

APPENDIX 2

Reading Score of The Preliminary Study X IPA 5

No	Nama	Score
1	Adam Pramanata	75
2	Adinia Selsa Setiawan	65
3	Ahmad Alfian Septiawan	55
4	Alifia Nurjannah	65
5	Aliyyah Wardhani	50
6	Aqiella Fadia Ferdiana	55
7	Ardhi Amien Darmawhan	45
8	Bella Safitri	45
9	Denissa Vonja Alifi	75
10	Destria Shelgy	65
11	Didi Hariyadi	60
12	Eka Destiana Safitri	60
13	Fini Salsabillah Ad'hani	70
14	Firna Nur Fadhilah Arum	70
15	Helmy Alif Mulana	60
16	Isya Lestari Triyudani	65
17	Lailatul Irma	55
18	Lintang sasliza	55
19	Meicha Kurnia Dewi	50
20	Meri Anggreani	75
21	Nina Putri Dwi Cahyani	45
22	Radyan Candra	65
23	Regita Rizky Puspa	55
24	Rio Febriantoni	70
25	Riskasari Afifatul	65
26	Shafira Maudatul	70
27	Siti Nurazizah	85
28	Sri Wahyuni	78
29	Surya Aditya Putra	85
30	Verdinan tyas Wisnu Surya	80
31	Wafiq fattah Firmansyah	65
32	Widatul Rohmanuyah Sa'adah	60
Total		1383
Average		79,0625

The percentage on the students who reach score ≥ 75

$$E = 7/32 \times 100 = 21\%$$

APPENDIX 3

TRY OUT TEST

Name :
Class :

Time : 90 Minutes

Read the text below carefully and choose the answer between A, B, C, or D
The following text is for questions 1 to 15.

Princess Mandalika

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>)

1. What is the main idea of the second paragraph?
 - a. The history of Teberu kingdom
 - b. The king and princes was confuse to choose a prince
 - c. The princes made a decision
 - d. The prince wanted to marry the princess Mandalika
2. Where does the story take place?

a. East borneo	c. Bali
b. Lombok	d. Sumatra
3. Which one of the following statements is TRUE about the princes?

a. The princes were kind	c. The princes had a wife
b. The princes were powerful	d. the princes did not want to marry princess
4. The second paragraph is called

a. Orientation	c. Resolution
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The following text is for questions 15 to 30.

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 : <http://fauzan8einsteinst.blogspot.co.id/2014/09/narrative-text-legend-sangkuriang.html>)

16. Who is Tumang?
 - a. Sangkuriang's uncle
 - b. Sangkuriang's father
 - c. Sangkuriang's mother
 - d. Sangkuriang's child
17. What is generic structure of "A long time ago, there was a man named Sangkuriang"?
 - a. Identification
 - b. Orientation
 - c. Complication
 - d. Resolution
18. Which one of the following statement is NOT TRUE about Sangkuriang?
 - a. He liked hunting
 - b. He didn't have mother
 - c. He built a montain
 - d. He killed his dog
19. "With all his anger, he kicked the boat that he had built". (*Paragraph 4*) The word *his* in the sentence refers to...
 - a. Tumang
 - b. Teacher
 - c. Sangkuriang's ather
 - d. Sangkuriang
20. What is the main information discussed in the third paragraph?
 - a. Sangkuriang fell in love with a beautiful girl
 - b. Dayang sumbi try to fail sangkuriang's effort
 - c. Dayang sumbi was his mother
 - d. Sangkuriang was very angry with dayang sumbi
21. The word "endeavour" (*paragraph 4*) means...
 - a. Muscular
 - b. Vivacious
 - c. Brave
 - d. Effort
22. 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
23. What did happen when Sangkuriang meet a beautiful girl?
- Nothing happen
 - Sangkuriang was falling in love
 - Sangkuriang didn't care
 - Sangkuriang killed her
24. How did Sangkuriang build a lake?
- By damming Citarum river
 - By falling the train
 - By cleaning the river
 - By damming Ciasih river
25. What did Dayang Sumbi do to stop Sangkuriang in bulding a lake?
- By burning house
 - By wakening people
 - By lighting up the eastern horizon with flashes of light
 - By praying all night long
26. How was Dayang sumbi according to the writer? She was...
- Old
 - Ugly
 - Foolish
 - Pretty
27. "The Sangkuriang would fulfill the condition she had set". (*paragraph 3*)
The underlined word can be replaced by the word...
- Complete
 - Add
 - Enlighten
 - Relieve
28. At the end of the story, how was sangkuriang's feeling?
- He could accept everythin
 - He still loved Dayang sumbi
 - He was angry
 - He was sad
29. What did sangkuriang do to express his anger?
- He killed Tumang
 - Threw himself into the lake
 - He killed Dayang sumbi
 - He kicked the boat
30. What is the moral value about the story?
- Think before act
 - Be patient
 - Don't follow our anger
 - Respect everyone's effort

The following text is for questions 31 to 45.

The Magic Box

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

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

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

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

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

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

(Source : http://unname1.blogspot.co.id/2015/05/v-behaviorurldefaultvmlo_16.html)

31. How was the farmer according to the writer? He was....
 - a. generous
 - b. kind
 - c. humorous
 - d. rich
32. What is the main information discussed in the third paragraph?
 - a. The way how they became rich
 - b. The dropped up coin
 - c. The dropped up apple
 - d. The box provide a dead grandfather
32. Where did the poor farmer find the magic box?
 - a. at house
 - b. at river
 - c. at field
 - d. at jungle
33. What was the problem faced by the farmer?
 - a. The farmer became poor
 - b. The box filled up with a dead grandfather
 - c. The farmer loose his box
 - d. The farmer loose his coin
34. When was the complication started?
 - a. his wife dropped an apple into a big box and suddenly the box filled up with apples.
 - b. the farmer and his wife sold the apples were able to live quite comfortably
 - c. the farmer dropped a gold coin into the box
 - d. the apple disappeared and the box began to fill itself with coins.
35. How was the farmer's effort to be rich?
 - a. He collected hundreds of coins
 - b. He sold his box with the high price
 - c. He sold his coins
 - d. He saved the box in his house
36. Which statement is TRUE according to the story ?
 - a. His wife cleaned and kept the box for her.
 - b. The box was full of valuable things when it was found
 - c. The farmer had to pull dead grandfathers out and bury them
 - d. The farmer's wife was happy after the grandfather passed away
37. Why the grandfather was shouted by the farmer?
 - a. Because he brought his box away
 - b. Because he didn't want to work
 - c. Because he took the box from him
 - d. Because he was lazy
38. Who was the old man in this story?
 - a. Farmer's uncle
 - b. Farmer's father
 - c. farmer's grandfather
 - d. farmer's sibling
39. What is the main idea of fourth paragraph?
 - a. His process to be rich
 - b. The farmer was angry with grandfather
 - c. The grandfather fell into the box
 - d. The grandfather dead because of the box
40. Why the box filled up with dead grandfather?
 - a. Because grandfather dead into the box
 - b. Because the farmer really love grandfather
 - c. Because grandfather was too lazy
 - d. Because the farmer hate grandfather
41. The word "dropped" (*paragraph 3*) means..

- a. Push something
b. Pull something
- c. Put something
d. Close something
42. "His wife cleaned the box and kept it in their house". (*Paragraph 1*) The word *his* in the sentence refers to...
- a. The farmer
b. Grandfather
- c. The wife
d. The box
43. "At once, apples disappeared..." (*paragraph 3*)
The underline word has same meaning with...
- a. Appear
b. Emerge
- c. Separate
d. Create
44. What is the conclusion about the story?
- a. The grandfather was shouted by the farmer
b. The grandfather dead fell into the box
c. The farmer became poor because of his attitude
d. The farmer was buried in the box
45. What did we learn from the story?
- a. Being honest is not always wise
b. All that glitters is not good
c. It is good to be honest in life
d. We must respect our parents

The following text is for questions 46 to 60.

The Legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there were a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child. One day, there was a loud voice in the sky when they were praying. "You are going to born a baby, and later you will give birth to many children. But I have a requirement for you to obey, if you really want to have children", said the voice. "Whatever you ask, my Lord", the couple answered, "We will do it", "You must sacrifice your first son for the gods".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods." Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

(source : <https://english2bshared.blogspot.co.id/2014/01/the-legend-of-kesodo-ceremony.html>)

46. What does the first paragraph talk about?
- a. The earthquakes and thunders in the sky
b. The voice in the sky

- c. The condition of the volcano on one day
d. The condition of Kesuma's family
47. What was the problem faced by Kesuma's parents?
a. They had to give sacrifices for the Gods
b. They couldn't get a baby after getting married for a long time
c. They couldn't bring their children to the Gods to be sacrificed
d. The villagers would force them to sacrifice themselves
48. What is the main idea of the third paragraph?
a. The God came to ask the sacrifice
b. The couple won't sacrifice their son
c. The couple was happy to have a son
d. The God remind them by giving an earthquake
49. Which statements is TRUE according the story?
a. The God didn't give them children
b. The disaster was flood
c. The couple had five children
d. The couple must sacrifice their first son
50. Which one of the following statements is NOT TRUE about the couple?
a. The couple really loved Kesuma
b. The couple had eleven more children
c. They disobey the rules
d. They give their sacrifice
51. Where does the story take place?
a. West Java
b. East Java
c. Borneo
d. Sumatra
52. What was the requirement for the couple?
a. They should work harder
b. They must served to God
c. They must sacrifice their first son
d. They must sacrifice all the children
53. How was the couple's effort to get a baby?
a. They meditated and prayed to their Gods
b. They gave sacrifices to the God
c. They asked other people to give them a baby
d. They asked other people to give sacrifices to the Gods.
54. "They forget their promise to sacrifice their first son to the god". (Paragraph 3)
The underline word refers to?
a. The couple
b. Family
c. Kesuma and his father
d. Kesuma and her mother
55. How many children that the couple had?
a. 13
b. 7
c. 10
d. 5
56. What kind of disaster happened in that story?
a. Flood
b. Forest fire
c. Tsunami
d. Earthquakes
57. Why did the earthquake stop suddenly?
a. Because the couple had given the sacrifice
b. Because Kesuma sacrificed himself to the God
c. Because the couple had sacrificed the animal
d. Because they disobey with their promise
58. After Kesuma sacrifice himself, how was the situation of the village?
a. living peaceful
b. Disaster happened
c. The society were angry
d. All the things are broken
59. What lesson can we get from the story?
a. Kesuma is very brave

- b. Everyone must keep his promise
 - c. Kesuma's parents loved him very much
 - d. Gods want sacrifices from the people
60. "The baby grew up into a handsome, taught man." What is the synonym of the underlined word?
- a. Strong
 - b. Very firm
 - c. Handsome
 - d. Hard



APPENDIX 8

Students' Attendance list

No	Name	19	23	26	30	03	07
1	Adam Pramanata	√	√	√	√	√	√
2	Adinia Selsa Setiawan	√	√	√	√	√	√
3	Ahmad Alfian Septiawan	√	√	√	√	√	√
4	Alifia Nurjannah	√	√	√	√	√	√
5	Aliyyah Wardhani	√	√	√	√	√	√
6	Aqiella Fadia Ferdiana	√	√	√	√	√	√
7	Ardhi Amien Darmawhan	√	√	√	√	√	√
8	Bella Safitri	√	√	√	√	√	√
9	Denissa Vonja Alifi	√	√	√	√	√	√
10	Destria Shelgy	√	√	√	√	√	√
11	Didi Hariyadi	√	√	√	√	√	√
12	Eka Destiana Safitri	√	√	√	√	√	√
13	Fini Salsabillah Ad'hani	√	√	√	√	√	√
14	Firna Nur Fadhilah Arum	√	√	√	√	√	√
15	Helmy Alif Mulana	√	√	√	√	√	√
16	Isya Lestari Triyudani	√	√	√	√	√	√
17	Lailatul Irma	√	√	√	√	√	√
18	Lintang sasliza	√	√	√	√	√	√
19	Meicha Kurnia Dewi	√	√	√	√	√	√
20	Meri Anggreani	√	√	√	√	√	√
21	Nina Putri Dwi Cahyani	√	√	√	√	√	√
22	Radyan Candra	√	√	√	√	√	√
23	Regita Rizky Puspa	√	√	√	√	√	√
24	Rio Febriantoni	√	√	√	√	√	√

25	Riskasari Afifatul	√	√	√	√	√	√
26	Shafira Maudatul	√	√	√	√	√	√
27	Siti Nurazizah	√	√	√	√	√	√
28	Sri Wahyuni	√	√	√	√	√	√
29	Surya Aditya Putra	√	√	√	√	√	√
30	Verdinan tyas Wisnu Surya	√	√	√	√	√	√
31	Wafiq fattah Firmansyah	√	√	√	√	√	√
32	Widatul Rohmanuyah Sa'adah	√	√	√	√	√	√



APPENDIX 7

RELIABILITY OF TRY OUT TEST

A. Product Moment's Formula

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

$$r_{xy} = \frac{35.12706 - 659.657}{\sqrt{(35.12953 - (659)^2)(35.12851 - (657)^2)}}$$

$$r_{xy} = \frac{444.710 - 432.963}{\sqrt{(453.355 - 434.281)(449.785 - 431.649)}}$$

$$r_{xy} = \frac{11.747}{\sqrt{(19.074)(18.136)}}$$

$$r_{xy} = \frac{11.747}{\sqrt{345.929.064}}$$

$$r_{xy} = \frac{11.747}{18.5990877}$$

$$r_{xy} = 0.63$$

B. Spearman-Brown's Formula

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

$$r_{11} = \frac{2 \times 0.63}{1 + 0.63}$$

$$r_{11} = \frac{1.26}{1.63}$$

$$r_{11} = 0.77$$

Appendix 4**Answer keys of tryout**

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



APPENDIX 5

No	Nama	Item Number																																				
		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							
1	Abdul Rohman	1	1	1	0	0	1	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1		
2	Ach. Lutfi Sayhoni	1	0	0	0	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0			
3	Afda Melani	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	0	0	1	0	0	1	0	0	1			
4	Ahayul Bagus Aryo	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	1			
5	Alifia Eva Cahya	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1			
6	Andrean Teguh Prasetyo	1	1	0	1	0	1	1	0	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1			
7	Devi Sintatul Jannah	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	0	1	0	0	1	0	1	0	0	1	1	1	1	1	1	0	1			
8	Dinar dwi okta	1	0	1	0	0	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	0			
9	Elfianti	1	1	1	1	1	1	0	1	1	1	1	0	0	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1			
10	Faris Risky Ramadhan	1	1	1	0	0	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1			
11	Fella nur aini	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1		
12	Feri Ari yudha	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
13	Fike Nor hidayah	1	1	1	0	1	0	0	1	1	1	0	0	0	0	0	0	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	0		
14	Hendra Purnama Arifin	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1		
15	Indri Lailatul Maghfiroh	1	1	1	1	1	0	1	1	0	1	1	0	1	0	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	0	1	0	
16	Intan Aprilyani	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0		
17	Javier Cakrawala	1	1	1	1	0	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1		
18	Laila Yulita Dewi	1	0	0	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	0	1	
19	Lismatul Mutmainah	1	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	0	
20	Mery Mariyatul Hasanah	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	
21	Mochammad Abimanyu	1	1	1	0	0	0	1	1	0	0	1	0	1	1	0	0	0	0	0	0	0	1	1	1	1	0	1	1	0	1	1	0	1	0	0		
22	Moch Sofwanil H	1	0	1	1	1	1	0	0	1	1	1	1	0	1	1	0	1	0	1	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	
23	Muhammad Ishlah Fadhil	1	0	1	0	0	1	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	0	0	1	1	1	0	0	1	
24	Mustofa	1	0	0	1	0	1	1	0	0	0	0	1	0	0	1	1	1	0	0	1	0	1	0	1	0	0	1	0	0	1	0	0	1	0	1	0	
25	Nanda Eka Miftahussurur	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	
26	Nilna Riska Bariroh	1	0	1	1	1	0	1	0	1	1	0	1	0	0	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	1	0	1	1	
27	Nova Nurfadilah	1	1	1	0	1	1	0	1	0	1	1	1	0	0	0	0	1	1	1	0	0	1	0	1	0	1	0	1	0	0	1	0	0	1	0	1	
28	Nurfia sari	1	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	
29	Ratih Evi sari	1	0	1	1	1	1	1	0	1	0	1	0	1	0	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	
30	Regina Aranda Syahreni	1	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	0	1	0	1	0	1	0	1	1	0	0	1	1	1	1	0	1	0	1	1	
31	Rihadhatul 'Aisy ala'udin	1	1	1	0	0	1	1	1	0	1	0	0	1	1	0	0	1	0	1	1	0	1	0	1	0	1	1	1	1	0	0	1	0	1	0	1	
32	Rohima Novianti Halima	1	0	1	0	0	0	0	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	1	1	0	1	1	0	1	0	0	1	0	0	1	0

																														Total	Total Score		
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	Total	Total Score		
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0	1	0	0	1	0	0	0	1	0	0	1	0	0	1	1	1	1	1	1	1	0	0	1	0	1	0	1	0	1	24	40,00		
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1	0	0	0	1	1	0	0	1	1	0	1	0	1	0	1	1	1	1	0	1	0	1	0	0	0	0	1	0	1	0	28	46,67	
0	1	1	1	1	0	0	0	1	0	0	0	1	1	0	1	0	0	0	1	1	1	0	1	0	1	1	1	1	0	0	39	65,00	
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0	0	1	0	0	1	0	0	1	1	0	1	0	1	1	1	0	0	1	1	0	0	0	0	1	1	0	0	0	0	29	48,33		
1	0	0	0	0	0	0	1	1	0	1	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	1	1	0	22	36,67	

APPENDIX 14**LESSON PLAN (CYCLE 2)****First Meeting**

Subject	: English
Skill	: Reading
Genre	: Narrative
Grade/ semester	: X/2
Time	: 2 x 45'

A. Standard Competence

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

B. Basic Competence

Comprehending the meaning of narrative text in oral and written

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 : One stay three stray method

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 a respond 	10'
	<ul style="list-style-type: none"> • The researcher ask the students what they know about narrative text and one stay three stray. • The researcher explain about narrative text and One stay three stray 	<ul style="list-style-type: none"> • Paying attention and give a respond 	10'
	Main Activities 2.1 Making two clockwise around the room and number the tables and the members 2.2 Grouping the students consist of four people with the new member 2.3 Giving the student handout about a Donkey and a Lapdog With unfamiliar word exist in	<ul style="list-style-type: none"> • Students sit with the new member that has been set by the researcher. • Doing the practice given by the teacher while working 	60'

	<p>that text.</p> <p>2.4 Give the students unfamiliar word and ask them to find out the main idea by working with the original group</p> <p>2.5 Ask student visit each table to interview the remaining member from the original group about how their completed assignment</p> <p>2.6 Ask the students who visit each table to go back to their original group.</p> <p>2.7 Each student should report on what they learned precisely in finding the main idea of the text from the other group.</p>	<p>with their own group perhaps 15 minutes.</p> <ul style="list-style-type: none"> • Everyone with the number one to stand up, move one table to the next table (from table one to table two, from table two to table three, and so on). After number one have moved the students number two to stand. They should move from table one to table three, from table two to table four, and so on. The students with number four should stay at their original number. • Going back to their original group. • The three students with the number 1,2 and 3 report the result of the interview to their original group. 	
	<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>	<ul style="list-style-type: none"> • Making a brief conclusion together with the teacher. • Paying attention to the teacher. 	10'

G. Media and Source

a. Media

- board maker
- whiteboard
- students' handout

b. Source

<http://www.englishiana.com/2016/03/10-contoh-narative-text-pendek-bahasa.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 one stay three stray method.
2. Asking the question about using one stay three stray method.
3. Answering teacher's question about the use of one stay three stray Method.
4. Doing reading exercise using One stay three stray method.

c. The successful criteria : if 75% 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 75% of the students get the standard score 75 or more of reading comprehension test.

Jember, April 19th 2018

English Teacher

Researcher

Lukman Hakim, S.Pd

Maghfirotul Baroroh
NIM 1410231051

Narrative Text

Please find out the main idea in each paragraph based on the text!

A Donkey and A Lapdog

Once upon a time there was a farmer who owned a little dog that he keeps constantly by his side and a donkey, which lived in a warm stable and got plenty of fresh grain and sweet hay. But, unfortunately the donkey was not satisfied with his condition.

"I slave all day long, hauling wood or pulling the cart to market while the dog sleeps on the master's lap and eats from his plate!," the donkey grumbled. "Perhaps, he thought, if he behaved like the dog, his master would reward him with the same life of ease.

That very night, the donkey crept out of the stable and into the house where the farmer sat at supper. "First I'll frisk about and chase my tail, just as the dog does," thought the donkey. And he danced about the room, flinging up his hooves until the table toppled over and dishes went flying.

"Now I'll sit on his lap!" said the donkey, and he put his hooves up on the master's chair.

"Help! Save me from this mad beast!" the terrified farmer bellowed. Then his servants came running and, with shouts and blows, drove the donkey back to the stable.

"I suppose I'm a fine donkey," the donkey lamented, "but I'll never be a lapdog!"
Moral of the Story- What's right for one may be wrong for another. So, never try to copy another person in front of you.

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

Subject	: English
Skill	: Reading
Genre	: Narrative
Grade/ semester	: X/2
Time	: 2 x 45'

E. Standard Competence

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

F. Basic Competence

Comprehending the meaning of narrative text in oral and written

G. Indicators

5. Students are able to find word comprehension on narrative text
6. Students are able to find sentence comprehension on narrative text
7. Students are able to find paragraph comprehension on narrative text
8. Students are able to find text comprehension on narrative text

H. 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 : One stay three stray method

F. Teaching Learning Activities

NO	Teacher's Activities	Students' activities	Time
1.	Introduction 1.5 Greeting 1.6 Checking the students' present list 1.7 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'
	<ul style="list-style-type: none"> • Reviewing of narrative text material. • Introducing the new topic that students will be reading. 	Paying attention and give a respond	10'
	Main Activities 2.8 Making two clockwise around the room and number the tables and the members. 2.9 Grouping the students consist of four people in each group 2.10 Giving the student handout about The Old Woman and the Sparrow complete with unfamiliar word exist in that text. 2.11 Give the students unfamiliar word about the text and ask them to arrange the best generic structure of the	<ul style="list-style-type: none"> • Students sit with their own group • Doing the practice given by the teacher while working with their own group perhaps 15 minutes. • everyone with the number one to stand up, move one table to the next table (from 	60'

	<p>text.</p> <p>2.12 Ask student visit each table to interview the remaining member from the original group about how their completed assignment.</p> <p>2.13 Ask the students who visit each table to go back to their original group.</p> <p>2.14 Each student should report on what they learned from the other group.</p> <p>2.15 Ask them to retell the story only the representative of group</p>	<p>table one to table two, from table two to table three, and so on). After number one have moved the students number two to stand. They should move from table one to table three, from table two to table four, and so on. The students with number four should stay at their original number.</p> <ul style="list-style-type: none"> • Going back to their original group. • The three students with the number 1,2 and 3 report the result of the interview to the original group • Retelling the story 	
	<p>Post Activities</p> <p>3.1 The researcher and the students discussed together about the students' difficulties in reading activities.</p>	<ul style="list-style-type: none"> • Discussing the difficulties in reading activities. 	10'

G. Media and Source

c. Media

- board maker
- whiteboard
- students' handout

d. Source

<http://narrative-text.blogspot.co.id/2009/06/old-woman-and-sparrow.html>

F. Evaluation

5. Process evaluation (done during teaching and learning process)

c.Instrument : Observation guide

d.Indicators :

1. Paying attention to the teacher's explanation about the use of one stay three stray method.
6. Asking the question about using one stay three stray method.
7. Answering teacher's question about the use of one stay three stray Method.
8. Doing reading exercise using One stay three stray method.

c.The successful criteria : if 75% 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 75% of the students get the standard score 75 or more of reading comprehension test.

Jember, April 19th 2018

English Teacher

Researcher

Lukman Hakim, S.Pd

Maghfirotul Baroroh
NIM 1410231051

Narrative Text

Discuss with your friend and arrange the best generic structure of the text!

The Old Woman and the Sparrow

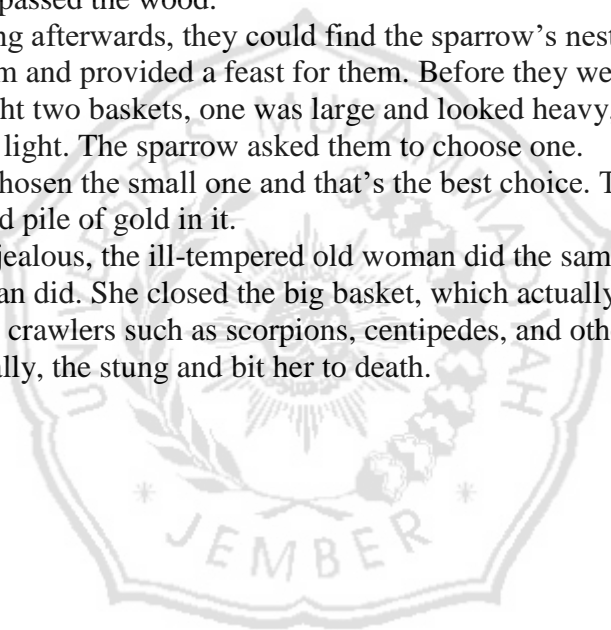
Once upon a time, there lived a kindhearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the 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, the stung and bit her to death.



LESSON PLAN (CYCLE 2)**Third Meeting**

Subject	: English
Skill	: Reading
Genre	: Narrative
Grade/ semester	: X/2
Time	: 2 x 45'

I. Standard Competence

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

J. Basic Competence

Comprehending the meaning of narrative text in oral and written

K. Indicators

9. Students are able to find word comprehension on narrative text
10. Students are able to find sentence comprehension on narrative text
11. Students are able to find paragraph comprehension on narrative text
12. Students are able to find text comprehension on narrative text

L. 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 : One stay three stray method

F. Teaching Learning Activities

NO	Teacher's Activities	Students' activities	Time
1.	Introduction 1.8 Greeting 1.9 Checking the students' present list 1.10 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'
	<ul style="list-style-type: none"> • Reviewing of narrative text material. • Introducing the new topic that students will be reading. 	<ul style="list-style-type: none"> • Paying attention and give a respond 	10'
	Main Activities 2.16 Making two clockwise around the room and number the tables and the members 2.17 Grouping the students consist of four people in each group 2.18 Giving the student handout about <i>Pinokio</i> with the unfamiliar word exist in that text. 2.19 Give the student unfamiliar word and ask them to find the moral value of the text	<ul style="list-style-type: none"> • Students sit with their own group • Doing the practice with the original group, it takes about 15 minutes. • Everyone with the number one to stand up, move one table to the next table (from table one to table two, from table two to table three, and 	60'

	<p>2.20 Ask student visit each table to interview the remaining member from the original group to find out how that group answered the question.</p> <p>2.21 Ask the students who visit each table to go back to their original group.</p> <p>2.22 Each student should report on what they learned from the other group to their original group</p>	<p>so on). After number one have moved the students number two to stand. They should move from table one to table three, from table two to table four, and so on. The students with number four should stay at their original number.</p> <ul style="list-style-type: none"> • Going back to their original group. • The three students with the number 1,2 and 3 report the result of the interview. 	
	<p>Post Activities</p> <p>4.3 Guiding students to make a brief conclusion of the lesson.</p> <p>4.4 Evaluating the whole activities that have been done.</p>	<ul style="list-style-type: none"> • Making a brief conclusion together with the teacher. • Paying attention to the teacher. 	10'

G. Media and Source

e. Media

- board maker
- whiteboard
- students' handout

f. Source

<https://ekspektasia.com/contoh-narrative-text/>

F. Evaluation

9. Process evaluation (done during teaching and learning process)

e. Instrument : Observation guide

f. Indicators :

1. Paying attention to the teacher's explanation about the use of one stay three stray method.
10. Asking the question about using one stay three stray method.
11. Answering teacher's question about the use of one stay three stray Method.
12. Doing reading exercise using One stay three stray method.

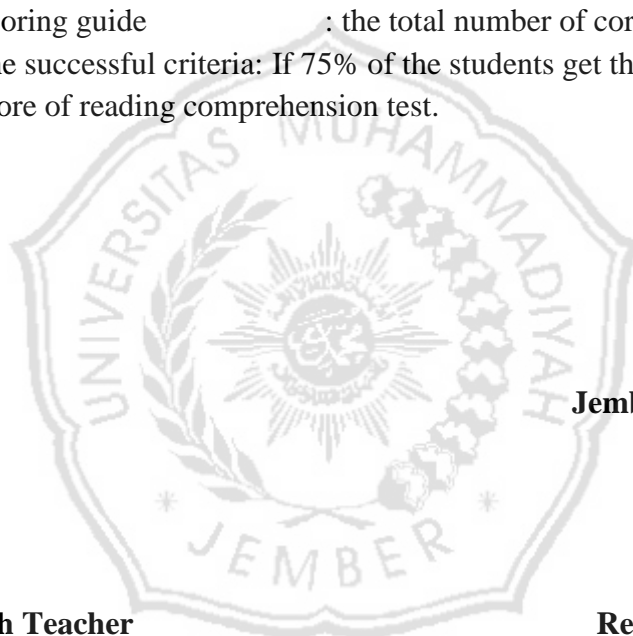
c. The successful criteria : if 75% the students fulfill at least 3 indicators.

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 75% of the students get the standard score 75 or more of reading comprehension test.



Jember, April 19th 2018

English Teacher

Researcher

Lukman Hakim, S.Pd

Maghfirotul Baroroh
NIM 1410231051

Narrative Text

Discuss with your friends What is the best moral value of the text bellow!

Pinokio

In the past, there was a puppeteer whose name is Geppetto. He eager to have a son very much but his wife passed away several years ago. One day, he got an idea to make a puppet in order not to be lonely again. He made a puppet all day long. Finally, in the morning he had finished his work and he named the puppet Pinocchio. Soon he felt lonely again since Pinocchio couldn't walk or talk by itself. One night, Geppetto prayed to the God to become a real boy. He always thought it on his mind in his dream.

In the next morning, he was surprised that Pinocchio was alive. He taught Pinocchio how to walk, how to read, how to speak and to do other things as human. He then studied at an elementary school. One day, Pinocchio felt bored and it made him go home late. When Pinocchio finally came home, Geppetto asked him. He said that he was on school but he wasn't. Instantly, Pinocchio's nose grew longer and longer and it meant that Pinocchio has lied.

The next morning, Pinocchio was kidnaped by the owner of circus. Pinocchio soon became a slave for the circus. He was so famous because he was a puppet which can talk. Geppetto worried about him because Pinocchio had not been going home for almost two days. He tried to find Pinocchio everywhere but he found nothing. When he searched him on the sea, big wave smashed him. He was then in whale's stomach when he awoke. He couldn't find the way to go out.

In the other side, Pinocchio finally could escape out from the circus. He came home but nobody was there. Latter on, he searched Geppetto in the sea. He got the same accident like Geppetto and he met Geppetto in whale's stomach. Both of them got out from its stomach by making a fire. In the end of the story, they went home together and lived happily ever after.

APPENDIX 6

ANALYSIS RELIABILITY OF TRY OUT TEST

NO	X	Y	X ²	Y ²	XY
1	23	17	529	289	391
2	11	13	121	169	143
3	12	15	144	225	180
4	20	20	400	400	400
5	21	21	441	441	441
6	19	21	361	441	399
7	21	17	441	289	357
8	21	20	441	400	420
9	22	23	484	529	506
10	20	23	400	529	460
11	20	21	400	441	420
12	27	24	729	576	648
13	23	16	529	256	368
14	18	23	324	529	414
15	24	17	576	289	408
16	25	20	625	400	500
17	20	24	400	576	480
18	20	21	400	441	420
19	23	21	529	441	483
20	19	22	361	484	418
21	13	12	169	144	156
22	21	20	441	400	420
23	13	14	169	196	182
24	15	13	225	169	195
25	20	19	400	361	380
26	19	21	361	441	399
27	13	16	169	256	208
28	20	21	400	441	420
29	19	23	361	529	437
30	17	23	289	529	391
31	13	16	169	256	208
32	14	8	196	64	112
33	20	20	400	400	400
34	13	14	169	196	182
35	20	18	400	324	360
Σ	659	657	12953	12851	12706

APPENDIX 9**LESSON PLAN (CYCLE 1)****First Meeting**

Subject	: English
Skill	: Reading
Genre	: Narrative
Grade/ semester	: X/2
Time	: 2 x 45'

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 narrative text in oral and written

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 : One stay three stray method

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'
	<ul style="list-style-type: none"> • The teacher asks to the students what they know about narrative text and One stay three stray method • Explaining the generic structures of narrative text and the definition of One stay three stray. 	<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'
	Main Activities 2.1 Making a clockwise around the room and number the tables and the members. 2.2 Grouping the students consist of four people in each group 2.3 Giving the students a narrative text in a slide 2.4 Ask the students to open their	<ul style="list-style-type: none"> • Student sits with their own group • Paying attention to the text that given by the teacher. • Doing the practice given by 	50'

	<p>students' handout and read narrative text with the title Tinker Bell as a practice to determine the generic structure of the text.</p> <p>2.5 Each student discuss with their own group to determine the generic structure.</p> <p>2.6 Ask student visit each table to interview the remaining member from the original group about how their completed assignment</p> <p>2.7 Ask the students who visit each table to go back to their original group.</p> <p>2.8 Each student should report on what they learned from the other group.</p>	<p>the teacher while working with their own group perhaps 15 minutes.</p> <ul style="list-style-type: none"> • everyone with the number one to stand up, move one table to the next table (from table one to table two, from table two to table three, and so on). After number one have moved the students number two to stand. They should move from table one to table three, from table two to table four, and so on. The students with number four should stay at their original number. • Going back to their original group. • The three students with the number 1,2 and 3 report the result of the interview. 	
	<p>Post Activities</p> <p>3.1 Guiding students to make a brief conclusion of the lesson.</p> <p>3.2 Evaluating the whole activities that have been done.</p>	<ul style="list-style-type: none"> • Making a brief conclusion together with the teacher. • Paying attention to the teacher. 	10'

G. Media and Source

a. Media

- board maker
- whiteboard
- students' handout

b. Source

<http://shaharinipink.blogspot.co.id/2013/03/narrative-text-about-tinker-bell.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 one stay three stray method.
2. Asking the question about using one stay three stray method.
3. Answering teacher's question about the use of one stay three stray Method.
4. Doing reading exercise using One stay three stray method.

Jember, April 19th 2018

English Teacher

Researcher

Lukman Hakim, S.Pd

Maghfirotul Baroroh
NIM 1410231051

Narrative Text

Arrange this text correctly based on the true generic structure!

Tinker Bell

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.

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.

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.

The answer!

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 t 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.

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

Subject	: English
Skill	: Reading
Genre	: Narrative
Grade/ semester	: X/2
Time	: 2 x 45'

E. Standard Competence

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

F. Basic Competence

Comprehending the meaning of narrative text in oral and written

G. Indicators

5. Students are able to find word comprehension on narrative text
6. Students are able to find sentence comprehension on narrative text
7. Students are able to find paragraph comprehension on narrative text
8. Students are able to find text comprehension on narrative text

H. 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 : One stay three stray method

F. Teaching Learning Activities

NO	Teacher's Activities	Students' activities	Time
1.	Introduction 1.4 Greeting 1.5 Checking the students' present list 1.6 Stating the Objective of the lesson. 1.7 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 a respond 	10'
	<ul style="list-style-type: none"> • Introducing the new topic that students will be reading. • Giving explanation about the use of one stay three stray by giving the narrative text 	<ul style="list-style-type: none"> • Paying attention. • Paying attention 	10'
	Main Activities 2.9 Making a clockwise around the room and number the tables and the members 2.10 Grouping the students consist of four people in each group 2.11 Giving a copy of a short narrative text with the title <i>The True friends</i> as a practice to find meanings of unfamiliar words	<ul style="list-style-type: none"> • Finding the group based on the previous group • Paying attention to the text that given by the teacher. • Doing the practice given by 	60'

	<p>2.12 Ask student find the main idea of each paragraph by sharing each other with the original group</p> <p>2.13 Ask student visit each table to interview the remaining member from the original group about how their completed assignment</p> <p>2.14 Ask the students who visit each table to go back to their original group.</p> <p>2.15 Each student should report on what they learned from the other group precisely about finding the main idea of <i>The True friends</i></p>	<p>the teacher while working with their own group perhaps 15 minutes.</p> <ul style="list-style-type: none"> • Everyone with the number one to stand up, move one table to the next table (from table one to table two, from table two to table three, and so on). After number one have moved the students number two to stand. They should move from table one to table three, from table two to table four, and so on. The students with number four should stay at their original number. • Going back to their original group. • The three students with the number 1,2 and 3 report the result of the interview. 	
	<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>	<ul style="list-style-type: none"> • Making a brief conclusion together with the teacher. • Paying attention to the teacher. 	10'

G. Media and Source

c. Media

- board maker
- whiteboard
- students' handout

d. Source

<http://www.englishiana.com/2016/03/10-contoh-narative-text-pendek-bahasa.html>

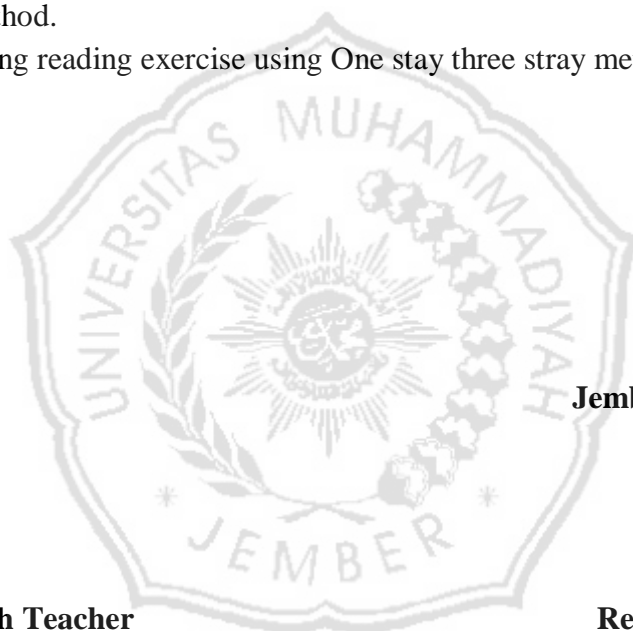
F. Evaluation

5. Process evaluation (done during teaching and learning process)

c.Instrument : Observation guide

d.Indicators :

1. Paying attention to the teacher's explanation about the use of one stay three stray method.
6. Asking the question about using one stay three stray method.
7. Answering teacher's question about the use of one stay three stray Method.
8. Doing reading exercise using One stay three stray method.



Jember, April 19th 2018

English Teacher

Researcher

Lukman Hakim, S.Pd

Maghfirotul Baroroh
NIM 1410231051

Narrative Text

Read the text below and find the main idea of each paragraph!

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in

the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."



LESSON PLAN (CYCLE 1)**Third Meeting**

Subject	: English
Skill	: Reading
Genre	: Narrative
Grade/ semester	: X/2
Time	: 2 x 45'

I. Standard Competence

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

J. Basic Competence

Comprehending the meaning of narrative text in oral and written

K. Indicators

9. Students are able to find word comprehension on narrative text
10. Students are able to find sentence comprehension on narrative text
11. Students are able to find paragraph comprehension on narrative text
12. Students are able to find text comprehension on narrative text

L. 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 : One stay three stray method

F. Teaching Learning Activities

NO	Teacher's Activities	Students' activities	Time
1.	Introduction 1.8 Greeting 1.9 Checking the students' present list 1.10 Stating the Objective of the lesson. 1.11 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 a respond 	10'
	<ul style="list-style-type: none"> • Introducing the new topic that students will be reading. 	<ul style="list-style-type: none"> • Paying attention. 	10'
	Main Activities 2.16 Making a clockwise around the room and number the tables and the members 2.17 Grouping the students consist of four people in each group 2.18 Giving the student handout about <i>The legend of Surabaya</i> 2.19 Ask them to read and make the moral value of the text. 2.20 Ask student visit each table to interview the remaining member from the original	<ul style="list-style-type: none"> • Students sit with their own group • Paying attention to the text that given by the teacher. • Doing the practice with the original group, it takes about 15 minutes. • Everyone with the number one to stand up, move one table to the next table (from table one to table two, from 	60'

	<p>group to find out the moral value of the text.</p> <p>2.21 Ask the students who visit each table to go back to their original group.</p> <p>2.22 Each student should report on what they learned from the other group.</p>	<p>table two to table three, and so on). After number one have moved the students number two to stand. They should move from table one to table three, from table two to table four, and so on. The students with number four should stay at their original number.</p> <ul style="list-style-type: none"> • Going back to their original group. • The three students with the number 1,2 and 3 report the result of the interview. 	
	<p>Post Activities</p> <p>3.1 Guiding students to make a brief conclusion of the lesson.</p> <p>3.2 Evaluating the whole activities that have been done.</p>	<ul style="list-style-type: none"> • Making a brief conclusion together with the teacher. • Paying attention to the teacher. 	10'

G. Media and Source

e. Media

- board maker
- whiteboard
- students' handout

f. Source

F. Evaluation

9. Process evaluation (done during teaching and learning process)

e. Instrument : Observation guide

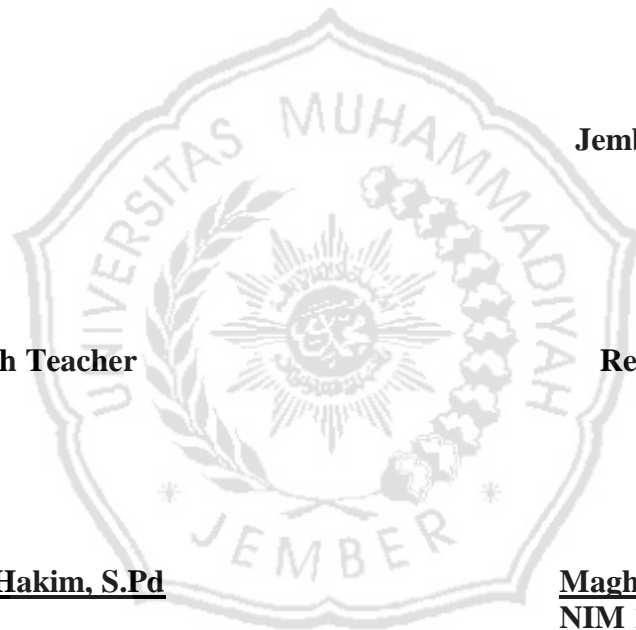
f. Indicators :

1. Paying attention to the teacher's explanation about the use of one stay three stray method.

10. Asking the question about using one stay three stray method.
 11. Answering teacher's question about the use of one stay three stray Method.
 12. Doing reading exercise using One stay three stray method.
- c. The successful criteria : if 75% 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 75% of the students get the standard score 75 or more of reading comprehension test.



Jember, April 19th 2018

English Teacher

Researcher

Lukman Hakim, S.Pd

**Maghfirotul Baroroh
NIM 1410231051**

Narrative Text

Discuss with your friends What is the best moral value of the text bellow!

The Legend of Surabaya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again.

They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.



APPENDIX 18

OBSERVATION CHECKLIST CYCLE 2

FIRST MEETING

No	Nama	FIRTS MEETING				ACTIVE	PASIVE
		1	2	3	4		
1	Adam Pramanata					ACTIVE	PASIVE
2	Adinia Selsa Setiawan	√	√	-	√	Active	-
3	Ahmad Alfian Septiawan	-	-	-	√	Active	-
4	Alifia Nurjannah	√	-	√	√	Active	-
5	Aliyyah Wardhani	√	-	√	√	Active	-
6	Aqiella Fadia Ferdiana	√	√	-	√	Active	-
7	Ardhi Amien Darmawhan	√	-	√	√	Active	-
8	Bella Safitri	-	-	-	√	-	Passive
9	Denissa Vonia Alifi	√	-	√	√	Active	-
10	Destria Shelgy	√	√	√	√	Active	-
11	Didi Hariyadi	√	-	-	√	-	Passive
12	Eka Destiana Safitri	√	-	√	√	Active	-
13	Fini Salsabillah Ad'hani	√	-	-	√	-	Passive
14	Firna Nur Fadhillah Arum	√	-	√	√	Active	-
15	Helmy Alif Mulana	-	-	-	√	-	Passive
16	Isya Lestari Triyudani	√	-	√	√	Active	-
17	Lailatul Irma	√	-	-	√	-	Passive
18	Lintang sasliza	√	√	√	√	Active	-
19	Meicha Kurnia Dewi	√	√	-	√	Active	-
20	Meri Anggreani	√	-	√	√	Active	-
21	Nina Putri Dwi Cahyani	-	-	-	√	-	Passive
22	Radyan Candra	√	-	√	√	Active	-
23	Regita Rizky Puspa	√	√	√	√	Active	-
24	Rio Febriantoni	√	-	-	√	-	Passive
25	Riskasari Afifatul	√	-	√	√	Active	-
26	Shafira Maudatul	√	-	-	√	-	Passive
27	Siti Nurazizah	√	-	√	√	Active	-
28	Sri Wahyuni	-	-	-	√	-	Passive
29	Surya Aditya Putra	√	-	√	√	Active	-
30	Verdinan tyas Wisnu Surya	√	-	-	√	-	Passive
31	Wafiq fattah Firmansyah	√	√	√	√	Active	-
32	Widatul Rohmanuyah Sa'adah	√	√	-	√	Active	-

OBSERVATION CHECKLIST CYCLE 2

SECOND MEETING

No	Nama	FIRTS MEETING				ACTIVE	PASIVE
		1	2	3	4		
1	Adam Pramanata					ACTIVE	PASIVE
2	Adinia Selsa Setiawan	√	√	-	√	Active	-
3	Ahmad Alfian Septiawan	-	-	-	√	Active	-
4	Alifia Nurjannah	√	-	√	√	Active	-
5	Aliyyah Wardhani	√	-	√	√	Active	-
6	Aqiella Fadia Ferdiana	√	√	-	√	Active	-
7	Ardhi Amien Darmawhan	√	-	√	√	Active	-
8	Bella Safitri	-	-	-	√	Active	-
9	Denissa Vonja Alifi	√	-	√	√	Active	-
10	Destria Shelgy	√	√	√	√	Active	-
11	Didi Hariyadi	√	-	-	√	-	Passive
12	Eka Destiana Safitri	√	-	√	√	Active	-
13	Fini Salsabillah Ad'hani	√	-	-	√	-	Passive
14	Firna Nur Fadhilah Arum	√	-	√	√	Active	-
15	Helmy Alif Mulana	-	-	-	√	-	Passive
16	Isya Lestari Triyudani	√	-	√	√	Active	-
17	Lailatul Irma	√	-	-	√	-	Passive
18	Lintang sasliza	√	√	√	√	Active	-
19	Meicha Kurnia Dewi	√	√	-	√	Active	-
20	Meri Anggreani	√	-	√	√	Active	-
21	Nina Putri Dwi Cahyani	-	-	-	√	Active	-
22	Radyan Candra	√	-	√	√	Active	-
23	Regita Rizky Puspa	√	√	√	√	Active	-
24	Rio Febriantoni	√	-	-	√	Active	-
25	Riskasari Afifatul	√	-	√	√	Active	-
26	Shafira Maudatul	√	-	-	√	Active	-
27	Siti Nurazizah	√	-	√	√	Active	-
28	Sri Wahyuni	-	-	-	√	Active	-
29	Surya Aditya Putra	√	-	√	√	Active	-
30	Verdinan tyas Wisnu Surya	√	-	-	√	Active	-
31	Wafiq fattah Firmansyah	√	√	√	√	Active	-
32	Widatul Rohmanuyah Sa'adah	√	√	-	√	Active	-

OBSERVATION CHECKLIST CYCLE 2

THIRD MEETING

No	Nama	FIRTS MEETING				ACTIVE	PASIVE
		1	2	3	4		
1	Adam Pramanata					ACTIVE	PASIVE
2	Adinia Selsa Setiawan	√	√	-	√	-	Passive
3	Ahmad Alfian Septiawan	-	-	-	√	-	Passive
4	Alifia Nurjannah	√	-	√	√	Active	-
5	Aliyyah Wardhani	√	-	√	√	Active	-
6	Aqiella Fadia Ferdiana	√	√	-	√	Active	-
7	Ardhi Amien Darmawhan	√	-	√	√	Active	-
8	Bella Safitri	-	-	-	√	Active	-
9	Denissa Vonja Alifi	√	-	√	√	Active	-
10	Destria Shelgy	√	√	√	√	Active	-
11	Didi Hariyadi	√	-	-	√	-	Passive
12	Eka Destiana Safitri	√	-	√	√	Active	-
13	Fini Salsabillah Ad'hani	√	-	-	√	-	Passive
14	Firna Nur Fadhilah Arum	√	-	√	√	Active	-
15	Helmy Alif Mulana	-	-	-	√	-	Passive
16	Isya Lestari Triyudani	√	-	√	√	Active	-
17	Lailatul Irma	√	-	-	√	-	Passive
18	Lintang sasliza	√	√	√	√	Active	-
19	Meicha Kurnia Dewi	√	√	-	√	Active	-
20	Meri Anggreani	√	-	√	√	Active	-
21	Nina Putri Dwi Cahyani	-	-	-	√	Active	-
22	Radyan Candra	√	-	√	√	Active	-
23	Regita Rizky Puspa	√	√	√	√	Active	-
24	Rio Febriantoni	√	-	-	√	Active	-
25	Riskasari Afifatul	√	-	√	√	Active	-
26	Shafira Maudatul	√	-	-	√	Active	-
27	Siti Nurazizah	√	-	√	√	Active	-
28	Sri Wahyuni	-	-	-	√	Active	-
29	Surya Aditya Putra	√	-	√	√	Active	-
30	Verdinan tyas Wisnu Surya	√	-	-	√	Active	-
31	Wafiq fattah Firmansyah	√	√	√	√	Active	-
32	Widatul Rohmanuyah Sa'adah	√	√	-	√	Active	-

THE RESULT OF OBSERVATION CHECKLIST

Cycle 1	First meeting	Second meeting	Third meeting	Mean
Active	$(21/32) \times 100\% =$ 65.62%	$(27/32) \times 100\% =$ 84.37%	$(26/32) \times 100\% =$ 81.25%	77.08%
Passive	$(11/32) \times 100\% =$ 34.37%	$(5/32) \times 100\% =$ 15,62%	$(7/32) \times 100\% =$ 21.87%	23.95%



APPENDIX 10

READING TEST CYCLE 1

Name : _____ Time : 90 minutes

Class : _____

The following text is for questions 1 to .

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 : <http://fauzan8einstein.blogspot.co.id/2014/09/narrative-text-legend-sangkuriang.html>)

1. Who is Tumang?
 - a. Sangkuriang's uncle
 - b. Sangkuriang's father
 - c. Sangkuriang's mother
 - d. Sangkuriang's child
2. What is generic structure of "A long time ago, there was a man named Sangkuriang"?
 - a. Identification
 - b. Orientation
 - c. Complication
 - d. Resolution
3. Which one of the following statement is NOT TRUE about Sangkuriang?
 - a. He liked hunting
 - b. He didn't have mother
 - c. He built a mountain
 - d. He killed his dog
4. "With all his anger, he kicked the boat that he had built". (Paragraph 4) The word *his* in the sentence refers to...
 - a. Tumang
 - b. Teacher
 - c. Sangkuriang's father
 - d. Sangkuriang
5. The word "endeavour" (paragraph 4) means...
 - a. Muscular
 - b. Vivacious
 - c. Brave
 - d. Effort
6. 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
7. 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
8. 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
9. "The Sangkuriang would fulfill the condition she had set". (*paragraph 3*)
The underlined word can be replaced by the word...
- a. Complete
 - b. Add
 - c. Enlighten
 - d. Relieve
10. At the end of the story, how was sangkuriang's feeling?
- a. He could accept everythin
 - b. He still loved Dayang sumbi
 - c. He was angry
 - d. He was sad

The following text is for questions 11 to 20.

The Magic Box

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

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

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

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

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

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

(Source : http://unname1.blogspot.co.id/2015/05/v-behaviorurldefaultvml0_16.html)

11. How was the farmer according to the writer? He was....
- a. generous
 - b. kind
 - c. humorous
 - d. rich
12. What is the main information discussed in the third paragraph?

- a. The way how they became rich
 - b. The dropped up coin
 - c. The dropped up apple
 - d. The box provide a dead grandfather
13. Where did the poor farmer find the magic box?
- a. at house
 - b. at river
 - c. at field
 - d. at jungle
14. What was the problem faced by the farmer?
- a. The farmer became poor
 - b. The box filled up with a dead grandfather
 - c. The farmer loose his box
 - d. The farmer loose his coin
15. When was the complication started?
- a. his wife dropped an apple into a big box and suddenly the box filled up with apples.
 - b. the farmer and his wife sold the apples were able to live quite comfortably
 - c. the farmer dropped a gold coin into the box
 - d. the apple disappeared and the box began to fill itself with coins.
16. How was the farmer's effort to be rich?
- a. He collected hundreds of coins
 - b. He sold his box with the high price
 - c. He sold his coins
 - d. He saved the box in his house
17. Why the grandfather was shouted by the farmer?
- a. Because he brought his box away
 - b. Because he didn't want to work
 - c. Because he took the box from him
 - d. Because he was lazy
18. What is the main idea of fourth paragraph?
- a. His process to be rich
 - b. The farmer was angry with grandfather
 - c. The grandfather fell into the box
 - d. The grandfather dead because of the box
19. The word "dropped" (*paragraph 3*) means..
- a. Push something
 - b. Pull something
 - c. Put something
 - d. Close something
20. What is the conclusion about the story?
- a. The grandfather was shouted by the farmer
 - b. The grandfather dead fell into the box
 - c. The farmer became poor because of his attitude
 - d. The farmer was buried in the box

APPENDIX 11**Answer keys of Reading test Cycle 1**

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





APPENDIX 12

The result of the Test Cycle

No	Name	Score
1	Adam Pramanata	75
2	Adinia Selsa Setiawan	70
3	Ahmad Alfian Septiawan	60
4	Alifia Nurjannah	65
5	Aliyyah Wardhani	65
6	Aqiella Fadia Ferdiana	55
7	Ardhi Amien Darmawhan	75
8	Bella Safitri	65
9	Denissa Vonja Alifi	70
10	Destria Shelgy	60
11	Didi Hariyadi	80
12	Eka Destiana Safitri	55
13	Fini Salsabillah Ad'hani	75
14	Firna Nur Fadhillah Arum	60
15	Helmy Alif Mulana	65
16	Isya Lestari Triyudani	80
17	Lailatul Irma	75
18	Lintang sasliza	80
19	Meicha Kurnia Dewi	75
20	Meri Anggreani	80
21	Nina Putri Dwi Cahyani	60
22	Radyan Candra	75
23	Regita Rizky Puspa	65
24	Rio Febriantoni	75
25	Riskasari Afifatul	70
26	Shafira Maudatul	70
27	Siti Nurazizah	55
28	Sri Wahyuni	65
29	Surya Aditya Putra	85
30	Verdinan tyas Wisnu Surya	75
31	Wafiq fattah Firmansyah	65
32	Widatul Rohmanuyah Sa'adah	80
Total		2225
Average		69,53125

The percentage on the students who reach score ≥ 75

$$E = 14/32 \times 100 = 44\%$$

APPENDIX 13

OBSERVATION CHECKLIST CYCLE 1

FIRST MEETING

No	Nama	FIRTS MEETING				ACTIVE	PASIVE
		1	2	3	4		
1	Adam Pramanata					ACTIVE	PASIVE
2	Adinia Selsa Setiawan	√	√	-	√	Active	-
3	Ahmad Alfian Septiawan	-	-	-	√	-	Passive
4	Alifia Nurjannah	√	-	√	√	Active	-
5	Aliyyah Wardhani	√	-	√	√	Active	-
6	Aqiella Fadia Ferdiana	√	√	-	√	Active	-
7	Ardhi Amien Darmawhan	√	-	√	√	Active	-
8	Bella Safitri	-	-	-	√	-	Passive
9	Denissa Vonja Alifi	√	-	√	√	Active	-
10	Destria Shelgy	√	√	√	√	Active	-
11	Didi Hariyadi	√	-	-	√	-	Passive
12	Eka Destiana Safitri	√	-	√	√	Active	-
13	Fini Salsabillah Ad'hani	√	-	-	√	-	Passive
14	Firna Nur Fadhillah Arum	√	-	√	√	Active	-
15	Helmy Alif Mulana	-	-	-	√	-	Passive
16	Isya Lestari Triyudani	√	-	√	√	Active	-
17	Lailatul Irma	√	-	-	√	-	Passive
18	Lintang sasliza	√	√	√	√	Active	-
19	Meicha Kurnia Dewi	√	√	-	√	Active	-
20	Meri Anggreani	√	-	√	√	Active	-
21	Nina Putri Dwi Cahyani	-	-	-	√	-	Passive
22	Radyan Candra	√	-	√	√	Active	-
23	Regita Rizky Puspa	√	√	√	√	Active	-
24	Rio Febriantoni	√	-	-	√	-	Passive
25	Riskasari Afifatul	√	-	√	√	Active	-
26	Shafira Maudatul	√	-	-	√	-	Passive
27	Siti Nurazizah	√	-	√	√	Active	-
28	Sri Wahyuni	-	-	-	√	-	Passive
29	Surya Aditya Putra	√	-	√	√	Active	-
30	Verdinan tyas Wisnu Surya	√	-	-	√	-	Passive
31	Wafiq fattah Firmansyah	√	√	√	√	Active	-
32	Widatul Rohmanuyah Sa'adah	√	√	-	√	Active	-

OBSERVATION CHECKLIST CYCLE 1

SECOND MEETING

No	Nama	FIRTS MEETING				ACTIVE	PASIVE
		1	2	3	4		
1	Adam Pramanata					ACTIVE	PASIVE
2	Adinia Selsa Setiawan	√	√	-	√	-	Passive
3	Ahmad Alfian Septiawan	-	-	-	√	-	Passive
4	Alifia Nurjannah	√	-	√	√	Active	-
5	Aliyyah Wardhani	√	-	√	√	Active	-
6	Aqiella Fadia Ferdiana	√	√	-	√	Active	-
7	Ardhi Amien Darmawhan	√	-	√	√	-	Passive
8	Bella Safitri	-	-	-	√	-	Passive
9	Denissa Vonja Alifi	√	-	√	√	Active	-
10	Destria Shelgy	√	√	√	√	Active	-
11	Didi Hariyadi	√	-	-	√	-	Passive
12	Eka Destiana Safitri	√	-	√	√	Active	-
13	Fini Salsabillah Ad'hani	√	-	-	√	-	Passive
14	Firna Nur Fadhilah Arum	√	-	√	√	Active	-
15	Helmy Alif Mulana	-	-	-	√	-	Passive
16	Isya Lestari Triyudani	√	-	√	√	Active	-
17	Lailatul Irma	√	-	-	√	-	Passive
18	Lintang sasliza	√	√	√	√	Active	-
19	Meicha Kurnia Dewi	√	√	-	√	Active	-
20	Meri Anggreani	√	-	√	√	Active	-
21	Nina Putri Dwi Cahyani	-	-	-	√	-	Passive
22	Radyan Candra	√	-	√	√	Active	-
23	Regita Rizky Puspa	√	√	√	√	Active	-
24	Rio Febriantoni	√	-	-	√	-	Passive
25	Riskasari Afifatul	√	-	√	√	Active	-
26	Shafira Maudatul	√	-	-	√	-	Passive
27	Siti Nurazizah	√	-	√	√	Active	-
28	Sri Wahyuni	-	-	-	√	-	Passive
29	Surya Aditya Putra	√	-	√	√	Active	-
30	Verdinan tyas Wisnu Surya	√	-	-	√	-	Passive
31	Wafiq fattah Firmansyah	√	√	√	√	Active	-
32	Widatul Rohmanuyah Sa'adah	√	√	-	√	Active	-

OBSERVATION CHECKLIST CYCLE 1

THIRD MEETING

No	Nama	FIRTS MEETING				ACTIVE	PASIVE
		1	2	3	4		
1	Adam Pramanata					ACTIVE	PASIVE
2	Adinia Selsa Setiawan	√	√	-	√	-	Passive
3	Ahmad Alfian Septiawan	-	-	-	√	-	Passive
4	Alifia Nurjannah	√	-	√	√	Active	-
5	Aliyyah Wardhani	√	-	√	√	Active	-
6	Aqiella Fadia Ferdiana	√	√	-	√	Active	-
7	Ardhi Amien Darmawhan	√	-	√	√	-	Passive
8	Bella Safitri	-	-	-	√	-	Passive
9	Denissa Vonja Alifi	√	-	√	√	Active	-
10	Destria Shelgy	√	√	√	√	Active	-
11	Didi Hariyadi	√	-	-	√	-	Passive
12	Eka Destiana Safitri	√	-	√	√	Active	-
13	Fini Salsabillah Ad'hani	√	-	-	√	-	Passive
14	Firna Nur Fadhilah Arum	√	-	√	√	Active	-
15	Helmy Alif Mulana	-	-	-	√	-	Passive
16	Isya Lestari Triyudani	√	-	√	√	Active	-
17	Lailatul Irma	√	-	-	√	-	Passive
18	Lintang sasliza	√	√	√	√	Active	-
19	Meicha Kurnia Dewi	√	√	-	√	Active	-
20	Meri Anggreani	√	-	√	√	Active	-
21	Nina Putri Dwi Cahyani	-	-	-	√	-	Passive
22	Radyan Candra	√	-	√	√	Active	-
23	Regita Rizky Puspa	√	√	√	√	Active	-
24	Rio Febriantoni	√	-	-	√	-	Passive
25	Riskasari Afifatul	√	-	√	√	Active	-
26	Shafira Maudatul	√	-	-	√	-	Passive
27	Siti Nurazizah	√	-	√	√	Active	-
28	Sri Wahyuni	-	-	-	√	-	Passive
29	Surya Aditya Putra	√	-	√	√	-	Passive
30	Verdinan tyas Wisnu Surya	√	-	-	√	-	Passive
31	Wafiq fattah Firmansyah	√	√	√	√	-	Passive
32	Widatul Rohmanuyah Sa'adah	√	√	-	√	-	Passive

THE RESULT OF OBSERVATION CHECKLIST

Cycle 1	First meeting	Second meeting	Third meeting	Mean
Active	$(20/32) \times 100\% =$ 62,5%	$(18/32) \times 100\% =$ 56,25%	$(15/32) \times 100\% =$ 46,87%	55,18%
Passive	$(12/32) \times 100\% =$ 37,5%	$(14/32) \times 100\% =$ 43,75%	$(17/32) \times 100\% =$ 53,12%	44,79%



APPENDIX 15

READING TEST CYCLE 2

Name : _____ Time : 90 minutes
 Class : _____

Read the text below carefully and choose the answer between A, B, C, or D
The following text is for questions 1 to 15.

Princess Mandalika

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>)

1. Where does the story take place?
 - a. East borneo
 - b. Lombok
 - c. Bali
 - d. Sumatra
2. The second paragraph is called
 - a. Orientation
 - b. Complication
 - c. Resolution
 - d. Identification
3. 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.
4. "Six of them came to Teberu and ask for her hand of marriage." (Paragraph 1)
 The underlined phrase can be replaced by
 - a. Intend
 - c. Promise

- b. Admit
d. Propose
5. Why did the princes wanted to marry princess mandalika?
a. Because of her beauty
b. because of her intelligent
c. Because she was kind
d. Because she was famous
6. Why did the King confused when the princess chose one of the princes?
a. Because it would create a war.
b. Because the princes did not love the princes.
c. Because the king knew all the princes didn't love his daughter.
d. Because the king worried about his position
7. Where did Princess Mandalika give the announcement?
a. Palace
b. Beach
c. Restaurant
d. Ballroom
8. How did the princess end her life?
a. Drink a poison
b. Threw herself into the sea
c. Hit by the car
d. Jump from balcony
9. What is the moral value of the story?
a. Everyone should have their own decision to choose something
b. Be brave to choose decision
c. Don't believe in stranger
d. Don't go to the beach
10. "there could be war against his kingdom". The underline word has the same meaning with... (Paragraph 2)
a. Oppose
b. Attack
c. Peace
d. Safe

The following text is for questions 11 to 20.

The Legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there were a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a baby. Every time they prayed to the Gods, asking for a child. One day, there was a loud voice in the sky when they were praying. "You are going to born a baby, and later you will give birth to many children. But I have a requirement for you to obey, if you really want to have children", said the voice. "Whatever you ask, my Lord", the couple answered, "We will do it", "You must sacrifice your first son for the gods".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next

times, you all have to sacrifice animals and crops to the gods.” Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

(source : <https://english2bshared.blogspot.co.id/2014/01/the-legend-of-kesodo-ceremony.html>)

11. What was the problem faced by Kesuma’s parents?
 - a. They had to give sacrifices for the Gods
 - b. They couldn’t get a baby after getting married for a long time
 - c. They couldn’t bring their children to the Gods to be sacrificed
 - d. The villagers would force them to sacrifice themselves
12. What is the main idea of the third paragraph?
 - a. The God came to ask the sacrifice
 - b. The couple won’t sacrifice their son
 - c. The couple was happy to have a son
 - d. The God remind them by giving an earthquake
13. Which one of the following statements is NOT TRUE about the couple?
 - a. The couple really loved Kesuma
 - b. The couple had eleven more children
 - c. They disobey the rules
 - d. They give their sacrifice
14. Where does the story take place?

a. West Java	c. Borneo
b. East Java	d. Sumatra
15. What was the requirement for the couple?

a. They should work harder	c. They must sacrifice their first son
b. They must served to God	d. They must sacrifice all the children
16. How was the couple’s effort to get a baby?
 - a. They meditated and prayed to their Gods
 - b. They gave sacrifices to the God
 - c. They asked other people to give them a baby
 - d. They asked other people to give sacrifices to the Gods.
17. What kind of disaster happened in that story?

a. Flood	c. Tsunami
b. Forest fire	d. Earthquakes
18. After Kesuma sacrifice himself, how was the situation of the village?

a. living peaceful	c. The society were angry
b. Disaster happened	d. All the things are broken
19. What lesson can we get from the story?
 - a. Kesuma is very brave
 - b. Everyone must keep his promise
 - c. Kesuma’s parents loved him very much
 - d. Gods want sacrifices from the people
- 20’ “The baby grew up into a handsome, taught man.” What is the synonym of the underlined word?
 - e. Strong
 - f. Very firm
 - g. Handsome
 - h. Hard

APPENDIX 16

Answer keys of Reading test Cycle 2

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



APPENDIX 17

The result of the Test Cycle 2

No	Nama	Score
1	Adam Pramanata	75
2	Adinia Selsa Setiawan	85
3	Ahmad Alfian Septiawan	60
4	Alifia Nurjannah	75
5	Aliyyah Wardhani	65
6	Aqiella Fadia Ferdiana	85
7	Ardhi Amien Darmawhan	75
8	Bella Safitri	80
9	Denissa Voniam Alifi	85
10	Destria Shelgy	80
11	Didi Hariyadi	80
12	Eka Destiana Safitri	60
13	Fini Salsabillah Ad'hani	75
14	Firna Nur Fadhilah Arum	80
15	Helmy Alif Mulana	75
16	Isya Lestari Triyudani	80
17	Lailatul Irma	65
18	Lintang sasliza	80
19	Meicha Kurnia Dewi	80
20	Meri Anggreani	85
21	Nina Putri Dwi Cahyani	80
22	Radyan Candra	90
23	Regita Rizky Puspa	90
24	Rio Febriantoni	80
25	Riskasari Afifatul	65
26	Shafira Maudatul	95
27	Siti Nurazizah	95
28	Sri Wahyuni	75
29	Surya Aditya Putra	85
30	Verdinan tyas Wisnu Surya	80
31	Wafiq fattah Firmansyah	80
32	Widatul Rohmanuyah Sa'adah	90
Total		2530
Average		79,0625

The percentage on the students who reach score ≥ 75

$$E = \frac{28}{32} \times 100 = 86\%$$

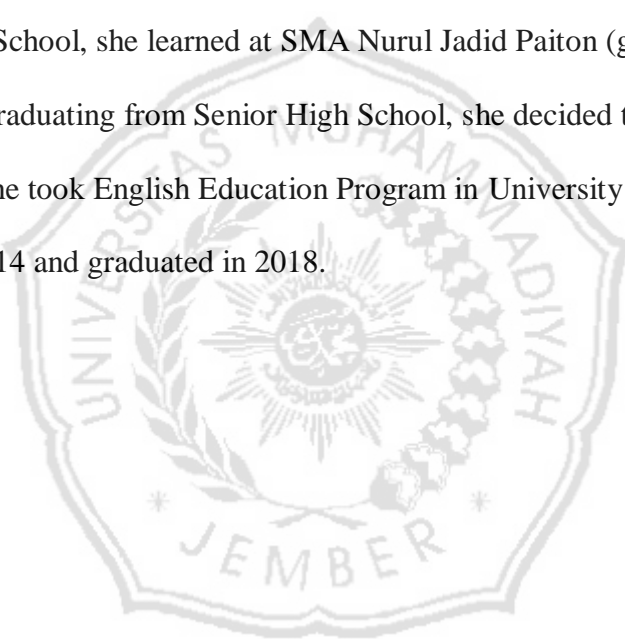


APPENDIX 19**CURRICULUM VITAE**

Maghfirotul Baroroh is a daughter of Suwarno and Nurhasanah. She was born on February 18th, 1996 in Lumajang.

She began her study at TK RA Sumber Anyar in 1998 (graduated in 2002). Then she continued to study at MI AL-ISHLAH (graduated in 2008). After that, she continued to study at MTs Negeri Lumajang (graduated in 2011) and for her Senior High School, she learned at SMA Nurul Jadid Paiton (graduated in 2014).

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



APPENDIX 20**STATEMENT OF ORIGINALITY OF SARJANA THESIS**

The undersigned:

Name : Maghfirotul Baroroh
Student Number : 14102310351
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, 01th of June 2018

Writer

Maghfirotul Baroroh
NIM. 1410231051

