

Appendix 1

Research Matrix

Title	Problems	Variables	Indicators	Data resources/data	Research method	Hypothesis
<p>Improving students' reading comprehension achievement by using Context Clues Strategy at MTs Annidhom Jember in 2017/2018 academic year .</p>	<p>➤ General problem “How can the use of Context Clues Strategy improve students’ reading comprehension achievement at MTs Annidhom Jember in the 2017/2018 academic year.</p> <p>“How can the use of Context Clues Strategy improve students’ active participation in reading teaching learning process at MTs Annidhom Jember in the 2017/2018 academic year.</p>	<p><u>Independent Variable</u></p> <p>Context Clues Strategy</p> <p><u>Dependent variable</u></p> <p>The students’ reading comprehension achievement</p>	<p>Context Clues Strategy:</p> <ol style="list-style-type: none"> 1. Reread the sentence that contains the unknown word. Be on the lookout for signal words and punctuation. 2. Reread the sentences before and after the sentence that contains the unknown word. 3. Based on the clues, try to figure out the meaning of the word. 4. Insert your meaning in the original sentence to see whether it make sense. <p>The students’ score of test covering:</p> <ol style="list-style-type: none"> 1. Comprehending word 2. Comprehending sentence 3. Comprehending paragraph 4. Comprehending text 	<p><u>Research Subjects</u> The VIIIA students’ of MTs Annidhom Jember in 2017/2018 academic year.</p> <p><u>Collaborator</u> the English teacher of VIIIA</p> <p><u>The school document</u> The names of the VIII A students’</p>	<p><u>Research Design</u> Classroom action research with the cycle mode: a. Planning b. Implementing c. Observing d. Reflecting (Arikunto, 2014: 131)</p> <p><u>Research Area</u> MTs Annidhom Jember</p> <p><u>Data collecting method</u> -<i>observation checklist</i> -<i>reading test</i></p> <p><u>Data analysis method</u> a. To find the percentage of the students who got ≥ 70 as the standard score.</p> $E = \frac{n}{N} \times 100\%$ <p>E : the percentage of the students who scores = 70. n : the total number of the students who get ≥ 70. (standard scores) N : the number of the students (subjects) (adapted from Ali: 1993:186)</p>	<p>➤ General hypothesis</p> <ul style="list-style-type: none"> • The use of Context Clues Strategy can improve students’ reading comprehension achievement by describing words at MTs Annidhom Jember in 2017/2018 academic year. • The use of Context Clues Strategy can improve students’ active participation in reading teaching learning process at MTs Annidhom Jember in the 2017/2018 academic year.

Appendix 8**STUDENTS' SCORE OF TRY OUT TEST OF ODD AND EVEN NUMBER ITEMS**

No	Nama						
		1	2	3	4	5	6
1	ALFIATUN NIKMAH	1	1	0	0	1	1
2	ANDINI HANIFATUL M.	1	1	1	0	1	1
3	ANISAK ZAKIYATUL FEBRIANI	1	1	0	1	1	0
4	ANNISHA IMANI ATTAQWA	1	1	0	0	1	1
5	ARIN SAFITRI	1	1	0	1	1	1
6	AULIA IMRO ATUL H.	1	1	0	1	1	1
7	DEWI YULI ANJANI	1	1	0	0	1	0
8	DINA AFKARINA	1	1	0	1	1	1
9	FINA NIHAYATUL KHUSNAH	1	1	0	1	1	0
10	FITRIA NINGSIH	1	1	1	0	1	0
11	HAFIFATUL RETNO SOLIKHA	1	1	0	0	1	0
12	HILMIA AMBAR DEWI	1	1	1	1	1	0
13	IDAH HERLINDA MILA SARI	1	1	0	0	1	0
14	IIR KHOIROTUL JAZILAH	1	1	0	1	1	0
15	JESSICA PUTRI HERLINA S.	1	1	0	0	1	1
16	KHUSNUL KHOTIMAH	1	1	1	1	1	0
17	LAILATUL HIKMAH	1	1	0	1	1	0
18	LEDIA SOFI	1	1	0	1	1	0
19	MELY YUSTIKA R.	1	1	0	0	1	0
20	NUR FADILAH	1	0	0	0	1	0
21	NURIL HABIBATUL MASRUROH	1	1	0	1	1	0
22	PUTRI NABILA	1	1	1	1	1	0
23	RAHMAWATI	1	1	0	1	1	1
24	SERLI KARINA A.	1	1	0	0	1	1
25	SITI MAUUDATUL KHASANAH	1	1	1	1	1	1

26	SITI NAFISEH	1	1	1	1	1	0
27	SITI NURAINI	1	0	1	0	1	0
28	SITI NUR KHOLIFAH	1	1	0	0	1	0
29	SOLEHATUL MUTMAINAH	1	0	1	1	1	0
30	TITIS SUCIANA	1	0	0	1	1	0
31	ULFA NUR KUMALA	1	1	1	0	1	0
32	WARDAH NIHAYAH	1	1	0	1	1	1
33	YOLA AMANDA PUTRI	1	1	0	1	1	0



7	8	9	10	11	12	13	14	15	16	17	18	19
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Item Soal												
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0	1	0	1	0	1	1	0	1	0	1	0	1



		X	Y
59	60		
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1	0	17	19
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1	1	13	12
1	1	15	13
1	1	12	16
1	1	14	15



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0	0	15	13
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1	1	6	8
0	1	11	13
1	0	11	11
1	1	17	21



Appendix 2

INTERVIEW GUIDELINE (The Preliminary Study)

Teacher's Interview

Day, date : Tuesday 05 September, 2017.

Participants : R (Researcher) ET (English Teacher)

1. Bagaimana proses kegiatan belajar mengajar reading terutama untuk kelas VIII selama ini?
2. Jenis teks apa saja yang telah diajarkan?
3. Bagaimana dengan kemampuan reading kelas VIII? Kendala apa yang biasa bapak temukan?

Teacher's Interview

Day, date : Tuesday 05 September, 2017.

Participants : R (Researcher) ET (English Teacher)

R : Assalamu'alaikum wr. wb bapak.

ET : Waalaikumsalam wr.wb mbak. Maaf saya tadi masih ada kelas. Sudah lama nunggunya?

R : Tidak lama kok pak. Sebelumnya saya ucapkan terima kasih atas waktu yang bapak berikan. Saya ingin melakukan sedikit wawancara tentang proses pembelajaran reading di sekolah ini, khususnya kelas 8A.

ET : Wawancara kayak reporter saja mbak. Iya boleh mbak silahkan. Lama atau tidak?

R : Tidak lama kok pak. Hanya beberapa pertanyaan saja. Baik, kalau begitu saya mulai ya pak. Pertama, bagaimana proses kegiatan belajar mengajar reading di kelas 8A pak?

- ET : Pasti saya mulai dengan menghubungkan dengan pengalaman pribadi mereka, baru setelah itu saya masuk ke materi. Jadi kalau ada hubungannya dengan kehidupan pribadi mereka, jadi gampang diterimanya. Seperti itu mbak.
- R : Oh jadi selalu seperti itu ya pak, dihubungkan dulu dengan pengalaman pribadi. Ini pertanyaan selanjutnya pak, teks apa saja yang sudah bapak ajarkan?
- ET : Ini untuk kelas 8 semester 1 ya? Kalau sejauh ini masih teks deskriptif dan recount mbak.
- R : Nah, dalam mengajar reading itu, biasanya bapak memberikan aktifitas yang seperti apa?
- ET : Kalau aktifitasnya mereka saya suruh mengerjakan soal mbak. Pertama pasti saya jelaskan dulu materinya seperti apa, habis itu langsung saya suruh mengerjakan soal yang ada di LKS.
- R : Oke, jadi bapak menjelaskan dulu materinya terus langsung disuruh mengerjakan soal ya pak, tidak ada aktifitas lain? Bagaimana dengan kemampuan dan nilai readingnya?
- ET : Selama ini tidak ada aktifitas lain selain yang sudah saya sebutkan tadi mbak. Kalau bicara kemampuan setiap anak mempunyai kemampuan yang berbeda-beda ya mbak, jadi ada anak yang pintar dan mau belajar tapi ya ada juga anak yang malas. Untuk nilai ini masih sangat kurang ya mbak, masih banyak anak yang mendapat nilai dibawah KKM, rata-rata nilai reading dikelas 8A ini kurang dari 70. Cuma ada 4 anak yang nilainya diatas KKM, sisanya dibawah KKM semua.
- R : Wah masih banyak anak yang nilainya dibawah rata-rata ya pak. Kira-kira apa yang menyebabkan nilai anak-anak ini dibawah KKM pak? Masalahnya apa kira-kira pak?
- ET : Masalahnya ini anak-anak kurang memahami teks bacaan. Mereka lama kalau disuruh mengerjakan soal yang ada teksnya. Jadi mereka tidak bisa mengerjakan soalnya karena tidak paham ceritanya. Mungkin karena

kosakata mereka kurang. Kalau ada teks yang disuruh mencari main idea itu anak-anak masih banyak yang kurang paham dan seringkali salah. Mereka juga tidak memperhatikan pelajaran yang saya berikan, jadi dikelas itu ada yang ramai ada yang keluar dengan alasan ini itu, waduh saya dibuat pusing mbak oleh tingkah anak-anak dikelas.

R : Atau mungkin mereka bosan ya pak didalam kelas. Apakah bapak tidak pernah menggunakan media seperti LCD atau beberapa tehnik belajar mengajar gitu pak?

ET : Wah kalau itu saya tidak pernah menggunakannya mbak, soalnya terbatas LCD disini.

R : Sangat disayangkan sekali ya pak, padahal media itu bisa membantu anak-anak untuk tetap bisa menerima pelajaran dengan baik dan tidak bosan didalam kelas. Baik kalau begitu pak, itu saja yang ingin saya tanyakan. Terimakasih atas waktunya dan maaf sekali kalau mengganggu bapak.

ET : Iya itu mbak, mungkin kedepannya bisa ditambah lagi LCD nya. Sama-sama mbak. Semoga sukses penelitiannya dan cepat lulus.

R : Wah terima kasih pak doanya. Kalau begitu saya langsung pamit, sekali lagi terima kasih pak.

ET : Sama-sama mbak. Sudah jadi tugas saya.

R : Iya pak monggo saya pamit dulu, Assalam'ualaikum.

ET : Waalaikumsalam wr.wb.

Appendix 16

READING TEST CYCLE 1

Name : _____ Time : 80 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 4.

The Legend of Sangkuriang

A long time ago, there was a man named Sangkuriang. He liked hunting animals, when he was hunting, Sangkuriang accidentally killed his beautiful black dog (Si Tumang). This dog is actually Sangkuriang's father who had been condemned to live the life of a dog by his Guru. However, Sangkuriang never knew it.

Sangkuriang had been separated by his mother since childhood. Yet, he was destined to meet his mother again. When on his way home, he stopped at a small village and met and fell in love with a beautiful girl. He didn't realize that the village was neither his homeland nor that the beautiful girl.

Sangkuriang accepted this condition and built a lake by damming the Citarum river. With a dawn just moment away and the boat almost complete, Dayang Sumbi realized that the Sangkuriang would fulfill the condition she had set. With a wave of her supernatural shawl, she lit up the eastern horizon with flashes of light. Deceived by false dawn, the cock crowed and farmers rose for the new day.

With his incomplete work, Sangkuriang realized that his endeavour were lost. With all his anger, he kicked the boat that he had built. The boat fell over and, in so doing become the mountain Tangkuban Perahu (in Sundanese, Tangkuban means upturned or upside down, and Perahu means boat). With the dam torn asunder, the water drained from the lake becoming a wide plain and nowday become a city called BANDUNG (from the word BENDUNG, which means Dam).

(Source : <https://www.scribd.com/doc/132073115/Soal-Narrative-Smp-Kelas-VIII-Semester-2>)

1. Why did Sangkuriang separate from his mother?
 - a. Because he had killed his father
 - b. Because he had killed his mother's dog

- c. Because he had killed his uncle
 - d. Because he had killed his mother
2. What did happen when Sangkuriang meet a beautiful girl?
 - a. Nothing happen
 - b. Sangkuriang was falling in love
 - c. Sangkuriang didn't care
 - d. Sangkuriang killed her
 3. How did Sangkuriang build a lake?
 - a. By damming Citarum river
 - b. By falling the train
 - c. By cleaning the river
 - d. By damming Ciasih river
 4. What did Sangkuriang do when he realized that he didn't finish the job?
 - a. Kicked the boat angrily
 - b. Cried
 - c. Cut the boat angrily
 - d. Throw the boat

The following text is for questions 5 to 7.

The Lion and the Mouse

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

"Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days."

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

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

(Source: <http://www.jagoanbahasainggris.com/2017/05/materi-soal-dan-contoh-narrative-text-dalam-bahasa-inggris.html>)

5. What is the purpose of the text?
 - a. To entertain the readers

- b. To persuade the readers that something should or should not be the case
 - c. To inform the readers about the events of the day which are considered newsworthy
 - d. To explain something
6. What is the moral value of the text?
 - a. Don't look at someone because of his clothes
 - b. It is best for prepare for the days of necessity
 - c. Common people may prove great ones
 - d. United we stand, divided we fall
 7. What did the little mouse do to prove his words?
 - a. He would never forget the lion
 - b. He tried hard to help the lion free
 - c. He ran up and down upon the lion
 - d. He asked for apology to the king of the beast

The following text is for questions 8 to 10.

The Rats and the Elephants

Once upon a time their lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

(Source: <http://www.jagoanbahasainggris.com/2017/05/materi-soal-dan-contoh-narrative-text-dalam-bahasa-inggris.html>)

8. What destroyed the homes of all rats?
 - a. A group of mice did
 - b. The hunter did

- c. Elephant-hunter did
 - d. A group of elephant did
9. What helped the elephant's herd free?
 - a. The hunters did
 - b. The trapped elephants did
 - c. A group of king did
 - d. Entire group of rats did
 10. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
 - a. Identification
 - b. Orientation
 - c. Complication
 - d. Resolution

The following text is for questions 11 to 15.

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to dry ground. Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove fled away to safety.

(Source: *Practise Your English Competence for SMP/MTs class VIII, 2009*)

11. What did the dove do to save the ant?
 - a. It climbed the nearby tree
 - b. It saw the ant struggling
 - c. It dropped a leaf
 - d. It carried the ant to dry ground
12. Which statement is TRUE according to the text?
 - a. The dove bit the hunter on the heel

- b. Both animals were finally safe
- c. The hunter killed the dove
- d. The ant bit the dove

13. What can we learn from the story?
- a. One good turn deserve another
 - b. Don't be greedy, or you may lose
 - c. When there is a will, there is a way
 - d. It is wise to plan ahead for hard time
14. "... she came to a spring."
(paragraph 1)
The underlined word means ...
- a. water in a pail
 - b. river in the middle of the city
 - c. flood in the middle of the jungle
 - d. water emerging from underground
15. "Soon, it carried her safely . . ."
(paragraph 3)
The underlined word refers to the ...
- a. ant
 - b. leaf
 - c. dove
 - d. spring

The following text is for questions 16 to 20.

The Wind and the Sun

The wind and the sun argued about which of them was the strongest. The wind said, "I am so powerful that I can blow all the clouds out of the sky." The sun said, "I am more powerful because I can heat up the sea below and this will produce many more clouds."

For a long time, the sun and the wind went on arguing. Just then, they saw a boy walking along the road below. He was wearing a coat. The wind suddenly had an idea. He said, "Let's see who can get the coat off that boy's back." The sun agreed.

The wind started first. He blew as hard as he could. He blew from behind and he blew from in front of the boy. The harder he blew, the more tightly the boy held on to his coat to keep it from blowing away. After a while, the wind gave up.

Then, it was the sun's turn. It came out from behind the clouds and shone on the boy. The boy felt warm. After that, it began to get hotter and hotter. Soon, the boy could not stand the heat any longer. He took his coat off. The sun won.

(Source: Practise Your English Competence for SMP/MTs class VIII, 2009)

16. Who had the idea of getting the coat off the boy's back?
- a. The sun
 - b. The boy
 - c. The wind
 - d. The writer
17. What did the boy do to keep his coat on from blowing away?
- a. He tied it with a rope
 - b. He held it tightly
 - c. He buttoned it
 - d. He blew it
18. What did the sun do to take the boy's coat off his body?
- a. He shone brightly
 - b. He took off the boy's coat
 - c. He blew as hard as he could
 - d. He came out from behind the clouds
19. What can we learn from the story?
- a. We may be more successful by being gentle than by using force
 - b. We must try hard to cheat others when we want to be successful
 - c. We should be strict to people around us
 - d. We should be deceitful to win a game.
20. "... the sun argued about which ..."
(paragraph 1)
The underlined word means ...
- a. to make somebody understand
 - b. to make somebody angry
 - c. to express disagreement
 - d. to express love

Appendix 4

3.2 The Tryout Test Item Table

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

3.3 Competency Based Curriculum

Standard Competence	Test Instrument
Reading 11. Understand the meaning in a sample short essay in the form of a recount, and narrative to interact with the surrounding environment.	The students choose the right answer of narrative text: Read the text below carefully and choose the answer between A, B, C, or D.

Appendix 9

STUDENTS' SCORE OF TRY OUT TEST FROM LARGEST TO SMALLEST

No	Nama						
		1	2	3	4	5	6
33	YOLA AMANDA PUTRI	1	1	0	1	1	0
2	ANDINI HANIFATUL M.	1	1	1	0	1	1
6	AULIA IMRO ATUL H.	1	1	0	1	1	1
26	SITI NAFISEH	1	1	1	1	1	0
16	KHUSNUL KHOTIMAH	1	1	1	1	1	0
4	ANNISHA IMANI ATTAQWA	1	1	0	0	1	1
17	LAILATUL HIKMAH	1	1	0	1	1	0
8	DINA AFKARINA	1	1	0	1	1	1
7	DEWI YULI ANJANI	1	1	0	0	1	0
10	FITRIA NINGSIH	1	1	1	0	1	0
25	SITI MAUDATUL KHASANAH	1	1	1	1	1	1
15	JESSICA PUTRI HERLINA S.	1	1	0	0	1	1
23	RAHMAWATI	1	1	0	1	1	1
24	SERLI KARINA A.	1	1	0	0	1	1
28	SITI NUR KHOLIFAH	1	1	0	0	1	0
9	FINA NIHAYATUL KHUSNAH	1	1	0	1	1	0
1	ALFIATUN NIKMAH	1	1	0	0	1	1
12	HILMIA AMBAR DEWI	1	1	1	1	1	0
13	IDAH HERLINDA MILA SARI	1	1	0	0	1	0
11	HAFIFATUL RETNO SOLIKHA	1	1	0	0	1	0
14	IIR KHOIROTUL JAZILAH	1	1	0	1	1	0
22	PUTRI NABILA	1	1	1	1	1	0
31	ULFA NUR KUMALA	1	1	1	0	1	0
18	LEDIA SOFI	1	1	0	1	1	0
32	WARDAH NIHAYAH	1	1	0	1	1	1

5	ARIN SAFITRI	1	1	0	1	1	1
21	NURIL HABIBATUL MASRUROH	1	1	0	1	1	0
3	ANISAK ZAKIYATUL FEBRIANI	1	1	0	1	1	0
27	SITI NURAINI	1	0	1	0	1	0
19	MELY YUSTIKA R.	1	1	0	0	1	0
20	NUR FADILAH	1	0	0	0	1	0
29	SOLEHATUL MUTMAINAH	1	0	1	1	1	0
30	TITIS SUCIANA	1	0	0	1	1	0



7	8	9	10	11	12	13	14	15	16	17	18	19
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Item Soal												
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0	0	0	0	0	0	0	0	1	0	0	0	0



		Total	Total
59	60	Soal	Skor
1	1	38	63.33333
0	1	37	61.66667
1	0	36	60
0	0	36	60
1	1	35	58.33333
1	1	34	56.66667
1	1	34	56.66667
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1	1	25	41.66667
0	1	24	40
0	0	23	38.33333
1	0	23	38.33333



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1	1	19	31.66667
1	1	19	31.66667
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1	1	14	23.33333



Appendix 3

PRELIMINARY STUDY OF VIIIA MTs ANNIDHOM JEMBER

NO	NAME	SCORE	CONCLUSION
1	Ahmad Munawir Sajali	60	Not Achieved
2	Ali Rohmat	50	Not Achieved
3	Aulia Fitri Dwi Novita	55	Not Achieved
4	Faik Harul Hazizah	65	Not Achieved
5	Fatimah	56	Not Achieved
6	Irawati	66	Not Achieved
7	Ivan Handoyo	68	Not Achieved
8	Joy Maskur	72	Achieved
9	Khoirun Nisa'	66	Not Achieved
10	M. Faris Riko Alfindo	70	Achieved
11	Mita Putri Aisyah	56	Not Achieved
12	Moch. Khoirul Anam	64	Not Achieved
13	Moh. Abdur Rohim	58	Not Achieved
14	Muhammad Alfandi	56	Not Achieved
15	Muhammad Ilyasah	54	Not Achieved
16	Muhammad Rizki Nasohin	62	Not Achieved
17	Naili Nabilah Nur Azizah	70	Achieved
18	Siti Nur Aini	72	Achieved
TOTAL SCORE		1120	4

$$\text{Mean} : \frac{\text{Total score}}{\text{Jumlah siswa}} = \frac{1120}{18} = 62,22$$

$$E = \frac{n}{N} \times 100\% = \frac{4}{18} \times 100\% = 22\%$$

Note :

E : the percentage of the students who scores ≥ 70

n : the total number of the students who get ≥ 70 . (standart score)

N : the number of the students (subjects)

Appendix 5

TRY OUT TEST

Name :

Time : 80minutes

Class :

**Read the text below carefully and choose the answer between A, B, C, or D
The following text is for questions 1 to 6.**

The Legend of Sangkuriang

A long time ago, there was a man named Sangkuriang. He liked hunting animals, when he was hunting, Sangkuriang accidentally killed his beautiful black dog (Si Tumang). This dog is actually Sangkuriang's father who had been condemned to live the life of a dog by his Guru. However, Sangkuriang never knew it.

Sangkuriang had been separated by his mother since childhood. Yet, he was destined to meet his mother again. When on his way home, he stopped at a small village and met and fell in love with a beautiful girl. He didn't realize that the village was neither his homeland nor that the beautiful girl.

Sangkuriang accepted this condition and built a lake by damming the Citarum river. With a dawn just moment away and the boat almost complete, Dayang Sumbi realized that the Sangkuriang would fulfill the condition she had set. With a wave of her supernatural shawl, she lit up the eastern horizon with flashes of light. Deceived by false dawn, the cock crowed and farmers rose for the new day.

With his incomplete work, Sangkuriang realized that his endeavour were lost. With all his anger, he kicked the boat that he had built. The boat fell over and, in so doing become the mountain Tangkuban Perahu (in Sundanese, Tangkuban means upturned or upside down, and Perahu means boat). With the dam torn asunder, the water drained from the lake becoming a wide plain and nowday become a city called BANDUNG (from the word BENDUNG, which means Dam).

(Source : <https://www.scribd.com/doc/132073115/Soal-Narrative-Smp-Kelas-VIII-Semester-2>)

1. Who is Tumang?
 - a. Sangkuriang's uncle
 - b. Sangkuriang's father
 - c. Sangkuriang's mother
 - d. Sangkuriang's child
2. Why did Sangkuriang separate from his mother?
 - a. Because he had killed his father
 - b. Because he had killed his mother's dog
 - c. Because he had killed his uncle
 - d. Because he had killed his mother
3. What did happen when Sangkuriang meet a beautiful girl?
 - a. Nothing happen
 - b. Sangkuriang was falling in love
 - c. Sangkuriang didn't care
 - d. Sangkuriang killed her

4. How did Sangkuriang build a lake?
 - a. By damming Citarum river
 - b. By falling the train
 - c. By cleaning the river
 - d. By damming Ciasih river
5. What did Dayang Sumbi do to stop Sangkuriang in bulding a lake?
 - a. By burning house
 - b. By wakening people
 - c. By lighting up the eastern horizon with flashes of light
 - d. By praying all night long
6. What did Sangkuriang do when he realized that he didn't finish the job?
 - a. Kicked the boat angrily
 - b. Cried
 - c. Cut the boat angrily
 - d. Throw the boat

Read the text and answer questions 7 to 12.

There were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin. At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin!

Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

(Source: <https://psikologisufistik.wordpress.com/2013/05/01/contoh-1-soal-uas-bahasa-inggris-smp-kelas-8-semester-genap/>)

7. What is the story about?
 - a. Malin Kundang
 - b. Bawang Putih & Bawang Merah
 - c. Sangkuriang
 - d. Tangkuban Perahu
8. What kind of text the story above?
 - a. Recount
 - b. Descriptive
 - c. Procedure
 - d. Narrative
9. Who is Bawang Merah?
 - a. Bawang Putih's mother
 - b. Bawang Putih's step sister
 - c. The old woman
 - d. The pumpkin's owner
10. Who gave the clothes back to Bawang Putih?
 - a. The old woman

- b. Bawang merah
 - c. Her Step mother
 - d. River
11. Why were Bawang Merah and mother screaming?
- a. They found jewelries
 - b. Mother's clothes fell down to the river
 - c. Both of them realized their mistakes
 - d. There were a lot of snakes inside the pumpkin
12. Why did Bawang Merah and mother say apologize to Bawang Putih?
- a. They found jewelries
 - b. Mother's clothes fell down to the river
 - c. Both of them realized their mistakes
 - d. There were a lot of snakes inside the pumpkin

Read the text and answer questions 13 to 16

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

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

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

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

(Source: <http://www.jagoanbahasainggris.com/2017/05/materi-soal-dan-contoh-narrative-text-dalam-bahasa-inggris.html>)

13. The second paragraph is called
- a. Orientation
 - b. Complication
 - c. Resolution
 - d. Identification

14. Why was it hard for the princess to choose one of the princes?
- She loved all the princes.
 - All the princes were handsome.
 - All the princes were powerful.
 - She was afraid of the dangerous risk.
15. “Six of them came to Teberu and ask for her hand of marriage.” (Paragraph 1)
The underlined phrase can be replaced by
- intend
 - admit
 - promise
 - propose
16. From the text we may conclude that
- Putri Mandalika sacrificed herself to the sea for the sake of her people
 - Putri Mandalika was a selfish princess
 - One of the princes won the heart of Putri Mandalika
 - The war happened against the kingdom due to the princess' decision

Read the text and answer questions 17 to 20

The Lion and the Mouse

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

“Pardon, O king,” cried the little mouse, “Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days.”

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

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

(Source: <http://www.jagoanbahasainggris.com/2017/05/materi-soal-dan-contoh-narrative-text-dalam-bahasa-inggris.html>)

17. What is the purpose of the text?
- To entertain the readers
 - To persuade the readers that something should or should not be the case
 - To inform the readers about the events of the day which are considered newsworthy
 - To explain something
18. What is the moral value of the text?
- Don't look at someone because of his clothes
 - It is best for prepare for the days of necessity
 - Common people may prove great ones
 - United we stand, divided we fall
19. Paragraph three mainly tells us that
- The little mouse asked for forgiveness
 - The hunters carried the lion alive to the King

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

The following text is for questions 21 to 24

The Rats and the Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

(Source: <http://www.jagoanbahasainggris.com/2017/05/materi-soal-dan-contoh-narrative-text-dalam-bahasa-inggris.html>)

21. What destroyed the homes of all rats?
- a. A group of mice did
 - b. The hunter did
 - c. Elephant-hunter did
 - d. A group of elephant did
22. What helped the elephant's herd free?
- a. The hunters did
 - b. The trapped elephants did
 - c. A group of king did
 - d. Entire group of rats did
23. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
- a. Identification
 - b. Orientation
 - c. Complication
 - d. Resolution
24. At the end of the story, how was the elephant's herd?
- a. angry
 - b. sad
 - c. happy
 - d. dead

The following text is for questions 25 to 29

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

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

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

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

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

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

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

(Source: <http://www.jagoanbahasainggris.com/2017/05/materi-soal-dan-contoh-narrative-text-dalam-bahasa-inggris.html>)

25. What is the purpose of the text above?
 - a. To inform what happened in the past
 - b. To give a description of a beautiful girl
 - c. To retell about Cinderella's experience/memory
 - d. To entertain readers with an actual, or vicarious experience
26. What was there at the palace one day?
 - a. A game
 - b. A birthday party
 - c. Glass slippers
 - d. A ball
27. Why did the king hold the event at his palace?
 - a. To entertain his people
 - b. To celebrate his wedding
 - c. To show give amusement to his guests
 - d. To find his crown prince a wife
28. How was the end of the story?
 - a. The prince married Cinderella
 - b. The king gave the kingdom to Cinderella
 - c. Cinderella was killed by her step mother
 - d. Cinderella was betrayed by the king.
29. "She also gave Cinderella a lovely dress...." (Paragraph 4). The underlined word has the same meaning with
 - a. polite
 - b. pretty

- c. honest
- d. loyal

The following text is for questions 30 to 36

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring.

To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

She could have drowned if a dove up a nearby tree had not helped her. Seeing that the ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove fled away to safety.

(Source: Practise Your English Competence for SMP/MTs class VIII, 2009)

30. What did the dove do to save the ant?
 - a. It climbed the nearby tree
 - b. It saw the ant struggling
 - c. It dropped a leaf
 - d. It carried the ant to dry ground
31. What did the hunter do to the dove?
 - a. He was hoping to eat it
 - b. He was trying to trap it
 - c. He was trying to shoot it
 - d. He was running towards it
32. Which statement is TRUE according to the text?
 - a. The dove bit the hunter on the heel
 - b. Both animals were finally safe
 - c. The hunter killed the dove
 - d. The ant bit the dove
33. What can we learn from the story?
 - a. One good turn deserve another
 - b. Don't be greedy, or you may lose
 - c. When there is a will, there is a way
 - d. It is wise to plan ahead for hard time
34. “. . . , she came to a spring.”
(paragraph 1)
The underlined word means . . .
 - a. water in a pail
 - b. river in the middle of the city
 - c. flood in the middle of the jungle
 - d. water emerging from underground
35. “Soon, it carried her safely”
(paragraph 3)
The underlined word refers to the . . .
 - a. ant

- b. leaf
 - c. dove
 - d. spring
36. “. . . , the dove quickly plucked a leaf . . .” (paragraph 3)
The underlined word means . . .
- a. pull something
 - b. push something
 - c. put something
 - d. prick on something

The following text is for questions 37 to 40

The Crow and the Oyster

One day, a hungry crow saw an oyster on the beach. He wanted to eat the tasty meat inside the shell, so he tried to open the oyster.

First, he used his beak, but he could not open the shell. Then, he hit it with a stone, but the shell stayed tightly shut. He even jumped up and down on the oyster, but still he could not open it.

Then, another crafty crow came by. He saw what the first crow was trying to do and said, “My friend, may I offer you some good advice? I suggest you pick up the oyster in your beak, fly high into the air and then drop the oyster onto the rocks below. The oyster shell will break open and you will be able to have your meal!”

The hungry crow thought that this was a very good idea. He picked up the oyster with his beak and then he flew as high as he could. When he was sure that he was high enough, he dropped the oyster onto the rocks far below.

The oyster shell broke wide open. However, the crafty crow was waiting behind the rock nearby, and he reached the broken oyster first. He enjoyed a tasty meal while the hungry crow had nothing to eat.

(Source: Practise Your English Competence for SMP/MTs class VIII, 2009)

37. The hungry crow did the following things to open the shell, EXCEPT. . .
- a. jumping up and down on it
 - b. hitting it with a stone
 - c. using his beak
 - d. asking for help from another crow
38. How did the crafty crow trick the hungry crow?
- a. By giving suggestion of dropping the oyster onto the rocks
 - b. By telling that he was so hungry and needed some food
 - c. By saying that he had a nice and strong beak
 - d. By saying that the oyster was harmful
39. What is the moral value of the story?
- a. Do not fly high on the sky
 - b. It is not easy to fool people
 - c. Always trust people who offer help
 - d. Do not be fooled by people who offer help
40. “. . . , another crafty crow came by.” (paragraph 3)

The underlined word has similar meaning to . . .

- a. cunning
- b. happy
- c. generous
- d. shy

The following text is for questions 41 to 45

The Lion and the Mosquito

A lion grumbled and growled at a mosquito which kept flying around his head as he tried to take a nap.

“Go away before I crush you under my paw,” he roared.

“I’m not afraid of you,” teased the mosquito. “You may be called the King of the Beasts, but I am more powerful than you are. I can prove it, too. Let’s fight and see who wins.” The lion agreed.

The mosquito quickly swooped down at the lion and bit him again and again on his nose and ears. While trying to crush the mosquito, the lion clawed himself with his sharp nails, drawing blood.

“Enough,” he finally cried. “Enough! You win!”

Unharmred, the mosquito buzzed away. He boasted of his victory over the lion to anyone who would listen. He was so busy boasting that he flew straight into a spider’s web strung between the trees.

As a tiny spider hurried towards him, the mosquito struggles helplessly in the strong threads of the web.

“I fought and won against the greatest of beasts,” he thought sadly, “only to be devoured by one less powerful than I am!”

(Source: Practise Your English Competence for SMP/MTs class VIII, 2009)

41. What did the mosquito do to the lion?
 - a. He bit the lion several times
 - b. He listened to the lion
 - c. He made the lion cry
 - d. He crushed the lion
42. The main idea of the last paragraph is . . .
 - a. the lion won the fight
 - b. the mosquito regretted his manner
 - c. the mosquito was afraid of the spider
 - d. the lion was sad to see the mosquito dead
43. From the text we know that . . .
 - a. the lion won the fight over the mosquito
 - b. the lion succeeded to crush the mosquito
 - c. the mosquito was proud of his victory
 - d. the mosquito bit the spider
44. What can we learn from the story?
 - a. Never touch a spider’s web
 - b. Never fight over a small animal
 - c. Never judge your enemy’s strength by his size
 - d. Never let your enemy knows that you are afraid
45. “He **boasted** of his victory”
(paragraph 6)

The underlined word has similar meaning to . . .

- a. talked about something loudly
- b. talked happily about something
- c. talked sadly over something happened
- d. talked with too much pride about something

The following text is for questions 46 to 51

The Wind and the Sun

The wind and the sun argued about which of them was the strongest. The wind said, "I am so powerful that I can blow all the clouds out of the sky." The sun said, "I am more powerful because I can heat up the sea below and this will produce many more clouds."

For a long time, the sun and the wind went on arguing. Just then, they saw a boy walking along the road below. He was wearing a coat. The wind suddenly had an idea. He said, "Let's see who can get the coat off that boy's back." The sun agreed.

The wind started first. He blew as hard as he could. He blew from behind and he blew from in front of the boy. The harder he blew, the more tightly the boy held on to his coat to keep it from blowing away. After a while, the wind gave up.

Then, it was the sun's turn. It came out from behind the clouds and shone on the boy. The boy felt warm. After that, it began to get hotter and hotter. Soon, the boy could not stand the heat any longer. He took his coat off. The sun won.

(Source: Practise Your English Competence for SMP/MTs class VIII, 2009)

46. Who had the idea of getting the coat off the boy's back?
 - a. The sun
 - b. The boy
 - c. The wind
 - d. The writer
47. What did the boy do to keep his coat on from blowing away?
 - a. He tied it with a rope
 - b. He held it tightly
 - c. He buttoned it
 - d. He blew it
48. What did the sun do to take the boy's coat off his body?
 - a. He shone brightly
 - b. He took off the boy's coat
 - c. He blew as hard as he could
 - d. He came out from behind the clouds
49. What can we learn from the story?
 - a. We may be more successful by being gentle than by using force
 - b. We must try hard to cheat others when we want to be successful
 - c. We should be strict to people around us
 - d. We should be deceitful to win a game.
50. "It came out from . . ." (paragraph 4)
The underlined word refers to . . .
 - a. the sun
 - b. the wind
 - c. the boy
 - d. the cloud

51. "... the sun **argued** about which ..."
 (paragraph 1)
 The underlined word means ...
- to make somebody understand
 - to make somebody angry
 - to express disagreement
 - to express love

The following text is for questions 52 to 56

The Donkey and the Wolf

A donkey was eating grass in a meadow when he saw a wolf coming towards him. Thinking quickly, he started to limp pretending he was hurt.

The wolf came closer and asked, "My friend, I am sorry to see you are injured. Tell me what happened to your leg."

The donkey said, "I was very careless this morning. I jumped through a hedge and stepped on a thorn. You should pull it out before you eat me," he warned, "so you don't prick your mouth."

"I'll try," answered the wolf. "Just hold still while I look for it."

But as soon as the wolf lifted the injured hoof, the donkey kicked him in the face, knocking out many of his teeth. The donkey ran away as the wolf rolled on the ground in pain.

The wolf felt very silly for being tricked so easily. "Oh well," he said to himself, "I got what I deserved. My father taught me hours to hunt for a living, not how to take care of others."

(Source: Practise Your English Competence for SMP/MTs class VIII, 2009)

52. "... he started to **limp** ..."
 (paragraph 1)
 The synonym of the underlined word is ...
- hobble
 - bend
 - sit
 - lay
53. "I was very **careless** this ..."
 (paragraph 3)
 The antonym of the underlined word is ...
- patient
 - careful
 - nice
 - slow
54. What is the moral value of the text?
- Think about what you do best when you offer a help
 - Be brave to offer your help, even to your enemy
 - Being greedy is sometimes helping you
 - Honesty is the best policy
55. What did the wolf ask the donkey to hold still?
- Because he wanted the donkey to fall asleep
 - Because he knew that the donkey was sleepy

- c. Because he wanted to eat the donkey right away
 - d. Because he wanted to pull the thorn out of the donkey's hoof
56. What did the donkey do when the wolf lifted his hoof?
- a. He made the wolf feel silly
 - b. He taught the wolf how to run
 - c. He kicked the wolf in the face
 - d. He rolled on the ground in pain

The following text is for questions 57 to 60

The Grasshopper and the Ants

One summer, a grasshopper spent his days merrily singing and dancing. He hopped everywhere, while ants were busy gathering grains of wheat and corn. He laughed at the ants and said, "How dull! Why don't you sing and dance with me instead of working under the hot sun?"

"We are storing away food for the winter," they explained "you should do the same."

The grasshopper laughed and replied, "Why worry about the winter? I have plenty to eat for now." And he hopped away to look for someone to play with.

But when the winter came, the grasshopper could find no more food. Shivering, he knocked at the ant's door. "Can you spare me some seeds?" he begged. "I'm cold and hungry!"

"We worked hard all summer to store away food," they answered. "What were you doing?"

"I was busy singing and dancing," he said.

"Then sing and dance for us now!" they told him. "It's time you work for your dinner."

(Source: Practise Your English Competence for SMP/MTs class VIII, 2009)

57. The grasshopper laughed at the ants because . . .
- a. the ants were very funny
 - b. the ants made some jokes
 - c. he thought the ants were dull
 - d. the ants danced and sang songs
58. What is the moral value of the story?
- a. Eating seeds is very important
 - b. We must sing and dance a lot
 - c. We must be greedy to save our lives
 - d. It is wise to plan ahead for hard times
59. What did the ants want the grasshopper to do for his dinner?
- a. To hop away
 - b. To sing and dance
 - c. To collect the food
 - d. To knock at the door
60. What happened when the winter came?
- a. It was hard for the grasshopper to find food
 - b. It was a beautiful season for the grasshopper
 - c. It was not easy for the grasshopper to find a shelter
 - d. It was hard for the grasshopper to find someone to play

Appendix 11

ANALYSIS RELIABILITY OF TRY OUT TEST

NO.	X	Y	X ²	Y ²	XY
1	12	14	144	196	168
2	21	16	441	256	336
3	11	10	121	100	110
4	18	16	324	256	288
5	12	10	144	100	120
6	17	19	289	361	323
7	17	13	289	169	221
8	15	17	225	289	255
9	12	15	144	225	180
10	16	13	256	169	208
11	13	12	169	144	156
12	16	10	256	100	160
13	13	13	169	169	169
14	12	13	144	169	156
15	15	13	225	169	195
16	17	18	289	324	270
17	18	16	324	256	272
18	11	12	121	144	216
19	7	12	49	144	132
20	12	7	144	49	49
21	11	11	121	121	132
22	13	12	169	144	132
23	15	13	225	169	169
24	12	16	144	256	240
25	14	15	196	225	180
26	20	16	196	256	224
27	10	11	400	121	220
28	15	13	100	169	130
29	12	6	225	36	90
30	6	8	144	64	96
31	11	13	121	169	143
32	11	11	121	121	121
33	17	21	289	441	357
∑	452	435	6718	6081	6218

Appendix 7
STUDENTS' SCORE OF TRY OUT TEST

No	Nama						
		1	2	3	4	5	6
1	ALFIATUN NIKMAH	1	1	0	0	1	1
2	ANDINI HANIFATUL M.	1	1	1	0	1	1
3	ANISAK ZAKIYATUL FEBRIANI	1	1	0	1	1	0
4	ANNISHA IMANI ATTAQWA	1	1	0	0	1	1
5	ARIN SAFITRI	1	1	0	1	1	1
6	AULIA IMRO ATUL H.	1	1	0	1	1	1
7	DEWI YULI ANJANI	1	1	0	0	1	0
8	DINA AFKARINA	1	1	0	1	1	1
9	FINA NIHAYATUL KHUSNAH	1	1	0	1	1	0
10	FITRIA NINGSIH	1	1	1	0	1	0
11	HAFIFATUL RETNO SOLIKHA	1	1	0	0	1	0
12	HILMIA AMBAR DEWI	1	1	1	1	1	0
13	IDAH HERLINDA MILA SARI	1	1	0	0	1	0
14	IIR KHOIROTUL JAZILAH	1	1	0	1	1	0
15	JESSICA PUTRI HERLINA S.	1	1	0	0	1	1
16	KHUSNUL KHOTIMAH	1	1	1	1	1	0
17	LAILATUL HIKMAH	1	1	0	1	1	0
18	LEDIA SOFI	1	1	0	1	1	0
19	MELY YUSTIKA R.	1	1	0	0	1	0
20	NUR FADILAH	1	0	0	0	1	0
21	NURIL HABIBATUL MASRUROH	1	1	0	1	1	0
22	PUTRI NABILA	1	1	1	1	1	0
23	RAHMAWATI	1	1	0	1	1	1
24	SERLI KARINA A.	1	1	0	0	1	1
25	SITI MAUUDATUL KHASANAH	1	1	1	1	1	1
26	SITI NAFISEH	1	1	1	1	1	0

27	SITI NURAINI	1	0	1	0	1	0
28	SITI NUR KHOLIFAH	1	1	0	0	1	0
29	SOLEHATUL MUTMAINAH	1	0	1	1	1	0
30	TITIS SUCIANA	1	0	0	1	1	0
31	ULFA NUR KUMALA	1	1	1	0	1	0
32	WARDAH NIHAYAH	1	1	0	1	1	1
33	YOLA AMANDA PUTRI	1	1	0	1	1	0



7	8	9	10	11	12	13	14	15	16	17	18	19
0	0	1	1	0	0	0	0	0	0	0	1	0
1	0	1	1	0	1	0	0	1	1	1	0	0
0	0	1	0	1	0	0	1	0	0	0	0	0
0	1	1	0	0	1	0	1	0	1	1	0	0
1	1	1	0	0	0	1	0	0	0	0	0	1
1	0	0	0	1	0	0	1	1	1	0	1	0
1	0	1	1	0	0	0	0	1	1	0	1	0
0	0	1	1	0	0	0	0	1	1	0	1	0
0	0	0	0	1	1	0	0	0	1	0	0	0
1	0	0	0	1	1	1	0	0	1	0	0	0
1	0	1	0	1	1	0	1	0	1	0	0	0
0	0	1	0	1	1	1	0	0	0	1	0	1
1	0	1	0	1	1	0	1	0	1	0	0	0
0	0	0	0	0	0	1	1	0	0	1	0	1
1	0	1	1	1	1	0	0	1	1	0	0	0
0	0	1	0	0	1	0	0	0	1	1	1	1
0	0	1	0	0	1	0	0	0	1	1	1	1
0	1	1	0	1	0	1	1	0	1	1	1	0
0	0	1	0	1	0	0	1	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	1	0	1
0	1	1	1	1	0	0	0	0	0	1	1	0
0	1	1	0	0	0	1	1	1	0	1	0	0
1	1	1	0	0	0	1	1	0	0	0	0	1
0	0	1	0	1	1	0	0	1	1	0	0	0
0	0	1	0	0	1	1	0	1	0	0	1	0
1	0	0	0	1	1	1	0	0	1	1	0	0

0	0	0	1	0	0	0	0	1	0	1	0	0
1	0	1	1	1	1	0	0	1	1	0	0	0
0	1	0	0	0	0	1	0	0	0	1	0	0
0	0	1	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	1	0	0	1	1	1	0	0
1	1	1	0	0	0	0	0	1	0	0	0	1
0	0	1	1	0	1	0	1	0	1	0	0	0



Item Soal												
20	21	22	23	24	25	26	27	28	29	30	31	32
0	1	0	1	0	1	1	1	0	0	1	0	0
1	1	1	1	0	1	1	1	0	0	0	0	1
1	0	0	1	1	0	1	1	0	0	1	0	0
1	1	1	1	1	1	0	1	0	1	1	0	1
0	0	0	0	1	0	0	0	1	0	0	0	0
1	1	1	1	1	1	0	1	1	1	1	0	1
1	1	1	1	0	1	0	1	1	1	0	1	1
1	1	0	0	0	1	1	1	0	0	1	0	1
1	1	0	1	1	1	1	1	0	1	1	0	1
1	1	1	1	1	1	0	1	1	1	0	0	1
1	1	0	0	0	1	0	1	0	1	0	0	1
1	1	0	0	0	1	1	1	0	1	0	0	1
1	1	0	0	0	1	0	1	0	1	0	0	1
0	0	1	0	1	0	0	1	0	0	1	0	0
1	1	1	1	0	1	1	1	1	0	0	0	0
0	1	1	0	0	1	0	0	1	1	1	0	1
0	1	1	0	0	1	0	1	0	1	1	0	1
0	0	0	0	1	0	1	1	0	0	0	0	0
1	0	0	1	1	0	1	0	0	1	1	0	1
0	0	0	0	1	1	1	1	0	1	0	0	0
0	1	0	0	0	1	1	1	0	0	0	0	0
1	1	0	0	0	0	1	1	0	0	0	0	1
1	0	1	0	0	0	0	0	1	0	0	0	0
1	1	1	0	1	0	1	1	0	1	1	0	1
1	1	0	0	1	0	1	1	0	1	0	0	1
1	1	1	1	1	1	0	1	1	1	0	0	1

1	1	1	0	1	0	0	0	0	0	0	0	0
1	1	1	1	0	1	1	1	1	1	0	0	1
0	0	0	0	1	1	1	1	0	1	0	0	0
0	0	0	0	1	0	1	0	0	0	0	0	0
1	1	1	0	1	0	0	0	0	0	0	0	1
1	1	0	0	0	0	0	0	0	0	1	0	0
1	1	0	1	1	1	1	1	0	1	1	0	1



33	34	35	36	37	38	39	40	41	42	43	44	45
0	0	0	1	0	0	1	1	0	0	0	0	0
1	0	1	1	0	0	0	0	1	1	1	1	1
0	0	0	0	1	0	0	1	0	0	0	0	0
1	1	1	0	0	0	0	1	1	0	0	0	1
1	0	1	0	1	0	0	1	1	0	0	0	0
0	0	1	1	0	1	1	0	0	1	0	1	0
0	0	1	0	0	1	1	0	0	1	0	1	1
1	1	1	0	0	0	0	1	0	0	1	0	0
0	0	0	0	0	1	1	1	0	0	1	0	0
0	0	1	0	0	1	1	0	0	1	0	1	0
1	1	0	1	0	0	0	0	0	0	1	1	0
0	0	0	0	0	0	0	1	1	1	0	0	0
1	1	0	1	0	0	0	0	0	0	1	1	0
1	1	0	0	1	0	0	1	1	0	0	0	0
0	0	1	0	0	0	0	0	1	0	0	1	0
1	1	1	0	0	0	0	1	1	1	0	1	1
1	1	1	0	0	0	0	1	1	1	1	1	1
0	0	0	0	1	0	1	0	0	1	0	0	0
0	0	0	1	0	0	0	1	0	1	0	0	0
0	0	1	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	1	1	0	0	1	0	0	0
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1	0	1	0	1	0	0	1	1	0	0	0	0
0	0	1	0	0	0	0	1	0	1	0	0	0
0	0	0	0	0	1	0	1	1	0	1	1	0
0	0	1	0	0	1	1	1	0	1	0	1	0

0	1	0	0	1	0	0	1	0	0	0	1	0
1	0	1	0	0	1	1	0	0	1	0	1	0
0	0	0	0	0	0	1	0	1	0	1	1	0
0	1	0	0	1	1	0	1	1	0	0	0	0
0	1	1	0	1	0	0	0	1	0	1	1	0
0	0	0	1	0	0	1	0	0	1	0	0	1
1	1	0	0	1	1	1	1	1	1	1	1	0



46	47	48	49	50	51	52	53	54	55	56	57	58
1	1	1	1	1	0	1	0	1	1	0	1	0
1	1	1	0	0	1	0	1	0	1	1	1	0
1	1	0	1	0	0	0	0	1	1	0	0	0
0	1	0	1	0	1	0	1	1	0	0	0	1
0	0	0	0	0	0	1	0	1	0	0	1	0
0	1	0	0	0	0	1	1	1	1	1	1	0
0	1	0	0	0	0	1	1	0	0	0	0	1
1	1	1	1	1	1	1	0	0	1	0	1	0
1	1	0	0	0	0	0	0	1	0	1	0	0
0	1	0	1	0	0	1	0	0	0	1	0	0
0	0	1	1	0	0	0	0	1	1	0	0	1
0	1	1	1	0	1	0	0	0	0	0	0	0
0	0	1	0	1	0	0	0	0	1	1	0	1
0	1	0	0	0	0	1	0	1	0	1	1	1
1	1	0	0	0	0	1	1	1	0	0	1	0
1	1	0	1	0	1	0	0	1	0	1	0	1
1	1	0	1	0	1	0	0	1	0	0	0	1
0	0	0	1	1	0	0	0	1	1	1	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0
0	1	0	1	1	0	1	0	1	0	1	0	0
0	0	1	0	0	1	0	0	1	1	1	0	0
0	0	0	0	1	0	1	1	1	0	0	0	0
0	1	1	1	1	1	0	0	1	0	0	1	0
0	1	1	1	0	0	0	0	1	0	1	0	0
1	1	0	1	0	0	1	0	0	0	0	0	0
0	1	1	1	0	1	1	1	0	1	1	1	0

1	0	0	0	1	1	0	1	1	0	0	0	0
0	0	0	0	0	1	0	0	1	0	0	0	0
0	0	0	0	0	0	0	0	1	0	0	1	0
0	0	0	0	0	0	0	0	1	0	0	0	0
1	0	0	1	0	0	0	0	1	0	1	0	0
1	0	0	0	0	0	0	1	1	0	0	0	1
0	1	0	1	0	1	1	0	1	0	1	0	1



59	60	Total Soal	Total Skor
0	1	26	43.33333
0	1	37	61.66667
1	0	21	35
1	1	34	56.66667
1	1	22	36.66667
1	0	36	60
1	0	30	50
0	1	32	53.33333
1	1	27	45
1	0	29	48.33333
0	0	25	41.66667
0	1	26	43.33333
1	0	26	43.33333
1	1	25	41.66667
0	0	28	46.66667
1	1	35	58.33333
1	1	34	56.66667
0	0	23	38.33333
1	1	19	31.66667
1	1	19	31.66667
0	0	22	36.66667
1	1	25	41.66667
1	1	28	46.66667
1	1	28	46.66667
1	1	29	48.33333
0	0	36	60

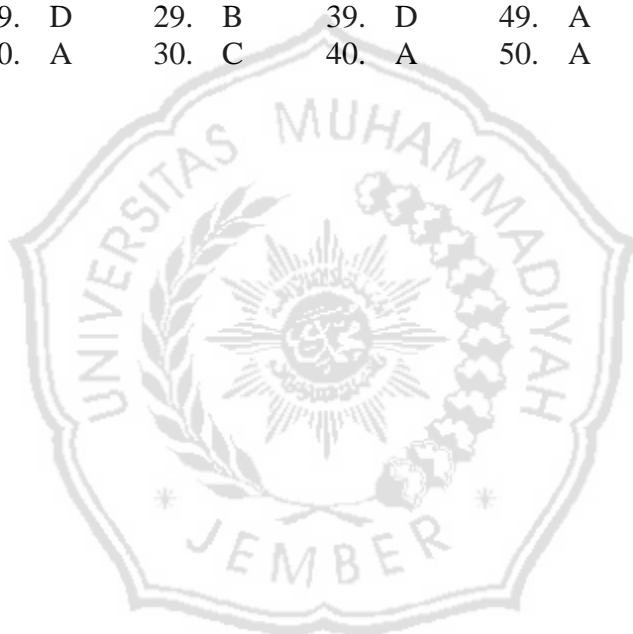


1	1	21	35
0	0	28	46.66667
0	0	18	30
1	1	14	23.33333
0	1	24	40
1	0	22	36.66667
1	1	38	63.33333



Appendix 6**Answer keys of tryout**

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



Appendix 19

Reading Test Score Cycle 1

NO	NAME OF THE STUDENTS	SCORE	CONCLUSION
1	Ahmad Munawir Sajali	30	Not Achieved
2	Ali Rohmat	70	Achieved
3	Aulia Fitri Dwi Novita	50	Not Achieved
4	Faik Harul Hazizah	30	Not Achieved
5	Fatimah	35	Not Achieved
6	Irawati	75	Achieved
7	Ivan Handoyo	70	Achieved
8	Joy Maskur	75	Achieved
9	Khoirun Nisa'	50	Not Achieved
10	M. Faris Riko Alfindo	75	Achieved
11	Mita Putri Aisyah	45	Not Achieved
12	Moch. Khoirul Anam	35	Not Achieved
13	Moh. Abdur Rohim	30	Not Achieved
14	Muhammad Alfandi	70	Achieved
15	Muhammad Ilyasah	70	Achieved
16	Muhammad Rizki Nasohin	30	Not Achieved
17	Naili Nabilah Nur Azizah	75	Achieved
18	Siti Nur Aini	30	Not Achieved
	TOTAL	945	8

$$\text{MEAN} = \frac{\text{Total score}}{\text{Jumlah siswa}} = \frac{945}{18} = 52,5$$

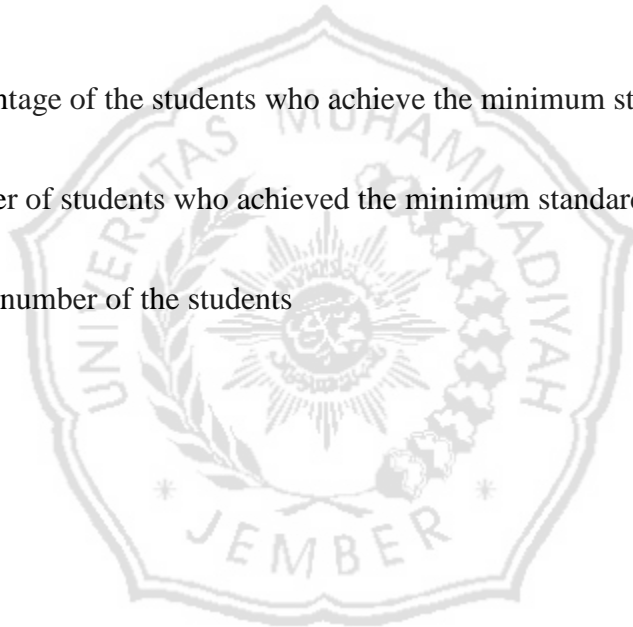
$$E = \frac{n}{N} \times 100\% = \frac{8}{18} \times 100\% = 44,44\%$$

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 70

N = The total number of the students



Appendix 10

UPPER AND LOWER GROUP OF TRY OUT TEST

upper group

No	Nama								
		1	2	3	4	5	6	7	8
33	YOLA AMANDA PUTRI	1	1	0	1	1	0	0	0
2	ANDINI HANIFATUL M.	1	1	1	0	1	1	1	0
6	AULIA IMRO ATUL H.	1	1	0	1	1	1	1	0
26	SITI NAFISEH	1	1	1	1	1	0	1	0
16	KHUSNUL KHOTIMAH	1	1	1	1	1	0	0	0
4	ANNISHA IMANI ATTAQWA	1	1	0	0	1	1	0	1
17	LAILATUL HIKMAH	1	1	0	1	1	0	0	0
8	DINA AFKARINA	1	1	0	1	1	1	0	0
	total	8	8	3	6	8	4	3	1

lower group

No	Nama								
		1	2	3	4	5	6	7	8
5	ARIN SAFITRI	1	1	0	1	1	1	1	1
21	NURIL HABIBATUL MASRUR	1	1	0	1	1	0	0	1
3	ANISAK ZAKIYATUL FEBRIAN	1	1	0	1	1	0	0	0
27	SITI NURAINI	1	0	1	0	1	0	0	0
19	MELY YUSTIKA R.	1	1	0	0	1	0	0	0
20	NUR FADILAH	1	0	0	0	1	0	1	0
29	SOLEHATUL MUTMAINAH	1	0	1	1	1	0	0	1
30	TITIS SUCIANA	1	0	0	1	1	0	0	0
	total	8	4	2	5	8	1	2	3

9	10	11	12	13	14	15	16	17	18	19	20	21
1	1	0	1	0	1	0	1	0	0	0	1	1
1	1	0	1	0	0	1	1	1	0	0	1	1
0	0	1	0	0	1	1	1	0	1	0	1	1
0	0	1	1	1	0	0	1	1	0	0	1	1
1	0	0	1	0	0	0	1	1	1	1	0	1
1	0	0	1	0	1	0	1	1	0	0	1	1
1	0	0	1	0	0	0	1	1	1	1	0	1
1	1	0	0	0	0	1	1	0	1	0	1	1
6	3	2	6	1	3	3	8	5	4	2	6	8

9	10	11	12	13	14	15	16	17	18	19	20	21
1	0	0	0	1	0	0	0	0	0	1	0	0
1	1	1	0	0	0	0	0	1	1	0	0	1
1	0	1	0	0	1	0	0	0	0	0	1	0
0	1	0	0	0	0	1	0	1	0	0	1	1
1	0	1	0	0	1	0	0	0	0	0	1	0
0	0	0	0	0	0	0	0	1	0	1	0	0
0	0	0	0	1	0	0	0	1	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0
5	2	3	0	2	2	1	0	4	1	2	3	2

Item Soal												
22	23	24	25	26	27	28	29	30	31	32	33	34
0	1	1	1	1	1	0	1	1	0	1	1	1
1	1	0	1	1	1	0	0	0	0	1	1	0
1	1	1	1	0	1	1	1	1	0	1	0	0
1	1	1	1	0	1	1	1	0	0	1	0	0
1	0	0	1	0	0	1	1	1	0	1	1	1
1	1	1	1	0	1	0	1	1	0	1	1	1
1	0	0	1	0	1	0	1	1	0	1	1	1
0	0	0	1	1	1	0	0	1	0	1	1	1
6	5	4	8	3	7	3	6	6	0	8	6	5

Item Soal												
22	23	24	25	26	27	28	29	30	31	32	33	34
0	0	1	0	0	0	1	0	0	0	0	1	0
0	0	0	1	1	1	0	0	0	0	0	0	0
0	1	1	0	1	1	0	0	1	0	0	0	0
1	0	1	0	0	0	0	0	0	0	0	0	1
0	1	1	0	1	0	0	1	1	0	1	0	0
0	0	1	1	1	1	0	1	0	0	0	0	0
0	0	1	1	1	1	0	1	0	0	0	0	0
0	0	1	0	1	0	0	0	0	0	0	0	1
1	2	7	3	6	4	1	3	2	0	1	1	2

35	36	37	38	39	40	41	42	43	44	45	46	47
0	0	1	1	1	1	1	1	1	1	0	0	1
1	1	0	0	0	0	1	1	1	1	1	1	1
1	1	0	1	1	0	0	1	0	1	0	0	1
1	0	0	1	1	1	0	1	0	1	0	0	1
1	0	0	0	0	1	1	1	0	1	1	1	1
1	0	0	0	0	1	1	0	0	0	1	0	1
1	0	0	0	0	1	1	1	1	1	1	1	1
1	0	0	0	0	1	0	0	1	0	0	1	1
7	2	1	3	3	6	5	6	4	6	4	4	8

35	36	37	38	39	40	41	42	43	44	45	46	47
1	0	1	0	0	1	1	0	0	0	0	0	0
0	0	0	1	1	0	0	1	0	0	0	0	0
0	0	1	0	0	1	0	0	0	0	0	1	1
0	0	1	0	0	1	0	0	0	1	0	1	0
0	1	0	0	0	1	0	1	0	0	0	1	0
1	0	0	0	0	0	0	0	0	0	0	0	1
0	0	0	0	1	0	1	0	1	1	0	0	0
0	0	1	1	0	1	1	0	0	0	0	0	0
2	1	4	2	2	5	3	2	1	2	0	3	2

48	49	50	51	52	53	54	55	56	57	58	59	60
0	1	0	1	1	0	1	0	1	0	1	1	1
1	0	0	1	0	1	0	1	1	1	0	0	1
0	0	0	0	1	1	1	1	1	1	0	1	0
1	1	0	1	1	1	0	1	1	1	0	0	0
0	1	0	1	0	0	1	0	1	0	1	1	1
0	1	0	1	0	1	1	0	0	0	1	1	1
0	1	0	1	0	0	1	0	0	0	1	1	1
1	1	1	1	1	0	0	1	0	1	0	0	1
3	6	1	7	4	4	5	4	5	4	4	5	6

48	49	50	51	52	53	54	55	56	57	58	59	60
0	0	0	0	1	0	1	0	0	1	0	1	1
1	0	0	1	0	0	1	1	1	0	0	0	0
0	1	0	0	0	0	1	1	0	0	0	1	0
0	0	1	1	0	1	1	0	0	0	0	1	1
0	0	0	0	0	0	0	0	0	0	0	1	1
0	1	1	0	1	0	1	0	1	0	0	1	1
0	0	0	0	0	0	1	0	0	1	0	0	0
0	0	0	0	0	0	1	0	0	0	0	1	1
1	2	2	2	2	1	7	2	2	2	0	6	5

Appendix 12

RELIABILITY OF TRY OUT TEST

A. Product Moment's Formula

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

$$r_{xy} = \frac{33.6218 - 452.435}{\sqrt{(33.6718 - (452)^2)(33.6081 - (435)^2)}}$$

$$r_{xy} = \frac{205.194 - 196.620}{\sqrt{(221.694 - 204.304)(200.673 - 189.225)}}$$

$$r_{xy} = \frac{8.574}{\sqrt{17.39.11.448}}$$

$$r_{xy} = \frac{8.574}{\sqrt{199.08072}}$$

$$r_{xy} = \frac{8.574}{14.1095967}$$

$$r_{xy} = 0.61$$

B. Spearman-Brown's Formula

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

$$r_{11} = \frac{2 \times 0.61}{1 + 0.61}$$

$$r_{11} = \frac{1.22}{1.61}$$

$$r_{11} = 0.76$$

Appendix 13

DL AND DP OF TRY OUT TEST

Item number	u	l	U+L	T	DL	conclusion	u-l
1	8	8	16	16	1	too easy	0
2	8	4	12	16	0.75	accepted	4
3	3	2	5	16	0.3125	accepted	1
4	6	5	11	16	0.6875	accepted	1
5	8	8	16	16	1	too easy	0
6	4	1	5	16	0.3125	accepted	3
7	3	2	5	16	0.3125	accepted	1
8	1	3	4	16	0.25	accepted	-2
9	6	5	11	16	0.6875	accepted	1
10	3	2	5	16	0.3125	accepted	1
11	2	3	5	16	0.3125	accepted	-1
12	6	0	6	16	0.375	accepted	6
13	1	2	3	16	0.1875	too difficult	-1
14	3	2	5	16	0.3125	accepted	1
15	3	1	4	16	0.25	accepted	2
16	8	0	8	16	0.5	accepted	8
17	5	4	9	16	0.5625	accepted	1
18	4	1	5	16	0.3125	accepted	3
19	2	2	4	16	0.25	accepted	0
20	6	3	9	16	0.5625	accepted	3
21	8	2	10	16	0.625	accepted	6
22	6	1	7	16	0.4375	accepted	5
23	5	2	7	16	0.4375	accepted	3
24	4	7	11	16	0.6875	accepted	-3
25	8	3	11	16	0.6875	accepted	5
26	3	6	9	16	0.5625	accepted	-3
27	7	4	11	16	0.6875	accepted	3
28	3	1	4	16	0.25	accepted	2
29	6	3	9	16	0.5625	accepted	3
30	6	2	8	16	0.5	accepted	4
31	0	0	0	16	0	too difficult	0
32	8	1	9	16	0.5625	accepted	7
33	6	1	7	16	0.4375	accepted	5
34	5	2	7	16	0.4375	accepted	3
35	7	2	9	16	0.5625	accepted	5
36	2	1	3	16	0.1875	too difficult	1
37	1	4	5	16	0.3125	accepted	-3
38	3	2	5	16	0.3125	accepted	1
39	3	2	5	16	0.3125	accepted	1

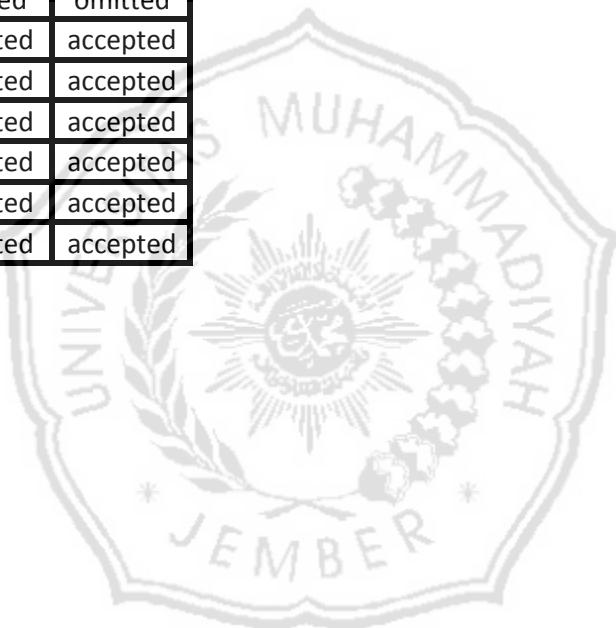
40	6	5	11	16	0.6875	accepted	1
41	5	3	8	16	0.5	accepted	2
42	6	2	8	16	0.5	accepted	4
43	4	1	5	16	0.3125	accepted	3
44	6	2	8	16	0.5	accepted	4
45	4	0	4	16	0.25	accepted	4
46	4	3	7	16	0.4375	accepted	1
47	8	2	10	16	0.625	accepted	6
48	3	1	4	16	0.25	accepted	2
49	6	2	8	16	0.5	accepted	4
50	1	2	3	16	0.1875	too difficult	-1
51	7	2	9	16	0.5625	accepted	5
52	4	2	6	16	0.375	accepted	2
53	4	1	5	16	0.3125	accepted	3
54	5	7	12	16	0.75	accepted	-2
55	4	2	6	16	0.375	accepted	2
56	5	2	7	16	0.4375	accepted	3
57	4	2	6	16	0.375	accepted	2
58	4	0	4	16	0.25	accepted	4
59	5	0	5	16	0.3125	accepted	5
60	6	5	11	16	0.6875	accepted	1



1/2t	dp	conclusion	result
8	0	omitted	omitted
8	0.5	accepted	accepted
8	0.125	accepted	accepted
8	0.125	accepted	accepted
8	0	omitted	omitted
8	0.375	accepted	accepted
8	0.125	accepted	accepted
8	-0.25	omitted	omitted
8	0.125	accepted	accepted
8	0.125	accepted	accepted
8	-0.125	omitted	omitted
8	0.75	accepted	accepted
8	-0.125	omitted	omitted
8	0.125	accepted	accepted
8	0.25	accepted	accepted
8	1	accepted	accepted
8	0.125	accepted	accepted
8	0.375	accepted	accepted
8	0	omitted	omitted
8	0.375	accepted	accepted
8	0.75	accepted	accepted
8	0.625	accepted	accepted
8	0.375	accepted	accepted
8	-0.375	omitted	omitted
8	0.625	accepted	accepted
8	-0.375	omitted	omitted
8	0.375	accepted	accepted
8	0.25	accepted	accepted
8	0.375	accepted	accepted
8	0.5	accepted	accepted
8	0	omitted	omitted
8	0.875	accepted	accepted
8	0.625	accepted	accepted
8	0.375	accepted	accepted
8	0.625	accepted	accepted
8	0.125	accepted	omitted
8	-0.375	omitted	omitted
8	0.125	accepted	accepted
8	0.125	accepted	accepted



8	0.125	accepted	accepted
8	0.25	accepted	accepted
8	0.5	accepted	accepted
8	0.375	accepted	accepted
8	0.5	accepted	accepted
8	0.5	accepted	accepted
8	0.125	accepted	accepted
8	0.75	accepted	accepted
8	0.25	accepted	accepted
8	0.5	accepted	accepted
8	-0.125	omitted	omitted
8	0.625	accepted	accepted
8	0.25	accepted	accepted
8	0.375	accepted	accepted
8	-0.25	omitted	omitted
8	0.25	accepted	accepted
8	0.375	accepted	accepted
8	0.25	accepted	accepted
8	0.5	accepted	accepted
8	0.625	accepted	accepted
8	0.125	accepted	accepted



Appendix 22**LESSON PLAN (CYCLE 2)****Second Meeting**

Subject	: English
Skill	: Reading
Genre	: Narrative
Grade/ semester	: VIII /2
Time	: 2 x 40'

A. Standard Competence

Comprehending the meaning of a short simple essay in the forms of recount and narrative text to interact with the surrounding.

B. Basic Competence

Comprehending the meaning of a short simple essay in the form of narrative text.

C. Indicators

1. Students are able to find word comprehension on narrative text
2. Students are able to find sentence comprehension on narrative text
3. Students are able to find paragraph comprehension on narrative text
4. Students are able to find text comprehension on narrative text

D. Materials

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

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

E. Approach : Context Clues Strategy

F. Teaching Learning Activities

NO	Teacher's Activities	Students' activities	Time
1.	Introduction 1.1 Greeting 1.2 Checking the students' present list 1.3 Stating the Objective of the Lesson 1.4 Reviewing of narrative text material	<ul style="list-style-type: none"> • Answering the teacher's greeting • Paying attention • Paying attention to the objective being stated by the teacher. • Paying attention and give responds 	10'
	A. Pre-reading <ul style="list-style-type: none"> • Introducing the new topic that students will be reading. • Giving explanation about the use of context clues strategy by giving narrative text to the students. 	<ul style="list-style-type: none"> • Paying attention • Paying attention 	10'
	Main Activities B. Whilst-reading 2.1 Giving the students the chart which simply lists the different types of context clues. 2.2 Explaining each of context clues with the sample sentences while pointing to the chart.	<ul style="list-style-type: none"> • Paying attention to the chart that given by the teacher. • Paying attention and listening carefully to the teacher's explanation. 	40'

	<p>2.3 Guiding students to find meanings of unfamiliar words based on clues in the sample sentences by following the instructions of context clues strategy.</p> <p>2.4 Grouping students in partnership, consist of 2 people.</p> <p>2.5 Ask them to open their students' handout to the material of a narrative text with the title The Old Woman and the Sparrow as a practice to find meanings of unfamiliar words based on clues in the sentences by following the instructions of context clues strategy.</p> <p>2.6 Giving each partnership a copy of chart to guide their work.</p>	<ul style="list-style-type: none"> • Following the instructions in using context clues strategy to analyze the sample sentences with the teacher's guidance. • Sitting in partnership. • Doing the practice given by the teacher. Discussing with the partner in following the instructions of context clues strategy. • Discussing with the partner to fill in the context clues chart. 	
	<p>C. Post reading</p> <p>3.1 Circulating around the room and being available for guidance.</p>	<ul style="list-style-type: none"> • Asking for the teacher's guidance if there is a difficulty while doing the practice. 	10'
	<p>Post Activities</p> <p>4.1 Guiding students to make a brief conclusion of the lesson.</p> <p>4.2 Evaluating the whole activities that have been done.</p> <p>4.3 Greeting</p>	<ul style="list-style-type: none"> • Making a brief conclusion together with the teacher. • Paying attention to the teacher. • Greeting. 	10'

G. Media and Source

a. Media

- board maker
- whiteboard
- students' handout
- Copy of narrative text
- Context clues chart
- Types of context clues chart

b. Source

Zaida, Nur. 2009. *Practise Your English Competence*. Jakarta: Erlangga.
 Permatasari. *STAR(Strategi Tepat Anak Pintar Bahasa Inggris untuk SMP/MTs kelas VIII*. Solo: Putra Kertonatan.

F. Evaluation

1. Process evaluation (done during teaching and learning process)
 - a. Instrument : Observation guide
 - b. Indicators :
 1. Paying attention to the teacher's explanation about the use of context clues strategy.
 2. Asking the question about using context clues strategy.
 3. Answering teacher's question about the use of context clues strategy.
 4. Doing reading exercise using context clues strategy.
 - c. The successful criteria : if 70% the students fulfill at least 3 indicators.
2. Product Evaluation (done after teaching and learning process)
 - a. Instrument : written test in the form of multiple choice format.
 - b. Scoring guide : the total number of correct answers x 5
 - c. The successful criteria: If 70% of the students get the standard score 70 or more of reading comprehension test.

Jember, January 12th 2018

English Teacher

Researcher

Mohammad Ibrohim, S.Pd

Ines Rahmawati
NIM 1310231032

Narrative Text

Read the text below and found the unfamiliar word!

The Old Woman and the Sparrow

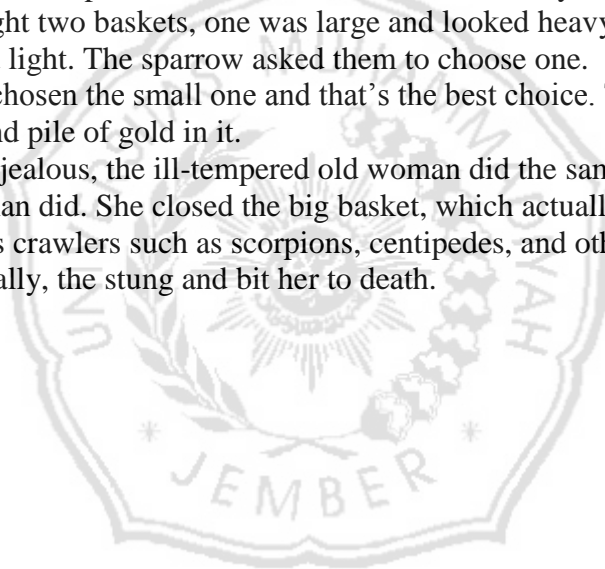
Once upon a time, there lived a kindhearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow tongue. That's why the bird flew away to his previous nest.

Knowing that their sparrow flew away, the kind man and woman looked for their sparrow. They walked a long way, crossed the bridge, climbed a mountain and passed the wood.

Not long afterwards, they could find the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets, one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose one.

They chosen the small one and that's the best choice. There were many rolls of silk and pile of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and woman did. She closed the big basket, which actually contained wasps and venomous crawlers such as scorpions, centipedes, and other horrible creatures. Finally, she was stung and bit her to death.



2.1 Types of Context Clues

Types of Context Clues	What to Look For	Signal Words	Sample Sentence
Definition	A definition in the sentence.	<i>Is, are, is called, means, or.</i> Signal punctuation: Set off by commas.	Brick made of sun-dried clay <i>is called</i> adobe . The Native Americans used adobe , <i>or</i> bricks made of sun-dried clay, to build their homes.
Synonym	A word with a similar meaning to the unknown word.	<i>Also, as, like, same, similarly, too.</i>	The Zuni built their homes with brick made of sun-dried clay. The Hopi <i>also</i> used adobe to build their homes.
Antonym	A word or phrase with the opposite meaning of the unknown word.	<i>But, however, in contrast, on the other hand, though, unlike.</i>	The Hopi lived in single-family houses, <i>but</i> the Iroquois lived in longhouses .
Example	Several examples in a list.	<i>Such as, for example, for instance, like, including</i>	The Pueblo people grew many crops <i>such as</i> corn, beans, and squash.
General	General or inexact clues.		After 1700, the Pueblos got sheep from the Spanish, and wool replaced cotton as the most important textile .

2.2 Context Clues Chart

Unfamiliar Word	Signal Word or Punctuation	My Definition

Appendix 14**LESSON PLAN (CYCLE 1)****First Meeting**

Subject	: English
Skill	: Reading
Genre	: Narrative
Grade/ semester	: VIII /2
Time	: 2 x 40'

A. Standard Competence

Comprehending the meaning of a short simple essay in the forms of recount and narrative text to interact with the surrounding.

B. Basic Competence

Comprehending the meaning of a short simple essay in the form of narrative text.

C. Indicators

1. Students are able to find word comprehension on narrative text
2. Students are able to find sentence comprehension on narrative text
3. Students are able to find paragraph comprehension on narrative text
4. Students are able to find text comprehension on narrative text

D. Materials

- Narrative text is a text to retell story that happen in the past and the function to entertains the audience.
- Generic structure :
 - Orientation : this part introduces characters and/or sets the scene (when/where).
 - Complication(s) : in this part, the main character is faced to a problem.
 - Resolution : this part tells how the problem is resolved, for better or worse.

E. Approach : Context Clues Strategy

F. Teaching Learning Activities

NO	Teacher's Activities	Students' activities	Time
1.	Introduction 1.1 Greeting 1.2 Checking the students' present list 1.3 Stating the Objective of the lesson	<ul style="list-style-type: none"> • Answering the teacher's greeting • Paying attention • Paying attention to the objective being stated by the teacher. 	10'
	A. Pre-reading <ul style="list-style-type: none"> • The teacher asks to the students what they know about narrative text and context clues. • Explaining the generic structures of narrative text and the definition of context clues. 	<ul style="list-style-type: none"> • Answering question by telling what they know about narrative text and context clues orally. • Listening and paying attention. 	10'

	<p>Main Activities</p> <p>B. Whilst- reading</p> <p>2.1 Giving the students the chart which simply lists the different types of context clues.</p> <p>2.2 Explaining each of context clues with the sample sentences while pointing to the chart.</p> <p>2.3 Guiding students to find meanings of unfamiliar words based on clues in the sample sentences by following the instructions of context clues strategy.</p> <p>2.4 Ask the students to open their students' handout and read narrative text with the title Tinker Bell as a practice to find meanings of unfamiliar words based on clues in the sentences by following the instructions of context clues strategy.</p> <p>2.5 Giving each students copy of chart to guide their work.</p> <p>2.6 Discussed together.</p>	<ul style="list-style-type: none"> • Paying attention to the chart that given by the teacher. • Paying attention and listening carefully to the teacher's explanation • Following the instructions in using context clues strategy to analyze the sample sentences with the teacher's guidance. • Doing the practice given by the teacher. • Doing the practice given by the teacher in the context clues chart. • Following the instruction. 	40'
	<p>C. Post reading</p> <p>3.1 Circulating around the room and being available for guidance.</p>	<ul style="list-style-type: none"> • Asking for the teacher's guidance if there is a difficulty while doing the practice. 	10'
	<p>Post Activities</p> <p>4.1 Guiding students to make a brief conclusion of the lesson.</p> <p>4.2 Evaluating the whole activities that have been done.</p> <p>4.3 Greeting.</p>	<ul style="list-style-type: none"> • Making a brief conclusion together with the teacher. • Paying attention to the teacher. • Greeting. 	10'

G. Media and Source

a. Media

- board maker

- whiteboard
- students' handout
- context clues chart
- types of context clues

b. Source

Zaida, Nur. 2009. *Practise Your English Competence*. Jakarta: Erlangga.
 Permatasari. *STAR(Strategi Tepat Anak Pintar Bahasa Inggris untuk SMP/MTs kelas VIII*. Solo: Putra Kertonatan.

F. Evaluation

1. Process evaluation (done during teaching and learning process)
 - a. Instrument : Observation guide
 - b. Indicators :
 1. Paying attention to the teacher's explanation about the use of context clues strategy.
 2. Asking the question about using context clues strategy.
 3. Answering teacher's question about the use of context clues strategy.
 4. Doing reading exercise using context clues strategy.
 - c. The successful criteria : if 70% the students fulfill at least 3 indicators.
2. Product Evaluation (done after teaching and learning process)
 - a. Instrument : written test in the form of multiple choice format.
 - b. Scoring guide : the total number of correct answers x 5
 - c. The successful criteria: If 70% of the students get the standard score 70 or more of reading comprehension test.

Jember, January 3th 2018

English Teacher

Researcher

Mohammad Ibrohim, S.Pd

Ines Rahmawati
NIM 1310231032

Narrative Text

Read the text below and found the unfamiliar word!

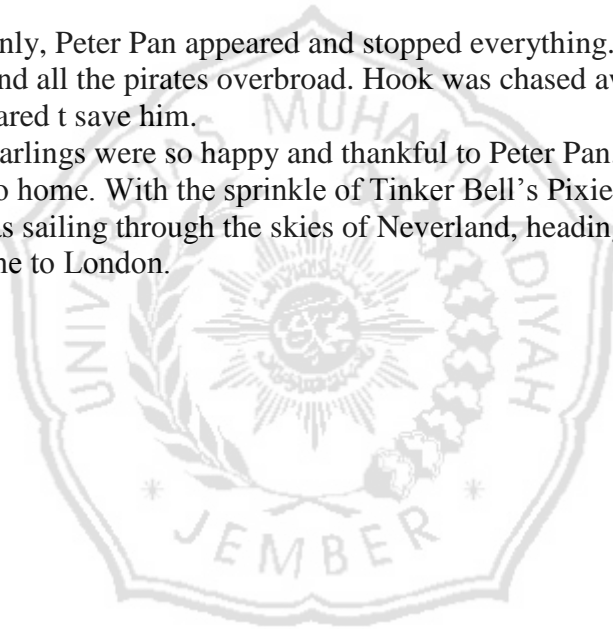
Tinker Bell

Once upon a time, there was a beautiful place called Neverland where Peter Pan and Tinker Bell lived. Not so far from this place is the city of London where John, Wendy, and Michael darling lived. They really loved the story of Peter. One day Peter Pan appeared and asked the children to fly to Neverland. Then, they were surprised to know the existence of a cruel pirate called Captain Hook.

One day Captain Hook captured Tinker Bell and forced her to show Peter Pan's place. In doing so all Peter's friend the Darling were captured and taken to the pirate ship. Captain Hook frightened the children by putting them on the plank.

Suddenly, Peter Pan appeared and stopped everything. In fierce duel, he threw Hook and all the pirates overboard. Hook was chased away by crocodile and nobody cared to save him.

The Darlings were so happy and thankful to Peter Pan. They told their intention to go home. With the sprinkle of Tinker Bell's Pixie Dust, Captain Hook pirate ship was sailing through the skies of Neverland, heading back to the Darling's home to London.



2.1 Types of Context Clues

Types of Context Clues	What to Look For	Signal Words	Sample Sentence
Definition	A definition in the sentence.	<i>Is, are, is called, means, or.</i> Signal punctuation: Set off by commas.	Brick made of sun-dried clay <i>is called</i> adobe . The Native Americans used adobe , <i>or</i> bricks made of sun-dried clay, to build their homes.
Synonym	A word with a similar meaning to the unknown word.	<i>Also, as, like, same, similarly, too.</i>	The Zuni built their homes with brick made of sun-dried clay. The Hopi <i>also</i> used adobe to build their homes.
Antonym	A word or phrase with the opposite meaning of the unknown word.	<i>But, however, in contrast, on the other hand, though, unlike.</i>	The Hopi lived in single-family houses, <i>but</i> the Iroquois lived in longhouses .
Example	Several examples in a list.	<i>Such as, for example, for instance, like, including</i>	The Pueblo people grew many crops <i>such as</i> corn, beans, and squash.
General	General or inexact clues.		After 1700, the Pueblos got sheep from the Spanish, and wool replaced cotton as the most important textile .

2.2 Context Clues Chart

Unfamiliar Word	Signal Word or Punctuation	My Definition

Appendix 27

OBSERVATION CHECKLIST CYCLE 2

FIRST MEETING

NO	NAMA SISWA	FIRTS MEETING				ACTIVE	PASIVE
		1	2	3	4		
1	Ahmad Munawir Sajali	√	√	-	√	Active	-
2	Ali Rohmat	-	-	-	√	-	Passive
3	Aulia Fitri Dwi Novita	√	√	-	√	Active	-
4	Faik Harul Hazizah	√	-	-	√	-	Passive
5	Fatimah	√	√	-	√	Active	-
6	Irawati	√	-	√	√	Active	-
7	Ivan Handoyo	-	-	-	√	-	Passive
8	Joy Maskur	√	-	√	√	Active	-
9	Khoirun Nisa'	√	√	√	√	Active	-
10	M. Faris Riko Alfindo	√	-	√	√	Active	-
11	Mita Putri Aisyah	√	-	√	√	Active	-
12	Moch. Khoirul Anam	-	-	-	√	-	Passive
13	Moh. Abdur Rohim	√	-	√	√	Active	-
14	Muhammad Alfandi	√	√	-	√	Active	-
15	Muhammad Ilyasah	√	-	√	√	Active	-
16	Muhammad Rizki Nasohin	√	√	-	√	Active	-
17	Naili Nabilah Nur Azizah	√	-	√	√	Active	-
18	Siti Nur Aini	√	√	-	√	Active	-

OBSERVATION CHECKLIST CYCLE 2
SECOND MEETING

NO	NAMA SISWA	SECOND MEETING				ACTIVE	PASIVE
		1	2	3	4		
1	Ahmad Munawir Sajali	√	√	-	√	Active	-
2	Ali Rohmat	√	-	-	√	-	Passive
3	Aulia Fitri Dwi Novita	√	-	√	√	Active	-
4	Faik Harul Hazizah	√	-	√	√	Active	-
5	Fatimah	√	√	-	√	Active	-
6	Irawati	√	-	√	√	Active	-
7	Ivan Handoyo	√	-	-	√	-	Passive
8	Joy Maskur	√	-	√	√	Active	-
9	Khoirun Nisa'	√	√	√	√	Active	-
10	M. Faris Riko Alfindo	√	-	√	√	Active	-
11	Mita Putri Aisyah	√	-	√	√	Active	-
12	Moch. Khoirul Anam	√	-	√	√	Active	-
13	Moh. Abdur Rohim	√	√	√	√	Active	-
14	Muhammad Alfandi	√	-	-	√	-	Passive
15	Muhammad Ilyasah	√	-	√	√	Active	-
16	Muhammad Rizki Nasohin	√	√	√	√	Active	-
17	Naili Nabilah Nur Azizah	√	√	√	√	Active	-
18	Siti Nur Aini	√	√	-	√	Active	-

THE RESULT OF OBSERVATION CHECKLIST CYCLE 2

Cycle 2	First meeting	Second meeting	Mean
Active	$(14/18) \times 100\% = 77,77\%$	$(15/18) \times 100\% = 83,33\%$	80,55%
Passive	$(4/18) \times 100\% = 22,22\%$	$(3/18) \times 100\% = 16,66\%$	19,44%

Appendix 15**LESSON PLAN (CYCLE 1)****Second Meeting**

Subject	: English
Skill	: Reading
Genre	: Narrative
Grade/ semester	: VIII /2
Time	: 2 x 40'

A. Standard Competence

Comprehending the meaning of a short simple essay in the forms of recount and narrative text to interact with the surrounding.

B. Basic Competence

Comprehending the meaning of a short simple essay in the form of narrative text.

C. Indicators

1. Students are able to find word comprehension on narrative text
2. Students are able to find sentence comprehension on narrative text
3. Students are able to find paragraph comprehension on narrative text
4. Students are able to find text comprehension on narrative text

D. Materials

- Narrative text is a text to retell story that happen in the past and the function to entertains the audience.
- Generic structure :
 - Orientation : this part introduces characters and/or sets the scene (when/where).
 - Complication(s) : in this part, the main character is faced to a problem.
 - Resolution : this part tells how the problem is resolved, for better or worse.

E. Approach : Context Clues Strategy

F. Teaching Learning Activities

NO	Teacher's Activities	Students' activities	Time
1.	Introduction 1.1 Greeting 1.2 Checking the students' present list 1.3 Stating the Objective of the Lesson 1.4 Reviewing of narrative text material	<ul style="list-style-type: none"> • Answering the teacher's greeting • Paying attention • Paying attention to the objective being stated by the teacher. • Paying attention and give responds 	10'
	A. Pre-reading <ul style="list-style-type: none"> • Introducing the new topic that students will be reading. • Giving explanation about the use of context clues strategy by giving narrative text to the students. 	<ul style="list-style-type: none"> • Paying attention • Paying attention 	10'
	Main Activities B. Whilst-reading 2.1 Giving the students the chart which simply lists the different	<ul style="list-style-type: none"> • Paying attention to the chart that given by the teacher. 	40'

	<p>types of context clues.</p> <p>2.2 Explaining each of context clues with the sample sentences while pointing to the chart.</p> <p>2.3 Guiding students to find meanings of unfamiliar words based on clues in the sample sentences by following the instructions of context clues strategy.</p> <p>2.4 Giving each partnership a copy of a short narrative text with the title The Legend of Prambanan Temple as a practice to find meanings of unfamiliar words based on clues in the sentences by following the instructions of context clues strategy.</p> <p>2.5 Giving each partnership a copy of chart to guide their work.</p>	<ul style="list-style-type: none"> • Paying attention and listening carefully to the teacher's explanation. • Following the instructions in using context clues strategy to analyze the sample sentences with the teacher's guidance. • Doing the practice given by the teacher. Discussing with the partner in following the instructions of context clues strategy. • Discussing with the partner to fill in the context clues chart. 	
	<p>C. Post reading</p> <p>3.1 Circulating around the room and being available for guidance.</p>	<ul style="list-style-type: none"> • Asking for the teacher's guidance if there is a difficulty while doing the practice. 	10'
	<p>Post Activities</p> <p>4.1 Guiding students to make a brief conclusion of the lesson.</p> <p>4.2 Evaluating the whole activities that have been done.</p> <p>4.3 Ask the students to read the narrative text from their students' handout, the title A Fox and a Little Rabbit, The Old Woman and the Sparrow at their home.</p> <p>4.4 Greeting</p>	<ul style="list-style-type: none"> • Making a brief conclusion together with the teacher. • Paying attention to the teacher. • Follow the instruction • Greeting. 	10'

G. Media and Source

a. Media

- board maker
- whiteboard
- Copy of narrative text

- Context clues chart
- Types of context clues chart

b. Source

Zaida, Nur. 2009. *Practise Your English Competence*. Jakarta: Erlangga.

Zaida, Nur. 2013. *Siapuja SMP Bahasa Inggris*. Jakarta: Erlangga.

<http://solameoiiz.blogspot.co.id/2015/10/rpp-bahasa-inggris-narrative-text-kelas.html>

F. Evaluation

1. Process evaluation (done during teaching and learning process)
 - a. Instrument : Observation guide
 - b. Indicators :
 1. Paying attention to the teacher's explanation about the use of context clues strategy.
 2. Asking the question about using context clues strategy.
 3. Answering teacher's question about the use of context clues strategy.
 4. Doing reading exercise using context clues strategy.
 - c. The successful criteria : if 70% the students fulfill at least 3 indicators.
2. Product Evaluation (done after teaching and learning process)
 - a. Instrument : written test in the form of multiple choice format.
 - b. Scoring guide : the total number of correct answers x 5
 - c. The successful criteria: If 70% of the students get the standard score 70 or more of reading comprehension test.

Jember, January 5th 2018

English Teacher

Researcher

Mohammad Ibrohim, S.Pd

Ines Rahmawati
NIM 1310231032

Narrative Text

Read the text below and found the unfamiliar word!

The Legend of Prambanan Temple

Once, there was a beautiful Javanese princess whose name was Rara Jonggrang. Rara Jonggrang whose beauty was very famous in the land. She was the daughter of Prabu Baka, and evil king.

One day, a handsome young man with super natural power named Bandung Bondowoso defatted and killed Prabu Baka. On seeing Princess Rara Jonggrang's beauty, Bandung Bondowoso fell in love wither and wanted to marry her.

Meanwhile, Princess Rara jonggrang felt sad due to her death father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift" requested Rara Jonggrang. Bandung Bondowoso agreed with the condition. Helped by the spirit of the demons, Bandung Bondowoso started building the temples. Approaching midnight, the work would nearly be done. Rara Jonggrang knew and thought, "What shall I do? Bandung Bondowoso is smarter than I. I would lose against Bandung." Suddenly she got an idea. She woke up all the women in the palace and ordered them to make the noisy sounds of grinding rice so that the rooster thought at had already been dawn. Bandung Bondowoso got frustrated because he failed completing the thousandth temple. "The Princess has deceived me!" Following his anger, he cursed Roro Jonggrang, "You have been cheated. Now, the thousandth temple is you!"

At once, the Princess turned into a statue. Knowing this, Bandung Bondowoso regretted and he went away into a farm land. From then, people called the temple Prambanan Temple and the Princess statue Rara Jonggrang statue.

2.1 Types of Context Clues

Types of Context Clues	What to Look For	Signal Words	Sample Sentence
Definition	A definition in the sentence.	<i>Is, are, is called, means, or.</i> Signal punctuation: Set off by commas.	Brick made of sun-dried clay <i>is called</i> adobe . The Native Americans used adobe , <i>or</i> bricks made of sun-dried clay, to build their homes.
Synonym	A word with a similar meaning to the unknown word.	<i>Also, as, like, same, similarly, too.</i>	The Zuni built their homes with brick made of sun-dried clay. The Hopi <i>also</i> used adobe to build their homes.
Antonym	A word or phrase with the opposite meaning of the unknown word.	<i>But, however, in contrast, on the other hand, though, unlike.</i>	The Hopi lived in single-family houses, <i>but</i> the Iroquois lived in longhouses .
Example	Several examples in a list.	<i>Such as, for example, for instance, like, including</i>	The Pueblo people grew many crops <i>such as</i> corn, beans, and squash.
General	General or inexact clues.		After 1700, the Pueblos got sheep from the Spanish, and wool replaced cotton as the most important textile .

2.2 Context Clues Chart

Unfamiliar Word	Signal Word or Punctuation	My Definition

Appendix 21**LESSON PLAN (CYCLE 2)****First Meeting**

Subject	: English
Skill	: Reading
Genre	: Narrative
Grade/ semester	: VIII /2
Time	: 2 x 40'

A. Standard Competence

Comprehending the meaning of a short simple essay in the forms of recount and narrative text to interact with the surrounding.

B. Basic Competence

Comprehending the meaning of a short simple essay in the form of narrative text.

C. Indicators

1. Students are able to find word comprehension on narrative text
2. Students are able to find sentence comprehension on narrative text
3. Students are able to find paragraph comprehension on narrative text
4. Students are able to find text comprehension on narrative text

D. Materials

- Narrative text is a text to retell story that happen in the past and the function to entertains the audience.
- Generic structure :
 - Orientation : this part introduces characters and/or sets the scene (when/where).
 - Complication(s) : in this part, the main character is faced to a problem.
 - Resolution : this part tells how the problem is resolved, for better or worse.

E. Approach : Context Clues Strategy

F. Teaching Learning Activities

NO	Teacher's Activities	Students' activities	Time
1.	Introduction 1.1 Greeting 1.2 Checking the students' present list 1.3 Stating the Objective of the lesson	<ul style="list-style-type: none"> • Answering the teacher's greeting • Paying attention • Paying attention to the objective being stated by the teacher. 	10'
	A. Pre-reading <ul style="list-style-type: none"> • The teacher asks to the students what they know about narrative text and context clues. • Explaining the generic structures of narrative text and context clues. 	<ul style="list-style-type: none"> • Answering question by telling what they know about narrative text orally. • Listening and paying attention 	10'
	Main Activities B. Whilst-reading 2.1 Giving the students the chart	<ul style="list-style-type: none"> • Paying attention to the chart 	

	<p>which simply lists the different types of context clues.</p> <p>2.2 Explaining each of context clues with the sample sentences while pointing to the chart.</p> <p>2.3 Grouping the students, each group consists of 2 people.</p> <p>2.4 Ask the students to open their students' handout and read narrative text with the title A Fox and A Little Rabbit as a practice to find meanings of unfamiliar words based on clues in the sentences by following the instructions of context clues strategy.</p> <p>2.5 Lead the students to guess what the words might mean that they have found in the text.</p> <p>2.6 Giving each students copy of chart to guide their work.</p> <p>2.7 Discussed together.</p>	<p>that given by the teacher.</p> <ul style="list-style-type: none"> • Paying attention and listening carefully to the teacher's explanation. • Sitting in partnership. • Doing the practice given by the teacher. Discussing with the partner. • Following the instructions. • Discussing with the partner to fill in the context clues chart. • Following the instructions. 	40'
	<p>C. Post reading</p> <p>3.1 Circulating around the room and being available for guidance.</p>	<ul style="list-style-type: none"> • Asking for the teacher's guidance if there is a difficulty while doing the practice. 	10'
	<p>Post Activities</p> <p>4.1 Guiding students to make a brief conclusion of the lesson.</p> <p>4.2 Evaluating the whole activities that have been done.</p> <p>4.3 Greeting</p>	<ul style="list-style-type: none"> • Making a brief conclusion together with the teacher. • Paying attention to the teacher. • Greeting. 	10'

G. Media and Source

a. Media

- board maker
- whiteboard
- students' handout
- context clues chart
- types of context clues

b. Source

Zaida, Nur. 2009. *Practise Your English Competence*. Jakarta: Erlangga.
 Permatasari. *STAR(Strategi Tepat Anak Pintar Bahasa Inggris untuk SMP/MTs kelas VIII*. Solo: Putra Kertonatan.

F. Evaluation

1. Process evaluation (done during teaching and learning process)
 - a.Instrument : Observation guide
 - b.Indicators :
 1. Paying attention to the teacher’s explanation about the use of context clues strategy.
 2. Asking the question about using context clues strategy.
 3. Answering teacher’s question about the use of context clues strategy.
 4. Doing reading exercise using context clues strategy.
 - c.The successful criteria : if 70% the students fulfill at least 3 indicators.
2. Product Evaluation (done after teaching and learning process)
 - a. Instrument : written test in the form of multiple choice format.
 - b. Scoring guide : the total number of correct answers x 5
 - c. The successful criteria: If 70% of the students get the standard score 70 or more of reading comprehension test.

Jember, January 11th 2018

English Teacher

Researcher

Mohammad Ibrohim, S.Pd

Ines Rahmawati
NIM 1310231032

Narrative Text

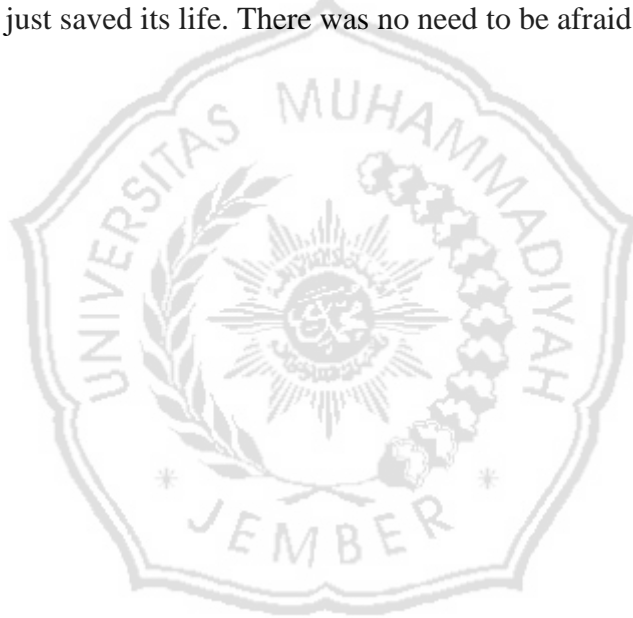
Read the text below and found the unfamiliar word!

A Fox and A Little Rabbit

Once upon a time in the jungle, there lived a fox. His name was Rox. No one didn't know him. Everybody in the jungle was afraid of him because his face and style looked very vicious.

One day in a beautiful summer morning, when Rox was drinking at the side of river, he saw a little rabbit in danger. A snake came sneaking behind the little rabbit. The snake was going to eat it. Rox jumped over the snake as soon as possible and scared it away.

The little rabbit then felt relieved that Rox just saved his life from the threat of the dangerous snake. After that, it told the whole jungle that Rox was a kind fox. He just saved its life. There was no need to be afraid of him anymore.



2.1 Types of Context Clues

Types of Context Clues	What to Look For	Signal Words	Sample Sentence
Definition	A definition in the sentence.	<i>Is, are, is called, means, or.</i> Signal punctuation: Set off by commas.	Brick made of sun-dried clay <i>is called</i> adobe . The Native Americans used adobe , <i>or</i> bricks made of sun-dried clay, to build their homes.
Synonym	A word with a similar meaning to the unknown word.	<i>Also, as, like, same, similarly, too.</i>	The Zuni built their homes with brick made of sun-dried clay. The Hopi <i>also</i> used adobe to build their homes.
Antonym	A word or phrase with the opposite meaning of the unknown word.	<i>But, however, in contrast, on the other hand, though, unlike.</i>	The Hopi lived in single-family houses, <i>but</i> the Iroquois lived in longhouses .
Example	Several examples in a list.	<i>Such as, for example, for instance, like, including</i>	The Pueblo people grew many crops <i>such as</i> corn, beans, and squash.
General	General or inexact clues.		After 1700, the Pueblos got sheep from the Spanish, and wool replaced cotton as the most important textile .

2.2 Context Clues Chart

Unfamiliar Word	Signal Word or Punctuation	My Definition

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

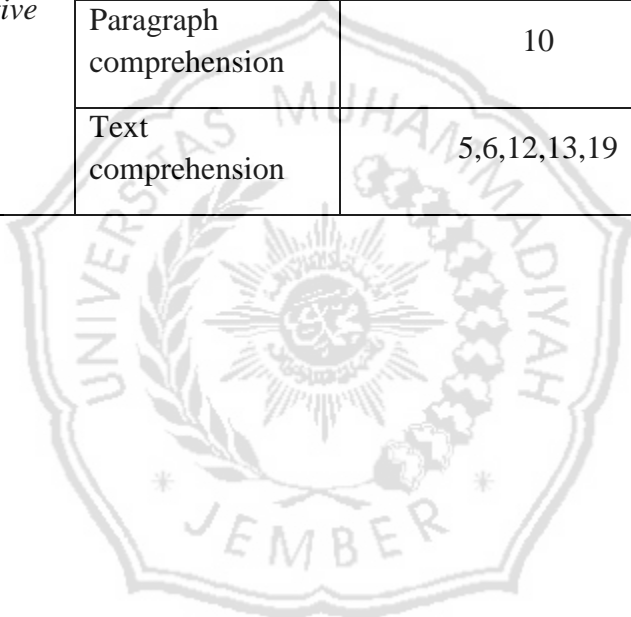
1. B	6. C	11. C	16. C
2. B	7. A	12. B	17. B
3. A	8. D	13. A	18. D
4. A	9. D	14. D	19. A
5. A	10. B	15. B	20. C



Appendix 18

The Reading Test Item Table Cycle 1

Basic Competence	Indicators	Item Numbers	Total Item
Understanding meaning in simple text to interact with surrounding environment in the form of <i>narrative text</i>	Word comprehension	14,15,20	3
	Sentence comprehension	1,2,3,4,7,8,9,11,16,17,18	11
	Paragraph comprehension	10	1
	Text comprehension	5,6,12,13,19	5



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

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



Appendix 20

OBSERVATION CHECKLIST CYCLE 1

FIRST MEETING

NO	NAMA SISWA	FIRTS MEETING				ACTIVE	PASIVE
		1	2	3	4		
1	Ahmad Munawir Sajali	√	√	-	√	Active	-
2	Ali Rohmat	-	-	-	√	-	Passive
3	Aulia Fitri Dwi Novita	√	-	√	√	Active	-
4	Faik Harul Hazizah	√	-	√	√	Active	-
5	Fatimah	√	√	-	√	Active	-
6	Irawati	√	-	√	√	Active	-
7	Ivan Handoyo	-	-	-	√	-	Passive
8	Joy Maskur	√	-	√	√	Active	-
9	Khoirun Nisa'	√	√	√	√	Active	-
10	M. Faris Riko Alfindo	√	-	-	√	-	Passive
11	Mita Putri Aisyah	√	-	√	√	Active	-
12	Moch. Khoirul Anam	√	-	-	√	-	Passive
13	Moh. Abdur Rohim	√	-	√	√	Active	-
14	Muhammad Alfandi	-	-	-	√	-	Passive
15	Muhammad Ilyasah	√	-	√	√	Active	-
16	Muhammad Rizki Nasohin	√	-	-	√	-	Passive
17	Naili Nabilah Nur Azizah	√	√	√	√	Active	-
18	Siti Nur Aini	√	√	-	√	Active	-

OBSERVATION CHECKLIST CYCLE 1
SECOND MEETING

NO	NAMA SISWA	SECOND MEETING				ACTIVE	PASIVE
		1	2	3	4		
1	Ahmad Munawir Sajali	√	-	-	√	-	Passive
2	Ali Rohmat	-	-	-	√	-	Passive
3	Aulia Fitri Dwi Novita	√	-	√	√	Active	-
4	Faik Harul Hazizah	√	-	√	√	Active	-
5	Fatimah	√	√	-	√	Active	-
6	Irawati	√	-	√	√	Active	-
7	Ivan Handoyo	-	-	-	√	-	Passive
8	Joy Maskur	√	-	√	√	Active	-
9	Khoirun Nisa'	√	√	√	√	Active	-
10	M. Faris Riko Alfindo	√	-	-	√	-	Passive
11	Mita Putri Aisyah	√	-	√	√	Active	-
12	Moch. Khoirul Anam	√	-	-	√	-	Passive
13	Moh. Abdur Rohim	√	-	√	√	Active	-
14	Muhammad Alfandi	√	-	-	√	-	Passive
15	Muhammad Ilyasah	√	-	√	√	Active	-
16	Muhammad Rizki Nasohin	√	-	-	√	-	Passive
17	Naili Nabilah Nur Azizah	√	√	√	√	Active	-
18	Siti Nur Aini	√	√	-	√	Active	-

THE RESULT OF OBSERVATION CHECKLIST CYCLE 1

Cycle 1	First meeting	Second meeting	Mean
Active	(12/18) X 100% = 66,66%	(11/18) X 100% = 61,11%	63,88%
Passive	(6/18) X 100% = 33,33%	(7/18) X 100% = 38,88%	36,11%

Appendix 23

READING TEST CYCLE 2

Name : _____ Time : 80 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 4.

There were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin. At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin!

Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

(Source: <https://psikologisufistik.wordpress.com/2013/05/01/contoh-1-soal-uas-bahasa-inggris-smp-kelas-8-semester-genap/>)

1. What is the story about?
 - a. Malin Kundang
 - b. Bawang Putih & Bawang Merah
 - c. Sangkuriang
 - d. Tangkuban Perahu
2. Who is Bawang Merah?
 - a. Bawang Putih's mother
 - b. Bawang Putih's step sister

- c. The old woman
- d. The pumpkin's owner

3. Who gave the clothes back to Bawang Putih?

- a. The old woman
- b. Bawang merah
- c. Her Step mother
- d. River

4. Why did Bawang Merah and mother say apologize to Bawang Putih?

- a. They found jewelries
- b. Mother's clothes fell down to the river
- c. Both of them realized their mistakes
- d. There were a lot of snakes inside the pumpkin

The following text is for questions 5 to 7.

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

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

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

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

Mandalika threw herself into the sea from the top of a hill and disappeared. Everybody desperately search for her but she could not be found and people believed she was transformed into flowing sea worms called “nyale”.

(Source: <http://www.jagoanbahasainggris.com/2017/05/materi-soal-dan-contoh-narrative-text-dalam-bahasa-inggris.html>)

5. Why was it hard for the princess to choose one of the princes?
 - a. She loved all the princes.
 - b. All the princes were handsome.
 - c. All the princes were powerful.
 - d. She was afraid of the dangerous risk.
6. “Six of them came to Teberu and ask for her hand of marriage.” (Paragraph 1)
The underlined phrase can be replaced by

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

7. From the text we may conclude that

 - a. Putri Mandalika sacrificed herself to the sea for the sake of her people
 - b. Putri Mandalika was a selfish princess
 - c. One of the princes won the heart of Putri Mandalika
 - d. The war happened against the kingdom due to the princess’ decision

The following text is for questions 8 to 11.

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

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

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

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

At the ball, Cinderella danced all night with the Prince. The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers

slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night.

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

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

(Source: <http://www.jagoanbahasainggris.com/2017/05/materi-soal-dan-contoh-narrative-text-dalam-bahasa-inggris.html>)

8. What is the purpose of the text above?
 - a. To inform what happened in the past
 - b. To give a description of a beautiful girl
 - c. To retell about Cinderella’s experience/memory
 - d. To entertain readers with an actual, or vicarious experience
9. Why did the king hold the event at his palace?
 - a. To entertain his people
 - b. To celebrate his wedding
 - c. To show give amusement to his guests
 - d. To find his crown prince a wife
10. How was the end of the story?
 - a. The prince married Cinderella
 - b. The king gave the kingdom to Cinderella
 - c. Cinderella was killed by her step mother
 - d. Cinderella was betrayed by the king.
11. “She also gave Cinderella a lovely dress....” (Paragraph 4). The underlined word has the same meaning with

 - a. polite
 - b. pretty
 - c. honest
 - d. loyal

The following text is for questions 12 to 16.

The Lion and the Mosquito

A lion grumbled and growled at a mosquito which kept flying around his head as he tried to take a nap.

“Go away before I crush you under my paw,” he roared.

"I'm not afraid of you," teased the mosquito. "You may be called the King of the Beasts, but I am more powerful than you are. I can prove it, too. Let's fight and see who wins." The lion agreed.

The mosquito quickly swooped down at the lion and bit him again and again on his nose and ears. While trying to crush the mosquito, the lion clawed himself with his sharp nails, drawing blood.

"Enough," he finally cried. "Enough! You win!"

Unharmed, the mosquito buzzed away. He boasted of his victory over the lion to anyone who would listen. He was so busy boasting that he flew straight into a spider's web strung between the trees.

As a tiny spider hurried towards him, the mosquito struggles helplessly in the strong threads of the web.

"I fought and won against the greatest of beasts," he thought sadly, "only to be devoured by one less powerful than I am!"

(Source: Practise Your English Competence for SMP/MTs class VIII, 2009)

12. What did the mosquito do to the lion?
 - a. He bit the lion several times
 - b. He listened to the lion
 - c. He made the lion cry
 - d. He crushed the lion
13. The main idea of the last paragraph is . . .
 - a. the lion won the fight
 - b. the mosquito regretted his manner
 - c. the mosquito was afraid of the spider
 - d. the lion was sad to see the mosquito dead
14. From the text we know that . . .
 - a. the lion won the fight over the mosquito
 - b. the lion succeeded to crush the mosquito
 - c. the mosquito was proud of his victory
 - d. the mosquito bit the spider
15. What can we learn from the story?
 - a. Never touch a spider's web
 - b. Never fight over a small animal
 - c. Never judge your enemy's strength by his size
 - d. Never let your enemy know that you are afraid

16. "He **boasted** of his victory . . ."

(paragraph 6)

The underlined word has similar meaning to . . .

- a. talked about something loudly
- b. talked happily about something
- c. talked sadly over something happened
- d. talked with too much pride about something

The following text is for questions 17 to 20.

The Grasshopper and the Ants

One summer, a grasshopper spent his days merrily singing and dancing. He hopped everywhere, while ants were busy gathering grains of wheat and corn. He laughed at the ants and said, "How dull! Why don't you sing and dance with me instead of working under the hot sun?"

"We are storing away food for the winter," they explained "you should do the same."

The grasshopper laughed and replied, "Why worry about the winter? I have plenty to eat for now." And he hopped away to look for someone to play with.

But when the winter came, the grasshopper could find no more food. Shivering, he knocked at the ant's door. "Can you spare me some seeds?" he begged. "I'm cold and hungry!"

"We worked hard all summer to store away food," they answered. "What were you doing?"

"I was busy singing and dancing," he said.

"Then sing and dance for us now!" they told him. "It's time you work for your dinner."

(Source: Practise Your English Competence for SMP/MTs class VIII, 2009)

17. The grasshopper laughed at the ants because . . .
 - a. the ants were very funny
 - b. the ants made some jokes
 - c. he thought the ants were dull
 - d. the ants danced and sang songs
18. What is the moral value of the story?
 - a. Eating seeds is very important
 - b. We must sing and dance a lot

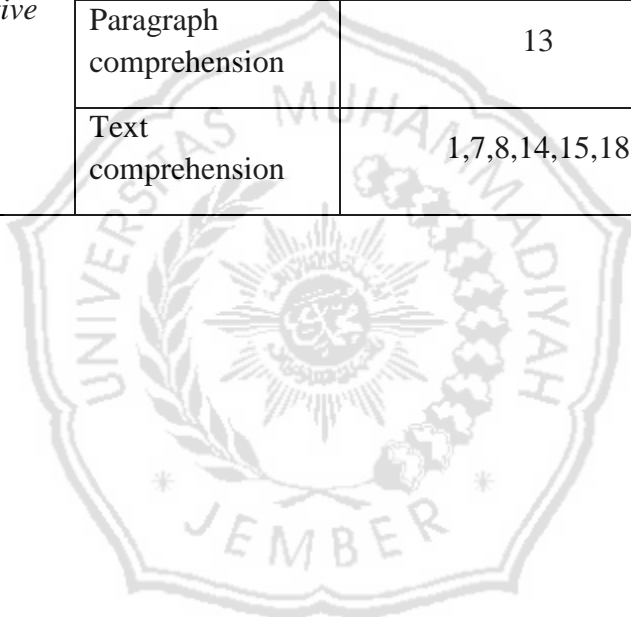
- c. We must be greedy to save our lives
 - d. It is wise to plan ahead for hard times
19. What did the ants want the grasshopper to do for his dinner?
- a. To hop away
 - b. To sing and dance
 - c. To collect the food
 - d. To knock at the door
20. What happened when the winter came?
- a. It was hard for the grasshopper to find food
 - b. It was a beautiful season for the grasshopper
 - c. It was not easy for the grasshopper to find a shelter
 - d. It was hard for the grasshopper to find someone to play



Appendix 25

The Reading Test Item Table Cycle 2

Basic Competence	Indicators	Item Numbers	Total Item
Understanding meaning in simple text to interact with surrounding environment in the form of <i>narrative text</i>	Word comprehension	6,11,16	3
	Sentence comprehension	2,3,4,5,9,10,12,17,19,20	10
	Paragraph comprehension	13	1
	Text comprehension	1,7,8,14,15,18	6



Appendix 26

Reading Test Score Cycle 2

NO	NAME OF THE STUDENTS	SCORE	CONCLUSION
1	Ahmad Munawir Sajali	60	Not Achieved
2	Ali Rohmat	70	Achieved
3	Aulia Fitri Dwi Novita	70	Achieved
4	Faik Harul Hazizah	80	Achieved
5	Fatimah	75	Achieved
6	Irawati	70	Achieved
7	Ivan Handoyo	65	Not Achieved
8	Joy Maskur	75	Achieved
9	Khoirun Nisa'	80	Achieved
10	M. Faris Riko Alfindo	70	Achieved
11	Mita Putri Aisyah	75	Achieved
12	Moch. Khoirul Anam	70	Achieved
13	Moh. Abdur Rohim	80	Achieved
14	Muhammad Alfandi	70	Achieved
15	Muhammad Ilyasah	80	Achieved
16	Muhammad Rizki Nasohin	65	Not Achieved
17	Naili Nabilah Nur Azizah	80	Achieved
18	Siti Nur Aini	75	Achieved
	TOTAL	1300	15

$$\text{MEAN} = \frac{\text{Total score}}{\text{Jumlah siswa}} = \frac{1300}{18} = 72,22$$

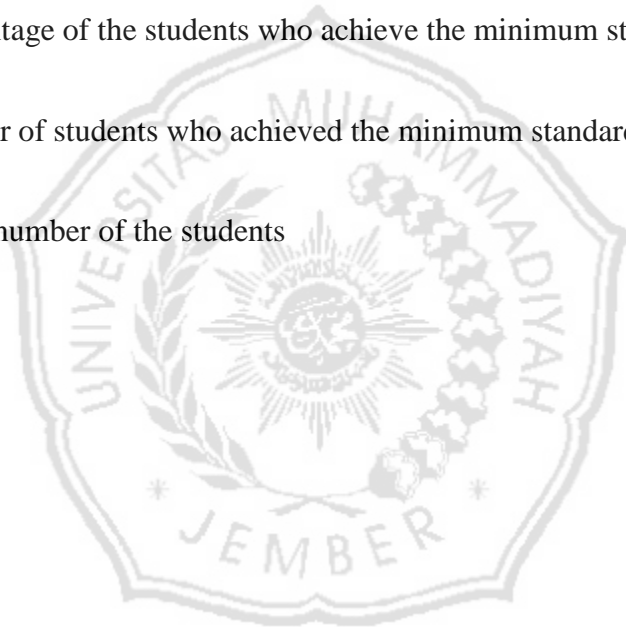
$$E = \frac{n}{N} \times 100\% = \frac{15}{18} \times 100\% = 83,33\%$$

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 70

N = The total number of the students



Appendix 29**STATEMENT OF ORIGINALITY OF SARJANA THESIS**

The undersigned:

Name : Ines Rahmawati
Student Number : 1310231032
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, 6th of February 2018

Writer

Ines Rahmawati
NIM. 1310231032

Appendix 30**CURRICULUM VITAE**

Ines Rahmawati is a daughter of Khusnun and Lilis Suryani. She was born on January 22th, 1995 in Banyuwangi.

She began her study at TK RA Perwanida 2 in 1999 (graduated in 2001). Then she continued to study at SDN 02 Purwoasri (graduated in 2007). After that, she continued to study at SMPN 01 Tegaldlimo (graduated in 2010) and for her Senior High School, she learned at MAN 1 Jember (graduated in 2013).

After graduating from Senior High School, she decided to continue to the university. She took English Education Program in University of Muhammadiyah Jember in 2013 and graduated in 2018.

