Appendix 1

**Matrix Research**

| Title | Problem | Variable | Indicator | Data Resources | Research Method | Hypothesis |
|---|---|---|---|---|---|---|
| Improving student reading comprehension by using reciprocal technique in the narrative text at SMK PGRI 05 Jember in the academic year 2017/2018 | 1.How can the use Reciprocal Technique in the Narrative text to improve students' reading comprehension at tenth grade of SMK PGRI 05 Jember the academic year 2017/2018 ?<br><br>2. "How can the use Reciprocal Technique in the Narrative text improve students' participation active at tenth grade of SMK PGRI 5 JEMBER in the academic year 2017/2018 ? | Variable 1<br>Reciprocal Teaching<br><br><br>Variable 2<br>Reading comprehension | Reciprocal Technique :<br>-Predicting<br>-Questioning<br>-Clarifying<br>-Summarizing<br><br>Reading Comprehension :<br>-To find out the specific and general information of a text.<br>-To find out the main idea<br>-To interpret the meaning of words, phrases and the sentences based on the context of the reading passage. | Subject<br>The tenth grade student of SMK PGRI 05 Jember in the academic year 2017/2018<br>Informant :<br>The English teacher of the tenth grade student<br>Document :<br>The previous reading score of the tenth grade student | Research Design Classroom Action Research:Planning,acting, observing,reflecting Instrument of the research :<br>Test,observation, checklist<br>Data Analysis: The primary data are analyzed using the following :<br>$E= \frac{n}{N} \times 100\%$<br>Where :<br>E: The percentage of the students who get score 75 or more<br>n: The total number of the students who get score 75 or more students.<br>N: The total of the students. | Action Hypothesis Reciprocal Technique can improve reading comprehension at tenth SMK PGRI 05 Jember in the academic year 2017/2018 by providing activities like predicting, questioning, clarifying and summarizing that can make the students enthusiastic in doing the task. Reciprocal Technique can improve students' participation active at tenth grade of SMK PGRI 5 JEMBER in the academic year 2017/2018 ? |

**LESSON PLAN**

| | |
|---|---|
| School | : SMK PGRI 05 Jember |
| Subject | : English |
| Kelas / Semester | : X / 2 |
| Material | : Narative Text |
| Time | : 2 x  45 menit |
| Academic Year | : 2017/2018 |

## A.  Kompetensi Inti

KI 3 : Understanding, applying, analyzing factual, conceptual,  procedural knowledge based on his curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of study which is specific to his or her talents and interests to solve problems

KI 4 : Processing, reasoning and chanting in the realm of concrete and abstract realms is related to the development of the self-study in schools independently, and capable of using methods according to scientific rules

## B. Competency and Indicator

| No. | Basic Competency | Indicator |
|---|---|---|
| 3.9. | Analyzing social functions, text structures, and linguistic elements in simple narrative texts in the form of folk legends in the context of their use | Identify structure of the narrative text all about the legend |
| 4.15. | Capturing the meaning of oral and written narrative texts in the form of simple legends. | • To determine the main idea, meaning the word in the narrative text.<br>To find out the general spesific information about narrative text |

C. The Purpose of Lesson

➢ Attitude

1.During and after learning process, During and after the learning process, learners can be grateful to the opportunity to learn English as introduction of international communication embodied in the spirit of learning.

2. During and after the learning process, learners are able to emulate the attitudes and actions of care, confidence, discipline, and love of peace shown by characters in narrative texts in the form of simple legends.

3. During and after the learning process, learners are able to demonstrate honest and responsible behavior in performing tasks in narrative text learning in the form of simple legend

➢ **Knowledge**

4. Learners by reading narrative texts and discussions are able to explain the structure of simple narrative texts all about the legend

5.Learners can read narrative texts and discussions are able to explain the linguistic element of simple narrative text in the form of folk legend.

➢ **Skill**

5.Learners through the discussion able to analyze the main ideas, meaning the word, and dig information about the narrative text

**D. Learning Material**

Narrative Text          : **Snow White**

The Purpuse   : To amuse, entertain and to deal with actual or various experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds 2 resolution.

Generic Structure: Orientation, Complication, Resolution, Re-orientation

**E. Learning Method**

Reciprocal Technique

**F. Media and Learning Sources**

1. Media : Narrative Text "Snow White "

2. Tool    : Narrative Text

3. Learning Sources :

http://www.studybahasainggris.com/contoh-narrative-text-sangkuriang-dalam-bahasa-inggris/

http://zeinnaufal.blogspot.co.id/2014/02/narrative-text-adalah-teks-yang.html

https://www.nurdiono.com/generic-structure-of-narrative-text.html

**G. Learning Activity**

**The First Meeting**

| No | Step | Learning Model | Time |
|----|------|----------------|------|
| 1. | The First Activity | 1.Control learning situation the class<br><br>2. Pray Together<br><br>3.  Explanation about a competency.<br><br>4. Explanation the main idea about material and some activity will do and explanation technique scoring. | **5 Minutes** |
| 2. | Core Activity | **Observing**<br>• Students read narrative texts about the legend "Snow White" provided by the teacher.<br>**Asking**<br>• The students ask detailed information in the text " Snow White ".<br>**Exploring**<br>• The students find out unfamiliar word | **75 minutes** |

| | | the paragraph set, the information is implied or explicit in the text " Snow White

**Associating**

• Groups of students analyze the text of the legend " Snow White " with a focus on the social function, structure, and linguistic elements.

**Communicating**

• Students explain the social functions, structures, and elements of the discovery found after reading the legendary text | |
|---|---|---|---|
| | **Closing** | Students receive feedback and reinforcement from teachers and friends about the results of the analysis presented in the group work.
• Learners refine the structure of the narrative text " Snow White " based on feedback from teachers and friends.
• Learners receive information about future meeting implementation planning plans | **10 minutes** |

**E. Scoring**

**1. Tecnique    : Self Judgment**

**2. Instrument :**

**-Scoring of Attitude**

| No | Statement | Yes | No |
|----|-----------|-----|-----|
| 1 | Do it independently or as instructed by the teacher | | |
| 2 | Doing a job is not cheating | | |
| 3 | Come on time in class | | |
| 4 | Dress accordingly | | |
| 5 | Obey the rules of the teacher during the lesson | | |
| 6 | Speaking, speaking spoken and writing well | | |
| 7 | Gather tasks on time | | |
| 8 | To pursue the tasks assigned by the teacher well | | |
| 9 | Do not blame other friends in the work | | |
| 10 | Apologize for the mistakes made | | |

3. Basic score

Information    ; Ya (1) No (0)

Very Good    : 11-12

Good        : 9-10

Enough        : 6-8

**Knowledge :**

1. Technique    : Written Test
2. **Instrument    :**

### Snow White

One upon the time there lived a little girl named snow white. She lived with her aunt and uncle because her parents died.

One day she heard her uncle and aunt talking about leaving snow white in the little castle because they both wanted to go America and they didn't have money to take snow white with them.

Snow white didn't want her uncle and aunt to do this so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered. So, she went inside and feel sleep.

Meanwhile the seven dwarfs were coming home from work. They when inside. There they found snow white sleeping. Then snow white woke up. She saw the dwarfs. Doc, one of the dwarfs asked: "what is your name?" snow white answered: "my name is snow white."

The dwarfs said, "if you wish, you may live here with us." snow white said, "oh, could I ? thank you." Then snow white told the dwarfs the whole story about her. Snow white and the seven dwarfs lived happily ever after.

Adopted: UN SMA/MA 2007

F. Scoring rules

Correct x 20 = Students score

Appendix 2

## Preliminary Study X Accounting 1
## SMK PGRI 05 JEMBER

| Student Number | Score | Conclusion |
|---|---|---|
| 1 | 75 | Achieved. |
| 2 | 70 | Not Achieved |
| 3 | 70 | Not Achieved |
| 4 | 65 | Not Achieved |
| 5 | 65 | Not Achieved |
| 6 | 70 | Not Achieved |
| 7 | 75 | Achieved. |
| 8 | 70 | Not Achieved |
| 9 | 75 | Achieved. |
| 10 | 80 | Achieved. |
| 11 | 75 | Achieved. |
| 12 | 70 | Not Achieved |
| 13 | 75 | Achieved. |
| 14 | 80 | Achieved. |
| 15 | 80 | Achieved. |
| 16 | 70 | Not Achieved |
| 17 | 70 | Not Achieved |
| 18 | 75 | Achieved. |
| 19 | 70 | Not Achieved |
| 20 | 75 | Achieved. |
| 21 | 80 | Achieved. |
| 22 | 65 | Not Achieved |
| 23 | 70 | Not Achieved |
| 24 | 75 | Achieved. |
| 25 | 75 | Achieved. |
| 26 | 80 | Achieved. |
| 27 | 80 | Achieved. |
| 28 | 80 | Achieved. |
| 29 | 75 | Achieved. |
| 30 | 70 | Not Achieved |
| 31 | 75 | Achieved. |
| 32 | 75 | Achieved. |
| 33 | 80 | Achieved. |

| 34 | 75 | Achieved. |
|---|---|---|
| 35 | 70 | Not Achieved |
| 36 | 70 | Not Achieved. |
| 37 | 65 | Not Achieved |
| 38 | 85 | Achieved. |
| 39 | 65 | Not Achieved |
| 40 | 75 | Not Achieved |
| 41 | 85 | Achieved. |
| 42 | 70 | Not Achieved |
| 43 | 75 | Achieved. |
| 44 | 70 | Not Achieved |
|  | The students got $\geq 75$ | 24 students |

Note :

The result of summary, they are 24 students got $\geq 75$. The student got $\leq 75$ are 20 students.

The Percentage of students got $\geq 75 = \dfrac{2}{4}$ x 100% = 54,54%

The Percentage of students got $\leq 75 = \dfrac{2}{4}$ x 100 % = 45,46%

Appendix 13

Name :

Student Number

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

### The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird would not 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!

Adopted from : *Gudang soal Hafiezona 2012*

1. What kind of the text is it ?
   a. Report        c. Narrative
   b. Recount       d. Descriptive

2. "It was very, very smart"
   The underlined word refers to ….
   a. The man      c. The chicken
   **b. The bird**      d. Puerto Rico

3. Where does the story take place?
   a. London      c. Jakarta

      **b.  Puerto Rico**      d.  Buenos Aires

4. What is the word that the parrot cannot say?
      **a.  Catano**             c.  Canato
      b.  Tacano             d.  Nacato

5. How often did the owner teach the bird how to say the word?
      a.  Always             **c.  Many times**
      b.  Everyday           d.  Every second

6. Which statement is true according to the text?
      a.  The parrot could say Catano      c.  Catano was the name at the parrot
      **b.  At last the parrot could say Catano**      d.  The man never got angry at the parrot

7. What does the man do to the bird because the bird cannot say the name of a place.
      a.  The man ate the bird.      c.  The man killed the bird.
      b.  The sold the bird.      **d.  The man taught the bird.**

8. According to passage, it is most likely that ….
      **a.  The bird killed the three chickens.**      c.  The bird played with the chicken.
      b.  The three chickens killed the bird.      d.  The bird killed one of the three chickens.

9. What is the story about?
      a.  A parrot and a cat      **c.  A parrot and the owner**
      b.  A parrot and a chicken      d.  A parrot, the owner, and chickens

10. "The parrot was very, very <u>smart</u>"
The word 'smart' means ….
      a.  Stupid             c  Stubborn
      **b.  Clever**             d.  Beautiful

11. "The parrot was <u>screaming</u> at the fourth chickens"
What does the underlined word mean?
      a.  Smiling             **c.  Shouting**
      b.  Crying             d.  Laugh

12. The dominant structure in the narrative text is use ...
      a. Present tense           **c. Past tense**
      b. Present Perfect           d. Present continous

13."Soon I will eat <u>them</u>".... (Paragraph 2) the underline word refers to ?
      a**. chiken bird**           c. The owner
      b. bird             d. The people

14. Which paragraph that show the orientation ?
    **a. paragraph 1**                      c. Paragraph 3
    b. paragrap 2                     d. Paragraph 4

15. What is the purpose of this passage ?
    a. to give information based on the text        c. To describe the text
    **b. to entertain the readers of the story**        d. To tell the bird

**The Fox And The Crow**

One day a crow stole a big pieces of meal. Then she flew on a branch of a tree to enjoy it. A fox knew this. He wanted the meat for himself. He came near the tree. The fox said politely to her.

"Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!" The crow was very glad to hear, but she kept quiet. "But, .... eghr ... could you be the most beautiful princess in this forest. Eghr, .... oh, very sorry," the fox continued. Miss crow was surprise to see him in doubt. "Oh, Sorry you can not, because you can not sing a song" the fox said slowly and looked dissapointed. When she heard the fox's last word, the crow was angry. She shouted loudly, "I can!". Just then, the meat missed from the crow's break and fell down. The fox got it and went away.

16. What kind of text is it?
    **a. Narative**                        c. Descriptive
    b. Recount                      d. Explanation

17. What is the writer's main purpose in writing the text?
  a. To persuade the readers to do something     c.**To amuse the readers with funny story**

  b. To describe the way fox and crow get along    d.To tell past event for the purpose of informing

18. What is the story about ?
    a. Crow                       **c. Crow and Fox**
    b. fox                         d. Bird

19. Which statement is true according to the text..

    a. Crow buy the meat

    b. Crow fly to house to enjoy the meat

    **c. The fox get meat from the crow and run away**

    d. Fox want to eat the meat together with the crow

**20**"The crow was very glad to hear, but she kept <u>quiet</u>". The underlined means...

    a.   Stop

    b.   Enough

    c.   Sleeping

    **d.   Silent**

Appendix 3

**Name:**

**Student Number:**

**Class :**

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

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    b. The bird         d. Puerto Rico

3. Where does the story take place?
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    b. Puerto Rico     d. Buenos Aires

4. What is the word that the parrot cannot say?
   - a. Catano
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   - c. Canato
   - d. Nacato

5. How often did the owner teach the bird how to say the word?
   - a. Always
   - b. Everyday
   - c. Many times
   - d. Every second

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   - a. The parrot could say Catano
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   - a. The bird killed the three chickens.
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   - c. Shouting
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   - d. The people

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   - b. to entertain the readers of the story
   - c. To describe the text
   - d. To tell the bird

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"Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!" The crow was very glad to hear, but she kept quiet. "But, .... eghr ... could you be the most beautiful princess in this forest. Eghr, .... oh, very sorry," the fox continued. Miss crow was surprise to see him in doubt. "Oh, Sorry you can not, because you can not sing a song" the fox said slowly and looked dissapointed. When she heard the fox's last word, the crow was angry. She shouted loudly, "I can!". Just then, the meat missed from the crow's break and fell down. The fox got it and went away.

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17. What is the writer's main purpose in writing the text?
 a.   To persuade the readers to do something    c.To amuse the readers with funny story
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18  What is the story about ?
    a. Crow                              c. Crow and Fox
    b. fox                               d. Bird
19. Which statement is true according to the text..
    a.   Crow buy the meat
    b.   Crow fly to house to enjoy the meat
    c.   The fox get meat from the crow and run away
    d.   Fox want to eat the meat together with the crow
**20**"The crow was very glad to hear, but she kept quiet". The underlined means...
    a.   Stop                           c. Sleeping
    b.   Enough                         d. Silent
21"The fox said slowly and looked dissapointed". The antonym of the underlined word is..
    a. Gently                           c. Merely
    b. Simply                           d. Carefully
22. To tell the story, writer use...
    a.   Simpe past tenses              c.   Present continues tenses
    b.   Simple present tenses          d.   Perfect tenses
23 "The fox said polytely to her" the underline word means..
    a.   Respectfull                    c. Smile
    b.   Angry                          d. Cry

24. The crow was very angry when fox said..

    a.    "Oh, Sorry you can not, because you can not sing a song"

    b.    "But, .... eghr ... could you be the most beautiful princess in this forest. Eghr, ....
oh, very sorry,"

    c.    "Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!"

    d.    "Oh.. you're so beautiful"

25.  At the end of story, fox...

    a.    Fall in love with the crow        c.    Hitting by the crow

    b.    Got the meat and run away        d.    Dissapointed

26. The generic structure of the text is ...

    a. Orientation- complication-resolution-re-orientation

    b. Orientation-Reorientation-complication-resolution

    c. identification –orientation

    d. Re-orientation-complication-resolution-re-orientation

27.  "Oh, Sorry you can not, because you can not sing a song" the fox said slowly and looked
dissapointed. The antonym of slowly is..

    a. Very fast                   c. often

    b. the same                 d. Sometimes

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

    a. Past tense                 c. Passive voice

    b. Present tense             d. Perfect tense

29. The crow was very glad to hear, but she kept quiet (Paragraph 2) The synonym underline
word means .....

    a. happy                   c. dissapointed

    b. sad                    d. Broken heart

30. What is the purpose of this text ?

    a. to describe the fox and the crow    .  c. To tell about the fox and the crow

    b. To entertaine the readers of this story    d  To show the fox and the crow

**Snow White**

One upon the time there lived a little girl named snow white. She lived with her aunt and uncle because her parents died.

One day she heard her uncle and aunt talking about leaving snow white in the little castle because they both wanted to go America and they didn't have money to take snow white with them.

Snow white didn't want her uncle and aunt to do this so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered. So, she went inside and feel sleep.

Meanwhile the seven dwarfs were coming home from work. They when inside. There they found snow white sleeping. Then snow white woke up. She saw the dwarfs. Doc, one of the dwarfs asked: "what is your name?" snow white answered: "my name is snow white."

The dwarfs said, "if you wish, you may live here with us." snow white said, "oh, could I ? thank you." Then snow white told the dwarfs the whole story about her. Snow white and the seven dwarfs lived happily ever after.

Adopted: UN SMA/MA 2007

31. When Snow white decided to run from home …..
    a. At noon              c. At midnight
    b. At midday           d In the morning

32. What the title tells about…..
    a. Snow white         c. The prince
    b. The dwarfs         d. The woman

33. One upon the time there lived a little girl named snow white. She lived with her aunt and uncle because her parents died (Pargaraph 1) the first paragraph is called ....
    a. orientation           c. Resolution
    b. complication        d. Climax

34. Why did Snow White live with her uncle and aunt ? Because..
    a. her parents died        c. She want to live in America
    b. her parents work      d. She didn't have money

35. Meanwhile the seven dwarfs were coming home from work. <u>They</u> when inside (paragraph2). The underline word refer to ...
    a. The seven dwarfs      c. The people
    b. Snow white         d. A littel cottage

36. The third paragraph describes in detail …..
    a. Where snow white aunt and uncle had breakfast
    b. Whom snow white met in the woods
    c. What snow white did after hearing her uncle plan
    d. How snow white went into the cottage

37 .The dwarfs said, "if you wish, <u>you may live here with us."</u>
  What did the dwarfs mean with the words underline?
    a. He asked snow white for a permission to stay with

b. He offered snow white to stay with them
c. He showed his interest in snow white
d. He agreed to stay with snow white

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

a. simple present tense              c. Past perfect tense

b. Past tense                        d. Present perfect tense

39. How did the end of this story ?

a. Snow white and the seven dream live here together
b. Snow white and the seven dwarfs lived happily ever after.
c. Snow white told the dwarfs the whole story
d . Snow white so sad

40. What is the purpose of this story ?
a. to describe the Snow White
b. to entertain the readers of the story
c. to give information about Snow White
d. to share the story

## Pinguin

Once a man was walking in a park when he across a penguin. He took it to a policeman and said; "What should I do?" The policeman replied; "Take it to the zoo!".
The next day, the policeman saw the man in the same park.
The man was still carrying the penguin. The policeman was rather surprised and walked up to the man and asked; "Why are you still carrying the penguin? Didn't you take it to the zoo?" The man replied; "I certainly did. And it was a great idea because the penguin really enjoyed it. So, today I am taking it to the movie".

41. What the title tells about…..
   a. A policeman              c. Penguin in the park
   b. The zoo                  d. The park
42. The text tells the story of.....
   a. The man                  c. The policeman
   b. The penguin              d. The park
43. The policeman was rather surprised and walked up to the man and asked…..
   a. "Why are you still carrying the penguin? Didn't you take it to the zoo?"
   b. "What should I do?"
   c. "Take it to the zoo!".
   d. "I certainly did. And it was a great idea because the penguin really enjoyed it".
44. How many paragraph of the text?
   a. 1 paragraph              c. 3 paragraph
   b. 2 paragraph              d. 4 paragraph

45. How many character are there in the text?
    a.    1                                     *c*.    3
    b.    2                                     d.    4

## The Rats and The Elephants

Once upon a time their lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on 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.

46. What is the story about ?
    a. The Rats and Elephant                c. A group of rats
    b. A group elephant in a juggle        d. King of the jugle
47. What kind of the text ?
    a. Narrative                            c. Descriptive
    b Spoof                              d. Recount
48.What destroyed the homes of all rats?
    a. a group of mice did                 c. elephant-hunter did
    b. the hunter did                      d. a group of elephant did

49. What helped the elephant's herd free?
    a. the elephant-hunter did             c. the trapped elephants did
    b. the hunters did                    d. entire group of rats did
50. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
    a. Identification                      c. Complication
    b. Orientation                       d. Resolution
51. What are the generic structure of this text ?
    a.   Identification-Description
    b   Orientation-complication- resolution-reorientation
    c.   Complication -resolution-reorientation-orientation
    d.   Orientation-complication- resolution-event
52. The rat's king **immediately** took his entire group of rats and they cut open the nets which had trapped the elephant's herd (paragraph 2). The synonym of the underline word ...
    a. Soon                              c. Slow
    b. Fast                               d. Silent

53. What is the dominant structure used in the text ?
    a. Present Tense          c. Perfect Tense
    b. Past Tense            d. Continous tense

54. . On hearing the sad story, the elephant's king apologized and **agreed** to take another route( Paragraph 1) The antonym underline words .....
    a. contradict           c. approach
    b. clear away           d. Support

55. At the end of the story, how was the elephant's herd?
    a. angry              c. happy
    b. sad                d. dead

**A Farmer**

      A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

      When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again,  and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

      To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket; but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away.

      Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood; and the birds decorated it with flowers of every kind.

56.Which of the following statements do you agree with ?
    a.The farmer chased his wife away.
    b.The farmer lived happily with his wife.
    c.The farmer's wife took care of the bird.
    d.The bird was very thankful to the farmer.

57. The farmer's new hut was….
    a.   Well furnished
    b.   Built by the birds
    c.    a gift from the birds
    d.   built of perfumed wood

58. What do we learn from the text?
    a.   A gift shows  kindness.
    b.   Sufferings bring happiness.
    c.   A good deed deserves a reward.
    d.   Having no heart makes you isolated.

59.What is the main information discussed in the third paragraph?
    a.The bird left the farmer.
    b.The birds welcomed the farmer
    c.The farmer got a little casket from the birds.

d. The farmer was so angry and went out to find the bird.

60. The word "discovered" (p3) means….
   a. proved
   b. found out
   c. saw
   d. invented

GOOD LUCK

Appendix 14

**Key Answer**

**Cycle Test 1**

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

Appendix 4

**Answer Key of Try Out Test**

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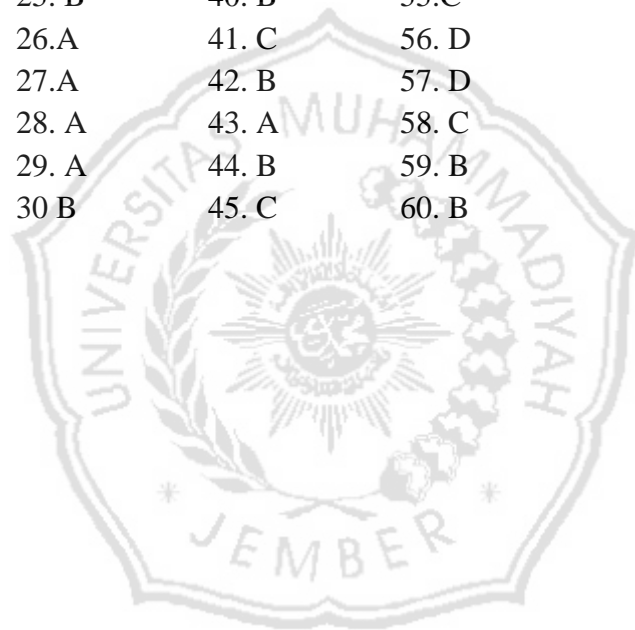
Appendix 15

The Result Cycle Test 1
X Accounting 1
SMK PGRI 05 Jember

| Student Number | Score | Conclusion |
|---|---|---|
| 1 | 85 | Achieved |
| 2 | 65 | Not achieved |
| 3 | 85 | Achieved |
| 4 | 70 | Not achieved |
| 5 | 55 | Not achieved |
| 6 | 65 | Not achieved |
| 7 | 55 | Not achieved |
| 8 | 65 | Not achieved |
| 9 | 75 | Achieved |
| 10 | 70 | Not achieved |
| 11 | 80 | Achieved |
| 12 | 70 | Not achieved |
| 13 | 65 | Not achieved |
| 14 | 65 | Not achieved |
| 15 | 75 | Achieved |
| 16 | 50 | Not achieved |
| 17 | 55 | Not achieved |
| 18 | 75 | Achieved |
| 19 | 70 | Not achieved |
| 20 | 65 | Not achieved |
| 21 | 75 | Achieved |
| 22 | 45 | Not achieved |
| 23 | 70 | Not achieved |
| 24 | 75 | Achieved |
| 25 | 65 | Not achieved |
| 26 | 70 | Not achieved |
| 27 | 55 | Not achieved |
| 28 | 75 | Achieved |
| 29 | 70 | Not achieved |
| 30 | 75 | Achieved |
| 31 | 75 | Achieved |
| 32 | 45 | Not achieved |
| 33 | 75 | Achieved |

| 34 | 75 | Achieved |
|---|---|---|
| 35 | 65 | Not achieved |
| 36 | 70 | Not achieved |
| 37 | 65 | Not achieved |
| 38 | 85 | Achieved |
| 39 | 70 | Not achieved |
| 40 | 75 | Achieved |
| 41 | 75 | Achieved |
| 42 | 70 | Not achieved |
| 43 | 75 | Achieved |
| 44 | 75 | Achieved |
| Total Score | 3030 | |
| Total Students got >75 | 19 students | |

Mean= $\dfrac{t\mathrm{c} \quad \mathrm{o} \quad s\mathrm{c}}{t\mathrm{c} \quad \mathrm{o} \quad s\mathrm{i}}$

Mean $= \dfrac{3\mathrm{l}}{4} = 68,8$

The mean score of the students reading test is 68,8

Then, the percentage of the students who got at least good score >75 was counted follow :

$E = \dfrac{n}{N}$ x 100%

$E = \dfrac{1}{4}$ x 100%

43,1%

**LESSON PLAN**

School     : SMK PGRI 05 Jember
Subject     : English
Kelas / Semester  : X / 2
Material     : Narative Text
Time      : 2 x  45 menit
Academic Year   : 2017/2018

## A.  Kompetensi Inti

KI 3  :  Understanding, applying, analyzing factual, conceptual,  procedural knowledge based on his curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of study which is specific to his or her talents and interests to solve problems

KI 4  : Processing, reasoning and chanting in the realm of concrete and abstract realms is related to the development of the self-study in schools independently, and capable of using methods according to scientific rules

## B. Competency and Indicator

| No. | Basic Competency | Indicator |
|---|---|---|
| 3.9. | Analyzing social functions, text structures, and linguistic elements in simple narrative texts in the form of folk legends in the context of their use | Identify structure of the narrative text all about the legend |
| 4.15. | Capturing the meaning of oral and written narrative texts in the form of simple legends. | • To determine the main idea, meaning the word in the narrative text. To find out the general spesific information about narrative text |

**C. The Purpose of Lesson**

➢ Attitude

1.During and after learning process, During and after the learning process, learners can be grateful to the opportunity to learn English as introduction of international communication embodied in the spirit of learning.

2. During and after the learning process, learners are able to emulate the attitudes and actions of care, confidence, discipline, and love of peace shown by characters in narrative texts in the form of simple legends.

3. During and after the learning process, learners are able to demonstrate honest and responsible behavior in performing tasks in narrative text learning in the form of simple legend

➢ **Knowledge**

4. Learners by reading narrative texts and discussions are able to explain the structure of simple narrative texts all about the legend

5.Learners can read narrative texts and discussions are able to explain the linguistic element of simple narrative text in the form of folk legend.

➢ **Skill**

5.Learners through the discussion able to analyze the main ideas, meaning the word, and dig information about the narrative text

**D. Learning Material**

Narrative Text      : Sangkuriang

The Purpuse    : To amuse, entertain and to deal with actual or various experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds 2 resolution.

Generic Structure: Orientation, Complication, Resolution, Re-orientation

**E. Learning Method**

Reciprocal Technique

F. **Media and Learning Sources**

1. Media : Narrative Text "Sangkuriang "

2. Tool     : Narrative Text

3. Learning Sources :

http://www.studybahasainggris.com/contoh-narrative-text-sangkuriang-dalam-bahasa-inggris/

http://zeinnaufal.blogspot.co.id/2014/02/narrative-text-adalah-teks-yang.html

https://www.nurdiono.com/generic-structure-of-narrative-text.html

## G. Learning Activity

**The First Meeting**

| No | Step | Learning Model | Time |
|---|---|---|---|
| **1.** | The First Activity | 1.Control learning situation the class<br><br>2. Pray Together<br><br>3.  Explanation about a competency.<br><br>4. Explanation the main idea about material and some activity will do and explanation technique scoring. | **5 Minutes** |
| **2.** | Core Activity | **Observing**<br>• Students read narrative texts about the legend "Sangkuriang" provided by the teacher.<br>**Asking**<br>• students question the main idea of each paragraph, the meaning of the new words and detailed information in the text " Sangkuriang ".<br>**Exploring**<br>• Students can find the main idea in the paragraph set, the information is implied or explicit in the text " Sangkuriang"<br>**Associating**<br>• Groups of students analyze the text of the legend " Sangkuriang " with a focus | **75 minutes** |

| | | on the social function, structure, and linguistic elements.<br><br>**Communicating**<br><br>• Students explain the social functions, structures, and elements of the discovery found after reading the legendary text | |
|---|---|---|---|
| | **Closing** | Students receive feedback and reinforcement from teachers and friends about the results of the analysis presented in the group work.<br><br>• Learners refine the structure of the narrative text " Sangkuriang " based on feedback from teachers and friends.<br><br>• Learners receive information about future meeting implementation planning plans | **10 minutes** |

**E. Scoring**

**1. Tecnique    : Self Judgment**

**2. Instrument :**

**-Scoring of Attitude**

| No | Statement | Yes | No |
|---|---|---|---|
| 1 | Do it independently or as instructed by the teacher | | |
| 2 | Doing a job is not cheating | | |
| 3 | Come on time in class | | |
| 4 | Dress accordingly | | |

| 5 | Obey the rules of the teacher during the lesson | | |
|---|---|---|---|
| 6 | Speaking, speaking spoken and writing well | | |
| 7 | Gather tasks on time | | |
| 8 | To pursue the tasks assigned by the teacher well | | |
| 9 | Do not blame other friends in the work | | |
| 10 | Apologize for the mistakes made | | |

3. Basic score

Information    ; Ya (1) No (0)

Very Good     : 11-12

Good          : 9-10

Enough        : 6-8

**Knowledge :**

1. Technique    : Written Test
2. **Instrument** **:** Essay

**Sangkuriang**

Some upon times ago, there was a family which lived in the palace of Priangan Land. They were happy family although a father was a dog"Tumang", a mother was Dayang Sumbi and a son was Sangkuriang. One day, Dayang Sumbi asked her son to hunt a deer at the deer. He went the jungle but the fortune was not at him, He did not get a deer. He felt so bored so he decided to kill Tumang.

After getting at home, he gave Tumang's liver but he told that it was a deer's liver. But Dayang Sumbing did not believe that it was deer's liver but Tumang's Liver, because   she did not see Tumang at home.She was so angry so asked him to go out…

After some years later, Sangkuriang became a handsome teen. He like travelling many places, and finally he met a beautiful woman in a village. He felt in love with her, They loved each other and discussed bout their wedding plan. But Dayang Sumbi was shocked after looking at his wound on his head, she was sure that he was her son, Sangkuriang.

She tried to make him not to get marry her, she gave a wish that Sangkuriang could make a huge ship and large lake for a night. Sangkuriang was not afraid , he tried as fast and strong as he could. In almost the ending of the finishing, Dayang Sumbi woke up the chicken to crow. Sangkurinag was so angry , he kicked the ship onto the lake, it became tobe a mount. It was called Tangkuban perahu mount

1. What are the generic sturucture of the text ?
2. Who are the main caracthers in the story ?
3. What did Dayang Sumbi look like
4. What made Dayang Sumbi stay young?
5. What moral value can we learn from the story ?

Key Answer :

1. Orientation-Complication-Resolution-Re-orientation
2. Dayang Sumbi and Sangkuriang
3. She was beautiful
4. She set up conditions in doing things
5. Do not make a promise to easily

F. Scoring rules

Correct x 20 = Students score

Appendix 20

**Key Answer**

**Cycle Test 2**

| | | | |
|---|---|---|---|
| 1. a | 6. a | 11. a | 16. a |
| 2. b | 7. a | 12. b | 17. a |
| 3. a | 8. a | 13. b | 18. d |
| 4. b | 9. b | 14. b | 19. b |
| 5. b | 10. d | 15. b | 20. c |

**Appendix 12**

## LESSON PLAN

| | |
|---|---|
| School | : SMK PGRI 05 Jember |
| Subject | : English |
| Kelas / Semester | : X / 2 |
| Material | : Narative Text |
| Time | : 2 x  45 menit |
| Academic Year | : 2017/2018 |

### A.  Kompetensi Inti

KI 3    :   Understanding, applying, analyzing factual, conceptual,  procedural knowledge based on his curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of study which is specific to his or her talents and interests to solve problems

KI 4      : Processing, reasoning and chanting in the realm of concrete and abstract realms is related to the development of the self-study in schools independently, and capable of using methods according to scientific rules

### B. Competency and Indicator

| No. | Basic Competency | Indicator |
|---|---|---|
| 3.9. | Analyzing social functions, text structures, and linguistic elements in simple narrative texts in the form of folk legends in the context of their use | Identify structure of the narrative text all about the legend |
| 4.15. | Capturing the meaning of oral and written narrative texts in the form of simple legends. | • To determine the main idea, meaning the word in the narrative text. To find out the general spesific information about narrative text |

C. The Purpose of Lesson

➢ Attitude

1.During and after learning process, During and after the learning process, learners can be grateful to the opportunity to learn English as introduction of international communication embodied in the spirit of learning.

2. During and after the learning process, learners are able to emulate the attitudes and actions of care, confidence, discipline, and love of peace shown by characters in narrative texts in the form of simple legends.

3. During and after the learning process, learners are able to demonstrate honest and responsible behavior in performing tasks in narrative text learning in the form of simple legend

➢ **Knowledge**

4. Learners by reading narrative texts and discussions are able to explain the structure of simple narrative texts all about the legend

5.Learners can read narrative texts and discussions are able to explain the linguistic element of simple narrative text in the form of folk legend.

➢ **Skill**

5.Learners through the discussion able to analyze the main ideas, meaning the word, and dig information about the narrative text

**D. Learning Material**

Narrative Text : **Snow White**

The Purpuse : To amuse, entertain and to deal with actual or various experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds 2 resolution.

Generic Structure: Orientation, Complication, Resolution, Re-orientation

**E. Learning Method**

Reciprocal Technique

**F. Media and Learning Sources**

1. Media : Narrative Text "Snow White "

2. Tool    : Narrative Text

3. Learning Sources :

http://www.studybahasainggris.com/contoh-narrative-text-sangkuriang-dalam-bahasa-inggris/

http://zeinnaufal.blogspot.co.id/2014/02/narrative-text-adalah-teks-yang.html

https://www.nurdiono.com/generic-structure-of-narrative-text.html

**G. Learning Activity**

**The First Meeting**

| No | Step | Learning Model | Time |
|----|------|----------------|------|
| 1. | The First Activity | 1.Control learning situation the class<br>2. Pray Together<br>3.  Explanation about a competency.<br>4. Explanation the main idea about material and some activity will do and explanation technique scoring. | **5 Minutes** |
| 2. | Core Activity | **Observing**<br>• Students read narrative texts about the legend "Snow White" provided by the teacher.<br>**Asking**<br>• The students ask detailed information in the text " Snow White ".<br>**Exploring**<br>• The students find out unfamiliar word | **75 minutes** |

| | | the paragraph set, the information is implied or explicit in the text " Snow White | |
|---|---|---|---|
| | | **Associating** | |
| | | • Groups of students analyze the text of the legend " Snow White " with a focus on the social function, structure, and linguistic elements. | |
| | | **Communicating** | |
| | | • Students explain the social functions, structures, and elements of the discovery found after reading the legendary text | |
| | **Closing** | Students receive feedback and reinforcement from teachers and friends about the results of the analysis presented in the group work. <br> • Learners refine the structure of the narrative text " Snow White " based on feedback from teachers and friends. <br> • Learners receive information about future meeting implementation planning plans | **10 minutes** |

**E. Scoring**

**1. Tecnique    : Self Judgment**

**2. Instrument :**

**-Scoring of Attitude**

| No | Statement | Yes | No |
|----|-----------|-----|-----|
| 1 | Do it independently or as instructed by the teacher | | |
| 2 | Doing a job is not cheating | | |
| 3 | Come on time in class | | |
| 4 | Dress accordingly | | |
| 5 | Obey the rules of the teacher during the lesson | | |
| 6 | Speaking, speaking spoken and writing well | | |
| 7 | Gather tasks on time | | |
| 8 | To pursue the tasks assigned by the teacher well | | |
| 9 | Do not blame other friends in the work | | |
| 10 | Apologize for the mistakes made | | |

3. Basic score

Information    ; Ya (1) No (0)

Very Good    : 11-12

Good        : 9-10

Enough      : 6-8

**Knowledge :**

1. Technique        : Written Test
2. **Instrument     :**

### Snow White

One upon the time there lived a little girl named snow white. She lived with her aunt and uncle because her parents died.

One day she heard her uncle and aunt talking about leaving snow white in the little castle because they both wanted to go America and they didn't have money to take snow white with them.

Snow white didn't want her uncle and aunt to do this so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered. So, she went inside and feel sleep.

Meanwhile the seven dwarfs were coming home from work. They when inside. There they found snow white sleeping. Then snow white woke up. She saw the dwarfs. Doc, one of the dwarfs asked: "what is your name?" snow white answered: "my name is snow white."

The dwarfs said, "if you wish, you may live here with us." snow white said, "oh, could I ? thank you." Then snow white told the dwarfs the whole story about her. Snow white and the seven dwarfs lived happily ever after.

Adopted: UN SMA/MA 2007

F. Scoring rules

Correct x 20 = Students score

**Appendix 17**

## LESSON PLAN

| | |
|---|---|
| School | : SMK PGRI 05 Jember |
| Subject | : English |
| Kelas / Semester | : X / 2 |
| Material | : Narative Text |
| Time | : 2 x  45 menit |
| Academic Year | : 2017/2018 |

### A.  Kompetensi Inti

KI 3     :   Understanding, applying, analyzing factual, conceptual,  procedural knowledge based on his curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of study which is specific to his or her talents and interests to solve problems

 KI 4       : Processing, reasoning and chanting in the realm of concrete and abstract realms is related to the development of the self-study in schools independently, and capable of using methods according to scientific rules

### B. Competency and Indicator

| No. | Basic Competency | Indicator |
|---|---|---|
| 3.9. | Analyzing social functions, text structures, and linguistic elements in simple narrative texts in the form of folk legends in the context of their use | Identify structure of the narrative text all about the legend |
| 4.15. | Capturing the meaning of oral and written narrative texts in the form of simple legends. | • To determine the main idea, meaning the word in the narrative text.<br>To find out the general spesific information about narrative text |

**C. The Purpose of Lesson**

➢ Attitude

1.During and after learning process, During and after the learning process, learners can be grateful to the opportunity to learn English as introduction of international communication embodied in the spirit of learning.

2. During and after the learning process, learners are able to emulate the attitudes and actions of care, confidence, discipline, and love of peace shown by characters in narrative texts in the form of simple legends.

3. During and after the learning process, learners are able to demonstrate honest and responsible behavior in performing tasks in narrative text learning in the form of simple legend

➢ **Knowledge**

4. Learners by reading narrative texts and discussions are able to explain the structure of simple narrative texts all about the legend

5.Learners can read narrative texts and discussions are able to explain the linguistic element of simple narrative text in the form of folk legend.

➢ **Skill**

5.Learners through the discussion able to analyze the main ideas, meaning the word, and dig information about the narrative text

**D. Learning Material**

Narrative Text      : **The Story of the Smart Parrot**

The Purpuse    : To amuse, entertain and to deal with actual or various experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds 2 resolution.

Generic Structure: Orientation, Complication, Resolution, Re-orientation

**E. Learning Method**

Reciprocal Technique

**F. Media and Learning Sources**

1. Media : Narrative Text "**The Story of the Smart Parrot"**

2. Tool     : Narrative Text

3. Learning Sources :

http://www.studybahasainggris.com/contoh-narrative-text-sangkuriang-dalam-bahasa-inggris/

http://zeinnaufal.blogspot.co.id/2014/02/narrative-text-adalah-teks-yang.html

https://www.nurdiono.com/generic-structure-of-narrative-text.html

**G. Learning Activity**

**The First Meeting**

| No | Step | Learning Model | Time |
|---|---|---|---|
| 1. | The First Activity | 1.Control learning situation the class<br><br>2. Pray Together<br><br>3.  Explanation about a competency.<br><br>4. Explanation the main idea about material and some activity will do and explanation technique scoring. | 5 Minutes |
| 2. | Core Activity | **Observing**<br><br>• Students read narrative texts about the legend "The Smart of Parrot" provided by the teacher.<br><br>**Asking**<br><br>• The students ask detailed information in the text " The Smart of Parrot ".<br><br>**Exploring** | 75 minutes |

| | | • The students find out unfamiliar word the paragraph set, the information is implied or explicit in the text " Snow White<br><br>**Associating**<br>• Groups of students analyze the text of the legend " The Smart of Parrot " with a focus on the social function, structure, and linguistic elements.<br><br>**Communicating**<br>• Students explain the social functions, structures, and elements of the discovery found after reading the text | |
| | **Closing** | Students receive feedback and reinforcement from teachers and friends about the results of the analysis presented in the group work.<br>• Learners refine the structure of the narrative text " The Smart of Parrot " based on feedback from teachers and friends.<br>• Learners receive information about future meeting implementation planning plans | **10 minutes** |

**E. Scoring**

**1. Tecnique    : Self Judgment**

**2. Instrument :**

**-Scoring of Attitude**

| No | Statement | Yes | No |
|----|-----------|-----|-----|
| 1 | Do it independently or as instructed by the teacher | | |
| 2 | Doing a job is not cheating | | |
| 3 | Come on time in class | | |
| 4 | Dress accordingly | | |
| 5 | Obey the rules of the teacher during the lesson | | |
| 6 | Speaking, speaking spoken and writing well | | |
| 7 | Gather tasks on time | | |
| 8 | To pursue the tasks assigned by the teacher well | | |
| 9 | Do not blame other friends in the work | | |
| 10 | Apologize for the mistakes made | | |

3. Basic score

Information    ; Ya (1) No (0)

Very Good    : 11-12

Good        : 9-10

Enough        : 6-8

**Knowledge :**

1. Technique : Written Test
2. **Instrument :**


**The Story of the Smart Parrot**

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it.

It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird would not 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!

Adopted from : *Gudang soal Hafiezona 2012*

1. Where does the story take place?
   a. London
   **b. Puerto Rico**
   c. Jakarta
   d. Buenos Aires
   e. America

2. What is the word that the parrot cannot say?
   **a. Catano**
   b. Tacano
   c. Canato
   d. Nacato
   e. Macato

3. How often did the owner teach the bird how to say the word?
   a. Always
   b. Everyday
   **c. Many times**
   d. Every second
   e. Often

4 Which statement is true according to the text?
   a. The parrot could say Catano

      b.  **At last the parrot could say Catano**

      c.  Catano was the name at the parrot

      d.  The man never got angry at the parrot

      e.  The man always silent

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

      a.  The man ate the bird.

      b.  The sold the bird.

      c.  The man killed the bird.

      **d.  The man taught the bird.**

      e.  The man buy the bird

6. According to passage, it is most likely that ….

      a.  The bird killed the three chickens.

      b.  The three chickens killed the bird.

      c.  The bird played with the chicken.

      **d.  The bird killed one of the three chickens.**

      e.  The three bird killed cat

7. What is the story about?

      a.  A parrot and a cat

      b.  A parrot and a chicken

      **c.  A parrot and the owner**

      d.  A parrot, the owner, and chickens

      e.  A parrot and cat

8.   "It was very, very smart"

The underlined word refers to ….

      a.  The man

      **b.  The bird**

      c.  The chicken

      d.  Puerto Rico

      e.  The cat

9.  "The parrot was very, very smart"

The word 'smart' means ….

      a.  Stupid

      b.  **Clever**

      c.  Stubborn

      d.  Beautiful

      e.  Nice

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

What does the underlined word mean?

      a.  Smiling

      b.  Crying

      **c.  Shouting**

      d.  Laugh

      e.  Feeling

**F. Scoring rules**

Correct x 20 = Students score

**Appendix 18**

## LESSON PLAN

|                  |                         |
|------------------|-------------------------|
| School           | : SMK PGRI 05 Jember    |
| Subject          | : English               |
| Kelas / Semester | : X / 2                 |
| Material         | : Narative Text         |
| Time             | : 2 x  45 menit         |
| Academic Year    | : 2017/2018             |

## A.  Kompetensi Inti

KI 3     :   Understanding, applying, analyzing factual, conceptual,  procedural knowledge based on his curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization related causes of phenomena and events, and applying procedural knowledge to the field of study which is specific to his or her talents and interests to solve problems

KI 4     : Processing, reasoning and chanting in the realm of concrete and abstract realms is related to the development of the self-study in schools independently, and capable of using methods according to scientific rules

## B. Competency and Indicator

| No. | Basic Competency | Indicator |
|-----|------------------|-----------|
| 3.9. | Analyzing social functions, text structures, and linguistic elements in simple narrative texts in the form of folk legends in the context of their use | Identify structure of the narrative text all about the legend |
| 4.15. | Capturing the meaning of oral and written narrative texts in the form of simple legends. | • To determine the main idea, meaning the word in the narrative text. To find out the general spesific information about narrative text |

C. The Purpose of Lesson

➢ Attitude

1.During and after learning process, During and after the learning process, learners can be grateful to the opportunity to learn English as introduction of international communication embodied in the spirit of learning.

2. During and after the learning process, learners are able to emulate the attitudes and actions of care, confidence, discipline, and love of peace shown by characters in narrative texts in the form of simple legends.

3. During and after the learning process, learners are able to demonstrate honest and responsible behavior in performing tasks in narrative text learning in the form of simple legend

➢ **Knowledge**

4. Learners by reading narrative texts and discussions are able to explain the structure of simple narrative texts all about the legend

5.Learners can read narrative texts and discussions are able to explain the linguistic element of simple narrative text in the form of folk legend.

➢ **Skill**

5.Learners through the discussion able to analyze the main ideas, meaning the word, and dig information about the narrative text

**D. Learning Material**

Narrative Text       : **The Fox and the Crow**

The Purpuse   : To amuse, entertain and to deal with actual or various experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds 2 resolution.

Generic Structure: Orientation, Complication, Resolution, Re-orientation

**E. Learning Method**

Reciprocal Technique

**F. Media and Learning Sources**

1. Media : Narrative Text "**The Fox and the Crow"**

2. Tool    : Narrative Text

3. Learning Sources :

http://www.studybahasainggris.com/contoh-narrative-text-sangkuriang-dalam-bahasa-inggris/

http://zeinnaufal.blogspot.co.id/2014/02/narrative-text-adalah-teks-yang.html

https://www.nurdiono.com/generic-structure-of-narrative-text.html

**G. Learning Activity**

**The First Meeting**

| No | Step | Learning Model | Time |
|----|------|----------------|------|
| **1.** | The First Activity | 1.Control learning situation the class<br>2. Pray Together<br>3.  Explanation about a competency.<br>4. Explanation the main idea about material and some activity will do and explanation technique scoring. | **5 Minutes** |
| **2.** | Core Activity | **Observing**<br>• Students read narrative texts about the legend " **The Fox and the Crow** " provided by the teacher.<br>**Asking**<br>• The students ask detailed information in the text " **The Fox and the Crow** " .<br>**Exploring** | **75 minutes** |

| | | • The students find out unfamiliar word the paragraph set, the information is implied or explicit in the text " **The Fox and the Crow** The students identify generic structure on the text **Associating** • Groups of students analyze the text of the legend " **The Fox and the Crow** " with a focus on the social function, structure, and linguistic elements.<br><br>**Communicating** • Students explain the social functions, structures, and elements of the discovery found after reading the text | |
| | **Closing** | Students receive feedback and reinforcement from teachers and friends about the results of the analysis presented in the group work. • Learners refine the structure of the narrative text " **The Fox and the Crow** " based on feedback from teachers and friends. • Learners receive information about future meeting implementation planning plans | **10 minutes** |

**E. Scoring : Scoring rules**

   Correct x 20 = Students score

**1. Tecnique     : Self Judgment**

**2. Instrument :**

**-Scoring of Attitude**

| No | Statement | Yes | No |
|----|-----------|-----|----|
| 1 | Do it independently or as instructed by the teacher | | |
| 2 | Doing a job is not cheating | | |
| 3 | Come on time in class | | |
| 4 | Dress accordingly | | |
| 5 | Obey the rules of the teacher during the lesson | | |
| 6 | Speaking, speaking spoken and writing well | | |
| 7 | Gather tasks on time | | |
| 8 | To pursue the tasks assigned by the teacher well | | |
| 9 | Do not blame other friends in the work | | |
| 10 | Apologize for the mistakes made | | |

3. Basic score

Information     ; Ya (1) No (0)

Very Good     : 11-12

Good             : 9-10

Enough          : 6-8

**Knowledge :**

1. Technique : Written Test
2. **Instrument :**

**The Fox And The Crow**

One day a crow stole a big pieces of meal. Then she flew on a branch of a tree to enjoy it. A fox knew this. He wanted the meat for himself. He came near the tree. The fox said politely to her.

"Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!" The crow was very glad to hear, but she kept quiet. "But, .... eghr ... could you be the most beautiful princess in this forest. Eghr, .... oh, very sorry," the fox continued. Miss crow was surprise to see him in doubt. "Oh, Sorry you can not, because you can not sing a song" the fox said slowly and looked dissapointed. When she heard the fox's last word, the c

row was angry. She shouted loudly, "I can!". Just then, the meat missed from the crow's break and fell down. The fox got it and went away.

1. What kind of text is it?
   **a. Narative**
   b. Recount
   c. Descriptive
   d. Explanation
2. What is the writer's main purpose in writing the text?
   a. To persuade the readers to do something
   b. To describe the way fox and crow get along
   c. **To amuse the readers with funny story**
   d. To tell past event for the purpose of informing
3. The text tells the story of...
   a. Crow
   b. fox
   c. **Crow and Fox**
   d. Bird
4. Which statement is true according to the text..
   a. Crow buy the meat
   b. Crow fly to house to enjoy the meat

c.    The fox get meat from the crow and run away

d.    Fox want to eat the meat together with the crow

**5** "The crow was very glad to hear, but she kept <u>quiet</u>". The underlined means...

a.    Stop

b.    b. Enough

c.    c. Sleeping

**d.    d. Silent**

6 "The fox said <u>slowly</u> and looked dissapointed". The antonym of the underlined word is..

a.    Gently

b.    b. Simply

**c.    Fast**

d.    d. Carefully

7.    To tell the story, writer use...

a.    **Simpe past tenses**

b.    Simple present tenses

c.    Present continues tenses

d.    Perfect tenses

8   "The fox said <u>polytely</u> to her" the underline word means..

**a.    Respectfull**

b.    . Angry

c.    Smile

d.    Cry

9.    The crow was very angry when fox said..

a.    **"Oh, Sorry you can not, because you can not sing a song"**

b.    "But, .... eghr ... could you be the most beautiful princess in this forest. Eghr, .... oh, very sorry,"

c.    "Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!"

d.    "Oh.. you're so beautiful"

10.   At the end of story, fox...

a.    Fall in love with the crow

b.    **Got the meat and run away**

c.    Hitting by the crow

d.    Dissapointed

Appendix 19

Name :

Student Number

---

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

**The Fox And The Crow**

One day a crow stole a big pieces of meal. Then she flew on a branch of a tree to enjoy it. A fox knew this. He wanted the meat for himself. He came near the tree. The fox said politely to her.

"Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!" The crow was very glad to hear, but she kept quiet. "But, .... eghr ... could you be the most beautiful princess in this forest. Eghr, .... oh, very sorry," the fox continued. Miss crow was surprise to see him in doubt. "Oh, Sorry you can not, because you can not sing a song" the fox said slowly and looked dissapointed. When she heard the fox's last word, the crow was angry. She shouted loudly, "I can!". Just then, the meat missed from the crow's break and fell down. The fox got it and went away.

1. To tell the story, writer use...
   a.   Simpe past tenses
   b.   Simple present tenses
   c.   Present continues tenses
   d.   Perfect tenses

2 "The fox said <u>polytely</u> to her" the underline word means..
   a.   Respectfull
   b.   Angry
   c. Smile
   d. Cry

3. The crow was very angry when fox said..
   a.   "Oh, Sorry you can not, because you can not sing a song"
   b.   "But, .... eghr ... could you be the most beautiful princess in this forest. Eghr, ....   oh, very sorry,"

113

c.    "Oh, Miss Crow. How beautiful you are, what a lovely feathers you have!"

d.    "Oh.. you're so beautiful"

4.  At the end of story, fox...

a.    Fall in love with the crow                    c.    Hitting by the crow

b.    Got the meat and run away                    d.    Dissapointed

5. The generic structure of the text is ...

a. Orientation- complication-resolution-re-orientation

b. Orientation-Reorientation-complication-resolution

c. identification –orientation

d. Re-orientation-complication-resolution-re-orientation

6.  "Oh, Sorry you can not, because you can not sing a song" the fox said <u>slowly</u> and looked dissapointed. The antonym of <u>slowly</u> is..

a. Very fast                         c. often

b. the same                         d. Sometimes

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

a. Past tense                       c. Passive voice

b. Present tense                    d. Perfect tense

8. The crow was <u>very glad</u> to hear, but she kept quiet (Paragraph 2) The synonym underline word means .....

a. happy                            c. dissapointed

b. sad                              d. Broken heart

9. What is the purpose of this text ?

a. to describe the fox and the crow        .    c. To tell about the fox and the crow

b. To entertaine the readers of this story       d   To show the fox and the crow

**Snow White**

One upon the time there lived a little girl named snow white. She lived with her aunt and uncle because her parents died.

One day she heard her uncle and aunt talking about leaving snow white in the little castle because they both wanted to go America and they didn't have money to take snow white with them.

Snow white didn't want her uncle and aunt to do this so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered. So, she went inside and feel sleep.

Meanwhile the seven dwarfs were coming home from work. They when inside. There they found snow white sleeping. Then snow white woke up. She saw the dwarfs. Doc, one of the dwarfs asked: "what is your name?" snow white answered: "my name is snow white."

The dwarfs said, "if you wish, you may live here with us." snow white said, "oh, could I ? thank you." Then snow white told the dwarfs the whole story about her. Snow white and the seven dwarfs lived happily ever after.

Adopted: UN SMA/MA 2007

10. When Snow white decided to run from home …..
    a. At noon
    b. At midday
    c. At midnight
    d In the morning

11. Why did Snow White live with her uncle and aunt ? Because..
    a. her parents died
    b. her parents work
    c. She want to live in America
    d. She didn't have money

12. The third paragraph describes in detail …..
    a. Where snow white aunt and uncle had breakfast
    b. Whom snow white met in the woods
    c. What snow white did after hearing her uncle plan
    d. How snow white went into the cottage

13 .The dwarfs said, "if you wish, you may live here with us."
   What did the dwarfs mean with the words underline?
    a. He asked snow white for a permission to stay with
    b. He offered snow white to stay with them

c.  He showed his interest in snow white
d.  He agreed to stay with snow white

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

a. simple present tense

b. Past tense

c. Past perfect tense

d. Present perfect tense

15. What is the purpose of this story ?
    a. to describe the Snow White
    b. to entertain the readers of the story
    c. to give information about Snow White
    d. to share the story

**The Rats and The Elephants**

Once upon a time their lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on 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.

16. What kind of the text ?
    a. Narrative                    c. Descriptive
    b Spoof                         d. Recount
17. What destroyed the homes of all rats?
    a. a group of mice did           c. elephant-hunter did
    b. the hunter did                d. a group of elephant did

18. What helped the elephant's herd free?
    a. the elephant-hunter did       c. the trapped elephants did
    b. the hunters did               d. entire group of rats did

19. What is the dominant structure used in the text ?
    a. Present Tense                  c. Perfect Tense
    b. Past Tense                    d. Continous tense

20. . On hearing the sad story, the elephant's king apologized and **agreed** to take another route( Paragraph 1) The antonym underline words .....
    a. contradict                  c. approach
    b. clear away                 d. Support

Appendix 10

## DIFFICULTY LEVEL and DISCRIMINATING POWER

| Question | U | L | T | DL | n | DP | Conclusion |
|----------|----|---|----|------|----|-----|------------|
| Question 1 | 9 | 2 | 20 | 0,55 | 10 | 0,7 | Accepted |
| Question 2 | 9 | 3 | 20 | 0,6 | 10 | 0,6 | Accepted |
| Question 3 | 10 | 3 | 20 | 0,65 | 10 | 0,7 | Accepted |
| Question 4 | 10 | 2 | 20 | 0,6 | 10 | 0,8 | Accepted |
| Question 5 | 8 | 4 | 20 | 0,6 | 10 | 0,4 | Accepted |
| Question 6 | 10 | 3 | 20 | 0,65 | 10 | 0,7 | Accepted |
| Question 7 | 8 | 2 | 20 | 0,5 | 10 | 0,6 | Accepted |
| Question 8 | 9 | 4 | 20 | 0,65 | 10 | 0,5 | Accepted |
| Question 9 | 9 | 2 | 20 | 0,55 | 10 | 0,7 | Accepted |
| Question 10 | 9 | 4 | 20 | 0,65 | 10 | 0,5 | Accepted |
| Question 11 | 9 | 4 | 20 | 0,65 | 10 | 0,5 | Accepted |
| Question 12 | 9 | 3 | 20 | 0,6 | 10 | 0,6 | Accepted |
| Question 13 | 9 | 4 | 20 | 0,65 | 10 | 0,5 | Accepted |
| Question 14 | 8 | 4 | 20 | 0,6 | 10 | 0,4 | Accepted |
| Question 15 | 10 | 2 | 20 | 0,6 | 10 | 0,8 | Accepted |
| Question 16 | 10 | 3 | 20 | 0,65 | 10 | 0,7 | Accepted |
| Question 17 | 10 | 3 | 20 | 0,65 | 10 | 0,7 | Accepted |
| Question 18 | 10 | 2 | 20 | 0,6 | 10 | 0,8 | Accepted |
| Question 19 | 10 | 3 | 20 | 0,65 | 10 | 0,7 | Accepted |
| Question 20 | 10 | 3 | 20 | 0,65 | 10 | 0,7 | Accepted |
| Question 21 | 6 | 4 | 20 | 0,5 | 10 | 0,2 | Omitted |
| Question 22 | 9 | 3 | 20 | 0,6 | 10 | 0,6 | Accepted |
| Question 23 | 10 | 4 | 20 | 0,7 | 10 | 0,6 | Accepted |
| Question 24 | 9 | 2 | 20 | 0,55 | 10 | 0,7 | Accepted |
| Question 25 | 7 | 3 | 20 | 0,5 | 10 | 0,4 | Accepted |
| Question 26 | 9 | 3 | 20 | 0,6 | 10 | 0,6 | Accepted |
| Question 27 | 9 | 4 | 20 | 0,65 | 10 | 0,5 | Accepted |
| Question 28 | 8 | 4 | 20 | 0,6 | 10 | 0,4 | Accepted |
| Question 29 | 10 | 3 | 20 | 0,65 | 10 | 0,7 | Accepted |
| Question 30 | 8 | 3 | 20 | 0,55 | 10 | 0,5 | Accepted |
| Question 31 | 8 | 4 | 20 | 0,6 | 10 | 0,4 | Accepted |
| Question 32 | 9 | 8 | 20 | 0,85 | 10 | 0,1 | Omitted |
| Question 33 | 9 | 8 | 20 | 0,85 | 10 | 0,1 | Omitted |
| Question 34 | 10 | 5 | 20 | 0,75 | 10 | 0,5 | Accepted |
| Question 35 | 8 | 6 | 20 | 0,7 | 10 | 0,2 | Omitted |
| Question 36 | 7 | 4 | 20 | 0,55 | 10 | 0,3 | Accepted |
| Question 37 | 10 | 4 | 20 | 0,7 | 10 | 0,6 | Accepted |

| Question 38 | 8 | 4 | 20 | 0,6 | 10 | 0,4 | Accepted |
|---|---|---|---|---|---|---|---|
| Question 39 | 10 | 6 | 20 | 0,8 | 10 | 0,4 | Omitted |
| Question 40 | 8 | 3 | 20 | 0,55 | 10 | 0,5 | Accepted |
| Question 41 | 9 | 9 | 20 | 0,9 | 10 | 0 | Omitted |
| Question 42 | 9 | 7 | 20 | 0,8 | 10 | 0,2 | Omitted |
| Question 43 | 9 | 7 | 20 | 0,8 | 10 | 0,2 | Omitted |
| Question 44 | 9 | 6 | 20 | 0,75 | 10 | 0,3 | Omitted |
| Question 45 | 10 | 5 | 20 | 0,75 | 10 | 0,5 | Omitted |
| Question 46 | 10 | 8 | 20 | 0,9 | 10 | 0,2 | Omitted |
| Question 47 | 10 | 3 | 20 | 0,65 | 10 | 0,7 | Accepted |
| Question 48 | 9 | 2 | 20 | 0,55 | 10 | 0,7 | Accepted |
| Question 49 | 8 | 3 | 20 | 0,55 | 10 | 0,5 | Accepted |
| Question 50 | 10 | 7 | 20 | 0,85 | 10 | 0,3 | Omitted |
| Question 51 | 9 | 6 | 20 | 0,75 | 10 | 0,3 | Omitted |
| Question 52 | 7 | 5 | 20 | 0,6 | 10 | 0,2 | Omitted |
| Question 53 | 8 | 5 | 20 | 0,65 | 10 | 0,3 | Accepted |
| Question 54 | 9 | 5 | 20 | 0,7 | 10 | 0,4 | Accepted |
| Question 55 | 9 | 5 | 20 | 0,7 | 10 | 0,4 | Accepted |
| Question 56 | 9 | 4 | 20 | 0,65 | 10 | 0,5 | Accepted |
| Question 57 | 10 | 2 | 20 | 0,6 | 10 | 0,8 | Accepted |
| Question 58 | 7 | 4 | 20 | 0,55 | 10 | 0,3 | Accepted |
| Question 59 | 10 | 3 | 20 | 0,65 | 10 | 0,7 | Accepted |
| Question 60 | 8 | 9 | 20 | 0,85 | 10 | -0,1 | Omitted |

Appendix 21

The Result Cycle Test 2
X Accounting 1
SMK PGRI 05 Jember

| Student Number | Score | Conclusion |
|---|---|---|
| 1 | 90 | Achieved |
| 2 | 75 | Achieved |
| 3 | 90 | Achieved |
| 4 | 80 | Achieved |
| 5 | 80 | Achieved |
| 6 | 90 | Achieved |
| 7 | 85 | Achieved |
| 8 | 90 | Achieved |
| 9 | 85 | Achieved |
| 10 | 75 | Achieved |
| 11 | 85 | Achieved |
| 12 | 75 | Achieved |
| 13 | 80 | Achieved |
| 14 | 90 | Achieved |
| 15 | 75 | Achieved |
| 16 | 75 | Achieved |
| 17 | 80 | Achieved |
| 18 | 80 | Achieved |
| 19 | 85 | Achieved |
| 20 | 85 | Achieved |
| 21 | 80 | Achieved |
| 22 | 70 | Not Achieved |
| 23 | 85 | Achieved |
| 24 | 80 | Achieved |
| 25 | 85 | Achieved |
| 26 | 85 | Achieved |
| 27 | 80 | Achieved |
| 28 | 80 | Achieved |
| 29 | 80 | Achieved |
| 30 | 80 | Achieved |
| 31 | 85 | Achieved |
| 32 | 75 | Achieved |
| 33 | 75 | Achieved |

| | | |
|---|---|---|
| 34 | 80 | Achieved |
| 35 | 85 | Achieved |
| 36 | 80 | Achieved |
| 37 | 85 | Achieved |
| 38 | 95 | Achieved |
| 39 | 85 | Achieved |
| 40 | 80 | Achieved |
| 41 | 90 | Achieved |
| 42 | 85 | Achieved |
| 43 | 75 | Achieved |
| 44<br>Total Score<br>Total Students got >75 | 75<br><br>3605<br><br>43 students | Achieved |

Mean= $\dfrac{t_i \quad o \quad s_i}{t_i \quad o \quad s_i}$

Mean $= \dfrac{3}{4} = 81,9$

Notes: Mean= The average of total of students score

Then, the percentage of the studentswho got at least good score >75 was counted follow :

$E = \dfrac{n}{N}$ x 100%

$E = \dfrac{4}{4}$ x 100%

97,7%

Appendix 24

<div align="center">STATEMENT OF ORIGINALITY OF SARJANA THESIS</div>

The undersigned:

| | |
|---|---|
| Name | : Muhtaromi Fahama Hima |
| Student Number | : 1410231007 |
| Program | : English Training |
| Faculty | : Teacher Training and Education |

I state that this thesis is my own creation. It doesn't copy from other resources that. I 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 the consequences.
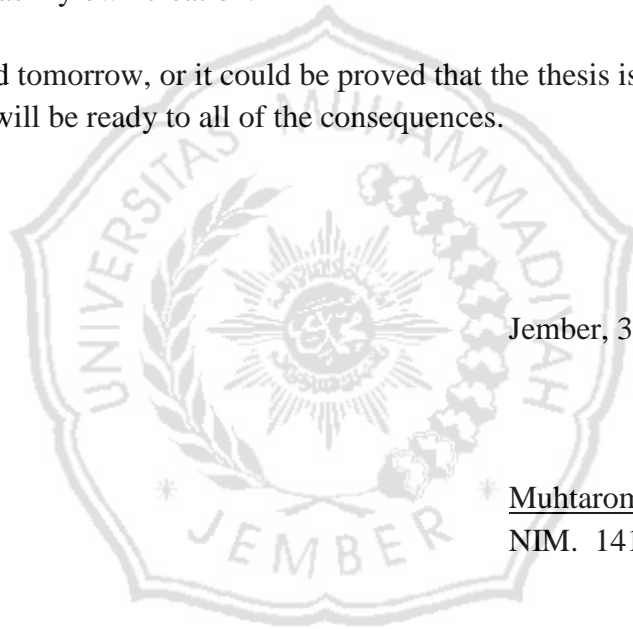
Jember, 3 July 2018

Muhtaromi Fahama Hima
NIM.  1410231007

CURRICULUM VITA

Muhtaromi Fahama Hima is the first daughter of Suhermawan and Hidayatin Mualfa. She was born on June 27th, 1996 in Jember.

She began her study at TK Dewi Masyithoh in 2000. Then, she continued to study at elementary school Jombang 5 in 2003. After that, she decided to study at junior high school 1 Jombang in 2008. For her senior high school, she learned at vocational high school 5 Jember. After graduating from Vocational High School, she decided to continue to the university. She took English Education Program because she belived that being a teacher is the best job in the world. Everything was done by her to fulfill her need. Until now, she is teaching.
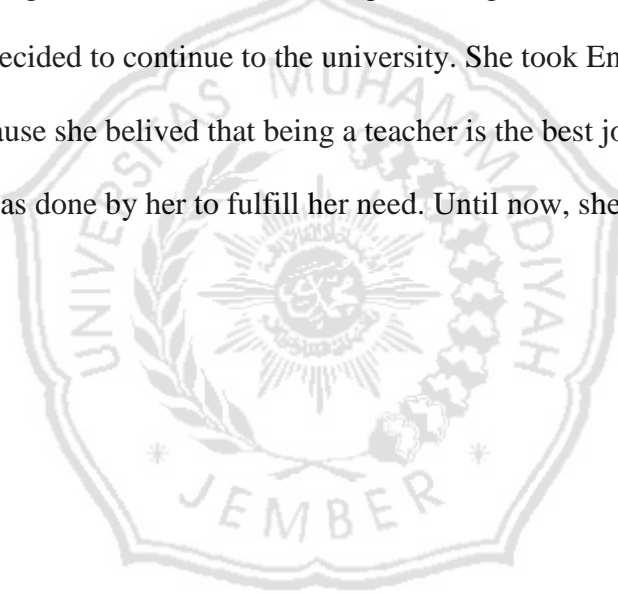
Appendix 5

TRY OUT Bahasa Inggris

| No | Nama Siswa | NO Butir Soal | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 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 | Ahmad Priyantoro | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 |
| 2 | Ahmad Ramadhan | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 3 | Ahmad Setya Budi | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 |
| 4 | Alfiantun Nurin | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 |
| 5 | Anisa Fatul Khoiroh | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 |
| 6 | Arvinda Ratih Ristianti | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 |
| 7 | Asya Nur Isa M. | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 |
| 8 | Citra Ramadhani | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 |
| 9 | Deva Ayu Sri Rezeki | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 |
| 10 | Dewi | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |

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| No | Nama | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Muslimah | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | Dewi Nur Andhini | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 |
| 12 | Dianni Bagus Fitri | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 13 | Dilla Choirun Niswa | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 14 | Eka Putri W.F | 1 | 0 | 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 |
| 15 | Indri Lutfia Dewi | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 16 | Irfa Eka L.M | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| 17 | Irna Ayuni | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 |
| 18 | Khoirul Mas Huda | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| 19 | Lilis Puspita Sari | 1 | 0 | 1 | 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 |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 41 |
| 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 38 |
| 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 31 |
| 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 22 |
| 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 40 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 49 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 55 |
| 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 35 |
| 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 51 |
| 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 52 |
| 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 51 |
| 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 17 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 49 |
| 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 54 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 46 |
| 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 21 |
| 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 42 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 30 |
| 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 40 |

| | | 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 20 | M. Farid Kurniawan Abadi | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 21 | M. Septian Putra Ovianto | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 |
| 22 | Mela Asriatun | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 |
| 23 | Moh Sufyo Zainul A. | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 |
| 24 | Muhammad Imam Mustakin | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 |
| 25 | Muhammad Abdul Jefri | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 |
| 26 | Muhammad Hadi Muqdam | 1 | 1 | 0 | 1 | 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 |
| 27 | Muhammad Rizal Hidayat | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| 28 | Muhk Sandi Purnomo | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 29 | Narinda Widyasari | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 |

| No | Nama | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 30 | Putri Ayu Sukma | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 |
| 31 | Putri Indah Wati | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 32 | Riska Nurul Aziziah | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| 33 | Silvia Wijaya | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 34 | Siska Ayu Ningsari | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 |
| 35 | Siti Chomariyah | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 36 | Siti Nur Afifah | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 |
| 37 | Ulfa Cahya Ningrum | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 |
| 38 | Yulia Sri Wahyuningtyas | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 27 |
| 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 47 |
| 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 19 |
| 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 51 |
| 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 53 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 50 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 52 |
| 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 54 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 30 |
| 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 33 |
| 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 50 |
| 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 37 |
| 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 35 |
| 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | | 33 |
| 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | | 58 |
| 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 36 |
| 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 25 |
| 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 22 |

Appendix 6

| No | 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 | Sum |
|----|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| 1  | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 24 |
| 2  | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 22 |
| 3  | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 14 |
| 4  | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 10 |
| 5  | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 18 |
| 6  | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 23 |
| 7  | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 28 |
| 8  | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 18 |
| 9  | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 24 |
| 10 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 27 |
| 11 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 27 |
| 12 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 9 |
| 13 | 1 | 1 | 0 | 1 | 0 | 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 | 26 |
| 14 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 25 |
| 15 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 22 |
| 16 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 9 |
| 17 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 19 |
| 18 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 14 |
| 19 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 20 |
| 20 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 15 |
| 21 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 18 |

| 22 | 0 | 1 | 0 | 0 | 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 | 24 |
|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|
| 23 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 11 |
| 24 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 27 |
| 25 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 27 |
| 26 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 22 |
| 27 | 0 | 1 | 0 | 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 | 26 |
| 28 | 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 | 28 |
| 29 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 16 |
| 30 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 16 |
| 31 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 26 |
| 32 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 18 |
| 33 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 16 |
| 34 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 16 |
| 35 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 30 |
| 36 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 18 |
| 37 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 14 |
| 38 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 9 |

TRY OUT EVEN Number

| No | EVEN NUMBER | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | SUM |
|----|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 | 26 | 28 | 30 | 32 | 34 | 36 | 38 | 40 | 42 | 44 | 46 | 48 | 50 | 52 | 54 | 56 | 58 | 60 | |
| 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 17 |
| 2 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 16 |
| 3 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 17 |
| 4 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 12 |
| 5 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 22 |
| 6 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 26 |
| 7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 27 |
| 8 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 17 |
| 9 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 27 |
| 10 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 25 |
| 11 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 24 |
| 12 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 8 |
| 13 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 23 |
| 14 | 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 | 1 | 1 | 1 | 29 |
| 15 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 24 |
| 16 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 12 |
| 17 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 23 |
| 18 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 16 |
| 19 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 20 |
| 20 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 12 |
| 21 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 17 |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 22 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 23 |
| 23 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 8 |
| 24 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 24 |
| 25 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 26 |
| 26 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 28 |
| 27 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 26 |
| 28 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 26 |
| 29 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 14 |
| 30 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 17 |
| 31 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 24 |
| 32 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 19 |
| 33 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 19 |
| 34 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 17 |
| 35 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 28 |
| 36 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 18 |
| 37 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 11 |
| 38 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 13 |

Appendix 7

GROUP ANALYSIS OF UPPER
TRY OUT Bahasa
Inggris
Kelas X TKJ
SMK Muhammadiyah 5 Kencong

| No | Nama Siswa | NO Butir Soal | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 7 | 8 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 35 | S | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 7 | A | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 |
| 14 | P | 1 | 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 |
| 28 | S | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 25 | M | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 |
| 10 | D | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 |
| 27 | R | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| 9 | D | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 |
| 11 | D | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 |
| 24 | M | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 |
| | Total | 9 | 9 | 10 | 10 | 8 | 8 | 9 | 9 | 9 | 9 | 8 | 10 | 10 | 10 | 10 | 8 | 10 | 6 | 9 | 10 | 9 | 7 | 6 | 9 | 8 | 10 | 8 |

| 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 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 |
| 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 |
| 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 |
| 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 8 | 8 | 9 | 10 | 8 | 7 | 10 | 8 | 10 | 8 | 9 | 9 | 9 | 9 | 10 | 10 | 10 | 9 | 8 | 10 | 9 | 7 | 8 | 9 | 9 | 9 | 10 | 7 | 10 | 8 |

GROUP ANALYSIS OF LOWER GROUP
TRY OUT Bahasa Inggris
Kelas X TKJ
SMK Muhammadiyah 5 Kencong

| No | Name | Question of Number | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 7 | 8 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 18 | K | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| 29 | N | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 |
| 3 | S | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 |
| 20 | F | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 |
| 23 | S | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 |
| 37 | U | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 |
| 12 | D | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | A | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| 16 | E | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| 38 | Y | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 |
| | Total | 2 | 3 | 3 | 2 | 4 | 2 | 4 | 4 | 3 | 4 | 4 | 2 | 3 | 3 | 2 | 3 | 3 | 4 | 3 | 4 | 2 | 3 | 3 | 4 | 4 | 3 | 3 |

| 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 |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 |
| 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 |
| 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 |
| 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 |
| 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 |
| 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 |
| 4 | 8 | 8 | 5 | 6 | 4 | 4 | 4 | 6 | 3 | 9 | 7 | 7 | 6 | 5 | 8 | 3 | 2 | 3 | 7 | 6 | 5 | 5 | 4 | 5 | 4 | 2 | 4 | 3 | 9 |

Appendix 8

The Analysis of Reliability of The Try Out Test

| No | OOD item(X) | Even Number (y) | X2 | Y2 | Xy |
|---|---|---|---|---|---|
| 1 | 24 | 17 | 576 | 289 | 408 |
| 2 | 22 | 16 | 484 | 256 | 352 |
| 3 | 14 | 17 | 196 | 289 | 238 |
| 4 | 10 | 12 | 100 | 144 | 120 |
| 5 | 18 | 22 | 324 | 484 | 396 |
| 6 | 23 | 26 | 529 | 676 | 598 |
| 7 | 28 | 27 | 784 | 729 | 756 |
| 8 | 18 | 17 | 324 | 289 | 306 |
| 9 | 24 | 27 | 576 | 729 | 648 |
| 10 | 27 | 25 | 729 | 625 | 675 |
| 11 | 27 | 24 | 729 | 576 | 648 |
| 12 | 9 | 8 | 81 | 64 | 72 |
| 13 | 26 | 23 | 676 | 529 | 598 |
| 14 | 25 | 29 | 625 | 841 | 725 |
| 15 | 22 | 24 | 484 | 576 | 528 |
| 16 | 9 | 12 | 81 | 144 | 108 |
| 17 | 19 | 23 | 361 | 529 | 437 |
| 18 | 14 | 16 | 196 | 256 | 224 |
| 19 | 20 | 20 | 400 | 400 | 400 |
| 20 | 15 | 12 | 225 | 144 | 180 |
| 21 | 18 | 17 | 324 | 289 | 306 |
| 22 | 24 | 23 | 576 | 529 | 552 |
| 23 | 11 | 8 | 121 | 64 | 88 |
| 24 | 27 | 24 | 729 | 576 | 648 |
| 25 | 27 | 26 | 729 | 676 | 702 |
| 26 | 22 | 28 | 484 | 784 | 616 |
| 27 | 26 | 26 | 676 | 676 | 676 |
| 28 | 28 | 26 | 784 | 676 | 728 |
| 29 | 16 | 14 | 256 | 196 | 224 |
| 30 | 16 | 17 | 256 | 289 | 272 |
| 31 | 26 | 24 | 676 | 576 | 624 |
| 32 | 18 | 19 | 324 | 361 | 342 |
| 33 | 16 | 19 | 256 | 361 | 304 |
| 34 | 16 | 17 | 256 | 289 | 272 |

| 35 | 30 | 28 | 900 | 784 | 840 |
|---|---|---|---|---|---|
| 36 | 18 | 18 | 324 | 324 | 324 |
| 37 | 14 | 11 | 196 | 121 | 154 |
| 38 | 9 | 13 | 81 | 169 | 117 |
| Total | 756 | 755 | 16428 | 16309 | 16206 |

Table of Observation of Checklist Cycle 1
X Accounting 1
SMK PGRI 05 Jember

| No | Name | Meeting 1 | | | | Active | Passive | Meeting 2 | | | | Active | Passive |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | | |
| 1 | Achmad Bintang Shohir F | √ | | | | | | √ | | | | | |
| 2 | Adam Cholili | √ | | | x | x | | √ | | | | | |
| 3 | Adinda Anggraini | √ | | | | | | √ | | | | | |
| 4 | Adinda Dwi P. | | | | | x | | | | | | | |
| 5 | Age Ahmad Alfarizi | x | x | | | x | | x | | x | x | x | |
| 6 | Aidatul Fadilah | | | x | x | x | | | | | | | |
| 7 | Alda Mariska | | | | | | | | | | | | |
| 8 | Alfi Eka P. | | | | | x | | | | | | | |
| 9 | Deni Saputra | x | x | x | | x | | | | x | x | x | |
| 10 | Desy Nata S.D | √ | | | | | | √ | | | | | |
| 11 | Devi Fitriani | √ | | | | | | √ | | x | x | x | |
| 12 | Devila Cahyani | √ | | | | | | √ | | | | | |
| 13 | Dewi Putri Aningsih | √ | | | | | | √ | x | x | x | x | |
| 14 | Eka Ade Irawan | √ | | x | x | x | | √ | | | | | |
| 15 | Eka Diana Pawitri | √ | | | | | | √ | | | | | |
| 16 | Fajar Ramadhan Putra | x | x | | | x | | x | x | | | | |
| 17 | Farichatul Haalan | √ | | | | | | √ | | x | x | x | |
| 18 | Faridatul Jannah | √ | | | | | | √ | | | | | |

| No | Nama | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 19 | Iga Wardhani | √ | | | | | | √ | | x | x | x |
| 20 | Iin Rosidah | √ | | | | | | √ | | | | |
| 21 | Indah Nur Fariqoh | √ | | | | | | √ | | | | |
| 22 | Johandi | x | x | | | x | | x | x | | | |
| 23 | Khofifah Nur Andini | √ | | | | | | √ | | | | |
| 24 | Kiki Saswito | √ | | | | | | √ | x | x | | x |
| 25 | Meisya Vira Yanti | √ | | | x | x | | √ | | | | |
| 26 | Meli Wahyuni S. | √ | | | | | | √ | | x | x | x |
| 27 | Mella Rosshima | √ | | | | | | √ | | | | |
| 28 | Menik Sofiani | | | | | | | | | x | x | x |
| 29 | Muhammad Ilham | | | | | | | | | | | |
| 30 | Novelia Nur Aisyah | √ | | x | x | x | | √ | | | | |
| 31 | Nur Aisyatul Mabruroh | √ | | | | | | √ | | x | x | x |
| 32 | Oktaviana dewi Anggraini | √ | | x | x | x | | √ | | | | |
| 33 | Olivia Artha Ananda | x | x | x | | x | | √ | | x | x | x |
| 34 | Radha Emilia Rosa | √ | | | | | | √ | | x | x | x |
| 35 | Revi Yuli Mariska | √ | | | | | | √ | | | | |
| 36 | Selviana Yuan Pratista | √ | | x | x | x | | √ | | | | |
| 37 | Septiya Hulaini | √ | | | | | | √ | | | | |
| 38 | Sri Handayani | √ | | | | | | √ | | | | |
| 39 | Tarisa Destianawati | √ | | | | | | √ | | | | |
| 40 | Titin Putri Ramadhan | √ | | x | x | x | | √ | | | | |
| 41 | Ulfa Eka Rhama Wati | √ | | | | | | √ | | | | |
| 42 | Vania Fitriatul Nisa | √ | | x | x | x | | √ | | | | |
| 43 | Wanda putri Utari | √ | | | | | | √ | | | | |

| 44 | Yuni Cempaka Putri | √ | | x | x | x | | √ | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Total | | | | | 27 | 17 | Total | | | | 30 | 14 |
| | | | | | | 27/44*100%= 61,4% | 17/44*100% = 38,6% | | | | | 30/44*100% = 68,2% | 14/44*100% = 31,8% |
| | The Average of active students | | | | | $\dfrac{,\%\quad,\%}{} = 64,8\%$ | | | | | | | |
| | The Average of passive students | | | | | $\dfrac{,\%\quad,\%}{} = 35,2\%$ | | | | | | | |

Note
s :
1.Student paying attention to the teacher
2. Student asking questions
3.Student participation in a group and
4.Student cooperation in a group
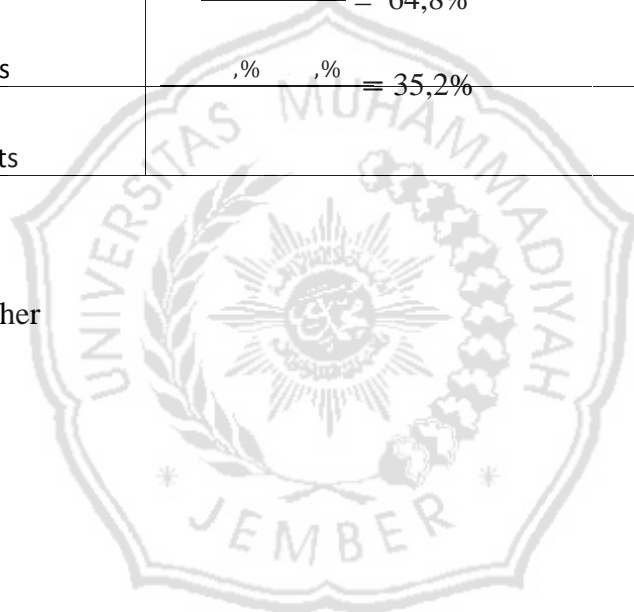
Appendix 21

Table of Observation of Checklist Cycle 2

X Accounting 1

SMK PGRI 05 Jember

| No | Name | Meeting 1 | | | | Active | Passive | Meeting 2 | | | | Active | Passive |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | | |
| 1 | Achmad Bintang Shohir F | | | | | | | | | | | | |
| 2 | Adam Cholili | | | | | | | | | | | | |
| 3 | Adinda Anggraini | | | | | | | | | | | | |
| 4 | Adinda Dwi P. | | | | | | | | | | | | |
| 5 | Age Ahmad Alfarizi | | | | | | | | | | | | |
| 6 | Aidatul Fadilah | | | | | | | | | | | | |
| 7 | Alda Mariska | | | | | | | | | | | | |
| 8 | Alfi Eka P. | | | | | | | | | | | | |
| 9 | Deni Saputra | | | | | | | | | | | | |
| 10 | Desy Nata S.D | | | | | | | | | | | | |
| 11 | Devi Fitriani | | | x | x | x | | | | x | x | x | |
| 12 | Devila Cahyani | | | | | | | | | | | | |
| 13 | Dewi Putri Aningsih | | x | x | x | x | | | | x | x | x | x |
| 14 | Eka Ade Irawan | | | | | | | | | | | | |
| 15 | Eka Diana Pawitri | | | | | | | | | | | | |
| 16 | Fajar Ramadhan Putra | x | x | | | | | | | | | | |

| No | Name | | | | | | | | | | | | |
|----|------|---|---|---|---|---|---|---|---|---|---|---|---|
| 17 | Farichatul Haalan | | | x | x | x | | | | x | x | x | |
| 18 | Faridatul Jannah | | | | | | | | | | | | |
| 19 | Iga Wardhani | | | | | | | | | | | | |
| 20 | Iin Rosidah | | | | | | | | | | | | |
| 21 | Indah Nur Fariqoh | | | | | | | | | | | | |
| 22 | Johandi | x | x | | | | | | | | | | |
| 23 | Khofifah Nur Andini | | | | | | | | | | | | |
| 24 | Kiki Saswito | | | | | | | | | | | | |
| 25 | Meisya Vira Yanti | | | | | | | | | | | | |
| 26 | Meli Wahyuni S. | | | | | | | | | | | | |
| 27 | Mella Rosshima | | | | | | | | | | | | |
| 28 | Menik Sofiani | | | | | | | | | | | | |
| 29 | Muhammad Ilham | | | | | | | | | | | | |
| 30 | Novelia Nur Aisyah | | | | | | | | | | | | |
| 31 | Nur Aisyatul Mabruroh | | | x | x | x | | | | x | x | x | |
| 32 | Oktaviana dewi Anggraini | | | | | | | | | | | | |
| 33 | Olivia Artha Ananda | | | | | | | | | | | | |
| 34 | Radha Emilia Rosa | | | x | x | x | | | | x | x | x | |
| 35 | Revi Yuli Mariska | | | | | | | | | | | | |
| 36 | Selviana Yuan Pratista | | | x | x | x | | | | | | | |
| 37 | Septiya Hulaini | | | | | | | | | | | | |
| 38 | Sri Handayani | | | | | | | | | | | | |

| No | Name | | 1 | 2 | 3 | | | | | | | |
|----|------|--|---|---|---|--|--|--|--|--|--|--|
| 39 | Tarisa Destianawati | | x | x | x | | | | | | | |
| 40 | Titin Putri Ramadhan | | | | | | | | | | | |
| 41 | Ulfa Eka Rhama Wati | | | | | | | | | | | |
| 42 | Vania Fitriatul Nisa | | | | | | | | | | | |
| 43 | Wanda putri Utari | x | x | | | | | | | | | |
| 44 | Yuni Cempaka Putri | | | | | | | | | | | |
| | **Total** | | 34 | 10 | | **Total** | | | 39 | 5 | | |
| | | | 34/44x100% = 77,3% | 10/44x100%=22,7% | | | | | 39/44x100%=88,6% | 5/44x100% = 11,4% | | |

| The Average of active student | $\dfrac{\ ,\% \quad\ ,\%}{} = 82{,}95\%$ |
|---|---|
| The Average of passive student | $\dfrac{\ ,\% \quad\ ,\%}{} = 17{,}05$ |

Notes :

1. Student paying attention to the teacher
2. Student asking questions
3. Student participation in a group
and
4. Student cooperation in a group

Appendix 23

Attendance List

SMK PGRI 05 Jember

X Accounting 1

| No | Name | Date- Month- Year | | | | | |
|----|------|------------|------------|------------|------------|------------|------------|
| | | 09/04/2018 | 16/04/2018 | 23/04/2018 | 30/04/2014 | 07/05/2018 | 14/05/2018 |
| 1 | Achmad Bintang Shohir F | √ | | | | | |
| 2 | Adam Cholili | √ | | | | | |
| 3 | Adinda Anggraini | √ | | | | | |
| 4 | Adinda Dwi P. | √ | | | | | |
| 5 | Age Ahmad Alfarizi | √ | | | | | |
| 6 | Aidatul Fadilah | √ | | | | | |
| 7 | Alda Mariska | √ | | | | | |
| 8 | Alfi Eka P. | √ | | | | | |
| 9 | Deni Saputra | √ | x | | | | |
| 10 | Desy Nata S.D | √ | √ | | | | |
| 11 | Devi Fitriani | √ | √ | | | | |
| 12 | Devila Cahyani | √ | √ | | | | |
| 13 | Dewi Putri Aningsih | √ | √ | | | | |
| 14 | Eka Ade Irawan | √ | √ | | | | |
| 15 | Eka Diana Pawitri | √ | √ | | | | |
| 16 | Fajar Ramadhan Putra | √ | √ | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 17 | Farichatul Haalan | √ | √ | | | | |
| 18 | Faridatul Jannah | √ | √ | | | | |
| 19 | Iga Wardhani | √ | √ | | | | |
| 20 | Iin Rosidah | √ | √ | | | | |
| 21 | Indah Nur Fariqoh | √ | √ | | | | |
| 22 | Johandi | √ | √ | | | | |
| 23 | Khofifah Nur Andini | √ | √ | | | | |
| 24 | Kiki Saswito | √ | √ | | | | |
| 25 | Meisya Vira Yanti | √ | √ | | | | |
| 26 | Meli Wahyuni S. | √ | √ | | | | |
| 27 | Mella Rosshima | √ | √ | | | | |
| 28 | Menik Sofiani | √ | √ | | | | |
| 29 | Muhammad Ilham | √ | √ | | | | |
| 30 | Novelia Nur Aisyah | √ | √ | | | | |
| 31 | Nur Aisyatul Mabruroh | √ | √ | | | | |
| 32 | Oktaviana dewi Anggraini | √ | √ | | | | |
| 33 | Olivia Artha Ananda | √ | √ | | | | |
| 34 | Radha Emilia Rosa | √ | √ | | | | |
| 35 | Revi Yuli Mariska | √ | √ | | | | |
| 36 | Selviana Yuan Pratista | √ | √ | | | | |
| 37 | Septiya Hulaini | √ | √ | | | | |
| 38 | Sri Handayani | √ | x | | | | |
| 39 | Tarisa Destianawati | √ | √ | | | | |

| 40 | Titin Putri Ramadhan | √ | √ | | | | |
|----|----------------------|---|---|---|---|---|---|
| 41 | Ulfa Eka Rhama Wati | √ | √ | | | | |
| 42 | Vania Fitriatul Nisa | √ | √ | | | | |
| 43 | Wanda putri Utari | √ | √ | | | | |
| 44 | Yuni Cempaka Putri | √ | √ | | | | |

Jember, 14 Mei 2018
Researcher

Muhtaromi Fahama Hima
1410231007

|  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|