

Appendix 1

**Research Method**

1	2	3	4	5	6	7
Title	Problem	Variable	Indikator	Data Resources	Research Method	Hypothesis
Improving Students's Reading Comprehension Using Guided Reading Strategy At Eighth Grade Of SMP Muhammadiyah 06 Wuluhan In The 2017/2018 Academic Years	How can the use of guided reading strategy improve students's reading comprehension of SMP Muhammadiyah 06 Wuluhan in the 2017/2018 academic years?	<p>Independent</p> <ul style="list-style-type: none"> <li>- Guided Reading Strategy</li> </ul> <p>Dependent</p> <ul style="list-style-type: none"> <li>- Reading comprehens</li> </ul>	<p>Guided Reading Strategy:</p> <ul style="list-style-type: none"> <li>- Devide the students into small group</li> <li>- Introduce the text</li> <li>- Make specific teaching points</li> <li>- * Invite the students to make an oral summary</li> </ul> <p>Reading Coprehension:</p> <ul style="list-style-type: none"> <li>- Words comprehension.</li> </ul>	<p>1. Research subjects: the sevent grade students of SMPM 06 Wuluhan in the 2017/2018 academic years.</p> <p>2. Informant : the english teacher of the eighth grade students of SMPM 06 Wuluhan in the 2017/2018 academic years.</p>	<p>1. Research design classroom action research</p> <ul style="list-style-type: none"> <li>• The stages of each:               <ul style="list-style-type: none"> <li>- Planning</li> <li>- Acting</li> <li>- Observing</li> <li>- Reflecting</li> </ul> </li> </ul> <p>2. Subject of the research:</p> <ul style="list-style-type: none"> <li>- Eighth grade students</li> </ul> <p>3. Instruments of</p>	<p>Guided Reading Strategy can be used to improve reading comprehension at seventh grade of smp Muhammadiyah 06 Wuluhan in the 2017/2018 academic years</p>

## Appendix 2

**Items of Try Out**

Name : \_\_\_\_\_

Class : \_\_\_\_\_

No. Absent : \_\_\_\_\_

**Read the text carefully then answer the questions below by crossing a, b, c, or d as the correct answer!**

**Read the following text to answer the questions number 1 to 9**

**The Lion and the Mouse**

A little mouse once made the mistake of running across a sleeping lion's nose. It tickled like crazy and woke the lion up. With one sweep of his huge paw, the lion snatched up the mouse! He opened his mouth wide and prepared to eat the mouse.

"Oh no, please don't eat me!" shrieked the mouse. "I'd be just a tiny snack, not fit for the king of the beasts. If only you will spare my life, I promise that I will help you if you are ever in trouble."

A little mouse, helping the big king of beasts? That struck the lion as terribly funny. He roared with laughter, opening his jaw and letting this funny little mouse go free.

Several years passed. The mouse was busy gathering seeds when he heard a terrible roar. It was so loud and so powerful that it could only be the king of beasts. What's more, the lion sounded really scared. The mouse scurried in the direction of the lion's frightened roars.

When the mouse found the lion, he saw that the lion had fallen into a hunter's trap. He was all tangled up in thick rope. The mouse began to gnaw through one of the ropes with his sharp little teeth. It took a while, but eventually he broke all the ropes and the lion was free.

“I kept my promise!” said the mouse to the lion. “I knew I might be able to help you out sometime.”

(Detlor, 2001:16)

1. What is a fable?
  - a. A story from history that is repeated throughout generations
  - b. A story with a moral typically involving animals as characters
  - c. A story about history in the past
  - d. A story involving kingdom's family
2. Who are the main characters of the text?
  - a. The lion and the cat
  - b. The mouse and the hunter
  - c. Hunter and the lion
  - d. The lion and the mouse
3. What is the main idea of the 1<sup>st</sup> paragraph?
  - a. A mouse made the mistake of running across a sleeping lion
  - b. The lion and the mouse were friends
  - c. The lion wanted to kill the mouse
  - d. The mouse disturbed the lion
4. Where was the dialogue between the lion and the mouse taken?
  - a. In a jungle
  - b. In a zoo
  - c. In a mountain
  - d. In a river
5. Why was the lion all tangled up in thick rope?
  - a. Because the lion had fallen into a hunter's trap
  - b. Because the lion trapped the mouse to be eaten by him
  - c. Because the mouse trapped the lion
  - d. Because the lion had fallen into a mouse's trap
6. What is the synonym of **little** in the seventh lines?
  - a. Big

- b. Good
  - c. Medium
  - d. Small
7. What is the moral value of the story?
- a. Even the smallest friends can do big goodness
  - b. Easier said than done
  - c. Everything from the little step
  - d. Don't be arrogant with our overplus
8. He in line 3 refers to ... ( paragraph 1)
- a. lion
  - b. mouse
  - c. hunter
  - d. lion and mouse
9. Why did the mouse help the lion from the hunter's trap?
- a. Because the lion was cruel
  - b. Because the mouse was hate the lion
  - c. Because the mouse promised to help the lion when he was in trouble
  - d. Because the lion was mouse's friend

**Read the following text to answer the questions number 10 to 19.**

### **Mouse Deer and Mr. Crocodile**

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!". Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air,'aha.: he then walked to the edge of the river. He didn't see the

reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly," said the mouse deer.

"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

(Arifin, 2012)

10. Why did the mouse deer want to go across the river?

- a. Because he was very hungry
- b. Because he wanted to cheat Mr. Crocodile
- c. He wanted to eat some dying trees
- d. He was afraid of the current of the river

11. 'Hmm.. it seems delicious'... (paragraph 2). The underlined word refers to...

- a. the mouse deer
- b. the crocodiles
- c. a green grassland

- d. a river
12. How many crocodiles were there in the story above?
- Three crocodiles
  - Ten crocodiles
  - Thirteen crocodiles
  - Not mentioned
13. " .... But we are a large group, I can't count it precisely," The underlined word has the closest meaning with ....
- accurately
  - objectively
  - definitely
  - obviously
14. After reading the text, we may conclude that the mouse deer was ....
- a very greedy animal
  - a smart animal
  - a frightened animal
  - a cruel animal
15. When was the monologue of the mouse deer taken? (Paragraph 1)
- In the evening
  - In the morning
  - In midday
  - In the night
16. Where was the dialogue between mouse deer and one of the crocodile happened?
- In the lake
  - In the sea
  - In the jungle
  - In the river
17. How did the mouse deer across the river?
- The mouse deer jumped to the body of one crocodile to the others
  - The mouse deer cross the bridge

- c. Cross by a bamboo
  - d. The mouse deer jumped to the woods
18. What is the main idea of the 3<sup>rd</sup> paragraph?
- a. The crocodiles wanted to eat the mouse deer
  - b. The mouse deer tried to across the river
  - c. A crocodile invited the other crocodiles to kill the mouse deer
  - d. The mouse deer trapped the crocodiles
19. What is the moral value of the story?
- a. The teamwork is needed to solve a problem
  - b. Even the pysical is small, but have a biggest idea
  - c. An enemy can be a friend
  - d. A lot of way to reach your dream

**Read the following text to answer the questions number 20 to 24.**

#### **The Bear and the Two Friends**

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

Suddenly, they saw a large bear approaching tern. One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?"The other friend replied, "He advised me not to believe a false friend.

(Arifin, 2012)

20. Who are the main characters of the story?
- a. The two friends and the bear

- b. The two friends
  - c. The bear
  - d. A friend
21. What is the main idea of the 1<sup>st</sup> paragraph?
- a. The friends saw a large bear
  - b. The two friends promised each other to remain of danger
  - c. The two friends tried to climb a tree
  - d. The bear climbed the tree
22. What can we get from the story?
- a. We have to save ourselves
  - b. We have to learn how to climb
  - c. Bear will not harm a dead man
  - d. True friend always stand by us in ups and downs
23. "He advised me not to believe a false friend." (Paragraph 3) The underlined word refers to ....
- a. the bear
  - b. the dead man
  - c. the friend who cannot climb
  - d. the friend who climb the tree
24. Where do you think the story happened?
- a. In the river
  - b. In the park
  - c. In the forest
  - d. In the zoo

**Read the following text to answer the questions number 25 to 32.**

### **A Goat and a Fox**

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well, it asked if the water was good. "Good," said the fox, "It's the best water I've tested in all my life. Come down and try it yourself."



The goat was thirsty, so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, “I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then, I'll climb on your back, from here. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well.”

The goat did as he was asked and the fox got on his back and climbed out of the well. Then, He coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turned to him and said, “If you only had thought carefully about getting out, you wouldn't have jumped into the well.”

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat got out and thanked the old man.

(Arifin, 2012)

25. The text tells a story of ....

- a. a fox
- b. a goat
- c. an old man and the fox
- d. a fox and a goat

26. Paragraph 2 mainly tells....

- a. why the fox got into the well
- b. the fox's idea of how to get out of the well
- c. how the fox got out of the well
- d. how the fox helped the goat

27. “The goat did as he was asked...” (Paragraph 3).

What does the sentence mean?

- a. The goat came down to the well and drank.
- b. The goat waited someone who might help him.
- c. The goat stood on his hind legs and put his forelegs against the side of the well.
- d. The goat called out loudly after the fox got out.

28. The text above is in the form of...

- a. analytical Exposition
- b. narrative
- c. recount
- d. descriptive

29. What can we get from the story?

- a. A kindness have to be replied with kindness
- b. We should not believe to others
- c. We have to be independent person
- d. The fox will not waste the water

30. "... Come down and try it yourself" (Paragraph 1). The underlined word refers to...

- a. the fox
- b. the goat
- c. the well
- d. the water

31. "Then, He coolly walked away", (Paragraph 3). The underlined word has the closest meaning with...

- a. calmly
- b. quickly
- c. slowly
- d. sadly

32. What did the old man do with the plank?

- a. To trap the fox
- b. To help the goat out from the well
- c. To take the water
- d. To make a bridge

**Read the following text to answer the questions number 33 to 41.**

### **The wind and The Sun**

One day, the Wind and the Sun got into an argument. "I'm much stronger than you," said the Sun. "Oh, really?" said the Wind. "I can bend tall trees. I can scream and howl and make all sorts of racket. You just sit there, with that goofy smile of yours. You can't move anything. You don't make any noise."

"Well then, let's have a contest," said the Sun. "That will decide who is truly stronger." At that moment, a man wearing a coat was walking along a country road. "Okay, here are the rules," continued the Sun. "Whichever one of us can get that coat off that man is the strongest."

"Fair enough," said the Wind. "You go first," said the Sun. The Sun politely ducked behind a cloud and the Wind began to blow. She huffed and she puffed. The man simply pulled his coat closer around him. So the wind began to howl, causing dust to swirl and twigs to fly. But the man pulled his coat around him tighter still!

"My turn," said the Sun. The Sun came out from behind the cloud. He beamed down on the man. He covered the man in light, bathed him in warmth. The man smiled up at the Sun, happy that the cold, harsh wind had died down. It was even getting rather hot walking along this country road. So the man took off his coat.

The Sun turned to the Wind. "Watch and learn, old friend," said the Sun. "Watch and learn."

(Detlor, 2001:24)

33. Who is the evil character of the story?
  - a. A man
  - b. The sun
  - c. The wind
  - d. The wind and the sun
34. "I'm much stronger than you," (Paragraph 1). The underlined word refers to...
  - a. a man
  - b. the sun

- c. the wind
  - d. the wind and the sun
35. When did the dialogue between the wind and the sun happen?
- a. In the mid night
  - b. In the night
  - c. In the afternoon
  - d. In the evening
36. Why did the sun challenge the wind to get the man's coat?
- a. Because to prove who is truly stonger
  - b. Because to make the man felt warm
  - c. Because the wind wanted to trap the man
  - d. To make the wind happy
37. What is the synonym of contest, in the fifth lines?
- a. Competition
  - b. Battle
  - c. Entertainment
  - d. War
38. How did the sun take off the man's coat?
- a. The sun was helped by the wind
  - b. The sun bathed the man in warmth
  - c. The sun made the man to feel very hot
  - d. The wind blew to the man
39. What can we get from the story?
- a. We can not be arrogant
  - b. We have to support each other
  - c. You should not be dishonest to your friend
  - d. You can accomplish with kindness than with force
40. After reading the text, we may conclude that the sun was ...
- a. very wise character
  - b. cruel character
  - c. arrogant character
  - d. honest character
41. What is the main idea of the 4<sup>th</sup> paragraph?
- a. The wind blowed the man
  - b. The sun covered the man in light
  - c. The wind and the sun began to battle
  - d. The man thanked to the wind

**Read the following text to answer the questions number 42 to 51.**

### **The Tortoise and the Hare**

As usual, the hare was bragging to all the other animals about his speed. “I’m faster than the wind, quicker than nightfall,” he said. “No one has ever beaten me. No one ever will. I challenge any animal here to race me.” The foxes and donkeys and frogs and serpents looked on in silence.

No one would accept the hare’s challenge. Then a lone voice rose up. “I will race you,” said the tortoise. “You!” said the hare, snickering. “Why, that’s a fine joke. I will dance around you all the way to the finish line!”. “We’ll see about that,” said the tortoise quietly. “Shall we race?” The starting signal was given, and off went the tortoise and the hare.

Almost at once, the hare darted over a hillside and was out of sight. The tortoise set off slowly, just plodding along. Soon the hare was way ahead of the tortoise. It was a hot day. He’d grown tired from running so fast. He thought about how far behind the tortoise would be by now. So the hare decided to take a little nap. On a soft, shady patch of grass, he curled up and went to sleep.

Steadily, slowly, the tortoise kept plodding along. The sun fell lower in the sky. The shadows grew longer. The hare woke up and stretched. “I wonder where that silly tortoise is now,” he said to himself. “I had a great nap. I’ll bet the tortoise is still miles behind me.”

The hare looked back down the road. Sure enough, there was no tortoise in sight. Then he looked up the road toward the finish line. Oh no! The tortoise, still plodding along, was now nearing the end of the race.

Then the hare ran the fastest he ever had. But it was too late. The tortoise crawled across the finish line. All the animals shouted, “Tortoise won, tortoise won!” The hare couldn’t believe it. And the tortoise just smiled to himself!

(Detlor, 2001:20)

42. The text tells a story of...
- the tortoise
  - the rabbit
  - the tortoise and the hare
  - the hare and the rabbit

43. Who did the character has speed in running?
- The hare
  - The tortoise
  - The tortoise and the hare
  - The hare and the rabbit
44. What is the main idea of the 2<sup>nd</sup> paragraph?
- The hare inform the running competition
  - The hare invited the tortoise in running competition
  - The tortoise accepted the hare's challenge
  - The tortoise rejected the running competition
45. When was the race between the hare and the tortoise happened?
- At nighth
  - At evening
  - At morning
  - At noon
46. "He'd grown tired from running so fast.." (Paragraph 3). The underlined word refers to...
- the hare
  - the tortoise
  - the tortoise and the hare
  - the hare and the rabbit
47. "I had a great nap..." (Paragraph 4). The underlined word has the closest meaning with...
- nice
  - bad
  - happy
  - poor
48. Why did the tortoise accept the hare' challenge?
- To proved that the tortoise is more speedy than the hare
  - Because no one accepted the hare' challenge
  - To made the hare happy

d. Because they were good friend

49. "... the hare ran the fastest he ever had" (Paragraph 6).

What does the sentence mean?

- a. The tortoise was nearing the end of the race and the hare tried to follow
- b. The hare was nearing the end of the race
- c. The hare wanted to beat the tortoise
- d. The tortoise and the hare were nearing the end of the race

50. What can we get from the story?

- a. Be humble to win the race
- b. Be slow and steady to win the race
- c. The speed in running will make us easy to win
- d. Practise to be a better runner

51. After reading the text, we may conclude that the tortoise was...

- a. never give up animal
- b. an arrogant animal
- c. a kind animal
- d. a pessimistic animal

**Read the following text to answer the questions number 52 to 61.**

### **The Fox and the Stork**

A fox invited a stork over for dinner. The fox served a very thin soup in a very shallow bowl. It was easy enough for the fox to lap the soup out of the bowl. But the stork pecked with her long narrow beak and couldn't get even one drop of soup. "I'm dreadfully sorry, Stork," said the fox. "It seems that my soup is not to your taste."

"That's quite all right, Fox," said the stork politely. "Why don't you come over to my house for dinner next Tuesday?"

Next Tuesday came around, and the fox visited the stork for dinner. The stork served soup also, but in a jar with a long skinny neck. It was easy enough for

the stork to stick her thin beak into the jar and slurp up the soup. But the fox could only lick the rim of the jar. He couldn't get even a drop of soup! "Oh, I'm so dreadfully sorry, Fox," said the stork. "Perhaps the soup is not to your taste." The fox just sat there, hungrily licking his chops.

(Detlor, 2001:36)

52. Which the character invited for dinner at first?
- The stork
  - The fox
  - The fox and the stork
  - The fox and his friend
53. What did the fox use to serve the soup for dinner?
- A shallow bowl
  - A jar
  - A plate
  - A deep bowl
54. "I'm dreadfully sorry, Stork," (Paragraph 1).  
What does the sentence mean?
- The stork couldn't get even one drop of soup
  - The fox served the soup just little bit
  - The stork didn't like the soup
  - The fox had wasted the soup
55. Where was the dialogue of paragraph 2 happened?
- In the stork friend's house
  - In the fox's house
  - In the stork's house
  - In the river
56. "Why don't you come over to my house for dinner next Tuesday?"  
(Paragraph 1). The underlined word refers to...
- the fox's friend
  - the fox and the stork
  - the stork
  - the fox
57. How did the stork eat the soup in a jar?
- The stork poured the soup to a big bowl
  - The stork stuck her thin beak into the jar and slurp up the soup
  - The fox help the stork to slurp up the soup
  - The stork stuck her thin beak into the bowl



58. What is the synonym of **skinny** in the eighth lines?
- Big
  - Thin
  - Thick
  - Little
59. What is the main idea of the 2<sup>nd</sup> paragraph?
- The fox was very like the soup
  - The fox didn't like the soup
  - The stork served the soup with loving to the fox
  - The fox had difficulties to eat the soup
60. When did the stork invite the fox to come to his house?
- On weekend
  - On next meeting
  - On Tuesday
  - On Thursday
61. What can we get from the story?
- Don't trick others if you don't want to get trick
  - Serve the guest by loving
  - Don't serve which the guest dislike
  - Appreciate what is given to you

**Read the following text to answer the questions number 62 to 70.**

### **The Ant and the Grasshopper**

On a warm summer day, a grasshopper leaped about a field, merrily singing. Nearby, an ant toiled hard under the hot sun. One by one, he hoisted heavy kernels of corn onto his shoulders and carried them back to his nest. "Come join me," said the grasshopper. "We'll sing and dance and make beautiful music!". "I have no time to make music," said the ant. "I'm gathering food for the long winter ahead. I suggest you do the same, if you know what's good for you.". The grasshopper merely laughed. "I have plenty to eat today. Winter is a long time off. Why worry on such a lovely day?"

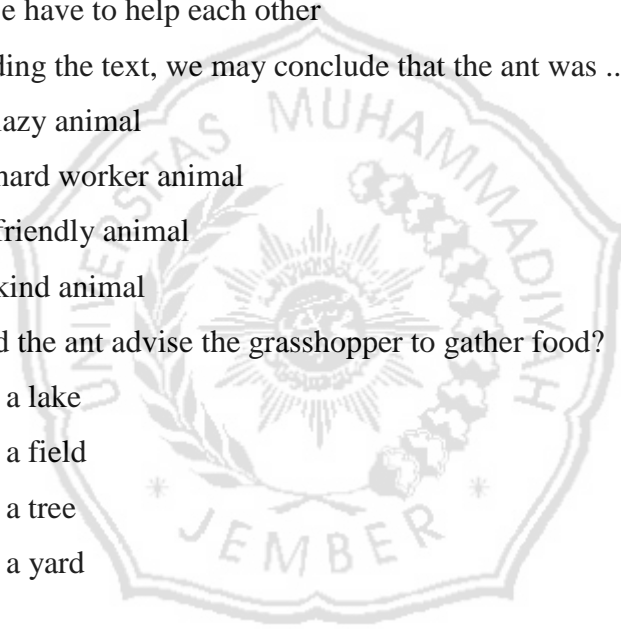
Summer turned to autumn, autumn to winter. Now the field was covered in snow. The ant was burrowed deep in his nest, warm and content. He had enough food to last the whole winter. But the grasshopper was no longer singing

a happy song. "It's freezing," he shivered. "I'm starving. If only I had listened to the ant's advice!"

(Detlor, 2001:52)

62. When did the ant gather the food for the next season?
- On a summer day
  - On a autumn day
  - On a winter day
  - On a spring day
63. "....., he hoisted heavy kernels of corn onto his shoulders ...." (Paragraph 1).  
The underlined word refers to...
- the grasshopper
  - the ant
  - the grasshopper and the ant
  - the kernels of corn
64. How did the ant bring the kernels of corn?
- The ant hoisted heavy kernels of corn onto his shoulders
  - The ant pulled heavy kernels of corn by cart
  - The grasshopper helped him to bring heavy kernels of corn
  - The ant and the grasshopper made teamwork
65. Why did the ant gather the kernels of corn?
- Because the party will be held
  - Because the ant prepared for the long winter
  - To welcome the new family
  - To prepare for eat everyday
66. What is the main idea of the 2<sup>nd</sup> paragraph?
- The grasshopper had no food to eat
  - The ant and the grasshopper had a party
  - The grasshopper tried to look for some food
  - The ant gather some food

67. "I'm starving". The underlined word has the closest meaning with...
- a. hungry
  - b. satisfied
  - c. unoccupied
  - d. happy
68. What is the moral value of the text?
- a. There is a time for work and a time for play
  - b. There is no food if we waste it for one time
  - c. Don't be lazy
  - d. We have to help each other
69. After reading the text, we may conclude that the ant was ...
- a. a lazy animal
  - b. a hard worker animal
  - c. a friendly animal
  - d. a kind animal
70. Where did the ant advise the grasshopper to gather food?
- a. In a lake
  - b. In a field
  - c. In a tree
  - d. In a yard



## Appendix 3

## Answer Keys of Try Out Items

1. b	11. c	21. b	31. a
2. d	12. b	22. d	32. b
3. a	13. a	23. a	33. c
4. a	14. b	24. c	34. c
5. a	15. c	25. d	35. c
6. d	16. d	26. b	36. a
7. a	17. a	27. c	37. a
8. a	18. c	28. b	38. b
9. c	19. b	29. a	39. d
10. a	20. a	30. d	40. a
41. b	51. a	61. a	
42. c	52. b	62. a	
43. a	53. a	63. b	
44. c	54. a	64. a	
45. d	55. c	65. b	
46. a	56. d	66. a	
47. a	57. b	67. a	
48. b	58. b	68. a	
49. a	59. d	69. b	
50. b	60. c	70. b	

## Appendix 12

**Items of test**

Name : \_\_\_\_\_

Class : \_\_\_\_\_

No. Absent : \_\_\_\_\_

**Read the text carefully then answer the questions below by crossing a, b, c, or d as the correct answer!**

**Read the following text to answer the questions number 1 to 9**

**The Lion and the Mouse**

A little mouse once made the mistake of running across a sleeping lion's nose. It tickled like crazy and woke the lion up. With one sweep of his huge paw, the lion snatched up the mouse! He opened his mouth wide and prepared to eat the mouse.

"Oh no, please don't eat me!" shrieked the mouse. "I'd be just a tiny snack, not fit for the king of the beasts. If only you will spare my life, I promise that I will help you if you are ever in trouble."

A little mouse, helping the big king of beasts? That struck the lion as terribly funny. He roared with laughter, opening his jaw and letting this funny little mouse go free.

Several years passed. The mouse was busy gathering seeds when he heard a terrible roar. It was so loud and so powerful that it could only be the king of beasts. What's more, the lion sounded really scared. The mouse scurried in the direction of the lion's frightened roars.

When the mouse found the lion, he saw that the lion had fallen into a hunter's trap. He was all tangled up in thick rope. The mouse began to gnaw through one of the ropes with his sharp little teeth. It took a while, but eventually he broke all the ropes and the lion was free.

“I kept my promise!” said the mouse to the lion. “I knew I might be able to help you out sometime.”

(Detlor, 2001:16)

1. What is a fable?
  - a. A story from history that is repeated throughout generations
  - b. A story with a moral typically involving animals as characters
  - c. A story about history in the past
  - d. A story involving kingdom's family
2. Where was the dialogue between the lion and the mouse taken?
  - a. In a jungle
  - b. In a zoo
  - c. In a mountain
  - d. In a river
3. Why was the lion all tangled up in thick rope?
  - a. Because the lion had fallen into a hunter's trap
  - b. Because the lion trapped the mouse to be eaten by him
  - c. Because the mouse trapped the lion
  - d. Because the lion had fallen into a mouse's trap
4. What is the synonym of **little** in the seventh lines?
  - a. Big
  - b. Good
  - c. Medium
  - d. Small
5. What is the moral value of the story?
  - a. Even the smallest friends can do big goodness
  - b. Easier said than done
  - c. Everything from the little step
  - d. Don't be arrogant with our overplus
6. **He** in line 3 refers to ... ( paragraph 1)
  - a. lion

- b. mouse
- c. hunter
- d. lion and mouse

**Read the following text to answer the questions number 10 to 19.**

### **Mouse Deer and Mr. Crocodile**

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh... I hate this branches, I don't like it!". Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air, 'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly," said the mouse deer.

"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer

requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

(Arifin, 2012)

7. Why did the mouse deer want to go across the river?
  - a. Because he was very hungry
  - b. Because he wanted to cheat Mr. Crocodile
  - c. He wanted to eat some dying trees
  - d. He was afraid of the current of the river
8. How many crocodiles were there in the story above?
  - a. Three crocodiles
  - b. Ten crocodiles
  - c. Thirteen crocodiles
  - d. Not mentioned
9. After reading the text, we may conclude that the mouse deer was ....
  - a. a very greedy animal
  - b. a smart animal
  - c. a frightened animal
  - d. a cruel animal
10. When was the monologue of the mouse deer taken? (Paragraph 1)
  - a. In the evening
  - b. In the morning
  - c. In midday
  - d. In the night
11. Where was the dialogue between mouse deer and one of the crocodile happened?
  - a. In the lake
  - b. In the sea
  - c. In the jungle
  - d. In the river



12. What is the main idea of the 3<sup>rd</sup> paragraph?
- The crocodiles wanted to eat the mouse deer
  - The mouse deer tried to cross the river
  - A crocodile invited the other crocodiles to kill the mouse deer
  - The mouse deer trapped the crocodiles
13. What is the moral value of the story?
- The teamwork is needed to solve a problem
  - Even the physical is small, but have a biggest idea
  - An enemy can be a friend
  - A lot of way to reach your dream

**Read the following text to answer the questions number 20 to 24.**

### **The Bear and the Two Friends**

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

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

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend.

(Arifin, 2012)

14. Who are the main characters of the story?
- The two friends and the bear
  - The two friends
  - The bear

d. A friend

15. What is the main idea of the 1<sup>st</sup> paragraph?

- a. The friends saw a large bear
- b. The two friends promised each other to remain of danger
- c. The two friends tried to climb a tree
- d. The bear climbed the tree

16. Where do you think the story happened?

- a. In the river
- b. In the park
- c. In the forest
- d. In the zoo

**Read the following text to answer the questions number 25 to 32.**

#### **A Goat and a Fox**

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well, it asked if the water was good. "Good," said the fox, "It's the best water I've tested in all my life. Come down and try it yourself."

The goat was thirsty, so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then, I'll climb on your back, from here. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well."

The goat did as he was asked and the fox got on his back and climbed out of the well. Then, He coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turned to him and said, "If you only had thought carefully about getting out, you wouldn't have jumped into the well."

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat got out and thanked the old man.

(Arifin, 2012)

17. Paragraph 2 mainly tells....

- a. why the fox got into the well
- b. the fox's idea of how to get out of the well
- c. how the fox got out of the well
- d. how the fox helped the goat

18. "The goat did as he was asked..." (Paragraph 3).

What does the sentence mean?

- a. The goat came down to the well and drank.
- b. The goat waited someone who might help him.
- c. The goat stood on his hind legs and put his forelegs against the side of the well.
- d. The goat called out loudly after the fox got out.

19. The text above is in the form of...

- a. analytical Exposition
- b. narrative
- c. recount
- d. descriptive

20. "... Come down and try it yourself" (Paragraph 1). The underlined word refers to...

- a. the fox
- b. the goat
- c. the well
- d. the water



Table: Try Out Even Items' Number																																				
Students Number	Number of Even Items																					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	62	64	66	68	70
1	1	1	0	0	1	0	0	1	1	1	1	1	0	1	0	0	0	1	0	1	1	0	0	1	0	0	1	0	0	0	0	0	0	1	0	15
2	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	0	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	26
3	1	1	0	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	0	0	1	1	1	1	0	0	1	0	1	1	1	0	1	0	22	
4	0	0	1	0	1	0	1	1	1	1	1	0	0	0	1	0	1	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	1	0	13
5	1	1	0	1	0	1	0	1	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	11
6	0	0	1	0	1	1	0	0	1	1	1	1	0	0	1	0	0	1	0	1	0	1	1	0	0	0	1	0	0	1	0	0	0	0	1	15
7	1	0	1	0	1	1	1	0	1	1	0	0	0	1	1	1	1	0	0	0	1	1	1	1	0	0	0	1	1	1	0	0	0	0	18	
8	1	1	1	0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	1	1	12
9	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	1	1	0	0	0	9	
10	1	1	0	1	1	1	0	1	1	1	1	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	0	15
11	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	5
12	0	1	0	0	1	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	1	0	1	0	1	0	1	1	0	0	13	
13	0	1	0	1	1	0	0	1	1	1	0	0	0	1	1	1	0	1	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	1	0	14
14	0	0	0	1	1	0	0	0	1	0	1	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	9	
15	0	1	0	0	1	0	1	0	1	0	1	1	1	0	0	1	0	1	1	1	1	0	0	0	0	0	0	0	0	1	0	0	1	1	15	
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17	1	0	1	1	0	1	1	0	1	0	1	1	1	1	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	15
18	1	1	1	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	1	0	0	0	0	1	0	21
19	1	0	0	0	0	0	0	0	0	1	1	1	1	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	9	
20	1	1	1	0	1	0	1	0	0	1	1	0	1	0	0	1	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	12
21	1	1	0	1	0	1	0	1	0	0	1	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	1	1	0	0	0	1	0	0	12	
22	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	0	1	1	0	1	1	0	0	0	1	1	0	0	1	1	0	0	0	0	19	
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24	1	1	0	1	1	1	1	1	1	0	1	0	1	0	1	0	0	1	0	1	0	0	0	1	0	0	0	1	1	0	1	1	0	0	1	19
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26	1	0	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	1	1	0	0	0	1	0	1	0	0	0	0	1	1	1	0	0	1	13
27	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	0	1	0	0	1	0	0	1	1	0	0	0	1	0	1	0	0	1	1	20
28	1	0	1	0	0	0	1	1	0	1	0	0	1	0	0	1	0	0	0	1	0	0	0	1	1	1	0	0	0	0	0	0	0	0	11	
29	1	0	1	0	0	0	1	1	0	1	0	0	1	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	1	1	0	12
30	1	1	1	1	0	0	0	1	1	0	1	1	1	1	0	1	0	1	0	1	1	0	1	1	0	1	0	0	0	1	0	0	1	0	19	
SUM	21	18	15	15	19	15	16	16	17	17	14	14	14	14	13	15	7	17	6	13	15	8	8	15	6	6	6	6	15	8	15	4	8	14	7	437

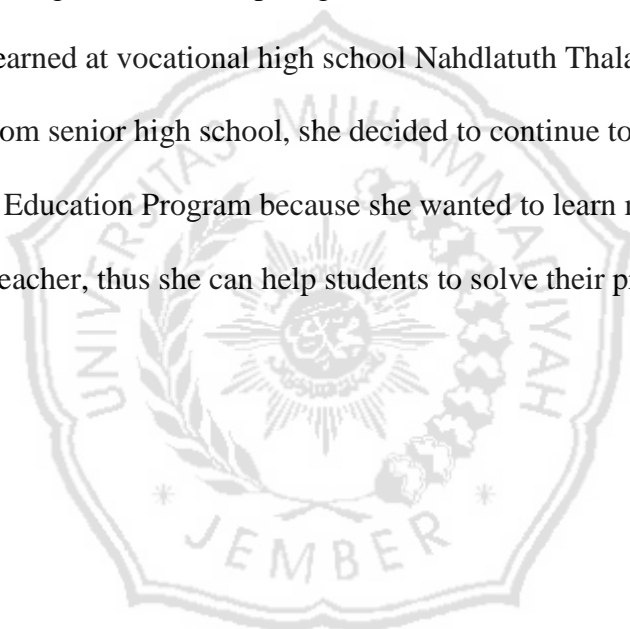


## Appendix 23

**CURRICULUM VITAE**

Sita Devi Agustin is the third daughter of Tauhid and Siti Fatimah. She was born on August 19<sup>th</sup>, 1995 in Jember.

She began her study at TK Muslimat NU 56 in 2000. Then, she continued to study at elementary school Tanjungrejo 02 in 2002. After that, she decided to study at junior high school 06 Diponegoro Wuluhan in 2009. For her senior high school, she learned at vocational high school Nahdlatuth Thalabah. After graduating from senior high school, she decided to continue to the university. She took English Education Program because she wanted to learn more about English and being a teacher, thus she can help students to solve their problem in English lesson.







## Appendix 9

### The Students' Attendance List

No	Nama
1	ADISTA AGOS P
2	AFIFAH NUR ROSYDAH
3	AGUS BAGAS WIDIYATMOKO
4	ALYA NURHALIZA
5	ANGGUN EKA Y S
6	ARIYO PONCO UTOMO
7	BERLIANA NUR BAITI
8	DIMAS FAUZAN ALAMSAH
9	ELEGI NUR AISYAH
10	FAJAR DIVAN ANUGRAH
11	FARREL RAJENDRA D
12	FITRI
13	HARIS GISWARA
14	JANE AHISTA PUTRI
15	JANUAR VIANDRA M
16	M. ARI ALFANANI
17	M. AZRIL PRASETYO
18	M. YUNAN ALAYUBI
19	MOCH. CANDRA EKA S
20	MOHAMMAD SAIFUL ANAM
21	MUHAMMAD IBNU MAULANA
22	MUSTOFA RISQI ARDIANSYAH
23	NABILA FITRIA JAYA
24	NOFA FADKHU NUR ROHMAH
25	PAMELA RATU DAYINTA
26	RIDHO AKBAR MAULANA
27	RISCHA YULIANA SAPUTRI
28	TEDDY CANDRA PERMANA
29	VALERIA ISABEL
30	VITO OKI RAMA DIANSYAH
31	YOGA YUDHA SENA
32	IBRAHIM
33	UTI S

## Appendix 22

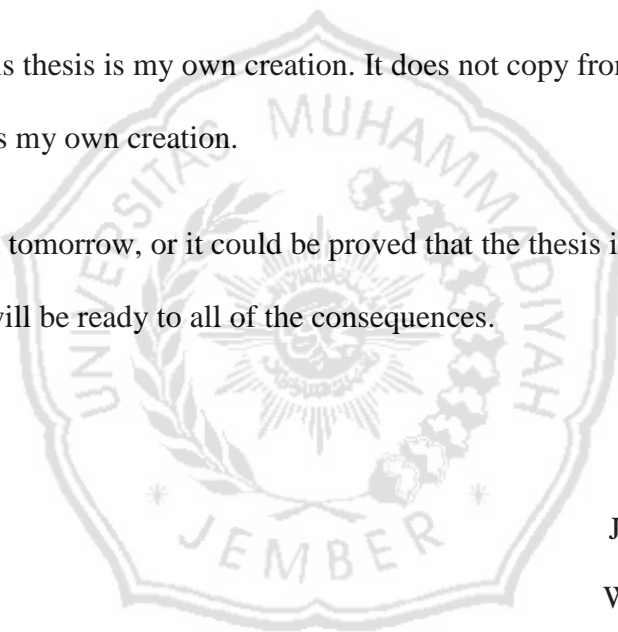
**STATEMENT OF ORIGINALITY OF SARJANA THESIS**

The undersigned:

Name : Sita Devi Agustin  
Student Number : 1410231020  
Program : English Education  
Faculty : Teacher Training and Education

I state that this thesis is my own creation. It does not copy from other resources that 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, June 9<sup>th</sup> 2018

Writer

Sita Devi Agustin  
NIM. 1410231020

## Appendix 7

## Analysis of Discriminating Power and Difficulty Level of Try Out Test

Number of Question	FH	FL	N	DL	n	DP	Information
Question 1	6	4	16	0,63	8	0,25	accepted
Question 2	7	6	16	0,81	8	0,13	omitted
Question 3	4	4	16	0,50	8	0,00	omitted
Question 4	7	4	16	0,69	8	0,38	accepted
Question 5	6	3	16	0,56	8	0,38	accepted
Question 6	5	2	16	0,44	8	0,38	accepted
Question 7	7	2	16	0,56	8	0,63	accepted
Question 8	6	4	16	0,63	8	0,25	accepted
Question 9	5	4	16	0,56	8	0,13	omitted
Question 10	7	2	16	0,56	8	0,63	accepted
Question 11	4	3	16	0,44	8	0,13	omitted
Question 12	6	4	16	0,63	8	0,25	accepted
Question 13	1	1	16	0,13	8	0,00	omitted
Question 14	6	1	16	0,44	8	0,63	accepted
Question 15	5	0	16	0,31	8	0,63	accepted
Question 16	5	3	16	0,50	8	0,25	accepted
Question 17	5	4	16	0,56	8	0,13	omitted
Question 18	5	3	16	0,50	8	0,25	accepted
Question 19	7	2	16	0,56	8	0,63	accepted
Question 20	5	3	16	0,50	8	0,25	accepted
Question 21	5	1	16	0,38	8	0,50	accepted
Question 22	4	3	16	0,44	8	0,13	omitted
Question 23	5	4	16	0,56	8	0,13	omitted
Question 24	5	2	16	0,44	8	0,38	accepted
Question 25	7	6	16	0,81	8	0,13	omitted
Question 26	4	2	16	0,38	8	0,25	accepted
Question 27	6	4	16	0,63	8	0,25	accepted
Question 28	6	3	16	0,56	8	0,38	accepted
Question 29	3	2	16	0,31	8	0,13	omitted
Question 30	4	2	16	0,38	8	0,25	accepted
Question 31	2	1	16	0,19	8	0,13	omitted
Question 32	6	2	16	0,50	8	0,50	accepted
Question 33	2	1	16	0,19	8	0,13	omitted
Question 34	4	1	16	0,31	8	0,38	accepted
Question 35	5	5	16	0,63	8	0,00	omitted
Question 36	6	3	16	0,56	8	0,38	accepted
Question 37	4	2	16	0,38	8	0,25	accepted
Question 38	2	0	16	0,13	8	0,25	omitted
Question 39	4	3	16	0,44	8	0,13	accepted
Question 40	4	3	16	0,44	8	0,13	omitted
Question 41	4	1	16	0,31	8	0,38	accepted
Question 42	6	3	16	0,56	8	0,38	accepted
Question 43	2	1	16	0,19	8	0,13	omitted
Question 44	4	1	16	0,31	8	0,38	accepted
Question 45	2	1	16	0,19	8	0,13	omitted
Question 46	4	1	16	0,31	8	0,38	accepted
Question 47	6	1	16	0,44	8	0,63	accepted
Question 48	5	3	16	0,50	8	0,25	accepted
Question 49	6	4	16	0,63	8	0,25	accepted
Question 50	2	0	16	0,13	8	0,25	omitted
Question 51	5	3	16	0,50	8	0,25	accepted
Question 52	4	1	16	0,31	8	0,38	accepted
Question 53	4	1	16	0,31	8	0,38	accepted
Question 54	2	1	16	0,19	8	0,13	omitted
Question 55	2	1	16	0,19	8	0,13	omitted
Question 56	3	1	16	0,25	8	0,25	accepted
Question 57	2	1	16	0,19	8	0,13	omitted
Question 58	6	4	16	0,63	8	0,25	accepted
Question 59	1	0	16	0,06	8	0,13	omitted
Question 60	5	1	16	0,38	8	0,50	accepted
Question 61	6	4	16	0,63	8	0,25	accepted
Question 62	6	2	16	0,50	8	0,50	accepted
Question 63	3	2	16	0,31	8	0,13	omitted
Question 64	2	0	16	0,13	8	0,25	omitted
Question 65	4	4	16	0,50	8	0,00	omitted
Question 66	3	3	16	0,38	8	0,00	omitted
Question 67	2	0	16	0,13	8	0,25	omitted
Question 68	3	3	16	0,38	8	0,00	omitted
Question 69	4	2	16	0,38	8	0,25	accepted
Question 70	2	0	16	0,13	8	0,25	omitted

**The Analysis of Reliability of the Try Out Test**

No	Odd Items (X)	Even Items (Y)	X <sup>2</sup>	Y <sup>2</sup>	XY
1	17	15	289	225	255
2	23	26	529	676	598
3	21	22	441	484	462
4	18	13	324	169	234
5	9	11	81	121	99
6	10	15	100	225	150
7	17	18	289	324	306
8	7	12	49	144	84
9	9	9	81	81	81
10	18	15	324	225	270
11	10	5	100	25	50
12	12	13	144	169	156
13	16	14	256	196	224
14	12	9	144	81	108
15	14	15	196	225	210
16	8	16	64	256	128
17	17	15	289	225	255
18	17	21	289	441	357
19	12	9	144	81	108
20	13	12	169	144	156
21	11	12	121	144	132
22	16	19	256	361	304
23	19	17	361	289	323
24	15	19	225	361	285
25	12	10	144	100	120
26	18	13	324	169	234
27	14	20	196	400	280
28	15	11	225	121	165
29	19	12	361	144	228
30	18	19	324	361	342
sum	437	437	6839	6967	6704

## Appendix 10

**Lesson Plan 1****Meeting 1 (cycle 1)**

School Level	: Junior High School
Subject	: English
Class / Semester	: VIII / II
Aspect / Skill	: Reading
Genre	: Narrative
Time	: 2 x 40 minutes

**A. Competence Standard**

1. Understanding the meaning of *narrative text* to interact with surrounding environment.

**B. Basic Competence**

- 1.1 Reading aloud the *narrative text* to the environment
- 1.2 Responses the meaning of short simple functional texts accurately, properly, and acceptable to interact with the surrounding environment in the form of *narrative texts*.

**C. Indicators**

- Text comprehension
- Words comprehension
- Paragraph comprehension

**D. Material**

- Narrative text

**The Crow and the Pitcher**

It was a sweltering hot summer day. A crow, parched with thirst, came upon a pitcher of water. But the pitcher was only half full. The crow leaned and

stretched and thrust out his beak as far as he could. No matter how hard he tried, he could not reach the water.

All of a sudden, the crow had an idea. He picked up a pebble in his beak and dropped it into the water. The water level in the pitcher rose just a tiny bit. So he dropped in another pebble, then another, then one more. The crow continued doing this for a long time. Finally, the water in the pitcher had risen high enough. The crow poked in his beak and drank to his heart's content!

### E. Instrument

- Guided Reading Strategy

### F. Teaching and Learning Process

Teacher's Activities	Students' Activities	Time
<b>1. Introduction</b> Greeting Check the attendance list Introduce the topic about fables Explain the objective of the course	Greeting Raise the right hand Pay attention to the teacher	10'
<b>2. Main Activities</b> 1. Divided to some small groups (consist of two students) 2. Give a text to the students 3. Ask the students to read the text 4. Ask the students to answer the teacher's question 5. Discuss and explain about the text 6. Invite the students to make an oral conclusion	1. Join with the group 2. Receive the text 3. Read the text 4. Answer the teacher's question 5. Pay attention to the teacher 6. present the oral conclusion	60'

<b>3. Closing</b> <ul style="list-style-type: none"> <li>• Discuss the students' difficulties about the material</li> <li>• Ask the students to pray together</li> </ul>	<ul style="list-style-type: none"> <li>• Give opinion</li> <li>• Pray together</li> </ul>	10'
--	---	-----

## G. Media and Resource

### 1. Media

- Worksheet

### Answer the question correctly!

- 1) Who is the main character of the story?
- 2) When was the story happen?
- 3) How did the crow reach the water?
- 4) What is the main idea of the second paragraph?
- 5) What can we get from the story?

### Answers:

- 1) The Crow
- 2) On a summer day
- 3) He picked up a pebble in his beak and dropped it into the water
- 4) The crow has an idea how to reach the water
- 5) Litle by litle does trick

### 2. Resources

- English for SMP eighth grade
- Teaching with Aesop's Fables (Theda Detlor, 2001)

## H. Evaluation

1. Process evaluation (done during the teaching and learning process)
2. Product evaluation (done during the teaching and learning process)

Jember, 12 April 2018

Teacher,

Researcher,

Lina Tri Fajarsari, S.Pd

Sita Devi Agustin  
NIM. 1410231020





## Appendix 11

**Lesson Plan 2**  
**Meeting 2 (cycle 1)**

School Level : Junior High School  
 Subject : English  
 Class / Semester : VIII / II  
 Aspect / Skill : Reading  
 Genre : Narrative  
 Time : 2 x 40 minutes

**A. Competence Standard**

1. Understanding the meaning of *narrative text* to interact with surrounding environment.

**B. Basic Competence**

1.1 Reading aloud the *narrative text* to the environment

1.2 Responding the meaning of short simple functional texts accurately, properly, and acceptable to interact with the surrounding environment in the form of *narrative texts*.

**C. Indicators**

- Text comprehension
- Words comprehension
- Paragraph comprehension

**D. Material**

- Fables material

**E. Teaching and Learning Process**

Teacher's Activities	Students' Activities	Time
<b>1. Introduction</b>		

Greeting Check the attendance list Introduce the topic about fables Explain the objective of the course	Greeting Raise the right hand Pay attention to the teacher	10'
<b>2. Main Activities</b> 1. Give the test for the students 2. Ask the students to do the test individually (for 30 minutes) 3. Ask the students to submit the task 4. Give a question to the students based on the test 5. Discuss and explain about the test	1. Accept the test 2. Do the test individually 3. Submit the test 4. Answer the question 5. Pay attention to the teacher	65'
<b>1. Closing</b> • Ask the students to pray together	• Pray together	5'

#### F. Media and Resource

##### 3. Media

- Reading test (see Appendix 2)

##### 4. Resources

- English for SMP eighth grade
- Teaching with Aesop's Fables (Theda Detlor, 2001)

#### G. Evaluation

1. Process evaluation (done during the teaching and learning process)
2. Product evaluation (done during the teaching and learning process)

Jember, 12 April 2018

Teacher,

Researcher,

Lina Tri Fajarsari, S.Pd

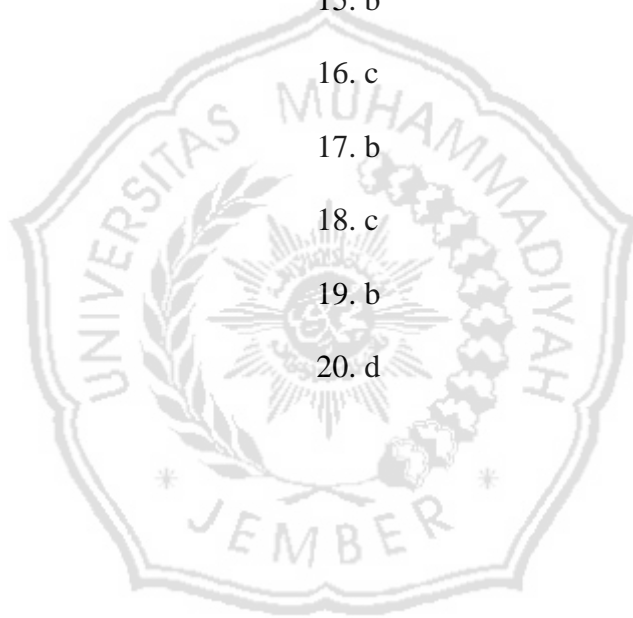
Sita Devi Agustin  
NIM. 1410231020



## Appendix 13

## Answer Keys

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



## Appendix 14

**The Result of the Test Cycle 1**

No	Nama	Score
1	ADISTA AGOS P	60
2	AFIFAH NUR ROSYDAH	80
3	AGUS BAGAS WIDIYATMOKO	85
4	ALYA NURHALIZA	75
5	ANGGUN EKA Y S	75
6	ARIYO PONCO UTOMO	65
7	BERLIANA NUR BAITI	75
8	DIMAS FAUZAN ALAMSAH	75
9	ELEGI NUR AISYAH	85
10	FAJAR DIVAN ANUGRAH	75
11	FARREL RAJENDRA D	85
12	FITRI	55
13	HARIS GISWARA	80
14	JANE AHISTA PUTRI	70
15	JANUAR VIANDRA M	75
16	M. ARI ALFANANI	85
17	M. AZRIL PRASETYO	55
18	M. YUNAN ALAYUBI	80
19	MOCH. CANDRA EKA S	75
20	MOHAMMAD SAIFUL ANAM	70
21	MUHAMMAD IBNU MAULANA	50
22	MUSTOFA RISQI ARDIANSYAH	80
23	NABILA FITRIA JAYA	65
24	NOFA FADKHU NUR ROHMAH	85
25	PAMELA RATU DAYINTA	90
26	RIDHO AKBAR MAULANA	65
27	RISCHA YULIANA SAPUTRI	50
28	TEDDY CANDRA PERMANA	80
29	VALERIA ISABEL	85
30	VITO OKI RAMA DIANSYAH	50
31	YOGA YUDHA SENA	75
32	IBRAHIM	50
33	UTI S	45
Total		2350
Average		71.21212

The percentage on the students who reach score  $\geq 73$

$$E = 20/33 \times 100 = 60\%$$

## Appendix 15

The Table of Observation Checklist in Cycle 1

No	Name	Participations				Active	Passive
		1	2	3	4		
1	ADISTA AGOS P				✓		✓
2	AFIFAH NUR ROSYDAH	✓		✓		✓	
3	AGUS BAGAS WIDIYATMOKO			✓	✓	✓	
4	ALYA NURHALIZA	✓	✓		✓	✓	
5	ANGGUN EKA Y S						✓
6	ARIYO PONCO UTOMO	✓					✓
7	BERLIANA NUR BAITI		✓		✓	✓	
8	DIMAS FAUZAN ALAMSAH						✓
9	ELEGI NUR AISYAH	✓	✓	✓	✓	✓	
10	FAJAR DIVAN ANUGRAH		✓		✓	✓	
11	FARREL RAJENDRA D	✓		✓		✓	
12	FITRI						✓
13	HARIS GISWARA		✓		✓	✓	
14	JANE AHISTA PUTRI						✓
15	JANUAR VIANDRA M	✓		✓	✓	✓	
16	M. ARI ALFANANI	✓	✓	✓		✓	
17	M. AZRIL PRASETYO						✓
18	M. YUNAN ALAYUBI	✓		✓	✓	✓	
19	MOCH. CANDRA EKA S	✓					✓
20	MOHAMMAD SAIFUL ANAM				✓		✓
21	MUHAMMAD IBNU MAULANA						✓
22	MUSTOFA RISQI ARDIANSYAH		✓	✓		✓	
23	NABILA FITRIA JAYA						✓
24	NOFA FADKHU NUR ROHMAH	✓	✓			✓	
25	PAMELA RATU DAYINTA	✓	✓	✓	✓	✓	
26	RIDHO AKBAR MAULANA	✓			✓	✓	
27	RISCHA YULIANA SAPUTRI						✓
28	TEDDY CANDRA PERMANA			✓	✓	✓	
29	VALERIA ISABEL		✓	✓	✓	✓	
30	VITO OKI RAMA DIANSYAH						✓
31	YOGA YUDHA SENA	✓			✓	✓	
32	IBRAHIM				✓		✓
33	UTI S						✓

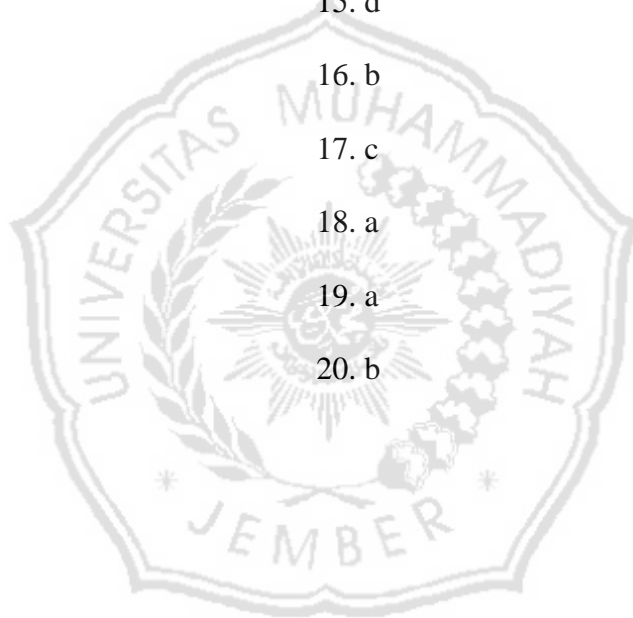
First meeting

Active :  $(18/33) \times 100 = 55\%$ Passive :  $(15/33) \times 100 = 45\%$

## Appendix 19

**Answer Keys**

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



## Appendix 20

**The Result of the Test Cycle 2**

No	Nama	Score
1	ADISTA AGOS P	75
2	AFIFAH NUR ROSYDAH	85
3	AGUS BAGAS WIDIYATMOKO	90
4	ALYA NURHALIZA	85
5	ANGGUN EKA Y S	80
6	ARIYO PONCO UTOMO	75
7	BERLIANA NUR BAITI	80
8	DIMAS FAUZAN ALAMSAH	85
9	ELEGI NUR AISYAH	90
10	FAJAR DIVAN ANUGRAH	85
11	FARREL RAJENDRA D	90
12	FITRI	75
13	HARIS GISWARA	85
14	JANE AHISTA PUTRI	75
15	JANUAR VIANDRA M	85
16	M. ARI ALFANANI	95
17	M. AZRIL PRASETYO	70
18	M. YUNAN ALAYUBI	90
19	MOCH. CANDRA EKA S	85
20	MOHAMMAD SAIFUL ANAM	80
21	MUHAMMAD IBNU MAULANA	65
22	MUSTOFA RISQI ARDIANSYAH	85
23	NABILA FITRIA JAYA	80
24	NOFA FADKHU NUR ROHMAH	90
25	PAMELA RATU DAYINTA	95
26	RIDHO AKBAR MAULANA	75
27	RISCHA YULIANA SAPUTRI	75
28	TEDDY CANDRA PERMANA	85
29	VALERIA ISABEL	90
30	VITO OKI RAMA DIANSYAH	60
31	YOGA YUDHA SENA	85
32	IBRAHIM	70
33	UTI S	65
Total		2680
Average		81.21212

The percentage on the students who reach score  $\geq 73$

$$E = 28/33 \times 100 = 84\%$$



		ion	<ul style="list-style-type: none"> <li>- Teks comprehension</li> <li>- Paragraph comprehension</li> </ul>	<p>3. Documents: the name of respondents</p>	<p>the research:</p> <ul style="list-style-type: none"> <li>- Test</li> <li>- Obsevation Checklist</li> <li>- Documentation</li> </ul> <p>4. Data collecting</p> <ul style="list-style-type: none"> <li>- Reading test</li> </ul> <p>5. Data analysis</p> $E = \frac{n}{N} \times 100\%$ <p>Where:</p> <p>E: The precentage of the students who are active.</p> <p>n: The total number of the students who are active.</p> <p>N: The total number of the students.</p>	
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