI KARTIKA SAKAMURTI	1	1	1	0	1	1	1	1
16	EDI ARYADI	1	1	1	1	0	0	1	1
17	ERFINNO RIFQI PAHLEVI	1	1	1	0	0	1	1	1
18	ERLANGGA PUTRA JATMIKO	1	1	1	1	1	1	1	1
19	FIRDA IZZATUL WAHIDAH	1	1	1	1	0	0	1	1
20	HILDA MELINA PUTRI PANGESTU	1	1	1	1	0	1	1	1
21	IMAM AL HABDI	1	1	1	1	0	1	1	1
22	INGGRITA LIANA DESTARI	1	1	1	1	1	1	1	1
23	IWAN CAHYADI	1	1	1	1	1	1	1	1
24	JASMINE CHOIRUN NISA`	1	1	1	0	1	1	1	1
25	LAILATUL HUSNUL HOTIMAH	1	1	1	0	1	1	1	1
26	MOHAMAD BADRI	1	1	0	1	0	0	0	0
27	MUHAMMAD ILHAM ADITYA FATURRAHMAN	1	1	1	1	0	1	0	0
28	MUHAMMAD SYARIF HIDAYATULLAH	1	1	1	1	1	1	1	1
29	RETI KARTIKA SILFANI PUTRI	0	1	0	0	0	0	0	0
30	SERLI NOVITA SARI	1	1	1	1	1	1	1	1
31	SULHAN MIFTAH PRIANDANA	1	1	1	0	1	1	1	1

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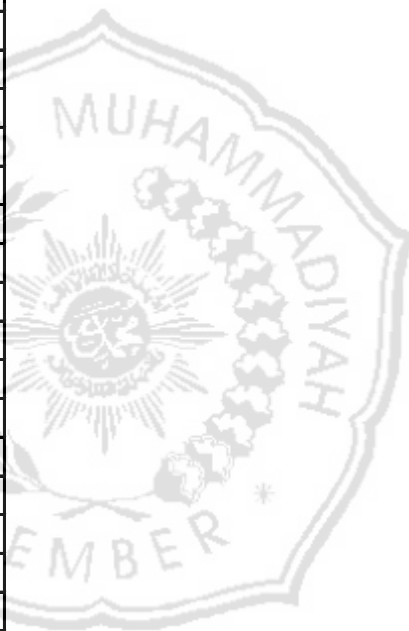
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				Total	X	Y
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## Appendix 9

### STUDENTS' SCORE OF TRY OUT TEST FROM LARGEST TO SMALLEST

No	NAME									
		1	2	3	4	5	6	7	8	9
1	DWIJI KARTIKA SAKAMURTI	1	1	1	0	1	1	1	1	1
2	JASMINE CHOIRUN NISA`	1	1	1	0	1	1	1	1	1
3	BIMA ANGGARA WIRASATYA	1	1	1	1	1	1	1	1	1
4	ANINDIAH PUTRI NURHASANAH	1	1	1	1	1	1	1	1	1
5	AKBAR FITRAH MAULANA	1	1	1	1	1	1	1	1	1
6	DIANA VEBILIA	1	1	1	1	1	1	1	1	1
7	ERLANGGA PUTRA JATMIKO	1	1	1	1	1	1	1	1	1
8	IWAN CAHYADI	1	1	1	1	1	1	1	1	1
9	MUHAMMAD SYARIF HIDAYATULLAH	1	1	1	1	1	1	1	1	1
10	ACHMAD ROBBERT ROBBY	1	1	1	1	1	1	1	1	1
11	SERLI NOVITA SARI	1	1	1	1	1	1	1	1	1
12	IMAM AL HABDI	1	1	1	1	0	1	1	1	1
13	AGNES MONICA KROMEN	1	1	1	1	1	1	1	1	1
14	DWI INTAN WULANDARI	1	1	1	1	0	1	1	1	1
15	HILDA MELINA PUTRI PANGESTU	1	1	1	1	0	1	1	1	1
16	INGGRITA LIANA DESTARI	1	1	1	1	1	1	1	1	0
17	ANGELICA SHAFABILA ARSITA	1	1	1	1	1	1	1	0	1
18	LAILATUL HUSNUL HOTIMAH	1	1	1	0	1	1	1	1	1
19	SULTAN MIFTAH PRIANDANA	1	1	1	0	1	1	1	1	1
20	ERFINNO RIFQI PAHLEVI	1	1	1	0	0	1	1	1	1
21	FIRDA IZZATUL WAHIDAH	1	1	1	1	0	0	1	1	1
22	ACHMAD RISKY PRADANA	1	1	1	1	0	0	0	0	0
23	DIAZ PRAMANDHITO FERDIANSYAH	1	1	1	0	1	1	1	1	1
24	AHMAD FARUQ HIDAYATULLAH	1	1	1	0	0	1	0	0	1
25	EDI ARYADI	1	1	1	1	0	0	1	1	1
26	MUHAMMAD ILHAM ADITYA FATURRAHMAN	1	1	1	1	0	1	0	0	1
27	MOHAMAD BADRI	1	1	0	1	0	0	0	0	1
28	RETI KARTIKA SILFANI PUTRI	0	1	0	0	0	0	0	0	1
29	ARIF WIJAYANTO	1	1	0	0	0	0	0	0	1
30	AHMAD ROFIKI	1	1	0	0	0	0	1	0	1
31	DWI ANGGARA PERMANA PUTRA	1	1	0	0	0	1	0	1	1



ITEM NUMBER																		
29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47
1	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	1	1	1	0	1	1	1	0
1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0
1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0
1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	0
1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	0
1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	0
1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	0
1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	1	1	0
1	1	1	1	1	1	0	1	1	0	0	1	0	0	0	1	1	1	0
1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	1	1	0
1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	1	1
1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1
1	1	1	1	0	1	1	1	1	1	0	0	0	0	1	1	0	1	0
1	1	0	1	1	0	1	1	1	1	0	1	1	0	0	1	1	1	0
1	1	1	1	1	0	1	1	1	0	0	1	0	0	0	1	1	1	0
1	1	0	1	1	0	1	1	1	0	0	1	0	0	0	1	1	1	0
1	0	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1	0
1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	1	1
0	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	0	0	0
0	0	1	1	0	0	0	0	1	0	1	0	1	1	0	0	0	1	0
0	0	0	0	1	0	1	0	1	1	0	0	0	0	0	1	0	0	0
0	1	0	1	1	0	1	1	1	1	0	0	0	0	0	0	0	0	0
1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	1	0	0	0	0	0	0	0	1	1	0	1	0	1	1	1	1	0
0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0
0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	1	0	0
0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	1	0	0	0



## Appendix 10

### ANALYSIS RELIABILITY OF TRY OUT TEST

NO.	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	23	17	529	289	391
2	24	27	576	729	648
3	23	26	529	676	598
4	14	12	196	144	168
5	10	9	100	81	90
6	26	27	676	729	702
7	24	24	576	576	576
8	26	28	676	784	728
9	11	11	121	121	121
10	28	28	784	784	784
11	26	27	676	729	702
12	21	18	441	324	378
13	5	11	25	121	55
14	25	24	625	576	600
15	28	29	784	841	812
16	14	11	196	121	154
17	22	22	484	484	484
18	26	27	676	729	702
19	20	21	400	441	420
20	25	24	625	576	600
21	25	25	625	625	625
22	25	24	625	576	600
23	26	27	676	729	702
24	28	29	784	841	812
25	24	23	576	529	552
26	11	12	121	144	132
27	13	12	169	144	156
28	25	27	625	729	675
29	11	12	121	144	132
30	25	26	625	676	650
31	24	22	576	484	528
$\Sigma$	658	662	15218	15476	15277

## Appendix 12

### UPPER AND LOWER GROUP OF TRY OUT TEST

#### Upper Group

No	NAME								
		1	2	3	4	5	6	7	8
1	D K S	1	1	1	0	1	1	1	1
2	J C N	1	1	1	0	1	1	1	1
3	B A W	1	1	1	1	1	1	1	1
4	A P N	1	1	1	1	1	1	1	1
5	A F M	1	1	1	1	1	1	1	1
6	D V	1	1	1	1	1	1	1	1
7	E P J	1	1	1	1	1	1	1	1
8	I C	1	1	1	1	1	1	1	1
Total		8	8	8	6	8	8	8	8

#### Lower Group

No	NAME								
		1	2	3	4	5	6	7	8
24	A F H	1	1	1	0	0	1	0	0
25	E A	1	1	1	1	0	0	1	1
26	M I A F	1	1	1	1	0	1	0	0
27	M B	1	1	0	1	0	0	0	0
28	R K S P	0	1	0	0	0	0	0	0
29	A W	1	1	0	0	0	0	0	0
30	A R	1	1	0	0	0	0	1	0
31	D A P P	1	1	0	0	0	1	0	1
Total		7	8	3	3	0	3	2	2

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9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	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	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	1	1	1	1	1	0	1	1	1	1	1
8	8	8	8	8	8	8	8	8	8	4	8	8	8	8	8

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9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	1	1	0	1	0	1	1	0	1	0	0	1	1	1	1
1	0	1	0	1	0	1	1	0	1	0	0	0	0	1	1
1	0	1	0	0	0	1	1	1	1	0	1	0	0	0	0
1	0	1	1	0	1	1	1	1	1	0	0	0	0	0	0
1	0	0	1	0	0	1	1	1	0	1	1	0	0	1	1
1	0	1	0	1	1	1	1	1	1	0	1	1	1	0	0
1	1	1	0	0	0	1	1	0	0	0	0	1	0	0	0
1	1	1	0	0	1	1	1	0	0	0	0	0	0	0	0
8	3	7	2	3	3	8	8	4	5	1	3	3	2	3	3

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ITEM TEST

25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	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	1	1	0	1
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	1	0	0
1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0
1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0
1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0
8	3	8	8	8	8	8	8	8	8	8	8	8	7	3	4

ITEM TEST

25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
1	0	0	1	0	0	1	1	0	0	0	0	1	0	1	0
1	1	1	1	0	0	0	0	1	0	1	0	1	1	0	0
1	1	0	0	0	1	0	1	1	0	1	1	1	1	0	0
1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	1	0	0	0	0	0	0	0	1	1	0
1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1
0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0
0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	0
6	4	2	3	1	3	1	2	3	1	3	1	3	4	3	1

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41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56
1	1	0	1	1	1	0	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	1	1	1	1	0	1	1	1	1	1	1	1	1	0
1	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1
0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0
0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0
0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0
0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0
4	8	5	8	8	8	0	8	8	8	8	8	7	8	7	3

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41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56
1	1	0	0	0	1	0	0	1	0	0	1	0	0	1	0
0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0
0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0
0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	0
1	0	1	1	1	1	0	1	0	1	0	0	0	0	0	0
0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	1
0	1	1	0	1	0	0	1	0	1	0	0	1	1	0	1
0	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0
2	2	2	3	2	2	0	2	3	7	2	2	1	3	2	2

---

				Total
57	58	59	60	
1	1	1	1	57
1	1	1	1	57
1	1	1	1	56
1	0	1	1	54
1	1	1	1	53
1	1	1	1	53
1	1	1	1	53
1	1	1	1	53
8	7	8	8	436

				Total
57	58	59	60	
0	1	0	0	28
1	0	0	0	25
1	0	0	0	25
1	1	0	1	23
1	1	0	0	23
1	0	0	0	22
0	0	0	0	19
0	0	0	0	16
5	3	0	1	181

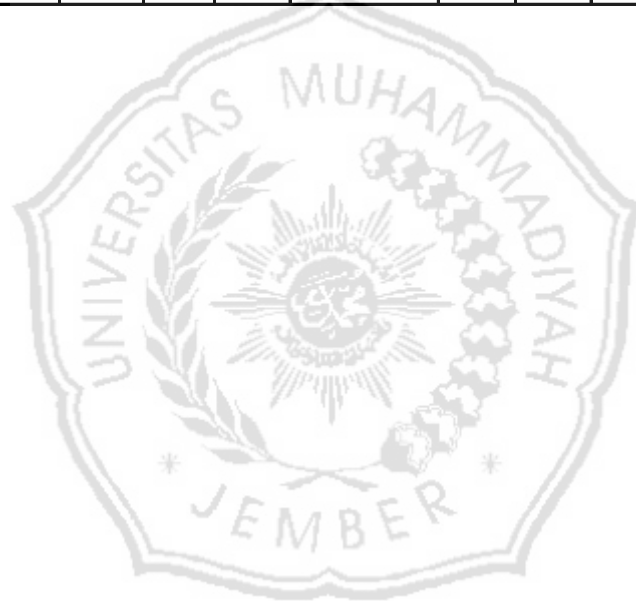


Appendix 13

DL AND DP OF TRY OUT TEST

Number	u	l	U+L	T	DL	conclusion	u-l	1/2t	DP	conclusion	result
1	8	7	15	16	0,94	easy	1	8	0,13	accepted	ommitted
2	8	8	16	16	1	easy	0	8	0	ommitted	ommitted
3	8	3	11	16	0,69	medium	5	8	0,63	accepted	accepted
4	6	3	9	16	0,56	medium	3	8	0,38	accepted	accepted
5	8	0	8	16	0,5	medium	8	8	1	accepted	accepted
6	8	3	11	16	0,69	medium	5	8	0,63	accepted	accepted
7	8	2	10	16	0,63	medium	6	8	0,75	accepted	accepted
8	8	2	10	16	0,63	medium	6	8	0,75	accepted	accepted
9	8	8	16	16	1	easy	0	8	0	ommitted	ommitted
10	8	3	11	16	0,69	medium	5	8	0,63	accepted	accepted
11	8	7	15	16	0,94	easy	1	8	0,13	accepted	ommitted
12	8	2	10	16	0,63	medium	6	8	0,75	accepted	accepted
13	8	3	11	16	0,69	medium	5	8	0,63	accepted	accepted
14	8	3	11	16	0,69	medium	5	8	0,63	accepted	accepted
15	8	8	16	16	1	easy	0	8	0	ommitted	ommitted
16	8	8	16	16	1	easy	0	8	0	ommitted	ommitted
17	8	4	12	16	0,75	easy	4	8	0,5	accepted	ommitted
18	8	5	13	16	0,81	easy	3	8	0,38	accepted	ommitted
19	4	1	5	16	0,31	medium	3	8	0,38	accepted	accepted
20	8	3	11	16	0,69	medium	5	8	0,63	accepted	accepted
21	8	3	11	16	0,69	medium	5	8	0,63	accepted	accepted
22	8	2	10	16	0,63	medium	6	8	0,75	accepted	accepted
23	8	3	11	16	0,69	medium	5	8	0,63	accepted	accepted
24	8	3	11	16	0,69	medium	5	8	0,63	accepted	accepted
25	8	6	14	16	0,88	easy	2	8	0,25	accepted	ommitted
26	3	4	7	16	0,44	medium	-1	8	-0,1	ommitted	ommitted
27	8	2	10	16	0,63	medium	6	8	0,75	accepted	accepted
28	8	3	11	16	0,69	medium	5	8	0,63	accepted	accepted
29	8	1	9	16	0,56	medium	7	8	0,88	accepted	accepted
30	8	3	11	16	0,69	medium	5	8	0,63	accepted	accepted
31	8	1	9	16	0,56	medium	7	8	0,88	accepted	accepted
32	8	2	10	16	0,63	medium	6	8	0,75	accepted	accepted
33	8	3	11	16	0,69	medium	5	8	0,63	accepted	accepted
34	8	1	9	16	0,56	medium	7	8	0,88	accepted	accepted
35	8	3	11	16	0,69	medium	5	8	0,63	accepted	accepted
36	8	1	9	16	0,56	medium	7	8	0,88	accepted	accepted
37	8	3	11	16	0,69	medium	5	8	0,63	accepted	accepted
38	7	4	11	16	0,69	medium	3	8	0,38	accepted	accepted
39	3	3	6	16	0,38	medium	0	8	0	ommitted	ommitted
40	4	1	5	16	0,31	medium	3	8	0,38	accepted	accepted
41	4	2	6	16	0,38	medium	2	8	0,25	accepted	accepted
42	8	2	10	16	0,63	medium	6	8	0,75	accepted	accepted
43	5	2	7	16	0,44	medium	3	8	0,38	accepted	accepted

44	8	3	11	16	0,69	medium	5	8	0,63	accepted	accepted
45	8	2	10	16	0,63	medium	6	8	0,75	accepted	accepted
46	8	2	10	16	0,63	medium	6	8	0,75	accepted	accepted
47	0	0	0	16	0	difficult	0	8	0	ommitted	ommitted
48	8	2	10	16	0,63	medium	6	8	0,75	accepted	accepted
49	8	3	11	16	0,69	medium	5	8	0,63	accepted	accepted
50	8	3	11	16	0,69	medium	5	8	0,63	accepted	accepted
51	8	2	10	16	0,63	medium	6	8	0,75	accepted	accepted
52	8	2	10	16	0,63	medium	6	8	0,75	accepted	accepted
53	7	1	8	16	0,5	medium	6	8	0,75	accepted	accepted
54	8	3	11	16	0,69	medium	5	8	0,63	accepted	accepted
55	7	2	9	16	0,56	medium	5	8	0,63	accepted	accepted
56	3	2	5	16	0,31	medium	1	8	0,13	accepted	accepted
57	8	5	13	16	0,81	easy	3	8	0,38	accepted	ommitted
58	7	3	10	16	0,63	medium	4	8	0,5	accepted	accepted
59	8	0	8	16	0,5	medium	8	8	1	accepted	accepted
60	8	1	9	16	0,56	medium	7	8	0,88	accepted	accepted



## Appendix 5

### TRY OUT TEST

Name :

Time : 90 minutes

Class :

**Read the following text and choose the best answer A,B,C, or D!**

**The following text is for questions 1 to 15**

Mouse deer is a small, fast runner animal. It only eats plants, but a lot of animals want to eat it. To stay alive, a mouse deer must be smart and quick. One day, mouse deer wanted to cross the river. He wanted to eat tasty and juicy fruit, roots, and shoots on the other side. To do this, he must cross the river which was fulfilled with the crocodiles. "I have an idea", mouse whispered to himself. Then mouse deer called out, " Crocodile...!" Crocodile rose from the water. " Hello mouse deer, have you come to be my breakfast ?" he asked.

"Not today, Croc. I have order from the King. He wants me to count all the crocodiles," mouse deer explained. "The king ?" said crocodile, "What I do".

"You crocodiles, must line up from this side of the river to the other side" mouse deer ordered. After that, crocodile got all friends and families. They line up across the river. Mouse deer jumped on crocodile back. "one, " it started to count. He jumped onto the next crocodile. "two," and the next "three"

Mouse deer kept jumping till he jumped off on the other side on the river. "how many are there" called crocodile. "just enough!" said mouse deer. "and all stupid!" finally it went off and found its favourite fruits

*(Source: Modul Bahasa Inggris SMA)*

Questions :

1. What kind of the text is it?
  - a. Narrative text
  - b. Descriptive text
  - c. Procedure text
  - d. Spoof text
2. Where does the story take place?
  - a. In the forest
  - b. In the sea
  - c. In the river
  - d. In the tree
3. The story is about...
  - a. An animal and the king
  - b. A mouse deer and a river
  - c. A mouse deer and the crocodile
  - d. Crocodile and the king
4. Mouse deer counted the number of crocodiles by...
  - a. Stepping on their back
  - b. Running quickly
  - c. Lining up in front of them
  - d. Swimming before them
5. The purpose of the text above is to...
  - a. Entertain
  - b. Report experience
  - c. Record social event
  - d. Raise social issue

6. How can a mouse deer cross the river?
  - a. He asked crocodiles to line up across the river
  - b. He was swimming to the river in other side
  - c. He was running to the river in the other side
  - d. He asked crocodiles to count
7. “ a mouse deer must be smart and quick”. The word “smart” means ....
  - a. Stupid
  - b. Clever
  - c. Stubborn
  - d. Beautiful
8. “Mouse deer jumped on crocodile back”. The underline word is synonymous to....
  - a. Running
  - b. Stepping
  - c. Climbing
  - d. Sleeping
9. Why a mouse deer wanted to cross the river?
  - a. He wanted to live on the other side
  - b. He wanted to invite the crocodile
  - c. He wanted to count the crocodile
  - d. He wanted to eat tasty and juicy fruit, roots, and shoots
10. The learning we get from the story is....
  - a. Being quick is something better than being smart
  - b. Being smart is better than being strong
  - c. Don't believe to anyone
  - d. Don't eat too much fruit
11. “They line up across the river”. The underline words refers to...
  - a. A mouse deer
  - b. An animal
  - c. The crocodiles
  - d. The king
12. “just enough” said mouse deer. “and all stupid” . The underline words refers to...
  - a. Crocodiles were cleverer than mouse deer
  - b. Mouse deer was well educated animal
  - c. The number of crocodiles was enough
  - d. Mouse deer thought that it succeeded to fool crocodiles.
13. What is the characteristic of mouse deer?
  - a. Smart
  - b. Stupid
  - c. Lazy
  - d. Quick
14. What is the characteristic of the crocodile?
  - a. Smart
  - b. Kind
  - c. Lazy
  - d. Foolish

15. Which statement is NOT TRUE according to the text?
- Mouse deer is a small, fast runner animal
  - He wanted to eat tasty and juicy fruit
  - The crocodiles line up across the river
  - The crocodiles eat the mouse deer

**Read the following text and choose the best answer A,B,C, or D!**  
**The following text is for questions 15 to 30**

### **The Ungrateful Lion**

In a dense forest, lived a fierce lion. He was very cruel. One day the lion was caught in a hunter's trap. One by one many animals passed by. "Please helped me!" pleaded the lion. But none of the animals listened to his plea.

After a while, a man happened to come into the forest. He saw the lion. The lion said, "I will die of hunger and suffocation. Please help me out, O! Kind man." The man was thoughtful. "I assure you I will never harm you. Please help me now. The hunter will be anytime now," said the lion.

The man felt sorry for the lion and set the beast free. As soon as the lion was free, he let out a fierce roar. "I have been trapped in the cage for a long time. I am hungry. I will have to eat you," said the lion, looking at the man. "But you promised that you would not harm me," said the man, in a meek tone. "Yes, I said that. But only to convince you to free me. Now, I am terribly hungry," said the lion.

The terrified man thought quickly. He said, "Alright, you can eat me. But let a judge decide if you are right in eating the person who has rescued you."

The lion agreed. He was sure that no animal would speak against him. Just then a jackal came that way and the lion asked the jackal to be the judge. He addressed the lion, "Sir, would you please show me how it all happened?" The lion was only too willing. He entered the cage and closed the cage door. The jackal immediately bolted the cage from outside.

"Now the lion is trapped again. Run away, you foolish man! And never offer help to anyone without thinking," said the jackal. The frightened man ran for his life. And the ungrateful lion was trapped in the cage again. The hunter came and took the lion away to his circus

*(source: <http://www.inspire21.com/stories>)*

Question:

16. What is the title of the text above?
- The lion
  - The lion and the hunter
  - The ungrateful lion
  - The lion and the man
17. Where does the lion live?
- In the dense
  - In the hunters' trap
  - In the forest
  - in a dense forest



18. Who came into the forest?
- A man
  - Many animals
  - A hunter
  - The jackal
19. What is the main idea in paragraph 1?
- The lion lived in the forest
  - The lion need some help
  - The lion was caught in the hunter's trap
  - None of animals helps the lion
20. From the story we know ...
- the lion was kind animal
  - the man was hungry
  - The lion was going to eat the man
  - Them man was going to eat the lion
21. "He saw the lion". The underline word "saw" means....
- Smile
  - See
  - laugh
  - sad
22. "I assure you I will never harm you". The underline word "harm" means....
- Benefit
  - Good
  - injury
  - recovery
23. Why did the lion want to eat the man?
- Because he was hungry
  - Because he was angry
  - Because he was caught in the hunter's trap
  - Because he was need some help
24. Which the following statement is NOT TRUE according to the text?
- The lion lived in the forest
  - The lion was caught in the hunter's trap
  - The man didn't help the lion
  - None of animals helps the lion
25. What did jackal do ?
- He come to the forest
  - He judge the man
  - He ask the lion to show how it all happened
  - He didn't judge the lion
26. "The hunter came and took the lion away to his circus". The underline words refers to..
- The lion
  - The man
  - the jackal
  - the hunter
27. What is the characteristic of the lion?
- Kind
  - Cruel
  - smart
  - intelligent
28. What is the characteristic of the jackal?
- Stubborn
  - Stupid
  - wise
  - humble

29. What is the characteristic of the man?
- |            |           |
|------------|-----------|
| a. Kind    | c. stupid |
| b. Foolish | d. humble |
30. How was the ending of the story above?
- |                                       |
|---------------------------------------|
| a. The lion was free from the cage    |
| b. The lion trapped in the cage again |
| c. The lion ate the man               |
| d. The man trapped in the cage        |

**Read the following text and choose the best answer A,B,C, or D!**  
**The following text is for questions 31 to 45**

### **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. Every day, 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.

*(Source:UN SMA 2011)*

Questions:

31. What kind of the text is it?
- |                   |                     |
|-------------------|---------------------|
| a. Spoof text     | c. Descriptive text |
| b. Narrative text | d. Recount text     |
32. What is the title of the text?
- |                          |                    |
|--------------------------|--------------------|
| a. A farmer and his wife | c. A wonderful box |
| b. A magic box           | d. The poor farmer |

33. Where did the man find the big box?
- a. In his house
  - b. In the river
  - c. In his field
  - d. In the mountain
34. Where does the story take place?
- a. In the field
  - b. In the house
  - c. In the big box
  - d. In the magic box
35. What is the characteristic of the farmer?
- a. Greedy
  - b. Generous
  - c. Kind
  - d. Humorous
36. What is the characteristic of the grandfather?
- a. Mean
  - b. Patient
  - c. Humorous
  - d. Greedy
37. "One sunny morning his wife dropped an apple into it". The underline word refers to...
- a. Apples
  - b. The man
  - c. A big box
  - d. A coin
38. The complication started when .....
- a. The farmer dug up a big box in his field, took it home, and showed it to his wife.
  - b. His wife dropped an apple into a big box and suddenly the box filled up with apples.
  - c. the farmer and his wife sold the apples were able to live quite comfortably
  - d. the farmer dropped a gold coin into the box
39. The main idea of paragraph 2 is that .....
- a. The farmer and his wife had a magic box
  - b. The farmer became rich because of the box
  - c. The farmer dropped a coin into the box to have a lot of money
  - d. the apples disappeared accidentally because of the farmer's fool
40. Which statement is TRUE according to the story?
- a. His wife cleaned and kept the box for her.
  - b. The box was full of valuable things when it was found
  - c. The farmer had to pull dead grandfathers out and bury them
  - d. The poor farmer was finally killed by his grandfather
41. Why did the grandfather visit the couple?
- a. Because he wanted to meet his son
  - b. Because he was not very strong
  - c. Because he could not to work anymore
  - d. Because he wasn't very strong and couldn't to work anymore



47. The passage mainly tells about ....
- a. Beggar
  - b. a stolen purse
  - c. an honest beggar
  - d. a beggar and a merchant
48. A beggar is ....
- a. a person asked for money for living
  - b. a person sold something for living
  - c. a man stole the purse
  - d. a place sold the purse
49. How much gold is there in the leather purse?
- a. 200 pieces gold
  - b. 100 pieces gold
  - c. 300 pieces gold
  - d. 150 pieces gold
50. What is the characteristic of the merchant?
- a. Deceitful
  - b. Honest
  - c. Clever
  - d. Smart
51. What is the characteristic of the beggar?
- a. Honest
  - b. Clever
  - c. Smart
  - d. Stupid
52. What is the characteristic of the court?
- a. Mean
  - b. Deceitful
  - c. Greedy
  - d. Wise
53. Which paragraph told that the merchant was deceiving?
- a. Paragraph 1
  - b. Paragraph 2
  - c. Paragraph 3
  - d. Paragraph 4
54. Why did the beggar return the purse to the merchant? Because he ....
- a. had counted the 100 pieces of gold
  - b. heard the merchant saying
  - c. wanted to get the reward
  - d. was an honest man
55. Which of the following statement is true?
- a. The beggar got 100 pieces of gold.
  - b. The merchant admitted losing 100 pieces of gold.
  - c. The beggar wanted to hide the purse in the marketplace.
  - d. The court couldn't solve the problem between the beggar and the merchant.
56. Therefore, it couldn't be the one you lost. (par.6). The underlined word refers to ....
- a. the court
  - b. the purse
  - c. the beggar
  - d. the merchant
57. ... he discovered that it contained 100 pieces of gold. (par.1) The underlined word means ....
- a. Funded
  - b. Found
  - c. Fixed
  - d. Took

58. “You’ve already stolen more than the reward”. (par 2) The underlined word means....
- a. Found
  - b. Discovered
  - c. Thieved
  - d. Funded
59. From the text, we know that ....
- a. the beggar was very greedy
  - b. the purse belonged to the merchant
  - c. the merchant was a very good person
  - d. the court could solve the problem wisely
60. What is the moral value of the passage?
- a. Don’t beg to a mean person.
  - b. Deceiving makes more benefits.
  - c. Honesty brings more advantages.
  - d. Being a beggar is valuable for living.



**Appendix 6****Answer keys of tryout**

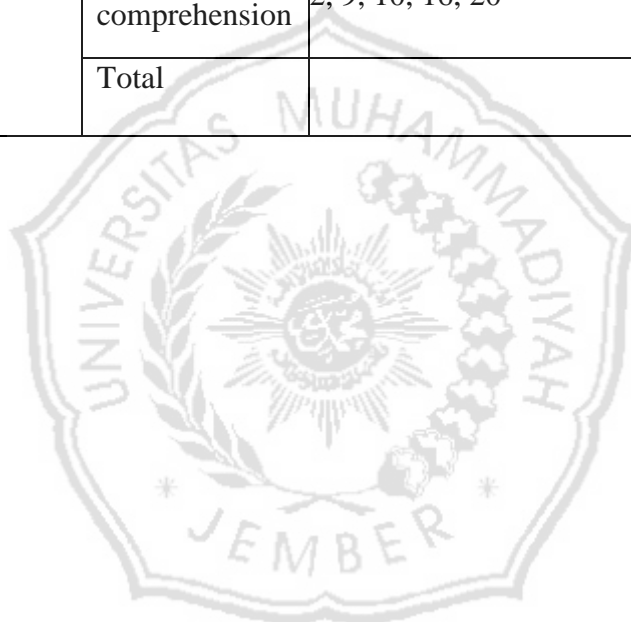
1.	A	11.	C	21.	B	31.	B	41.	D	51.	A
2.	C	12.	D	22.	C	32.	B	42.	A	52.	D
3.	C	13.	A	23.	A	33.	C	43.	D	53.	B
4.	A	14.	D	24.	C	34.	B	44.	D	54.	C
5.	A	15.	D	25.	C	35.	A	45.	D	55.	A
6.	A	16.	C	26.	D	36.	B	46.	B	56.	B
7.	B	17.	D	27.	B	37.	C	47.	D	57.	B
8.	B	18.	A	28.	C	38.	B	48.	A	58.	C
9.	D	19.	C	29.	A	39.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



## Appendix 18

### The Reading Test Item Table Cycle 1

<b>Basic Competence</b>	<b>Kinds of Comprehension</b>	<b>Item Number</b>	<b>Total Item</b>
Comprehending the meaning of a short simple text in the form of narrative text.	Word comprehension	3, 17,	2
	Sentence comprehension	1,4,5,6, 7,8, 11, 12, 13,14,15, 18, 19	13
	Paragraph comprehension	2, 9, 10, 16, 20	5
	Total		20





## Appendix 20

## OBSERVATION CHECKLIST CYCLE 1

## FIRST MEETING

NO	NAMA SISWA	FIRTS MEETING				ACTIVE	PASSIVE
		1	2	3	4		
1	Achmad Rizal Ramdani	√	-	-	√	-	Passive
2	Adinda Thalia Salsabila	√	√	-	√	Active	-
3	Ahmad Nabril Assalam	-	-	-	√	-	Passive
4	Ahmad Rizal Nanda Ramadhan Za	√	-	-	√	-	Passive
5	Ardian Margi Utama	√	-	-	-	-	Passive
6	Ayu Fatimatus Zahra	√	√	-	√	Active	-
7	Cici Anggelina Putri	√	-	-	√	-	Passive
8	Daffa' Vival Athallah	-	√	-	-	-	Passive
9	David Febriansyah	-	√	-	√	-	Passive
10	Deni Ponco Abdi Prasetyo	-	√	-	√	-	Passive
11	Dicky Pratama Nugraha	-	-	-	√	-	Passive
12	Dwi Alfiatin Aprilia	√	-	-	√	-	Passive
13	Fian Hadi Riski	-	√	-	-	-	Passive
14	Fitriatur Rohmania	√	-	-	-	-	Passive
15	Hidayatul Hasanah Riskiyanti	√	-	-	√	-	Passive
16	Intan Ayu Permatasari	√	√	√	√	Active	-
17	Intan Renzi Yuliantin	√	√	√	√	Active	-
18	Irvan Firman Al Farizi	√	-	-	√	-	Passive
19	Ismi Balza Azizatul Hasanah	√	-	-	√	-	Passive
20	M. Irham Naufali Rizki	-	-	-	√	-	Passive

21	Meidivva Naraya Sabrina	√	√	-	√	Active	-
22	Mohammad Alvin Hasan	-	√	-	√	-	Passive
23	Muhammad Iqbal Alamsyah	-	-	-	√	-	Passive
24	Nurul Affida Wulandari	√	-	-	√	-	Passive
25	Puput Ari Yanti	√	-	√	-	-	Passive
26	Putri Nabila Vidayanti	√	√	√	√	Active	-
27	Rahmawati Catur Agustini	√	√	√	√	Active	-
28	Roni Saputra	-	√	-	-	-	Passive
29	Sandi Yudha Hidayat	√	-	-	√	-	Passive
30	Shebillah Putri Anasta	√	√	√	√	Active	-
31	Sherly Neva Rivella	√	√	√	√	Active	-
32	Siti Fatimatus Zahro	√	-	-	√	-	Passive
33	Sugandi Alif Fadliansyah	-	-	√	√	-	Passive
34	Sulhan M. H. Riski A.	√	-	-	√	-	Passive
35	Vadori Lutfian	-	√	-	-	-	Passive
36	Yoga Tri Fernanda	-	√	-	√	-	Passive

## OBSERVATION CHECKLIST CYCLE 1

## SECOND MEETING

NO	NAMA SISWA	FIRTS MEETING				ACTIVE	PASIVE
		1	2	3	4		
1	Achmad Rizal Ramdani	√	-	-	√	Active	-
2	Adinda Thalia Salsabila	√	√	-	√	-	Passive
3	Ahmad Nabril Assalam	-	-	-	√	-	Passive
4	Ahmad Rizal Nanda Ramadhan Za	√	√	-	√	Active	-
5	Ardian Margi Utama	√	-	-	-	-	Passive
6	Ayu Fatimatus Zahra	√	√	-	√	Active	-
7	Cici Anggelina Putri	√	√	-	√	Active	-
8	Daffa' Vival Athallah	-	√	-	-	-	Passive
9	David Febriansyah	-	√	-	√	-	Passive
10	Deni Ponco Abdi Prasetyo	-	√	-	√	-	Passive
11	Dicky Pratama Nugraha	-	-	-	√	-	Passive
12	Dwi Alfiatin Aprilia	√	-	√	√	Active	-
13	Fian Hadi Riski	-	√	-	-	-	Passive
14	Fitriatur Rohmania	√	-	-	-	-	Passive
15	Hidayatul Hasanah Riskiyanti	√	√	-	√	Active	-
16	Intan Ayu Permatasari	√	√	√	√	Active	-
17	Intan Renzi Yuliantin	√	√	√	√	Active	-
18	Irvan Firman Al Farizi	√	-	-	√	-	Passive
19	Ismi Balza Azizatul Hasanah	√	√	-	√	Active	-
20	M. Irham Naufali Rizki	-	-	-	√	-	Passive
21	Meidivva Naraya Sabrina	√	√	-	√	Active	-

22	Mohammad Alvin Hasan	-	√	-	√	-	Passive
23	Muhammad Iqbal Alamsyah	-	-	-	√	-	Passive
24	Nurul Affida Wulandari	√	√	√	√	Active	-
25	Puput Ari Yanti	√	-	√	√	Active	-
26	Putri Nabila Vidayanti	√	√	√	√	Active	-
27	Rahmawati Catur Agustini	√	√	√	√	Active	-
28	Roni Saputra	-	√	-	-	-	Passive
29	Sandi Yudha Hidayat	√	-	-	√	-	Passive
30	Shebillah Putri Anasta	√	√	√	√	Active	-
31	Sherly Neva Rivella	√	√	√	√	Active	-
32	Siti Fatimatus Zahro	√	√	-	√	Active	-
33	Sugandi Alif Fadliansyah	-	√	√	√	Active	-
34	Sulhan M. H. Riski A.	√	√	-	√	Active	-
35	Vadori Lutfian	-	√	-	-	-	Passive
36	Yoga Tri Fernanda	-	√	-	√	-	Passive

**THE RESULT OF OBSERVATION CHECKLIST CYCLE 1**

Cycle 1	First meeting	Second meeting	Mean
Active	$(9/36) \times 100\% = 25\%$	$(19/36) \times 100\% = 52,77\%$	38,88%
Passive	$(27/36) \times 100\% = 75\%$	$(17/36) \times 100\% = 47,22\%$	61,11%



## Appendix 16

## READING TEST CYCLE 1

Name :

Time : 90 minutes

Class :

**Read the text below carefully and choose the answer between A , B, C, or D.**

**The following text is for questions 1 to 5**

Mouse deer is a small, fast runner animal. It only eats plants, but a lot of animals want to eat it. To stay alive, a mouse deer must be smart and quick. One day, mouse deer wanted to cross the river. He wanted to eat tasty and juicy fruit, roots, and shoots on the other side. To do this, he must cross the river which was fulfilled with the crocodiles. "I have an idea", mouse whispered to himself. Then mouse deer called out, " Crocodile...!" Crocodile rose from the water. " Hello mouse deer, have you come to be my breakfast ?" he asked.

"Not today, Croc. I have order from the King. He wants me to count all the crocodiles," mouse deer explained. "The king ?" said crocodile, "What I do".

"You crocodiles, must line up from this side of the river to the other side" mouse deer ordered. After that, crocodile got all friends and families. They line up across the river. Mouse deer jumped on crocodile back. "one, " it started to count. He jumped onto the next crocodile. "two," and the next "three"

Mouse deer kept jumping till he jumped off on the other side on the river. "how many are there" called crocodile. "just enough!" said mouse deer. "and all stupid!" finally it went off and found its favourite fruits

(Source: Modul Bahasa Inggris SMA)

1. The story is about...
  - a. An animal and the king
  - b. A mouse deer and a river
  - c. A mouse deer and the crocodile
  - d. Crocodile and the king
2. The purpose of the text above is to...
  - a. Entertain
  - b. Report experience
  - c. Record social event
  - d. Raise social issue
3. "Mouse deer jumped on crocodile back". The underline word is synonymous to...
  - a. Running
  - b. Stepping
  - c. Climbing
  - d. Sleeping
4. How can a mouse deer across the river?
  - a. He asked crocodiles to line up across the river
  - b. He was swimming to the river in other side
  - c. He was running to the river in the other side
  - d. He asked crocodiles to count
5. "just enough" said mouse deer. "and all stupid" . The underline words refers to...
  - a. Crocodiles were cleverer than mouse deer
  - b. Mouse dee was well educated animal
  - c. The number of crocodiles was enough
  - d. Mouse deer thought that it succeeded to fool crocodiles.

**Read the text and answer questions 6 to 10**

**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. Every day, 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.

*(Source:UN SMA 2011)*

6. Where did the man find the big box?
  - a. In his house
  - b. In the river
  - c. In his field
  - d. In the mountain
7. What is the characteristic of the farmer?
  - a. Greedy
  - b. Generous
  - c. Kind
  - d. Humorous
8. "One sunny morning his wife dropped an apple into it". The underline word refers to...
  - a. Apples
  - b. The man
  - c. A big box
  - d. A coin
9. The complication started when .....
  - a. The farmer dug up a big box in his field, took it home, and showed it to his wife.
  - b. His wife dropped an apple into a big box and suddenly the box filled up with apples.
  - c. the farmer and his wife sold the apples were able to live quite comfortably
  - d. the farmer dropped a gold coin into the box
10. From the text we learn that...
  - a. Being honest is not always wise
  - b. All that glitters is not good
  - c. It is good to be honest in life
  - d. We must respect our parents

**Read the text and answer questions 11 to 15**

**Beggar**

A beggar found a leather purse that someone had dropped in the marketplace. Opening it, he discovered that it contained 100 pieces of gold. Then he heard a merchant shout, "A reward! A reward to the one who finds my leather purse!"

Being an honest man, the beggar came forward and handed the purse to the merchant saying, "Here is your purse. May I have the reward now?"

"Reward?" scoffed the merchant, greedily counting his gold. "Why the purse I dropped had 200 pieces of gold in it. You've already stolen more than the reward! Go away or I'll tell the police."

"I'm an honest man," said the beggar defiantly. "Let us take this matter to the court." In court, the judge patiently listened to both sides of the story and said, "I believe you both. Justice is possible! Merchant, you stated that the purse you lost contained 200 pieces of gold. Well, that's a considerable cost. But, the purse this beggar found had only 100 pieces of gold. Therefore, it couldn't be the one you lost." And, with that, the judge gave the purse and all the gold to the beggar.

(source: [www.storyarts.org/library/nutshell/stories/purse.html](http://www.storyarts.org/library/nutshell/stories/purse.html))

11. A beggar is ....
  - a. a person asked for money for living
  - b. a person sold something for living
  - c. a man stole the purse
  - d. a place sold the purse
12. How much gold is there in the leather purse?
  - a. 200 pieces gold
  - b. 100 pieces gold
  - c. 300 pieces gold
  - d. 150 pieces gold
13. What is the characteristic of the merchant?
  - a. Deceitful
  - b. Honest
  - c. Clever
  - d. Smart
14. Which of the following statement is true?
  - a. The beggar got 100 pieces of gold.
  - b. The merchant admitted losing 100 pieces of gold.
  - c. The beggar wanted to hide the purse in the marketplace.
  - d. The court couldn't solve the problem between the beggar and the merchant.
15. Therefore, it couldn't be the one you lost. (par.6). The underlined word refers to ....
  - a. the court
  - b. the purse
  - c. the beggar
  - d. the merchant

**Read the text and answer questions 15 to 20**

**The Ungrateful Lion**

In a dense forest, lived a fierce lion. He was very cruel. One day the lion was caught in a hunter's trap. One by one many animals passed by. "Please helped me!" pleaded the lion. But none of the animals listened to his plea.



After a while, a man happened to come into the forest. He saw the lion. The lion said, "I will die of hunger and suffocation. Please help me out, O! Kind man." The man was thoughtful. "I assure you I will never harm you. Please help me now. The hunter will be anytime now," said the lion.

The man felt sorry for the lion and set the beast free. As soon as the lion was free, he let out a fierce roar. "I have been trapped in the cage for a long time. I am hungry. I will have to eat you," said the lion, looking at the man. "But you promised that you would not harm me," said the man, in a meek tone. "Yes, I said that. But only to convince you to free me. Now, I am terribly hungry," said the lion.

The terrified man thought quickly. He said, "Alright, you can eat me. But let a judge decide if you are right in eating the person who has rescued you."

The lion agreed. He was sure that no animal would speak against him. Just then a jackal came that way and the lion asked the jackal to be the judge. He addressed the lion, "Sir, would you please show me how it all happened?" The lion was only too willing. He entered the cage and closed the cage door. The jackal immediately bolted the cage from outside.

"Now the lion is trapped again. Run away, you foolish man! And never offer help to anyone without thinking," said the jackal. The frightened man ran for his life. And the ungrateful lion was trapped in the cage again. The hunter came and took the lion away to his circus

(source:<http://www.inspire21.com/stories>)

16. What is the main idea in paragraph 1?
  - a. The lion lived in the forest
  - b. The lion need some help
  - c. The lion was caught in the hunter's trap
  - d. None of animals helps the lion
17. "I assure you I will never harm you". The underline word "harm" means....
  - a. Benefit
  - b. Good
  - c. injury
  - d. recovery
18. Which the following statement is NOT TRUE according to the text?
  - a. The lion lived in the forest
  - b. The lion was caught in the hunter's trap
  - c. The man didn't help the lion
  - d. None of animals helps the lion
19. What is the characteristic of the lion?
  - a. Kind
  - b. Cruel
  - c. smart
  - d. intelligent
20. How was the ending of the story above?
  - a. The lion was free from the cage
  - b. The lion trapped in the cage again
  - c. The lion ate the man
  - d. The man trapped in the cage

**Appendix 22****LESSON PLAN 2****Cycle 2**

School	: SMAN Pakusari
Subject	: English
Kelas / Semester	: X MIPA / 1
Material	: Narrative Text
Time	: 2 x 45 minutes
Academic Year	: 2017/2018

**A. Core Competencies**

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

## B. Basic Competence and Indicator

No.	Basic Competency	Indicator
4.15.	Comprehending the meaning of a short simple text in the form of narrative text.	<ul style="list-style-type: none"> <li>• Students are able to identify the difficult word of the narrative text</li> <li>• Student are able to understand of the humorous text in narrative</li> <li>• Students are able to find the general and specific information from the text</li> </ul>

## C. Learning Material

Narrative Text : Dedi's Heroic Actions

The Purpose : To entertain or amuse the readers or listeners about the story

Generic Structure : Orientation, Complication, Resolution

*Social function:* to get moral value, patriotic and appreciate other culture.

*Procedural:*

- a. Introduction of general description
- b. Introduction of specific description

*Language feature:*

- ✓ Using past tense ( S+V2)
- ✓ Using time conjunctions (then, before, that, when, finally)
- ✓ Using adverb time (once upon a time, one day, etc)
- ✓ Using action verbs (killed, walked, etc)

#### D. Learning Method

Method : Discussion, question and answer, assignment

Model : Discovery learning

#### E. Learning Media

1. Media : Humorous Text

2. Tool : LCD and LKS

#### F. Learning Activity

##### Meeting 1 (2x45 minutes)

Step	Learning Model	Time
Beginning Activity	<p><b>Apperception:</b></p> <ul style="list-style-type: none"> <li>- Checking student's attendance list</li> <li>- Making fun condition in the class</li> <li>- Explaining the material that want to discuss</li> </ul>	10'
Main Activity	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>- The researcher gave a review about the previous material</li> <li>- The researcher explain in detail about humorous text in narrative and give them the text for more information.</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- The students asking and giving their opinion about humorous text</li> </ul>	70'

	<p><b>Exploring</b></p> <ul style="list-style-type: none"> <li>- The researcher grouping the students, each group consists of 5 until 6 students.</li> <li>- The group makes a glossary of words from the text which was difficult for them to understand</li> <li>- Students practice to find the main idea, details, specific information and humorous part in the text</li> </ul> <p><b>Associating</b></p> <ul style="list-style-type: none"> <li>- Students analyze the humorous text with a focus on the social function, structure, and linguistic elements</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>- The volunteer of each group should read aloud the result of group work to attract everyone's attention</li> </ul>	
Closing	<ul style="list-style-type: none"> <li>- Students conclude the result of teaching and learning process</li> <li>- The researcher giving feedback</li> <li>- The researcher giving motivation to the students'</li> </ul>	10'

## G. Evaluation

### Meeting 1

Process evaluation ( done during teaching and learning process)

- a. Instrument : Observation Guide

b. Indicators :

1. Student pay attention to the lesson
2. Student collaborates in group
3. Students asking and giving opinion
4. Student doing exercises

c. The successful criteria : if 70% the students fulfill at least 3 indicators

No	Name	Indicators				Active	Passive
		1	2	3	4		
1							
2							
3							
4							
5							

### Knowledge Assessment

1. Technique : Essay
2. Instrument : Read the following text carefully then answer the questions! (Text will be enclosed)
3. Scoring : Subjective

**Text 2 Cycle 2.**

Read the following text carefully!

**Dedi's Heroic Actions**

One day in a mental hospital. There were two patients named Didi and Dedi. They both were playing the water in a swimming pool of mental hospital. Suddenly, Didi who could not swim drowned and sank into the pool. Dedi who saw the incident immediately swam to save him.

The head of mental hospital heard about the heroic actions that have been done by Dedi to save Didi. The head of mental hospital called Dedi to see him at the office. "You are very brave Dedi and I think you have recovered from your illness and return to normal" he said. Dedi just nodded her head. "But there is bad news, I have to tell you that your friends you have saved was died. He hanged himself in the backyard" The head of mental hospital added.

"He should thank to me because I was the man who hung him in the backyard so that he became dry. Because he was wet from falling out of the pool" said Dedi. The head of mental hospital shocked and fainted after hearing Dedi's answer.

Discuss the following questions in group!

1. Create a glossary word based on the text above!
2. Mention the main idea of paragraph 1, 2, 3!
3. In your opinion, where are humorous parts of the text located?
4. What do you think about the story? Is it interesting or not?
5. Retell the story using your own word!

**Appendix 15****LESSON PLAN 2****Cycle 1**

School	: SMAN Pakusari
Subject	: English
Kelas / Semester	: X MIPA / 1
Material	: Narrative Text
Time	: 2 x 45 minutes
Academic Year	: 2017/2018

**A. Core Competencies**

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan



## B. Basic Competence and Indicator

No.	Basic Competency	Indicator
4.15.	Comprehending the meaning of a short simple text in the form of narrative text.	<ul style="list-style-type: none"> <li>• Students are able to identify the difficult word of the narrative text</li> <li>• Student are able to understand of the humorous text in narrative</li> <li>• Students are able to find the general and specific information from the text</li> </ul>

## C. Learning Material

Narrative Text : The Smartest Parrot

The Purpose : To entertain or amuse the readers or listeners about the story

Generic Structure : Orientation, Complication, Resolution

*Social function:* to get moral value, patriotic and appreciate other culture.

*Procedural:*

- a. Introduction of general description
- b. Introduction of specific description

*Language feature:*

- ✓ Using past tense ( S+V2)
- ✓ Using time conjunctions (then, before, that, when, finally)
- ✓ Using adverb time (once upon a time, one day, etc)
- ✓ Using action verbs (killed, walked, etc)

#### D. Learning Method

Method : Discussion, question and answer, assignment

Model : Discovery learning

#### E. Learning Media

1. Media : Humorous Text “The Smartest Parrot”

2. Tool : LCD and LKS

#### F. Learning Activity

##### Meeting 1 (2x45 minutes)

Step	Learning Model	Time
Beginning Activity	<p><b>Apperception:</b></p> <ul style="list-style-type: none"> <li>- Checking student’s attendance list</li> <li>- Making fun condition in the class</li> <li>- Explaining the material that want to discuss</li> <li>- Asking question related to the material about humorous text</li> </ul>	10’
Main Activity	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>- Teacher explain in detail about humorous text</li> <li>- Student read the text by themselves</li> <li>- Students learn to identify the main idea, details and specific information from the text</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- With the teacher’s guidance, students identify the characteristic of humorous text</li> </ul>	70’

	<p>- Students asking the difference between humorous text and narrative text</p> <p>- With the teacher's guidance, students ask the detail information of humorous text in narrative text</p> <p><b>Exploring</b></p> <p>- Teacher give reading session in a group at least 20 minutes.</p> <p>- Students practice to find the main idea, details, specific information and humorous part in the text</p> <p><b>Associating</b></p> <p>- Groups of students analyze the humorous text with a focus on the social function, structure, and linguistic elements.</p> <p><b>Communicating</b></p> <p>- the volunteer of each group should read aloud to attract everyone's attention</p> <p>- other students could ask the volunteer any question they had about the text</p> <p>- students make a glossary of words which were thought may be difficult for them to understand</p>	
Closing	<p>- Students conclude the result of teaching and learning process</p> <p>- The teacher giving feedback</p> <p>- The teacher presents a lesson plan for the next meeting.</p>	10'

## G. Evaluation

### Meeting 1

Process evaluation ( done during teaching and learning process)

- a. Instrument : Observation Guide
- b. Indicators :
  1. Student pay attention to the lesson
  2. Student collaborates in group
  3. Students asking and giving opinion
  4. Student doing exercises
- c. The successful criteria : if 70% the students fulfill at least 3 indicators

No	Name	Indicators				Active	Passive
		1	2	3	4		
1							
2							
3							
4							
5							

### Knowledge Assessment

1. Technique : Essay
2. Instrument : Discuss the following questions in group!  
(Text will be enclosed)
3. Scoring : Subjective

**Text 2 Cycle 1**

Read the following text carefully!

**The Smartest Parrot**

A man in Puerto Rico had a wonderful parrot . There was no other 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 will 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 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 will kill you!”

Discuss the following questions in group!

1. Mention and explain the generic structure of the text above!
2. Mention the main idea of paragraph 1, 2, 3, 4!
3. In your opinion, where are humorous parts of the text located?
4. What do you think about the story? Is it interesting or not?
5. Create a glossary word based on the text above!

## Appendix 12

### RELIABILITY OF TRY OUT TEST

#### A. Product Moment's Formula

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

$$r_{xy} = \frac{31.15277 - 658.662}{\sqrt{(31.15218 - (658)^2)(31.15476 - (662)^2)}}$$

$$r_{xy} = \frac{473.587 - 435.596}{\sqrt{(471.758 - 432.964)(479.756 - 438.244)}}$$

$$r_{xy} = \frac{37.991}{\sqrt{(38.794)(41.512)}}$$

$$r_{xy} = \frac{37.991}{\sqrt{1.610.416.528}}$$

$$r_{xy} = \frac{37.991}{40.1299953}$$

$$r_{xy} = 0.95$$

#### B. Spearman-Brown's Formula

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

$$r_{11} = \frac{2 \times 0.95}{1 + 0.95}$$

$$r_{11} = \frac{1.9}{1.95}$$

$$r_{11} = 0.97$$

**Appendix 14****LESSON PLAN 1****Cycle 1**

School	: SMAN Pakusari
Subject	: English
Kelas / Semester	: X MIPA / 1
Material	: Narrative Text
Time	: 2 x 45 minutes
Academic Year	: 2017/2018

**A. Core Competencies**

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

## B. Basic Competence and Indicator

No.	Basic Competency	Indicator
4.15.	Comprehending the meaning of a short simple text in the form of narrative text.	<ul style="list-style-type: none"> <li>• Students are able to identify the difficult word of the narrative text</li> <li>• Student are able to understand of the humorous text in narrative</li> <li>• Students are able to find the general and specific information from the text</li> </ul>

## C. Learning Material

Narrative Text : The wolf and the lamb

The Purpose : To entertain or amuse the readers or listeners about the story

Generic Structure : Orientation, Complication, Resolution

*Social function:* to get moral value, patriotic and appreciate other culture.

*Procedural:*

- a. Introduction of general description
- b. Introduction of specific description

*Language feature:*

- ✓ Using past tense ( S+V2)
- ✓ Using time conjunctions (then, before, that, when, finally)
- ✓ Using adverb time (once upon a time, one day, etc)
- ✓ Using action verbs (killed, walked, etc)



#### D. Learning Method

Method : Discussion, question and answer, assignment

Model : Discovery learning

#### E. Learning Media

1. Media : Narrative text

2. Tool : LCD and LKS

#### F. Learning Activity

##### Meeting 1 (2x45 minutes)

Step	Learning Model	Time
Beginning Activity	<p><b>Apperception:</b></p> <ul style="list-style-type: none"> <li>- Checking student's attendance list</li> <li>- Making fun condition in the class</li> <li>- Explaining the material that want to discuss</li> </ul>	10'
Main Activity	<p><b>Observing</b></p> <ul style="list-style-type: none"> <li>- Asking question related to the material about narrative text</li> <li>- Teacher read the example of narrative text</li> <li>- Student read the text by themselves</li> <li>- Students learn to identify the main idea, details and specific information from the text</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>- With the teacher's guidance, students identify the characteristic of narrative text</li> </ul>	70'

	<p>- With the teacher's guidance, students ask the detail information in narrative text</p> <p><b>Exploring</b></p> <p>- Teacher give reading session in 20 minutes.</p> <p>- Students practice to find the main idea, details and specific information in a group</p> <p><b>Associating</b></p> <p>- Groups of students analyze the narrative text with a focus on the social function, structure, and linguistic elements.</p> <p>- Students make a glossary of words which were thought may be difficult for them to understand</p> <p><b>Communicating</b></p> <p>- One of student explain the result of group work.</p>	
Closing	<p>- Students conclude the result of teaching and learning process</p> <p>- The teacher giving feedback</p> <p>- The teacher presents a lesson plan for the next meeting.</p>	10'

## G. Evaluation

### Meeting 1

Process evaluation ( done during teaching and learning process)

- a. Instrument : Observation Guide
- b. Indicators :
  1. Student pay attention to the lesson
  2. Student collaborates in group
  3. Students asking and giving opinion
  4. Student doing exercises
- c. The successful criteria : if 70% the students fulfill at least 3 indicators

No	Name	Indicators				Active	Passive
		1	2	3	4		
1							
2							
3							
4							
5							

### Meeting 2

#### Knowledge Assessment

1. Technique : Multiple choice
2. Instrument : Read the following question text and choose the best answer A,B,C or D!  
  
(Text will be enclosed)
3. Scoring : Total the true answers X 10 = Student's Score

### Text 1 Cycle 1.

Read the following text and choose the best answer A,B,C, or D!

#### The wolf and the lamb

One day a lamb was grazing with a flock of sheep. She soon found some sweet grass at the edge of the field. Farther and farther she went, away from the others. She was enjoying herself so much that she did not notice a wolf coming nearer to her. However, when it pounced on her, she was quick to start pleading. "please, please don't eat me yet. My stomach is full of grass. If you wait a while, I will taste much better

The wolf thought that was a good idea, so he sat down and waited. After a while, the lamb said " if you allow me to dance, the grass in my stomach will be digested faster". Again the wolf agree

While the lamb was dancing, she had new idea. She said " please take the bell from around my neck. If you ring it as hard as you can, I will be able to dance even faster"

The wolf took the bell and rang it as hard as he could. The shepherd heard the bell ringing and quickly sent his dogs to find the missing lamb. The barking dogs frightened and the wolf away and saved the lamb's life.

1. What kind of the text?
  - a. Descriptive text
  - b. Recount text
  - c. Narrative text
  - d. Procedure text
2. What is the title of the text?
  - a. The wolf and the dog
  - b. The Lamb and the grass
  - c. the wolf and the lamb
  - d. the lamb and the dog
3. Where does the story take place?
  - a. In the field
  - b. In the forest
  - c. in the farm
  - d. in the yard
4. Which statement is NOT TRUE according to the text?
  - a. The lamb found some sweet grass and enjoying herself
  - b. The wolf agreed with the lamb's idea
  - c. The wolf tool the bell and rang it as slowly as he could
  - d. The wolf couldn't eat the shepherd
5. What was the lamb want to eat?
  - a. Grass
  - b. A sweet grass
  - c. The wolf
  - d. The lamb
6. "She was enjoying herself so much...". The underline word means...
  - a. Dislike
  - b. Hate
  - c. like
  - d. happy
7. "She was quick to start pleading". The underline word means....
  - a. Slow
  - b. Hurry

- c. Clearly
  - d. Exactly
8. “If you ring it as hard as you can..” The underline word refers to...
- a. The lamb
  - b. The bell
  - c. the wolf
  - d. the grass
9. What is the characteristic of the lamb?
- a. Stupid
  - b. Cleaver
  - c. lazy
  - d. greedy
10. From the text we learn that...
- a. Don't easily believe in well-behaved creatures
  - b. The gantle and weak can sometimes be cleverer than fierce and strong
  - c. The strong always cleverer that the weak
  - d. Don't judge others by their appearance



**Answer key:**

1. C
2. C
3. A
4. D
5. A
6. D
7. B
8. B
9. B
10. B



## Appendix 19

## Reading Test Score Cycle 1

NO	NAME OF THE STUDENTS	SCORE	CONCLUSION
1	Achmad Rizal Ramdani	45	Not Achieved
2	Adinda Thalia Salsabila	80	Achieved
3	Ahmad Nabril Assalam	50	Not Achieved
4	Ahmad Rizal Nanda Ramadhan Za	85	Achieved
5	Ardian Margi Utama	60	Not Achieved
6	Ayu Fatimatus Zahra	85	Achieved
7	Cici Anggelina Putri	75	Achieved
8	Daffa' Vival Athallah	55	Not Achieved
9	David Febriansyah	40	Not Achieved
10	Deni Ponco Abdi Prasetyo	35	Not Achieved
11	Dicky Pratama Nugraha	70	Not Achieved
12	Dwi Alfiatin Aprilia	80	Achieved
13	Fian Hadi Riski	50	Not Achieved
14	Fitriatur Rohmania	80	Achieved
15	Hidayatul Hasanah Riskiyanti	85	Achieved
16	Intan Ayu Permatasari	80	Achieved
17	Intan Renzi Yuliantin	85	Achieved
18	Irvan Firman Al Farizi	35	Not Achieved
19	Ismi Balza Azizatul Hasanah	75	Achieved
20	M. Irham Naufali Rizki	60	Not Achieved
21	Meidivva Naraya Sabrina	90	Achieved
22	Mohammad Alvin Hasan	75	Achieved
23	Muhammad Iqbal Alamsyah	55	Not Achieved
24	Nurul Affida Wulandari	80	Achieved
25	Puput Ari Yanti	80	Achieved
26	Putri Nabila Vidayanti	90	Achieved
27	Rahmawati Catur Agustini	85	Achieved

28	Roni Saputra	75	Achieved
29	Sandi Yudha Hidayat	45	Not Achieved
30	Shebillah Putri Anasta	80	Achieved
31	Sherly Neva Rivella	85	Achieved
32	Siti Fatimatus Zahro	80	Achieved
33	Sugandi Alif Fadliansyah	75	Achieved
34	Sulhan M. H. Riski A.	80	Achieved
35	Vadori Lutfian	75	Achieved
36	Yoga Tri Fernanda	70	Not Achieved
	TOTAL	2530	23

$$\text{MEAN} = \frac{\text{Total score}}{\text{Jumlah siswa}} = \frac{2530}{36} = 70,278$$

$$E = \frac{n}{N} \times 100\% = \frac{23}{36} \times 100\% = 63,88\%$$

Notes:

E = The percentage of the students who achieve the minimum standard score 75

n = The number of students who achieved the minimum standard score 75

N = The total number of the students



## Appendix 23

### READING TEST CYCLE 2

Name :

Time : 90 minutes

Class :

Read the text below carefully and choose the answer between A , B, C, or D.

The following text is for questions 1 to 5

#### Beggar

A beggar found a leather purse that someone had dropped in the marketplace. Opening it, he discovered that it contained 100 pieces of gold. Then he heard a merchant shout, "A reward! A reward to the one who finds my leather purse!"

Being an honest man, the beggar came forward and handed the purse to the merchant saying, "Here is your purse. May I have the reward now?"

"Reward?" scoffed the merchant, greedily counting his gold. "Why the purse I dropped had 200 pieces of gold in it. You've already stolen more than the reward! Go away or I'll tell the police."

"I'm an honest man," said the beggar defiantly. "Let us take this matter to the court." In court, the judge patiently listened to both sides of the story and said, "I believe you both. Justice is possible! Merchant, you stated that the purse you lost contained 200 pieces of gold. Well, that's a considerable cost. But, the purse this beggar found had only 100 pieces of gold. Therefore, it couldn't be the one you lost." And, with that, the judge gave the purse and all the gold to the beggar.

(source: [www.storyarts.org/library/nutshell/stories/purse.html](http://www.storyarts.org/library/nutshell/stories/purse.html))

Questions:

1. Where did the beggar find a leather purse?
  - a. In the street
  - b. In the marketplace
  - c. In the office
  - d. In the big store
2. Which paragraph told that the merchant was deceiving?
  - a. Paragraph 1
  - b. Paragraph 2
  - c. Paragraph 3
  - d. Paragraph 4
3. What is the characteristic of the court?
  - a. Mean
  - b. Deceitful
  - c. Greedy
  - d. Wise
4. "You've already stolen more than the reward". (par 2) The underlined word means....
  - a. Found
  - b. Discovered
  - c. Thieved
  - d. Funded
5. What is the moral value of the passage?
  - a. Don't beg to a mean person.
  - b. Deceiving makes more benefits.
  - c. Honesty brings more advantages.
  - d. Being a beggar is valuable for living.

**The following text is for questions 6 to 10**

Mouse deer is a small, fast runner animal. It only eats plants, but a lot of animals want to eat it. To stay alive, a mouse deer must be smart and quick. One day, mouse deer wanted to cross the river. He wanted to eat tasty and juicy fruit, roots, and shoots on the other side. To do this, he must cross the river which was fulfilled with the crocodiles. "I have an idea", mouse whispered to himself. Then mouse deer called out, "Crocodile...!" Crocodile rose from the water. "Hello mouse deer, have you come to be my breakfast?" he asked.

"Not today, Croc. I have order from the King. He wants me to count all the crocodiles," mouse deer explained. "The king?" said crocodile, "What I do".

"You crocodiles, must line up from this side of the river to the other side" mouse deer ordered. After that, crocodile got all friends and families. They line up across the river. Mouse deer jumped on crocodile back. "one," it started to count. He jumped onto the next crocodile. "two," and the next "three"

Mouse deer kept jumping till he jumped off on the other side on the river. "how many are there" called crocodile. "just enough!" said mouse deer. "and all stupid!" finally it went off and found its favourite fruits

(Source: Modul Bahasa Inggris SMA)

Questions:

6. Mouse deer counted the number of crocodiles by...
  - a. Stepping on their back
  - b. Running quickly
  - c. Lining up in front of them
  - d. Swimming before them
7. "a mouse deer must be smart and quick". The word "smart" means ....
  - a. Stupid
  - b. Clever
  - c. Stubborn
  - d. Beautiful
8. What is the characteristic of mouse deer?
  - a. Smart
  - b. Stupid
  - c. Lazy
  - d. Quick
9. What is the characteristic of the crocodile?
  - a. Smart
  - b. Kind
  - c. Lazy
  - d. Foolish
10. The learning we get from the story is....
  - a. Being quick is something better than being smart
  - b. Being smart is better than being strong
  - c. Don't believe to anyone
  - d. Don't eat too much fruit

**Read the text and answer questions 11 to 15**

**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. Every day, 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.

(Source: UN SMA 2011)

Questions:

11. Where does the story take place?
  - a. In the field
  - b. In the house
  - c. In the big box
  - d. In the magic box
12. "the farmer's grandfather visited the couple". The synonym of the underlined word is....
  - a. Come
  - b. Meet
  - c. Go
  - d. Take
13. Why did the grandfather visit the couple?
  - a. Because he wanted to meet his son
  - b. Because he was not very strong
  - c. Because he could not to work anymore
  - d. Because he wasn't very strong and couldn't to work anymore
14. "At once, the money disappeared and the box ...." The synonym of the underlined word is ....
  - a. Came
  - b. Look
  - c. Lost
  - d. Vanished
15. Which statement is TRUE according to the story?
  - a. His wife cleaned and kept the box for her.
  - b. The box was full of valuable things when it was found
  - c. The farmer had to pull dead grandfathers out and bury them
  - d. The poor farmer was finally killed by his grandfather

**Read the text and answer questions 16 to 20**

### **The Ungrateful Lion**

In a dense forest, lived a fierce lion. He was very cruel. One day the lion was caught in a hunter's trap. One by one many animals passed by. "Please helped me!" pleaded the lion. But none of the animals listened to his plea.

After a while, a man happened to come into the forest. He saw the lion. The lion said, "I will die of hunger and suffocation. Please help me out, O! Kind man." The man was thoughtful. "I assure you I will never harm you. Please help me now. The hunter will be anytime now," said the lion.

The man felt sorry for the lion and set the beast free. As soon as the lion was free, he let out a fierce roar. "I have been trapped in the cage for a long time. I am hungry. I will have to eat you," said the lion, looking at the man. "But you promised that you would not harm me," said the man, in a meek tone. "Yes, I said that. But only to convince you to free me. Now, I am terribly hungry," said the lion.

The terrified man thought quickly. He said, "Alright, you can eat me. But let a judge decide if you are right in eating the person who has rescued you."

The lion agreed. He was sure that no animal would speak against him. Just then a jackal came that way and the lion asked the jackal to be the judge. He addressed the lion, "Sir, would you please show me how it all happened?" The lion was only too willing. He entered the cage and closed the cage door. The jackal immediately bolted the cage from outside.

"Now the lion is trapped again. Run away, you foolish man! And never offer help to anyone without thinking," said the jackal. The frightened man ran for his life. And the ungrateful lion was trapped in the cage again. The hunter came and took the lion away to his circus

(source:<http://www.inspire21.com/stories>)

Questions:

16. From the story we know ...
  - a. the lion was kind animal
  - b. the man was hungry
  - c. The lion was going to eat the man
  - d. The man was going to eat the lion
17. "He saw the lion". The underline word "saw" means....
  - a. Smile
  - b. See
  - c. laugh
  - d. sad
18. What is the characteristic of the jackal?
  - a. Stubborn
  - b. Stupid
  - c. wise
  - d. humble
19. What is the characteristic of the man?
  - a. Kind
  - b. Foolish
  - c. stupid
  - d. humble
20. Why did the lion want to eat the man?
  - a. Because he was hungry
  - b. Because he was angry
  - c. Because he was caught in the hunter's trap
  - d. Because he was need some help

**Appendix 24****Answer Key of Reading Test Cycle 2**

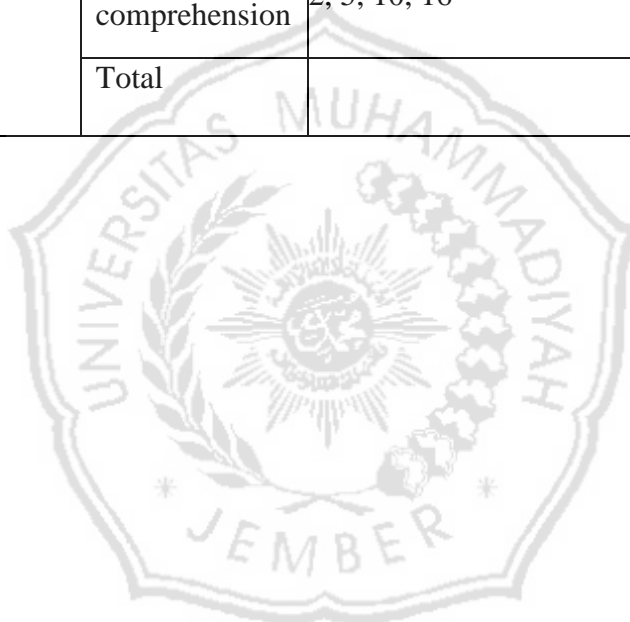
1.	B	6.	A	11.	B	16.	C
2.	B	7.	B	12.	A	17.	B
3.	D	8.	A	13.	D	18.	C
4.	C	9.	D	14.	D	19.	A
5.	C	10.	B	15.	D	20.	A



## Appendix 25

### The Reading Test Item Table Cycle 1

<b>Basic Competence</b>	<b>Kinds of Comprehension</b>	<b>Item Number</b>	<b>Total Item</b>
Comprehending the meaning of a short simple text in the form of narrative text.	Word comprehension	4,7, 12, 14, 17	5
	Sentence comprehension	1, 3, 6, 8,9 11, 13, 15, 18,19,20	11
	Paragraph comprehension	2, 5, 10, 16	4
	Total		20



## Appendix 26

## Reading Test Score Cycle 2

NO	NAME OF THE STUDENTS	SCORE	CONCLUSION
1	Achmad Rizal Ramdani	70	Not Achieved
2	Adinda Thalia Salsabila	90	Achieved
3	Ahmad Nabril Assalam	75	Achieved
4	Ahmad Rizal Nanda Ramadhan Za	90	Achieved
5	Ardian Margi Utama	85	Achieved
6	Ayu Fatimatus Zahra	95	Achieved
7	Cici Anggelina Putri	80	Achieved
8	Daffa' Vival Athallah	80	Achieved
9	David Febriansyah	70	Not Achieved
10	Deni Ponco Abdi Prasetyo	65	Not Achieved
11	Dicky Pratama Nugraha	80	Achieved
12	Dwi Alfiatin Aprilia	90	Achieved
13	Fian Hadi Riski	70	Not Achieved
14	Fitriatur Rohmania	80	Achieved
15	Hidayatul Hasanah Riskiyanti	90	Achieved
16	Intan Ayu Permatasari	85	Achieved
17	Intan Renzi Yuliantin	95	Achieved
18	Irvan Firman Al Farizi	60	Not Achieved
19	Ismi Balza Azizatul Hasanah	85	Achieved
20	M. Irham Naufali Rizki	80	Achieved
21	Meidivva Naraya Sabrina	100	Achieved
22	Mohammad Alvin Hasan	85	Achieved
23	Muhammad Iqbal Alamsyah	65	Not Achieved
24	Nurul Affida Wulandari	90	Achieved
25	Puput Ari Yanti	80	Achieved
26	Putri Nabila Vidayanti	95	Achieved
27	Rahmawati Catur Agustini	90	Achieved

28	Roni Saputra	80	Achieved
29	Sandi Yudha Hidayat	80	Achieved
30	Shebillah Putri Anasta	85	Achieved
31	Sherly Neva Rivella	90	Achieved
32	Siti Fatimatus Zahro	85	Achieved
33	Sugandi Alif Fadliansyah	80	Achieved
34	Sulhan M. H. Riski A.	95	Achieved
35	Vadori Lutfian	80	Achieved
36	Yoga Tri Fernanda	85	Achieved
	TOTAL	2980	30

$$\text{MEAN} = \frac{\text{Total score}}{\text{Jumlah siswa}} = \frac{2980}{36} = 82,78$$

$$E = \frac{n}{N} \times 100\% = \frac{30}{36} \times 100\% = 83,33\%$$

Notes:

E = The percentage of the students who achieve the minimum standard score 75

n = The number of students who achieved the minimum standard score 75

N = The total number of the students



## Appendix 27

## OBSERVATION CHECKLIST CYCLE 2

## FIRST MEETING

NO	NAMA SISWA	FIRTS MEETING				ACTIVE	PASIVE
		1	2	3	4		
1	Achmad Rizal Ramdani	√	√	-	√	Active	-
2	Adinda Thalia Salsabila	√	√	-	√	Active	-
3	Ahmad Nabril Assalam	√	-	√	√	Active	-
4	Ahmad Rizal Nanda Ramadhan Za	√	√	-	√	Active	-
5	Ardian Margi Utama	√	-	√	√	Active	-
6	Ayu Fatimatus Zahra	√	√	√	√	Active	-
7	Cici Anggelina Putri	√	√	-	√	Active	-
8	Daffa' Vival Athallah	√	√	-	√	Active	-
9	David Febriansyah	√	√	-	√	Active	-
10	Deni Ponco Abdi Prasetyo	-	√	-	√	-	Passive
11	Dicky Pratama Nugraha	√	-	√	√	Active	-
12	Dwi Alfiatin Aprilia	√	√	-	√	Active	-
13	Fian Hadi Riski	√	√	-	-	-	Passive
14	Fitriatur Rohmania	√	√	-	√	Active	-
15	Hidayatul Hasanah Riskiyanti	√	√	√	√	Active	-
16	Intan Ayu Permatasari	√	√	√	√	Active	-
17	Intan Renzi Yuliantin	√	√	√	√	Active	-
18	Irvan Firman Al Farizi	√	-	-	√	-	Passive
19	Ismi Balza Azizatul Hasanah	√	√	-	√	Active	-
20	M. Irham Naufali Rizki	√	√	-	√	Active	-
21	Meidivva Naraya Sabrina	√	√	-	√	Active	-

22	Mohammad Alvin Hasan	√	√	-	√	Active	-
23	Muhammad Iqbal Alamsyah	√	-	-	√	-	Passive
24	Nurul Affida Wulandari	√	√	√	√	Active	-
25	Puput Ari Yanti	√	-	√	√	Active	-
26	Putri Nabila Vidayanti	√	√	√	√	Active	-
27	Rahmawati Catur Agustini	√	√	√	√	Active	-
28	Roni Saputra	√	√	-	-	-	Passive
29	Sandi Yudha Hidayat	√	-	-	√	-	Passive
30	Shebillah Putri Anasta	√	√	√	√	Active	-
31	Sherly Neva Rivella	√	√	√	√	Active	-
32	Siti Fatimatus Zahro	√	√	-	√	Active	-
33	Sugandi Alif Fadliansyah	√	√	√	√	Active	-
34	Sulhan M. H. Riski A.	√	√	-	√	Active	-
35	Vadori Lutfian	√	√	-	√	Active	-
36	Yoga Tri Fernanda	√	√	-	√	Active	-

**OBSERVATION CHECKLIST CYCLE 2**  
**SECOND MEETING**

NO	NAMA SISWA	FIRTS MEETING				ACTIVE	PASIVE
		1	2	3	4		
1	Achmad Rizal Ramdani	√	√	-	√	Active	-
2	Adinda Thalia Salsabila	√	√	-	√	Active	-
3	Ahmad Nabril Assalam	√	-	√	√	Active	-
4	Ahmad Rizal Nanda Ramadhan Za	√	√	-	√	Active	-
5	Ardian Margi Utama	√	-	√	√	Active	-
6	Ayu Fatimatus Zahra	√	√	√	√	Active	-
7	Cici Anggelina Putri	√	√	-	√	Active	-
8	Daffa' Vival Athallah	√	√	-	√	Active	-
9	David Febriansyah	√	√	-	√	Active	-
10	Deni Ponco Abdi Prasetyo	-	√	-	√	-	Passive
11	Dicky Pratama Nugraha	√	-	√	√	Active	-
12	Dwi Alfiatin Aprilia	√	√	-	√	Active	-
13	Fian Hadi Riski	√	√	-	-	-	Passive
14	Fitriatur Rohmania	√	√	-	√	Active	-
15	Hidayatul Hasanah Riskiyanti	√	√	√	√	Active	-
16	Intan Ayu Permatasari	√	√	√	√	Active	-
17	Intan Renzi Yuliantin	√	√	√	√	Active	-
18	Irvan Firman Al Farizi	√	-	-	√	-	Passive
19	Ismi Balza Azizatul Hasanah	√	√	-	√	Active	-
20	M. Irham Naufali Rizki	√	√	-	√	Active	-
21	Meidivva Naraya Sabrina	√	√	-	√	Active	-

22	Mohammad Alvin Hasan	√	√	-	√	Active	-
23	Muhammad Iqbal Alamsyah	√	-	-	√	-	Passive
24	Nurul Affida Wulandari	√	√	√	√	Active	-
25	Puput Ari Yanti	√	-	√	√	Active	-
26	Putri Nabila Vidayanti	√	√	√	√	Active	-
27	Rahmawati Catur Agustini	√	√	√	√	Active	-
28	Roni Saputra	√	√	-	√	Active	-
29	Sandi Yudha Hidayat	√	-	√	√	Active	-
30	Shebillah Putri Anasta	√	√	√	√	Active	-
31	Sherly Neva Rivella	√	√	√	√	Active	-
32	Siti Fatimatus Zahro	√	√	-	√	Active	-
33	Sugandi Alif Fadliansyah	√	√	√	√	Active	-
34	Sulhan M. H. Riski A.	√	√	-	√	Active	-
35	Vadori Lutfian	√	√	-	√	Active	-
36	Yoga Tri Fernanda	√	√	-	√	Active	-

**THE RESULT OF OBSERVATION CHECKLIST CYCLE 2**

Cycle 2	First meeting	Second meeting	Mean
Active	$(30/36) \times 100\% = 83,33 \%$	$(32/36) \times 100\% = 88,88 \%$	86,11%
Passive	$(6/36) \times 100\% = 16,66 \%$	$(4/36) \times 100\% = 11,11 \%$	13,88%



**Appendix 28****STUDENT ATTENDANCE LIST**

Class : X MIPA 1

Semester : 2

No	Name	6 Apr	13 Apr	20 Apr	27 Apr
1	Achmad Rizal Ramdani	.	.	.	.
2	Adinda Thalia Salsabila	.	.	.	.
3	Ahmad Nabril Assalam	.	.	.	.
4	Ahmad Rizal Nanda R.	.	.	.	.
5	Ardian Margi Utama	.	.	.	.
6	Ayu Fatimatus Zahra	.	.	.	.
7	Cici Anggelina Putri	.	.	.	.
8	Daffa' Vival Athallah	.	.	.	.
9	David Febriansyah	.	.	.	.
10	Deni Ponco Abdi Prasetyo	.	.	.	.
11	Dicky Pratama Nugraha	.	.	.	.
12	Dwi Alfiatin Aprilia	.	.	.	.
13	Fian Hadi Riski	.	.	.	.
14	Fitriatur Rohmania	.	.	.	.
15	Hidayatul Hasanah R.	.	.	.	.
16	Intan Ayu Permatasari	.	.	.	.
17	Intan Renzi Yuliantin	.	.	.	.
18	Irvan Firman Al Farizi	.	.	.	.
19	Ismi Balza Azizatul H.	.	.	<b>S</b>	.
20	M. Irham Naufali Rizki	.	.	<b>A</b>	.
21	Meidivva Naraya Sabrina	.	.	.	.
22	Mohammad Alvin Hasan	.	.	<b>I</b>	.
23	Muhammad Iqbal Alamsyah	.	.	<b>S</b>	.
24	Nurul Affida Wulandari	.	.	.	.
25	Puput Ari Yanti	.	.	.	.
26	Putri Nabila Vidayanti	.	.	<b>A</b>	.
27	Rahmawati Catur Agustini	.	.	.	.
28	Roni Saputra	.	.	<b>A</b>	.
29	Sandi Yudha Hidayat	.	.	.	.
30	Shebillah Putri Anasta	.	.	<b>A</b>	.
31	Sherly Neva Rivella	.	.	.	.
32	Siti Fatimatus Zahro	.	.	<b>I</b>	.
33	Sugandi Alif Fadliansyah	.	.	.	.
34	Sulhan M. H. Riski A.	.	.	.	.
35	Vadori Lutfian	.	.	.	.
36	Yoga Tri Fernanda	.	.	.	.

**Appendix 29****DOCUMENTATIONS**

## 1. Preliminary Study



## 2. The Researcher giving explanation



## 3. Group Discussion



4. The student explain the result of discussion in front of the class



5. The researcher and X MIPA 1 students



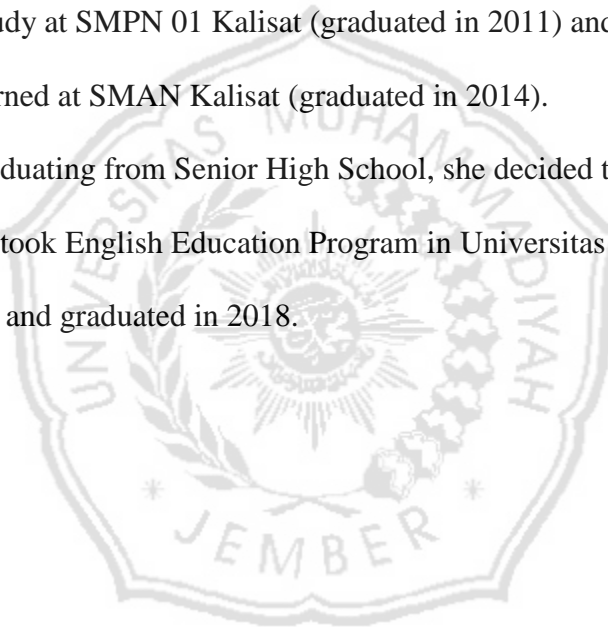


**Appendix 31****CURRICULUM VITAE**

Ajeng Priska Marina is a second daughter of Yuliharto and Fatlia Hasanah. She was born on April 26<sup>th</sup>, 1995 in Jember.

She began her study at TK RA Perwanida 3 in 2000 (graduated in 2002). Then she continued to study at SDN 01 Sukowono (graduated in 2008). After that, she continued to study at SMPN 01 Kalisat (graduated in 2011) and for her Senior High School, she learned at SMAN Kalisat (graduated in 2014).

After graduating from Senior High School, she decided to continue to the university. She took English Education Program in Universitas Muhammadiyah Jember in 2014 and graduated in 2018.



**Appendix 30****STATEMENT OF ORIGINALITY OF SARJANA THESIS**

The undersigned:

Name : Ajeng Priska Marina  
Student Number : 1410231010  
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 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 consequences.

Jember, 22<sup>th</sup> of May 2018

Writer

Ajeng Priska Marina  
NIM. 1410231010

## Appendix 2

### INTERVIEW GUIDELINE (The Preliminary Study)

#### Teacher's Interview

**Day, date :** Wednesday 04 April, 2018.

**Participants :** R (Researcher) ET (English Teacher)

1. Bagaimana proses kegiatan belajar mengajar reading pada kelas X?
  2. Jenis teks apa saja yang telah diajarkan?
  3. Bagaimana dengan nilai reading kelas X?
- 

R : Assalamu'alaikum wr. wb bapak.

ET : Waalaikumsalam wr.wb dik.

R : Sebelumnya saya mohon maaf telah mengganggu waktu bapak

ET : Iya tidak apa-apa dik. Ada keperluan apa ya? Ada yang bisa saya bantu?

R : Saya Ajeng Priska Marina dari Universitas Muhammadiyah Jember, saya datang hendak memohon ijin untuk melakukan penelitian skripsi di kelas bapak.

ET : Iya saya iijinkan dengan senang hati jika adik ingin melakukan penelitian di kelas yang saya ajar

R : Sebelum melakukan penelitian apakah saya boleh bertanya beberapa hal berkaitan dengan proses pembelajaran di kelas, pak?

ET : Iya boleh, dik.

R : Bagaimana proses pembelajaran reading pada kelas X selama ini pak?

ET : Selama ini siswa cenderung bosan dan malas membaca khususnya teks bacaan bahasa inggris, sehingga nilai reading siswa sangatlah rendah

- R : Jadi kelas manakah yang memiliki nilai terendah reading di antara seluruh kelas X pak?
- ET : Kelas X mipa 1 dik, kelas ini cenderung terlambat di bandingkan kelas lain. Hal ini di karenakan hanya beberapa siswa yang memiliki motivasi tinggi dalam membaca selain itu jadwal bahasa inggris dikelas tersebut ada di hari jumat dan selalu bertepatan dengan tanggal merah
- R : Sejauh ini teks apa saja yang pernah di ajarkan di dalam kelas pak?
- ET : Yang telah saya ajarkan ada beberapa teks dik. Dan berhubung sekarang ini adalah semester genap, siswa telah memasuki bab baru yaitu narrative text
- R : Oh iya pak, kebetulan penelitian saya saat ini akan fokus pada narrative text pak. Jadi, biasanya bentuk text narrative seperti apa yang bapak ajarkan di dalam kelas?
- ET : Saya hanya memanfaatkan text narrative yang ada di buku BSE kurikulum 2013 dik, seperti dongeng Roro jonggrang, Cinderella, dll
- R : Bagaimana nilai reading pada siswa kelas X pak? khususnya di kelas X mipa 1?
- ET : Untuk kelas X mipa 1 banyak siswa yang memiliki nilai di bawah KKM dik, hanya ada beberapa siswa saya yang memiliki nilai di atas KKM. Kebetulan KKM bahasa inggris di sekolah ini adalah 75
- R : Terimakasih pak atas waktu dan kesempatan bapak untuk menjawab pertanyaan saya
- ET : Iya sama-sama dik, saya tunggu penelitian adik di kelas X mipa 1, semoga dapat bermanfaat dan meningkatkan kemampuan siswa dalam membaca.
- R : Iya pak aamiin, saya mohon pamit, assalamualaikum wr.wb
- ET : Waalaikumsalam wr.wb

### Appendix 3

#### Preliminary Study Score

NO	NAME OF THE STUDENTS	SCORE	CONCLUSION
1	Achmad Rizal Ramdani	55	Not Achieved
2	Adinda Thalia Salsabila	78	Achieved
3	Ahmad Nabril Assalam	56	Not Achieved
4	Ahmad Rizal Nanda Ramadhan Za	88	Achieved
5	Ardian Margi Utama	66	Not Achieved
6	Ayu Fatimatus Zahra	85	Achieved
7	Cici Anggelina Putri	74	Not Achieved
8	Daffa' Vival Athallah	60	Not Achieved
9	David Febriansyah	45	Not Achieved
10	Deni Ponco Abdi Prasetyo	34	Not Achieved
11	Dicky Pratama Nugraha	73	Not Achieved
12	Dwi Alfiatin Aprilia	88	Achieved
13	Fian Hadi Riski	48	Not Achieved
14	Fitriatur Rohmania	82	Achieved
15	Hidayatul Hasanah Riskiyanti	80	Achieved
16	Intan Ayu Permatasari	83	Achieved
17	Intan Renzi Yuliantin	84	Achieved
18	Irvan Firman Al Farizi	45	Not Achieved
19	Ismi Balza Azizatul Hasanah	70	Not Achieved
20	M. Irham Naufali Rizki	55	Not Achieved
21	Meidivva Naraya Sabrina	88	Achieved
22	Mohammad Alvin Hasan	76	Achieved
23	Muhammad Iqbal Alamsyah	76	Achieved
24	Nurul Affida Wulandari	78	Achieved
25	Puput Ari Yanti	76	Achieved
26	Putri Nabila Vidayanti	88	Achieved

27	Rahmawati Catur Agustini	88	Achieved
28	Roni Saputra	70	Not Achieved
29	Sandi Yudha Hidayat	46	Not Achieved
30	Shebillah Putri Anasta	80	Achieved
31	Sherly Neva Rivella	88	Achieved
32	Siti Fatimatus Zahro	80	Achieved
33	Sugandi Alif Fadliansyah	70	Not Achieved
34	Sulhan M. H. Riski A.	65	Achieved
35	Vadori Lutfian	75	Achieved
36	Yoga Tri Fernanda	76	Achieved
	TOTAL	2569	21

$$\text{MEAN} = \frac{\text{Total score}}{\text{Jumlah siswa}} = \frac{2569}{36} = 71,36$$

$$E = \frac{n}{N} \times 100\% = \frac{21}{36} \times 100\% = 58,33\%$$

Notes:

E = The percentage of the students who achieve the minimum standard score 70

n = The number of students who achieved the minimum standard score 75

N = The total number of the students

## Appendix 4

**The Tryout Test Item Table**

<b>Basic Competence</b>	<b>Kinds of Comprehension</b>	<b>Item Number</b>	<b>Total Item</b>
Comprehending the meaning of a short simple text in the form of narrative text.	Word comprehension	7,8,21, 22,42,43,57,58	8
	Sentence comprehension	2,3,4,6,9,11,12,13,14,15,16,17,18,23,24,25,26,27,28,29,33,34,34,35,36,37,40,41,44,46,48,49,50,51,52,54,55,56	37
	Paragraph comprehension	1,5,10,19,20,30,31,32,38,39,45,47,53,59,60	15
	Total		60

### 3.3 Competency Based Curriculum

<b>Basic Competence</b>	<b>Test Instrument</b>
Comprehending the meaning of a short simple text in the form of narrative text.	The students choose the right answer of narrative text: Read the text below carefully and choose the answer between A , B, C, or D!