

Appendix 1

RESEARCH MATRIX

Title	Problem	Variables	Indicators	Data resources	Research method	Hypothesis
The use of learning cell technique to improve student's reading comprehension at The eleventh grade student of MA Albadri Jember in the Academic Year 2017/2018	How can the use of Learnig Cell technique improve the eleventh grade students' reading comprehension in narrative text at MA Albadri Jember in the academic year 2017/2018?	<p><u>Independent variable:</u></p> <p>Learning Cell Technique</p> <p><u>Dependent variable:</u></p> <p>Reading comprehension in narrative text</p>	<p>Learning Cell Technique:</p> <p>Paying attention</p> <p>Making small groups</p> <p>Making a simple question</p> <p>Reading component:</p> <p>word comprehension</p> <p>sentence comprehension</p> <p>paragraph comprehension</p>	<p><u>Respondent:</u></p> <p>The eleventh grade students of MA Albadri Jember</p> <p><u>Informant:</u></p> <p>The English teacher of MA Albadri Jember</p> <p><u>Documentation</u></p> <p>Interview</p> <p>Curriculum of English subject</p> <p><u>Resources:</u></p> <p>Books</p> <p>Journals</p> <p>Previos study (thesis)</p>	<p><u>Type of Research</u></p> <p>Classroom Action Research (CAR)</p> <p><u>Research subject:</u></p> <p>The eleventh grade student of MA Albadri Jember</p> <p><u>Area of the research:</u></p> <p>MA Albadri Jember</p> <p><u>The stages of the research:</u></p> <p>It will be implemented by using these following cycle:</p> <ol style="list-style-type: none"> 1. Planning 2. Acting 3. Observing 4. Reflecting <p><u>Data analysis</u></p> <p>The main data collected from reading test in the cycle will be analyzed by using this following formula:</p> $E = \frac{n}{N} \times 100$ <p>Notes:</p> <p>E = the percentage of students' reading comprehension</p> <p>n = the students' adapted score</p> <p>N = the total number of the students</p>	Learning Cell Technique can improve the eleventh grade students' reading comprehension through narrative text at MA Albadri Jember in the academic year 2017/2018



Appendix 2

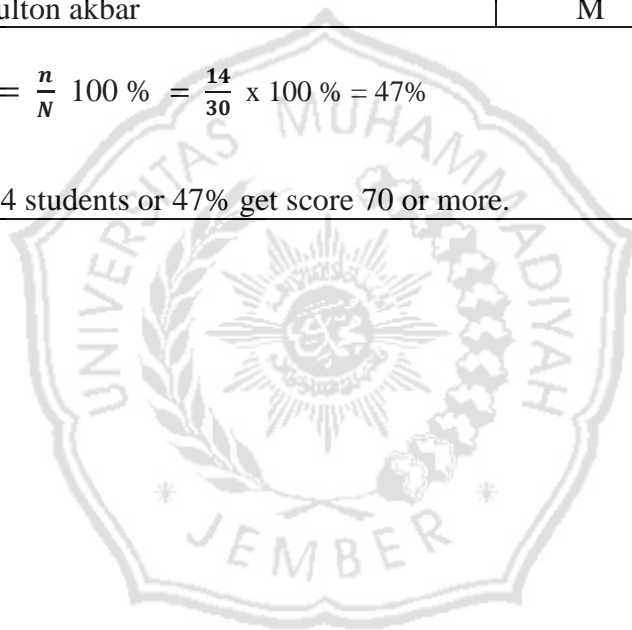
Students' Previous Score (Preliminary Study)

At MA Al Badri Jember

Class: X.a

No	Students	M/F	Score
1	Abdul faruq izomuddin	M	80
2	Abdur Rohim Muhiri	M	73
3	Achmad Holili	M	66
4	Ahmad idrus samsi	M	60
5	Ahmad kunaidi Abdillah	M	60
6	Fendi	M	73
7	Feri Fajri	M	73
8	Hasbiyalloh Ahmad ainul Yaqin	M	50
9	Iqbal Rizky Bahtiyar	M	80
10	Irvan Hamdani	M	66
11	Mohammad Abdul Wafi	M	73
12	Mohammad Roni	M	73
13	Moh. Samuel Hidayat	M	66
14	M nur Khofifi	M	66
15	Muhammad Riki Saputra	M	86
16	Muh Rizky	M	57
17	Mohammad Rizal Fahri	M	73
18	Muhammad fahmi	M	73
19	Muhammad faruq	M	66
20	Muhammad hafid	M	66
21	Muhammad holis	M	73

22	Lukman Hakim	M	66
23	M Adam	M	80
24	M riko saputra	M	73
25	M Dimas	M	66
26	Nasir	M	73
27	M lutfiatul badriah	M	60
28	Rudianto	M	60
29	Sandi Putra Pratama	M	60
30	Sulton akbar	M	60
$E = \frac{n}{N} 100 \% = \frac{14}{30} \times 100 \% = 47\%$ <p>Note: 14 students or 47% get score 70 or more.</p>			



Appendix 3

TRY OUT TEST

Name :

Time : 90minutes

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).

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.

- 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".

13. The second paragraph is called
- Orientation
 - Complication
 - Resolution
 - 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.

17. 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
18. What is the moral value of the text?
 - a. Don't look at someone because of his clothes
 - b. It is best to prepare for the days of necessity
 - c. Common people may prove great ones
 - d. United we stand, divided we fall
19. Paragraph three mainly tells us that
 - a. The little mouse asked for forgiveness
 - b. The hunters carried the lion alive to the King
 - c. The lion was tied to a tree by the hunters
 - d. The little mouse could prove that he could help the lion
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.

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.

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?
- To entertain his people
 - To celebrate his wedding
 - To show give amusement to his guests
 - To find his crown prince a wife
28. How was the end of the story?
- The prince married Cindrella
 - The king gave the kingdom to Cindrella
 - Cindrella was killed by her step mother
 - Cindrella was betrayed by the king.
29. “She also gave Cindrella a lovely dress....” (Paragraph 4). The underlined word has the same meaning with
- polite
 - pretty
 - honest
 - 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?
- It climbed the nearby tree
 - It saw the ant struggling
 - It dropped a leaf
 - It carried the ant to dry ground
31. What did the hunter do to the dove?
- He was hoping to eat it
 - He was trying to trap it
 - He was trying to shoot it
 - He was running towards it
32. Which statement is TRUE according to the text?
- The dove bit the hunter on the heel
 - Both animals were finally safe
 - The hunter killed the dove
 - The ant bit the dove
33. What can we learn from the story?
- One good turn deserve another
 - Don't be greedy, or you may lose
 - When there is a will, there is a way
 - It is wise to plan ahead for hard time

34. “. . . , she came to a **spring**.”
(paragraph 1)
The underlined word means . . .
- water in a pail
 - river in the middle of the city
 - flood in the middle of the jungle
 - water emerging from underground
35. “Soon, **it** carried her safely”
(paragraph 3)
The underlined word refers to the . . .
- ant
 - leaf
 - dove
 - spring
36. “. . . , the dove quickly **plucked** a leaf . . .” (paragraph 3)
The underlined word means . . .
- pull something
 - push something
 - put something
 - 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. . .
- jumping up and down on it
 - hitting it with a stone
 - using his beak
 - asking for help from another crow
38. How did the crafty crow trick the hungry crow?
- By giving suggestion of dropping the oyster onto the rocks
 - By telling that he was so hungry and needed some food
 - By saying that he had a nice and strong beak
 - 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!”

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)

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 know that you are afraid
45. "He boasted of his victory" (paragraph 6)
The underlined word has similar meaning to . . .
- talked about something loudly
 - talked happily about something
 - talked sadly over something happened
 - 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)

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

- 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 4**Answer Keys of Try Out Test**

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



Appendix 6

STUDENTS' SCORE OF TRY OUT TEST UPPER AND LOWER

No	Name of students	Number of Item Test																																																											total								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59		60							
1	Siti Rofikoh	1	0	0	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	47
2	Aisyatus Rohmah	1	1	1	1	1	0	1	0	0	1	1	0	0	0	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	46	
3	Anis Hairun Nisak	1	0	0	0	1	0	1	0	0	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	46		
4	Siti Aisyah	1	1	1	1	1	0	1	0	0	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	46		
5	Khoirun Nisa	1	0	0	0	1	0	1	0	0	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	46			
6	Siti Magfiroh	1	1	1	1	0	0	1	0	0	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	45			
7	Ira Damayanti	1	0	1	1	1	0	1	1	0	0	1	0	0	0	1	1	1	0	1	0	1	1	1	1	1	1	0	0	1	1	1	0	0	1	0	0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	41	
8	Anis Nur Laili	1	0	1	1	1	0	1	1	0	0	1	0	0	0	1	0	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	0	0	1	1	1	0	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	40				
9	Umi Juliana	1	0	1	1	1	0	1	0	0	0	1	0	0	0	1	1	1	0	1	0	1	1	1	1	1	1	0	0	1	1	1	0	0	1	0	0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	40				
10	Rifatul Arifah	1	0	1	1	1	0	0	0	0	1	0	0	0	0	1	1	1	0	1	0	1	1	1	1	1	1	0	0	1	1	0	0	1	0	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	39					
11	Siti Aisah Nari R	1	0	1	0	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	39						
12	Dian Fajariah	1	0	1	0	1	0	1	1	0	1	1	1	1	0	1	0	1	1	0	0	1	1	1	1	1	0	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	0	1	1	0	1	0	38									
13	Wardatul Kamila	1	0	1	0	1	0	1	1	0	1	1	1	1	0	1	0	1	1	0	0	1	1	1	1	1	0	1	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	38								

13 3 10 7 12 1 9 10 0 5 13 9 3 3 12 6 13 9 10 3 13 10 10 10 13 10 3 13 13 10 3 9 10 9 9 13 10 6 13 10 10 10 13 13 10 13 13 10 13 6 13 13 4 10 13 7 10 6

37	Putri Wulandari	1	0	0	1	0	0	0	0	1	0	1	0	1	0	0	0	0	0	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	18
38	Firdatus Soleha	0	0	0	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	1	1	0	1	1	18			
39	Laila Faizah	0	0	0	1	0	0	0	0	1	0	1	0	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	1	1	0	1	0	0	0	0	0	0	17			
40	Setya Ayu W	0	1	1	0	0	0	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	0	0	0	1	0	0	0	17				
41	Safikotul Ummah	0	1	0	0	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	0	0	0	1	0	0	16					
42	Yuni Septi Anjelia	0	0	0	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	1	0	1	1	16			
43	Mahsulah	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0	0	0	1	0	1	1	15				
44	Nova Anggraeni	0	0	0	0	1	0	0	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	1	0	0	0	1	0	0	15			
45	Siti Nuriah	0	0	0	0	1	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	0	0	0	1	0	0	14				
46	Mely Mulyawati	0	0	0	0	1	0	0	1	0	0	1	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	0	1	0	0	0	14				
47	Rofi Anggraeni	0	0	0	0	1	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	0	0	1	0	0	0	14				
48	Mutiatal Fitriah	1	1	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	11				
49	Reni Anggraeni	1	1	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	10		

3 4 1 2 6 4 4 8 3 0 7 6 5 2 4 1 2 1 1 2 7 8 3 4 5 5 0 0 4 5 4 0 0 2 0 0 4 2 0 2 0 3 7 9 3 0 7 4 8 0 1 0 12 0 2 3 4 6 3 3



Appendix 7

DL AND DP OF TRY OUT TEST

nomer soal	u	l	t	1/2t	dl	conclusion	dp	conclusion	result
1	13	3	26	13	0,62	medium	0,77	accepted	accepted
2	3	4	26	13	0,27	medium	-0,08	omitted	omitted
3	10	1	26	13	0,42	medium	0,69	accepted	accepted
4	7	2	26	13	0,35	medium	0,38	accepted	accepted
5	12	6	26	13	0,69	medium	0,46	accepted	accepted
6	1	4	26	13	0,19	medium	-0,23	omitted	omitted
7	9	4	26	13	0,50	medium	0,38	accepted	accepted
8	10	8	26	13	0,69	medium	0,15	accepted	accepted
9	0	3	26	13	0,12	hard	-0,23	omitted	omitted
10	5	0	26	13	0,19	hard	0,38	accepted	omitted
11	13	7	26	13	0,77	easy	0,46	accepted	omitted
12	9	6	26	13	0,58	medium	0,23	accepted	accepted
13	3	5	26	13	0,31	medium	-0,15	omitted	omitted
14	3	2	26	13	0,19	hard	0,08	accepted	omitted
15	12	4	26	13	0,62	medium	0,62	accepted	accepted
16	6	1	26	13	0,27	medium	0,38	accepted	accepted
17	13	2	26	13	0,58	medium	0,85	accepted	accepted
18	9	1	26	13	0,38	medium	0,62	accepted	accepted
19	10	1	26	13	0,42	medium	0,69	accepted	accepted
20	3	2	26	13	0,19	hard	0,08	accepted	omitted
21	13	7	26	13	0,77	easy	0,46	accepted	omitted
22	10	8	26	13	0,69	medium	0,15	accepted	accepted
23	10	3	26	13	0,50	medium	0,54	accepted	accepted
24	10	4	26	13	0,54	medium	0,46	accepted	accepted
25	13	5	26	13	0,69	medium	0,62	accepted	accepted
26	10	5	26	13	0,58	medium	0,38	accepted	accepted
27	3	0	26	13	0,12	hard	0,23	accepted	omitted
28	3	0	26	13	0,12	hard	0,23	accepted	omitted
29	13	4	26	13	0,65	medium	0,69	accepted	accepted
30	13	5	26	13	0,69	medium	0,62	accepted	accepted
31	10	4	26	13	0,54	medium	0,46	accepted	accepted
32	3	0	26	13	0,12	hard	0,23	accepted	omitted
33	9	0	26	13	0,35	medium	0,69	accepted	accepted
34	10	2	26	13	0,46	medium	0,62	accepted	accepted
35	9	0	26	13	0,35	medium	0,69	accepted	accepted
36	9	0	26	13	0,35	medium	0,69	accepted	accepted
37	13	4	26	13	0,65	medium	0,69	accepted	accepted
38	10	2	26	13	0,46	medium	0,62	accepted	accepted
39	6	0	26	13	0,23	hard	0,46	accepted	omitted
40	13	2	26	13	0,58	medium	0,85	accepted	accepted
41	10	0	26	13	0,38	medium	0,77	accepted	accepted
42	10	3	26	13	0,50	medium	0,54	accepted	accepted
43	10	7	26	13	0,65	medium	0,23	accepted	accepted
44	13	9	26	13	0,85	easy	0,31	accepted	omitted
45	13	3	26	13	0,62	medium	0,77	accepted	accepted
46	10	0	26	13	0,38	medium	0,77	accepted	accepted
47	13	7	26	13	0,77	easy	0,46	accepted	omitted
48	13	4	26	13	0,65	medium	0,69	accepted	accepted
49	13	8	26	13	0,81	medium	0,38	accepted	accepted
50	10	0	26	13	0,38	medium	0,77	accepted	accepted
51	13	1	26	13	0,54	medium	0,92	accepted	accepted
52	6	0	26	13	0,23	hard	0,46	accepted	omitted
53	13	12	26	13	0,96	easy	0,08	accepted	omitted
54	13	0	26	13	0,50	medium	1,00	accepted	accepted
55	4	2	26	13	0,23	hard	0,15	accepted	omitted
56	10	3	26	13	0,50	medium	0,54	accepted	accepted
57	13	4	26	13	0,65	medium	0,69	accepted	accepted
58	7	6	26	13	0,50	medium	0,08	accepted	accepted
59	10	3	26	13	0,50	medium	0,54	accepted	accepted
60	6	3	26	13	0,35	medium	0,23	accepted	accepted

Appendix 8

STUDENTS' SCORE OF TRY OUT TEST (ODD NUMBER)

No	Name of students	Number of Item Test																															
		1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37	39	41	43	45	47	49	51	53	55	57	59		
1	Siti Rofikoh	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
2	Aisyatus Rohmah	1	1	1	0	0	1	0	0	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	
3	Anis Hairun Nisak	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
4	Siti Aisyah	1	1	1	0	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	
5	Khoirun Nisa	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	
6	Siti Magfiroh	1	1	0	0	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	
7	Ira Damayanti	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	0	1	
8	Anis Nur Laili	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	0	1	
9	Umi Juliana	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	0	1	
10	Rifatul Arifah	1	1	1	0	0	1	0	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	0	1	
11	Siti Aisah Nari R	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	
12	Dian Fajariah	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	
13	Wardatul Kamila	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	
14	Siti Syamsiah S.R	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	
15	Diah Mahfidi Nisa	1	0	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	0	1	
16	Imroatus Sholehah	1	0	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	0	1	0	
17	Atik Kunaini	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	0	1	0	1	0	0	1	0	0	1	0	0	1	1	0	1	
18	Dian Sari	1	1	1	1	0	1	1	0	1	0	1	0	1	0	1	0	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	
19	Febriana Dwipuji K	1	1	1	0	0	1	1	0	1	0	1	0	1	0	1	0	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	
20	Fauzia Kartikasari	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	0	1	0	1	0	0	1	0	0	1	1	1	1	0	1	1	
21	Afiatul Marfiah	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	0	0	0	0	0	1	1	0	1	0	1	1	1	1	0	
22	Maulidatul Azizah	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	0	1	0	1	0	0	1	0	0	1	1	1	1	0	1	1	
23	Elok Faihatul H	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	0	0	0	0	0	1	1	0	1	0	1	0	1	0	1	
24	Sindi Fitria A	1	1	0	1	0	1	0	1	1	1	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	0	1	0	0	0	0	
25	Eni Purnawati	1	1	1	0	0	0	0	1	1	0	0	1	0	0	0	1	0	1	0	0	1	1	0	1	1	0	1	0	1	0	0	
26	Hofifah Agustin	1	1	1	0	0	0	0	1	1	1	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	1	0	0	0	0	0	
27	Rifatul Hasanah	1	1	1	0	0	0	0	1	1	1	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	1	0	0	0	0	0	
28	Siti Syarifah	1	0	0	1	0	1	0	1	1	1	1	1	1	0	1	0	1	0	1	1	0	0	1	0	1	1	1	0	0	0	0	
29	Anggun Anggia	1	1	1	0	0	0	0	1	1	0	0	1	0	0	0	1	0	1	0	1	0	0	1	1	1	1	1	1	0	1	0	
30	Kristina Febrianti	1	1	1	1	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	1	1	1	0	1	0	1	1	1	
31	Hafifatul maftuhah	1	1	1	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	1	1	1	0	1	0	1	1	
32	Hariyanti Novita S	0	0	1	0	0	0	1	0	1	1	1	1	1	0	1	0	1	1	1	1	0	0	1	0	1	1	1	0	1	1	1	
33	Istawatul Hasanah	0	1	0	1	0	1	1	0	0	1	1	0	0	0	0	0	0	0	1	0	0	1	0	1	1	0	0	1	1	0	0	
34	Widia Wati	1	0	0	0	1	1	1	0	0	1	1	1	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	1	0	1	0	
35	Lidiatul Masruroh	1	0	0	0	1	1	1	0	0	1	1	1	0	0	0	0	0	0	1	0	0	0	0	1	1	0	1	0	1	0	0	
36	Putri Nurul Aini	0	0	1	1	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	1	0	0	1	0	1	0	0
37	Putri Wulandari	1	0	0	0	1	1	1	0	0	1	1	1	0	0	0	0	0	0	1	0	0	0	0	1	1	0	1	0	1	0	0	
38	Firdatus Soleha	0	0	1	1	0	0	1	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	1	1	
39	Laila Faizah	0	0	0	0	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	0	0	0	0	
40	Setya Ayu W	0	1	0	1	0	1	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	
41	Safikotul Ummah	0	0	1	1	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	
42	Yuni Septi Anjelia	0	0	0	1	0	0	1	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	1	1	1	
43	Mahsulah	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	0	1	1	
44	Nova Anggraeni	0	0	1	0	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1	0	0	0	0	
45	Siti Nuriah	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	1	0	1	0	0	0	
46	Mely Mulyawati	0	0	1	0	0	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1	0	0	
47	Rofi Anggraeni	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	
48	Mutiatal Fitriah	1	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0
49	Reni Anggraeni	1	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	

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Appendix 10

ANALYSIS RELIABILITY OF TRY OUT TEST

respondent	x	y	x ²	y ²	xy
1	26	21	676	441	546
2	22	24	484	576	528
3	26	20	676	400	520
4	23	23	529	529	529
5	26	20	676	400	520
6	22	23	484	529	506
7	23	18	529	324	414
8	23	17	529	289	391
9	23	17	529	289	391
10	22	17	484	289	374
11	24	15	576	225	360
12	23	15	529	225	345
13	23	15	529	225	345
14	23	15	529	225	345
15	19	17	361	289	323
16	19	17	361	289	323
17	19	15	361	225	285
18	21	13	441	169	273
19	20	13	400	169	260
20	19	13	361	169	247
21	19	13	361	169	247
22	19	13	361	169	247
23	18	13	324	169	234
24	17	13	289	169	221
25	14	15	196	225	210
26	16	13	256	169	208
27	16	13	256	169	208
28	16	13	256	169	208
29	14	15	196	225	210
30	15	13	225	169	195
31	14	13	196	169	182
32	18	9	324	81	162
33	12	8	144	64	96
34	12	7	144	49	84
35	12	6	144	36	72
36	9	9	81	81	81
37	12	6	144	36	72
38	11	7	121	49	77
39	9	8	81	64	72
40	9	8	81	64	72
41	8	8	64	64	64
42	9	7	81	49	63
43	8	7	64	49	56
44	9	6	81	36	54
45	7	8	49	64	56
46	8	6	64	36	48
47	7	7	49	49	49
48	7	4	49	16	28
49	6	4	36	16	24
	797	620	14761	9150	11425

Appendix 11

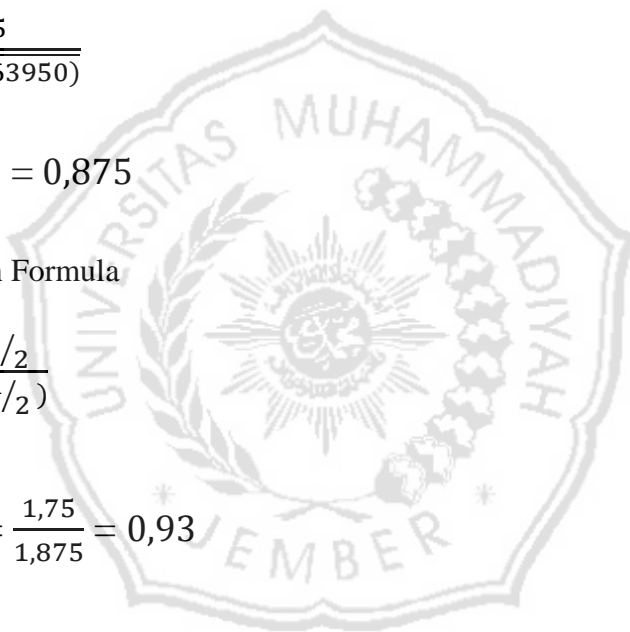
Formulas of Reliability

1. Product Moment Formula

$$\begin{aligned}
 r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{((N \sum^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2))}} \\
 &= \frac{49 \times 11425 - 797 \times 620}{\sqrt{(49 \times 14761 - (797)^2)(49 \times 9150 - (620)^2)}} \\
 &= \frac{559825 - 494140}{\sqrt{(723289 - 635209)(448350 - 384400)}} \\
 &= \frac{65685}{\sqrt{(88080)(63950)}} \\
 &= \frac{65685}{7505142} = 0,875
 \end{aligned}$$

2. Spearman Brown Formula

$$\begin{aligned}
 r_{11} &= \frac{2 \times r^{1/2} \cdot 1/2}{(1 + r^{1/2} \cdot 1/2)} \\
 r_{11} &= \frac{2 \times 0,875}{1 + 0,875} = \frac{1,75}{1,875} = 0,93
 \end{aligned}$$



Appendix 12

Lesson Plan (meeting 1)

School	: MA Albadri Jember
Subject	: English
Class/Semester	: X/2
Genre	: Reading
Time allocation	: 2 x 45

A. Core competence

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

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

B. Basic Competence

3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, fable, dan dongeng, sesuai dengan konteks penggunaannya.

4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.

C. Indicators

1. The students are able to identify the generic structure of the narrative text
2. The students are able to identify the language features of the narrative text
3. The students are able to identify the meaning of certain words or phrase in the narrative text
4. The students are able to do the reading exercise

D. Learning Materials

Narrative text : is a type of spoken or written text that tells a fiction story of one character or more who face certain problematic situation

Purpose : to entertain or to amuse the readers or listeners about the story

- **Generic Structure**

1. Orientation : The introduction of the characters who involve the story, time and place of the story. (It is about the opening paragraph where the characters of the story are introduced).
2. Complication : Tells the problems of the story and how the main characters solve them (Where the problems in the story developed).
3. Resolution : The complication may be resolved by happy/sad ending.

- **Language Features**

- Time conjunction (When, then, and suddenly).
- Adverb of time (a long time ago, once upon a time, one day)
- Mostly past tense

E. Learning Method

Media of learning : White board, marker, laptop, hard file

Strategy : learning cell technique

Learning resource : internet

F. Steps of learning activity

- The introduction
 - The teacher greeted the students and ask about their condition.
 - The teacher asked the students to pray to the God.
 - The teacher checked the students attendance.
 - The teacher presented materials about narrative text.
- Main activity
 - The teacher discussed the narrative text.
 - The teacher explained the generic structure, and language features.
 - The teacher asked some question for students.
 - The teacher gave the example of narrative text in the form of text.
 - The teacher explained the way of comprehending the narrative text by using learning cell technique.

Experimenting

- The teacher asked students to read the text individually
- The teacher asked the students to make a small group which consist of two
- The students identified the generic structure and the language features of the narrative text by using learning cell technique.

- The students make a list of questions about the text given by the teacher based on the explanation.
- The teacher asked students to alternate asking and answering each other's questions

- Closing

- The teacher lead the students discuss the material that they have learn.
- The students drew a conclusion of the material today.
- The teacher asked students to collect their work.
- The teacher closed the activity and pray together and closed the class.

H. The Assessment

Indicators	Assessment technique	Instrument Form	Question
1. The students are able to identify the generic structure of the narrative text.	Reading Test	Multiple Choice	<i>Choose the best answer based on the text</i>
2. The students are able to identify the language features of the narrative text			
3. The students are able to identify the meaning of certain words or phrase in the narrative text		Essay	<i>Answer the question correctly based on the text</i>
4. The students are able to do the reading exercise			

A). Multiple Choice

$$\text{- Student's score} = \frac{\text{correct answer}}{\text{total number}} \times 100$$

B). Essay.

$$\text{- Student's score} = \frac{\text{correct answer}}{\text{total number}} \times 100$$

English teacher

Researcher

Anik Rindawati P,S.Pd

Mohammad Wildan fatahillah
1410231026

Appendix 13

MALINKUNDANG

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



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

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

She was Malin Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crewsdenied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman!

I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail

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

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



Appendix 14

Lesson Plan (meeting 2)

School	: MA Albadri Jember
Subject	: English
Class/Semester	: X/2
Genre	: Reading
Time allocation	: 2 x 45

A. Core competence

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

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

B. Basic Competence

3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, fable, dan dongeng, sesuai dengan konteks penggunaannya.

4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.

C. Indicators

1. The students are able to identify the generic structure of the narrative text
2. The students are able to identify the language features of the narrative text
3. The students are able to identify the meaning of certain words or phrase in the narrative text
4. The students are able to do the reading exercise

D. Learning Materials

Narrative text : is a type of spoken or written text that tells a fiction story of one character or more who face certain problematic situation

Purpose : to entertain or to amuse the readers or listeners about the story

- Generic Structure

1. Orientation : The introduction of the characters who involve the story, time and place of the story. (It is about the opening paragraph where the characters of the story are introduced).
2. Complication : Tells the problems of the story and how the main characters solve them (Where the problems in the story developed).
3. Resolution : The complication may be resolved by happy/sad ending.

- **Language Features**

- Time conjunction (When, then, and suddenly).
- Adverb of time (a long time ago, once upon a time, one day)
- Mostly past tense

E. Learning Method

Media of learning : White board, marker, laptop, hard file

Strategy : learning cell technique

Learning resource : internet

F. Steps of learning activity

- The introduction
 - The teacher greeted the students and ask about their condition.
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- Main activity
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 - The teacher asked some question for students.
 - The teacher gave the example of narrative text in the form of text.
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- The teacher asked students to read the text individually
- The teacher asked the students to make a small group which consist of two
- The students identified the generic structure and the language features of the narrative text by using learning cell technique.
- The students make a list of questions about the text given by the teacher based on the explanation.

- The teacher asked students to alternate asking and answering each other's questions

- Closing

- The teacher lead the students discuss the material that they have learn.
- The students drew a conclusion of the material today.
- The teacher asked students to collect their work.
- The teacher closed the activity and pray together and closed the class.

H. The Assessment

Indicators	Assessment technique	Instrument Form	Question
1. The students are able to identify the generic structure of the narrative text.	Reading Test	Multiple Choice	<i>Choose the best answer based on the text</i>
2. The students are able to identify the language features of the narrative text			
3. The students are able to identify the meaning of certain words or phrase in the narrative text		Essay	<i>Answer the question correctly based on the text</i>
4. The students are able to do the reading exercise			

A). Multiple Choice

- Student's score = $\frac{\text{correct answer}}{\text{total number}} \times 100$

B). Essay.

- Student's score = $\frac{\text{correct answer}}{\text{total number}} \times 100$

English teacher

Researcher

Anik Rindawati P.S.Pd

Mohammad Wildan fatahillah

1410231026

Appendix 15**The good stepmother**

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

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

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

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

“children, I have come to save you”, she said hugging them tightly. I have done a dreadful thing.

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

Appendix 16**READING TEST CYCLE 1****TEXT I**

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

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

When Jack woke up in the morning, he felt the sun shining into a pan of his room, but all the rest was quite dark and shady. So he jumped to the window. What did he see? The beanstalk grew up quite close past Jack's window. He opened the window and jumped to the beanstalk which ran up just like a big ladder. He climbed and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

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

Read the text and answer the following questions!

1. Where did Jack sell his cow ?
 - a. at a castle
 - b. at the market
 - c. at the giants castle
 - d. on the way to the market

2. what is the story about
 - a. jack and a butcher
 - b. jack and the giantess
 - c. a poor widow and his son
 - d. Jack and the bean stalk
3. Oh ! It's my husband !" cried the giantess (paragraph 7) from the sentence we know that the giantess is ... her husband
 - a. afraid of
 - b. angry with
 - c. fed up with
 - d. annoyed with
4. Jack's mother looked very furious when jack told that
 - a. the beans were precious
 - b. the butcher bought his cow
 - c. he traded his cow for the beans
 - d. he had sold his cow to a butcher
5. What do learn from the text ?
 - a. Jack's mother was a furious mother
 - b. Poverty makes people hopeless
 - c. The giantess pity on jack
 - d. Sincerity makes jack get something precious

TEXT II

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

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

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

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

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

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

Please choose the best answer!

1. What is the type of the text?
 - a. Procedure
 - b. Descriptive
 - c. Narrative
 - d. News item
2. When did she ask her mother a beautiful dress?
 - a. After she saw another girl with beautiful dress
 - b. on the way home she met a handsome prince
 - c. after her mother sold a piece of her land
 - d. when a heavy rain and big thunders came
3. How could her mother buy her a beautiful dress?
 - a. from her saving
 - b. by asking her relative some money
 - c. by robbed a bank
 - d. by selling the only land she had
4. What made her mother cried aloud?
 - a. she told everyone that she was her maid

- b. she told the prince that her mother had died
- c. she told the prince that she was her maid
- d. she wanted her mother to buy the most beautiful gown

5. She is beautiful but she had envious heart

What is the synonym of the underlined word?

- a. Ambigious
- b. Jealous
- c. Fierce
- d. Festive

Text III

The Princess and the Pea

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

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

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

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

That was where the princess was to spend the night.

In the morning they asked her how she had slept.

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

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

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

Please choose suitable answer!

1. What kind of the text is it?
 - a. report b. Recount
 - c. narrative d. descriptive
2. The generic structure of the text is.....
 - a. Orientation > Complication > Resolution > Re-Orientation
 - b. Orientation > Events > Re- Orientation
 - c. General Classification > Description
 - d. Identification > Description
3. What is the purpose of the text ?
 - a. to inform about princess and the pea b. to describe the story of the princess and the pea
 - c. to give information that the prince looked for the real princess
 - d. to amuse the reader with the story of the princess and the pea
4. What is the dominant structure used in the text ?
 - a. the simple present tense b. the simple past tense
 - c. the present continuous tense d. passive voice
5. No one but a real princess could have such a tender skin as that. The SYNONYM of 'tender' is ...
 - a. hard b. Light c. Weak d. Soft
6. What was the prince look for?
 - a. A real princess b. A beautiful princes
 - c. Princesses d. An old queen
7. When did a terrible storm come?
 - a. In the night b. Oneday c. One evening d. Midnight
8. Who were the main characters in the story?
 - a. Dayang Sumbi and Sangkuriang b. The prince and real princess

c. Cinderella d. Snow white and dwarfs

9. What is the synonym of “spent”?

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

10. How was the end of the story?

a. Happy ending b. Sad ending c. Happy and sad ending
d. The prince got married with the real princess



Appendix 17**KEY ANSWER OF READING TEST CYCLE 1**

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



Appendix 18

Lesson Plan (meeting 1)

School	: MA Albadri Jember
Subject	: English
Class/Semester	: X/2
Genre	: Reading
Time allocation	: 2 x 45

A. Core competence

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

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

B. Basic Competence

3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, fable, dan dongeng, sesuai dengan konteks penggunaannya.

4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.

C. Indicators

1. The students are able to identify the generic structure of the narrative text
2. The students are able to identify the language features of the narrative text
3. The students are able to identify the meaning of certain words or phrase in the narrative text
4. The students are able to do the reading exercise

D. Learning Materials

Narrative text : is a type of spoken or written text that tells a fiction story of one character or more who face certain problematic situation

Purpose : to entertain or to amuse the readers or listeners about the story

- Generic Structure

1. Orientation : The introduction of the characters who involve the story, time and place of the story. (It is about the opening paragraph where the characters of the story are introduced).
2. Complication : Tells the problems of the story and how the main characters solve them (Where the problems in the story developed).
3. Resolution : The complication may be resolved by happy/sad ending.

- **Language Features**

- Time conjunction (When, then, and suddenly).
- Adverb of time (a long time ago, once upon a time, one day)
- Mostly past tense

E. Learning Method

Media of learning : White board, marker, laptop, hard file

Strategy : learning cell technique

Learning resource : internet

F. Steps of learning activity

- The introduction
 - The teacher greeted the students and ask about their condition.
 - The teacher asked the students to pray to the God.
 - The teacher checked the students attendance.
 - The teacher presented materials about narrative text.
- Main activity
 - The teacher discussed the narrative text.
 - The teacher explained the generic structure, and language features.
 - The teacher asked some question for students.
 - The teacher gave the example of narrative text in the form of text.
 - The teacher explained the way of comprehending the narrative text by using learning cell technique.

Experimenting

- The teacher asked students to read the text individually
- The teacher asked the students to make a small group which consist of two
- The students identified the generic structure and the language features of the narrative text by using learning cell technique.
- The students make a list of questions about the text given by the teacher based on the explanation.

- The teacher asked students to alternate asking and answering each other's questions

- Closing

- The teacher lead the students discuss the material that they have learn.
- The students drew a conclusion of the material today.
- The teacher asked students to collect their work.
- The teacher closed the activity and pray together and closed the class.

H. The Assessment

Indicators	Assessment technique	Instrument Form	Question
1. The students are able to identify the generic structure of the narrative text.	Reading Test	Multiple Choice	<i>Choose the best answer based on the text</i>
2. The students are able to identify the language features of the narrative text			
3. The students are able to identify the meaning of certain words or phrase in the narrative text		Essay	<i>Answer the question correctly based on the text</i>
4. The students are able to do the reading exercise			

A). Multiple Choice

- Student's score = $\frac{\text{correct answer}}{\text{total number}} \times 100$

B). Essay.

- Student's score = $\frac{\text{correct answer}}{\text{total number}} \times 100$

English teacher

Researcher

Anik Rindawati P.S.Pd

Mohammad Wildan fatahillah

1410231026

Appendix 19

THE LEGEND OF CANDI PRAMBANAN

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



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

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

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

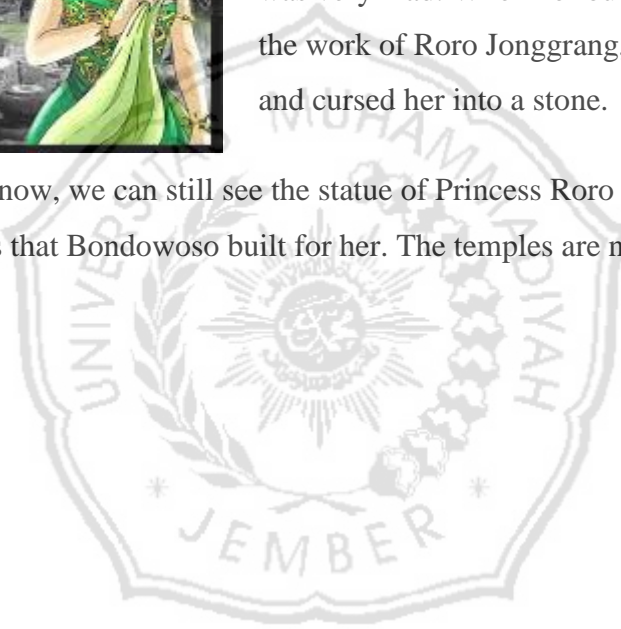
The genies worked without stop any second. They would only stop by the time the rooster crowed. Soon hundreds of temples were completed. This made Roro Jonggrang restless. She could not sleep or even closed her eyes. She tried to think any way to fail Bondowoso. Finally, she got an idea. She cut paper in the

shape of a circle and glued it in front of a candle holder. She lit the candle and carried it to the chicken coop where the rooster slept. When the rooster saw the candle, it thought that it was almost dawn and the sun was going to rise soon. The rooster quickly got up and in a second, it crowed.



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

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



Appendix 20

Lesson Plan (meeting 2)

School	: MA Albadri Jember
Subject	: English
Class/Semester	: X/2
Genre	: Reading
Time allocation	: 2 x 45

A. Core competence

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

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

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Purpose : to entertain or to amuse the readers or listeners about the story

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3. Resolution : The complication may be resolved by happy/sad ending.

- **Language Features**

- Time conjunction (When, then, and suddenly).
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- Mostly past tense

E. Learning Method

Media of learning : White board, marker, laptop, hard file

Strategy : learning cell technique

Learning resource : internet

F. Steps of learning activity

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- The students make a list of questions about the text given by the teacher based on the explanation.

- The teacher asked students to alternate asking and answering each other's questions

- Closing

- The teacher lead the students discuss the material that they have learn.
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H. The Assessment

Indicators	Assessment technique	Instrument Form	Question
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4. The students are able to do the reading exercise			

A). Multiple Choice

- Student's score = $\frac{\text{correct answer}}{\text{total number}} \times 100$

B). Essay.

- Student's score = $\frac{\text{correct answer}}{\text{total number}} \times 100$

English teacher

Researcher

Anik Rindawati P.S.Pd

Mohammad Wildan fatahillah

1410231026

Appendix 21**SNOW WHITE**

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

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

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

The mirror replied, “Snow White is the fairest of them all! She lives with the seven dwarfs in the woods!” The wicked stepmother was furious. She was actually a witch who knew how to make magic potions. She now made a poisonous potion and dipped a shiny red apple into it. Then she disguised herself as an old peasant woman and went to the woods with the apple. She knocked on the cottage door and said “Pretty little child! Let me in! Look what I have for you!” Snow White said, “I

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



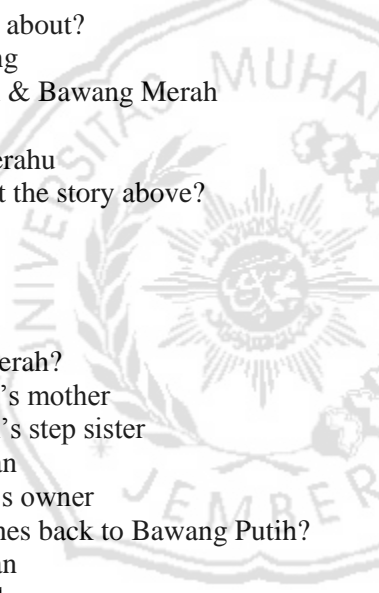
When the seven dwarfs came home to find Snow White lying on the floor, they were very upset. They cried all night and then built a glass coffin for Snow White. They kept the coffin in front of the cottage. One day, Prince Charming was going past the cottage and he saw Snow White lying in the coffin.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

READING TEST CYCLE 2

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.

1. What is the story about?
 - a. Malin Kundang
 - b. Bawang Putih & Bawang Merah
 - c. Sangkuriang
 - d. Tangkuban Perahu
 2. What kind of text the story above?
 - a. Recount
 - b. Descriptive
 - c. Procedure
 - d. Narrative
 3. Who is Bawang Merah?
 - a. Bawang Putih's mother
 - b. Bawang Putih's step sister
 - c. The old woman
 - d. The pumpkin's owner
 4. Who gave the clothes back to Bawang Putih?
 - a. The old woman
 - b. Bawang merah
 - c. Her Step mother
 - d. River
 5. 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
- 

A Woman and the Wolves

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

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

So Ah Tim led the way and the young woman followed behind, carrying her baby.

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

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

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

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

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

- a. Another village b. Mountains
c. Forests d. Hills

2. Who was Ah Tim ?

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

3. Who walked in front when they were in the forest ?
- a. Ah Tm b. The woman
c. The woman's son d. Her brother's nephew
4. How could the wolves catch Ah Tim ?
- a. He was afraid b. He was stumbled by a stone
c. He ran slowly d. The woman cried
5. " all men in the village fetched thick stick ... " the word " fetched" has a similar meaning to.
- a. Received b. Caught c. Got d. Hit

The Story of the Smart Parrot

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

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

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

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

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

Read the text and choose the best answer!

1. Where does the story take place?

- A. London
 B. Puerto Rico
 C. Jakarta
 D. Buenos Aires

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

- A. Catano
 B. Tacano
 C. Canato
 D. Nacato

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

- A. Always
 B. Everyday
 C. Many times
 D. Every second

4. Which statement is true according to the text?

- A. The parrot could say Catano
 B. At last the parrot could say Catano
 C. Catano was the name at the parrot
 D. The man never got angry at the parrot

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

- A. The man ate the bird.
 B. The sold the bird.
 C. The man killed the bird.
 D. The man taught the bird.

6. It is most likely that

- A. The bird killed the three chickens.
 B. The three chickens killed the bird.
 C. The bird killed one of the three chickens.
 D. The bird killed both of the chicken

7. What is the story about?

- A. A parrot and a cat
 B. A parrot and a chicken
 C. A parrot and the owner
 D. A parrot, the owner, and chickens

8. "It was very, very smart"

The underlined word refers to

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

9. "The parrot was very, very smart"

The word 'smart' means

- A. Stupid
- B. Clever
- C. Stubborn
- D. Dilligent

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

What does the underlined word mean?

- A. Smiling
- B. Crying
- C. Shouting
- D. Laugh



KEY ANSWER OF READING TEST CYCLE 2

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



Appendix 24

The Score of X.A (Cycle 1)

No	Name	Score	Conclusion
1	Abdul faruq izomuddin	60	Not achieved
2	Abdur Rohim Muhiri	85	Achieved
3	Achmad Holili	55	Not achieved
4	Ahmad idrus samsi	75	Achieved
5	Ahmad kunaidi Abdillah	75	Achieved
6	Fendi	60	Not achieved
7	Feri Fajri	45	Not achieved
8	Hasbiyalloh Ahmad ainul Yaqin	50	Not achieved
9	Iqbal Rizky Bahtiyar	75	Achieved
10	Irvan Hamdani	75	Achieved
11	Mohammad Abdul Wafi	80	Achieved
12	Mohammad Roni	60	Not achieved
13	Moh. Samuel Hidayat	80	Achieved
14	M nur Khofifi	55	Not achieved
15	Muhammad Riki Saputra	50	Not achieved
16	Muh Rizky	75	Achieved
17	Mohammad Rizal Fahri	55	Not achieved
18	Muhammad fahmi	60	Not achieved
19	Muhammad faruq	75	Achieved
20	Muhammad hafid	55	Not achieved
21	Muhammad holis	50	Not achieved
22	Lukman Hakim	65	Not achieved
23	M Adam	60	Not achieved
24	M riko saputra	80	Achieved
25	M Dimas	75	Achieved
26	Nasir	80	Achieved
27	M lutfiatul badriah	75	Achieved
28	Rudianto	55	Not achieved

29	Sandi Putra Pratama	75	Achieved
30	Sulton akbar	80	Achieved
	The students got ≥ 70		15 students
	Total score Mean		

$$\text{MEAN} = \frac{\text{Total of Score}}{\text{Total of students}} = \frac{1840}{30} = 61.3$$

Notes: Mean = The average of total of students score

Achieved = $15 \times 100 : 30 = 50\%$ Not achieved = 50%



Appendix 25

The result of Students Score (Cycle 2)

No	Name	Score	Conclusion
1	Abdul faruq izomuddin	85	Achieved
2	Abdur Rohim Muhiri	95	Achieved
3	Achmad Holili	95	Achieved
4	Ahmad idrus samsi	80	Achieved
5	Ahmad kunaidi Abdillah	90	Achieved
6	Fendi	85	Achieved
7	Feri Fajri	65	Not achieved
8	Hasbiyalloh Ahmad ainul Yaqin	80	Achieved
9	Iqbal Rizky Bahtiyar	90	Achieved
10	Irvan Hamdani	80	Achieved
11	Mohammad Abdul Wafi	60	Not achieved
12	Mohammad Roni	75	Achieved
13	Moh. Samuel Hidayat	85	Achieved
14	M nur Khofifi	65	Not achieved
15	Muhammad Riki Saputra	65	Not achieved
16	Muh Rizky	80	Achieved
17	Mohammad Rizal Fahri	75	Achieved
18	Muhammad fahmi	75	Achieved
19	Muhammad faruq	80	Achieved
20	Muhammad hafid	75	Achieved
21	Muhammad holis	65	Not achieved
22	Lukman Hakim	70	Achieved
23	M Adam	60	Not achieved
24	M riko saputra	90	Achieved
25	M Dimas	85	Achieved
26	Nasir	90	Achieved
27	M lutfiatul badriah	80	Achieved
28	Rudianto	75	Achieved
29	Sandi Putra Pratama	75	Achieved

30	Sulton akbar	80	Achieved
	The students got ≥ 70		24 students
	Total score Mean		

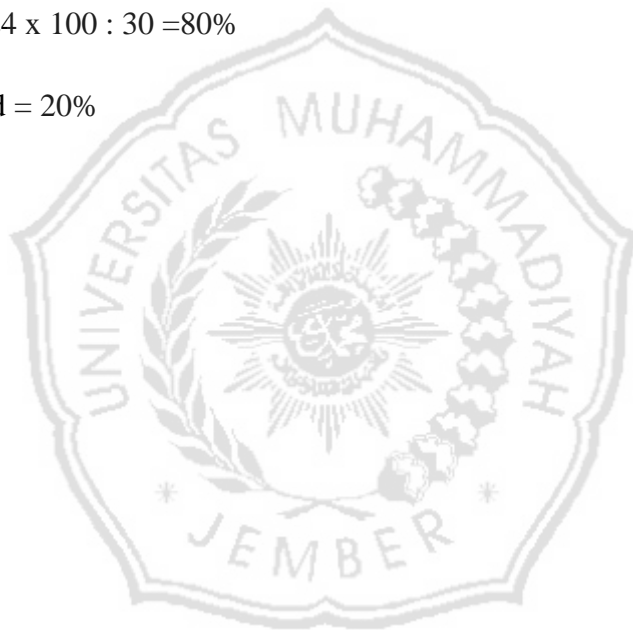
2350

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

Notes: Mean = The average of total of students score

Achieved= $24 \times 100 : 30 = 80\%$

Not achieved = 20%



19	Muhammad faruq	√	√	√	√		√	-		√	
20	Muhammad hafid	√	√	√	√		√	-		√	
21	Muhammad holis	√	-	-		√	√	-		√	
22	Lukman Hakim	-	√	√	√		√	√	√	√	
23	M Adam	-	√	√	√		√	√	√	√	
24	M riko saputra	-	√	-		√	√	√	√	√	
25	M Dimas	√		-		√	√	-	-	√	
26	Nasir	-	-	-		√	√	√	√	√	
27	M lutfiatul badriah	√	-	-		√	√	-	-	√	
28	Rudianto	-	√			√	-	-	√	√	
29	Sandi Putra Pratama	√		-		√	√	√	√	√	
30	Sulton akbar	-	-	-		√	√	-	-	√	
	Total				$14/30*100%$ =46%	$16/30*100%$ = 54%				$15/30*100%$ = 50%	$15/30*100%$ = 50%
	The Result of Cycle 1				Active : $\frac{46%+50%}{2} = 48%$					Pasive: $\frac{54% + 50%}{2} = 52%$	

*) note:

1. Paying attention to the lesson,
2. Doing the instruction of the teachers' explanation in learning cell technique,
3. alternating asking and answering questions..

Appendix 27

Table of Observation Checklist for Cycle 1I

No.	Name of students	First meeting*)			Active	Passive	Second meeting*)			Active	Passive
		1	2	3			1	2	3		
1	Abdul faruq izomuddin	-	-	√		√	-	-		√	
2	Abdur Rohim Muhiri	√	√	√	√		√	√	√	√	
3	Achmad Holili	√	√	√	√		√	√	√	√	
4	Ahmad idrus samsi	√	-			√	-	-		√	
5	Ahmad kunaidi Abdillah	√	√	√	√		√	√	√	√	
6	Fendi	√	√	√	√		√	√	√	√	
7	Feri Fajri	-	√	-		√	√	√	√	√	
8	Hasbiyalloh Ahmad ainul Yaqin	√	√	√	√		√	√	√	√	
9	Iqbal Rizky Bahtiyar	√	√	√	√		√	√	√	√	
10	Irvan Hamdani	√	-	-		√	√	√	√	√	
11	Mohammad Abdul Wafi	√	√	√	√		√	√	√	√	
12	Mohammad Roni	√	-	√	√		√	√	√	√	
13	Moh. Samuel Hidayat	√	√	√	√		√	√	√	√	
14	M nur Khofifi	√	√	√	√		√	√	√	√	
15	Muhammad Riki Saputra	√	-	-		√	√	√	√	√	
16	Muh Rizky	√	√	√	√		√	√	√	√	
17	Mohammad Rizal Fahri	√	-	√	√		√	-	-	√	
18	Muhammad fahmi	√	√	√	√		√	√	√	√	
19	Muhammad faruq	√	√	√	√		√	√	√	√	

20	Muhammad hafid	√	√	√	√		√	√	√	√	
21	Muhammad holis	-	-	-		√	√	-	-		√
22	Lukman Hakim	-	√	√	√		√	√	√	√	
23	M Adam	-	√	√	√		√	√	√	√	
24	M riko saputra	-	√	√	√		√	√	√	√	
25	M Dimas	√	-	-		√	√	-	-		√
26	Nasir	√	√	√	√		√	√	√	√	
27	M lutfiatul badriah	√	-	-		√	√	√	-	√	
28	Rudianto	-	√	√	√		-	√	√	√	
29	Sandi Putra Pratama	√	√	√	√		√	√	√	√	
30	Sulton akbar	√	√	√	√		√	√	√	√	
	Total					$22/30 \cdot 100\%$ $= 73\%$	$8/30 \cdot 100\%$ $= 27\%$			$25/30 \cdot 100\%$ $= 84.0\%$	$5/30 \cdot 100\%$ $= 16.0\%$
	The Result of Cycle 1					Active : $\frac{73\% + 83.0\%}{2} = 78\%$				Pasive: $\frac{27\% + 16\%}{2} = 22\%$	

*) note:

1. Paying attention to the lesson,
2. Doing the instruction of the teachers' explanation in learning cell technique,
3. alternating asking and answering questions..



Appendix**STATEMENT OF THESIS ORIGINALLY**

The undersigned:

Name : Mohammad Wildan Fatahillah
Student Number : 1410231026
Program : English Education
Faculty : Teacher Training and Education

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

Jember, July 7, 2018

Researcher

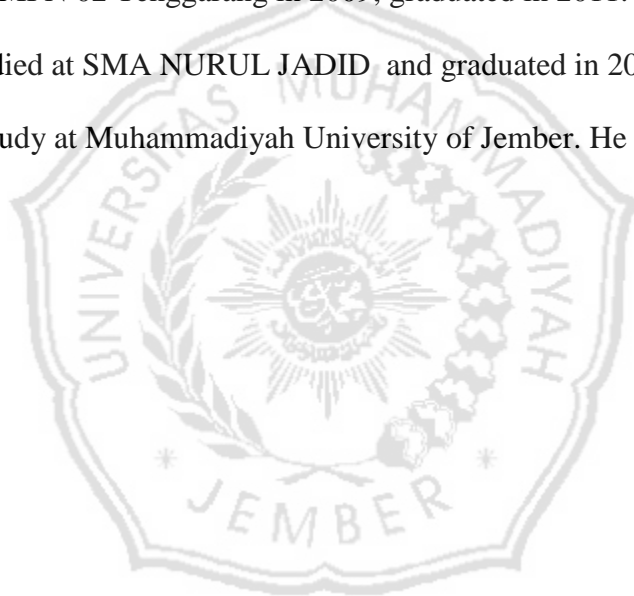
Mohammad Wildan F.
1410231029

Appendix

CURRICULUM VITAE

Mohammad Wildan Fatahillah is the second born son of Nurhadi and Senima Amiati. he was born on july 11, 1995. he lived in Wonosari, Bondowoso.

He began his study at SDN Wonosari 01 in 2003, graduated in 2009. He continued to SMPN 02 Tenggarang in 2009, graduated in 2011. For senior high school, he studied at SMA NURUL JADID and graduated in 2014. He decided to continue his study at Muhammadiyah University of Jember. He is taking an english major.





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No. 534.1718.0042/MA.AB/104.32/IV/2018

Yang bertandatangan dibawah ini :

Nama : **Saifuddin, S.Pd.I**

Jabatan : Kepala Madrasah

Unit Kerja : MA. Al Badri Kalisat

Menerangkan bahwa mahasiswa FKIP Universitas Muhammadiyah Jember

Nama : **Mohammad Wildan Fatahillah**

NIM : 1410231026

Jurusan : Pendidikan Bahasa dan Sastra

Prodi : Pendidikan Bhasa Inggris

Judul Skripsi : *Improving the X Students' Reading Comprehension By Using Learning Cell Technique At MA Al Badri Jember in the 2017/2018 Academic Year*

Benar – benar yang bersangkutan telah melakukan penelitian mulai tanggal 07 April sampai dengan 08 Mei 2018.

Demikian surat keterangan ini kami buat, untuk digunakan sebagaimana mestinya.

Jember, 21 Juli 2018

Kepala Madrasah



SAIFUDDIN

NIP. -

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