Appendix 1

Research Matrix

Title	Problem	Variables	Indicators	Data resources/data	Research method	Action Hypothesis
Improving the tenth grade students' reading comprehension using THIEVES Strategy at SMAN 1 Kunir in the academic year 2017/2018	How can the use of THIEVES Strategy improve reading comprehension of X grade at SMAN 1 Kunir in the academic year 2017/2018	Independent Variable THIEVES Strategy Dependent variable The students' reading comprehension achievement	THIEVES Strategy: The reading comprehension achievement is in the form of score, include -Literal Reading: finding specific information of the texts. -Inferential reading: finding general information -Read the text -Comprehend the text	Research Subjects X grade students of SMAN 1 Kunir Collaborator The English teacher The school document The names of the research subjects	1. Design of the research: Classroom Action Research (CAR) 2. Method of collecting data: -Observation -Test 3. The Stages of each cycle: -Planning -Acting -Observing -Reflecting 4. Data Analysis: $$E = \frac{n}{N} \times 100\%$$ E = the percentage of students' reading comprehension achivement score n = the students' adapted score	The use of THIEVES Strategy can improve tenth grade students' reading comprehension at SMAN 1 Kunir in the academic year 2017/2018

Appendix

READING TEST CYCLE 2

TEXT I

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat CAtano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

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

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

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

Read the text and choose the best answer!

1. Where does the story take place?

A. London   C. Jakarta

B. Puerto Rico   D. Buenos Aires

2. What is the word that the parrot cannot say?

A. Catano   C. Canato

   B. Tacano   D. Nacato

3. How often did the owner teach the bird how to say the word?

A. Always   C. Many times

B. Everyday   D. Every second

4. Which statement is true according to the text?

A. The parrot could say Catano   B. At last the parrot could say Catano

C. Catano was the name at the parrot

D. The man never got angry at the parrot

5. What does the man do to the bird because the bird cannot say the name of a place.

A. The man ate the bird.   B. The sold the bird.   C. The man killed the bird.

D. The man taught the bird.

6. It is most likely that ….

A. The bird killed the three chickens.   B. The three chickens killed the bird.

C. The bird killed one of the three chickens.

D. The bird killed both of the chicken

7. What is the story about?

A. A parrot and a cat   B. A parrot and a chicken

C. A parrot and the owner   D. A parrot, the owner, and chickens

8. "It was very, very smart"

The underlined word refers to ….

A. The man   B. The bird

C. The chicken   D. Puerto Rico

9. "The parrot was very, very smart"

The word 'smart' means ….

A. Stupid   C. Stubborn

B. Clever   D. Dilligent

10. "The parrot was screaming at the fourth chickens"

What does the underlined word mean?

A. Smiling
C. Shouting

B. Crying
D. Laugh

TEXT II

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

Choose the best answer!

1. What type of the text is used by the witer?

a. Narrative   b. Report   c. Anecdote   d. Comparative

2. To tell the plot, the writers uses…………..

a. a rhetorical question and an exclamation   b. time sequences

c. contrastive evidences   d. past tense

3. Why Snow White ran away to the woods?

a. Her parents passed away   b. Her uncle was angry with her

c. Her uncle and aunt would go to America   d. Snow White was happy to run away

4. When did Snow White run away to the woods?

a. In the afternoon   b. In the morning   c. In the evening

d. In the full moon

5 Where did Snow White live after she ran away to the woods?

a. She lived in the cave   b. She lived in the lion nest

c. She lived everywhere in the woods   d. She lived in the dwarfs' cottage

TEXT III

A Woman and the Wolves

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

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

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

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

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

Read the text, then choose the best choice to each questions.

1. What separated between one village to another a long time ago in the New Territories ?
a. Another village   b. Mountains
c. Forests   d. Hills
2. Who was Ah Tim ?
a. The young woman's brother   b. The young woman's son
c. The young woman's brother and nephew d. The young woman's brother's son
3. Who walked in front when they were in the forest ?
a. Ah Tm   b. The woman
 c. The woman's son   d. Her brother's nephew
4. How could the wolves catch Ah Tim ?
a. He was afraid   b. He was stumbled by a stone
c. He ran slowly   d. The woman cried
5. " all men in the village fetched thick stick … " the word " fetched" has a similar meaning to. .. .
a. Received   b. Caught   c. Got   d. Hit

Appendix

MALINKUNDANG

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing,
he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant.

With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village.

The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman ran to the beach to meet the new rich merchant.

She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crewsdenied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman!
I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island.

      It was really too late for him to avoid his curse. Suddenly, he turned into a stone. Source:http://understandingtext.blogspot.com/2009/05/narrative-analysis-on-malin-kundang.html

Appendix

SNOW WHITE

Once upon a time there lived a lovely princess with fair skin and blue eyes. She was so fair that she was named Snow White. Her mother died when Snow White was a baby and her father married again. This queen was very pretty but she was also very cruel. The wicked stepmother wanted to be the most beautiful lady in the kingdom and she would often ask her magic mirror, "Mirror! Mirror on the wall! Who is the fairest of them all?" And the magic mirror would say, "You are, Your Majesty!" But one day, the mirror replied, "Snow White is the fairest of them all!" The wicked queen was very angry and jealous of Snow White. She ordered her huntsman to take Snow White to the forest and kill her. "I want you to bring back her heart," she ordered. But when the huntsman reached the forest with Snow White, he took pity on her and set her free. He killed a deer and took its heart to the wicked queen and told her that he had killed Snow White. Snow White wandered in the forest all night, crying.

When it was daylight, she came to a tiny cottage and went inside. There was nobody there, but she found seven plates on the table and seven tiny beds in the bedroom. She cooked a wonderful meal and cleaned the house and tired, finally slept on one of the tiny beds. At night, the seven dwarfs who lived in the cottage came home and found Snow White sleeping. When she woke up and told them her story, the seven dwarfs asked her to stay with them. When the dwarfs were away, Snow White would make delicious meals for them. The dwarfs loved her and cared for her. Every morning, when they left the house, they instructed her never to open the door to strangers.

Meanwhile, in the palace, the wicked queen asked, "Mirror! Mirror on the Who is the fairest of them?"

The mirror replied, White is the fairest of them all! She lives with the seven dwarfs in the woods!" The wicked stepmother was furious. She was actually a witch knew how to make magic potions. She now made a poisonous potion and dipped a shiny red apple into it. Then she disguised herself as an old peasant woman and went to the woods with the apple. She knocked on the cottage door

and said "Pretty little child! Let me in! Look what I have for you!" White said, "I am so sorry, old lady, I cannot let you in! The seven dwarfs have told me not to talk to strangers!" But then, Snow White saw the shiny red apple, and opened the door. The wicked witch offered her the apple and when she took a bite poor Snow White fell into a deep sleep. The wicked stepmother went back to the palace and asked the mirror, "Mirror! Mirror on the wall! Who is the fairest of them all?" The mirror replied, "You are, Your Majesty!" and she was very happy.

When the seven dwarfs came home to find Snow White lying on the floor, they were very upset. They cried all night and then built a glass coffin for Snow White. They kept the coffin in front of the cottage. One day, Prince Charming was going past the cottage and he saw Snow White lying in the coffin. He said to the dwarfs, "My! My! She is so beautiful! I would like to kiss her!" And he did. Immediately, Snow White opened her eyes. She was alive again! The Prince and the seven dwarfs were very happy. Prince Charming married Snow White and took her to his palace and lived happily ever after.

Appendix

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Lesson Plan (Cycle 2)

Second Meeting

</div>

Subject	**: English**
Skill	**: Reading Comprehension**
Grade/SMT	**: X / 2**
Time	**: 2 x 45 minutes**

1. **Core Competence**

   Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge in the specific study based on the student ability to solve the problem.

2. **Basic Competence**

   3.10 Analyzing social functions, text structures, and elements of linguistic in simple narrative texts in the form of fairy tale, based on context that used.

   4.15 Understanding the meaning of the narrative text in the form of oral and written text of a simple short story

3. **Indicators**

   A. Identifying the general and specific information from the narrative text.

   B. Identify the generic structure of narrative text.

   C. Identifying the word meaning of the text.

   D. Identifying the sentence meaning of the text.

   E. Identifying the paragraph meaning of the text.

   F. Identifying the whole meaning of the text.

4. **Materials**

   Narrative Text

5. **Approach**

   THIEVES Strategy

6. **Teaching Learning Activities**

STAGE	LEARNING MODEL	ACTIVITIES	TIME
Opening	Greeting, Praying, Checking Students' attendance	-Teacher greet the students by saying "assalamu'alaikum" and ask about students' condition. -Teacher and students pray together. - Teacher checks students' attendance.	5'
Main Activiy	Explaining narrative text and THIEVES strategy	-Teacher gives the students narrative text about Snow White -Teacher gives students THIEVES worksheet -Students do the exercise without any help of teacher -Bstudents work individually -Teacher monitor the students -Students submit THIEVES worksheet to the teacher	80'
Closing	Giving feedback and motivation, Praying	-Teacher gives a suggestion, feedback about what they have done in the day and give motivation -Teacher close the class by saying *hamndallah* together with the students	5'

7. **Media and Sources:**

   Narrative text, Printed Text, THIEVES worksheet

8. **Evaluation**

Evaluation Process (done during and after teaching and learning process) instrument:

a. **Reading Test:**

- Indicators: 1. Words Comprehension, 2. Sentence Comprehension, 3. Paragraph Comprehension, 4. Text Comprehension
- The Criteria of Success, if 75% of students get ≥75
- Scoring guide: the total number of correct answers X5

b. **Observation Checklist:**

- Indicators: 1. Paying attention to the lesson, 2. Asking or answering a questions, 3. Doing narrative text using THIEVES strategy, 4. Organizing an outline and developing it
- The criteria of success: if the students fulfill at least three indicators

Jember, May 14, 2018

English Teacher   Researcher

Eko Julianto S.Pd   Ari Safitri

Appendix

STATEMENT OF THESIS ORIGINALLY

The undersigned:

Name	: Ari Safitri
Student Number	: 1410231029
Program	: English Education
Faculty	: Teacher Training and Education

I state that this thesis as my own creation. It does not copy from others that I claim as my creation. If it is proved tomorrow, or it could be proved that the thesis is only copy and paste, I will be ready to all the consequences.

Jember, June 9, 2018

Researcher

Ari Saitri
1410231029

Appendix

KEY ANSWER OF READING TEST CYCLE 1

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

Appendix

READING TEST CYCLE 1

<u>TEXT I</u>

Once upon a time there was a poor widow who had an only son named Jack. They were so poor that they didn't have anything except a cow. When the cow had grown too old, his mother sent Jack to the market to sell it. On the way to the market, Jack met a butcher who had some beautiful beans in his hand. The butcher told the boy that the beans were of great value and persuaded the silly lad to sell the cow for the beans.

Jack brought them, happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window.

When Jack woke up in the morning, he felt the sun shining into a pan of his room, but all the rest was quite dark and shady. So he jumped to the window. What did he see? The beanstalk grew up quite close past Jack's window. He opened the window and jumped to the beanstalk which ran up just like a big ladder

He climbed and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then Jack walked along the path leading to the castle. There was a big tail woman on the doorstep. Jack greeted her and asked for the giantess mercy to give him breakfast, because he fell very hungry. Although the giantess grumbled at first, finally she gave Jack a hunk of bread and cheese and a jug of milk. Jack hadn't finished when the whole house began to tremble with the noise of someone's coming. "Oh! It's my husband!" cried the giantess. "What on earth shall I do?" Hastily the giantess opened a very big cupboard and hid Jack there.

Read the text and answer the following questions!

1. Where did Jack sell his cow ?
a. at a castle   b. at the market   c. at the giants castle

d. on the way to the market

2. what is the story about

a. jack and a butcher b. jack and the giantess c. a poor widow and his son

d. Jack and the bean stalk

3. Oh ! It's my husband !" cried the giantess (paragraph 7) from the sentence we know that the giantess is … her husband

a. afraid of b. angry with c. fed up with

d. annoyed with

4. Jack's mother looked very furious when jack told that

a. the beans were precious b. the butcher bought his cow

c. he traded his cow for the beans d. he had sold his cow to a butcher

5. What do learn from the text ?

a. Jack's mother was a furious mother b. Poverty makes people hopeless

c. The giantess pity on jack

d. Sincerity makes jack get something precious

TEXT II

Once upon a time, there was an old woman who lived in a very old hut near a forest with her only daughter. The daughter's name is Misna. She is beautiful but she had envious heart.
One day she saw girl of her age passing by her hut. The girl was joining her father hunting. She dressed in beautiful cloth. His father's assistants respected her. Misna could not sleep when she was remembering this. She was very angry with her condition. She hated her hopeless mother.

In the morning she shouted at her mother. She wanted her mother to buy the most beautiful gown in the markets for her. Of course her mother could not afford it. Then she cried and cried. She did not want to eat anything. Her mother was very sad. She decided to sell a piece of land, the only valuable thing that she had. She bought her beloved daughter a very beautiful dress.

Misna admired herself. She wanted to show everybody that she was a very beautiful girl. She asked her mother to bring her to another village. Along the way, she smiled to everyone. People in the village thought that she was a princess. They gave her a high respect and invited her to have meal in their house. Misna enjoyed this and told everybody that she was princess and mother was maid. Her mother was very sad but she kept her felling deep in the heart.

On the way home Misna met a handsome prince. He was interested in her and wanted to marry her. Misna told the prince that her mother had died and father went married to another woman. She was having a long trip with her loyal maid. Listening to this, her mother was very upset. She cried loudly Misna was very angry to her and told her to be away from her.

Suddenly there was a heavy rain accompanied with big thunders. Everyone run away to save themselves. Misna was very afraid. She cried. Her mother wanted to help her but she did not want to at that time a big thunder hit her to dead.

Please choose the best answer!

1. What is the type of the text?
    a. Procedure   b. Descriptive   c. Narrative

    d. News item

2. When did she ask her mother a beautiful dress?
    a. After she saw another girl with beautiful dress
    b. on the way home she met a handsome prince
    c. after her mother sold a piece of her land
    d. when a heavy rain and big thunders came

3. How could her mother buy her a beautiful dress?
    a. from her saving   b. by asking her relative some money

    c. by robbed a bank

d. by selling the only land she had

4. What made her mother cried aloud?

a.she told everyone that she was her maid

b.   she told the prince that her mother had died

c.   she told the prince that she was her maid

d.   she wanted her mother to buy the most beautiful gown

5. She is beautiful but she had <u>envious</u> heart

What is the synonym of the underlined word?

a.   Ambigious   b.   Jealous   c.   Fierce

d.   Festive

Text III

The Princess and the Pea

Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came; lightening flashed, thunder rolled, and the rain poured down in torrents-it was simply awful! suddenly there was a knock at the city gate, and the old king went out to answer it.

There was a princess standing outside, but what a sight the rain and the bad weather had made of her ! The water streamed down her hair and her clothes, and yet she said she was a real princess.

"It won't take long to find that out," thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses.

That was where the princess was to spend the night.

In the morning they asked her how she had slept.

"Oh, dreadfully! said the princess. "I hardly slept a wink all night. Whatever could have been in the bed ? I was lying on something so hard that I'm black and blue all over."

So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that.

So the prince took her for his wife, and they lived happily ever afte

Please choose suitable answer!

1. What kind of the text is it?

a.   report   b.   Recount

c.   narrative   d.   descriptive

2. The generic structure of the text is…….

a. Orientation > Complication > Resolution > Re-Orientation

b. Orientation > Events > Re- Orientation

c. General Classification > Description

d. Identification > Description

3. What is the purpose of the text ?

a. to inform about princess and the pea   b. to describe the story of the princess and the pea

c. to give information that the prince looked for the real princess

d. to amuse the reader with the story of the princess and the pea

4. What is the dominant structure used in the text ?

a.   the simple present tense   b.   the simple past tense

c.   the present continuous tense   d.   passive voice

5. No one but a real princess could have such a tender skin as that. The SYNONYM of 'tender' is …

a.   hard   b.   Light   c.   Weak   d.   Soft

6. What was the prince look for?

a. A real princess   b. A beautiful princes

c. Princesses   d. An old queen

7. When did a teribble storm come?

a. In the night   b. Oneday   c. One evening   d.Midnight

8. Who were the main characters in the story?

a. Dayang Sumbi and Sangkuriang   b. The prince and real princess

c.Cinderella   d. Snow white and dwarfs

9. What is the synonym of "spent"?

a. arrive   b.went   c. Finish   d. waste

10. How was the end of the story?

a. Happy ending   b. Sad ending   c. Happy and sad ending

d. The prince got married with the real princess

Appendix 6

<div align="center">

Reliability of The Test

</div>

A. Product Moment's Formula

$n = 30$ $\sum x = 520$

$\sum y = 467$ $\sum x^2 = 9360$

$\sum y^2 = 7767$ $\sum xy = 8424$

$$R_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\left(N.\sum x^2 - (\sum x)^2\right)\left(N.\sum y^2 - (\sum y)^2\right)}}$$

$$= \frac{30 \times 8424 - (520 \times 467)}{\sqrt{\left(30 \times 9360 - (520)^2\right)\left(30 \times 7767 - (467)^2\right)}}$$

$$= \frac{252720 - 242840}{\sqrt{(280800 - 270400)(233010 - 218089)}}$$

$$= \frac{9880}{\sqrt{10400 \times 14921}}$$

$$= \frac{9880}{\sqrt{155178400}}$$

$$= \frac{9880}{12457,06} = 0,79$$

B. Spearman-Brown's Formula

$$r_{11} = \frac{2 \times r^{1}/_2{}^{1}/_2}{\left(1 + r^{1}/_2{}^{1}/_2\right)}$$

$$= \frac{2 \times 0,79}{1 + 0,79}$$

$$= \frac{1,58}{1,79} = 0,88$$

Appendix

THE LEGEND OF CANDI PRAMBANAN

Roro Jonggrang was a very beautiful princess from a Javanese kingdom, Prambanan Kingdom hundred years ago. Her famous beauty was known throughout the country, and princes from far and different land and kingdoms came to propose her. However, her beauty did not make her humble, instead she grew her arrogance even more. She refused all their proposal, and sometime in harsh as well. Many returned brokenhearted.

There was a famous prince by that era, Prince Bandung Bondowoso. He was famous by his strength, power, and good looking. He owned a big kingdom with thousand of soldiers. He too heard of Roro Jonggrang's amazing beauty that he set up to the kingdom to propose her.

Having heard that Prince Bondowoso was coming to marry her, Roro Jonggang grew worried. She disliked the idea of getting married, however, she too understood the consequence if she refused the proposal. She knew that Bondowoso had thousands of soldiers that could attack her kingdom if she disappointed him. So when Bondowoso arrived and proposed her, she was willing to accept it with one condition.

Bondowoso had to make her 1000 temples in one night time. If he failed, then Roro Jonggrang would not marry him. Now, Bondowoso was not only strong, he had thousands of men working for him, and not only men, he owned the power to control the genies as well. He agreed to fulfill Jonggrang's wish and started to work it immediately. He used his power to call all the genies and asked them to keep on working until they completed 1000 temples by the time the rooster crowed the next morning.

The genies worked without stop any second. They would only stop by the time the rooster crowed. Soon hundreds of temples were completed. This made Roro Jonggrang restless. She could not sleep or even closed her eyes. She tried to

think any way to fail Bondowoso. Finally, she got an idea. She cut paper in the shape of a circle and glued it in front of a candle holder. She lit the candle and carried it to the chicken coop where the rooster slept. When the rooster saw the candle, it thought that it was almost dawn and the sun was going to rise soon. The rooster quickly got up and in a second, it crowed.

The working genies heard the rooster and thought that the morning had come. Instantly, they stopped working and disappeared leaving the undone temples. There were 999 temples that completed. One more to be built. Bondowoso was disappointed to see this. He was very mad. When he found out that it was the work of Roro Jonggrang, he came to her and cursed her into a stone.

Until now, we can still see the statue of Princess Roro Jonggrang in one of those temples that Bondowoso built for her. The temples are now named Prambanan.
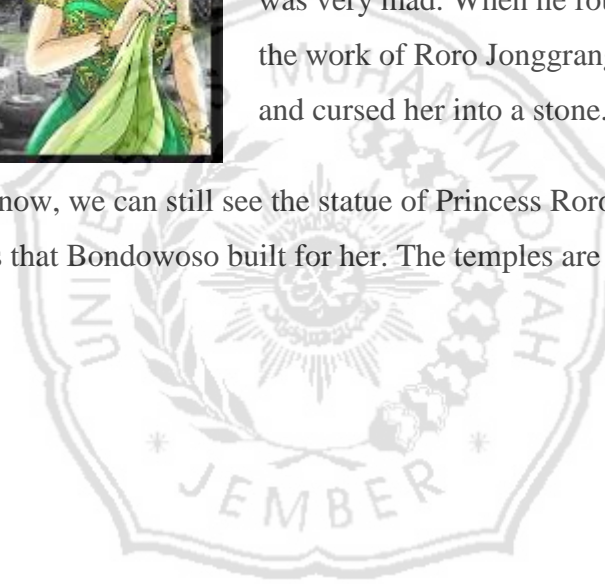
Appendix

Lesson Plan (Cycle 2)

First Meeting

Subject   : **English**

Skill   : **Reading Comprehension**

Grade/SMT   : **X / 2**

Time   : **2 x 45 minutes**

1. **Core Competence**

Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge in the specific study based on the student ability to solve the problem.

2. **Basic Competence**

3.10 Analyzing social functions, text structures, and elements of linguistic in simple narrative texts in the form of fairy tale, based on context that used.

4.15 Understanding the meaning of the narrative text in the form of oral and written text of a simple short story

3. **Indicators**

A. Identifying the general and specific information from the narrative text.

B. Identify the generic structure of narrative text.

C. Identifying the word meaning of the text.

D. Identifying the sentence meaning of the text.

E. Identifying the paragraph meaning of the text.

F. Identifying the whole meaning of the text.

4. **Materials**

Narrative Text

5. **Approach**

THIEVES Strategy

6. **Teaching Learning Activities**

STAGE	LEARNING MODEL	ACTIVITIES	TIME
Opening	Greeting, Praying, Checking Students' attendance	-Teacher greet the students by saying "assalamu'alaikum" and ask about students' condition. -Teacher and students pray together. - Teacher checks students' attendance.	5'
Main Activiy	Explaining narrative text and THIEVES strategy	-Teacher explains the generic structure, characteristics, time signal and tenses of narrative text. -Teacher gives the students narrative text about The Legend of Candi Prambanan -Teacher gives students THIEVES worksheet -Teacher ask to the students to make a group, a group consist of 2 students. -Teacher explains how to implement THIEVES strategy and how to fulfil THIEVES worksheet -Teacher guide the students to do the exercise -Students do what the teacher command with their own pair.	80'
Closing	Giving feedback and motivation, Praying	-Teacher gives a suggestion, feedback about what they have done in the day and give motivation	5'

		-Teacher close the class by saying *hamndallah* together with the students	

7. Media and Sources:

Narrative text, Printed Text, THIEVES worksheet

8. Evaluation

Evaluation Process (done during and after teaching and learning process) instrument:

a. Reading Test:

- Indicators: 1. Words Comprehension, 2. Sentence Comprehension, 3. Paragraph Comprehension, 4. Text Comprehension
- The Criteria of Success, if 75% of students get ≥75
- Scoring guide: the total number of correct answers X5

b. Observation Checklist:

- Indicators: 1. Paying attention to the lesson, 2. Asking or answering a questions, 3. Doing narrative text using THIEVES strategy, 4. Organizing an outline and developing it
- The criteria of success: if the students fulfill at least three indicators

Jember, May 14, 2018

English Teacher   Researcher

Eko Julianto S.Pd   Ari Safitri

APPENDIX 7

STUDENTS' SCORE OF TRY OUT TEST FROM LARGEST TO SMALLEST

No	Nama Siswa	1	2	3	4	5	6	7	8
1	Sega Restu	1	1	1	1	1	1	1	1
2	Much. Saifuddin	1	1	1	1	1	1	1	1
3	Finda Mecca	1	1	1	1	1	1	1	1
4	Irdya Wahyu	1	1	1	1	1	1	1	1
5	Dhiah Ade	1	1	1	1	1	1	1	1
6	Dirga Setyawan	1	1	1	1	1	1	1	1
7	Natasya Zamzam	1	1	1	1	1	1	1	1
8	Riska R.	1	1	1	1	1	1	1	1
9	Titan Hanief	1	1	1	1	1	1	1	1
10	Yasinta Tiara	1	1	1	1	1	1	1	1
11	Agit Widiyawati	1	1	1	1	1	1	1	1
12	M. Sofwatul	1	1	1	1	1	1	1	1
13	Novita Dwi L.	1	1	1	1	1	1	1	1
14	Pambudi Setyo	1	1	1	1	1	1	1	1
15	Reni Setya A.	1	1	1	1	1	1	1	1
16	A. Dhani S.	1	1	1	1	1	1	1	1
17	Amar Ma'ruf	1	0	1	1	1	1	0	0
18	Dandy Kurnia	1	1	1	1	1	1	1	0
19	M. Fariz A.	1	1	1	1	1	1	1	0
20	Silvi Aulia	1	1	1	1	1	1	1	0
21	Yearsina S. P.	1	1	1	1	1	1	1	0
22	Mira Nur W.	1	0	1	1	1	1	1	1
23	Aqshal Ilham	1	0	1	0	1	1	0	1
24	Toha	0	1	0	0	1	1	1	0
25	Eka Ardiansyah	1	0	1	1	1	1	1	1
26	Silve Dwi L.	1	1	0	1	1	1	1	1
27	Siti Khumaida	1	0	0	0	1	1	1	1
28	Muflikhatul A.	1	0	1	0	1	1	0	1
29	Ayu Dwi L	1	0	0	0	1	1	0	0
30	M. Ferdian	1	0	0	1	1	1	0	0

9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
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27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44
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45	46	47	48	49	50	Total
1	1	1	1	1	1	49
1	1	1	1	1	1	48
1	0	1	1	1	1	46
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1	1	1	1	1	1	38
1	0	1	0	0	0	31
1	0	0	1	0	0	23
0	0	1	1	0	0	21
0	1	1	0	1	0	20
1	0	1	1	0	1	20
0	0	1	0	0	0	20
0	0	1	0	0	0	19
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1	0	0	0	1	0	13
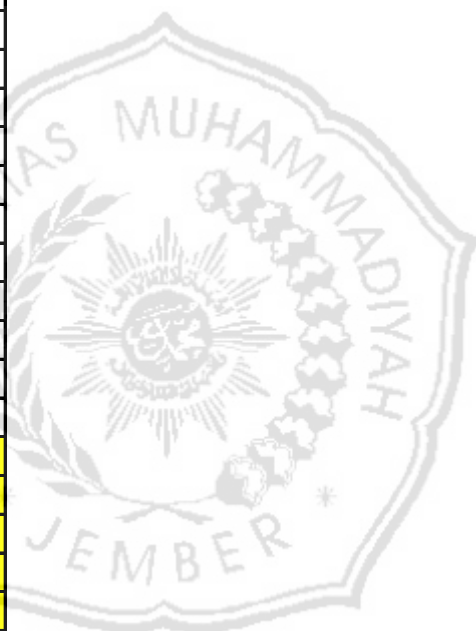
Appendix

KEY ANSWER OF READING TEST CYCLE 2

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

Appendix

The Score of X Science 2 (Cycle 1)

No	Name	Score	Conclusion
1	Adelia Fara Yunisa	75	Achieved
2	Ahmad Efendi	85	Achieved
3	Ahmad Muflih	80	Achieved
4	Elisa Dewi	75	Achieved
5	Elmis Septia	75	Achieved
6	Estika Nur Imama	75	Achieved
7	Fandik .S	45	Not achieved
8	Farida Kusuma	50	Not achieved
9	Fitria Puspitasari	75	Achieved
10	Fira Dwi Lestari	75	Achieved
11	Hidayatullah	55	Not achieved
12	Imania Solikha	60	Not achieved
13	Laila Gadeiriyah	80	Achieved
14	Lolita Desianti	55	Not achieved
15	Medina Nurul	50	Not achieved
16	Mega Nanda	75	Achieved
17	M. Irfan	55	Not achieved
18	M. Agung Wijayanto	60	Not achieved
19	M. Sahrul	75	Achieved
20	Moch. Tri Susilo	55	Not achieved
21	Mur Fadila	50	Not achieved
22	Nabila Maharani	65	Not achieved
23	Nur Wijaya	60	Not achieved
24	Radhis Devanu	80	Achieved
25	Ramadani Agusta	75	Achieved
26	Reni Puji	80	Achieved
27	Sofia Yuniar	75	Achieved

28	Sofia Baroroh	55	Not achieved
29	Sri Ita Purnamasari	75	Achieved
30	Vika Anjani	80	Achieved
	The students got ≥ 75		17 students
	Total score Mean		

$$\text{MEAN} = \frac{\textit{Total of Score}}{\textit{Total of students}} = \frac{2025}{30} = 67.5$$

Notes: Mean = The average of total of students score

Achieved = 57%

Not achieved = 43%
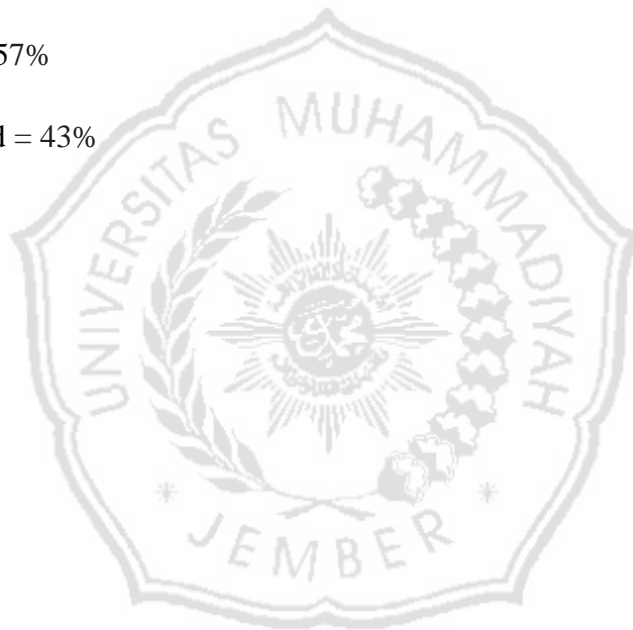
The result of Students Score (Cycle 2)

No	Name	Score	Conclusion
1	Adelia Fara Yunisa	85	Achieved
2	Ahmad Efendi	95	Achieved
3	Ahmad Muflih	95	Achieved
4	Elisa Dewi	80	Achieved
5	Elmis Septia	90	Achieved
6	Estika Nur Imama	85	Achieved
7	Fandik .S	65	Not achieved
8	Farida Kusuma	65	Not achieved
9	Fitria Puspitasari	90	Achieved
10	Fira Dwi Lestari	80	Achieved
11	Hidayatullah	60	Not achieved
12	Imania Solikha	75	Achieved
13	Laila Gadeiriyah	85	Achieved
14	Lolita Desianti	65	Not achieved
15	Medina Nurul	65	Not achieved
16	Mega Nanda	80	Achieved
17	M. Irfan	75	Achieved
18	M. Agung Wijayanto	75	Achieved
19	M. Sahrul	80	Achieved
20	Moch. Tri Susilo	75	Achieved
21	Mur Fadila	65	Not achieved
22	Nabila Maharani	70	Not achieved
23	Nur Wijaya	75	Achieved
24	Radhis Devanu	90	Achieved
25	Ramadani Agusta	85	Achieved
26	Reni Puji	90	Achieved
27	Sofia Yuniar	80	Achieved
28	Sofia Baroroh	75	Achieved
29	Sri Ita Purnamasari	75	Achieved

30	Vika Anjani	80	Achieved
	The students got ≥ 75		23 students
	Total score Mean		

2350

$$\text{MEAN} = \frac{\textit{Total of Score}}{\textit{Total of students}} = \frac{2350}{30} = 78.33$$

Notes: Mean = The average of total of students score

Achieved= 24 x 100 : 30 =80%

Not achieved = 20%
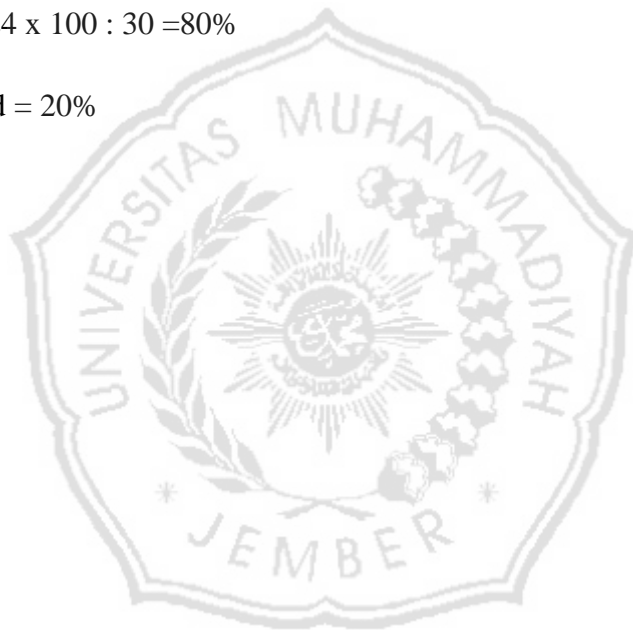
Table of Observation Checklist for Cycle 1

No.	Name of students	First meeting*)				Active	Passive	Second meeting*)				Active	Passive
		1	2	3	4			1	2	3	4		
1	Adelia Fara Yunisa	-	-	√	√		√	√	√	-	-		√
2	Ahmad Efendi	√	√	-	-		√	√	√	√	-	√	√
3	Ahmad Muflih	√	√	√	-	√		√	√	√	√	√	
4	Elisa Dewi	√	-	-	-		√	√	√	-	-		√
5	Elmis Septia	√	√	√	-	√		√	√	√	√	√	
6	Estika Nur Imama	√	√	√	√	√		√	√	√	√	√	
7	Fandik .S	-	-	√	√		√	√	√	√	-		√
8	Farida Kusuma	√	√	√	√	√		√	√	√	√	√	
9	Fitria Puspitasari	-	√	√	-		√	√	√	-	-		√
10	Fira Dwi Lestari	√	-	-	-		√	√	√	√	-	√	
11	Hidayatullah	√	√	-	-		√	√	√	-	-		√
12	Imania Solikha	√	-	√	√	√		√	√	√	√	√	
13	Laila Gadeiriyah	√	√	√	-	√		√	√	√	-	√	
14	Lolita Desianti	√	√	√	√	√		√	√	√	√	√	
15	Medina Nurul	√	-	-	-		√	√	√	√	-	√	
16	Mega Nanda	√	√	√	-	√	√	√	√	√	√	√	
17	M. Irfan	√	-	√	√	√		√	√	-	-		√

No	Name													
18	M. Agung Wijayanto	√	√	√	√	√		√	√	√	√	√	
19	M. Sahrul	√	√	√	√	√		√	√	-	-		√
20	Moch. Tri Susilo	√	√	√	√	√		√	√	-	-		√
21	Mur Fadila	√	√	-	-		√	√	-	√	-		√
22	Nabila Maharani	-	√	√	√	√		√	√	√	-	√	
23	Nur Wijaya	-	√	√	√	√		√	√	√	√	√	
24	Radhis Devanu	-	√	√	√		√	√	√	√	-	√	
25	Ramadani Agusta	√	√	-	-		√	√	-	-	-		√
26	Reni Puji	√	√	√	√	√		√	√	√	√	√	
27	Sofia Yuniar	√	-	-	-		√	√	√	-	-		√
28	Sofia Baroroh	-	√	√	-		√	-	-	√	√		√
29	Sri Ita Purnamasari	√	√	-	-		√	√	√	√	-	√	
30	Vika Anjani	√	√	√	-		√	√	√	√	√	√	
	Total					15/30*100% =50%	15/30*100% = 50%					18/30*100% = 60%	12/30*100% = 40%
	The Result of Cycle 1					**Active :** $\dfrac{50\%+60\%}{2}$ = **55%**						**Pasive:** $\dfrac{50\% + 40\%}{2}$ = **45%**	

*) note:

1. Paying attention to the lesson,

 2. Asking or answering a questions,

 3. Doing narrative text using THIEVES strategy,

 4. Organizing an outline and developing it

.

Table of Observation Checklist for Cycle 1I

No.	Name of students	First meeting*)				Active	Passive	Second meeting*)				Active	Passive
		1	2	3	4			1	2	3	4		
1	Adelia Fara Yunisa	-	-	√	√		√	√	√	-	-		√
2	Ahmad Efendi	√	√	√	-	√		√	√	√	-	√	
3	Ahmad Muflih	√	√	√	-	√		√	√	√	√	√	
4	Elisa Dewi	√	-	√	-		√	√	√	-	-		√
5	Elmis Septia	√	√	√	-	√		√	√	√	√	√	
6	Estika Nur Imama	√	√	√	√	√		√	√	√	√	√	
7	Fandik .S	-	√	√	√	√		√	√	√	-	√	
8	Farida Kusuma	√	√	√	√	√		√	√	√	√	√	
9	Fitria Puspitasari	√	√	√	-	√		√	√	√	-	√	
10	Fira Dwi Lestari	√	-	-	-		√	√	√	√	-	√	
11	Hidayatullah	√	√	√	-	√		√	√	√	-	√	
12	Imania Solikha	√	-	√	√	√		√	√	√	√	√	
13	Laila Gadeiriyah	√	√	√	-	√		√	√	√	-	√	
14	Lolita Desianti	√	√	√	√	√		√	√	√	√	√	
15	Medina Nurul	√	-	-	-		√	√	√	√	-	√	
16	Mega Nanda	√	√	√	-	√		√	√	√	√	√	
17	M. Irfan	√	-	√	√	√		√	√	-	-		√

| No	Name												
18	M. Agung Wijayanto	√	√	√	√	√		√	√	√	√	√	
19	M. Sahrul	√	√	√	√	√		√	√	√	-	√	
20	Moch. Tri Susilo	√	√	√	√	√		√	√	√	-	√	
21	Mur Fadila	√	√	-	-		√	√	-	√	-		√
22	Nabila Maharani	-	√	√	√	√		√	√	√	-	√	
23	Nur Wijaya	-	√	√	√	√		√	√	√	√	√	
24	Radhis Devanu	-	√	√	√	√		√	√	√	-	√	
25	Ramadani Agusta	√	√	-	-		√	√	-	-	-		√
26	Reni Puji	√	√	√	√	√		√	√	√	√	√	
27	Sofia Yuniar	√	-	-	-		√	√	√	-	√	√	
28	Sofia Baroroh	-	√	√	√	√		-	√	√	√	√	
29	Sri Ita Purnamasari	√	√	√	-	√		√	√	√	-	√	
30	Vika Anjani	√	√	√	-	√		√	√	√	√	√	
	Total					23/30*100% = 76.67%	7/30*100% = 23.33%					25/30*100% = 83.33%	5/30*100% = 16.67%
	The Result of Cycle 1					**Active :** $\frac{76.67\%+83.33\%}{2}$ = **80%**						**Pasive:** $\frac{23.33\% + 16.67\%}{2}$ = **20%**	

*) note:

1. Paying attention to the lesson,

 2. Asking or answering a questions,

3. Doing narrative text using THIEVES strategy,

 4. Organizing an outline and developing it

.

CINDERELLA

Once upon a time there was a beautiful girl called Cinderella and she had two ugly step sisters who were very unkind who made her do all the hard work. She had to sweep the floors, do all the dishes, while they dressed up in fine clothes and went to lots of parties.
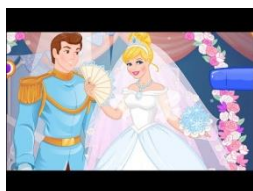
One day a special invitation arrived at Cinderella's house. It was from the royal palace. The king's only son was a truly handsome prince was going to have a grand ball. Three girls were invited to come. Cinderella knew she wouldn't be allowed to go to the ball. But the ugly sisters, ho ho ho, they were excited. They couldn't talk about anything else. When the day of the ball came, they made such a fuss. Poor Cinderella had to rush about upstairs and downstairs. She fixed their hair in fancy waves and curls. She helped them put on their expensive new dresses. And she arranged their jewels just so. As soon as they had gone, Cinderella sat down by the fire and she said. "Oh I do wish I could go to the ball". The next moment, standing beside her was a lovely old lady with a silver wand in here hand. "Cinderella, she said " I am your fairy godmother and you shall go to the ball. But first you must go into the garden and pick a golden pumpkin, then bring me six mice from the mousetraps, a whiskered rat from the rat trap, and six lizards. You'll find the lizards behind the watering can. So Cinderella fetched a golden pumpkin, six grey mice, a whiskered rate, six lizards.

The fairy godmother touched them with her wand and the pumpkin became a golden coach, the mice became six grey horses, the rat became a coachman with the most enormous moustache, and the lizards became six footmen dressed in green and yellow, then the fairy godmother touched Cinderella with the wand and her old dress became a golden dress sparkling with jewels while on her feet was the prettiest pair of glass slippers ever seen. Remember said the fairy godmother you must leave the ball before the clock strikes twelve because at midnight the magic ends. "Thank you fairy godmother" said Cinderella and she climbed into the coach.

When Cinderella arrived at the ball she looked so beautiful that everyone wondered who she was! Even the ugly sisters. The Prince of course asked here to dance with him and they danced all evening. He would not dance with anyone else. Now Cinderella was enjoying the ball so much that she forgot her fairy godmothers warning until it was almost midnight and the clock began to strike. One. Two. Three. She hurried out of the ballroom. Four. Five. Six. As she ran down the palace steps one of her glass slippers fell off. Seven. Eight. Nine. She ran on toward the golden coach. Ten Eleven Twelve. Then there was Cinderella in her old dress. The golden pumpkin lay in her feet. And scampering down off down the road were six

grey mice, a whiskered rat and six green lizards.. So Cinderella had to walk home and by the time the ugly sisters returned home was sitting quietly by the fire.

Now when Cinderella ran from the palace, the prince tried to follow her and he found the glass slipper. He said, "I shall marry the beautiful girl whose foot fits this slipper and only her. In the morning the prince went from house to house with the glass slipper and every young lady tried to squeeze her foot into it. But it didn't' fit any of them. At last the prince came to Cinderella's house. First one ugly sister tried to squash her foot into the slipper. But her foot was too wide and fat. Then the other ugly sister tried but her foot was too long and thin. Please said Cinderella, let me try. "The slipper won't fit you", said the ugly sisters. "You didn't go to the ball!" But Cinderella slipped her foot into the glass slipper and it fit perfectly. The next moment standing beside her was the fairy godmother. She touched Cinderella with the wand and there she was in a golden dress sparkling with jewels and on her feet was the prettiest pair of glass slippers ever seen. The ugly sisters were so surprised that, for once they couldn't think of anything to say. But the Prince knew what to say. He asked Cinderella to marry him.

And then there was a happy wedding. Everyone who had gone to the ball was invited, even the ugly sisters. There was wonderful food, lots of music and dancing. And the Prince of course danced every dance with Cinderella. He would not dance with anyone else
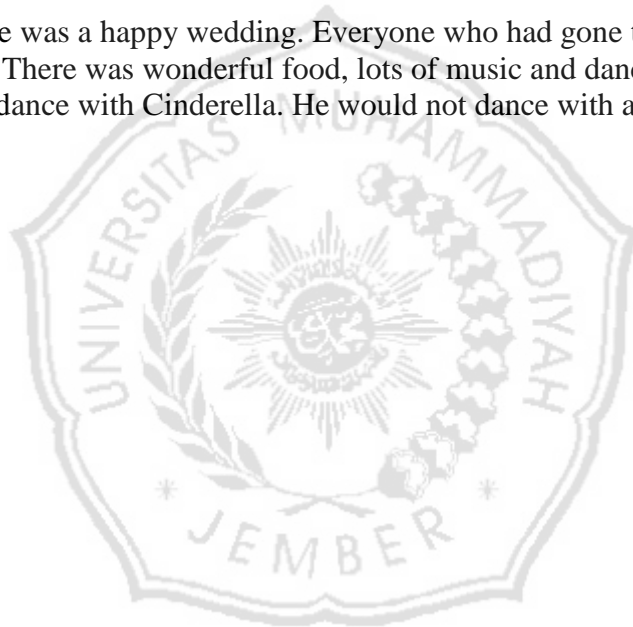
Appendix

CURRICULUM VITAE

Ari Safitri is the first born daughter of Purwanto and Safi'ah. She was born on February 9, 1996. She lived in Kunir, Lumajang.

She began her study at SDN Kunir Lor 1 in 2003, graduated in 2009. She continued to SMPN 1 Kunir in 2009, graduated in 2011. For senior high school, she studied at SMAN 1 Kunir and graduated in 2014. She decided to continue her study at Muhammadiyah University of Jember, Taking English Education Program as a choosen major course, makes her believed that teaching is the most noble job in the world.
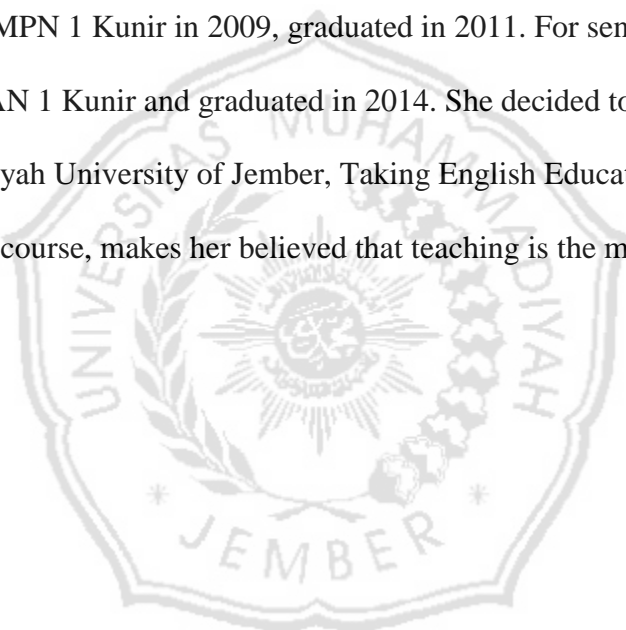
Appendix 2

<p style="text-align:center">Try – Out Test</p>

<u>**TEXT I**</u>

<p style="text-align:center">A Woman and the Wolves</p>

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

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

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

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

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

Read the text, then choose the best choice to each questions.

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

2. Who was Ah Tim ?

a. The young woman's brother   b. The young woman's son

c. The young woman's brother and nephew d. The young woman's brother's son

e. One of the men who fetched a stick

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

a. Ah Tm   b. The woman c. The woman's son   d. Her brother's nephew

e. The baby and his mother

4. How could the wolves catch Ah Tim ?

a. He was afraid   b. He was stumbled by a stone   c. He ran slowly

d. The woman cried   e. The wolves were good runners

5. The woman gave her son to the wolves because

a. She loved her nephew than her son.   b. She thought about how her brother would be

c. She wanted her son was eaten by the wolves   d. She was crazy

e. She kept a grudge on his brother

6. What did the villagers bring sticks for ?

a. For the weapon to beat the wolves b. To bring the woman's nephew

c. For the fire woods.   d. For play   e. For building a house for the woman.

7. " all men in the village fetched thick stick … " the word " fetched" has a similar meaning to. .. .

a. Received   b. Caught   c. Got   d. Hit   e. Lifted

8. From the passage we learn that the villages were ….

a. Located in one huge area   b. Situated in a large district

c. Separated by untamed jungles.   d. Wild and unsafe

e. Dark and very dangerous

9. The brother let her son go with his aunt as she left home because ….

a. Ah Tim wanted to see the wolves   b. His aunt wanted him to come long

c. Ah Tim was bored to live with his parents   d. The baby was too cute to be alone

e. Ah Tim would be a guardian for them

10. What is the purpose of the writer by writing the story above ?

a. To describe the danger of the villages

b. To entertain the readers of the story

c. To tell the villagers' relationship

d. To explain how important a relative is

e. To narrate how the wolves were playing with the baby.

TEXT II

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

Choose the best answer!

1. What type of the text is used by the witer?

a. Narrative   b. Report   c. Anecdote   d. Comparative

    e. News item

2. To tell the plot, the writers uses…………..

a. a rhetorical question and an exclamation   b. time sequences

c. contrastive evidences   d. past tense   e. concessive

conjunctions

3. Why Snow White ran away to the woods?

a. Her parents passed away   b. Her uncle was angry with her

c. Her uncle and aunt would go to America   d. Snow White was happy to

run away

e. Snow White liked playing in the woods

4. When did Snow White run away to the woods?

a. In the afternoon   b. In the morning   c. In the evening   d. In the full

moon

e. In the middle of night

5 Where did Snow White live after she ran away to the woods?

a. She lived in the cave   b. She lived in the lion nest

c. She lived everywhere in the woods   d. She lived in the dwarfs' cottage

e. She lived on the street

6. According to the text, before she ran away into the woods, why did Snow

White live with her uncle and aunt?

a. because she loved them very much   b. as a result of forcing attitude from

them

c. because her parents were dead   d. because she were afraid of the

dwarfs

e. because she ran away from a monster

7. The communicative purpose of this text is…………..

a. to inform the readers about important and newsworthy events

b. to entertain readers with fairy tale   c. to share an account of an unusual

event

d. to persuade readers to accept his/her opinions

e. to denote or propose something as the case

8. The organization of the text above is………….

a. abstract, orientatin, crisis, incident,coda

b. thesis, argument: plot-elaboration, argument: plot-elaboration, argument: plot-elaboration, conclusion

c. orientation, major complication, resolution, complication, resolution, complication, major complication

d. description, background events, sources   e. orientation, event, event, event

9. "There, they found Snow white". The word "they" refers to?

a. Snow white   b. 7 dwarfs   c. Uncles   d. Her aunts   e. A dwarf

10. What was Snow white see in the wood?

a. A house   b. River   c. Little cottage   d. Lake

     e. Castle

TEXT III

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat CAtano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

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

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

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

Read the text and choose the best answer!

1. Where does the story take place?

A. London   C. Jakarta

B. Puerto Rico   D. Buenos Aires   E. Germany

2. What is the word that the parrot cannot say?

A. Catano   C. Canato

      B. Tacano   D. Nacato   E. Conato

3. How often did the owner teach the bird how to say the word?

A. Always   C. Many times

B. Everyday   D. Every second   E. In monday

4. Which statement is true according to the text?

A. The parrot could say Catano   B. At last the parrot could say Catano

C. Catano was the name at the parrot   D. The man never got angry at the parrot

E. The parrot was mad

5. What does the man do to the bird because the bird cannot say the name of a place.

A. The man ate the bird.   B. The sold the bird.   C. The man killed the bird.

D. The man taught the bird.   E. The man eat the bird

6. It is most likely that ….

A. The bird killed the three chickens.   B. The three chickens killed the bird.

C. The bird played with the chicken.   D. The bird killed one of the three chickens.

E. The bird killed both of the chicken

7. What is the story about?

A. A parrot and a cat   B. A parrot and a chicken   C. A parrot and the owner

D. A parrot, the owner, and chickens   E. A parrot

8. "It was very, very smart"

The underlined word refers to ….

A. The man   B. The bird   C. The chicken   D. Puerto Rico

E. The man and the bird

9. "The parrot was very, very smart"

The word 'smart' means ….

A. Stupid   C. Stubborn

B. Clever   D. Beautiful   E. Dilligent

10. "The parrot was screaming at the fourth chickens"

What does the underlined word mean?

A. Smiling   C. Shouting

B. Crying   D. Laugh   E. Crying

TEXT IV

The Princess and the Pea

Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came; lightening flashed, thunder rolled, and the rain poured down in torrents-it was simply awful! suddenly there was a knock at the city gate, and the old king went out to answer it.

There was a princess standing outside, but what a sight the rain and the bad weather had made of her ! The water streamed down her hair and her clothes, and yet she said she was a real princess.

"It won't take long to find that out," thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses.

That was where the princess was to spend the night.

In the morning they asked her how she had slept.

"Oh, dreadfully! said the princess. "I hardly slept a wink all night. Whatever could have been in the bed ? I was lying on something so hard that I'm black and blue all over."

So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that.

So the prince took her for his wife, and they lived happily ever afte

Please choose suitable answer!

1. What kind of the text is it?

a.   report   b.   Recount   c.   narrative

d.   descriptive   e.   news item

2. The generic structure of the text is…….

a. Orientation > Complication > Resolution > Re-Orientation

b. Orientation > Events > Re- Orientation   c. General Classification > Description

d. Identification > Description   e. Newsworthy Events > Background Events > Sources

3. What is the purpose of the text ?

a. to inform about princess and the pea   b. to describe the story of the princess and the pea

c. to give information that the prince looked for the real princess

d. to amuse the reader with the story of the princess and the pea

e. to describe how the princess could feel the pea on the bottom boards of the bed

4. What is the dominant structure used in the text ?

a.   the simple present tense   b.   the simple past tense

c.   the present continuous tense   d.   passive voice

        e.   imperative

5. No one but a real princess could have such a tender skin as that. The SYNONYM of 'tender' is …

a.   hard   b.   Light   c.   Weak   d.   Strong   e.   Soft

6. What was the prince look for?

a. A real princess   b. A beautiful princes   c. Princesses   d. An old queen

e. A real queen

7. When did a teribble storm come?

a. In the night   b. Oneday   c. One evening

        d.Midnight

e. in the morning

8. Who were the main characters in the story?

a. Dayang Sumbi and Sangkuriang   b. The prince and real princess

        c.Cinderella

d. Snow white and dwarfs   e. The queen

9. What is the synonym of "spent"?

a. arrive   b.went   c. go   d. Finish   e. Waste

10. How was the end of the story?

a. Happy ending   b. Sad ending   c. Happy and sad ending

d. The prince lost her princess   d. The prince got married with the real princess

TEXT V

        Once upon a time there was a poor widow who had an only son named Jack. They were so poor that they didn't have anything except a cow. When the

cow had grown too old, his mother sent Jack to the market to sell it. On the way to the market, Jack met a butcher who had some beautiful beans in his hand. The butcher told the boy that the beans were of great value and persuaded the silly lad to sell the cow for the beans.

Jack brought them, happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window.

When Jack woke up in the morning, he felt the sun shining into a pan of his room, but all the rest was quite dark and shady.

So he jumped to the window. What did he see? The beanstalk grew up quite close past Jack's window. He opened the window and jumped to the beanstalk which ran up just like a big ladder

He climbed and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then Jack walked along the path leading to the castle. There was a big tail woman on the doorstep. Jack greeted her and asked for the giantess mercy to give him breakfast, because he fell very hungry. Although the giantess grumbled at first, finally she gave Jack a hunk of bread and cheese and a jug of milk.

Jack hadn't finished when the whole house began to tremble with the noise of someone's coming. "Oh! It's my husband!" cried the giantess. "What on earth shall I do?"

Hastily the giantess opened a very big cupboard and hid Jack there.

Read the text and answer the following questions!

1. Where did Jack sell his cow ?
a. at a castle   b.   at the market   c.   at the giants castle
d.   At the butchers house   e.   on the way to the market
2.   what is the story about
a.   jack and a butcher   b.   jack and the giantess   c.   a poor widow and his son
d.   Jack and the bean stalk   e.   The giantess and her husband

3. Oh ! It's my husband !" cried the giantess (paragraph 7) from the sentence we know that the giantess is … her husband

a.   afraid of   b.   angry with   c.   fed up with

d.   annoyed with   e.   displeased with

4.   Jack's mother looked very furious when jack told that

a.   the beans were precious   b.   the butcher bought his cow

c.   he traded his cow for the beans   d.   he had sold his cow to a butcher

e.   he met a butcher an the way to the market

5.   What do learn from the text ?

a.   Jack's mother was a furious mother   b.   Poverty makes people hopeless

c.   The giantess pity on jack   d.   Jack was innocent boy

e.   Sincerity makes jack get something precious

TEXT VI

Once upon a time, there was an old woman who lived in a very old hut near a forest with her only daughter. The daughter's name is Misna. She is beautiful but she had envious heart.

One day she saw girl of her age passing by her hut. The girl was joining her father hunting. She dressed in beautiful cloth. His father's assistants respected her. Misna could not sleep when she was remembering this. She was very angry with her condition. She hated her hopeless mother.

In the morning she shouted at her mother. She wanted her mother to buy the most beautiful gown in the markets for her. Of course her mother could not afford it. Then she cried and cried. She did not want to eat anything. Her mother was very sad. She decided to sell a piece of land, the only valuable thing that she had. She bought her beloved daughter a very beautiful dress.

Misna admired herself. She wanted to show everybody that she was a very beautiful girl. She asked her mother to bring her to another village. Along the way, she smiled to everyone. People in the village thought that she was a princess. They gave her a high respect and invited her to have meal in their house. Misna

enjoyed this and told everybody that she was princess and mother was maid. Her mother was very sad but she kept her felling deep in the heart.

On the way home Misna met a handsome prince. He was interested in her and wanted to marry her. Misna told the prince that her mother had died and father went married to another woman. She was having a long trip with her loyal maid. Listening to this, her mother was very upset. She cried loudly Misna was very angry to her and told her to be away from her.

Suddenly there was a heavy rain accompanied with big thunders. Everyone run away to save themselves. Misna was very afraid. She cried. Her mother wanted to help her but she did not want to at that time a big thunder hit her to dead.

Please choose the best answer!

1. What is the type of the text?
    a. Procedure   b. Descriptive   c. Narrative   d. News item
    e. Report

2. When did she ask her mother a beautiful dress?
    a. After she saw another girl with beautiful dress
    b. on the way home she met a handsome prince
    c. after her mother sold a piece of her land
    d. when a heavy rain and big thunders came
    e. since the villagers invited her to have meal in their house

3. How could her mother buy her a beautiful dress?
    a. from her saving   b. by asking her relative some money
        c. by robbed a bank
        d. from her salary   e. by selling the only land she had

4. What made her mother cried aloud?
a. she told everyone that she was her maid
b. she told the prince that her mother had died
c.   she told the prince that she was her maid

d.   she wanted her mother to buy the most beautiful gown

e.   she was joining her father hunting for a long time

5.She is beautiful but she had <u>envious</u> heart

What is the synonym of the underlined word?

a.   Ambigious   b.   Jealous   c.   Fierce

d.   Festive   e.   Humble

Appendix 3

Key Answers of Try – test

Text I	Text II	Text III	Text IV
1. C	1. A	1. B	1. C
2. D	2. D	2. A	2. A
3. A	3. C	3. C	3. D
4. B	4. B	4. B	4. B
5. B	5. D	5. D	5. C
6. A	6. C	6. A	6. A
7. C	7. B	7. C	7. C
8. C	8. C	8. B	8. B
9. E	9. B	9. B	9. E
10. B	10. C	10.C	10. D

Text V	Text IV
1. E	1. C
2. D	2. A
3. A	3. E
4. C	4. B
5. E	5. B
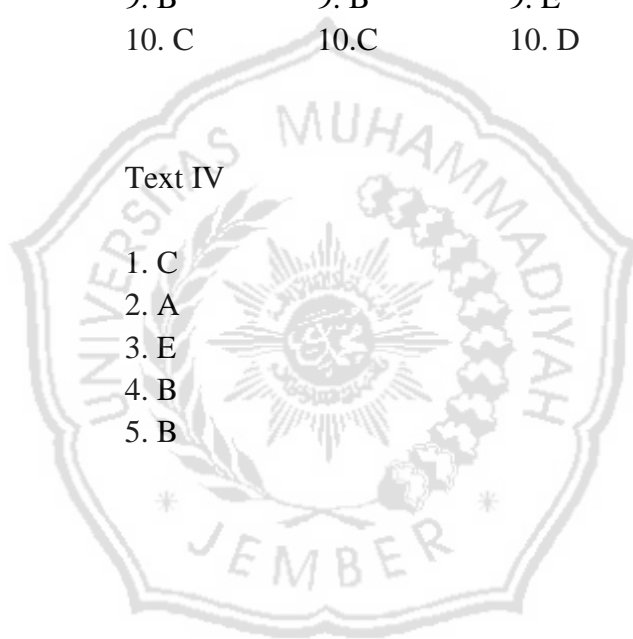
APPENDIX 4

STUDENTS' SCORE OF TRY OUT TEST

No	Nama Siswa	1	2	3	4	5	6	7	8	9	10	11	12
1	A. Dhani S.	1	1	1	1	1	1	1	1	1	1	1	0
2	Agit Widiyawati	1	1	1	1	1	1	1	1	0	1	1	1
3	Amar Ma'ruf	1	0	1	1	1	1	0	0	0	1	1	1
4	Aqshal Ilham	1	0	1	0	1	1	0	1	1	0	0	0
5	Ayu Dwi L	1	0	0	0	1	1	0	0	0	0	1	0
6	Dhiah Ade	1	1	1	1	1	1	1	1	1	1	1	1
7	Dandy Kurnia	1	1	1	1	1	1	1	0	1	1	1	1
8	Dirga Setyawan	1	1	1	1	1	1	1	1	1	1	1	1
9	Eka Ardiansyah	1	0	1	1	1	1	1	1	0	1	1	1
10	Finda Mecca	1	1	1	1	1	1	1	1	1	1	1	1
11	Irdya Wahyu	1	1	1	1	1	1	1	1	0	1	1	1
12	Mira Nur W.	1	0	1	1	1	1	1	1	1	1	1	1
13	M. Ferdian	1	0	0	1	1	1	0	0	1	0	0	0
14	M. Sofwatul	1	1	1	1	1	1	1	1	1	1	1	1
15	Much. Saifuddin	1	1	1	1	1	1	1	1	1	1	1	1
16	Muflikhatul A.	1	0	1	0	1	1	0	1	1	0	0	0
17	M. Fariz A.	1	1	1	1	1	1	1	0	1	1	0	0
18	Natasya Zamzam	1	1	1	1	1	1	1	1	0	1	1	1
19	Novita Dwi L.	1	1	1	1	1	1	1	1	0	1	1	1
20	Pambudi Setyo	1	1	1	1	1	1	1	1	0	1	1	1
21	Reni Setya A.	1	1	1	1	1	1	1	1	1	1	0	1
22	Riska R.	1	1	1	1	1	1	1	1	0	1	1	1
23	Sega Restu	1	1	1	1	1	1	1	1	1	1	1	1
24	Silvi Aulia	1	1	1	1	1	1	1	0	1	1	0	0
25	Silve Dwi L.	1	1	0	1	1	1	1	1	0	0	1	0
26	Siti Khumaida	1	0	0	0	1	1	1	1	0	1	1	0
27	Titan Hanief	1	1	1	1	1	1	1	1	0	1	1	1
28	Toha	0	1	0	0	1	1	1	0	1	1	0	0
29	Yasinta Tiara	1	1	1	1	1	1	1	1	0	1	1	1
30	Yearsina S. P.	1	1	1	1	1	1	1	0	1	1	1	0

36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Total	total score
1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	40	80
1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	41	82
1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	40	80
1	1	0	1	0	0	1	0	0	1	0	0	1	0	0	23	46
0	0	1	0	1	0	0	1	1	0	1	0	0	0	0	14	28
1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	45	90
1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	40	80
1	1	0	1	1	1	1	1	0	0	1	1	0	1	1	44	88
0	0	0	1	1	0	0	0	1	0	1	1	0	1	0	20	40
1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	46	92
1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	46	92
0	0	0	1	1	1	0	0	0	1	0	1	0	0	0	31	62
0	0	0	0	1	1	0	0	0	1	0	0	0	1	0	13	26
1	1	0	1	0	1	0	1	1	1	1	1	1	0	1	41	82
1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	48	96
0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	19	38
1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	39	78
1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	43	86
1	1	0	1	0	1	0	1	0	1	1	1	1	1	1	41	82
1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	41	82
1	1	0	1	0	1	0	1	1	1	1	1	1	0	1	41	82
1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	43	86
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	49	98
1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	38	76
0	0	0	0	1	1	0	0	1	1	0	1	1	0	1	20	40
0	0	0	1	1	1	0	0	0	0	0	1	0	0	0	20	40
1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	42	84
1	0	1	0	1	0	0	0	0	0	0	1	1	0	0	21	42
1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	42	84
1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	38	76

APPENDIX 5

ANALYSIS RELIABILITY OF TRY OUT TEST

NO.	X	Y	X^2	Y^2	XY
1	24	15	576	225	360
2	21	20	441	400	420
3	21	19	441	361	399
4	14	9	196	81	126
5	7	7	49	49	49
6	23	22	529	484	506
7	20	20	400	400	400
8	23	21	529	441	483
9	10	10	100	100	100
10	23	23	529	529	529
11	24	22	576	484	528
12	17	14	289	196	238
13	8	5	64	25	40
14	22	19	484	361	418
15	25	23	625	529	575
16	11	8	121	64	88
17	21	18	441	324	378
18	22	21	484	441	462
19	22	19	484	361	418
20	21	20	441	400	420
21	22	19	484	361	418
22	21	22	441	484	462
23	24	25	576	625	600
24	19	19	361	361	361
25	10	10	100	100	100
26	11	9	121	81	99
27	20	22	400	484	440
28	10	11	100	121	110
29	21	21	441	441	441
30	20	18	400	324	360
∑	557	511	11223	9637	10328

APPENDIX 8

UPPER AND LOWER GROUP OF TRY OUT TEST

upper Group

No	Nama Siswa	1	2	3	4	5	6	7	8
1	Sega Restu	1	1	1	1	1	1	1	1
2	Much. Saifuddin	1	1	1	1	1	1	1	1
3	Finda Mecca	1	1	1	1	1	1	1	1
4	Irdya Wahyu	1	1	1	1	1	1	1	1
5	Dhiah Ade	1	1	1	1	1	1	1	1
6	Dirga Setyawan	1	1	1	1	1	1	1	1
7	Natasya Zamzam	1	1	1	1	1	1	1	1
8	Riska R.	1	1	1	1	1	1	1	1
	jumlah	8	8	8	8	8	8	8	8

Lower Group

No	Nama Siswa	1	2	3	4	5	6	7	8
23	Aqshal Ilham	1	0	1	0	1	1	0	1
24	Toha	0	1	0	0	1	1	1	0
25	Eka Ardiansyah	1	0	1	1	1	1	1	1
26	Silve Dwi L.	1	1	0	1	1	1	1	1
27	Siti Khumaida	1	0	0	0	1	1	1	1
28	Muflikhatul A.	1	0	1	0	1	1	0	1
29	Ayu Dwi L	1	0	0	0	1	1	0	0
30	M. Ferdian	1	0	0	1	1	1	0	0
	jumlah	7	2	3	3	8	8	4	5

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	0	1	1	1	1	1	1	1	1
0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	0	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	0	1	1	1	1	1	1	1	1
0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
5	8	8	8	8	8	8	3	8	8	8	8	8	8	8	8

9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1	0	0	0	1	1	1	0	0	1	0	0	1	1	0	0
1	1	0	0	1	1	1	0	0	0	0	1	0	0	0	0
0	1	1	1	0	0	1	1	0	0	0	0	0	0	1	0
0	0	1	0	0	0	1	1	1	0	1	1	0	0	0	0
0	1	1	0	0	0	1	1	0	0	0	1	0	1	1	0
1	0	0	0	1	1	1	1	1	1	0	0	0	0	1	0
0	0	1	0	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	0	1
4	3	4	1	3	3	6	4	2	3	1	3	1	2	3	1

omor Butir Soal

25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1
1	1	1	1	0	1	1	1	1	1	1	1	0	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	0	1	1	1	1	1	0	1	1	1
1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1
1	1	1	0	1	0	0	1	1	1	1	1	0	1	1	1
1	1	1	1	0	0	0	1	1	1	1	1	0	1	1	1
8	8	8	6	6	4	5	7	6	8	8	8	4	6	8	8

omor Butir Soal

25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
0	0	1	0	1	0	1	1	0	0	1	1	1	0	1	0
0	0	0	1	1	0	1	0	1	1	1	1	0	1	0	1
0	0	0	0	0	1	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	1
1	1	1	1	0	0	0	0	0	0	0	0	0	0	1	1
1	0	1	1	0	0	0	0	0	1	0	0	0	0	0	1
1	0	0	0	0	0	0	1	1	0	1	0	0	1	0	1
0	0	0	1	1	0	0	0	0	0	1	0	0	0	0	1
3	1	3	4	3	1	2	2	2	2	4	2	1	2	3	7

41	42	43	44	45	46	47	48	49	50	Total
1	1	1	1	1	1	1	1	1	1	49
1	1	1	1	1	1	1	1	1	1	48
1	1	1	1	1	0	1	1	1	1	46
1	1	1	1	1	0	1	1	1	1	46
1	1	1	1	1	0	1	1	1	1	45
1	1	1	0	0	1	1	0	1	1	44
1	1	1	1	1	0	1	1	1	1	43
1	1	1	1	1	0	1	1	1	1	43
8	8	8	7	7	3	8	7	8	8	364

41	42	43	44	45	46	47	48	49	50	Total
0	1	0	0	1	0	0	1	0	0	23
0	0	0	0	0	0	1	1	0	0	21
0	0	0	1	0	1	1	0	1	0	20
1	0	0	1	1	0	1	1	0	1	20
1	0	0	0	0	0	1	0	0	0	20
0	0	0	0	0	0	1	0	0	0	19
0	0	1	1	0	1	0	0	0	0	14
1	0	0	0	1	0	0	0	1	0	13
3	1	1	3	3	2	5	3	2	1	150

Appendix 9

DL AND DP OF TRY OUT TEST

Item number	u	l	U+L	T	DL	conclusion	u-l	1/2t	DP	conclusion
1	8	7	15	16	0,94	easy	1	8	0,13	accepted
2	8	2	10	16	0,63	medium	6	8	0,75	accepted
3	8	3	11	16	0,69	medium	5	8	0,63	accepted
4	8	3	11	16	0,69	medium	5	8	0,63	accepted
5	8	8	16	16	1	easy	0	8	0	ommited
6	8	8	16	16	1	easy	0	8	0	ommited
7	8	4	12	16	0,75	easy	4	8	0,5	accepted
8	5	5	10	16	0,63	easy	0	8	0	ommited
9	8	4	12	16	0,75	easy	4	8	0,5	accepted
10	8	3	11	16	0,69	medium	5	8	0,63	accepted
11	8	4	12	16	0,75	easy	4	8	0,5	accepted
12	8	1	9	16	0,56	medium	7	8	0,88	accepted
13	8	3	11	16	0,69	medium	5	8	0,63	accepted
14	8	3	11	16	0,69	medium	5	8	0,63	accepted
15	8	6	14	16	0,88	easy	2	8	0,25	accepted
16	3	4	7	16	0,44	medium	-1	8	-0,1	ommited
17	8	2	10	16	0,63	medium	6	8	0,75	accepted
18	8	3	11	16	0,69	medium	5	8	0,63	accepted
19	8	1	9	16	0,56	medium	7	8	0,88	accepted
20	8	3	11	16	0,69	medium	5	8	0,63	accepted
21	8	1	9	16	0,56	medium	7	8	0,88	accepted
22	8	2	10	16	0,63	medium	6	8	0,75	accepted
23	8	3	11	16	0,69	medium	5	8	0,63	accepted
24	8	1	9	16	0,56	medium	7	8	0,88	accepted
25	8	3	11	16	0,69	medium	5	8	0,63	accepted
26	8	1	9	16	0,56	medium	7	8	0,88	accepted
27	8	3	11	16	0,69	medium	5	8	0,63	accepted
28	6	4	10	16	0,63	medium	2	8	0,25	accepted
29	6	3	9	16	0,56	medium	3	8	0,38	accepted
30	4	1	5	16	0,31	medium	3	8	0,38	accepted
31	5	2	7	16	0,44	medium	3	8	0,38	accepted
32	7	2	9	16	0,56	medium	5	8	0,63	accepted
33	6	2	8	16	0,5	medium	4	8	0,5	accepted
34	8	2	10	16	0,63	medium	6	8	0,75	accepted
35	8	4	12	16	0,75	easy	4	8	0,5	accepted
36	8	2	10	16	0,63	medium	6	8	0,75	accepted
37	4	1	5	16	0,31	medium	3	8	0,38	accepted
38	6	2	8	16	0,5	medium	4	8	0,5	accepted
39	8	3	11	16	0,69	medium	5	8	0,63	accepted
40	8	7	15	16	0,94	easy	1	8	0,13	accepted
41	8	3	11	16	0,69	medium	5	8	0,63	accepted
42	8	1	9	16	0,56	medium	7	8	0,88	accepted
43	8	1	9	16	0,56	medium	7	8	0,88	accepted
44	7	3	10	16	0,63	medium	4	8	0,5	accepted
45	7	3	10	16	0,63	medium	4	8	0,5	accepted

46	3	2	5	16	0,31	medium	1	8	0,13	accepted
47	8	5	13	16	0,81	easy	3	8	0,38	accepted
48	7	3	10	16	0,63	medium	4	8	0,5	accepted
49	8	2	10	16	0,63	medium	6	8	0,75	accepted
50	8	1	9	16	0,56	medium	7	8	0,88	accepted

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Appendix

Respondents of ClassRoom Action Research

No.	Name of students	Class
1	Adelia Fara Yunisa	X science 2
2	Ahmad Efendi	X science 2
3	Ahmad Muflih	X science 2
4	Elisa Dewi	X science 2
5	Elmis Septia	X science 2
6	Estika Nur Imama	X science 2
7	Fandik .S	X science 2
8	Farida Kusuma	X science 2
9	Fitria Puspitasari	X science 2
10	Fira Dwi Lestari	X science 2
11	Hidayatullah	X science 2
12	Imania Solikha	X science 2
13	Laila Gadeiriyah	X science 2
14	Lolita Desianti	X science 2
15	Medina Nurul	X science 2
16	Mega Nanda	X science 2
17	M. Irfan	X science 2
18	M. Agung Wijayanto	X science 2
19	M. Sahrul	X science 2
20	Moch. Tri Susilo	X science 2
21	Mur Fadila	X science 2
22	Nabila Maharani	X science 2
23	Nur Wijaya	X science 2
24	Radhis Devanu	X science 2
25	Ramadani Agusta	X science 2
26	Reni Puji	X science 2
27	Sofia Yuniar	X science 2

28	Sofia Baroroh	**X science 2**
29	Sri Ita Purnamasari	**X science 2**
30	Vika Anjani	**X science 2**

Appendix

Lesson Plan (Cycle 1)

Second Meeting

Subject **: English**

Skill   **: Reading Comprehension**

Grade/SMT **: X / 2**

Time   **: 2 x 45 minutes**

1. **Core Competence**

Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge in the specific study based on the student ability to solve the problem.

2. **Basic Competence**

3.10 Analyzing social functions, text structures, and elements of linguistic in simple narrative texts in the form of fairy tale, based on context that used.

4.15 Understanding the meaning of the narrative text in the form of oral and written text of a simple short story

3. **Indicators**

 A. Identifying the general and specific information from the narrative text.

 B. Identify the generic structure of narrative text.

 C. Identifying the word meaning of the text.

 D. Identifying the sentence meaning of the text.

 E. Identifying the paragraph meaning of the text.

 F. Identifying the whole meaning of the text.

4. **Materials**

Narrative Text

5. **Approach**

THIEVES Strategy

6. **Teaching Learning Activities**

STAGE	LEARNING MODEL	ACTIVITIES	TIME
Opening	Greeting, Praying, Checking Students' attendance	-Teacher greet the students by saying "assalamu'alaikum" and ask about students' condition. -Teacher and students pray together. - Teacher checks students' attendance.	5'
Main Activiy	Explaining narrative text and THIEVES strategy	-Teacher gives the students narrative text about Malinkundang -Teacher gives students THIEVES worksheet -Students do the exercise without any help of teacher -Teacher monitor the students -Students submit THIEVES worksheet to the teacher	80'
Closing	Giving feedback and motivation, Praying	-Teacher gives a suggestion, feedback about what they have done in the day and give motivation -Teacher close the class by saying *hamndallah* together with the students	5'

7. **Media and Sources:**

Narrative text, Printed Text, THIEVES worksheet

8. Evaluation

Evaluation Process (done during and after teaching and learning process) instrument:

a. **Reading Test:**

- Indicators: 1. Words Comprehension, 2. Sentence Comprehension, 3. Paragraph Comprehension, 4. Text Comprehension
- The Criteria of Success, if 75% of students get ≥75
- Scoring guide: the total number of correct answers X5

b. **Observation Checklist:**

- Indicators: 1. Paying attention to the lesson, 2. Asking or answering a questions, 3. Doing narrative text using THIEVES strategy, 4. Organizing an outline and developing it

- The criteria of success: if the students fulfill at least three indicators

Jember, May 14, 2018

English Teacher   Researcher

Eko Julianto S.Pd   Ari Safitri

Appendix

STUDENTS ATTENDANCE LIST OF X SCIENCE 2

SMAN 1 KUNIR

No.	Name of students	CYCLE 1			CYCLE 2		
		1	2	3	1	2	3
1	Adelia Fara Yunisa	√	√	√	√	√	√
2	Ahmad Efendi	√	√	√	√	√	√
3	Ahmad Muflih	√	√	√	√	√	√
4	Elisa Dewi	√	√	√	√	√	√
5	Elmis Septia	√	√	√	√	√	√
6	Estika Nur Imama	√	√	√	√	√	√
7	Fandik .S	√	√	√	√	√	√
8	Farida Kusuma	√	√	√	√	√	√
9	Fitria Puspitasari	√	√	√	√	√	√
10	Fira Dwi Lestari	√	√	√	√	√	√
11	Hidayatullah	√	√	√	√	√	√
12	Imania Solikha	√	√	√	√	√	√
13	Laila Gadeiriyah	√	√	√	√	√	√
14	Lolita Desianti	√	√	√	√	√	√
15	Medina Nurul	√	√	√	√	√	√
16	Mega Nanda	√	√	√	√	√	√
17	M. Irfan	√	√	√	√	√	√
18	M. Agung Wijayanto	√	√	√	√	√	√
19	M. Sahrul	√	√	√	√	√	-
20	Moch. Tri Susilo	√	√	√	√	√	-
21	Mur Fadila	√	√	√	-	√	√
22	Nabila Maharani	-	√	√	√	√	√
23	Nur Wijaya	-	√	√	√	√	√
24	Radhis Devanu	-	√	√	√	√	√

25	Ramadani Agusta	√	√	√	-	-	-
26	Reni Puji	√	√	√	√	√	√
27	Sofia Yuniar	√	-	√	√	-	-
28	Sofia Baroroh	-	√	-	-	√	√
29	Sri Ita Purnamasari	√	√	√	√	√	√
30	Vika Anjani	√	√	√	√	√	√

Appendix

Lesson Plan (Cycle 1)

First Meeting

Subject	**: English**
Skill	**: Reading Comprehension**
Grade/SMT	**: X / 2**
Time	**: 2 x 45 minutes**

1. **Core Competence**

   Understanding, applying, analyzing factual, conceptual, procedural knowledge based on his curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge in the specific study based on the student ability to solve the problem.

2. **Basic Competence**

   3.10 Analyzing social functions, text structures, and elements of linguistic in simple narrative texts in the form of fairy tale, based on context that used.

   4.15 Understanding the meaning of the narrative text in the form of oral and written text of a simple short story

3. **Indicators**

   A. Identifying the general and specific information from the narrative text.

   B. Identify the generic structure of narrative text.

   C. Identifying the word meaning of the text.

   D. Identifying the sentence meaning of the text.

   E. Identifying the paragraph meaning of the text.

   F. Identifying the whole meaning of the text.

4. **Materials**

   Narrative Text

5. **Approach**

   THIEVES Strategy

6. Teaching Learning Activities

STAGE	LEARNING MODEL	ACTIVITIES	TIME
Opening	Greeting, Praying, Checking Students' attendance	-Teacher greet the students by saying "assalamu'alaikum" and ask about students' condition. -Teacher and students pray together. - Teacher checks students' attendance.	5'
Main Activiy	Explaining narrative text and THIEVES strategy	-Teacher explains the generic structure, characteristics, time signal and tenses of narrative text. -Teacher gives the students narrative text about Cinderella -Teacher gives students THIEVES worksheet -Teacher explains how to implement THIEVES strategy and how to fulfil THIEVES worksheet -Teacher guide the students to do the exercise -Students do what the teacher command	80'
Closing	Giving feedback and motivation, Praying	-Teacher gives a suggestion, feedback about what they have done in the day and give motivation -Teacher close the class by	5'

		saying *hamndallah* together with the students	

7. Media and Sources:

Narrative text, Printed Text, THIEVES worksheet

8. Evaluation

Evaluation Process (done during and after teaching and learning process) instrument:

a. Reading Test:

- Indicators: 1. Words Comprehension, 2. Sentence Comprehension, 3. Paragraph Comprehension, 4. Text Comprehension
- The Criteria of Success, if 75% of students get ≥75
- Scoring guide: the total number of correct answers X5

b. Observation Checklist:

- Indicators: 1. Paying attention to the lesson, 2. Asking or answering a questions, 3. Doing narrative text using THIEVES strategy, 4. Organizing an outline and developing it
- The criteria of success: if the students fulfill at least three indicators

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					N = the total number of the students (adapted from Ali:1993:186) The supporting data obtained are analyzed descriptively to support the main data.	